

Multilingualism and EAL Policy

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Company/ Organisation:	Star International School, Mirdif
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Policy Information:	Definition At Star International School Mirdif (SISM), we celebrate and support the linguistic diversity of our community. • The term EAL (English as an Additional Language) refers to pupils whose main language at home is not English. • English Language Learners (ELL) are pupils developing proficiency in English. • Multilingualism refers to the ability to use and understand multiple languages and reflects the school's commitment to valuing all linguistic backgrounds. The Main Language of Education (MLOE) at SISM is English, serving as the medium of instruction, communication, and connection within our diverse school community. This policy outlines the school's





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approach to supporting EAL learners, fostering a linguistically inclusive environment, and promoting multilingualism as a strength.

Aims

- To recognise and value the cultural and linguistic diversity that EAL pupils bring to the school.
- To implement strategies that help EAL pupils access the curriculum and integrate fully into school life.
- To support EAL pupils in becoming confident, fluent English users, enabling them to reach their academic potential.
- To encourage appreciation of multilingualism as a strength that enriches the entire school community.

Objectives

- To assess the skills and needs of EAL pupils and provide appropriate support.
- To ensure all staff are equipped with strategies and resources to support EAL learners effectively.
- To track pupil progress and use data to inform targeted teaching and interventions.
- To respect and incorporate pupils' home languages and cultural identities where appropriate.
- To promote multilingualism as a core value embedded in school culture and activities.

Identification, Assessment and ELL plans

Admissions Process:

- Pupils identified as EAL during admissions complete a **language profile** and, if necessary, a **baseline assessment** using





frameworks such as **CEFR** or **The Bell Foundation**, facilitated through **FlashAcademy**.

- A member of the Inclusion Team may meet the pupil to evaluate English proficiency.
- Results inform placement and provision, and in some cases, a **conditional offer** may be made to ensure targeted support is in place.

Baseline Assessment:

- Conducted using **FlashAcademy**, measuring speaking, listening, reading, and writing.
- Provides CEFR/Bell Foundation levels across strands and overall proficiency.
- Assessment duration: approximately **40 minutes**, completed digitally.
- Results are available immediately, guiding intervention planning.

Benchmarking and Review:

- Pupils enrolled in ELL programmes complete a **Benchmark Assessment** every term to track progress.
- Exiting the ELL programme requires attainment of the expected CEFR/Bell Foundation level and teacher professional judgment.

Admissions and Profiling:

- Upon entry, all pupils complete a **Language Profile** that identifies their linguistic background, home language use, and previous schooling language(s).
- Pupils identified as EAL complete a **baseline assessment** using **CEFR** or **The Bell Foundation EAL Framework** via **FlashAcademy**.
- The results are used to create an **EAL Plan**, which summarises:





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- CEFR/Bell proficiency levels (listening, speaking, reading, writing)
- Identified strengths and areas for development
- Support required and recommended strategies
- Review dates and progress notes

EAL Plans are maintained and reviewed by the **Inclusion Team** in collaboration with class and subject teachers, ensuring continuity of provision and accountability.

Ongoing Monitoring:

- Teachers and phase leaders monitor EAL pupil progress, adjusting support based on assessment data and classroom performance.

Categorisation:

CEFR / Bell Level	Description	Support Needed
A1-A2 / A-B	Basic user	Targeted intervention (in-class + withdrawal)
B1-B2 / C-D	Independent user	Differentiated classroom strategies
C1-C2 / D-E	Proficient user	Minimal additional support

Support and Intervention





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- **In-Class Strategies:** Quality First Teaching (QFT) incorporating scaffolding, visuals, modelling, simplified language, and structured oral rehearsal.
- **Targeted Support:** A1–A2/A-B learners receive additional in-class and small-group withdrawal support. Individual **English Learner Plans (ELPs)** are developed and reviewed termly.
- **Home Language Integration:** Where possible, pupils' home languages are used as a bridge for comprehension and connection.
- **Collaborative Planning:** Inclusion and subject teachers collaborate to ensure lessons are linguistically accessible.

Multilingualism and School Culture

SISM acknowledges the power of multilingualism and strives to create a language-rich, inclusive environment by:

- Featuring **multilingual classroom displays** and shared vocabulary walls.
- Celebrating cultural diversity and festivals such as **International Mother Language Day**.
- Offering **parent workshops** on supporting language development at home.
- Encouraging **translanguaging** (using multiple languages fluidly) in lessons to deepen understanding and collaboration.

Leadership and Professional Learning

- **Leadership:** The **Head of Inclusion** oversees EAL and multilingualism provision, ensuring accuracy in assessment, data tracking, and coordination with teaching staff.
- **Professional Development:** Staff receive regular CPD on EAL differentiation, scaffolding, and promoting cultural inclusivity.





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- **Multilingualism Training:** Sessions focus on recognising multilingualism as a tool for deeper learning and global citizenship.

Monitoring and Evaluation

- **Self-Evaluation:** A **biannual review** of EAL and multilingualism provision is conducted, with input from the **ELL/Multilingualism Working Party**, guided by **ISP's Multilingualism Roadmap**.
- **Assessment Tools:** Progress is tracked using CEFR/Bell-aligned frameworks to evaluate intervention effectiveness.
- **Data Analysis:** Attainment and progress data inform future planning and resource allocation.

Parental Involvement

- Parents receive guidance on supporting English development at home.
- Termly **ELL parent workshops** share strategies, progress updates, and practical language support tips.
- Families are encouraged to nurture their **home language** as a lifelong asset.
- Open communication is maintained between parents, teachers, and the Inclusion Team.

Arabic Department Initiatives

- **Cross-Curricular Mini-Projects:** Shared AR-EN vocabulary and topic links.
- **Bilingual Word Walls and Dual-Language Glossaries** across classrooms.
- **Student Work Showcases** in both Arabic and English.
- **Arabic Teachers:** Apply QFT scaffolds, shared rubrics, and exemplar models.





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- **EYFS Arabic:** Ongoing professional learning on play-based and early language acquisition.
- **Arabic B:** Placement decisions guided by years of study and steady progress.
- **Impact Reviews:** Conducted half-termly for all interventions.

French Department and Home Language Qualifications

- Encourage **translanguaging** and cross-language comparison (French–English–Arabic–Home Language) to enhance linguistic awareness.
- French learning contributes to SISM's **multilingual identity**, promoting global citizenship beyond functional communication.
- For **non-taught home languages**, SISM supports eligible ELL students in Years 9, 10, or 12 who wish to sit external qualifications (e.g., **IGCSE/GCSE Home Language**).
- The school provides guidance on exam specifications, assessment criteria, and supports sourcing qualified oral examiners.

Conclusion

Star International School Mirdif is committed to fostering an inclusive, multilingual learning environment. By embracing and celebrating linguistic diversity, we empower all pupils to thrive academically, socially, and culturally—preparing them to be confident global communicators.

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