



مدرسة جيمس متروبول الواحة  
GEMS Metropole School  
AL WAHA

# English Language Learners (ELL) Policy

Approved by:	Mr. Jeremy Hallum
Last reviewed on:	May 5, 2023
Next review due by:	May 5, 2025

## MISSION

Lead, nurture and succeed.

## VISION

A sustainable and inclusive community hub, nurturing future leaders.

*Nurturing*  
**LEADERSHIP**



GEMS Metropole Al Waha will provide support to students who are learning English as an Additional Language. The term ELL (English Language Learners) applies to any students who are learning English as an additional language. Students within this could range from those just beginning to learn English with very little speaking confidence to bilingual who need little to no support at all.

## Vision

At GEMS Metropole Al Waha we believe that every student within our care should receive the support necessary to access to 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 differentiation, 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.

## Objectives

- To identify and assess language needs as quickly as possible.
- To continually monitor the progress of all students.
- To facilitate access to the curriculum through differentiated planning and modification by class teachers.
- To provide classroom teachers with information (ELL passports, strategies, etc.) and support so they feel confident in meeting the needs of their ELL students.
- To promote confidence.
- To ensure parents and teachers of our language learners are informed and understand the progress of the students.



- To support the families of our language learners.
- To promote the importance of multilingualism and maintain one's mother tongue.
- To work with external agencies to provide students with specialised support.

## Identification

ELL students who are new to English should be identified as early as possible to ensure they are provided with the correct support. Students are identified in various ways:

- Admissions and parents: Parents disclose the need for language support upon enrolment. This is our preferred method of referral as it ensures we can advise parents of the best possible ways to provide support to their child.
- 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.

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

- Teacher Referrals: Teachers may identify that a student requires support due to a language barrier. In this case the teacher will refer the student and a language test will be given to determine the level and need of support.

## Provision

### Level 1: Quality First Teaching

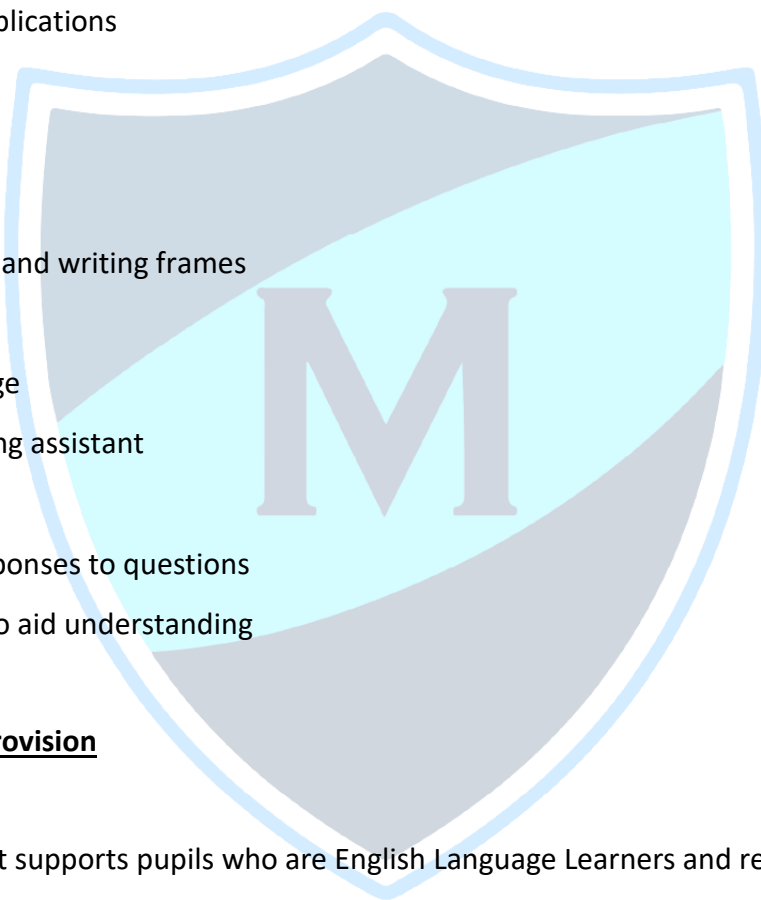
GEMS Metropole Al Waha will consider the needs of ELL students when we plan all lessons. As a British Curriculum School, we have a particular focus on developing literacy across the curriculum. This allows for students to learn the language of English through speaking, listening, reading and writing opportunities.



Sensitivity will be shown regarding feedback from teachers on tests and task according to the pupil's confidence and stage of language development. For ELL students, teachers will focus on the content of their tasks and course work rather than the areas of Spelling, Punctuation and Grammar until they are at a more comfortable level of language proficiency.

ELL learners will be supported in the classroom in a wide variety of ways, including:

- Translation applications
- Speech to text applications
- Buddy system
- Visual aids
- Key vocabulary
- Sentence starters and writing frames
- Paired work
- Simplified language
- Support of teaching assistant
- Scaffolding
- Wait-time for responses to questions
- Demonstrations to aid understanding



### **Level 2: Additional ELL Provision**

The Inclusion Department supports pupils who are English Language Learners and require additional support to access the curriculum.

Teachers will be able to refer pupils to the Head of Inclusion to assess the level of language and if additional support is required. If required, the Head of Inclusion will meet with the parents to discuss external agencies that are available to provide support.

Level 2 ELL students may also receive intervention support from the Inclusion Team and teaching assistants in specific areas of concerns including: Phonics, Spelling and Grammar.



### Level 3: Additional EAL Provision

Pupils who are language learners may require a higher level of support in their first year at school. These students will require external support from a specialist company to support their language development. These pupils will be supported with bilingual resources in the classroom.

In some cases, parents may be asked to engage an Individual Learning Assistant who can act as a translator and additional support for a short period of time. This will be an additional cost paid monthly.

The Inclusion Department will also pair up ELL students with a buddy to support their well-being as well as academic progress.

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

