

English as an Additional Language



Intent

At Holland Moor, the teaching and learning, achievements, attitudes and wellbeing of all children are important and we want all children to achieve their very best, including those with English as an additional language. At Holland Moor we intend to break down the barriers any child with EAL has to learning. We aim to celebrate the fact that an increasing number of our children speak more than one language, and acknowledge their ability to communicate using a variety of community languages. We want all children to achieve the highest possible standards and bring out the best in every child.

Implementation

At Holland Moor, we have a rising number of children arriving with English as an Additional Language, and, in some cases, with no English. We settle the children as quickly as possible into school life; to encourage them to take part in daily routines and structures, which will help them to develop, not only an understanding of the academic aspects of English, but the use of our language as a social interaction.

We communicate with parents/guardians to ensure a smooth transition into school, contacting translators to assist us when required. Through these communications and school tours, we find out details about the children's past learning experiences, their previous exposure to English, and any traumatic experiences that the children might have had. We believe that these communications are vital to enable us to help the children settle into their new environment as smoothly as possible. We always take account of every pupil's life experiences and needs.

Our EAL children are assessed on entry to the school, using the Solihull EAL Tracker. This enables us to establish an initial progress level of the children's receptive, and expressive, English language skills, and to set targets. From that point the children's Listening and Understanding; Speaking; Reading and Writing are reassessed and new targets set, on a termly basis. Those children who are new to English are assessed on a more regular basis, in order to keep a closer eye on their progress, and to ensure that their targets are constantly updated, in the expectation that they will make rapid progress once they are exposed on a daily basis, to the English language.

To ensure full support within the curriculum, alongside targeted interventions, set tasks are scaffolded according to the learner's needs. Scaffolding helps our EAL children to systematically build their knowledge base and support their learning, allowing them to gain confidence when performing tasks independently. All staff have access to an electronic EAL resource bank which is continuously being added to throughout the academic year.

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

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curriculum may be in advance of their communicative skills in English. At Holland Moor, we pre-teach tier one and tier two vocabulary to ensure that those children with EAL have a full understanding of simple English vocabulary before subject specific, tier three, vocabulary is explicitly taught within the lesson. This technique facilitates the understanding and reading of new words by giving our pupils their meanings before they encounter them. This practice reduces cognitive load and facilitates learning.

Impact

Holland Moor's early, and ongoing intervention, ensures that children are supported in their learning, at appropriate levels throughout their primary school journey. Our EAL assessment and monitoring procedures facilitate the children's learning in all the other areas of the curriculum.

At Holland Moor, our EAL children become valuable and valued members of our school community, taking an active part in both school and after-school activities. They add an extra dimension to all our lives, enriching us through their different cultures, religions, languages and their experiences of the world.