



Matrix Global Schools

Policy for English as a Second Language

MGS Mission Statement

Nulli Secundi – Second to none

Aims

- nurture creativity, ambition, determination,
- think critically and take a structured approach to understanding and solving problems
- communicate confidently and effectively
- become outstanding leaders of tomorrow
- be equipped with life skills

1. Rationale

- 1.1 Matrix Global Schools is a learning community where each student is supported to ensure they achieve their own personal goals and experience success in achieving their full potential.
- 1.2 The ESL department's aim is to support students who are learning English as a Second or Third language. The students receive varying degrees of support depending on their acquired level of English, with the aim to facilitate each student full access to the Curriculum through the medium of English
- 1.3 At MGS, we strive for all students to feel valued and to experience success, to motivate and support each child's holistic development.

2 . Aims

- 2.1 To provide access to a broad, balanced and relevant curriculum
- 2.2 To support students in their acquisition of English to ensure they achieve their full potential across all subjects.
- 2.3 To put in place programmes of study which enable students to make progress in all 3 strands in the English Language curriculum (Speaking & Listening, Reading and Writing).
- 2.4 To provide and monitor a flexible system of support which enables students to move efficiently between support levels.
- 2.5 To allocate resources in order that they are used to the maximum effect to ensure effective learning.
- 2.6 To provide a staffing structure within ESL, that promotes a child centred by caring, approachable staff who work as a team but which also has defined roles of responsibility.
- 2.7 For lines of communication to be clear and effective with consultation and support amongst all involved: student, parents, staff, and others.

3. Provision

3.1 The ESL team support both students and teachers, to advise on appropriately differentiated resources

3.2 The staff will be updated regularly with regard to changes in levels of support and student levels; to ensure that teachers are aware of the students' ESL needs and have advice on how to best deal with them.

3.3 ILPs (Individual Language Plans) will be put in place to support students who A, return to the mainstream and who B, fall below the CEFR B3 or who are achieving a Reading of 2 years or more below the student's chronological age.

3.4 Students and parents to be involved with ILPs and students encouraged to take responsibility for their own learning

3.5 Regular monitoring of procedures and INSET will take place to ensure clarity for new and existing staff and use the systems in place.

3.6 The ESL team will withdraw students from, and support in class.

3.7 The use of ICT will be developed to support each student's Individual Language Plans

3.8 Progress of all students receiving ESL support will be monitored and reviewed on a regular basis; staff, students and parents will be immediately notified of movement across the stages of support and levels achieved.

3.9 Out of lesson support offered by the ESL team at the Dragons' Den (ESL Room), during CCA, lunch, break times and after school.

3.10 ESL support is offered from age 5-16 in MIS and MPS.

4. Referral Process

The following procedures for referral and consequent action are in place:

4.1 Those students who achieve below a designated (age appropriate) score in the CAT 4 entry test are referred to the Learning Centre.

4.2 In the Secondary departments, students are referred to the Learning Centre if the NGRT reading age is more 2 years below their chronological age. In the primary departments, students are referred if they are more than 18 months below their chronological age.

4.3 Student's CAT 4 and NGRT scores are analysed, if levels achieved are below expected range in only English, the student is referred to the ESL department, if scores are low across all batteries, the student is referred to the AENCo department.

4.4 Once a student is referred, specific assessments are used to ascertain if the student needs are in ESL or SEN, or both.

4.5 Once a student has been designated as an ESL pupil, they are placed on the ESL register and support is allocated.

4.6 The ESL department will then monitor the student's Writing levels, Reading, and proficiency in Speaking and Listening. They are also levelled in line with the CEFR (Common European Framework)

4.6 The ESL Department informs all relevant staff of who and the needs of those students on the register.

5. Monitoring and Levels of Support for English as a Second Language

5.1 Student assessments are monitored to identify students who need ESL support.

5.2 Students who are N2E (New to English) benefit from total Immersion- they do not join mainstream classes until they can access the language used in the classroom. During "Immersion", students are based in the Dragons' Den, (the ESL Department). They are taught by the ESL team for up to 6-8 weeks and learn phonics, Latin script (if necessary), basic language structure, common vocabulary and high frequency words and also how to read using Hi / Lo reading books especially designed for N2E students.

This is Matrix L1. CEFR N2E / A1

5.3 After the Immersion period, the student will attend mainstream classes, but still be withdrawn from specific subjects to continue to improve their Reading / Comprehension levels, their writing skills and their Speaking and Listening. Students can receive this level of support without attending the Immersion programme.

Students will be involved in writing their ILP (Individual Language Plan)

This is Matrix L2. CEFR A2 / B1

5.4 Students having a level of understanding that accesses the Curriculum, but is still under attaining in English. Students will have the opportunity attend CCA classes to support their learning, they will also be offered Open House to the Dragons' Den, to attend during break, lunch and after school. Staff will be timetabled to be available for support, the students can choose a time that suits them and their favoured teacher. The student may also have support in class.

Students are offered support in pre learning Subject Specific Language to enable the student to access new topics, eg Science, Maths

Students can receive this level of support without attending the Immersion programme.

Students will be involved in writing their personal goals for their ILP (Individual Language Plan)

This is Matrix L3. CEFR B2/B2+

5.5 Class teachers are responsible for introducing subject specific language prior to the lesson. Students should then be able to research the vocabulary independently or with a member of the ESL department. This enables the student to access learning effectively.

5.6 Parents will be invited in to meet with the ESL HoD to discuss their child's support provision once their child has been identified as being on the *Matrix ESL Register* and when an *Individual Language Plan* has been drawn up.

Translators can be requested if parents are not confident in conversing in English.

6 Training and Resources

6.1 All staff, will be offered regular training on using ESL strategies in the mainstream classroom as Good Practice.

6.2 The ESL Department will house ESL resources and use ESL specific, age appropriate language schemes ie

Incredible English – Primary

Scope – Lower Secondary

Headway – Upper Secondary (in preparation for IELTSs at A level)

6.3 Primary students in MIS will use additional resources from the relevant IPC theme. Secondary students will also learn thematic language for Math and Science in MGS and all additional Core subjects in MIS

Approved on : July 2017

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