



WPS vision statement

At Gems Wellington Primary School we will provide a safe learning community with high expectations for all our learners in every aspect of their school life. We are a reflective and evaluative school which will prepare learners for an ever evolving world. Our genuine commitment to our core values, and partnership with parents, will provide a world-class, active learning environment, inspiring learners to develop intellectually, academically, socially, emotionally and physically.

English Language Learning Policy 2019-2020

PURPOSE

At GEMS Wellington Primary School we believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that each student can aspire to the highest level of personal achievement.

The purpose of this policy is to help to ensure that we recognise and support the needs of all students at GWPS

SEND – Students of Determination who require additional support in order to make the best progress.

ELL- English Language Learners (those who are quite new to learning English or need additional support with learning English as a second language). See separate policy.

Gifted and Talented- Those demonstrating exceptional ability and/or attainment or talent. See separate policy.

POLICY AIMS

GEMS Wellington Primary School aims to:

- To promote the acquisition of English in meaningful and memorable ways.
- To enable EAL students at WPS to flourish in social and academic settings, in school and beyond.
- For students to become clear communicators in oral and written English, read for analysis and understanding, display confidence and be successful in achieving their learning and life goals.
- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the rapid and effective identification of all students requiring ELL provision as early as possible on entry to WPS.
- To ensure that ELL students take as full a part as possible in all WPS activities
- To ensure that parents/carers of ELL students are kept fully informed of their child's progress and attainment



How do we identify EAL students?

Admissions set a CAT4 assessment for prospective students that includes a language component. Any applicants who score below 85 (the average being 100) on verbal reasoning on the CAT4 will then be referred to the ELL department for further assessment although may not necessarily require additional support. This will be evaluated by the team.

This second assessment is the WIDA Model, a specific assessment designed for EAL students that measures the core English skills of Speaking, Listening, Reading and Writing. The WIDA assesses on a 1.0 - 6.0 scale (low to high). As a benchmark figure, if students achieve an overall score of 4.0/5.0 or above, they are considered as being at the Bridging level and ready to participate fully in the daily activities and learning goals of the mainstream classroom.

If students score less than 5.0 they may receive pull-out and in-class support from the EAL department for additional English language learning. The WIDA Levels are labelled as the following:

Level 1.0 - Entering

Level 2.0 - Beginning

Level 3.0 - Developing

Level 4.0 - Expanding

Level 5.0 - Bridging

Level 6.0 - Reaching

Other indicators at admissions stage, such as arriving from a non-English-speaking environment or educational background, previous school reports showing a low level of English, or lack of confidence in academic English can also lead to a WIDA assessment. In addition, teachers can raise language concerns that become apparent post-admission, and that appear to be affecting performance in class. It is possible for a student to enter the EAL programme at any point during the academic year.

Structure of the pull-out programme

ELL follows a model of student-centred, inquiry-based instruction to promote critical thinking and encourage a variety of approaches to learning. Continual formative assessment supports students' individual progress and informs next steps of instruction.

EARLY YEARS

In Early Years education students are learning through language and communication within the context of early developmental milestones. As a consequence, ELL classes are not usually offered to Early Years students because students at this stage are learning through play, song, rhyme, visual and verbal cues. Students with English as a second or other language are immersed in a mainstream English curriculum,



scaffolded by mother tongue languages where possible. The ELL department offers extended training and strategies to support Early Years teachers on a regular basis. If a student does present specific difficulties with English language acquisition, further support and assessment can be considered.

PRIMARY

Students receive 45 minute pull-out lessons with the ELL teacher. As a general approach, the lower the language level the more pull-out time the students receive. Absolute beginners will be prioritised and receive a number of sessions per week. As students' language levels progress in-class support is increased to provide a smooth transition into full mainstream immersion.

Target Setting through English Language Plans (ELPS)

SMART targets in the form of ELPs (ELL Learning Plans) will be agreed with each student and should cover the core skills of Speaking, Listening, Reading and Writing. The ELPs are agreed termly and are then reviewed as targets for the following term. ELPs are shared with students, parents and homeroom or subject teachers.

Mainstream teacher support

ELL students are further supported outside of pull-out lessons through ongoing training by the ELL department for mainstream and specialist teachers. This includes a focus on differentiation strategies and developing an awareness of ELL learners' needs. As ELL students spend a large part of their day in a mainstream environment, it is expected that following the training the mainstream teachers adapt their practices accordingly.

Communication with parents and home support

This is seen as a crucial part of the support network for students. Keeping parents informed of progress and for students to be aware that this process is happening will reinforce the motivation for students to do their best. All parents receive information, including photographs, through a Google Doc Evidence system. Regular review meetings are held with extra meetings planned where necessary.

When do we exit students from the programme?

WIDA assessments are administered at the end of the school year for all ELL students. These results will determine the levels of support for the next academic year. If a student achieves an overall score of 4.0 they exit the ELL programme following further discussions and analysis. The benchmark WIDA assessment can be given again in December if the ELL teacher feel the student is ready to fully access the mainstream content. Final results will be shared and the final decision will be taken in consultation with student, parents and teachers. The exit point in these cases will therefore be at the start of the new January half-term of each given year.

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