Published Date:	**January 2025**
The Policy will be reviewed annually, or more regularly, in the light of any significant new developments. The next anticipated review date will be:	**January 2026**

English Language Learners (ELL) Policy

School Mission:

To empower people to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.

Core Pillars:

- *Help each other to Grow.*
- *Help each other to Flourish.*
- *Help cultivate an ethos of Mindfulness.*

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1. Introduction

At GFM, the ELL policy supports the diverse cultural and linguistic backgrounds of students. It ensures that English Language Learners receive the necessary assistance to excel academically and personally, while aligning with the school's mission to foster creativity, problem-solving, and individuality, helping students thrive throughout their educational journey.

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2. Aims & Objectives

- **Access to Curriculum**: Ensure that all ELL students have full access to the curriculum enabling them to reach their full academic potential.
- **Achievement**: Help ELL students achieve curriculum levels and examination grades in line with their capabilities.
- **Inclusion & Awareness**: Foster an inclusive environment by raising awareness among staff, students, and parents about the needs of ELL students and promoting respect for linguistic and cultural diversity.
- **Clarity in Provision**: Provide clear guidance to staff on identifying, supporting, and tracking the progress of ELL students, promoting consistent, high-quality ELL practices across the school.

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3. Definitions

- **English Language Learner (ELL)**: A student whose dominant language is not English and who requires additional support to develop proficiency in English for academic purposes.
- **English as an Additional Language (EAL)**: Refers to students for whom English is not the first language, but who may or may not require support depending on their proficiency.

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4. Fundamental Principles of ELL Provision

At GFM, we believe in a holistic approach to developing linguistic fluency that incorporates:

- **Linguistic Fluency**: Understanding language structures, academic vocabulary, and functional language use.
- **Cognitive Fluency**: Developing higher-order thinking skills, critical thinking, and problem-solving abilities.
- **Sociocultural/Psychological Fluency**: Fostering the ability to adapt to different cultural norms and practices building confidence within academic and social contexts.

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5. Identification of ELL Students

GFM's admissions process includes identifying ELL students who may require language support. Key indicators include:

- The data from the admissions test or Language Screener or the information in the admissions file.
- Academic assessments (e.g., CAT4, language screeners) indicating below-average English proficiency.
- Reports from prior schools, or direct observations by teachers, indicating language barriers that may impact learning.

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6. Band Assignment: Based on the assessment results, the ELL team will assign the student to one of the following bands:

Band A: New to English
Band B: Early acquisition of English
Band C: Developing competence of English
Band D: Competent in English
Band E: Fluent in English

(Detailed Band Descriptors can be found in the Appendix)

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7. ELL Support

At GFM, all teachers are responsible for supporting the language development of ELL students, regardless of their subject area. We believe that **every teacher is a language teacher**. The ELL department works in collaboration with teachers to ensure that lessons are accessible to all students through differentiation, scaffolding, and the use of audio and visual aids.

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8. Responsibilities

- **Head of ELL**: Leads the ELL provision, manages assessments, and collaborates with the Inclusion Department to develop strategies for ELL support.
- **ELL Instructors**: Conduct personalized ELL Intervention Sessions
- **Teachers**: Ensure differentiation in lesson planning and delivery, contribute to the identification of ELL students and provide feedback on student progress.

- **Parents**: Engage in ongoing communication with the school regarding their child's progress and participate in the development of ILPs when applicable.

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9. Links to Other Policies

The EAL policy aligns with other key policies at GFM, including the

- **Inclusion Policy**
- **Gifted and Talented (G&T) Policy**
- **Safeguarding Policy**, and
- **Wellbeing Policy**, all of which emphasize the holistic support of every learner.

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10. Monitoring Arrangements

This policy will be reviewed annually by the ELL Head, in collaboration with the Principal and the Senior Leadership Team (SLT). Progress of ELL students will be monitored through regular assessments, classroom observations, and review meetings with teachers and parents.

Conclusion

The EAL policy at Gems Founders Al Mizhar seeks to create a nurturing, inclusive, and innovative educational environment. By helping every student grow, flourish, and cultivate mindfulness, we empower our learners to celebrate their uniqueness and embrace the challenges of a globalized world.

Appendix

EAL Policy 23_24 GEMS docx
ELL Band Descriptors.pdf