

POLICY FOR CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE

Rationale

At St Andrew's Montessori School we believe that children learning English as an additional language are entitled to the full National Curriculum programme of study and that all teachers have the responsibility for teaching English as well as subject content.

AIMS

At St Andrew's Montessori School we aim to ensure that children who have English as an additional language will:

- use English confidently and competently
- use English as a means of learning across the curriculum
- Build on knowledge that they already have of other languages and cultures

We recognise the importance of the role of parents and the need to communicate with parents in mother tongue where appropriate.

Our aims will be achieved by:

1. To collect relevant background and cultural information when a child arrives at school and on issues of assessment and teaching strategies.
2. Ensuring the EAL children access the curriculum by:
 - Providing a welcoming ethos in school and classrooms
 - Valuing their first language by providing a range of notices, posters, labels and dual language texts in first languages
 - Providing appropriate cultural resources where possible
 - Ensuring that tasks are well supported by concrete visual materials, especially for pupils in the earlier stages of English acquisition
 - Translate reports, communicate targets and progress and any problems that may arise
 - Differentiation in weekly planning
 - Staff being aware that although children become conversationally fluent in two years it will take a further 3-5 years at least for them to gain enough vocabulary and knowledge of English to function efficiently in all subject areas
 - Staff being aware that EAL children learn most efficiently working in collaborative groups with able and fluent English speakers.

MONITORING

Progress of EAL children is tracked from baseline and progress is monitored termly by the teacher

Success criteria

- evidence from tracking meetings that children with EAL are making expected progress
- evidence that example models of first languages are displayed in classrooms and around the school