



KINDERGARTEN POLICY ON CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE

INTRODUCTION

This policy sets out the Kindergarten's aims, objectives and strategies with regard to the needs and skills of children with English as an Additional Language (EAL).

The term EAL is used when referring to children whose main language at home is a language other than English.

AIMS

We aim to welcome and value the cultural, linguistic and education experiences that children with EAL bring to the Kindergartens. We will implement school-wide strategies to ensure that EAL children are supported in accessing the curriculum and help EAL children to become confident and fluent in English in order to be able to fulfil their academic potential.

OBJECTIVES

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the Kindergartens
- To equip teachers with the knowledge, skills and resources to be able to support and monitor children with EAL
- To monitor children's progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain children's self-esteem and confidence by acknowledging and giving status to their skills in their own languages
- To work in partnership with parents to support the child and their family

PROCEDURES

Within the classroom teachers should:

- recognise the child's home language; boost the child's self-esteem. Remember, he/she has the potential to become bi-lingual.
- ensure classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities such as the use of language groups (see Speech & Language documentation) and written signs displaying other languages.

- identify the child's strengths and interests.
- acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success.

In supporting the child's learning teachers should:

- assess the child's competence in English in relation to the document 'Every Child a Talker' (2011) and Supporting Young Children learning English as an additional language (2010).
- show differentiated work for EAL children in planning and evaluation using Nassea EAL Steps.
- have high expectations; expect children to contribute and give you more than one-word answers.
- monitor progress carefully and ensure that EAL children are set appropriate and challenging learning objectives through The National Strategies and Key word assessment.
- recognise that EAL pupils need more time to process answers.
- allow children to use their home language to explore concepts.
- give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).
- group children to ensure that EAL pupils hear good models of English.
- use collaborative learning techniques, including small 'Social Skills' groups.

RESPONSIBILITIES

The Head is responsible for:

- obtaining, collating and distributing to the members of staff information on new children with EAL. This includes:
 - language(s) spoken at home.
 - from the previous kindergartens, information on level of English used.
 - details of curriculum at previous setting (where applicable).
- ensuring that:
 - all involved in teaching EAL learners liaise regularly.
 - parents and staff are aware of the Kindergarten's policy on children with EAL.
 - relevant information on pupils with EAL reaches all staff.
 - training in planning, teaching and assessing EAL learners is available to staff.
 - challenging targets for pupils learning EAL are set and met.
 - the effectiveness of the teaching of pupils with EAL is monitored and data analysed
- overseeing initial assessment of children's standards of English.
- giving guidance and support in using the assessment to set targets and plan appropriate work.
- monitoring standards of teaching and learning of children with EAL.
- reporting to the Principals on the effectiveness of the above and the progress of children.
- informing parents of relevant documentation and or referrals.

The class/subject teacher is responsible for:

- being knowledgeable about children's abilities and needs in English and other subjects.
- using this knowledge effectively in curriculum planning, classroom teaching and grouping.

- providing opportunities for their child to use their home language in their social-dramatic play.

REFERENCES

This policy has been informed by:

‘Every Child a Talker’ (2011)

Supporting Young Children learning English as an additional language (2010).

See also: Admission Policy, Equal Opportunities Policy, Inclusion Policy, SEND Policy, Staffing Policy, Transition Policy

This policy will be reviewed annually			
Latest Review: June 2019	By:	Kathy Ballantine, Kindergarten Head	Changes made
Next Review: June 2020	By:	Kathy Ballantine, Kindergarten Head	