

# ESOL Online

## Checklist

### ESOL Department Review Checklist

This checklist has been developed by Team Solutions Literacy Facilitator [Jenni Bedford](#). ESOL departments can select a section to focus on and conduct their own self review, identifying areas that need work and setting departmental goals. The checklist has been developed for secondary school contexts, but much of it is relevant for primary schools.

<b>Curriculum Planning</b>		
	<b>√/X</b>	<b>Evidence</b>
There is an up-to-date scheme of work covering each programme and/or level.		
The department sets curriculum goals for the year. All staff know how they will be achieved.		
The scheme reflects language learning objectives that are appropriate for each level.		
There is an overview from Year 9-13 showing possible pathways for students.		
The year plan for each level outlines modules of work and expected learning outcomes.		
Learning activities relate to learning outcomes of modules.		
The teaching programmes provide appropriate learning opportunities for students of all abilities.		
Specific barriers to learning are addressed.		
Modules of work are evaluated regularly by students and staff.		

Schemes are reviewed annually.		
<b>NOTES</b>		

<b>Initial Enrolment, Assessment and Placement Procedures</b>		
	✓/X	<b>Evidence</b>
An ESOL teacher is present at enrolment of all new learners of English.		
Families have an interpreter or bi-lingual staff member to assist at the interview if needed.		
Key information is gathered and checked.		
Initial assessment covers the four skills and informs initial placement.		
Assessment information is passed on to all teachers of the student.		
An orientation pack/process gives students key information about the school.		
New arrivals are 'buddied' with students who have had training in what to do.		
There is a range of placement options to meet the needs of all English language learners.		
<b>NOTES</b>		

<b>Application for MoE Funding (if applicable)</b>		
	√/X	<b>Evidence</b>
An ESOL teacher is given overall responsibility and a time allowance to manage the funding.		
Information gathered at enrolment is used to determine eligibility for funding.		
Students assessed as 'initial' are reassessed after a term.		
Key subject teachers are involved in the assessment and have been trained in procedures.		
Standardised tests are used to determine cohort level.		
Status lists are accurate and completed on time.		
Funding is used to best meet the needs of the students.		
<b>NOTES</b>		

<b>Monitoring Student Progress</b>		
	√/X	<b>Evidence</b>
<p>A range of diagnostic assessments is used to establish levels and describe progress for individual students in:</p> <ul style="list-style-type: none"> <li>● reading age levels;</li> <li>● vocabulary levels;</li> <li>● written language;</li> <li>● oral language;</li> </ul>		

<ul style="list-style-type: none"> <li>• subject specific skills.</li> </ul>		
On-going assessment is used to confirm or redirect initial placement decision.		
An appropriate range of formative assessment is used with clear learning goals and outcomes.		
There are summative assessment times during the year and at the end of topics/units/modules.		
Teachers maintain accurate assessment records for each student.		
Assessment information is used to identify and address learning gaps.		
On-going academic feedback is given to all students that clearly shows how they can work towards achieving learning outcomes.		
There are systems to respond to students who are not meeting the requirements of the course.		
ESOL staff monitor their students' progress in other subject areas.		
<b>NOTES</b>		

<b>Assessment Informs Teaching and Learning</b>		
	√/X	<b>Evidence</b>

Identified student needs inform planning.		
Teachers adjust their teaching in the light of formative assessments and observations.		
Students are aware of the learning outcomes of each unit and the learning goals of each lesson.		
Templates, exemplars and models are used to ensure students know the standard of work required.		
Tasks set are open-ended or set at different levels to enable students to work at different levels and paces.		
Students are actively encouraged to monitor their own progress through the use of learning logs, checklists and peer review.		
Assessment practice impacts positively on student motivation.		
Students are encouraged to share work and assessments with parents or caregivers.		
<b>NOTES</b>		

<b>Reporting</b>		
	√/X	<b>Evidence</b>

There is a clear link between student achievement and reporting.		
Report comments provide a basis for further development.		
Report format is accessible to all parents.		
Strategies are in place to encourage parents to attend interviews to discuss reports.		
HoD reports regularly to the principal and BOT on overall achievements.		
<b>NOTES</b>		

<b>Staffing and Timetable</b>		
	√/X	<b>Evidence</b>
All staff have a job description.		
ESOL classes are staffed with trained teachers with appropriate ESOL qualifications.		
All staff set annual goals that link with appraisal.		
Appraisal systems follow school's performance management procedures.		
Identified needs or goals drive targeted professional development.		

The school timetable allows for adequate choice of subjects for new learners of English.		
--	--	--

<b>NOTES</b>		

<b>Leadership</b>		
	√/X	<b>Evidence</b>
Department meetings are held regularly.		
All teachers are kept up-to-date with curriculum and pedagogical changes.		
Meetings run to an agenda and minutes are kept.		
Leadership opportunities are provided for all staff members.		
HoD regularly reviews teaching programmes and records are kept.		

<b>Student Management</b>		
	√/X	<b>Evidence</b>
Students are provided with information about learning and behaviour expectations in NZ schools.		
Assessment and course information is well-written, accurate and informative to students.		
Homework that reviews and/or extends learning in the classroom is		

regularly set and marked.		
Students are given regular opportunities to evaluate units/teaching programmes.		
Examination support is provided before exams and exam papers checked for linguistic content.		
Peer tutoring is provided in structured programmes and informally.		
There are effective links with the ESOL department and guidance staff.		
ESOL staff liaise with career advisors in planning appropriate subject pathways for students.		

<b>Resource Management</b>		
	√/X	<b>Evidence</b>
There is an up-to-date inventory of equipment and resources.		
Effective management systems are followed to minimise loss/damage of resources.		
Staff are consulted about resource priorities.		
Departmental spending is within budget.		
Resources are well stored and accessible to staff.		
Students and staff have regular access to computers.		
<b>NOTES</b>		



--

<b>Learning Climate</b>		
	√/X	<b>Evidence</b>
The class environment is welcoming and reflects the cultural diversity of students.		
Student diversity is valued and their knowledge and experiences used in teaching.		
Teaching spaces reflect a genuine learning culture.		
Strategies are used to employ maximum teaching and learning time.		
Board work and handouts are clear and easy to follow.		
Topics and resources used link with students' prior knowledge, abilities and interests.		
<b>NOTES</b>		

<b>Quality of Teaching and Learning</b>		
	√/X	<b>Evidence</b>
Student needs are identified from diagnostic assessment and inform planning.		

Students are aware of the learning outcomes of each unit.		
Templates, exemplars and models are used to ensure students know the standard of work required.		
Strategies are used to encourage students to become active learners.		
The learning process is scaffolded at each stage using a variety of methods.		
The use of pair and group work results in co-operation and collaboration in the classroom.		
Tasks set are open-ended or set at different levels to enable students to work at different levels and paces.		
Students are encouraged to think critically and higher level tasks are set.		
<b>NOTES</b>		

<b>Role of Department in the School</b>		
	✓/X	<b>Evidence</b>
ESOL has a high profile in the school.		
The ESOL department is involved in professional development at the whole school and curriculum level.		

Mainstream teachers are aware of the language needs of new learners of English.		
ESOL teachers are aware of what their students are learning in other curriculum areas and incorporate it in planning where possible.		
ESOL staff are involved in whole school initiatives and are well-represented on key committees.		
ESOL staff liaise regularly with subject departments.		
Subject teachers are provided with key information when English language learners are placed in their classes.		
ESOL staff are available to give in-class support when needed.		
ESOL staff promote the celebration of different cultures in the school.		
Parents are made to feel welcome in the school and key information and documents are translated.		
<b>NOTES</b>		