

## **GEMS Cambridge International Private School Sharjah** **EAL Policy**

**Last Amended:** August 2023

**Policy Review Date:** August 2024

### **1 Introduction**

The vision statement of our school encompasses the philosophy “Every Child Matters”. At The GEMS Cambridge Sharjah Private School we are committed to giving all our children every opportunity to achieve the highest standards. This policy is intended to ensure that this happens for all children in our school regardless of their age, gender, or ethnicity.

We believe that our children, including those identified as having “English as an Additional Language” have a common entitlement to a broad and balanced academic and personal, social development and that they should be fully included in all aspects of school life.

### **2 Aims and objectives**

GEMS Cambridge Sharjah Private School is an inclusive school and develops an environment where all children can flourish and feel safe. We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional stage, age and maturity. We identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve by:

- Continually monitoring all progress of all children, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class.
- Facilitating access to the curriculum through differentiated planning and collaboration by class/subject teachers, Student Support and EAL team as appropriate in conjunction with Language plans which give strategies for support and progress of the student.

Meetings with teachers to discuss the needs of students and how to best support and challenge.

- Providing specific input, matched to individual needs, in addition to differentiated classroom provision, either within class, in ECA or Intervention, for those children recorded as having English as an additional need.

- Enabling children to move on from us as well equipped as possible in the basic skills of literacy and social independence to meet the demands of life and learning.
- Having an open-door policy in support of staff and parents.
- Making information on English as an Additional Need available to staff and parents.

This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children and each and every child within our school.

**2.2** The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Responding to children's diverse learning needs;
- Setting suitable learning challenges;
- Overcoming potential barriers to learning and assessment for individuals and groups of children;
- Providing other curricular opportunities outside the national curriculum to meet the needs of individuals or groups of children.
- Providing a broad, balanced and relevant curriculum, which may be modified to meet the needs.
- Develop a close partnership with the whole school community.
- Providing a healthy, safe and happy environment through celebrations, support, guidance and work opportunities.
- Language exemption in cases where a student can benefit from additional learning time for subjects of interest or ability.

**2.3** We achieve education inclusion by continually reviewing what we do, by asking ourselves these key questions:

- Do all our children achieve as much as they are capable of?
- Are there differences in the achievement of EAL students from different backgrounds?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We lower the barriers, not the bar.

### **3 Learning and Teaching styles**

**3.1** We aim to give all our children the opportunity to maximise their potential to achieve to succeed. When planning their work, teachers take into account the

levels of English within their class. Teachers use internal assessment data to support their planning.

### 3.2 Teachers and staff ensure that children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Are taught in groupings that allow them all to experience success;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully, regardless of need.

## 4. Identification and Assessment arrangements

**4.1** The school's system for regular Assess, Plan, Do Reviews the progress of all EAL children and is used to identify children who are not progressing satisfactorily and who may have additional language needs.

The schools' system includes reference to:

- Baseline assessments
- Progress measured against development matters and the Early Learning Goals where appropriate
- The student's mother tongue/first language is not English.
- The student is currently attending a school in a non-English speaking country.
- Progress measured against the objectives with the National Literacy and Numeracy strategies
- GL NGRT, GL Progress Tests, CAT4, TIMMS, PISA,
- Progress measured against National Curriculum descriptors at the end of a key stage

### 4.2 English Proficiency

**A: New to English:** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

**B: Early acquisition:** May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific

vocabulary. Still needs a significant amount of EAL support to access the curriculum.

**C: Developing competence:** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

**D: Competent:** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

**E: Fluent:** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum. N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

## **5. EAL Provision**

All teachers alongside the Student Support team across the whole school to promote EAL inclusion for all children through:

- Differentiation and scaffolding in class
- Access to a digital library
- Whole School Reading Programme
- Lexia intervention programme for Secondary students
- Opportunities for language development E.g. assemblies, competitions, performances etc.
- Arabic Specialist SEN teachers where applicable
- Specialist English Literacy teaching.

## **6. Monitoring and review**

This policy has been discussed and agreed by GEMS Cambridge International Private School Sharjah teaching staff and leadership teams for implementation.