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**1. Purpose of Procedures**

- 1.1 Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. We support them with additional lessons, individually or in small groups with the aim of enabling them to access the full curriculum as confidently as their peers.
- 1.2 The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.
- 1.3 The aim of these procedures is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010.
- 1.4 These ESOL procedures have been approved by the SLT and will be reviewed every year. The procedures also apply to our Early Years Foundations Stage (EYFS).

**2. Pre-Prep**

- 2.1 For EYFS children, whose home language is not English, staff encourage children to develop and use their home language in play and learning.
- 2.2 We follow the recommendations that the child’s home language is spoken at home and that in school they are encouraged to be immersed in the English language. To support the child’s home language, we would learn some songs/rhymes and have books in the setting in the home language. Through close liaison with the parents we would use them as our first and ideal source of information around these resources.
- 2.3 For children whose home language is not English, it is the work of staff to ensure that children catch up and close the gap so that English is developed to unlock other areas of

learning. When assessing communication, language and literacy skills, staff must assess children's skills in English.

- 2.4 Where there are concerns about delay in the development of English language learning, staff must explore the child's skills in their home language with parents, to establish whether there is cause for concern about language delay.

### **3. Teaching and learning style**

- 3.1 In the Prep school, teachers take action to help children who are learning English as an additional language by various means:

- Developing their spoken and written English by:

Assessing each child in terms of the four language skills (reading, writing, speaking and listening) and the four systems (grammar, pronunciation, discourse and lexis) and ensuring that lessons include elements of these skills and systems as appropriate for him or her;

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
  - explaining how speaking and writing in English are structured for different purposes across a range of subjects;
  - providing a range of reading materials that highlight the different ways in which English is used;
  - ensuring that there are effective opportunities for talking, and that talking is used to support writing;
  - encouraging children to transfer their knowledge, skills and understanding of one language to another;
  - building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;
  - practising comprehension of the language both orally and textually, to ensure understanding for gist, specific meaning and inference;
  - using a variety of activities, games and exercises to ensure that all learning styles are catered for.
- Ensuring access to the curriculum and to assessment by:
    - using accessible texts and materials that suit children's ages and levels of learning;
    - providing support through ICT, a range of media, dictionaries and translators, readers and amanuenses.
    - Setting regular and accessible preps to reinforce learning

### **4. Curriculum access**

- 4.1 All children in our school follow our school curriculum. Children with English as an additional language do not produce separate work.

- 4.2 We withdraw children from lessons to receive ESOL support. Children have ESOL lessons in place of a combination of French, Latin and Spanish (and occasionally other subjects) depending upon their first language and the level of support they need.

4.3 We liaise closely with other subject teachers and will teach discrete vocabulary and provide learning support in advance of or alongside the topics taught in science, RS, maths and the humanities.

4.4 We support children in some curriculum lessons.

## **5. Assessment**

Our ESOL children are initially and continuously assessed, both formally and informally within lessons and with regular tests and standardised assessments. We carry out on-going recording of attainment and progress in line with agreed school procedures.