

# GLADSTONE PRIMARY SCHOOL

## 5. ENGLISH LANGUAGE LEARNER'S

### RATIONALE

Students who do not have English as their first language need to be given opportunities to learn English in an environment that acknowledges and cares about their culture and heritage and that fosters the development of skills in social and academic language.

### PURPOSES

- To ensure that all students can participate fully in classroom programmes
- To ensure that appropriate support programmes for students learning English as an additional language are provided
- Language demands including vocabulary and language structures across the curriculum are identified and specifically taught
- Understanding that these students will need multiple opportunities to use new language

### GUIDELINES

1. Where possible, the student will be placed in a class where there is another student who speaks their language and can assist with orientation.
2. A copy of all new enrolment forms will be given to the Director of Guidance and Support, students whose first language is not English will be initially assessed by their teacher. Applications for funding will be completed for those whose assessment score is below expected levels of achievement according to the MOE assessment criteria.
3. International students will be assessed and programmes provided if necessary. This may include an IEP which will be reviewed with parents and the classroom teacher during parent interviews.
4. The class teacher and Director of Guidance and Support will assess all funded students according to the MOE criteria twice a year for funding purposes. Information from ongoing monitoring and assessment will be shared between all those supporting ELL students.
5. ELL programmes and other school wide programmes will be available for students and cater for students with specific learning needs. Where possible, additional in class support will also be given.
6. The class teacher, with support from the Director of Guidance and Support will adapt classroom programmes allowing the students to fully participate. In addition programmes will be planned to meet their learning needs when in class programmes are not able to fully meet the students needs.
7. Students from a refugee background may receive additional support. Support will either be in class or the student may be withdrawn. Programmes will be overseen by the Director of Guidance and Support. Bilingual tutors will also be used to liaise between home and school if needed.
8. MOE allocated funding will be used to support ELL and to purchase necessary resources.
9. Professional development and support will be provided for teachers to enable them to develop knowledge and skills in catering for ELL in classes. Teachers, with the support of the Director of Guidance and Support will use the ELLP matrices to assist them in identifying next steps for

learning for ELL in their classes.

10. Use of first language will be encouraged and valued. The school will encourage all students to identify with, and take pride in their own cultural background and this will be reflected in the school and classroom environment.

**CONCLUSION**

It is imperative to provide an educationally supportive environment that gives all students equal opportunity to develop to their full potential.

Dave Shadbolt \_\_\_\_\_  
(Principal)

Fiona Barker \_\_\_\_\_  
(Chairperson)