



**FRIENDS' SCHOOL SAFFRON WALDEN**  
**POLICY FOR SPEAKERS OF LANGUAGES OTHER THAN ENGLISH\***  
*(\* known throughout this document as ESOL pupils; sometimes referred to elsewhere as EAL or ESL)*

This Policy applies to all sections of Friends' School, including the Early Years Foundation Stage and Key Stage One.

**Aims**

Friends' School is committed to inclusion and to providing access to the Curriculum, through the support of those whose first language is not English. Provision of ESOL teaching is an integral part of our work. The School has a dedicated ESOL Department, which seeks to:

- support ESOL students to achieve their learning potential;
- allow ESOL students full access to the curriculum;
- assess and monitor the individual needs of ESOL students;
- forge effective links across the curriculum;
- provide induction for all ESOL students.

**In the Senior School**

- ESOL lessons are provided to students with varying levels of English and the students are prepared for appropriate examinations by expert staff. There is a dedicated ESOL suite, which provides students with an accessible learning space for lessons or private study. Groups are small, enabling students to make progress and increase their confidence in the use of English. The principal language skills of listening, speaking, reading and writing are developed through a variety of resources.
- Once a week there is a dedicated support session for homework in the evening; a member of ESOL staff is available to help.
- ESOL students have access to the same range of subject choices as English native-speakers and the ESOL department is able to advise and support subject staff on the accessibility of their teaching resources. They also advise staff on useful strategies to be employed with this group of learners (see Appendix: Strategies to use with Pupils in the Early Stages of Acquiring English).
- ESOL students are assessed at the outset to establish their level of English and are then given the required amount of lesson support and time for self-supported study. They are prepared for examinations at the different stages and progress is monitored against estimated grades, in line with the rest of the school.
- Students are prepared for further education, employment or university entrance by undertaking appropriate courses and staff advise on UCAS applications or applications for employment.
- The ESOL department encourages feedback from subject staff and liaises regularly with staff. The requirements of new students are shared with

staff. In certain subjects, the ESOL department is able to provide support material and describe its use to staff.

- The school maintains an ESOL register which highlights the different levels of support required by students.
- A programme of induction has been set up over two days at the start of the school year. All ESOL students are expected to participate in this programme, full details of which are available from the ESOL department. Successful induction lays the groundwork for full integration into school life. Both the pastoral and academic needs of ESOL students are carefully monitored through the Head of Department.
- ESOL students are required to undertake Community Service along with all other Sixth Formers.

### **Junior School and EYFS**

- Any child who joins the school at an earlier stage, speaking English as a second language, is given support in class to enable him / her to gain access to the full curriculum.
- Specific work or activities are designed to help the child become as fluent as possible in English.
- Parents are consulted on a regular basis to assist planning.

## **APPENDIX**

### **Strategies to Use with Pupils in the Early Stages of Acquiring English**

*(These Guidelines are published in the Staff Handbook)*

- Be repetitive and consistent in your use of language. Identify the classroom phrases that are most appropriate for your subject and use them regularly.
- When giving instructions to a group or whole class, use the pupil's name to make them aware that they need to listen and watch.
- When possible, identify and describe the immediate environment and what can be seen.
- Use gestures, mime and body language and match the tone of your voice to the words. These can help to illustrate the message you are trying to convey. Use simple drawings, posters, maps, diagrams, flow charts etc. to illustrate meaning. ESOL learners are very aware of visual clues to meaning. They watch to understand, when at an early stage.
- Speak in whole sentences. Sometimes rephrase. Not being understood the first time may not mean that all the words are unknown to the ESOL student, but the combination of words is unfamiliar. However, if after

repetition and rephrasing, you are still not understood then find alternative ways to express yourself. For example, show what you mean with reference to other pupils' actions or work.

- Allow short pauses for understanding to catch up. ESOL students need to process language and may miss the next few words completely while they try to make sense of what they have just heard.
- Speak in natural English, retaining its normal rhythm and structure.
- Make clear key words in a sentence. Learners need to hear the words which carry information, e.g. 'At break everybody should go outside' NOT 'you are supposed to be outside now'.
- Avoid pronouns, e.g. 'Put the book in your bag' NOT 'put it away'. Avoid the passive form, e.g. 'You must wear your tie' NOT 'Ties must be worn'.
- Restrict your vocabulary, Try to find the simplest, most commonly used word. Give as many examples as possible.
- Avoid colloquialisms and phrasal verbs where possible. Sometimes English which seems simple has no meaning if taken literally or translated directly into another language e.g. 'Find the word in your dictionary' NOT 'Look it up'.
- Avoid long sentences. English allows for a range of tenses and strings of verbs in one sentence. Break this up into sequenced sentences and make the context clear, e.g. 'Yesterday I gave you a letter for your mother and father. Did you give it to your mother and father? Your mother and father must sign it'. (A quick mime might help here!)
- Check and confirm the learner understands by verbal questioning. Be aware that asking a pupil if they have understood is not the best way to check their understanding. Many will nod 'yes' irrespective of the fact they haven't understood.
- Be aware of cultural differences in non-verbal communication, e.g. Chinese children lower their gaze as a mark of respect for a teacher and can be confused when told, 'Look at me when I am talking to you'.
- Always ensure that the ESOL student is paired and grouped with pupils who can present a good model of English. (Although in the very early stages it is advisable to sit the ESOL student near a speaker of his/her own language, if possible, in order to build confidence.)
- Use 'or' questions frequently to prompt a pupil's response. This will provide them with vocabulary and simple structures to use in their response.

- Remember that many early stage pupils go through a silent period. This means that you should avoid asking them too many questions. They need to stand back and listen. The process of learning a language does not begin when a pupil starts speaking.
- Give the pupils activities which allow them to demonstrate their understanding easily. For example: matching pictures to text; matching sentence halves; sequencing text or pictures; labelling; filling in grids or tables; filling in missing words; true/false exercises; classifying or sorting; writing frames.(see **Appendix 1** for ideas/examples)

**Many departments (DT, Maths, Geography, History, RS, Science) have been issued with Keyword Books for their subjects. Please make use of these as they contain matching activities, puzzles and wordsearches. Pupils could be asked to complete worksheets either before covering a particular topic or as consolidation.**

(Please note that the ESOL department is more than happy to work with Departments in producing worksheets that make the curriculum more accessible to ESOL students).

- Write on the board, or put on display in the classroom, a few 'key words' either at the start or during the course of the lesson. This way, even if the content of the lesson is far too challenging, the student will usually come away from the lesson having gained some knowledge.
- Encourage students to make full use of the **ESOL supervised prep session on Thursday evenings, 6.30 to 8.00**. New students often feel pressurized by tasks they don't understand and this session is important for them.
- Encourage students to make full use of their mentors; an effective mentoring system is in place for all ESOL students.
- If possible, give the ESOL student a role or post of responsibility in class to develop their confidence.
- Try to ensure that ESOL students are aware that the cultural diversity in the school is valued. Use them as a resource, when possible, so that other students can learn about their country and customs.
- Encourage pupils to use a bilingual dictionary and write unfamiliar words related to a topic in the back of their exercise book.
- Learning a language is a process that relies on risk-taking and trial and error. Over-emphasis on perfection will inhibit this process. It is not necessary to correct every mistake. When marking, focus on one language structure in each piece of writing for feedback.

- Recognise that preps may take the ESOL student a lot longer to complete. Set a time limit instead and reassure students that as long as they have worked for the agreed time there is no need to complete the task (many will work for a lot longer than the agreed time!)

***Remember.....***

***Early stage learners will not understand everything that is said within the classroom environment even with significant support. There will be misunderstandings and times when meaning cannot be communicated through visual means or through bilingual dictionaries, especially when more abstract concepts are involved. Do not worry about this. Learning an additional language takes time.***

**Policy reviewed and updated January 2011**

**Recommended by the Education Committee for ratification at March Board, 2011.**

**Signed on behalf of the Governors -----**

**Date -----**