AZPS English as an Additional Language Policy

Vision Statement: Learners have meaningful access to rigorous instructions, materials and academic choices achieved through academic language proficiency and skills mastery; therefore, building successful learners with an unshakable confidence in their ability to learn.
Mission Statement: Learners at AZPS will independently and collaboratively demonstrate a mastery of skills in all core subjects, without significant differences in performance between groups.

Introduction:

At AZPS and Athena Education we believe that barriers to learning should be addressed, accommodated, or removed for those who experience them, in a caring and supportive environment. We believe that Emirati pupils should be recognised and valued in line with the UAE National Agenda.

Purpose, aims and objectives:

1. To have a clearly stated EAL policy
2. To have detailed procedures and routines
3. To ensure an inclusive ethos is maintained
4. To comply with regulations in line with the National Agenda

Terminology:

English-language learners, or **ELLs**, are **students** who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

English As An Additional Language:

The use or study of the English languageby non-native speakers in an English-speaking environment. The term *English as an additional language* acknowledges that students are already competent speakers of at least one home language**. ELLs receive support within this academic program so they can access the grade-level curriculum in addition to collaborative learning.**

Legislation:

1.This policy aims to ensure that The School is compliant with the termsof:

a) UAE Federal Law 29 (2006) concerning the Rights of People withSpecial Needs.
b) UAE Federal Law 2 (2015) against Discrimination and Hatred.

2.The school's admissions policy adheres to the stipulations of the UAEFederal Law No 29 of 2006 concerning the Rights of People of Determination.

Identification of ELL students:

All new admissions or current students who have been identified as ELL will be nominated by their homeroom or English teachers. Upon receiving a nomination, the student will be tested in the domain of **listening, speaking, reading, and writing**. *Reading and language* levels of grades 3-9 will be assessed through the MAP screener test (if previous data is unavailable), whereas secondary students (grades 11 and 12) will be assessed through PSAT and EmSAT respectively.
Speaking, listening and writing will be administered in a small group setting using to determine the appropriate level of English proficiency.

A student will be entered in the English as a Second Language (EAL) program if he/she scores:

- 20th percentile or lower in MAP Reading and a
- Verbal Stanine of 1 or 2 on a CAT 4.

EAL program approach:

EAL Approach			
Grades K-5	**Grades 6 & 7**	**Grades 8-10**	**Grades 11 & 12**
Inclusion Approach Homeroom in charge of their peers' English learners.	**Inclusion Approach** Subject teachers provide support in the mainstream class **in addition to the student's level in the previous academic grade.**	**Case-by-Case Approach** Depending on the learner's level **in addition to the student's level in the previous academic grade.**	**Case-by-Case Approach** Depending on the learner's level and admission condition.

Students will be supported as follows:
Tier 1 - Students with *low needs* for EAL support – in-class support**.(with the help of the teacher)**
Tier 2 - Students with *medium needs* for EAL support – in-class support with few pull-out sessions.
(with the help of the H.A Students)
Tier 3 - Students with *high needs* for EAL support – pull-out sessions with an Individual Learning Plan (ILP) aligned with California State Common Core Standards, complemented by California State English Language Development Standards**.(A supporter teacher will visit the class twice per week according to the timetable.)**

Students can be pulled out of classes for their EAL class. Students can also be provided EAL support before classes begin (7:30 a.m. to 8:00 a.m.) or after school (2:30 p.m. to 3:00 p.m.). The number and frequency of the EAL classes is individual& subject to modification according to the student's ongoing progress.

IMPORTANT NOTES :

According to those lines highlighted in yellow color.

**** Students can be pulled out of classes for their EAL class.***
I think this action will affect the process of learning negatively and psychologically.

**** Students can also be provided with EAL support before classes begin (7:30 a.m. to 8:00 a.m.)***
# In this case, we need to cancel the WELL-BEING session.
# What if they come by bus or come late by car?

**** Students can also be provided with EAL support after school (2:30 p.m. to 3:00 p.m.).***
# What if they go back home by bus or by car?

@ I see that providing support to EAL will be more effective and satisfying if they get their support in the class or during the break time with the help of a supportive English teacher.

* For students who are registered under inclusion and need language support, the inclusion teacher, and the language teacher coordinator, in order to define the best teaching and learning strategies and to avoid a support overload. (According to each case)

Assessments and Monitoring:

The AZPS EAL program adopts the triangulation of assessment method at the center of which is learner progress. Triangulation processes aims at supporting learning in a very systematic way.

The first step is to determine a starting benchmark for every learner at the beginning of every academic year.

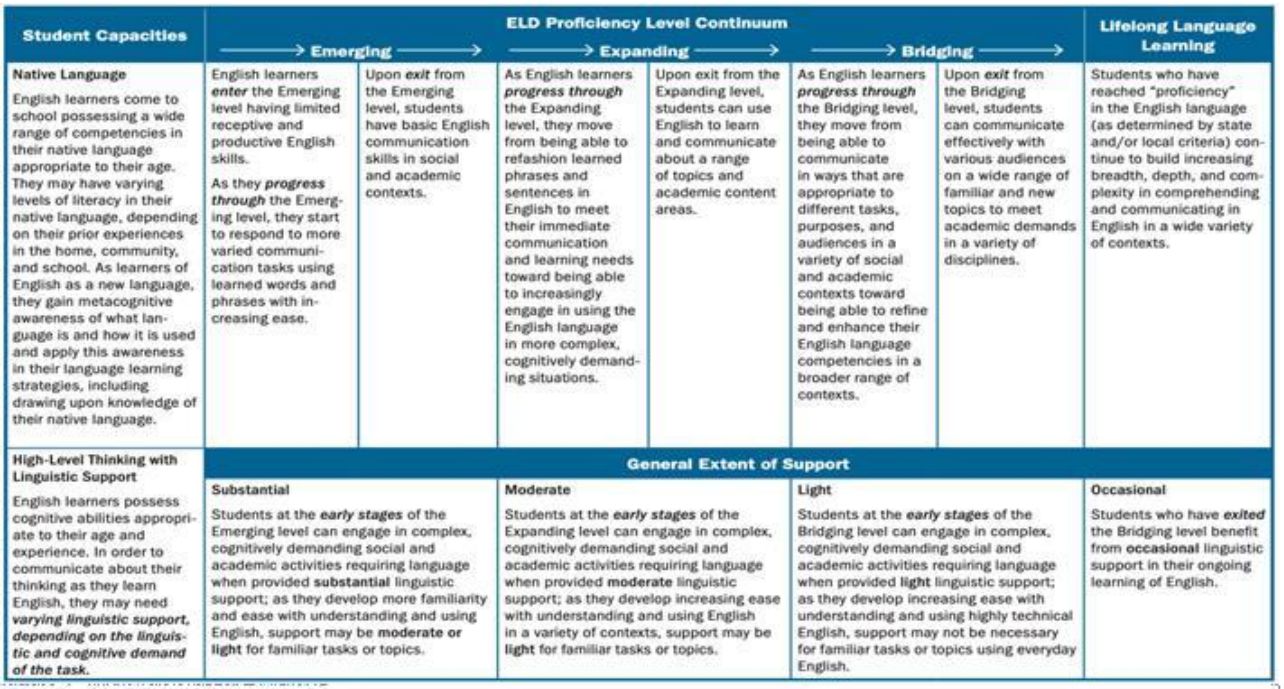
The initial benchmark is as below:

- Grades K-2- Reading Baseline assessment
- Grades 3-9- MAP screener test with MAP Growth test administered three times within each academic year.
- Grades 10 & 11- MAP screener test and PSAT
- Grade 12- EmSAT

The EAL department has adopted the California English Language Development Standards (CA ELD Standards) which correspond to California Common Core State Standards (CA CCSS) for English Language Arts and Literacy and define the progression of language acquisition through three stages of proficiency (Emerging, Expanding, and Bridging/ See Figure 3) with an emphasis on the relationship between English and the learners' other languages including their native language. These standards address English language and literacy skills ELLs need in key content areas & provide a foundation for them in KG through Grade 12 so that they will be able to gain access to and engage with academic subjects.

The EAL Coordinator will carry out the following responsibilities in cooperation with classroom/subject area teachers:

- Collecting progress data through benchmarked monitoring tools.
- Meeting with ASCs & Classroom Teachers every 2 months to review & monitor student progress based on the observation checklist tied to proficiency levels.
- Review of Meeting Notes, Progress Reports, and Report Cards at each reporting period.
- Documentation of monitoring in the student Data Trackers.
- Maintain an updated list of monitored students and share with the faculty.



Student Capacities	ELD Proficiency Level Continuum						Lifelong Language Learning
	→ Emerging →		→ Expanding →		→ Bridging →		
Native Language English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language, depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.	English learners ***enter*** the Emerging level having limited receptive and productive English skills. As they ***progress through*** the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	Upon ***exit*** from the Emerging level, students have basic English communication skills in social and academic contexts.	As English learners ***progress through*** the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.	Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.	As English learners ***progress through*** the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.	Upon ***exit*** from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.	Students who have reached "proficiency" in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.
High-Level Thinking with Linguistic Support English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need ***varying linguistic support, depending on the linguistic and cognitive demand of the task.***	**General Extent of Support**						
	Substantial Students at the ***early stages*** of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided **substantial** linguistic support; as they develop more familiarity and ease with understanding and using English, support may be **moderate or light** for familiar tasks or topics.		**Moderate** Students at the ***early stages*** of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided **moderate** linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be **light** for familiar tasks or topics.		**Light** Students at the ***early stages*** of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided **light** linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.		**Occasional** Students who have ***exited*** the Bridging level benefit from **occasional** linguistic support in their ongoing learning of English.

Figure 1: CA ELD Proficiency Levels

ELL Staff Deployment:

The school has an ELL Support Team consisting of representatives of:

1. School Principal
2. EAL Coordinator
3. Heads of English Department
4. Heads of Inclusion
5. Head of Data and Assessment
6. Curriculum Coordinator
7. Support Teacher/s
8. English Teacher/s
9. Parent Representatives.

The EAL Coordinator will work closely to ensure teachers are properly trained and supported in testing, monitoring, and delivery of CA ELD Standards so that the learners are able to gain access to and engage with academic subjects appropriately. The coordinator also informs in writing the parents about the enrollment in EAL support, including at the beginning of the school year.

The Academic Subject Coordinators (ASCs) will make sure that the lesson plans are always supporting the EAL needs of the students across different core subjects.

The class teacher/ subject teacher being the main person responsible for the acquisition of the language of instruction, it is his/her responsibility:

- identify students who are registered as ELL.(By the teacher`s observation because the results of the diagnostic test are not enough to check the student`s accurate level in English. The four skills are supposed to be checked)
- to inform the parents about the release (exit letter provided by the Language support teacher).

Homeroom and English teachers can communicate directly with the parents. They also meet with the parents during parent conference meetings.

EAL Professional Development:
At AZPS, every teacher is a language teacher, and we all assume responsibility for the education of our English Language Learners. To support the teaching staff, the EAL Coordinator will:

- Offer workshops on a range of EAL related topics such as language acquisition research, stages of language acquisition, and acculturation
- Support classroom teachers with strategies for EAL differentiation
- Set student goals with classroom teachers
- Facilitate transdisciplinary collaboration in curriculum planning
- Help find materials for in-class support

Exit Protocol from EAL Program:

ELL student performance and work are evaluated by the EAL Coordinator, the classroom/subject area teachers, and the Subject ASCs to determine whether the student demonstrates adequate English proficiency.

Students will be exited from the EAL program at the end of the academic year if the following results are attained:

- Grade Level Norm RIT or 70th percentile,
- 500 or above for PSAT10 English section, or
- 550 or above in English EmSAT

Releases are only possible at the **end of each academic year** for all phases. When a student is released from the EAL program, documentation of the exit date will be included in the student file in the form of a parent letter. All released EAL students **must be monitored for two** years to ensure they meet standards as measured by content assessments.
(We need to create a student file or portfolio to register and compare the process of progress during the school year)

Evaluating the Effectiveness of School's EAL Program:

The EAL Coordinator and Head of Data and Assessment should compare the academic performance of the EAL program's past and current students to non-EAL peers each academic year using accurate data assessments that measure the educational performance of current and former students in a reliable way.

Principal's Name and Sign:

Policy Implementation Date: June 2026

Policy Review Date: June 2027

