

### 1.1.3. ESOL

#### **Purpose**

1. For English Language Learners (ELLs) to be confident in the knowledge that their culture and language is valued and respected.
2. To implement systems and procedures that support ELL's full participation in classroom activities.
3. To develop and provide programmes which allow ELLs to master various aspects of the English language as quickly as possible so that they may gain maximum benefit from the educational programmes that are offered by the school.

#### **Guidelines**

1. Additional language learning is promoted within classroom environments.
2. Classroom teachers have responsibility for the progress of the children in their care. The teachers will ensure that children identified with English as a second language receive appropriate vocabulary and language structures to scaffold the teaching of all learners, including new learners of English.
3. We will reflect a wide variety of cultures within our school physical environment (cultural activities and displays, bilingual greetings and labeling of displays, children's own publications, resources)
4. Pupils requiring extra assistance (ESOL) are identified by the teacher, in consultation with the syndicate leader and ESOL coordinator, based on the Ministry of Education guidelines for funding. The ESOL coordinator will consult with classroom teachers about a child's language needs and will continue to liaise with the class teacher once the pupil is established in the ESOL programme.
5. Staff development will be on-going through staff meetings for all staff and in-service training for key personnel.
6. For children who are eligible and it is appropriate, progress and achievement will be reported to parents using the English Language Learning Progressions as a pathway to expectations.
7. Finances will be allocated in each year's budget to ensure that the needs of the programme, including resources, are met. School resources may be allocated and / or funding from parents may be sought.

## **ESOL Assessment and Monitoring/Tracking (Procedures as in Teacher Handbook)**

Progress will be monitored regularly each 6 months. The same assessments are repeated to track progress over time, and the data is analyzed and summarized. Where appropriate, students complete the assessment tasks specific to their year group.

Specific ESOL assessment in our school will be completed by the ESOL teacher and can involve:

### Initial Assessment

- Student Interview
- New Learners of English: Junior Assessment Survey (alphabet – letter name and sound, letter and word association, oral language, familiar object, action identification)

### Assessment / monitoring progress

- Language Output - Speaking ( Record of Oral Language, oral language assessment, interaction/ observation)
- Language Input – Listening ( dictation ,listening comprehension, interaction/observation)
- Reading - AsTTle reading ( done in mainstream classes), Burt word reading test, Probe / PM Benchmark running record and comprehension, Gap reading comprehension test- close task
- Writing - Record of written vocabulary , Writing Sample

The class teacher will use this information, as well as observations of the student to make an 'overall teacher judgment' and record the student's 'best fit' stage of English language on *The English Language Learning Progressions*.

A Record of Progress will be kept which outlines the cumulative data across a year – ELLP stage, ESOL/AF score/assessment information etc.

Assessment of students will take place twice each year.

**Classroom programmes** will be modified to cater for the language needs of the ESOL learner as necessary. Teachers have access to Ministry resources such as SELLIPS, ELIP, Making Language and Learning Work3 DVD etc.

### Procedures ESOL Children at Parnell District School

1. \_Principal / office/ESOL teacher to interview all ELLs and their parents on enrolment.
2. During the enrolment interview the principal/secretary will:
  - a. photocopy the information page and entry permit in the child's passport and verify the child's immigration status.
  - b. check that all relevant information is completed on school enrolment forms (ensuring ethnicity and languages spoken at home are noted)
  - c. if child has come from another NZ school, check the class level and

information on MUSAC

- d. advise parents of the child's placement and name of the teacher
- e. arrange for a tour of the school, meet the teacher and class
- f. give the family a date and time to start
- g. ensure the teacher has adequate preparation for the new student

Encourage the family to bring their own interpreter if necessary or arrange for an interpreter to be present.

3. ESOL coordinator confers with the class teacher to organize any appropriate resources or support required (allocation of buddies, information about the child's culture and language, initial resource booklet) and an initial assessment.
4. The class teacher and ESOL coordinator determine appropriate withdrawal time for ESOL programme or other support and continue to monitor and liaise.

As soon as possible a second stage of enrolment will involve the teacher in charge of ESOL interviewing the family using an ESOL supplementary form. Information will be recorded and given to the student's class teacher and placed on the student's file.

**Reviewed by the school Sept 2011**