

English for Speakers Of Other Languages Policy

Shooters Hill Sixth Form College

Adopted and ratified by the Governing Body on:	11 October 2017
Review Date:	11 October 2020
Accountability:	Governing Body
Responsibility:	Governing Body

ESOL Teaching and Learning policy

This policy outlines college's aims and strategies to support ESOL/EAL students and allow them to make progress on their study programme in line with their academic ability.

Aims:

The college is committed to providing appropriate teaching and learning resources for ESOL/EAL students and to striving to ensure that each student makes progress on their study programme.

The College aims to:

- Ensure that ESOL/EAL students are able to become confident learners and make good progress on their study programmes.
- Recommend and encourage teaching and learning strategies to ensure that EAL/ESOL students are able to access the curriculum
- Recognise, welcome and value the cultural, linguistic and educational experiences that EAL/ESOL students bring to the College
- Provide appropriate resources for the breadth of abilities amongst ESOL/ EAL pupils at the College
- Ensure that ESOL/EAL students have the opportunity to overcome any barriers to learning and assessment through appropriate differentiation and support.

Objectives:

- To effectively assess the skills and needs of ESOL/EAL pupils and provide appropriate small group provision
- To ensure that teachers have the knowledge, skills and resources to be able to support and adapt materials for students with ESOL/ EAL
- To monitor the progress of ESOL/ EAL pupils and use the data to make decisions about classroom management and curriculum planning.

Shooters Hill Context:

- The changing FE landscape in the borough of Greenwich has resulted in increasing numbers of students with ESOL needs at the college.
- ESOL/EAL students at the college come from a variety of cultural and linguistic backgrounds and mirror the ethnic demographics of the borough.
- ESOL/EAL students have previously attended school in the UK or home country and are therefore literate in their home language. Most students are at foundation level and already have a competent grasp of the language.

New Students:

When ESOL /EAL students start at the College, they are referred or self-referred and assessed within the ALS Department and information is collated with regards to their:

- Linguistic background and competence

- Previous educational experience
- Current performance in reading, writing, listening and speaking in English.

The level of support for EAL/ESOL student is determined on individual need

Key Principles of additional language acquisition:

- All teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Although most students are able to quickly acquire the ability to communicate on a day to day basis in English, the level of language needed for academic study is much more complex and therefore requires continuing support throughout their studies.
- Language develops best when used in meaningful contexts across the curriculum (i.e. within the mainstream classroom).
- The language demands of learning tasks need to be identified and included in the teachers' planning for teaching and learning.
- Teaching staff play an important role in the 'modelling' of language by providing oral and written examples of academic English within their subject area.
- A clear distinction should be made between EAL/ESOL and Special Educational Needs.

Teaching Strategies:

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Students have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve meaningful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames, graphic organisers.