



# Beamont Collegiate Academy

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

Date approved by the C&L Committee	27.02.17
Signature of Chair to the C&L Committee	G Porter
Signature of Academy Principal	A Moorcroft
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## Contents

1. Introduction .....	3
2. Aims and objectives .....	3
3. Roles and responsibilities for ESOL .....	3
4. Teaching and learning styles.....	5
5. ESOL and inclusion.....	6
6. Assessment for learning.....	6
7. Monitoring and review .....	7

## **1 Introduction**

- 1.1 In Beamont Collegiate Academy, all our pupils are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their wellbeing.
- 1.2 We encourage all our pupils to aim for the highest possible standards, and we take account of each young person's individual needs and experiences.
- 1.3 Some young people may have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.
- 1.4 Young people who are learning English as another language have linguistic skills similar to those of monolingual English-speaking young people. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- 1.5 Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. The Academy 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 the National Curriculum is the entitlement of all young people to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the 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 Beamont collegiate Academy.
- 2.2 The aim of this policy is therefore to help to ensure that we meet all the needs of those young people who are learning English as another language. This is in line with the requirements of the Race Relations Act 1976 and the Equality Act 2010.

## **3. Roles and responsibilities for ESOL**

- 3.1 **The Principal** - is pivotal in providing leadership. Their role is to ensure that;
  - An ESOL strategy features in the Academy development plan

- There is regular and effective liaison between everyone involved in teaching ESOL pupils
- Information on all pupils' progress and performance in core national curriculum subject examinations is collected systematically.

**3.2 The Governing Body, working with the Principal, will ensure that;**

- The Academy development plan takes account of the needs and skills of ESOL pupils and sets targets for these pupils which are challenging and attainable
- Parents and carers of ESOL pupils are fully informed about national curriculum requirements and assessment procedures, and about the Academy's strategies for securing all pupils' entitlement to these through, for example, the prospectus and website
- The Academy has in place effective policies for ESOL pupils which are understood by all staff
- There is consideration of issues relating to special educational needs, including those pupils who are also ESOL pupils
- Challenging targets for pupils learning ESOL are set and met
- Training in planning, teaching and assessing ESOL pupils is available to all staff.

**3.3 The Academy's Leadership Team should;**

- Share overall responsibility for supporting and raising the achievement of ESOL pupils
- Ensure that relevant information is shared with parents
- Manage data collection to meet any external monitoring requirements
- Monitor the staff's effective use of information about pupils' abilities and needs in English when making decisions about curriculum planning and pupil grouping.

### **3.4 Teachers and support staff should;**

- Be knowledgeable about pupils' abilities and their needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping
- Make good use of specialist language support teachers and Support assistants when teaching and monitoring progress.

### **3.5 Additional specialist staff should;**

- Work effectively to make focused and systematic assessments of pupils, including their use of first language, as appropriate
- Help match the language demands of the curriculum to pupils' skills and needs, to maximise pupils' development of English
- Provide effective specialist teaching for groups or individuals
- Contribute to curriculum planning as members of a teaching team, to ensure continuity and progress within the national curriculum subjects
- Help strengthen links between home, the Academy and the community.

## **4. Teaching and learning styles**

4.1 In Beamont Collegiate Academy staff will use various methods to help young people who are learning English as an additional language by;

- Developing their spoken and written English
- 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.

4.2 They will ensure 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.

## **5 ESOL and inclusion**

5.1 In the Academy, we value each young person as a unique individual. We will strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to inclusion. All young people in our Academy follow the core requirements of the National Curriculum.

5.2 Young people learning English as another language 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 another language, and we take all reasonable steps to achieve this.

5.2 Support for pupils takes place both in lessons and in small group and individual sessions, dependent on the level of need and language acquisition. We withdraw pupils for small group and individual work on occasion to focus on basic language acquisition.

## **6. Assessment for learning**

6.1 The Academy uses baseline language assessments to measure the English language competence of ESOL pupils. We record their attainment and progress according to agreed procedures. In addition we make reference to the scales for listening, speaking, reading and writing are outlined in the DfE publication 'A Language in Common - Assessing English as an Additional Language.

- 6.2 The outcomes of assessments will be used to inform staff planning and target setting.
- 6.3 Pupils will be given feedback about their assessment results and encouraged to develop an understanding of what they need to do to progress.
- 6.4 The criteria will be used to make a first assessment of a pupil starting at an Academy as soon as reasonable to do so. They will then be used at regular intervals until the pupil's work meets the relevant expectations of the national curriculum levels.
- 6.5 Where necessary we will make special examination arrangements for young people who are learning English as another language.

## **7 Monitoring and review**

- 7.1 The Principal and Governing Body will review this policy at least annually and more often when legislation and guidance changes.
- 7.2 Its implementation and effectiveness will be monitored by the Principal and the Governing Body.