

EAL Policy

2022-2023



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

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Table of Contents

1. WHAT IS EAL?	3
2. VISION OF EAL	3
3. OBJECTIVES:	3
4. IDENTIFICATION AND ENROLMENT	4
5. ASSESSMENT.....	4
6. PROVISION	4
7. MONITORING AND ARRANGEMENTS	5

1. What is EAL?

EAL stands for English as an Additional Language. This term applies to any students whose mother tongue is not English. Students within this could range from those just beginning to learn English with very little speaking confidence to bilingual learners who need little to no support at all.

In the EAL department we ensure that students who do not have English as a first language get the support they need in order to access the mainstream curriculum, participate and contribute their knowledge and thoughts to the class. Students come to us at many different language levels from almost every year group of the school. At Metropole we currently have students from over 100 countries speaking over 70 languages!

2. Vision of EAL

At GEMS Metropole we believe that every student within our care should receive the support necessary to access the curriculum, regardless of their language levels upon enrolment.

We plan our teaching and learning so that each student can aspire to the highest level of personal achievement. We believe recognition of all achievements made, no matter how insignificant they may seem to others, is a great motivator for students.

It is essential that we provide an environment in which students feel supported and cared for. We want to instill self-confidence and give all students full access to all areas of learning through differentiating, adapting and modifying the curriculum. Diversity is an asset and teachers will strive to ensure all students reach their full potential, irrespective of culture, race, age or ability, both for their self-fulfillment and for their eventual development into active and responsible adults.

3. Objectives:

- To identify and assess language needs as quickly as possible
- To continually monitor the progress of all students receiving support
- To facilitate access to the curriculum through differentiated planning and modification by class teachers and EAL Specialists
- To provide specific input, matched to individual needs, in addition to differentiated classroom provisions
- To provide classroom teachers with information (ILP targets, language levels, etc) and support so they feel confident in meeting the needs of their EAL students.
- To promote confidence
- To enable students to move out of the EAL program and be independent learners
- To ensure parents and teachers of our language learners are informed and understand the targets the students are working towards developing
- To support the families of our language learners
- To promote the importance of multilingualism and maintaining one's mother tongue in today's society

4. Identification and Enrolment

EAL students who are new to English should be identified as early as possible to ensure they are provided intensive program support. Students are identified in various ways:

- Admissions and parents: Parents disclose the need for language support upon enrolment. This is the preferred method of referral as it ensures the student receives early intervention support. Our admissions team is also very skilled in identifying students who may require the EAL program support.
- Use of data: Every student entering year 3 and above is required to take a CAT4 test with the admissions team before an offer is made. This test can assist us in determining if a student needs language support. Students with a low verbal score will be referred for a language test prior to an offer being made.

In some circumstances, a student may not be identified until after school has started. In this case, student can be identified by:

- Teacher referrals: Once a student has settled into class and becomes more comfortable, it may become evident that the student requires support due to a language barrier. In this case the class teacher will refer the student and a language test will be given by the EAL specialist to determine the level and need of support.
- Students refer themselves: Students refer themselves as they are curious about what their language level is, or they would like to enroll in some of our advanced language programmes.

5. Assessment

A student's level, and allocated support, is determined by a language proficiency test. This test may take up to 2 hours to complete, depending on the year level and language level of the student. In lower year groups the entire test is administered one to one, but in year 4 and above the reading and writing sections are done in small groups.

This test gives multiple scores, which allow us to provide the most targeted and beneficial support possible, and allocate a language level.

6. Provision

How are students supported?

After students have been identified and tested to determine their language level, different levels and types of support are arranged. Supporting EAL learners of all levels is the responsibility of EAL specialists and classroom teachers alike. A variety of support methods are in place including:

- an intensive induction programme for new to English students
- Buddy programme
- Developed level small group sessions
- IELTS preparation courses
- GCSE support

- in-class/online support
- test support
- differentiated learning in classrooms
- Access to supportive technology specific to support language development
- lunch clubs

Support is largely dictated by the language level a student is assigned, however, learning is not an exact science and each student is different. If we feel the prescribed support is not what is needed we will always adapt to ensure the student receives the greatest benefit from being in school; either by increasing, decreasing or adapting support offered.

EAL Support programs are at an additional cost.

7. Monitoring and arrangements

The school's arrangements for managing the access to education and training providers to students is monitored by Mr. Nizar Mourad – School Operations Manager.

This policy will be reviewed annually by Mrs. Tracey Ferguson – Head of Inclusion. At every review, the policy will be approved by Mr. Naveed Iqbal – Principal and CEO

This policy has been discussed and agreed by the GEMS Metropole School staff and leadership team for implementation.