



EAL Policy

2019 - 2020

Document review box and latest revision				
Revision Number	Date	Person responsible	Signature	Date of next revision
0	01/01/2	Christina	<i>Christina M. Riedu</i>	Prior to 15 th June
1	17/05/2	Christina	<i>Christina M. Riedu</i>	Prior to 15 th
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3				
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The AAM Vision, Mission and Core Values

Vision:

Inspiring young minds for future success.



Mission:

Al-Mizhar American Academy is committed to meeting the needs of families with an international outlook who have chosen an American education. Our mission is to promote intellectual curiosity, independent and critical thinking, communication and problem solving skills, a lifelong passion for learning, and an exposure to and a respect for cultural diversity. By expecting academic excellence, we inspire personal growth and develop intrinsically motivated global citizens who are committed to being leaders in community service and environmental responsibility.

Core values: *AAM WAY*

- *Respectful*
- *Responsible*
- *Ready to Learn*



English as an Additional Language Policy (EAL)

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English as an Additional Language Policy (EAL)

Definition and Rationale:

- The term EAL (English as an Additional Language) is used to refer to students whose main language at home is other than English.
- Our main aim is for all EAL students to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
- EAL students, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their potential. Research has shown that those new to English will acquire conversational fluency in two years, but may need a minimum of five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential.
- The provision of this support seeks to promote equality of opportunity and to eliminate discrimination in the provision of education.
- Additional costs and levels of support are assessed prior to acceptance and confirmed prior to admission and will be reviewed annually.

Identification and Assessment:

- Students who are EAL may be identified prior to admission or once admitted.
- If it is clear that a student's language skills (reading, writing, listening, speaking) are below expectation, then they will be assessed using an EAL Assessment to determine language proficiency levels.



- Proficiency levels are Beginning, Early Intermediate, Intermediate, Proficient, and Above Proficient.
- The identification process is on-going and begins when the student joins our school and involves staff, students, parents and carers.
- Specific progress and level attainment will be communicated regularly.

Provisions for EAL students:

- The Head of Support Services meets all new admissions and will liaise with class teachers and subject specialists if a new student has English as an additional language needs.
- A Student Passport is developed for each student on the EAL register outlining current EAL levels (Proficiency levels are Beginning, Early Intermediate, Intermediate, Proficient, and Above Proficient), recommended supports, differentiation and accommodations for classroom and testing.
- If a student is in the early stages of the 'EAL Levels' then the student will be included in a specific EAL intervention support led by EAL teachers and LA's, associated costs are outlined in the Taaleem admissions Policy.
- Teachers and other adults will utilize good EAL practices and differentiated approaches within a lesson and throughout school life.
- EAL students on lower levels of English acquisition can be buddied with a more confident student who speaks the same language or with an English speaking student as appropriate.
- Classrooms are highly visualized environments - dual-language texts, labels and visual support within lessons.
- Speaking frames, sentence stems and other EAL appropriate supports are used within lessons to help English acquisition.

The School Register

- Students who are identified by the school as being EAL are entered on to the school Inclusion register.
- A Student Passport is developed for each student on the EAL register outlining current EAL levels, recommended supports, differentiation and accommodations for classroom and testing.
- The Inclusion register will be reviewed at least annually to determine progress and effectiveness of the support arrangement.
- Progress will be monitored closely to ensure that students have a full range of opportunities to grow and develop their potential.

Record Keeping

Proficient record keeping is paramount to the success of any Inclusion program.

Thus, record keeping at AAM relating to EAL will entail:

- Ensuring that all guidelines on data protection and the preservation of confidentiality are followed.
- Parents are allowed access to data upon request.
- Within the school only the Head of Support Services, SLT, and concerned members of staff (upon request and where deemed appropriate) are provided with information regarding students.
- Data may only be shared with external agencies, or in the case of a school transfer, with the expressed permission of the parent/career.
- Records are updated regularly, detailing any additional provisions for support and parents are continuously updated. This includes both ISAMS (the school management software) as well as the hardcopy

files that are kept for each student on the EAL register.

- The Head of Support Services, class teachers and homeroom teachers are responsible for completing the paperwork required for external agency requests and relevant paperwork in order to support students with EAL at different stages of monitoring and development.
- EAL specialist teachers document any meetings with parents to discuss students support plans / student passports or potential referrals.
- EAL specialist teachers are responsible for the completion of the Student Passport Progress once a term and communicating this with all stakeholders.

Teaching, Learning Curriculum and Organization

- As appropriate, teachers will provide differentiated activities and a range of support and resources for EAL students.
- Ongoing assessment against age group objectives and curriculum levels are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Students are involved in this process.
- In addition, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.
- Opportunities for identified students to work on various projects in the school and across Taaleem.
- Regular work scrutiny, drop ins and learning walks will be carried out and recorded to ensure consistency across the phases and subjects.

Staff Development and Training

- School wide training is offered at least annually to review effective EAL strategies

- The school makes use of local staff training and whenever possible staff to attend local courses and conferences.

Monitoring and Review by Head of Support Services

- Monitor the school's provision for students identified as being EAL
- Maintain the register in consultation with other staff
- Liaise with relevant staff for timely progress meetings
- Monitor the progress of identified students by making at least twice yearly reviews of individual assessments.
- Monitoring EAL progress data and assessing progress within EAL stages and other academic performances
- Supporting the adults leading EAL interventions.
- Ensuring good EAL practices throughout the school.
- Ensuring appropriate resources are available for staff and EAL students.
- Alongside the Principal and members of the Inclusive Education Action Team, uphold and review the Strategic Inclusive Education Improvement Plan.

The Principal and Head of Support Services will monitor the effectiveness of this policy on a regular basis and, if necessary, makes recommendations for further improvements.