



Caversham Preparatory School

Policies and Procedures

704 English as an Additional Language Policy

English as an Additional Language Policy

Including those in the EYFS (Early Years Foundation Stage)

Introduction

At Caversham Preparatory School the teaching and learning, achievements, attitudes, and well-being of all our children are all 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 may have skills in their own language which are in advance of their communicative skills in English.

Aims and Objectives

- 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. This is in line with the requirements of the [Equality Act 2010](#).

Teaching and Learning Style

In our school 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 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 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

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 IT, video or audio materials, dictionaries and translators, readers and scribes using the home or first language where appropriate



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Curriculum Access

All children in our school follow the curricular requirements of the Early Years Foundation Stage and the National Curriculum. Children with English as an Additional Language do not produce different work. We do not generally withdraw children from lessons to receive EAL support. We support individual children in the classroom.

If, however, a child joined us who had little or no English, we would make every effort to support that child, especially in the early stages by offering intervention sessions on a one-to-one basis. An individual programme would be written in the form of an Individual Education Plan (IEP), to support the child so that they would be able to integrate as quickly as possible into the full life and learning of the class that they have joined.

In the Early Years Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.

The Early Years 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
- Providing bilingual support, where possible to extend vocabulary
- Teaching a strong phonic programme, so that the children begin reading and writing in English as soon as possible.

Assessment

- We carry out ongoing recording of attainment and progress in line with agreed school procedures and the EYFSPs.
- In the mathematics tasks at Key Stage 1 we will translate words or phrases that appear in the assessment materials or that the children use in their responses.
- For the science and written mathematics tests at Key Stage 2, we will provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult for children for whom English is an Additional Language.
- EAL pupils may but are not required to learn French or Spanish at our school until they are fluent speakers and writers of English. This decision will be taken in consultation with parents.



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Policy Administration

Linked Policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Quoted Legislation and Guidance

- [Equality Act 2010](#)

Review Schedule

This policy is subject to 3 yearly reviews unless circumstances require an earlier review.

Update and Review Log

Updated/ Reviewed By	Date	Notes
J Lawson	Nov 2015	Reviewed
J Lawson	Sep 2018	Reviewed
J Lawson	Feb 2021	Reviewed
A Lawson	April 2021	Formatting and Updating Links
J Lawson	August 2022	Reviewed for staff CPD at the start of the new term