



POLICY

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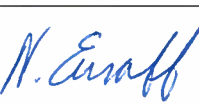



English as an Additional Language (EAL) Policy

For Ta'allum Schools

Reviewed 2015 - 2016

Approvals

The signatures below certify that this policy has been reviewed and accepted, and demonstrates that the signatories are aware of all the requirements contained herein and are committed to ensuring their provision.

	Name	Signature	Position	Date
Reviewed by	Peter Hodge		Principal- AJA	7/12/15
Reviewed by	Maha Teema		Principal- AMAG	23/11/15
Reviewed by	Steven Middleton		Principal-AMAB	23/11/15
Reviewed by	Asbat Hussein		Consultant	16/11/2015
Reviewed by	Najoud Ensaff		Consultant	17/11/2015
Reviewed by	Sameem Khan			19/11/15
Reviewed by	Dr. Mohammad Saefan		Education Director	10/12/15
Approved by	Ahmed Al Mannai		CEO	13-12-2015

Amendment Record

This Policy is reviewed to ensure its continuing relevance to the systems and processes that it describes. A record of contextual additions or omissions is given below.

Page no.	Context	Revision	Date

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Taállum Vision, Mission and Motto

Taállum Group's Vision

We aspire towards being a progressive institution of learning experiences by offering a quality education based on an Islamic ethos that aims to serve humanity.

Taállum Group's Mission

To establish premier educational institutions which are committed to a unique brand of holistic education.

Our goal is to help every child to learn and acquire Islamic knowledge alongside building a solid foundation in all academic subjects. This will help them develop and gain true Islamic values and thereby make a valuable, correct moral and social contribution to the community in which they live.

Taállum Group's Motto

'Creative learners today, our future leaders tomorrow'

1. Procedural Definitions

The term EAL is used to refer to students who speak English as an additional language, whose native language at home is not English. Some students who speak English as an Additional Language may be at an early stage of acquiring the language, new to English and even unfamiliar with the Roman alphabet. Some may already speak, understand or be literate in more than one language.

For this reason at Taállum academies we adhere to the widely accepted view that students pass through five stages of language acquisition.

Stage	Characteristics
Stage 1: Preproduction	The student has minimal comprehension. S/he does not verbalise. S/he nods 'Yes' and 'No', draws and points.
Stage 2: Early Production	The student has limited comprehension. S/he produces one- or two-word responses. S/he uses key words and familiar phrases and present-tense verbs.
Stage 3: Speech Emergence	The student has good comprehension. S/he can produce simple sentences. S/he makes grammar and pronunciation errors and frequently misunderstands jokes.
Stage 4: Intermediate Fluency	The student has excellent comprehension and makes few grammatical errors.
Stage 5: Advanced Fluency	The student has a near-native level of speech.

This policy sets out the Taállum Academies aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL students and helping them to achieve the highest possible standards.

2. Aims

- In line with our mission and vision, to ensure that we meet the full range of needs of those students who are learning English as an Additional Language.
- To have high expectations of all students including those for whom English is a Second Language.
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to Taállum.
- To help EAL students to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To encourage and enable parental support in improving students' attainment.
- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout Taállum academies.
- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

3. Identification of EAL needs

The school registration form identifies students for whom English is not their mother tongue. When students enter the school, information is gathered about:

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

This, alongside teachers' own observations and assessments, help to identify students who need EAL support.

Class teachers and the Knowledge Centre work together to provide appropriate support for students. Those students identified as being at an early stage of learning English in primary or lower secondary are provided with intense support so that they can access the curriculum. The Knowledge Centre provides useful strategies to teachers to enable students to reach their potential. Those in KG1 and KG2 are accommodated within lessons, through teacher and teaching assistant support.

Regular reviews of students are carried out to check on their progress. On-going records of attainment and progress are kept in line with agreed school procedures.

Special Educational Needs and Gifted and Talented Students

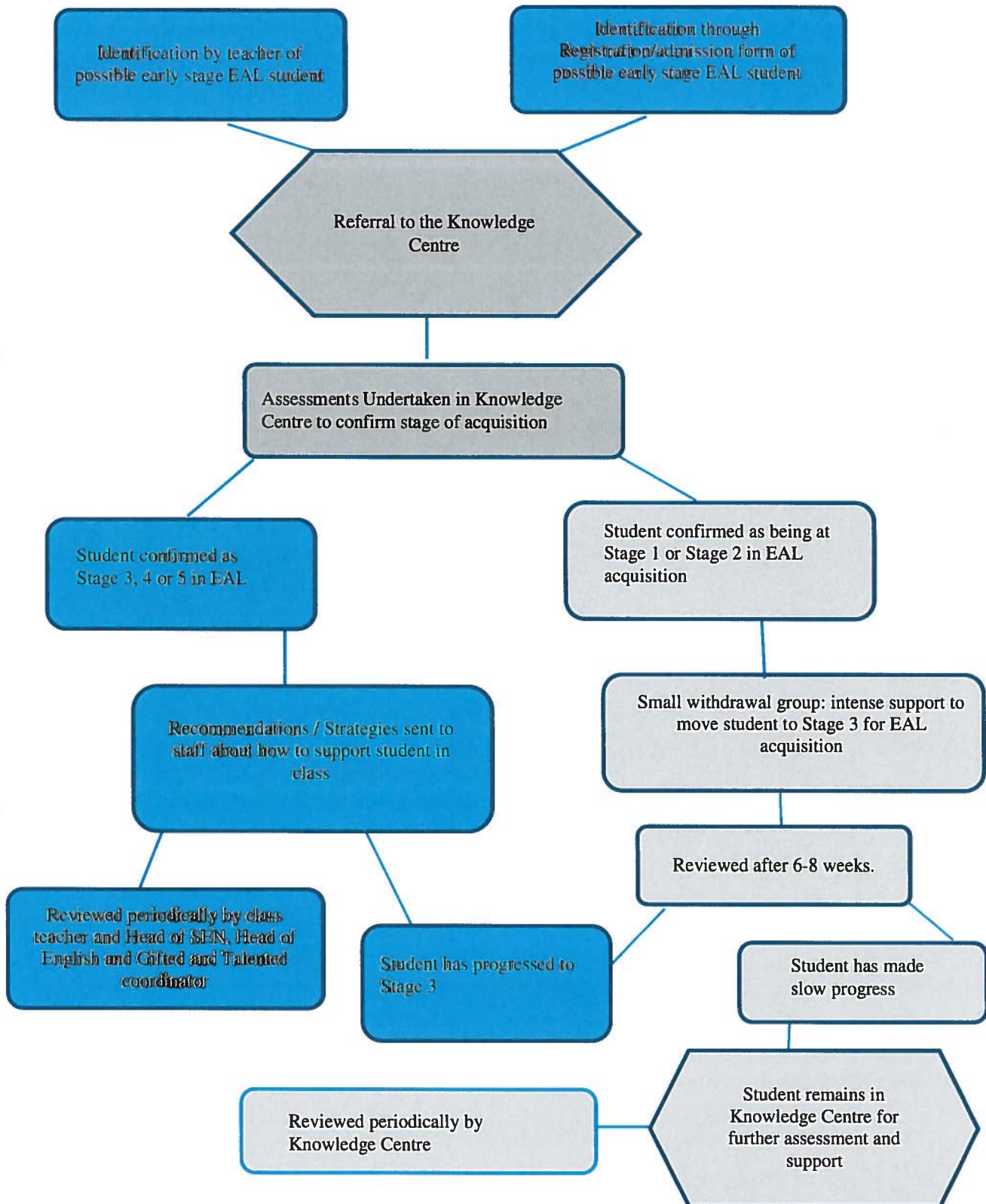
Taállum Academies recognize that most EAL students needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL students will have equal access to school SEN provision.

If a student learning English as an Additional Language is discovered to have SEN through assessment (SNAP) of their learning achievements, teachers and specialist language staff will work closely with the Head of SEN to enable the student to reach their full language potential.

Similarly, Taállum Academies recognize that there may be EAL students who are gifted or talented even though they may not be fully fluent in English.

EAL needs should not prevent gifted and talented students from being recognized as such.
(See SEN Policy and Policy for Gifted and Talented)

4. Procedures for supporting EAL students



5. Strategies

- Creating classrooms which are socially and intellectually inclusive, which value cultural differences and foster a range of individual identities.
- Ensuring the curriculum reflects and draws on students' cultural, religious and linguistic knowledge and experiences, and resources present positive images of those experiences.
- Including a range of books, dual language where possible, to reflect students' cultural experiences.
- Recognizing the student's mother tongue and boosting the student's self-esteem.
- In keeping with the Ta'allum mission, valuing the fact that each student has the potential to become a bi-lingual adult and recognizing the role of a teacher is to facilitate this.
- Identifying the student's strengths and encouraging them to transfer their knowledge, skills and understanding from one language to another.
- Recognizing that students with English as an Additional Language will need more time to process and answer both orally and in written format. Extra time and support in exams will be awarded if appropriate.
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used.
- Allowing students to use their mother tongue to explore concepts.
- Giving newly arrived young students time to absorb English (there is a recognized 'silent period' when students absorb more than they speak)
- Grouping students in order to ensure that EAL students hear good models of English.
- Using collaborative learning techniques.
- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explaining how speaking and writing in English are structured for different purposes in different subjects.
- Using special strategies such as those provided in training like substitution tables, modelled sentences and vanishing close to support students' retention of grammatical structures.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.

- Using texts and materials that suit students' ages and learning stage.
- Using repetition, visual support, non-verbal gestures, pictures, role play and active learning.
- Providing support through audio visual technology, ICT, dictionaries, translators, readers or scribes.
- Students will have access to good English language peer models and take part in collaborative tasks. Student's best acquire social / functional English from peer interaction.
- Using language in purposeful contexts across the curriculum, so that language learning develops in the best way possible.
- Supporting students' acquisition of subject-related vocabulary/structures, e.g. English for science or mathematics investigations through small group collaborative work where talk and interaction are central to the task.
- Providing access to students and their parents to first language or bilingual support as necessary (e.g. when taking tests or providing information to parents about their children's achievement).

In the EYFS (KG1 and KG2)

- Building on students' experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other.
- Providing a range of opportunities for students to engage in speaking and listening activities in English with peers and adults.
- Providing support to extend vocabulary by introducing new words in a structured way and by using flashcards with visual aids.
- Providing a variety of writing in the student's home language as well as in English, according to their needs.
- Providing opportunities for students to hear their home languages as well as English and as appropriate.

Access and Support

- Where necessary, for older students or for those who are functioning at Stage 1 or Stage 2, providing withdrawal support for a set period of time to help students reach Stage 3.
- Where appropriate, providing EAL students with support from a Teaching Assistant in the classroom to enable students to complete tasks with understanding.
- Students may be given readers or scribes during assessments, depending on need and stage of EAL.

6. Responsibilities

The Registrar obtains, collates and distributes to the Heads of Schools and Heads of Subjects and the Knowledge Centre, information on new students with EAL.

- Language(s) spoken at home
- From the previous school, information on level of English studied/used

Principal ensures that:

- All staff liaise regularly over EAL needs.
- Parents and staff are aware of the school's policy on students with EAL.
- Relevant information on students with early stage EAL reaches all staff.
- Training in planning, teaching and assessing of EAL learners is available to staff.
- Targets for students are set and met, and follow up action taken when needed.
- The effectiveness of the teaching of students with early stage EAL is monitored and assessed regularly.

Head of SEN, within the Knowledge Centre, in conjunction with the Gifted and Talented co-ordinator and Head of English:

- Oversee initial assessment of students' standard of English as necessary.
- Give guidance and support to set targets and plan appropriate work. Provide an IEP where appropriate.
- Monitor standards of teaching and learning of students with EAL.

- Report to the Principal and the Head of Primary/Secondary School on the effectiveness of the above and the progress of students.
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with Knowledge Centre.

Class/subject teacher

- Be knowledgeable about students' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and student grouping.

Monitoring and Review

This policy document will be monitored by the Academic team and the Head of SEN, Head of English and Gifted and Talented Coordinator, in liaison with the Principal. The policy will be reviewed annually during the annual Policy Review Schedule.