

Our Lady of Lourdes N.S.

English Language Support Policy

Introductory Statement

This policy was originally drafted by a group of English Language Support teachers at Our Lady of Lourdes N.S. The policy was originally drawn up in June 2008 and was reviewed in December 2014. We are now reviewing it again in 2021. The English Language Support Policy will at all times be closely integrated with policies in other English curricular areas and with the school curriculum as a whole.

Rationale

In this school we are aware that a large part of the young child's learning experiences are verbal, and that it is through language activity most learning takes place, both in and out of school. Language plays a central role in developing the child's conceptual framework and body of knowledge – as well as learning language, children learn through language.

We acknowledge, for the significant number of children in our care who do not speak English or who hear languages other than English, the essential role of English Language Support is;

- To deliver a programme of English Language tuition, which is based on the Primary Language Curriculum (2019)
- To prepare and support the child in accessing learning and socialising with their peers.

The development of English language skills is seen as essential for learning in school and for socialisation outside the classroom.

Relationship to the Characteristic Spirit of the School

Our Lady of Lourdes is a school catering for both boys and girls. As a staff we are committed to the holistic development of all the pupils in our care. We strive to ensure that all the children's experience of school will be positive, supportive and challenging.

General Aims

- To enable and support the child in accessing classroom learning in an effective manner.
- To promote the child's socialisation within the peer group and in turn to support their ongoing acquisition of language.
- To promote EAL students' development of English Language proficiency so that they can gradually gain access to the curriculum.
- To maximise the progress, academic attainment and personal achievement of EAL students.
- To develop the child's ability to engage appropriately in listener – speaker relationships.
- To develop cognitive ability and the capacity to clarify thinking through English.
- To promote a recognition of and respect for ethnic and cultural diversity in the school thus ensuring that EAL students feel valued and affirmed.
- To promote effective home school links and increase parental involvement among parents of EAL students.

The role of the Language Support Teacher

EAL support teachers are appointed to assist schools in providing additional EAL support teaching for pupils. The EAL pupil remains the responsibility of the mainstream class teacher who will work closely with the Language support teacher.. In collaboration with parents and mainstream class teachers, EAL support teachers identify pupils requiring additional language support, assess pupil's proficiency in English, devise appropriate language programmes, deliver the programmes and monitor and record the pupil's progress.

Approaches, methodologies and content

A variety of approaches and methodologies may be taken when delivering English Language support. Both the English Language Support teacher and the class teachers will work together to determine what approaches and methodologies best suit the children in their care.

The content delivered consists of eleven themes of work which are outlined in our school Oral Language Folder. There is a list of vocabulary to be taught across 3 levels as the children progress throughout the school. Every teacher in the school has a copy of this folder. For individual/small group lessons, teachers may use activities from the 'Up and Away programme to assist them.

See appendix 1 for a list of the themes. In appendix 2 all the resources available to teachers delivering English language support in our school are outlined.

The language of maths and literacy is also important at all levels. In Middle and Senior classes the vocabulary of SESE, History, Geography and Science is also significant.

In Junior Infants and Senior Infants the **Aistear** framework for play will be used. A Special Educational teacher will be assigned to these classes for language support. Emphasis will be placed on supporting EAL children. While the play is child-led, the teacher will support the children with their functional and social language along with vocabulary development for the chosen theme.

At the senior end of the school, any new EAL children that arrive during the school year will be added to a classroom support plan by their teacher. The class teachers will be following the school oral language plan and the teacher will differentiate the vocabulary and lessons for these children. They will receive in class Language support for Literacy and Maths daily and in certain circumstances they will receive individual/small group language support.

Assessment

Class and language support teachers will assess English language attainment informally on an ongoing basis through observation and teacher designed tasks. See appendix 3 for an outline of the success criteria which will be considered.

Each child will be tracked from Junior infants using the Progression Milestones (Primary Language curriculum) and this folder will be passed to the next class teacher at the beginning of each year. This process started in May 2021.

In general EAL students are expected to sit the yearly standardized tests. However with reference to Circular 0056/2011 "Students may be excluded from standardized testing if in the view of the school principal they have a learning or physical disability which would prevent them from attempting the tests or, in the case of migrant students, where the level of English required in the test would make attempting the test inappropriate" and the Education Act 1998 which entitles each student to some form of assessment, those who are unable to participate in standardized testing at their class level may avail of testing at lower levels.

Parental Involvement

- Initial meeting for parents of Junior Infants.
- Informal contact with parents at start and end of the day.
- Annual Parent/teacher meetings which allow for discussion on individual child's progress. We try to accommodate parents who need a translator.
- Use of **Aladdin** app allows parents to translate all digital communication from the school.
- Regular invitations to school based celebrations.

- Opportunities for parents to share their talents and expertise with us.
- English language classes for parents.
- Every effort is made to make EAL parents and their children feel welcomed and valued. See school policy on Interculturalism.

Success Criteria

The school-wide implementation of this plan will result in enhancement of pupil learning in the following ways:

- More effective accessing of classroom learning
- Increased socialisation within the peer group
- Evidence of positive attitudes and appreciation of the value of the English Language-spoken, read and written as appropriate
- Greater interest in oral expression and communication, and increased confidence and competence in communication
- Improved ability to engage appropriately in listener-speaker relationships
- Increased confidence and confidence in listening and speaking
- Improved cognitive ability and the capacity to clarify thinking through English
- Enhanced emotional, imaginative and aesthetic development through English Language experiences
- Greater willingness to express opinions and participate in class discussions
- Evidence of enriched vocabulary

Implementation and Review

This plan will be reviewed in 2023 and on a regular basis from that date.

Ratification and Communication

This plan was ratified by the Board of Management of Our Lady of Lourdes N.S. and parents will be able to view it on the school website.

Signed _____ Date _____

(Principal)

Signed _____ Date _____

(Chairperson of the Board of Management)

Date of next review; _____

Appendix 1

This is the updated version of the school's Oral language folder. There are 11 themes.

- Family
- School
- Clothes
- Food and Health
- Animals
- Homes and buildings
- People
- Shopping
- Weather and seasons
- Rescue services
- Feasts and festivals

Within each theme there are 3-4 levels ,

- Level 1: Infants
- Level 2: 1st/3rd
- Level 3/4: 3rd+ (we acknowledge that most of vocabulary learned

Appendix 2

List of Resources to facilitate the implementation of the plan

School Oral Language Folder

Primary Language Curriculum

SET support

Up and Away

Library section dedicated to the Oral language themes.

Well stocked school and class libraries

PM, Oxford Reading Tree and Sails(non fiction) reading schemes

Well stocked non fiction books at varying levels of ability for the senior classes.

Well stocked sets of novels for 3rd-6th.

Selection of puzzles, games and activities

Well stocked maths resources to support hands on learning for EAL children

Computers/Interactive White board/Tablets

Aistear room and resources: toys, dressing up boxes, puppets