



English Language Learning Policy

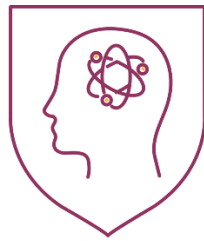
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Lead Reviewer | Director of Inclusion & Head of ELL

“Empowering students to aspire, create and excel in the world that is, so they can help create the world that will be”



The Science of Learning



Social Enterprise



Student Agency and Innovation

Purpose

GEMS Wellington Al Khail has a rich and diverse background of students with a large number of students who are English Additional Language (EAL) users. WEK, as an international community, believes in enriching and enhancing its curriculum through recognising and supporting students of different backgrounds. We believe in providing the best possible provision for students of all abilities. Teaching and learning is planned so that each child can aspire to the highest level of personal achievement.

In accordance with the Academy’s ethos, all students will be given full access to all areas of learning and teachers will endeavour to ensure all pupils reach their full potential, irrespective of race, age or ability, both for their self-fulfilment and for their eventual development into active and responsible adults. Our school ethos is to value the individuality, language and cultural background of all our pupils.

The purposes of this policy are as follows:

- To create awareness among staff, students and parents about students receiving learning support, the nature of learning differences and how they can best be supported within an inclusive community.
- To provide clarity to teachers, parents and students on the differences between EAL students and ELL students.
- To provide information to staff on ELL, the process of ELL student identification and the ELL Referral and ELL Exit processes.
- To increase the level of communication and consistency between the ELL department, classroom teachers, form tutors, subject teachers and Key Stage Leaders.
- To help new teachers/students/parents adjust to ELL practices at the Academy.
- Most importantly, to ensure that we recognise and meet the needs of pupils who require ELL support and are learning English as an additional language.

Aims

Through this policy we aim to:

- Ensure that WEK staff recognise and support the needs of all our EAL and ELL students;



- Develop ELL students' English language to enable them to access the National Curriculum effectively;



- Enable EAL and ELL students to develop to their full potential and ensure their progression;
- Encourage EAL and ELL students to think and work independently;
- Ensure consistency and continuity of ELL Student Progress tracking and the Referral/Exit approach.

Procedures

Definitions of ELL and EAL Student

At GEMS Wellington Academy Al Khail, English Language Learning (ELL) refers to the support of students who do not have English as their first language and whose level of English is a barrier to accessing the curriculum.

Throughout this policy, students who have a home language/mother tongue other than English but do not require English language support, are referred to as EAL students (English as an Additional Language). ELL students are students who have a home language/mother tongue other than English but require English language support in order to fully access the academy's curricular and extra-curricular provision.

A student who would require ELL provision by the Inclusion Department is characterised as follows:

- struggles in accessing the curriculum due to language barriers;
- struggles in the basic everyday communicative and comprehension skills;
- works at Entering or lower than their expected year group in Literacy and/or English due to language barriers.

Generally, but not exclusively, when an EAL student operates below expected age level, (s)he is likely to require ELL provision if no other learning barriers are identified. Where other barriers to learning exist, the Inclusion Department will, in consultation with the relevant teaching staff, assess the level and nature of intervention required.

Identification and Referrals Of ELL/EAL Students

- We employ a range of strategies to identify students as EAL students requiring ELL provision. The identification process is ongoing and begins when the student registers at and joins WEK.



- Data gathered from the WEK entrance tests and admission forms (filled in by the parents) will be used to obtain information about the student's mother tongue and English Language proficiency.

Identification of students requiring ELL support

Screening during admissions process

1. If the student's mother tongue / first language is not English and the data gathered from the WEK entrance test indicates the student is operating at a level lower than expected year group, the student will be referred to the Inclusion Department for assessment.
2. The Inclusion Department will review the student's file, entrance tests and might assess the student once again using an ELL assessment/observation to acquire a clear picture of the student's language difficulties and needs. The Inclusion Department will then provide the respective Principal and admissions team with a recommendation.
3. If ELL provision is recommended, the student is included on the ELL Provision register for inclusion and support and the admissions and Inclusion Department communicate this to the class/English/form teacher.
4. If a student is identified through the admissions process as requiring ELL provision, a Referral form is not required but the recommendation form will be added to the student's ELL portfolio.
5. If for any reason, a student was not recognised through the admission process as requiring ELL provision yet a teacher believes that, even with the differentiated classroom support, the student meets the above ELL characteristics, the teacher will need to follow the referral process explained below.

Referral process for ELL students in the Primary School

1. Staff members nominate the student for inclusion and support on the ELL register using the ELL Referral Form and follow the ELL Referral Process (see Appendix A).
2. Once the Referral Form is sent to the respective ELL Inclusion teacher, the student is assessed by the ELL teacher.
3. All assessment results (the ELL assessment results, teacher's benchmark results as well as the student's 'ELL Characteristics') will determine the outcome and inform the next steps.
4. The outcome of the assessment is added to the referral form and shared with the class teacher. The student is assigned one of the three levels: Non-proficient (NP), Approaching



proficiency (AP) and Proficient (P) which is sometimes referred to as Level 3, Level 2 and Level 1 respectively.

5. If the student shows a need for ELL intervention/support (and falls in either AP or NP level), he/she will be included on the ELL register for provision. If not, the student will not receive support but his/her progress will be monitored and reviewed before the following trimester.
6. A Pupil Profile (PP) will be collaboratively developed for the student, by the ELL teacher and the student's class/English teacher, in which the student's PP targets dovetail with the Literacy targets of that class. PPs are created for Level 2 and 3 students.
7. The student's PP and its implications are shared and discussed thoroughly with the child's parents in a scheduled meeting. Upon parents' consent for student's ELL inclusion, the child receives provision.
8. Once the pupil's ELL provision slot(s) is allocated, the ELL link teacher will inform the class teacher / Head of Year of the timings.

Referral process for ELL students in the Secondary School

1. Staff members who identify the need, makes a referral to the student's English class teacher or Head of ELL.
2. Once the Referral Form is sent to the Head of ELL, the student is assessed by the ELL specialist teacher.
3. All assessment results are taken into account to determine if support is needed and on which level as well as how often. The student is assigned one of the three levels: Non-proficient (NP), Approaching proficiency (AP) and Proficient (P) which is sometimes referred to as Level 3, Level 2 and Level 1 respectively.
4. If the student shows a need for ELL intervention/support (and falls in either AP or NP level), he/she will be included on the ELL register for provision. If not, the student will not receive support but his/her progress will be monitored and reviewed during the following term.
5. Where possible ELL support will primarily be done as small group intervention, but will occasionally be delivered in the English or subject classroom as push-in support.
6. Once the pupil's ELL provision slots are allocated, the ELL teacher will inform the subject teacher/Head of Department/ Form Tutor of the timings.



Exit From ELL Provision

A student is considered for exiting ELL Provision when the ELL teacher and ELL Coordinator, in discussion and consultation with the classroom teacher (Primary) / English teacher (Secondary), believe that the student is capable of functioning autonomously and successfully in the regular instructional classroom as well as is operating *near* to the age-related level requirements.

Students may also be discharged from ELL Provision when they attain their age-related level and no longer require ELL Provision

1. The student's ELL Link teacher as well as class/English teacher would recommend the student for release from receiving ELL Provision.
2. Once the ELL Department and relevant teachers are satisfied that the student will exit, an exit meeting will occur in which respective staff members are involved.
3. If the outcome is either to monitor the student's progress or to release the student from ELL provision, this outcome and its implications are discussed thoroughly with the child's parents in a scheduled meeting.

On average, a student can receive up to a maximum of 2 academic years (6 terms) of ELL provision. Most students require a shorter time in the ELL Provision while some do require more than two years. If after 3 terms of provision the child has not shown expected/good progress, the child may be referred for further assessment.

Access Arrangements For Students With ELL.

All arrangements for students with ELL must be based on normal classroom practice and should be made in the best interest of the student.

The ELL teacher and class / English teacher will need to discuss each ELL student's case separately to mutually determine the access arrangement needs, if any, of the individual student.

Summary of Access Arrangements per Key Stage:

Key Stage	Reader	Bilingual Dictionary	Maximum up to 20% extra time
Key Stage 1	Yes*	No	No
Key Stage 2	Yes*	No	No



Key Stage 3	No	Yes*	Yes*
Key Stage 4			
Key Stage 5	As per A-Level policy		

(*) as per Access Arrangements guide of Standards and Testing Agency – Department of Education UK.

4. RESPONSIBILITIES

The Director of Inclusion and ELL for the different departments in the Academy oversee the coordination of the provision and practice within the Academy for English Language Learning (ELL) pupils. This includes:

- Supporting staff in the identification of ELL students.
- Keeping a register of both ELL students and EAL students.
- Monitoring standards of teaching and learning of ELL students.
- Ensuring that all English Learning Plans (ELP) are put into effect and parents are involved.
- Monitor ELL students' progress and attainment in Reading, Writing, Speaking and Listening termly.
- Developing Student Progress Reports and analyse data for improvement purposes.
- Liaising with parents on related issues.
- Reviewing and providing recommendation for potential ELL student admissions through the Admissions Department.
- Deploy Additional ELL Provision and monitor its effectiveness.
- To provide evidence for the Academy Development Plan as well as the SEF.

APPENDIX A: Referral Flowchart
