



Archbishop Ilsley Catholic School

EAL Policy

At Archbishop Ilsley Catholic Technology College we believe that children with English as a second language are entitled to the full National curriculum programmes of study and all teachers have responsibility for teaching English as well as subject content.

At Archbishop Ilsley we aim to ensure that ESL learners will:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Build on knowledge that they already have of other languages and cultures.

For the purpose of this policy, English as a second language is students whose primary languages, or language of the home is other than English, and who may therefore require additional services in order to develop their individual potential.

The goal of English as a second language education is to assist students to become proficient in English, to develop intellectually and as citizens and to enable them to achieve the expected learning outcomes of the National curriculum.

The same principal of learning apply to ESL students as they do to all learners within the school:

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- Learning requires the participation of the students
- Learning is both individual and a group process
- To facilitate learning, students should see their history, literature and cultural experience in general reflected in the classroom and curriculum

LEA objectives

- To ensure that all ESL learners participate in and gain access to mainstream and national curriculum
- To support ESL learners in their acquisition of English language skills across the curriculum
- To ensure that ESL learners attain National curriculum levels appropriate to their intellectual ability
- To assess/ monitor progress in the acquisition of English as an second language for all ESL learners at both primary and secondary levels

- To promote partnership teaching and other appropriate methods of supporting ESL learners.
- To provide training for teachers or ESL support staff in strategies that will address the needs of ESL learners.
- To support ESL learners through the home language and offer interpreting. Translating services to schools and parents of ESL learners.
- To develop home/school/community links.

Curriculum Planning

- To enhance knowledge and understanding and drawing in experiences of ESL learners and integrating it into the curriculum.
- Use subject related vocabulary
- Small group investigations and collaborative work where talk and interaction are central to the task.
- Using visual support, posters, non-verbal gestures, dictionaries and active learning strategies.
- Celebrating linguistic diversity through curriculum by differentiating the curriculum to re incorporate their cultures, experiences and language i.e. Encourage ESL learners to share their experiences, for geography allow them to chose to do a project from the country they are from.

Assessment

- It should be recognised that ESL learners can make rapid progress in acquiring English but also to be fully competent in the use of academic language for learning can take up to 10 years.
- Careful assessment should be undertaken by ESL support stag to ensure that the learning needs are met
- Care should be taken when assessing ESL who might also have special needs
- Assessment is carried out from EAL progress booklet developed by QCA for assessing ESL learners.
- Other assessment should comply with procedures used for all other pupils in the school e.g. SAT's
- **Subject leaders need to ask:**
 1. How is pupil progress monitored?
 2. What range of pupil data is collected in these samples?²
 3. What questions about pupil progress do these data raise?²

4. How does this compare with the data collected in the school?

Head teachers Responsibility

- Head teacher should ensure that the needs of ESL learners are identified and provided for.
- Head teacher should ensure that ESL learners are integrated into mainstream education.