



# DITCHAM PARK SCHOOL

*Where every child is known and valued*

## Teaching English as an Additional Language Policy

Compiled by	Head of LSD and Head of Juniors
Approved by	SLT
Date of Publication Date Reviewed (SLT)	December 2018 January 2020
<b>Date of this Review (Head of Juniors &amp; Head of Seniors)</b>	<b>January 2021</b>
Next Review	January 2022



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## Teaching English as an Additional Language

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### INTRODUCTION

This Policy applies to the whole school, including the EYFS.

At Ditcham Park 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. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

### AIMS AND OBJECTIVES

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. We promote the principles of fairness and justice for all through the education that we provide in our School.

### TEACHING AND LEARNING STYLE

In our School, teachers take action to help children who are learning English as an additional language by various means, so that they develop 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;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
  - ensuring that there are effective opportunities for talking, and that talking is used to support writing;
  - encouraging children to transfer their knowledge, skills and understanding of one language to another.
- ensuring access to the curriculum and to assessment 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 access arrangements

### CURRICULUM ACCESS

All children in our School follow the curricular requirements of the Foundation Stage and our Year 1-Year 6 children follow a curriculum which is informed by the National Curriculum.

Children requiring EAL support may be withdrawn from lessons. At other times individual children may be supported within the classroom.

In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities. The Foundation Stage helps children learning English as an additional language by:

- 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;



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In the Seniors, where possible and necessary, pupils will normally be withdrawn from lessons for individual support.

### STRATEGIES TO USE IN THE CLASSROOM

- Prioritise Speaking and Listening skills in English and acquisition of basic language vocabulary;
- Value first language skills by encouraging the child to introduce it to the rest of the class;
- Emphasise teaching of basic classroom instructions - notice correct response and praise;
- Focus on the acquisition of spoken language: writing will come later;
- Choose a well-structured scheme to begin teaching reading skills, after taking advice from the Learning Support Department;

Also to provide a welcoming environment in which a bilingual child feels confident to contribute.

### ASSESSMENT

We follow the statutory assessment arrangements with regard to making special arrangements for children those learning English as an additional language, after taking advice from the Learning Support Department.

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