**ONE INTERNATIONAL SCHOOL ESL POLICY**

**INTRODUCTION**

The purpose of this policy is to outline the school’s aims, objectives and strategies with regards to the needs and abilities of pupils who are classified as having English as a second language (ESL). The term ESL is used when referring to pupils whose main language at home is a language other than English.

**AIMS**

* To welcome and value the cultural, linguistic and educational experiences that pupils with ESL bring to ONE International School
* To implement strategies to ensure that ESL pupils are supported in accessing the curriculum and learning English
* To help ESL pupils to become confident and fluent in English in order to be able to fulfil communication needs and academic potential.

**OBJECTIVES**

* To be able to assess the skills and needs of pupils with ESL and to provide appropriate provision
* To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with ESL
* To track pupil’s progress systematically and use the data to ensure progression
* To maintain pupil’s self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

**STRATEGIES**

**SCHOOL ENVIRONMENT**

* The school environment promotes English language development through rich and varied use of language.
* Classroom teachers will ensure that the classroom environment is inclusive and values cultural differences and individual identities.

**EYFS TEACHING AND LEARNING**

* Classroom teachers are responsible for ensuring that children can access resources and have their needs met when working to learn ESL. Support materials will be used to help children engage with the full curriculum, including but not limited to: home language sheets, pictorial communication resources, translators and teacher/TA support
* Teachers will encourage children to use their known English frequently and throughout their sessions
* All staff will model good use of English throughout all sessions and playtimes.

**EYFS ASSESSMENT, RECORDING AND REPORTING**

* Baseline assessments will be administered to inform activities and delivery so children can increase engagement levels, English understanding and use
* Children will be observed throughout their session times and notes taken on their activities. These will then be shared with parents through the online learning journal (Tapestry)
* Home languages will be displayed in the classroom and used by staff. This will not only develop children’s sense of self but will also enable inclusion and promote diversity.

**ELEMENTARY AND MIDDLE SCHOOL TEACHING & LEARNING**

* Classroom teachers are responsible for ensuring that pupils can participate in lessons and will be aware of good practice in providing for ESL pupils. This may include, but is not limited to: differentiated tasks, translated resources, more time given when answering questions and teacher/teaching assistant support.
* Teachers will have high expectations and encourage pupils to use their known English often.
* Teachers will model good use of English in the classroom and incidentally around the school.
* Teachers will ensure that their weekly structure, pastoral care and overall ethos will help the ESL pupils integrate into the school.
* Teachers will recognise, respect and celebrate the pupil’s mother tongue in order to boost the pupil’s self-esteem and celebrate diversity.
* ESL pupils will, with the consent of the parents or guardians, receive support in their English language acquisition from the dedicated ESL teacher. They will receive tailored support in learning new vocabulary and concepts, and develop their confidence in speaking English in a small group setting during their class’ English lesson time.
* ESL pupils may also receive ‘Booster’ sessions from the ESL teacher and the class teacher in order to consolidate learning, learn additional skills or revisit work on a 1:1 basis.

**ELEMENTARY AND MIDDLE SCHOOL ASSESSMENT, RECORDING & REPORTING**

* All ESL pupils will be assessed upon starting at the school to determine their English Language needs and abilities. These will inform the staff if the pupil requires the support of the ESL group or in-class provisions.
* This assessment will serve as a baseline so that the ESL teacher can monitor progress.
* ESL pupils who attend the ESL group during their class’ English lesson will be assessed termly against an ESL framework in place of the English national curriculum skills assessments.
* Pupils will be assessed in line with the Department for Education’s classification codes (Appendix).
* If a pupil is assessed as operating at levels D-E, they will be deemed as having enough English language acquisition to be integrated back into the class for English lesson. The class teacher will ensure the pupil is still provided with suitable provisions where necessary.
* If a pupil has been reintegrated to English lessons, they will from that point, be assessed against the English national curriculum skills.
* The ESL teacher will write the English reports for the pupils who are part of the ESL group.

**ELEMENTARY AND MIDDLE SCHOOL RESPONSIBILITIES**

**ESL LEAD/ESL TEACHER**

To ensure that:

* All involved in teaching ESL pupils liaise regularly
* Relevant information on pupils with ESL reaches all staff
* Staff are confident in ensuring ESL pupils access the curriculum fully
* Challenging targets for pupils learning ESL are set and met
* The effectiveness of the teaching and learning of pupils with ESL is monitored and data collection is managed
* They liaise with parents/guardians
* They oversee initial assessment of pupil’s standard of English
* They deliver the ESL curriculum to a high standard
* They assess the pupils termly against the ESL assessments and write the pupils’ English reports to parents

**CLASS TEACHER**

* Liaise with the ESL lead regarding the progress of ESL pupils within their class
* Be knowledgeable about ESL pupil’s abilities and needs in English and other subjects
* Use this knowledge effectively in curriculum planning and classroom teaching opportunities.

**SEE APPENDIX FOR DFE CLASSIFICATION CODES**