



## **Policy Language Development Support**

Elckerlyc International comprises a mixed community of both native English speakers and children who speak English in addition to their mother tongue. 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.

### **Terminology**

**Language Development Support** is the terminology used for additional English lessons and the staff responsible for the delivery of these extra lessons. This reflects the fact that Elckerlyc has a high population of pupils who do not have English as their home language, as well as pupils who speak English at home but are not in an English rich environment at school or in the wider community. It is a more inclusive approach to language enrichment, providing support for a greater number of children in a variety of settings.

### **Criteria for receiving Language Development Support**

To establish which children should receive additional Language Development support, there needs to be established and agreed criteria.

**All children** will be assessed according to 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 gp 0, gp 1, gp 2 or gp 3 with the British Picture Vocabulary Scale;
- e) are weak in agreed areas when measured across the Elckerlyc Continuum Language assessment model;
- f) have low Nelson test scores in gps 3 onwards;
- g) speak English confidently but who perform less well in written tasks.

*Please note it is not necessary to fulfill 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 fulfill 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 undertake an Intensive English Course, normally lasting one month, prior to full-time admission into class. Parents pay for this short course in addition to school fees.

## **Collaborative Teaching models**

The class teacher and the Language Development teacher will discuss the results of all criteria assessment. After consultation with the class teacher the Language Development teacher will put a programme in place to support the language development of those pupils. This 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; it may be a distinct language programme for post-intensive course pupils or it may involve in-class support/team teaching.

At Elckerlyc, Language Development teachers and class teachers will work together in a range of different ways. The teaching methods outlined below are used depending on the needs of pupils requiring Language Development Support.

### **Joint Planning**

Language Development teachers and class teachers will 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 will be taught some lessons separately by a Language Development teacher. They will cover the same content of the subject area as their mainstream peers but in a separate location and with language emphasis appropriate to their needs. Language Development teachers and class teachers will work together in lesson planning and monitoring the progress of each group.

### **Support Teaching**

The Language Development teacher will assist individual learners and/or small groups with their learning tasks in the mainstream classroom. The class teacher will generally design the curriculum but the Language Development teacher may adapt the material to more specifically meet the needs of the individual/small group. The Language Development teacher will focus primarily on pupils needing Language Development support but may at times help all learners. Support will generally be given in the mainstream classroom but may at times be more appropriately provided in another location.

### **Team Teaching**

Language Development teachers and class teachers will share joint responsibility for planning, teaching, assessing and evaluating mainstream programmes, jointly planning curriculum content, lesson methodology and classroom organisation. The Language Development teacher may provide a language focus which will give pupils needing additional language development support access to the content of the curriculum while developing their language skills. The teaching roles will be interchangeable in this context.

## **Assessment**

Pre-entry - Initial Assessment on interview

On entry - BPVS for new Non-Intensive students

First Assessment (prior to parent/teacher interviews with the class teacher) – children’s progress is monitored in conjunction with the Listening Speaking Writing and Reading Continuums ref. <http://www.bonniecampbellhill.com/support.php> for the pdf files

May / June - BPVS grps 0 and 1 and Intensive/ LDS students

Final Assessment (prior to issue of final reports from the LDS teacher and class teacher) – children’s progress is monitored in conjunction with the Listening Speaking Writing and Reading Continuums ref. <http://www.bonniecampbellhill.com/support.php> for the pdf files

**All students** will be tracked according to the Listening & Speaking Continuum and the Reading and Writing Continuums written by Bonnie Campbell-Hill. The class and LDS teachers will use this as a guideline for Language Development teaching and support.

## **Resources**

The resources used by the teachers are age-appropriate and designed to allow the children to learn English whilst at the same time have fun. Children access the language in practical ways by making use of course books and reading materials, games, songs, role-play activities, DVDs and a wide range of computer software. Children who can read are given additional literacy work to do at home and are encouraged to borrow story CDs, DVDs and simple reading materials for use at home.