



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

Multilingual Policy

Approved by:

Mr. Jeremy Hallum

Last reviewed on:

July 8, 2024

Next review due by:

July 8, 2025

MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP



This policy is applied at MTW alongside our school's vision, mission and values.

Introduction

GEMS acknowledges the vibrant cultural and linguistic diversity of its student body as a fundamental characteristic of its educational network in the UAE. This policy stands on the foundational principles of Quality First Teaching and Inclusive Education, aiming to address the distinct needs of each learner to foster a truly inclusive academic setting and reflects GEM's ethos for Multilingualism (MLL):

'To ensure all student feel comfortable and supported, providing them with equal opportunities to learn through language and reach their full potential.'

At GEMS, we embrace Multilingualism, as it emphasizes the strengths and assets of students who speak multiple languages. It highlights their ability to build proficiency in more than one language, which is seen as a strength rather than a deficit. Multilingualism acknowledges and celebrates the cultural and linguistic diversity of students. It recognises that students bring valuable linguistic and cultural resources to the classroom, which can enhance their learning and the learning environment for all students.

Teaching and learning are planned so that each child can aspire to the highest level of personal achievement, and we believe all students, no matter their starting point and initial barriers to learning, can go to achieve high performance.

At GEMS Metropole School Al Waha, we believe in fostering an inclusive environment is not just the responsibility of the Inclusion department but a shared commitment of the entire school community. Our teachers, staff, and parents actively contribute to creating an inclusive atmosphere that values and respects the language and cultural diversity of our students.

Through all stages of English language provision, together, we strive to create an inclusive educational environment that celebrates diversity and empowers all learners to become confident, knowledgeable, and globally minded individuals.

Aims & Objectives

- To enable students to have full access to the curriculum (and other educational opportunities), ensuring that they fulfil their academic potential
- To ensure that all students attain curriculum levels and public examination grades appropriate to their abilities



- To create awareness among staff, students and parents about students receiving learning support, the nature of learning difficulties and how they can best be supported within an inclusive community, including providing students with the opportunities to study in their home language
- To provide clarity to teachers, parents and students on the benefits and importance of Multilingualism
- To provide information to staff on the process of assessing language proficiency of English language and the referral procedure
- To increase the level of communication and consistency between the Multilingual department, classroom teachers, form tutors and Key Stage Leaders
- To help new teachers/students/parents adjust to support multilingual students in class
- To ensure that we recognise and meet the needs of pupils who require English language support

Definitions

The KHDA (Knowledge and Human Development Authority) Inspection Framework defines EAL students as 'students for whom the language of instruction is an additional language'. In the UAE, we have an increasing proportion of students whose home language is not English. These students have a range of English language proficiency and not all EAL students require ELL provision.

Multilingualism – Multilingualism refers to the presence and use of multiple languages in schools. This can include students who speak languages other than the language of instruction at home, as well as schools that offer instruction in more than one language. GEMS Education recognises and embraces the linguistic diversity of students, providing them with the opportunity to develop proficiency in multiple languages and a deeper understanding of different cultures.

Celebrating our home language is an integral part of a child's multilingualism, contributing to their cultural identity, cognitive development, academic success, and social wellbeing. Embracing and valuing the home language as part of multilingualism can lead to positive outcomes for individuals, our families and communities.

These students have a range of English language proficiency, and not all Multilingual students require ELL provision.

ELL – An English Language Learner (ELL) student at GEMS Metropole Al Waha refers to an individual whose primary or dominant language is not English and who requires support to develop proficiency in English for

academic purposes. ELL students typically have varying levels of English language proficiency and may face challenges in accessing the curriculum and with participating fully in educational activities conducted in English.

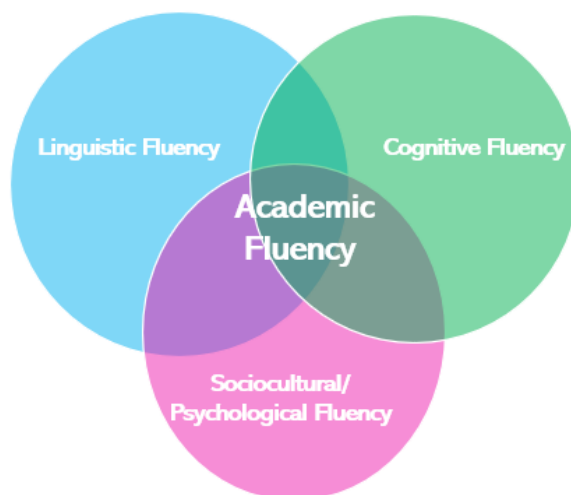
A student would be classified as an ELL student if they have *one or more of the following characteristics*:

- They are in the process of acquiring proficiency in the English language, whilst also developing their content knowledge and academic skills
- They have varying levels of proficiency in English, ranging from beginner to advanced
- They are students who struggle in accessing the curriculum due to language barriers
- They are students with limited vocabulary, grammar, and language skills, which impacts their communication, comprehension, reading, writing, listening, and speaking abilities in an academic setting

Fundamental Principles of Multilingualism Provision

At GEMS we believe there are three dimensions which need to work together to achieve academic English fluency: Linguistic fluency, Cognitive fluency and Sociocultural/Psychological fluency.

These dimensions were first identified by Kern in 2003, who argued that all three must be addressed by schools for all students to reach their true potential.



To help our students achieve **Linguistic fluency**, we need to help them understand

- How language functions (grammar rules, intonation, parts of word parts)



- Where and when to use certain genres and forms of writing
- How to organise and structure different text types (discourse markers, etc.)
- Academic vocabulary, including words that are used across subject areas, for example: analyse, explain

To help our students achieve **Cognitive fluency**, we need to teach them

- Critical thinking skills
- Higher order thinking skills
- How to identify fact from opinion
- How to read texts critically
- How to write and speak persuasively using evidence
- To think about their own language acquisition
- How to evaluate/monitor their own learning

To help our students achieve **Sociocultural/Psychological fluency** we need to expose students to

- “Social and cultural norms, values, beliefs, attitudes, motivations, interests, behaviours, practices and habits” (Scarcella 2003); and
- “The particular conventions and norms that characterise the people who use it” (Scarcella, 2003).

Gee (1996, 2002) points out that students learn these conventions by “participating in specific ways of being and acting in academic contexts” **Socio-cultural/psychological fluency is learnt through communicating in classrooms and cannot be taught explicitly.** This is we **strive to keep learners in the mainstream as much as possible.**

Identification of ELL Students

During the admission process, the following *may* indicate a student needs some level English language support:

- ELL is indicated on the admissions form.
- The student is currently attending a school in a non-English speaking country.
- The student is currently attending a school where English is not the medium of instruction.
- The student demonstrates low levels of English proficiency or literacy based on reports.

- The data from the admissions test (CAT4) or Language Screener or the information in the admissions file indicates that the student is operating at a significantly lower level than the expected year group in Literacy.
- The verbal deficit is identified in CAT4 assessments when there is a significant gap between a student's verbal and non-verbal reasoning scores. This pattern can indicate that the student may be an English Language Learner as their lower verbal scores are likely due to limited English proficiency rather than low cognitive ability.

For any of the above, the Admissions team will refer the student to the Inclusion Department for any further assessment and recommendations.

Band Assignment

At GEMS we use the **CEFR framework** to check the language proficiency of our students. The CEFR was published in 2001 in English and French after a period of development from 1992 to 1996 and piloting from 1997-2000. It has been translated into 40 languages and is now accepted as the **international standard for language teaching and learning**.

Mapping of levels to CEFR (See Appendix for CEFR level descriptors)

| | Basic User | | Independent User | | | | Proficient User | | | |
|-----------------|----------------|-------------------|------------------|-----------------------|-----------|-----------|-----------------|--------|-----|---|
| CEFR | A1 | A2 | B1 | | B2 | | C1 | | C2 | |
| IELTS | 0 - 4 | | 4.5 | 5 | 5.5 | 6 | 7 | 8 | 8.5 | 9 |
| Bell Foundation | A | B | | C | | D | | E | | |
| | New to English | Early Acquisition | | Developing Competence | | Competent | | Fluent | | |
| WIDA | 1 | 1 | 2_3 | | 4_4.5 | | 5+ | | | |
| | Entering | Beginning | Developing | | expanding | | Bridging | | | |


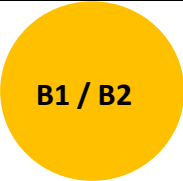
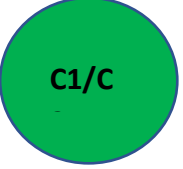
ELL Support

All teachers are teachers of English Language Learners and as such they continue to remain responsible for the teaching and learning for their students. Teachers and assistants use support strategies to ensure that students are able to access the curriculum.

All teachers are responsible for identifying student who are experiencing challenges with learning, and in collaboration with the Inclusion team, will ensure that those students requiring different or additional support are identified at an early stage (when they have not been identified at an early stage (when they have not been identified through our admission process)).

It is important that all data is correctly captured for these students and routinely updated to track progress. Students can be referred to the **ELL Specialist** or **Head of Inclusion** on entry or at any point during their education. In line with our SEN graduated approach, we recognise that there is a continuum of ELL needs. Students identified as ELL through the language screener or referral are assigned to one of three tiers of support.

Language Support Interventions

| | | |
|---------|--|---|
| Level 3 |  | Intensive Interventions <ul style="list-style-type: none"> - Pull-out intervention support which incurs an additional cost to parents. Please see ELL contract for further details. - Students have a personalised language targets which are reviewed regularly. - Regular communication with mainstream teachers to share progress and identified strategies which work best for each student. - Home/school communication to highlight the successes and challenges of each academic week. |
| Level 2 |   | High Quality Teaching (Graduated Approach) <ul style="list-style-type: none"> - This level describes the support available to all students, including those with and without SEN. In Level 1, needs are met through High Quality Teaching or Quality First Teaching. - Teachers accommodate individual differences and ability, learning style and behaviour through high quality inclusive and personalised differentiated classroom practice. - Level 2 provision includes: <ul style="list-style-type: none"> o Personalised planning and resources in lessons |



| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> ○ Interventions led by class teacher/Head of Year/Head of Key Stage ○ Cross curricular communication to share progress and identified strategies which work best for each student |
|--|--|--|

Year 9, 10, 11, 12, 13

For students entering into Year 9 and above whose language proficiency is A1 or A2, parents will be informed that their English language level will affect their ability to access the curriculum at MTW and may limit their access to external examinations.

For students whose language proficiency is B1/B2 a conditional offer will be given with the expectation that an English course will need to be completed, and certification submitted to the school. Parents will be required to sign a contract outlining the schools' expectations to ensure the best possible outcomes for their child.

Assessment Accommodations

| Accommodations | | | | | | | | | | | |
|----------------|---|--------|--------|----------------------|-----------------------|----------------|------------------------------------|------------|--|------------|---------------|
| 25% extra time | ELL 25% ET & Dictionary (NOT L&L / LA) | Reader | Scribe | Assistive Technology | 4 Function Calculator | Modified Paper | Separate Room (Achievement Centre) | Restbreaks | Preferential Seating-minimize distractions | Use of Aid | Focus Prompts |

- Accommodations in red require an official report from an Educational Psychologist (if applying for official exams).
- Official exam accommodations allow bilingual dictionaries, word to word only (not a dictionary with any definitions).
- 25% additional time/separate room (if it helps reduce anxiety).

Responsibilities

The Corporate Head of Multilingualism for GEMS and the wider Children's Services Team is responsible for the GEMS ELL provision and strategic development of this policy. The Corporate Head of Multilingualism supports all schools in delivering the best provision and outcomes for English Language Learners.



At GEMS Metropole School, Al Waha, our Head of Inclusion has responsibility for the ELL provision within the school. This involves working with the Principal, Senior Leadership Team, Heads of Year, ELL specialists, ELL Higher Level Teaching Assistants to determine the strategic implementation of this policy.

Responsibilities

- ELL students are identified using the agreed criteria
- The ELL register is accurate and updated at least termly
- The classroom provision for students with ELL is well planned and effective
- Individual targets are in place to support and monitor student progress and enable teachers to implement strategies to help students access the curriculum
- Targets are reviewed and amended to reflect progress
- The impact of provision is monitored and evaluated through learning walks
- Parents and students are kept fully informed of progress and planned provision
- The records of ELL students are accurate, updated and in line with policy
- Professional development is made available to staff to support ELL students in the mainstream
- The SEF (Self Evaluation Framework) reflects accurately the strengths and areas for development of ELL students.
- All key stages have appropriate provision for support ELL students within their lesson planning and delivery.
- Individual teachers have access to key information regarding ELL students and plan differentiated experiences accordingly.

Links to Other Policies

- Inclusion Policy
- G&T Policy
- Safeguarding Policy
- Wellbeing Policy

Monitoring and review

This policy is monitored by MTW Senior Leaders and will be reviewed every three years or earlier if necessary.



Appendix 1

| | | A1 | A2 | B1 | B2 | C1 | C2 |
|---|--------------------|---|---|---|---|--|--|
| U N D E R S T A N D I N G | Listening | I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. | I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements. | I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. | I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect. | I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort. | I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent. |
| | Reading | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters. | I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters. | I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose. | I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field. | I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works. |
| S P E A K I N G | Spoken Interaction | I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics. | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. | I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. | I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers. | I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. |
| | Spoken Production | I can use simple phrases and sentences to describe where I live and people I know. | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job. | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions. | I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. | I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points. |
| W R I T I N G | Writing | I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. | I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something. | I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. | I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. | I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind. | I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works. |

