

Al Ittihad National Private School

ELL Support Policy

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Introduction

At Al-Ittihad National Private School, we believe that no student is left behind and this applies to all aspects of students' education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage our students to work to their full potential, and we take account of each student's individual needs and experiences. We recognise that an individual's language is essential to his or her sense of identity, belonging and self-worth. We aim to provide an environment and curriculum which positively value and reflect the languages and cultures of all students.

ELL Definition

It is an acronym of *English Language Learner*. The ELL students are defined around the world as students served in programs of language assistance, such as English as a second language, high-intensity language training, and bilingual education

Aims and Objectives

The aim of this policy is to provide guidelines to school staff on the delivery of English as an additional language. Our objective is to put in place support for all the needs of students who are learning English as an additional language. By doing so, we aim to ensure that they have equality of opportunities in all areas of school life. Our main aims are to:

- Help ELL students to become confident and improve their English reading, writing, listening and speaking skills in order to be able to fulfil their academic potential;
- Monitor student' progress systematically;
- Use different resources and strategies to meet the different needs of ELL students and parents to raise their achievement;
- Encourage parental support in improving children's attainment.

Identifying Students with English language learning difficulties:

Identifying students with English language learning difficulties is initially done on the basis of diagnostic/screening test from the class teacher/English teacher's side. Once a potential student with English language learning difficulties is identified, another diagnostic/screening assessment, which has further ELL orientation concerns, takes place by the ELL Support teacher who is responsible for setting up an Individualized Learning Plan within a level-based content frame, and then lessons can be structured as appropriate. The ELL support program will help to develop the English skills of their son/daughter. The duration of the program is 12-16 weeks. Lessons are conducted either on an individual basis or in small groups based on timetable constraints and students numbers. In the ELL department, we take into account the wide range of different educational backgrounds and expectations of our students, different levels and abilities, different linguistic needs and the different dynamics of class, small group and individual teaching.

We strive to ensure that our lessons maintain pace, variety and challenge which encourage active learning and are properly differentiated.

ELL Admittance Procedures

For a student to be identified as an ELL support student, the following procedure and criteria will be followed:

1. Based on the initial assessment that will be made by the class teacher/English teacher, which includes questions that measure reading, writing, speaking and listening skills, students will be placed in ELL:
 - If the student does not speak English;
 - If the student speaks some English, but the level of understanding is far below the age level norm and they had one year of previous English classes at another school, like governmental school;
 - If the student's oral communication skills are satisfactory, but the reading results boundaries are two levels below the lowest reading level in the assigned class; these boundaries are identified within a specific rubric and criteria.
 - If the student indicates a reading level equal to the lowest reading level in the assigned class, but the writing samples indicate a severe lack of language usage, conventions, and structure for the class level.
2. The parents of the ELL support students will be contacted and a meeting will be set with the class teacher/English teacher to discuss the academic level of their daughter/son and how the ELL support program will help to develop the English skills of their son/daughter. An approval form will be signed by the parents.

Program Service Model

ELL students receive specialized language instructions, inside and outside classes in the primary and the middle grades, from ELL Support teachers 3 times per week on a regular basis. They also receive differentiated support in their grade level and subject areas classes from their class teacher/English teacher.

Roles and Responsibilities

The ELL Department's main role is to help students, with little or no English background, feel confident inside and outside the classroom by improving their English language skills.

Professional Responsibilities

- Identify incoming ELL students, with support of the class teacher/English teacher.
- Develop ELL students' skills by simplifying the information and building on their previous knowledge.
- Differentiate planning and teaching to take into account the learning needs of students.
- Liaise with the class teacher/English teachers to identify the needs of every individual student and support her/him with the needed information, worksheets, activities and aids to develop their reading, writing, speaking, listening and analysis skills.
- Collaborate with the class teacher/English teacher to plan and prepare material, worksheets, activities and aids to develop the students' English skills. This collaboration provides ample opportunity to constantly reflect on the progress of each ELL support student in the class.
- Meet with class teacher/English teacher at least once a week to prepare the weekly plan material one week in advance.
- Encourage ELL students to speak English at all times while in school premises.
- Develop individual/group action plan for each ELL student or group of the ELL students.
- Provide practical guidance on strategies of how to raise achievement.

As Other Specific Responsibilities related to the role of the EAL Support Teacher (This is related to the Middle Grades ONLY)

- Work closely with the ELL & English Department Coordinators to secure and maintain effective communication and continuity of practice;
- Liaise with the Librarian regarding provision of books in English and culturally relevant texts;
- Celebrate the cultural diversity of the school population and explore possible links with home countries through the Internet and other activities;
- Initiate and develop partnerships with parents/community;

Assessment

The ELL department uses all available assessment data to monitor and track progress of students who have weaknesses in English language skills. The continuous and regular collaborative planning and teaching between ELL Support teachers and the class teacher/English teacher provide ample opportunities to constantly reflect on the progress of each student in the class.

Types of Assessment

Pre-Assessment

This type of assessment is administered to collect information about a student's readiness to provide information to assist planning and guide differentiated groups in the ELL Department. In this situation, the teacher does not grade the pre-test, but instead uses the information to determine grouping of students and set an action plan in terms of students' weaknesses. The Pre-Assessment tests include two diagnostic/screening tests which will be conducted by the class teacher/English teacher and the ELL Support teacher.

Formative Assessment

This type of assessment is administered during the instruction of the unit that would provide ELL Support teachers with knowledge of how students are progressing toward learning objectives in order to plan future lessons and next steps in a unit. Assessment tools include quizzes, worksheets, tests, rubrics and anecdotal notes. Through the Formative Assessments, the ELL Support teacher may simplify the instructional material, information and the tasks and use different terminologies that will enable the students to their summative assessment.

Summative Assessment

This type of assessment is administered at the end of the teaching and learning process and provides students with an opportunity to show what they have learned and what their prospective needs are. All the students in the class will have the same assessment and the same learning objectives, criteria and rubrics.

Reporting Procedures

ELL students receive report cards from their class teacher/English teacher and ELL Support teacher twice a year to denote that the student's linguistic abilities and to make an accurate assessment of their attainment on a certain expectation.

Exit ELL Support Program

A student is removed from the ELL program when either the ELL support teacher or the class teacher/English teacher feels, based on the day-to-day assessments or observations, that the student is capable of joining the class without further ELL support. The ELL Support teachers, the class teacher/English teacher and ELL coordinator review each student's portfolio or samples of work before the student exits the ELL Program. Decisions for exit are based on several of the following pieces of evidence:

- When reading, writing and speaking level rises to that of standard of the lowest reading group in class.
- When writing language skills rise to a satisfactory level. (This decision will be reached to by both the ELL Support teacher and the class teacher/English teacher)
- Classroom observations;
- Running records;
- ELL and homeroom class work;
- Tests

One of the two courses of action will be adopted based on the decision made:

- If the support team decides that the student is ready to exit ELL support, the parents will be met and the progress will be explained and the parents will be informed of the change.
- If the support team decides that the student needs further support because she/he was not capable to reach the expected standards, the Student Support Committee will meet after 6 to 8 weeks to discuss the student's academic level and make a comprehensive study case for him/her to reach a decision of whether the student will continue in the ELL programme or not. This decision may arise from a variety of factors, such as;
 - No English used at home
 - Parents cannot offer any home support
 - Student has a history of missing a lot of school

Teaching and Learning

- Provide supportive contexts for learning by ensuring that learning builds on previous knowledge and by using a range of strategies for scaffolding language and learning.
- Show differentiated work for ELL students.
- Recognize that ELL students need more time to process answers and to complete extended work.
- Provide classroom activities that have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Provide additional visual support e.g., posters, pictures, photographs, objects, demonstration and use of gestures.
- Prepare resources that support the development of student's language skills and understanding, including visuals and graphic organizers.
- Provide ample opportunities for speaking, pair work, collaborative activities etc.

- Create a learning environment which promotes respect, co-operation and mutual support beneficial to all individuals and not to tolerate racist or biased attitudes and behaviour.
- Have high expectations of students but be sympathetic to emotional difficulties students may be experiencing.
- Use ICT to aid an ELL student's development and achievement.
- Use bilingual resources and teaching aids to develop an ELL child's understanding and confidence with language.
- Make ongoing assessments and keep a record of progress.

ELL Homework Policy:

- The best support for English language learning is exposure to and practice with the language. Therefore, a weekly homework will be set for the students.
- All students are encouraged to read daily. The ELL support students will be given reading material on weekly basis and follow-up will be given on all reading sessions either by the class teacher/English teacher or the ELL support teacher.

ELL Policy Review

The ELL coordinator will ensure that the English Language Learning policy is reviewed, revised and updated every two years. All staff at INPS is involved in the development and will agree on the policy. All staff is responsible to ensure that the policy is a working document, that it is referred to and reflected upon.