



ATHENA EDUCATION
For Social Grace



AL SADIQ
Islamic English School
مدرسة الصادق الإسلامية الإنجليزية

ELL POLICY

2022-23

Principal: Ms. Sadia Wajid

Introduction:

The overall ethos and curriculum of Al Sadiq Islamic English School Dubai is inclusive and welcoming. English Language Learners are valued members of our community who enrich the diversity of that community. Newly arrived children will of course differ in terms of their previous educational experience and their previous experience of learning English as an additional language. By no means will all be beginners in terms of English language development. They are included in the mainstream with English as first language speakers as models for them to make optimal progress. Working with ELL children can provide a resource to the classroom, aid the learning process for all children, and improve language skills and cross-cultural understanding for the entire class. In Al Sadiq Islamic English School Dubai, the curriculum is enhanced and enriched through studies about the host country as well as the study of the host country's language.

Teaching is centered on the learning process of the individual child, with basic skills as one of Al Sadiq Islamic English School's most important goals. In developing the school's curriculum therefore, professional staff members individualize programs and integrate the teaching and reinforcing of basic skills across subject areas.

Responsibilities:

- The Head of ELL is responsible for the implementation and monitoring of the ELL policy and ensuring that the services offered meet the needs of all students.
- Teaching staff are responsible for ensuring the policy and procedures are followed in school, and for contributing to services offered. They play a fundamental role in ensuring that every student experience personalized programs that meet their individual needs.

Purpose of this policy

The purpose of the ELL policy is to define and communicate the management of English Language Learning at Al Sadiq Islamic English School Dubai to optimize the recognition of and provision for English Language Learners so that ELL children learn, succeed and are happy in school.

Aims and objectives

- To welcome all parents, as they have a positive role to play in the life of the school.
- To give parents a voice so that they can always make their feelings and opinions known to staff, and that these will be responded to respectfully and seriously.
- To demonstrate that parents' and careers' linguistic, cultural and religious backgrounds are valued and respected.
- To show that the school is part of the community it serves.
- To place children who are learning English as an additional language alongside fluent users of English who can provide good language and learning role models.
- To understand and accommodate the fact that the child may already have acquired the relevant skills and concepts of a subject, but initially may lack the language to express these in English.
- To maintain an age-appropriate curriculum and high cognitive challenge as these are critical to progress for learners of ELL.
- To understand that English Language Learning (ELL) should not be considered as a 'special need' and bilingual students with English as an Additional Language (EAL) should not be automatically identified for ELL support - this is likely to be inappropriate to their needs.
- To ensure that the child is included in groups that can provide good role models in terms of language and learning to create the best fit for his/her language and learning needs during independent and group working sessions,
- To understand that test scores will not accurately reflect the potential of a child who is in the early stages of English Language Learning and should not therefore be used as the main criterion for placing the child in a teaching group.
- For The Head of ELL to lead and share good practice with information, guidance and classroom strategies.

Effective Learning and teaching

ELL students are given opportunities to connect their learning through a variety of learning experiences, such as

Talk Partners

Talk Partners encourages active engagement and helps students to rehearse English, volunteer to speak more, turn take and listen.

Visual Aids

Visual aids give ELL students visual cues that may help clarify meaning and solidify learning. Visual aids should be clear and reproduced for ELL students, whenever possible.

Self-Paced Online resources

Students all work at different paces and as such we need to accommodate students learning as individuals. Self-Paced, automated marking supports students who are on an accelerated pathway and also for those parents whose language skills are not well developed.

Hands-On Activities

Where appropriate, hands-on activities help ELL students connect with classroom content. Processes that can be experienced or observed make learning more concrete.

Sufficient Wait Time

ELL students need additional time to formulate their answers in English. Some may still be translating their first language into English; others may need time to find the appropriate words. By pausing after a question is asked, everyone, English proficient students included, has time to think about the question before responding.

Modeled Spoken Language

Refrain from correcting the student's spoken language. Instead, model the proper usage in a restatement. Students may occasionally ask to be corrected; but as a rule, it is best to leave corrections to the written word. In this case, to be sure to balance positive feedback with corrections.

Use of 6 key strategies (see appendix 1)

- vocabulary and language development.
- guided interaction.
- metacognition and authentic assessment.
- explicit instruction.
- meaning-based context and universal theme.
- modeling, graphic organizers, and visuals.

Skim and Scan

Directly teach ELL students reading strategies that will enhance their reading skills. Skimming, scanning and even outlining chapters in the textbook are excellent pre-reading strategies that can help students preview material prior to reading. They can also engage in other strategies such as predicting chapter content from headings, creating vocabulary lists, writing responses, and summarizing.

Respect the Silent Phase

Most second language learners go through a silent phase. Forcing a student to speak may make them embarrassed and overly self-conscious. In a worst-case scenario, other students may laugh at them.

Identification of ELL students

- Students with a different mother tongue and whose English impedes access to the curriculum fit the criteria for ELL.
- Teachers use CAT4 for identification.
- Teacher refers the ELL pupil to the Head of Inclusion to be added to the ELL register.

ELL plans

Withdrawal groups for focused ELL teaching and use of ELL friendly programs such as Starfall and The Language Garden and Cambridge ESOL.

Inclusion

All ELL children are to be fully included in the school curriculum and the school life.

Equal Opportunities

The school recognizes the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create a school culture through its managers and other staff, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Assessment

All ELL pupils are assessed in line with National Curriculum levels using whole school assessment procedures which include:

Teacher assessment Methods- Baseline, BPVS assessments, Data tracking based on end of term assessments,

All ELL pupils are tracked using our school reading programs which reflect their teacher assessment data and show progress over time. These are updated termly.

Formative assessment of ELL pupils tracking their progress through the phases of language learning on the ELL continuum is maintained until the pupil reaches age-appropriate language levels.

Children make progress in acquiring English as an additional language in different ways and at different rates. Broad stages in this development are identified below as descriptions to be applied on a 'best-fit' basis in a similar manner to the National Curriculum level descriptions. Progression from stage A to stage E can take up to 10 years and individuals are likely to show characteristics of more than one

'stage' at a time. A judgment is usually needed over which stage best describes an individual's language development, considering age, ability and length of time learning English.

Monitoring and Review

This policy has been discussed and agreed to by the Al Sadiq Islamic English School Dubai staff and leadership team for implementation.