



GEMS Wellington
International School

مدرسة جيمس ولينغتون
الترنشايدونال

English as an Additional Language (EAL)/English Language Learners (ELL) Policy

Reviewed by	Assistant Headteacher - Inclusion
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EAL/ELL Policy

Inclusion Vision

At GEMS Wellington International School (WIS) we are committed to ensuring all students have equal opportunities and a quality education, ensuring success within a truly inclusive landscape of mutual respect and equality for all.

Inclusion Mission

We support and welcome diversity amongst all learners and strive to ensure that every young person feels welcome, accepted, safe and valued within a common learning environment. We endeavour to promote, protect, and ensure the success of all students by providing relevant learning opportunities, pathways and challenges for all. We are proactive in identifying, managing and removing barriers that may limit achievement, participation and progress. We aim to meet the individual needs, promote social and emotional well being and realise the potential of all learners in an environment that recognises their different gifts and talents, the different ways they learn, the different rates at which they learn, and their unique backgrounds and culture.

Rationale

At WIS we celebrate student's differing cultures, backgrounds and languages. We aim to offer an inclusive education in which the student's first language is acknowledged and encouraged to develop alongside their acquisition of English. We recognise that learning an additional language is a long-term process. While basic interpersonal communication skills (BICS) can usually be acquired within two years, it is known to take up to seven years to gain the language needed for academic success (cognitive academic language proficiency - CALP).



WIS is committed to providing a caring, inclusive and safe environment for all our students.

Wellbeing plays a crucial role in our Policy of Provision for Students of Determination. Our goal is to create a safe and inclusive environment for all individuals, promoting their mental, emotional, and physical wellbeing.

Definitions:

EAL - At GEMS Wellington International School (WIS), an EAL (English as an Additional Language) student is defined as anyone whose first language or home language is not English. This includes bilingual students and those who may have English as their first language but do not use it as their primary language at home. The EAL classification is independent of the student's English language proficiency level. Our school has a significant EAL student population, making up over 60% of the student body. However, not all EAL students require ELL (English Language Learning) support.

ELL - ELL (English Language Learners) students at WIS are those who are still in the process of learning English and face challenges in accessing the standard adapted curriculum due to their English language proficiency. A student is classified as an ELL student if they exhibit one or more of the following characteristics:

- They are non-native English speakers who may have varying levels of proficiency in English, ranging from beginner to advanced.
- They are students who struggle in accessing the curriculum due to language barriers
- They are students with limited vocabulary, grammar, and language skills, which impacts their communication, comprehension, reading, writing, listening, and speaking abilities in an academic setting.
- They are students who are working at 2 sublevels or lower than their expected year group in Literacy/English due to language barriers
- They require support with basic everyday communicative and comprehension skills

Aims/Objectives

- To enable students who are EAL and ELL to have full access to the curriculum and other educational opportunities, ensuring that they fulfil their academic potential
- To provide our EAL and ELL students with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate
- To ensure that our EAL and ELL students attain curriculum levels and public examination grades appropriate to their abilities
- To provide clarity to teachers, parents and students on the differences between EAL students and ELL students
- To ensure that staff recognise and support the needs of all our EAL and ELL students

Learning and Teaching

We will:

- Provide additional support outside the classroom in listening, speaking, reading and English comprehension. Students will continue to receive support from teachers and learning support assistants in the regular classroom and in other areas of the curriculum.
- Consider our own language use and provide suitable contextual clues for EAL and ELL students
- Be aware that our school culture and environment (e.g. teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL and ELL students are familiar with.
- Provide plenty of contextual support, such as pictures, objects, diagrams, actions, videos, gestures, etc.
- Identify and teach key words and phrases and provide opportunities for rehearsal .
- Value and draw on the student's previous knowledge, skills and experiences.
- Keep instructions and explanations brief.
- Ensure clear layout of worksheets/support materials.
- Regularly check the student has understood instructions.
- Provide plenty of small group collaborative activities where listening and talking are central to learning.
- Provide key visuals to teach and reinforce concepts and support language acquisition: flow charts, tables, diagrams, mind maps.
- Encourage students to use bilingual dictionaries where appropriate.
- Provide scaffolding for reading and writing tasks, e.g. writing frames and information grids.
- Aim to develop the learning skills of the students

Assessment and Monitoring

At WIS we recognise the importance of continuously assessing and monitoring the language development and academic progress of our EAL/ELL students. Through regular assessments and data tracking, we can effectively support their individual needs and ensure their success.

Assessment Practices

- **Ongoing assessment:**
 - We implement various formative and summative assessments to evaluate the language proficiency and academic progress of our EAL/ELL students. These assessments consider their listening, speaking, reading, and writing skills, as well as their content knowledge across subject areas.
- **Individualised Goals and Targets:**
 - Based on the assessment outcomes, we establish individualised goals and targets for each EAL/ELL student. These goals are designed to address their specific language needs and align with their academic aspirations.

- **Regular Progress Reviews:**

- We conduct periodic reviews of each student's progress, analysing their strengths and areas requiring further development. These reviews involve teachers, EAL specialists, and other relevant stakeholders to ensure a comprehensive understanding of the student's growth.

- **Communication with Stakeholders:**

- We prioritise effective communication by sharing progress updates with students, parents, and relevant stakeholders. Clear and timely feedback helps all parties understand the student's achievements, areas for improvement, and necessary support.

Understanding Test Scores

We recognize that standardised test scores may not fully capture the potential of students who are in the early stages of learning English as an additional language. Consequently, we do not rely solely on these scores for determining a student's placement in a teaching group. Instead, we consider multiple factors, including language proficiency, classroom performance, and individual growth over time, to ensure students receive the appropriate support and opportunities for success. Our commitment to continuous assessment and monitoring enables us to provide tailored support and resources that meet the unique needs of our EAL/ELL students.

ELL and Additional Needs

At WIS, we recognize that most ELL students requiring additional support do not have additional learning needs, and therefore, should not automatically be identified for Special Needs support. However, if additional needs are identified during the initial assessment or become apparent later, ELL students will have equal access to the relevant support through the Inclusion team.

Similarly, we acknowledge that some ELL students may be gifted and/or talented. While their English language proficiency may obscure this, our identification process at WIS, which includes observing behaviours and using non-verbal measures, ensures that these students are recognized (see the HPT/HPf Policy).

Review and Evaluation

Our school data encompasses relevant information on EAL and ELL students, including their needs, level of English, support, achievement, and progress. Regular updates to the WIS ELL continuum allow us to monitor progress and set targets, forming the basis for action planning and the allocation of time, support, and resources.

Identification and Referral Procedures

At WIS, we have established comprehensive procedures to identify and support EAL students who require ELL provision. The identification process is continuous, starting as soon as a student registers and joins our school community. To gather necessary information about the student's language background and English proficiency, we use data from WIS entrance tests and admission forms completed by parents. This helps us understand the student's mother tongue and their level of English language skills.

This thorough approach ensures that every EAL/ELL student receives the support they need to succeed academically.

Based on this initial data, we implement best practices to determine the appropriate level of ELL support required for each student. These best practices include:

1. **Language Proficiency Assessments:** EAL students undergo language proficiency assessments, which may include listening, speaking, reading, and writing components. These assessments help us gauge their current English language proficiency and identify areas that may require additional support.
2. **Observations and Teacher Input:** Classroom teachers provide valuable insights on the student's language abilities and learning needs. They observe the student's interactions, participation, and progress in various academic and social settings.
3. **Parent Consultations:** We actively engage parents in the identification process, seeking their input and feedback regarding their child's language development and support needs. Their valuable insights contribute to a holistic understanding of the student's language abilities.
4. **Progress Monitoring:** Once identified as an EAL/ELL student, ongoing monitoring and assessment of their language progress is conducted. This allows us to track their development, identify areas of improvement, and tailor interventions accordingly.

Identification of ELL Students at Admissions

During the admission process, the following indicators may suggest that a student needs some level of English language support:

- Admissions Form Indicators:
 - EAL/ELL is indicated on the admissions form.
- Language Background:
 - The student's mother tongue/first language is not English.
 - The student is currently attending a school in a non-English speaking country.
 - The student is currently attending a school where English is not the medium of instruction.
- Proficiency and Literacy:
 - The student demonstrates low levels of English proficiency or literacy based on reports.
 - Data from the WIS entrance test (CAT4 or ELL Assessment) or information in the admissions file indicates that the student is operating at a significantly lower level than the expected year group in Literacy.

Referral and Assessment Process

- **Teacher Judgement:**
 - Upon submission of the referral form [Referral Form for Inclusion Team](#), the teacher will make a judgement against the Assessment Tracker for the relevant phase (see appendix 1).
 - The teacher will assign one of the five bands:
 - E – Fluent
 - D – Competent
 - C – Developing Competence
 - B – Early Acquisition
 - A – New to English
- **Further Assessment:**
 - The student may be further assessed by the Inclusion team if required.
- **Support Determination:**
 - All assessment results are considered to determine if support is needed, at which level, and how often.
 - If the student shows a need for intervention/support (falling within bands A, B, or C), they will be included on the ELL provision map.

- If not, the student will not receive additional support from the Inclusion department, but their progress will be monitored and reviewed by the class teacher at the next data capture.
- **ELL Learner Profile:**
 - An ELL Learner Profile will be created for students added to the ELL Register/Provision Map and saved in the student's folder on Google Drive.

ELL Provision Strategy

Our ELL provision strategy is designed to ensure the highest quality of education and support for English Language Learners (ELL) through evidence-based best practices. This includes robust identification and referral procedures, tailored interventions, and continuous monitoring to promote academic and linguistic success.

Provision Goals

We aim to;

- Promote seamless integration into the main school curriculum while addressing individual linguistic and academic needs.
- Empower students to achieve their full potential by removing barriers to learning and fostering a supportive and inclusive environment.
- Equip students with the skills necessary for future academic and professional success.

Key Components of the ELL Provision Strategy

1. Interventions

- Students who meet the criteria for a Tier 3 level of support, either on entry or through the referral process, are offered ELL specialist lessons in place of Modern Foreign Languages (MFL) until they meet the exit criteria. This intervention focusses on targeted language acquisition, academic vocabulary development, and foundational literacy skills necessary for mainstream classroom success.
- Where appropriate, Arabic Exemption will be sought for Tier 3 ELL students. Should this be successful, the student will attend MFL lessons and this intervention will take place during the Arabic lesson times.

2. Individualised Learning Profile (LPs): Each ELL student is provided with a personalised Learning Profile, which includes:

- Specific language targets based on individual need
- Targeted instructional strategies tailored to their needs
- Progress monitoring strategies, updated regularly to reflect the changing requirements.

Learning Profiles are shared with class teachers to ensure consistency in approach and support across all subjects.

3. Scaffolded and Adapted Teaching

Classroom teachers employ adaptive teaching strategies to make content accessible while maintaining high expectations. These include:

- Visuals (using programmes such as Widget) and simplified language
- Pre-teaching key vocabulary and concepts.
- Offering students extended time and alternative formats for assignments and assessments.

Continuous professional development ensures teachers are equipped with effective strategies to support ELL students.

4. Extracurricular Support

All ELL students are invited to participate in the 'Watch Me Fly' EEE Club, fostering social integration, conversational fluency, and confidence.

Additional opportunities, such as homework clubs and peer-led study groups, are available to support language and academic growth.

5. Home Language Support

- Where possible home language clubs will be available
- The Young Interpreters will be paired with students who speak the same home language
- Where possible parents will be offered translators for meetings
- Opportunities to sit for a GCSE in their home language will be available.

6. **Collaborative Team Approach:** Our ELL team collaborates closely with classroom teachers, parents, and other support staff to ensure a coordinated and integrated approach to EAL/ELL provision. Regular communication and sharing of best practices contribute to the overall success of our students.

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Criteria for Exiting ELL Interventions

- The student demonstrates the ability to independently and effectively participate in adapted mainstream classroom activities.
- Proficiency in English is at or near age-appropriate levels as determined by formal and informal assessments.

Decision-Making Process

The decision to exit a student from ELL provision will be made by the Inclusion Language Specialist.

The Inclusion Language Specialist will complete an exit form to document the student's progress and readiness to transition out of ELL support.

Further Assessment

If progress is not observed after three terms of ELL provision, further assessments are conducted to determine additional support needs.

Recommendations may include enhanced interventions, referral to external support services, or adjustments in classroom strategies.

Post-Exit Support

- The exit process from ELL provision is carefully considered to ensure that students have the necessary skills and language proficiency to thrive in mainstream classrooms.
- The aim is to support students in achieving their full potential and promote successful integration into the regular school curriculum.

- Students exiting ELL provision will rejoin MFL lessons. The MFL department will address any residual language gaps and provide tailored support to ensure a smooth transition and equitable opportunities at GCSE level
- Students requiring intervention in Years 10 and 11 in place of an MFL option may still pursue the IB Diploma Programme in the 6th form through options such as:
 - Language A Literature (self-taught)
 - Language B
 - Ab Initio Language

Through this comprehensive, collaborative whole school approach, we aim to ensure that ELL students thrive academically, socially, and emotionally, have equitable opportunities and choices, and achieve their full potential

In Class Progress Tracking and Support

- Assessment Tracker:
 - The Assessment Tracker will be used by the teacher to track the progress of the student.
 - The assessment framework adopts the same 5-band scale as the DfE (A-E) and provides practical ways to support EAL learners at each stage of their language development.
 - It assesses the four language domains and is designed to support planning and target setting.

EYFS:

https://docs.google.com/spreadsheets/d/12s_p77jdC4RCKst2tAKWm2v4VPm1qFGw/edit#gid=304193784

Primary:

https://docs.google.com/spreadsheets/d/1r3amZDG1xxXz3HIZBIM2b2_3sC0h7JE-/edit#gid=1596152646

Secondary :

https://docs.google.com/spreadsheets/d/18EW3glJU3a1Z_DwkXz56z1ga-MaL3k0/edit#gid=323251893

Parent and Community Engagement:

At WIS, We recognise the crucial role of parents and families in supporting EAL/ELL students' language development and academic success and we are committed to fostering a strong home-school partnership to effectively support students' learning. We ensure parents are kept informed about their child's class activities through regular newsletters and, where necessary, strive to provide interpreters for parent/teacher meetings.