

TEACHING ENGLISH AS A SECOND LANGUAGE POLICY

EDUCATION AND WELFARE PROVISION FOR ESL PUPILS

Policy reviewed by PSK 03.03.2021

Phoenix Academy is fully aware that pupils may need to improve their understanding of the English Language before commencing on their course of study. With this in mind we would establish as quickly as possible the levels of English of all students whose first language is not English via initial assessment and diagnostics prior to their admission to the School.

We would then support each student in accordance with his or her needs, with a personal, individualised programme of study using the ACE curriculum and good classroom practice.

Care would be taken in the first instance to glean from subject areas and from other areas of school life key items of vocabulary and to ensure the students are familiar with these. The main emphasis in the long run, through the development of writing, reading, listening and oral performance, is on teaching the students the skills which empower them to continue their learning of English in all other curricular subjects and to ensuring the students have maximal access through English to the wider curriculum of the PACEs.

We would work towards the student being able to engage with life generally in the UK.

The provision for the welfare of students who have English as a Second Language would be integrated fully into the School's pastoral support system.

Aims and Values

- To ensure that the language and learning needs of individual pupils are clearly identified and provided for.
- To enable pupils to gain full access to the Curriculum and develop strategies to overcome any obstacles that might prevent pupils from achieving their full potential.
- To raise achievement of pupils who have English as a Second Language through a clear system of targeting tracking and monitoring individual progress.
- To work in partnership with parents and support learning at home, by encouraging attendance of special assemblies and parent's evenings and participation in workshops.
- To recognise and value the home language of bilingual children and plan for activities which allows opportunities for using first language in the classroom.

Assessment and Provision

Our first task would be to determine the present level of competence, and then provide a programme that will help to develop the student's language proficiency. We would take into consideration the student's age, cultural background, previous experiences and future requirements before devising a programme. A key will be to encourage the student to talk/write in a relaxed environment one to one. We will liaise with parents to use past experiences to help build relationships and point of contact with the students.

The English ACE language programme is clearly structured and builds grammatically, so its structure is helpful for students needing to learn a second language. Because the students' personal work programmes are individualised it is easier to establish students of a similar age in different PACE levels without that difference carrying a stigma of failure or inability.

Clear guidance on the differences between American/English pronunciation and spelling will also be given.

Staff will monitor carefully the progress of a student learning English as a second language, following an action plan (an Individual Educational Plan) with targets, deadlines, and reviews.

We will use the main ACE programme English PACEs from 1001, and Word Building from 1013 and where appropriate the Videophonics course from ACE (designed for ESL – English as a Second Language – students).