



## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) POLICY

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### 1. INTRODUCTION

- 1.1 In our school all pupils are important, and this applies to all aspects of their education: their teaching and learning; their achievements; their attitudes and their well-being. We encourage all pupils to aim for the highest possible standards, and we take account of each child's individual needs and experiences.
- 1.2 A small number of our pupils have particular requirements with regard to learning and assessment linked to their progress in learning English as an additional language.
- 1.3 Children who are learning English as speakers of others languages have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- 1.4 Research suggests (despite some commonly-held beliefs to the contrary) that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success.
- 1.5 This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

### 2. AIMS AND OBJECTIVES

- 2.1 Underlying all of the work that we do is the entitlement of all children to access all areas of learning, and thereby to acquire the knowledge, understanding, skills and attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.
- 2.2 The aim of this policy is therefore to help ensure that we meet all the needs of those children who are learning English as speakers of other languages. This is in line with the requirements of the Race Relations Act (1976).

### 3. TEACHING AND LEARNING STYLE

3.1 In our school teachers use various methods to help children who are learning English as speakers of other languages:

3.1.1 Developing their spoken and written English by: ensuring that vocabulary work covers the technical as well as the everyday meanings; covering not just key words, but also metaphors and idioms; explaining how spoken and written English have different usages for different purposes; providing them with a range of reading materials, to exemplify the different ways in which English is used; giving them appropriate opportunities for talking, and using talking to support writing; encouraging them to relate one language to another.

3.1.2 Ensuring their access to the curriculum and to assessment by: using texts and materials that suit their ages and learning stages; providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses; using the home or first language where appropriate.

### 4. ESOL AND INCLUSION

4.1 In our school we value each pupil as a unique individual. We will strive to meet the needs of all pupils, and to ensure that we meet all statutory requirements related to inclusion. Pupils with a first language other than English 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.

4.2 Throughout the school, we help ESOL learners by: building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English; providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults; providing bilingual support to extend vocabulary when necessary.

### 5. ASSESSMENT FOR LEARNING

5.1 Our school uses the BSquared: Connecting Steps framework to measure the English language competence of all pupils, including those whose first language is not English. We record their attainment and progress according to agreed school procedures.

5.2 The statutory assessment arrangements of the examination boards overseen by the JCQ allow us to make special arrangements for pupils who are speakers of a language other than English.

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