

Banff Primary School

English as an Additional Language (EAL) Policy

Rationale

In line with the principles of 'Inclusive Schools' the mainstream schools must recognise and respond to the diverse needs of their learners and this includes pupils who have English as an additional language. Pupils who are learning through the medium of English as Additional Language will require careful consideration of their individual needs.

Introduction

In Banff Primary 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.

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.

The E.A.L. Service

In Aberdeenshire the E.A.L. Service is a peripatetic service which provides support to bilingual pupils and their teachers. Children are referred to the service by completing a form see Appendix 1. The E.A.L. co-ordinator is based at:

Monquhitter School
Thornhill Road
Cuminestown
AB53 5WH

Co-ordinator of EAL: Jennifer Walker
Tel. 01888 544831 Fax. 01888 544831
E mail: jwalker.er@aberdeenshire.gov.uk

Communication with Parents

A Language Line is available for immediate contact with parents, tel. 0845 310 9900.

Interpreters are available for support at Parents' Evenings or other meetings. This service can be accessed by telephoning 01888 562427. Aberdeenshire

Council also has a translation service available for school reports, letters, bulletins and forms etc. This can be contacted at the above address.

Aims and objectives

A Curriculum for Excellence and Additional Support for Learners Policy Framework 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 Banff Primary 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. This is in line with the requirements of the Race Relations (Amendment) Act 2000 and the principles laid out in the Council's 'Race Equality' policy.

Teaching and learning

In Banff Primary School, teachers take action to help children who are learning English as an additional language by various means.

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;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking and listening, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- 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.

We ensure 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, audio materials, interactive whiteboard resources, web sites, games and dictionaries .
- working in close partnership with the children's parents
- using the home or first language where appropriate.
- providing auxiliary support wherever possible.

Curriculum access

All children in South Park School follow the requirements of the Curriculum for Excellence.

The English as an Additional Language Teacher works in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes the EAL support teacher works with groups of children, of whom only one or two may be EAL children. The EAL teacher may occasionally withdraw children from class, either singly or in a small group, in order to provide intensive support.

At all stages opportunities are created to help 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.
- encouraging the continuing use of the first language at home and at school where appropriate.

Assessment

We carry out ongoing recording of attainment and progress in line with agreed school procedures.

The assessment arrangements of the 5-14 Curriculum allow us to make special arrangements for children who are learning English as an additional language, including support for National Assessments.

Monitoring and review

EAL will be reviewed and monitored under the umbrella of Additional Support for Learning according to school Quality Assurance procedures.

Appendices

Appendix 1: E.A.L. Referral Form

Appendix 2: Hints for the Primary Classroom - New Arrival and Beginner in English.

Appendix 3: Guide for Classroom Assistants - New Arrival and Beginner in English.

Appendix 4 : Request for translation or interpreter