



Star International School, Mirdif

LEARNING SUPPORT

English as an Additional Language Policy

Company:

Star International School
24b Street
Mirdif
Dubai

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POLICY ON CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE

Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and fluent in English in order to be able to fulfill their academic potential.

Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Identification

- New students will be identified as EAL students at admission. Key stage leaders will determine if a new student would require EAL intervention
- Class teachers refer students to Learning Support teachers
- A baseline assessment is carried out by Learning Support teachers and the following criteria from the **'Common European Framework Of Reference For Languages: Learning, Teaching, Assessment'** will be used to determine the level of support:

Proficient User	C2	<ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read. • Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognise implicit meaning. • Can express him/herself fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that • Makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. • Can produce simple connected text on topics which are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

	A1	<ul style="list-style-type: none">• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.• Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
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Intervention:

- **A1:** Basic users of English, insufficiently competent, **require support- English Language learner (ELL)**
- **A2 and B1: Proficient users of English**, sufficiently competent in English, may require differentiation
- **B2, C1 and C2: Proficient and sufficiently competent in English.** No need for any additional support

Students who are identified as EAL, will receive EAL intervention. Students will receive in class support from the EAL teacher, should the student need extra support outside the classroom then a maximum of 2 withdrawal lessons a week will be offered.

In order for EAL students to acquire language quickly, parents are advised to provide their children with extra English language lessons outside the school, and a list of English language learning centers will be shared with parents.

Responsibilities

Principal



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The Principal has overall responsibility to ensure that everyone involved in teaching EAL learners have opportunities to liaise regularly. Parents and staff are aware of the school's policy on pupils with EAL. Relevant information on pupils with EAL reaches all staff. Training in planning, teaching and assessing EAL learners is available to staff. Challenging targets for pupils learning EAL are set and met. The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed.

Head of Inclusion

The Head of Inclusion will oversee initial assessment of pupils' standard of English and liaise with Class Teacher regarding pupils who need additional support. Provide advice to teachers and support staff on classroom strategies. Monitor standards of teaching and learning of pupils with EAL to ensure good progress is being made. Liaise with the Learning Support teachers as needed.

Learning support Teachers

The Learning Support teacher(s) will liaise with Class Teachers and Phase Leaders when making initial assessment of pupil's standard of English; they will work together with Class Teachers to provide support to pupils who have been identified as needing additional support to help them to make good progress.

Class and Specialist Teacher

Class Teachers will be knowledgeable about pupils' abilities and needs in English and other subjects. This knowledge will be used effectively in curriculum planning, classroom teaching and pupil grouping. They will identify any pupils for whom English Language is a barrier to learning by using the defined processes and share this with the Learning Support Department. Class Teachers will liaise with parents/guardians; work in conjunction with the Learning support teachers to ensure good support is given to pupils to help them to make good progress and attainment throughout the curriculum. Class Teachers are also responsible for tracking the progress of pupils with EAL/ ELL.

Prepared/Revised By: Mrs Lara Jubran
Designation: Head of Inclusion

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Signature:	Date: 20.06.2019
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Approved and Authorised By: Ms Gill Roberts Designation: Principal

Signature:	Date: 20.06.2019
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