



HOWE GREEN HOUSE SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

ISI Reference	2a
Issue Number	
This policy is endorsed by	Governing Board and the Headteachers
This policy is owned by	
Review Body	Education Committee

Most Recent Revision Date	March 2025
Last Reviewed by Governors	
Period of Review	Yearly
Next Review Date	March 2026

To be made available	YES
To be on website	NO
Internal staff only	NO
Internal students only	NO
Internal staff and students	YES

Statement of Intent

The staff and governors of Howe Green House School believe that our school should provide a caring, positive, safe and stimulating environment, which promotes the intellectual, social, physical, and moral development of the individual child.

Introduction

The term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

This policy applies to the whole School, Early Years and Acorns Nursery

In our school, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

A few of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Aims and objectives

Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

Teaching and learning style

In our school, teachers use various methods to help children who are learning English as an additional language. Learners of EAL make the best progress within a whole school context where pupils are educated with their peers. They learn best when they feel secure and valued. We give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)

We develop spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;

- explaining how spoken and written English have different usages for different purposes;
- providing a range of reading materials, to exemplify the different ways in which English is used;
- planning appropriate opportunities for talking, and using talking to support writing;

We ensure access to the curriculum and to assessment by using a range of strategies including:

- using texts and materials that are age-appropriate and learning stage appropriate;
- providing support through ICT, video and audio materials;
- Opportunities for role play when appropriate;
- Collaborative group work;
- Enhanced opportunities for speaking and listening;
- Effective role models for speaking, reading and writing;
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts;

As a school we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum/EYFS Development Matters. Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this. Howe Green House School helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults.
- Howe Green House School makes a clear distinction between EAL and Special Educational Needs.

British Values

- Pupils are taught
- To appreciate viewpoints of others on ethical issues
- How to be respectful to all citizens
- Acceptance of British Values of democracy, ensuring all student's work and views are appreciated
- The value of understanding different viewpoints on a range of topics and to contribute positively to life in modern Britain

Assessment

The School Registration form identifies pupils where English is their second language. We carry out on-going recording of attainment and progress in line with agreed school procedures.

Access and support

- All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning
- Where appropriate, EAL pupils will be supported by a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding.
 - Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus.

In the EYFS pupils learning of English as an additional language is supported by:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Providing support to extend vocabulary
- Providing a variety of writing in the children's home language as well as in English, according to their needs
- Providing opportunities for children to hear their home languages as well as English and as appropriate

Signed by Mary Sanders, Education Committee

Signed by Anna Lipani and Paul Bailey, Co-Headteachers

March 2025