

Policy	03 - 02a	ESOL Procedure	
Responsible Member of staff	Caroline Ainsworth		
Responsible Governor	Carey Leonard		
Approved	August 2021	Next Review Date	August 2023
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PART 1 - STATEMENT OF GENERAL POLICY

The majority of pupils from overseas will be offered EAL lessons when they register at the school. Most pupils, particularly those for whom English is limited, need extra support for the first few years they are at the school. The number of lessons the pupils receive each week is largely dependent on their fluency in English and their ability to access all areas of the curriculum fully. The school aims for all pupils to participate fully in all areas of school life and provide a support programme that will decrease as the pupil's use of English improves. Staff are made aware of the pupils' English capability and any special needs / disabilities and, whenever possible cater for these in both teaching methods and styles.

Each year we will have an intake of pupils with limited English language skills and during the early months they will find it difficult to cope in the classroom. The needs of individual pupils will vary from year to year depending on the pupil's knowledge of the language.

All EAL pupils are screened on entry and it is frequently a condition of acceptance at the school for pupils to receive specialist teaching in English, and this will be reassessed frequently with specialist lessons being increased or decreased as required as pupils move through the school.

The following points should help staff to support these pupils.

READING

- Overseas pupils often read more slowly than their peers and will need time to look up the meaning of unfamiliar words.
- In the early stages teachers can support them by encouraging them to read to gain the gist of the text and not to try and understand every word.
- If texts contain a lot of unfamiliar vocabulary specialist staff can support pupils by underlining important words that can then be worked on by the EAL teacher during individual lessons. For example, scientific and mathematical terms.

WRITING

- Pupils faced with the prospect of learning a new alphabet will often write slowly and may well experience problems with grammar and the use of tenses. These areas of learning will be taught during specialist sessions, but staff can provide support by providing differentiated tasks for pupils particularly those with very limited English.

LISTENING

Pupils will have many opportunities to listen to spoken English and will make rapid progress particularly those that are boarding pupils. Staff can help these pupils by remembering the following.

- Use the board or OHP to provide reinforcement to what has been said.
- Write clearly.
- Speak slowly and clearly.
- Give handouts rather than dictate notes.

SPEAKING

- Some of the pupils may be very shy using English during lessons and may use friends of their own nationality to help them and answer their questions at first.
- Encourage these pupils to use and practise their spoken language.
- Pupils should be encouraged to volunteer answers and participate in discussions.
- Encourage the pupils to talk so that they will soon feel more at ease and feel confident to ask for help.
- Naturally these pupils will wish to converse with friends using their mother tongue but this should be gently discouraged during the school day.

GIVING INSTRUCTIONS

- Write clear instructions for prep on the board and ensure pupils understand what is required before they leave the lesson.

NEW VOCABULARY

- Subject specific vocabulary can often be given in lists for further study during EAL lessons.

CATCH UP

- Pupils should be encouraged to take work along to their EAL lessons if they are experiencing difficulties in that subject.
- Staff will speak to the EAL teacher for specific topics to be covered during lessons or if class support is required for particular lessons.

During the school year, pupils may come to board at TDM from overseas. The primary object of their visit is for them to be immersed into an English-speaking environment and way of life. There is no expectation for any special programme of work to be provided, by the school or their parents, although they do have a 2-3 days orientation with a Gap year student. Specialist EAL lessons are available however and can be arranged if requested by parents. Pupils work in the Year group most suited to their age and where there is space available for them. When examinations take place, staff set these according to the individual's English language ability. Pupils are expected to do their best in all subjects but their results are not included in overall class averages. Comments are, however, made on individual reports at the end of term, which pupils take home with them.