



The Federation of St Elphege's and Regina Coeli Catholic Schools



EAL Policy

Scope: Federation			
Date Adopted: Summer 2014			
This Review:		Spring 2024	Every 3 years or when regulations change
Next Review:		Spring 2027	
Approved	EHT:		Inclusion Manager
	Governor:	Not Applicable	



The Federation of St Elphege's and Regina Coeli Catholic Schools



'With God all things are possible'

'Where there is love, there is God'

The Federation of St Elphege's and Regina Coeli Catholic Schools will give every child the best possible education because each individual is uniquely created and precious to God. As a Catholic community, guided by the Holy Spirit, we will follow the example of Jesus Christ in all aspects of daily life.

With the help of God's love, the Federation of St Elphege's and Regina Coeli Catholic Schools will seek to develop the whole child. Each child is uniquely created and precious to God and it is the Federation's mission, guided by the Holy Spirit, to nurture each child's spiritual, moral and academic growth.

Inspired by the teachings of Christ we will...

- Develop our children's faith, spirituality and joy in the love of God
- Educate our children to the highest standards thus realising their own potential
- Instil in our children the knowledge, skills and confidence to succeed and take pride in their achievements recognising we each have special gifts and talents
- Encourage everyone to be more than they thought possible, in a secure and loving environment
- Promote a caring community where we will all behave well. We will be dignified in our actions, demonstrating good manners, tolerance, kindness and generosity to ourselves and others
- Prepare our children today to become tomorrow's responsible and independent individuals equipped to face life's challenges
- Ensure our Federation is a happy, safe and welcoming place where we all enjoy learning, work hard, support one another and do our best
- Create an active partnership of love, joy and high expectations between children, parents, carers, staff, governors, parishes and the wider community

Inclusion statement

The school community will ensure that ALL children irrespective of race, ethnicity, nationality, gender (including those who identify as transgender), sexual orientation, ability, special educational need, disability, faith or religion, age, culture, socio-economic or home background will have equal access to the breadth of this policy.

The achievements, attitudes and well-being of all our children matter and the school will endeavour to promote their individuality. Children with learning disabilities and gifted and talented children will be allowed to express themselves according to their ability. Work will be differentiated to meet their needs and achievements will be celebrated.

This Policy will be implemented through on going consultation with all members of the school community and developments in law or statutory guidance.

Rationale

We celebrate the fact that many of our children speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Aims

The National Curriculum secures entitlement for all children in a number of areas of learning and gives them the opportunity to develop their knowledge, understanding, skills and attitudes that are necessary for self-fulfillment and development as responsible citizens. We promote the principles of fairness and justice for all through the diverse 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. This is in line with the requirements of the Race Relations Act 1976 and Race Relations (Amendment) Act 2001.

At the Federation, teachers take action to help children who are learning English as an additional language by various means.

Developing their spoken and written English by:

- Ensuring that a child's development of vocabulary includes the technical, subject specific, tier 1 vocabulary in addition to more common, everyday words that the majority of monolingual children would be able to understand and use.
- Displaying, teaching and embedding key vocabulary
- Explaining and modelling 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 planning considers the particular difficulties that pupils with EAL may experience
- 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:

- Building on children's experiences of language at home and in the wider community so that their developing languages have a mutual benefit to the progress pupils make in knowing more and remembering more
- Using accessible texts, materials and visual support that suit children's ages and levels of learning
- Providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses
- Using the home or first language where appropriate
- Setting targets in literacy for targeted children

Curriculum access

All children at The Federation follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

We expect teachers to adapt their teaching to suit the needs of all children in their class through quality first teaching.

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 languages have a mutual benefit to the progress the pupils make in knowing more and remembering more
- Providing a range of opportunities for children to engage in speaking and listening activities with peers and adults
- When necessary, providing bilingual support to extend vocabulary

Assessment

We carry out ongoing recording of attainment and progress in line with agreed school procedures for EAL children, monitoring their progress through learning walks, book looks and moderation between classes then highlighting children in need for focused support.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.