



ESL Policy

Document Control:

This document has been approved for operation within:

Date of last review:

Date of next review:

Review Period:

Owner:

Al Islah Girls High School

September 2023

September 2024

1 year

Al Islah Girls High School

Approved by the full Governing Body: September 2023

English as a Second Language (ESL) Policy

Note: Al Islah Girls High School uses the acronym ESL; other schools may use EAL [English as an Additional Language]. For the purposes of this policy, the two are inter-changeable.

Aims and Ethos of the School

Al Islah Girls High School is an independent day school for girls aged 11 – 16. The school maintains a focus on high aspirations and expectations for young people with English as a second Language (ESL), and seeks to provide an education which will enable them to achieve their best, become confident individuals living fulfilling lives, and make successful transition into adulthood.

Pupils with ESL come from a wide variety of countries, often speak two or more languages and have English skills varying from pre-intermediate to advanced. They bring a wealth of prior learning experiences and enrich the school with their diverse cultures.

The school aims to enable pupils with ESL to achieve their potential by adopting a whole school approach to supporting their learning. The pupils are supported in accessing the academic curriculum through the development of their subject specific academic English language skills through ongoing liaison between the ESL Coordinator and the subject teachers.

ASSESS - Assessment of ESL Admission:

Non-native speaking applicants sit an examination prior to entry to determine the number of one to one or small group support lessons they would need to access the whole school curriculum. The development of their general English language skills is monitored continually, and as pupils progress through the school, the number of ESL lessons each year usually decreases gradually, depending on progress made.

PLAN – Planning provision Whole School:

The ESL Coordinator reviews school tracking data with the teachers, to screen for ESL pupils in need of additional support. Action to address such need is identified and overseen by the ESL Coordinator.

Individual: The ESL Coordinator identifies individual classroom support strategies for ESL learners, and communicates them to all class teachers, and on an individual basis, in response to specific requests.

Implementing Support Types of support available:

Pupils may attend between 1 and 4 ESL lessons per week. Lessons are either individual or in small groups of up to ten pupils.

In these ESL lessons, the ESL teachers carry out the following:

- Liaise with other members of the department and plan termly academic, and pastoral targets.
- Provide pupils with extensive practise in listening, speaking, reading and writing, and keep records of pupils' progress in the four skill areas.
- Extend and consolidate pupils' knowledge and use of grammar, vocabulary and pronunciation using a communicative approach.
- Provide the linguistic support to enable pupils to succeed academically in KS3 and GCSE.
- Encourage pupils to develop effective study habits and skills.

In addition, some pupils follow the IGCSE ESL course instead of GCSE English Language and Literature. The former provides pupils with an equivalent qualification to GCSE English Language and is recognised as meeting UK university entrance requirements. Pupils attend 6 IGCSE lessons a week.

In these lessons the ESL teachers carry out the following:

- Teach the language skills necessary for the reading, writing, listening and speaking elements of the IGCSE examination.
- Develop the ability to use English effectively for the purpose of practical communication in a variety of second language situations.
- Form a sound base for the skills required for further study using English as a medium.
- Study literary texts and develop skills and language of literary criticism.
- Extend pupils essay writing practice.
- Build pupils' ability to be effective speakers, both in their contributions in lessons, and also as presenters.
- Assist pupils in becoming independent learners, looking ahead to undergraduate study.
- Provide support in the application process to colleges.

REVIEW – Monitoring Progress Progress tracking and reporting:

Progress in ESL pupils is monitored internally and reported to parents termly through the school reporting system. The school has a robust individual progress tracking and reporting system in place which is also used to track the progress of ESL pupils. The Headteacher reviews the school tracking data to monitor the progress of ESL pupils in relation to all other pupils, and the school Governors monitor whole school ESL provision through a monthly report by the Headteacher.

In-Service Training for Teachers:

Staff skills have been audited, and subsequent and ongoing in service training has been arranged, including a whole school staff inset session on the role, relevance and teaching of subject specific academic language, small group training sessions on both academic and pastoral issues, involvement of the ESL Coordinator in the Teaching and Learning group, and the meeting with staff on request, by the ESL Coordinator to ensure all staff are able to employ effective differentiation strategies for ESL pupils.

In addition, the promotion of awareness and understanding of cultural and linguistic differences and similarities within the school community and any implications in the support of the pupils they may have takes place on an ongoing basis.

Expertise in school: The ESL Coordinator holds a teaching qualification.

Parent/Guardian Involvement:

Progress of ESL pupils is reported through the school's reporting system, and shared with parents and guardians who attend Parent consultation evenings by the ESL Coordinator. Parents and guardians are contacted by e mail should the need arise, and any communication made to the ESL Coordinator is answered promptly. All communications are shared with tutors and housemasters.

