



## ENGLISH AS AN ADDITIONAL LANGUAGE

Rida Girls' High School provides an education which is enriched by the diversity of ethnicity and culture of its pupils. The teaching and learning, achievements, attitudes and wellbeing of all our children are very important.

We encourage all our children to achieve the highest possible standards by taking account of each Child's life experiences and needs.

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

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.

### **Aims and Objectives**

We promote the principles of fairness and justice for all through the education we provide, and also aim to ensure that EAL pupils are able to;

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages.

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

### **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 & written English by:*

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words
- 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 that 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
- Encouraging children to communicate in English from the first day in school whilst appreciating that child will not be able to do this in all contexts

- We encourage all teachers and helpers to speak in English to pupils and each other as role-models, whilst appreciating that this is not always possible

*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 ICT, audio materials, dictionaries, rich visual support, translators and readers

### **Curriculum access**

All children in our school follow the curricular requirements of the National Curriculum which gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. Children with English as an additional language do not produce separate work.

### **Assessment**

We carry out ongoing recording of attainment and progress in line with agreed school procedures. The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

### **Additional Support**

We can provide reading friends volunteers to work with targeted children encouraging reading and improving literacy skills.

Accelerated reader programme can be used to enhance reading, track progression and record accurate assessment of reading levels and reading age of pupils.

A strategy for weekly literacy focus is firmly embedded so that pupils establish strong foundation literacy skills.