



**English as an Additional Language Policy**

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## **Rationale**

We celebrate the fact that some of our students 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 students to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

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

Students 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**

The National Curriculum secures entitlement for all students 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-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 Parkview Academy, in conjunction with the Curriculum Lead, teachers take action to help all of our students 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;
- displaying key vocabulary;

- 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 students to transfer their knowledge, skills and understanding of one language to another;
- building on student'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 student'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 students.

### **Curriculum access**

All students at Parkview Academy follow a programme that is matched to their interests and needs. Student's with English as an additional language do not produce separate work, unless within a focused target intervention group.

A learning support assistant who is able to speak the student's first language is recruited to support the student in lessons so that they can access the curriculum. They also work in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children.

## **Assessment**

We use Bell Foundation's EAL Assessment Framework for Schools to measure English language competence for new to English students . These students are targeted on a termly basis.

Reviewed July 2024