



Bright Learners Private School
Rashidiya, Dubai
+971 4 3353203
Brightlearners.ae

BRIGHT LEARNERS PRIVATE SCHOOL ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Company: Bright Learners Private School 56A Street Rashidiya, Dubai	Effective Date : 21.08.2023 Revision Due Date : 20.08.2024 First Edition Date : 21.08.2023 Edition No: 1
---	---

1. What is EAL?

EAL stands for English as an Additional Language. This term applies to any students whose mother tongue is not English. Students within this could range from those just beginning to learn English with very little speaking confidence to bilingual learners who need little to no support at all. In the EAL department, we ensure that students, who do not have English as a first language and/or their English is very limited English that disengages them from communicating with their peers and other members of staff and prevents them from accessing the curriculum, get the support they need to access the Common Core curriculum, participate and contribute their knowledge and thoughts to the class. Students come to us at many different language levels from almost every year group of the school.

2. Vision

We envision our English as an Additional Language department as a cornerstone of inclusivity, where language barriers are transformed into bridges. Through innovative instruction and collaborative partnerships, we aspire to cultivate confident, globally-minded learners who seamlessly navigate academic, social, and cultural dimensions through a multilingual approach.

3. Mission

Empowering multilingual success, our new English as an Additional Language department at BLPS provides tailored language support. We foster linguistic proficiency, cross-cultural understanding, and academic integration, enabling students to thrive in an inclusive and diverse learning community.

4. Definition and Objectives

English as an Additional Language (EAL) refers to students whose primary language at home is not English and/or their English is very limited that disengages them from communicating with their peers and other members of staff and prevents them from accessing the Common Core Curriculum.

Our EAL policy aims:

- To identify and assess language needs as quickly as possible
- To continually monitor the progress of all students receiving support
- To facilitate access to the curriculum through differentiated planning and modification by class teachers and EAL specialists

- To provide classroom teachers with information such as Individual Learning Plans (ILP) targets, language levels and general support so they feel confident in meeting the needs of their EAL students
- To promote confidence
- To enable students to move out of the EAL program and be independent learners
- To ensure parents and teachers of our language learners are informed and understand the targets the students are working towards developing
- To support the families of our language learners
- To promote the importance of multilingualism and maintaining one's mother tongue in today's society

5. Identification and Enrollment

All students new to school will be assessed upon entry through a MAP screener. Any student with an English language deficit will be identified to the EAL Department and further assessments will then take place to clarify language needs and provision required.

Students are identified in various ways:

- Admissions and parents: On admission to school, parents disclose the need for language support upon enrollment. This is the preferred method of referral as it ensures the student receives early intervention support.

- Use of data: The identification of EAL learners consists of the triangulation of MAP, CAT4, Internal assessments, and observations. MAP data is used to determine the level of support provided for each EAL learner. Every student entering Grade 1 and above is required to take a CAT4 test with the admissions team before an offer is made. This test assists us in determining if a student needs language support.

The school has a rigorous admissions screening process inclusive of entry assessments, interviews, and observations. However, in rare circumstances, a student may not be identified until after school has started. In this case, a student can be identified by

- Teacher referrals: Once a student has settled into class and becomes more comfortable, it may become evident that the student requires support due to a language barrier through diagnostic testing and observations. In this case, the class teacher will refer the student and a language test will be given **at the earliest possible time** by the EAL specialist to determine the level and need of support.

- **Students refer themselves:** Students refer themselves as they are curious about what their language level is, or they would like to enroll in some of our advanced language programs.

6. Assessment

A student's level and allocated support are determined by the completion of the MAP test, and either the HMH Growth Measure or the Into Early Literacy assessment. These tests provide reports which allow us to provide the most targeted and beneficial support possible and to allocate the necessary support.

7. Accommodations

EAL students will receive the necessary accommodations during examinations. This might include but is not limited to

- the use of bilingual dictionaries
- additional time
- modified questions/exams to support access
- one-to-one scribe

Accommodations will all be approved by the EAL Lead and relevant staff.

8. Provision

How are students supported?

After students have been identified and tested to determine their language level, different levels and types of support are arranged. Supporting EAL learners of all levels is the responsibility of EAL teachers and classroom teachers alike, therefore regular meetings need to take place between staff.

A variety of support methods are in place including:

- an intensive induction program for students new to English
- a buddy program
- small group sessions
- in-class/online support
- test support
- differentiated learning/teaching in classrooms
- access to supportive technology specific to support language development
- extracurricular activities

Commented [1]: No mentioning of standards (WIDA??)
it's in the DSIB action plan

EAL support will be provided at four levels:

Students might be offered an intense period of support for non-English speakers.

Tier 1: Quality provision for all

Some EAL students not requiring additional support outside of the classroom will be offered differentiated materials/lessons by the subject specialist teacher/class teacher. This includes vocabulary lists when introducing new topics and visual displays to introduce keywords and phrases. The teachers will also take into account their language background and culture and ensure that this is included in the learning environment.

MAP Reading/Language score: Hi Avg / Avg

Tier 2: In-class support

This is offered to EAL students in their English lessons. Students have either been referred by their subject specialist teacher or class teacher or identified as needing additional support by the EAL department. The EAL team will support the teaching by working with small groups within the class. This includes support with grammar, vocabulary, comprehension, reading, and spelling. Their overall progress is monitored by the class teacher with additional input from the EAL department. Where there is more than one class in a year group, EAL students may be grouped together and join one class for a particular lesson, thus allowing for more efficiency across the department.

MAP Reading/Language score: Avg/ LowAvg

Tier 3: Small group/one-to-one intervention

The majority of EAL students will receive support in either small groups or 1:1 for grammar, writing, speaking, listening and phonics. For some students, this support is offered instead of undertaking a third language. For example, in Grades 4 – 5, EAL support may take place instead of French. Parents are notified of this before support can be offered. The English support is carried out by the EAL team and an individualized program is offered. The number of lessons offered a week varies depending on need.

MAP Reading/Language score: Low/ LowAvg

Support strategies will be aligned with individual needs, offering a range of resources, vocabulary assistance, and specialized instruction.

Support is largely dictated by the language level a student is assigned; however, learning is not an exact science and each student is different. If we feel the prescribed support is not what is needed we will always adapt to ensure the student receives the greatest benefit from being in school: by increasing, decreasing or adapting support offered.

There may be an additional cost for enrollment in EAL Support programs.*

Special Educational Needs & Disability and Gifted & Talented Pupils

EAL students are not regarded as students of determination, however, should SEND and/or G&T be identified, EAL students have equal access to the school's provision, that's additional to and different from EAL provision.

9. Conclusion

Bright Learners Private School is committed to fostering a nurturing and diverse educational environment where EAL students can thrive academically and personally. This policy will be reviewed annually to ensure its alignment with our evolving educational goals and values.