



GEMS

مدرسة جيمس وينشستر

Winchester School

FUJAIRAH

# GEMS Winchester School, Fujairah English as an Additional Language Policy



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<b>Review Period</b>	Annually
<b>Policy Holder</b>	Thomas Sleeman
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## Linked Documents

EAL Action Plan  
EAL Scaffold Strategies  
EAL Student Observation Form  
GEMS WSF Inclusion Policy





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## Introduction and Mission

At GEMS Winchester School, Fujairah, our mission is to celebrate our community's linguistic and cultural diversity and empower all students, including those who speak English as an additional language (EAL), to achieve their dreams. We integrate the principles of High Performance Learning (HPL) into our educational approach, recognizing the value of diversity and students' mother tongues as assets for building 21st-century competencies. Through personalized learning, we nurture confident, independent learners who develop cognitive abilities, metacognition, and character attributes. By embracing challenges, fostering resilience, and promoting intercultural competence, we create a supportive and inclusive environment where students become ready, aware, and kind young citizens. Our commitment to HPL ensures that every student reaches their full potential, equipped with the skills, knowledge, and attitudes to thrive in a rapidly evolving world.

## UAE National Agenda

The UAE National Agenda places a strong priority on education. One of the priorities underpinning it is the development of a first-rate education system that personalises learning for all students. H.E. Sheikh Mohammed bin Rashid al-Maktoum, the UAE's Vice President and Dubai's ruler, stated: "Our goal is to make reading a daily habit that is deeply ingrained... It is the duty of relevant institutions to make this law a reality." At GEMS WSF, we ensure all elements of English across all aspects of school life remain a priority to enable all students to have a lifelong love of reading, communication and writing. The school will willingly participate in international PIRLS, TIMSS, PISA, GL and other tests in order to support the National Agenda and celebrate national success.

## Rationale

GEMS Winchester School holds a strong commitment to inclusivity, ensuring that all students can reach their full potential, leveraging their unique talents and abilities. We firmly believe in acknowledging and utilising the diverse learning patterns and cultural experiences that students who speak English as an Additional Language (EAL) bring with them, for the benefit of the entire school and local community. Embracing the principles of HPL, we understand that plurilingual students acquire a new language most effectively when they are actively engaged in learning across various subjects, rather than isolating English alone. To support our EAL students, we prioritise enhancing their access to the curriculum by implementing targeted measures that encompass the following areas:

- Identifying and personalizing learning to cater to their additional language needs
- Scaffolding literacy skills
- Utilising relevant EAL data to inform teaching and planning
- Supporting students' written and oral communication
- Improving reading comprehension by effectively decoding words, sentences, and passages
- Facilitating clear and informative communication between teachers, students, and parents to monitor and support learning.

## Aims

This policy aims to raise awareness of the school's obligations and to support the planning, organization, teaching, assessment procedures, and the utilization of resources and strategies to effectively meet the needs of pupils with English as an Additional Language (EAL), ultimately



enhancing student achievement and attainment. Guided by the principles of High Performance Learning (HPL), our aims are centered around providing comprehensive support and fostering an inclusive learning environment where EAL students can thrive.

Our aims are to:

- provide our EAL students with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate and make progress.
- ensure EAL students have full access to the curriculum.
- take positive steps to identify EAL students and assess their needs.
- maintain support as students gain social English, recognising that it takes further years to assume equivalent academic proficiency in the language.
- Encouraging student's use of perseverance and resilience to continue their English Language journey.
- give full recognition and support to the students' use and knowledge of other languages.
- respect community languages as a resource for the whole community.
- make sure students are skillfully grouped according to their performance so they are able to collaborate successfully.

## Context

For the purposes of this policy, English as an additional language learner is defined as a pupil who has learned a language other than English (LOTE) prior to arriving in school and is enrolled in an English-speaking education, and who has/is learning English throughout their educational journey as well as their LOTE.

The language of instruction at GEMS Winchester School is English, which is not the mother tongue of its students. Most of our students, 99 per cent, speak other languages as a first language, including Arabic, Urdu, Korean, Persian, Greek and German. Proficiency in the English language will help these learners explore the UK national curriculum taught at GEMS Winchester School. Our students can naturally be defined as being EAL. We create opportunities for every EAL student to grow in a supportive and caring environment, which helps them remove language barriers and become confident in speaking, listening, reading and writing in English to thrive academically and personally.

## Identification and enrollment

At GEMS WSF, we employ a rigorous identification process that enables us to effectively address individual language needs, aligning with the principles of High Performance Learning (HPL) and promoting the development of key HPL skills. Identification and referral procedures are comprehensive and can be made:

- at enrolment when a parent informs the school of an existing, diagnosed educational need, or during the school year when a parent raises a concern with the Class Teacher, Parent Relations Officer or Head of EAL;
- at enrolment through school reports provided by previous schools;
- through analysing EAL level registers, updated biannually;
- after quality first differentiated teaching, assessment (both informal and formal) and close monitoring of progress, the Class Teacher or Grade Leader informs the Head of EAL of their concerns;



- through observations by a member of the EAL or Inclusion team;
- when a student self-nominates.

Utilising HPL skills such as self-regulation and reflection, our EAL staff collaborates with colleagues and works alongside students to identify and assess those requiring support. In the Primary school, class teachers, and in the Secondary school, English teachers, review EAL levels twice a year, taking into account students' internal and external assessment performance and work scrutiny. The EAL learners' levels are accessible to all staff, empowering them to plan and personalise learning, fostering a culture of inclusivity, and supporting students' growth in critical thinking, effective communication, and self-directed learning, all integral components of the HPL framework.

## EAL teaching and learning

At GEMS WSF, our EAL teaching and learning practices are driven by the principles of High Performance Learning (HPL), integrating key HPL skills to ensure students' holistic development and academic success. We value and celebrate the linguistic and cultural diversity of our students, fostering an inclusive environment where their language backgrounds, needs, and interests are welcomed and valued. Our EAL strategy aligns with HPL in the following ways:

1. EAL students are provided with full access to the National Curriculum, and all teachers embrace Content and Language Integrated Teaching (CLIL) practices. By incorporating HPL skills such as critical thinking and problem-solving, teachers support EAL learners in engaging with subject content while developing their language proficiency.
2. Specialist EAL support is embedded in the curriculum, promoting collaborative planning and review between EAL and subject teachers. This approach fosters collaboration, allowing teachers to collectively design tailored learning experiences that address both academic and language needs.
3. Teachers employ specific support strategies to scaffold language learning, holding high expectations for all EAL learners. Through the application of skills like effective communication and active listening, students are encouraged to actively participate in discussions and provide in-depth responses, promoting their language development and critical thinking abilities.
4. We create opportunities for students to engage in peer models and collaborative tasks to enhance their English language skills. Collaborative activities foster the skill of teamwork and encourage the acquisition of subject-specific vocabulary and writing conventions through meaningful interactions.
5. Recognising the importance of language and cultural identity, we value and embrace students' home languages. By acknowledging and incorporating students' first languages, we promote cultural awareness and appreciation through empathy. International Mother Tongue day celebrations and bilingual resources in the library further support this commitment.
6. Our curriculum reflects and draws upon students' cultural and linguistic knowledge and experiences, incorporating diverse resources that provide positive representations. This approach enhances the skill of cultural literacy, encouraging students to make links and connections between their own backgrounds and the content they engage with.
7. Through initial assessments, we tailor the curriculum to meet the specific language needs of EAL students. This personalised approach aligns with the HPL skill of self-regulation, enabling students to take ownership of their learning and make progress at their own pace.



8. EAL students receive a comprehensive timetable across the curriculum, and teachers differentiate materials to cater to their needs. We ensure that language is accessible through clear instructions, visual support, and directed activities related to texts (DARTS). These strategies promote the HPL skill of adaptability and encourages resourcefulness.
9. We maintain clear distinctions between EAL and Special Educational Needs (SEN) while ensuring collaborative support for students. Regular review and collaboration between EAL and SEN departments prevent misdiagnosis. EAL students identified as Gifted and Talented also have equal access to appropriate provisions, promoting learners to have high aspirations.
10. Small group work and collaboration with strong language peer models provide frequent opportunities for students to develop their language skills while fostering the HPL skill of collaboration.
11. Assessment processes recognise and credit students' progress in their use of English across the curriculum. This approach supports the HPL skill of reflection, encouraging students to evaluate their language development and set goals for further improvement.
12. We prioritize the literacy skills of EAL students, recognizing that it may take several years to reach academic proficiency in English. Our EAL support curriculum incorporates Phonics lessons, spelling bee competitions, and a diverse range of reading materials. These initiatives align with the HPL skill of metacognition, fostering students' reading fluency and comprehension.
13. Individual Educational Plans (IEPs) or Personalized Learning Plans (PLPs) are developed to address students' language needs, set measurable English targets, and outline actionable steps. This personalized approach promotes the skill of goal setting, empowering students to take ownership of their language development and monitor their progress.

By embedding the principles of High Performance Learning into our EAL teaching and learning practices, we create an environment that fosters students' academic growth, language proficiency, and overall development as resilient, reflective, and culturally aware learners.

## EAL provision: Planning, monitoring and evaluation

The students' withdrawal provision, Extra English lessons, accommodates Grade 1–10 students. They have weekly EAL specialist teaching lessons, following the curriculum developed based on the National English Language Curriculum Framework designed by the Ministry of Education in collaboration with Cambridge English in line with the Common European Framework of Reference for Languages.

Additional English language provision aims to support the English language development needs of new-to-English and emerging EAL students to ensure full access to the curriculum. This provision focuses on accessing the curriculum through the teaching of cross-curricular subject-specific language from different subject areas, integrating four language skills: reading, writing, listening, and speaking. We ensure we integrate HPL skills such as critical thinking and problem-solving throughout our EAL provision. While KS1-3 follow curriculum language teaching units from subject areas, the KS4 follow an accredited EAL iGCSE and IELTS courses which we also tailor to support and improve students' English language iGCSE outcomes. Both courses encourage self-regulation and resilience within the student's learning.

Progress in the acquisition of English is regularly assessed and monitored.

- Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity are given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.



## Parents / caregivers and the wider community

Parents / caregivers and the wider community

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived students and their families or caregivers.
- Using plain standard English and, where appropriate and available, translators and interpreters to ensure good spoken and written communications.
- Celebrating and recognising the accomplishments of EAL students in the larger community.
- Recognising and encouraging the use of one's first language.
- Helping parents understand how they can support their children at home, by collaborating, providing regular workshops and sharing information on the school's social media platforms.
- Parents are given appropriate information on progress and attainment.

Teachers will take advantage of opportunities for informal parental feedback, e.g., involvement at an end-of-unit review, parent evenings throughout the academic year, comments on children sharing achievements at assembly and online communication channels such as emails and MS Teams.

## Key responsibilities and continuous professional development

The school follows the following line of responsibilities to ensure an effective staff structure is in place to support plurilingual learners.

The responsibility for leadership will lie with the Head of EAL Department, who is accountable for:

- Developing and reviewing the school's EAL curriculum;
- Making sure High Performance Learning (HPL) is at the forefront of all EAL teaching and learning.
- Assessing new EAL learners to inform placement and monitor progress;
- Recording, analysing and reporting EAL assessment data;
- Line-managing and supporting EAL teaching staff;
- Providing CPD training for EAL teaching staff, subject/class teachers and teaching and learning support assistants;
- Communicating with parents of learners who use EAL;
- Designing materials for supporting learners who use EAL;
- Integrating language objectives and curriculum learning objectives;
- Observing EAL lessons and lessons for EAL students for quality assurance or developmental purposes, providing post-observation coaching to teachers;
- Contributing to decision-making about the structure and schedule of EAL provision across the school
- Promoting inclusive strategies for plurilingual learners and the school community;
- Planning and teaching lessons to learners who use EAL.
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The responsibilities of EAL teachers include:

- Planning and teaching EAL lessons to a group of mixed age and skills learners (New-to-English and Emerging pupils).



- Ensuring HPL strategies are utilised across all EAL lessons to ensure learners have a transferable skillset to help them access a new language.
- Regularly monitoring and evaluating EAL learners' progress.
- Attending planning sessions with Inclusion and Class teachers to contribute to the wholeclass and EAL learners' success in lesson planning.
- Supporting newly-arrived EAL learners in classes and providing push-in interventions.
- Meeting with EAL learners' parents to discuss progress and recommend support at home.
- Participating in relevant professional development sessions.
- Sharing innovative and successful ideas with Class Teachers to support and teach EAL learners in class.

All staff are responsible for the Quality First Teaching to the EAL students in their care.

### Monitoring, review and evaluation of policy

This policy will be reviewed and evaluated annually by Head of EAL. The review is aligned with the department action plan. At every review, the policy will be approved by the Vice Principal.

Effective EAL support will be evidenced by:

- High standards of EAL teaching and curriculum content for EAL pupils;
- Good leadership and management of EAL;
- Pupils with EAL are sufficiently challenged and supported so that they can reach their potential academically and personally;
- Support takes account of pupils at the early stage of language learning to personalise learning and minimise the language gaps at the earliest language acquisition stage;
- Support takes account of pupils at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills;
- The offered curriculum is relevant and sensitive;
- SLT is fully involved in the monitoring, deployment and quality of provision for the support of EAL pupils;
- Links with parents are good and support students' development;
- EAL staff, liaising with colleagues and working alongside pupils, identify and assess pupils with EAL in order to target them for support.

This policy has been discussed and agreed by the GEMS Winchester School, Fujairah staff and leadership team for implementation.