

English Language Learners (ELLs)



Policy: English Language Learners (ELLs)

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Elckerlyc International comprises a mixed community of both native English speakers and children who speak English in addition to their home language(s). As language is a vital part of learning, we believe that it is the role of both staff and parents to work in partnership to create an environment where all children's language is enriched, and where diversity is embraced and celebrated. At Elckerlyc we offer an inclusive approach to language enrichment, providing support for a greater number of children in a variety of settings.

Criteria for receiving language support:

To establish which children should receive language support, there needs to be established and agreed criteria. All children will be assessed according to one or more of the following criteria:

- a) do not speak English at home;
- b) have one parent who is a non-native English speaker;
- c) have followed an Intensive English course;
- d) have a low score when assessed in Groups 0 to 3 with the British Picture Vocabulary Scale;
- e) are weak in agreed areas when measured against the Bell Foundation Assessment model;
- f) have low Nelson test scores in Groups 3 onwards;
- g) speak English confidently but who perform less well in written tasks.

Please note it is not necessary to fulfil all of the above criteria to qualify for support. The evaluation will include an assessment of how additional support might benefit the child in their general development even when they do not fulfil some of the criteria.

Intensive English Course

We accept children into school who have an elementary level of English. Children who have little or no English follow an Intensive English Course, prior to full-time admission into class. The course lasts for 6 weeks and is delivered either over two morning sessions per week, or comprises a mixture of withdrawn lessons and in-class support. Parents pay for this short course, in addition to school fees.

Collaborative Teaching and Planning

At Elckerlyc, English language teachers and class teachers work together in a range of different ways to support the needs of our ELLs. The planning and teaching methods outlined below are used depending on the needs of pupils requiring English Language support.

The class teacher and the English Language teacher discuss the results of all criteria assessment. After consultation with the class teacher, the English Language teacher puts a programme in place to support the language development of the ELL pupils. This programme may take the form of withdrawn lessons for a determined period of time to either pre-teach or develop specific language skills (as agreed and in line with year group curriculum demands), or it may involve focused in-class support/team teaching.

Joint Planning

English language teachers and class teachers collaborate in varying ways in planning/implementation/evaluation of lessons or units of work for whole classes or individual learners.

Parallel Teaching

Pupils receiving additional language support may be taught some lessons separately by an English language teacher. The teacher covers the same subject area content in a separate location and with language emphasis appropriate to the ELL pupils' needs. English language teachers and class teachers plan lessons together and monitor the progress of each group.

Support Teaching

English Language teachers assist individual learners and/or small groups with their learning tasks in the mainstream classroom. The class teacher generally designs the curriculum but the ELL teacher may adapt the material to more specifically meet the needs of the individual/small group. Support is generally given in the mainstream classroom but may at times be more appropriately provided in another location.

Team Teaching

English language teachers and class teachers share joint responsibility for planning, teaching, assessing and evaluating mainstream programmes, jointly planning curriculum content, lesson methodology and classroom organisation. The English language teacher may provide a language focus so that ELLs are able to access the content of the curriculum whilst developing their language skills. The teaching roles are interchangeable in this context.

Assessment:

- A. Initial assessment on entry to ascertain language level using an adapted Wigan EAL assessment model (<https://www.wigan.gov.uk/Docs/PDF/Council/Schools-Portal/e/EALPupilAssessmentBooklet.pdf>)
- B. Ongoing assessment through observation in class and discussion with class teacher. The Bell Foundation Assessment model is used as a baseline and for continuing assessment. <https://www.bell-foundation.org.uk/wp-content/uploads/2017/09/EAL-Assessment- Framework-for-Schools-Primary-V2-feilds.pdf> This assessment model is used to track pupils' progress and to assess whether ELLs need more specific support.
- C. Twice yearly whole class assessments in conjunction with class teacher. These take place prior to parent/teacher meetings and reports.

Home Languages Library:

Pupils have access to books in their own language in order to encourage literacy in the home language, as well as in English.