

**CITY OF ROCHESTER SCHOOL**  
**ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**

*This policy, which applies to the whole school, and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. This policy is also publically available on the school website*

In the City of Rochester School, the term 'staff' is inclusive of all staff and it also applies to students on placement, contractors, agency staff, volunteers, the Trustees and Board of Trustees.

**Legal Status:**

- Complies with Part 6, paragraph 24(3)(b) of the Education (Independent School Standards) (England) (Amendment) Regulations CURRENTLY IN FORCE

**Related documents:**

- Special Educational Needs and Disability (SEND) Policy
- Curriculum: Teaching and Learning Policies

**Availability**

This policy is made available to parents and staff. On request a copy may be obtained from the School Office and will be on the school website.

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Headteacher with the Trustees undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

**Aims and objectives**

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language, in addition to meeting their individual need as defined in their EHCP. This is in line with the requirements of the Race Relations Act.

Signed:

Date Reviewed: July 2019  
Date of Next Review: July 2020  
Version No. 1  
Policy No 12(e):001



Alicja Emmett  
Headteacher



Claire Cooper  
Chair of Trustees and Safeguarding Trustee

*City of Rochester School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

## **Introduction**

At City of Rochester School the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. The backgrounds of pupils at City of Rochester School mean that the needs of our EAL pupils are most frequently higher order language needs such as higher order reading and listening comprehension skills and the need to use more sophisticated vocabulary and phrase in speaking, writing and grammar. We do not regard children as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' (Education Act 1996, Section 312(1), (2) and (3)). Pupils for whom English is an additional language (EAL) will be provided with appropriate support provided they meet City of Rochester School academic criteria. Teachers will assess the children to gauge the support that may be needed in order to ensure equal access to the curriculum along with all other aspects of life at City of Rochester School.

### **We aim to raise the attainment of minority ethnic pupils by:**

- Assessing pupils' English ability and giving pupils with EAL access to the curriculum as quickly as possible.
- Providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English.
- Providing additional in-class and withdrawal support to these pupils.
- Developing an understanding of and valuing pupils' home languages.
- Using visual and auditory resources.
- Assessing pupils with EAL to establish their needs and progress.

### **Identification and Assessment**

Parents are asked to inform school of any language needs their child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside pupils should be able to identify and assess pupils with EAL in order to target them for support. This can be done using a variety of data, including:

- Teacher assessment
- Rising Stars Formal Assessments
- Behaviour profiling
- Reading tests
- Spelling tests
- Individual pupil targets
- Consultation with parents
- Attendance and behaviour monitoring

Once the pupils have been identified and assessed, the class teacher will work with colleagues to develop an Individual Learning and Development Plan for that child.

### **Teaching and learning style**

In our school, teachers take action to help children who are learning English as an additional language by various means, including developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- providing in class support for individuals and small groups;
- developing appropriate resources;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- providing advice and training for staff members;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

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## Curriculum Access

At City of Rochester School some of our children may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. These children's ability to participate in the full curriculum may be in advance of their communicative skills in English. All children in our school follow the curricular requirements of the subjects being taught: children with EAL do not produce separate work. Learning Support Assistants work in partnership with class teachers to support individual children or small groups of children. We support access for all children to the curriculum by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and readers;
- purchasing resources which reflect different ethnicities in their language, visual images and content.
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- Creating a supportive environment for our EAL Learners: we will:
  - ensure the correct pronunciation and spelling of pupil's name
  - get to know pupil as an individual: their background, experiences, interests, skills, approaches to learning
  - create an environment where each student feels valued and safe
  - give clear learning objectives in lessons and use appropriate materials to support pupil participation
  - actively model and encourage an atmosphere of risk taking in an environment where errors are seen as a natural and important part of learning
  - provide an inclusive curriculum select content, texts, examples and illustrations which include and reflect the diversity of pupil backgrounds
  - consciously interact with pupils, supporting them to make connections to and build on previous learning and experiences
  - strategically use a variety of grouping techniques and peer tutoring
  - provide extended waiting time to allow pupils time to process the question and their response
  - monitor pupil understanding, providing opportunity for individual explanations and support where needed
  - build up shared 'class' experiences to draw upon
  - support English language development explicitly teaching the technical subject-specific language where appropriate
  - clarify key words, rephrase key content in a variety of ways, provide both written and oral forms of key words
  - offer additional visual support eg. posters, pictures, photographs, objects, use of gesture
  - offer additional verbal support eg. repetition, modeling, peer support
  - use group work effectively where pupils use language to complete purposeful, cognitively demanding tasks
  - use scaffolding for language and learning eg. talk frames and writing frames
- assess EAL learners against the same criteria as their monolingual peers, enabling accurate comparison of their relative progress and attainment with ongoing assessment.