



## THE UNICORN SCHOOL

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# English for Speakers of Other Languages (ESOL)

Policy written by: Andrew Day

Date Agreed by: Andrew Day

<i>Date of Review</i>	<i>Completed By</i>	<i>Signed</i>
January 2016	Carole Salisbury	
June 2017	Andrew Day	

# The Unicorn School

## English for Speakers of Other Languages Policy

### Introduction

The term EAL or English as an additional language, (sometimes referred to as EFL/ English as a foreign language), is used when referring to pupils where the mother language at home is not English. This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

At the Unicorn School we believe in the concept of life-long learning. We maintain that learning should be a positive, rewarding and enjoyable experience. The Unicorn School aims to provide equality of access to the curriculum for all its pupils, including those for whom English is an additional language (EAL). It aims to ensure that the language and learning needs of all pupils are identified and that they are supported in overcoming any obstacles which might prevent them from achieving their full potential.

Language is the main medium that we use for thinking, teaching and learning so it is at the heart of the Unicorn School. As language and literacy are best taught within the context of the subject, all teachers will give attention to language and literacy development in their own subject.

Pupils who are not fluent in spoken English or the language of the curriculum will receive planned support for their oracy and literacy skills; this will be done within the child's daily individual lesson.

Our aim is to encompass Every Child Matters by:

- Fostering pupils' self-esteem and helping them build positive relationships with other people
- Enabling pupils to feel safe and secure
- Developing pupils' self-respect and encouraging them to respect the ideas, attitudes, values and feeling for others
- Showing respect for all cultures and, in doing so, to promote positive attitudes as part of this community
- Helping pupils grow into reliable, independent and positive citizens
- Enabling all pupils to learn and develop skills to the best of their ability
- Helping pupils achieve their potential
- Economic well-being

## **Aims and objectives**

We aim to provide a varied environment with high quality teaching and learning experiences that allows pupils to develop their skills and abilities to the full potential. Through our adaptation and differentiation of the curriculum to suit the needs of dyslexic children; we provide a broad, balanced curriculum with access for all to mathematical, scientific, linguistic, technological, social, physical and creative arts.

- The aim of this policy is to ensure that we meet the full range of needs of those children who have English as an additional language. This is in line with the requirements of the Race Relations Act 1976.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To help EAL pupils to become confident and fluent in speaking and listening, and reading and writing in English in order to be able to fulfil their academic potential.
- To encourage and enable parental support in improving children's attainment
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school
- To monitor pupils' progress systematically and use the data in decisions about classroom managements and curriculum planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own language.

## **Strategies**

### **School/class ethos**

- Classrooms need to be socially and intellectually inclusive, valuing cultural difference and fostering a range of different identities
- Recognise the child's mother tongue
- Boost the child's self-esteem
- Bear in mind that he/she has the potential to become a bi-lingual adult
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- Recognise that pupils with English as a an additional language, in addition to dyslexia, will need more time to process and answer both orally and in written format.
- Extra time and support in exams will be awarded if appropriate
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used
- Allow pupils to use their mother tongue to explore concepts
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Explain how speaking and writing in English are structures for different purposes across a range of subjects

- Ensure that there are effective opportunities for talking, and that talking is used to support writing

### **Access and support**

- All pupils will follow the school curriculum which has been modified and adapted to include provision for children with dyslexia. The school will provide texts and resources that suit the pupil's ages and levels of learning
- All children in the school have an individually tailored 30 minute 1:1 session each morning where their EAL as well as their dyslexia will be addressed. Children may be referred to our Speech and Language Therapist if it is felt to be appropriate.
- Relevant information on pupils with EAL reaches all staff
- Targets for pupils with EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly

### **Effective learning**

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow children to learn in ways that best suit them. In our school daily 1:1 sessions, academic support is given to meet the needs of each individual pupil. This includes support for their dyslexia as well as support for their home language wherever possible.

We currently have at least one teacher who is EFL trained and one teacher whose mother tongue is French.

We aim to encompass the following areas when planning teaching and learning styles:

- Linguistic
- Kinaesthetic
- Musical
- Logical/mathematical
- Interpersonal/group-working
- Modelling
- Presenting
- Accessing
- Interpersonal/reflective
- Visual/Spatial
- Scaffolding for reading/writing
- Framework & support at different levels

## **The role of subject teachers is to:**

- Liaise with the class teachers and 1:1 teachers of those children with EAL to be able to:
- Develop consistent approaches to teaching and learning in literacy
- Build an increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- Use speaking and listening strategies to develop subject learning plans for teaching and learning of subject-specific vocabulary
- To develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts
- To model writing for key text types within their subject

## **Teaching strategies to support EAL children**

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other languages
- Encourage and use bilingual support from other students and staff
- Allow students time to practise new language
- Use visual support of all kinds (diagrams, maps, charts, pictures)

## **Developing language and literacy skills**

- In order to be fully literate students need to be able to understand how we adapt our everyday speech into informal, written texts

## **Learning through talk**

- Using speaking to clarify and present ideas
- Using active listening to understand a topic
- Hypothesising, evaluating and problem solving through discussion

## **Teaching strategies**

- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask pupils to rehearse answer with partner before answering
- Make sure children are clear about the purpose and audience for their writing
- Point out the difference between speech and writing
- Help children to use an appropriate level of formality
- Give students model texts before asking them to write
- Show children how to organise writing using planning frameworks, mind-maps or graphic organisers
- Support extended writing with frames and key connectives to link ideas
- Ask pupils to evaluate, correct and re-draft writing

## **Learning through writing**

- Use writing to think, explore and develop ideas
- Use mind-maps to link and plan ideas
- Structuring and organising writing to link ideas in paragraphs
- Develop clear and appropriate expression at sentence level

## **Assessment**

- School registration form (Engage) identifies pupils where English is their second language
- We carry out on-going recording of attainment and progress in line with agrees school procedures which will include assessing EAL as well as dyslexia

Carole Salisbury January 2016  
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