DGPS English as an Additional Language Policy 23-24

Written by: Rachael Parums, Darren Frearson, Elizabeth McMath & Charlotte McCombs

Motto
Learning Together, Growing Together

Vision & Values
At Dove Green, we are creating a world class British school that promotes a respectful, happy, caring and inclusive community. We strive to prepare all students to become lifelong learners and responsible citizens, ready to meet the challenges of the future. In partnership with families and the wider community, our goal is to create purposeful, enriched opportunities for students that inspire them to become leaders of their own learning and develop the knowledge, critical thinking skills, and character necessary to succeed in an ever-changing world. We are dedicated to providing stimulating learning experiences through an evolving, challenging curriculum, fully reflecting the culture of the UAE and the wider world.

DGPS Way
At Dove Green Private School, we are:

Determined learners
Global thinkers
Positive achievers
Striving for success

Statement of Aims

A significant number of students at Dove Green either have English as a second language or come from homes where English isn't the primary language. This school is committed to making appropriate provision of teaching and resources for students for whom English is an additional language and for raising the achievement of students who have English as a second language and are at risk to underachieve. The school will identify individual student's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all students with EAL are able to:
- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

School Context

The school serves the local area (Green Community) and wider areas of Dubai.
Most students come from homes which are neither very affluent nor disadvantaged.

Key Principles for Additional Language Acquisition
- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All students have entitlement to the National Curriculum.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of students' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued

People responsible:

Overall – Principal
Head of Inclusion- Katherine Gilbert
LSA – Beverly Banares

Our Main Aims:

- To create a welcoming and supportive environment which will encourage EAL students to participate fully in all areas of school life.
- To value and respect the cultural and linguistic identities of EAL students and use these to enrich the learning of all students.
- To develop the oral and literacy skills of EAL students so they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life.
- To accurately assess the language needs of EAL students using an appropriate framework
- To integrate new EAL children into the school in order to ensure that they gain access to the curriculum.
- To encourage and enable parental support in improving children's attainment.

EQUAL OPPORTUNITIES:

EAL students are entitled to the full school curriculum appropriate to their age and year group. We value and respect the cultural identities and experiences of all students and these are celebrated through both class based and school wide activities. We recognise that the use and development of each child's home language is an essential part of the child's linguistic development.

ADMISSIONS:

Upon admission, information is requested via questions on the admissions form regarding the child's linguistic background.

The Role of the Admissions team

- To ensure that the admissions form is completed accurately
- To notify teachers of information within the admissions form

The role of the EAL LSA

- Specific teaching within the main class or as part of an intervention group to build on a skill/curriculum already being taught within the main body of the class;
- Information sharing with the class teacher.
- In-class support of a particular curriculum area (not necessarily English – research shows that the initial and intermediary stages of language are best acquired in lessons that provide a large practical/visual component where the learner is able to work collaboratively in a peer group);
- Small group situations
- One-to-one support in particular in the developing of specific reading/writing skills;
- One-to-one support – of a tutorial nature in order to ensure the overall welfare and sense of integration of the child (particularly important for those children who join the school in the upper years of the Private school).
- To maintain the EAL register.

The Role of the Teaching Staff:

Teaching and Learning

- Initial observations of the child in class/on their own (if appropriate) and to facilitate support such as; 'buddies', class groupings, expectations, curriculum materials;
- Ongoing attention to pastoral care aspects of the child's integration into the new school environment;
- To liaise with parents and other agencies and assist with communication between home and school, if necessary
- There are three main strands to the English curriculum: reading, writing and speaking and listening. EAL learners will receive teaching in all three areas.
- Work is inter-related between these three areas so that one area supports development in another. In addition, children will be using English across the curriculum and throughout the day.
- We acknowledge that even the more advanced learners of English need continuing support in order to reach their potential and we recognise that all students benefit from praise and positive correction. In all stages, a range of opportunities are provided to engage in speaking and listening activities in English with peers and adults.
- Teaching will usually take place within the classroom although some children will be withdrawn for group activities.
- The social skills of EAL children will be developed through group work and use of good role models.

Planning and Differentiation/modification:
- The school will provide a system for staff to share planning with support staff. Plans will identify the demands of the National Curriculum and provide differentiated/modified opportunities matched to individual EAL students' needs.
- Key language features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, and uses of language or forms of text.

Literacy and Numeracy:
- Classroom activities are carefully structured and focused to take account of the range of purposes and audiences set out in the Order for English.
- Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that students are able to participate in lessons. Staff review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer models.

Strategies

Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, key word lists.
- Using Maps as directed activities related to texts
- Opportunities for role play
- Students receive regular feedback from staff
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities, using preferred language where appropriate.
- Where possible, learning progression moves from concrete to abstract
- Further support for students' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

Planning, Monitoring and Evaluation

Information is gathered about:

- the students' linguistic background and competence in other languages
- the students' previous educational and schooling experience
- the students' family and biographical background

The students' level of English is identified with reference to DfE English proficiency scales and with reference to the National Curriculum.

A	B	C	D	E
New to English	Early Acquisition	Development Competence	Competent	Fluent

Staff regularly observe, assess and record information about students' developing use of language. Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual students. These targets are reviewed regularly.

The Nassea EAL Assessment Framework is used to select objectives to work towards.
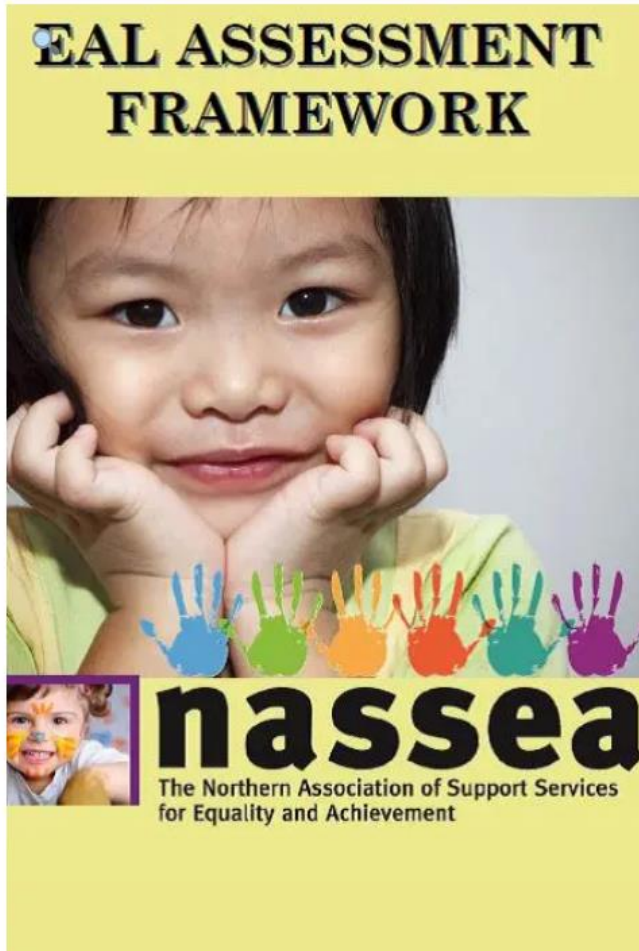
Special Educational Needs and Gifted and Talented Students

- The school recognises that most EAL students needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL students will have equal access to school SEN provision.
- Similarly, the school recognises that there may be EAL students who are gifted or talented even though they may not be fully fluent in English.

Assessment and Record Keeping

- The school will ensure that all EAL students have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.
- Classroom activities will be differentiated /modified by task, outcome, resources and adult support- details of support can be found on the weekly planning sheets. Assessment of EAL children will be in accordance with the School's assessment timetable.
- Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.
- The school analyses EAL student achievement and regularly evaluates the effectiveness of additional support provided in terms of student progress.

Resources
- Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.
- Displays and resources reflect linguistic and cultural diversity
- A range of resources are used to support students' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, computer software, etc.
- Assessment materials use images and texts which are appropriate for all students.

Parents/Carers and the Wider Community
- We provide a welcoming admission process for the induction, assessment and support of new arrival students and their families/carers.
- We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.
- We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.
- We aim to work closely with members of the wider community to support our EAL students.

Staff Development

- The school will enable all staff to undertake professional development to ensure that provision for EAL students is appropriately delivered and co-ordinated.
- A coordinator will oversee inclusion and provision and report back to HOI.

Review and Evaluation of Policy
- School data will include relevant information on EAL students. This will include needs, level of English using assessment model for identification, support, achievement and progress. This will enable the school to monitor targets.
- The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.
- This policy will be reviewed by: **Head of Inclusion/SENCO in August 2024**

Final Points
It should be recognised that a policy might need to be changed to meet the changing needs of students. General points might be made in the section headed 'Context of the School' rather than specific details which will need to be regularly updated.

Please see the school's other inclusion policies e.g. Assessment, Behaviour Policy, Attendance, Teaching and Learning, , Inclusion Policy, More able and Talented, Disability Policy.

Review and Evaluation of Policy

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The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

Signed:

Print Name: Christopher Seeley

Date: September 2023

Designation: Principal DGPS

Next Review: September 2024