

English Language Learning Policy

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Policy Statement

AFIA is proud of its rich and diverse community, with most students being English Additional Language (EAL) learners. AFIA is committed to enriching and enhancing its curriculum by recognizing and supporting students from various backgrounds. We strive to provide the best possible opportunities for students of all abilities, ensuring that teaching and learning are thoughtfully planned to enable every child to reach their highest potential.

Aligned with the Academy's ethos, all students will have full access to all areas of learning, with teachers striving to help every student achieve their full potential. This commitment applies regardless of race, age, or ability, fostering both personal fulfillment and growth into active, responsible adults. Our school ethos emphasize valuing the individuality, language, and cultural backgrounds of all our students.

Aims of the ELL Policy

1. **Promote Language Development:** Ensure that all students learning English are provided with the support they need to develop their proficiency in English across speaking, listening, reading, and writing.
2. **Inclusive Curriculum Access:** Facilitate full access to the curriculum by tailoring teaching strategies and resources to meet the diverse linguistic needs of EAL students.
3. **Foster Academic Achievement:** Support all students in achieving their full academic potential by addressing both language development and subject-specific learning needs.
4. **Celebrate Diversity:** Recognize and value the linguistic and cultural diversity that EAL students bring to the school community, fostering a sense of belonging and respect.
5. **Enhance Staff Capacity:** Equip teachers and support staff with the necessary skills, training, and resources to effectively meet the needs of ALL learners.
6. **Parental Engagement:** Promote active communication and collaboration with parents to ensure they understand the school's strategies and feel supported in their child's learning journey.
7. **Ongoing Monitoring and Support:** Continuously assess and monitor student progress, particularly for EAL students in both English language acquisition and academic performance, ensuring timely intervention and support as needed.
8. **Develop Life Skills:** Prepare the students not only for academic success but also for social integration and confidence in using English in diverse contexts, both within and beyond the school environment.

Teaching and Learning:

The school will provide a system for each year group to share planning with academic support teachers. Plans will identify the demands of the British National Curriculum and provide differentiated opportunities matched to an individual student's needs.



We will develop spoken and written English by

- Providing a range of reading materials that highlight the different ways in which English is used.
- Providing a range of different interactive learning strategies and media to enable all children to be involved in their learning
- Ensuring that there are effective opportunities for speaking as it in turn supports writing.
- Ensuring they are always active participants in achieving meaningful and relevant learning.
- Encourage students to transfer their knowledge, skills, and understanding of one language to another.
- Provide a suitable context to the learning of key skills that children can apply to a theme, personal fulfilment, and/or citizenship and/or role in society
- Building on student's experience of language at home and in the community, so that their developing uses of English and other languages support one another
- Encourage further study in partnership with parents by providing suitable home study materials and resources.

Assessment

- All students are assessed in line with British National Curriculum levels using whole-school assessment procedures.
- Students in lower primary will be given support in writing assessments by reading and extra time when required.
- Formative assessment of ELL students tracking their progress through the phases of language learning is maintained until the student reaches age-appropriate language levels.
- It is acknowledged that children make progress in acquiring English as an additional language in different ways and at different rates.
- Teachers should use their professional judgement regarding the assessment procedure and should ensure that the assessment does not cause distress or discomfort to the learner.

Definition of EAL and ELL:

At AFIA, **English Language Learning (ELL)** refers to the support provided to students whose first language is not English and whose level of English proficiency presents a barrier to accessing the curriculum.

As almost all students are non -native speakers of English language, In this policy:

- **EAL students** (English as an Additional Language) are those with a home language or mother tongue other than English but who do not require additional language support to engage fully with the curriculum.
- **ELL students** are those with a home language or mother tongue other than English who require targeted English language support to fully access the academy's curricular and extracurricular programs.

A student who would require academic support is characterized as follows:



- struggles in accessing the curriculum due to language barriers.
- struggles in the basic everyday communicative and comprehension skills.
- works at E lower than their expected year group in Literacy and/or English due to language barriers.

Identification and Referrals Of ELL/EAL Students

- We employ a range of strategies to identify students EAL students requiring ELL provision. The identification process is ongoing and begins when the student registers at and joins AFIA.
- Data gathered from the entrance tests will be used to obtain information about the student's mother tongue and English Language proficiency.

Screening during admissions process

1. If the student's mother tongue / first language is not English and the data gathered from the entrance test indicates the student is operating at a level lower than expected year group, the student will be referred to the coordinator /DH for assessment.
2. The coordinator/DH will review the student's file, entrance tests and might assess the student once again to acquire a clear picture of the student's language difficulties and needs. They will then provide the SLT and Student Affairs Officer with a recommendation.
3. If ELL is recommended, the student is included in academic support program, parents are informed are required to sign a pledge to confirm their support.
4. If for any reason, a student was not recognized through the admission process as requiring support, yet a teacher believes that, even with the differentiated classroom support, the student meets the above ELL characteristics, the teacher will need to follow the same process of referral.

Referral process for continuing students:

1. Staff members nominate the student for support which is reviewed and confirmed by the coordinator.
2. All assessment results as well as the teachers' observations during the lessons will determine the outcome and inform the next steps.
3. The student is assigned one of the two levels: Non-proficient (NP), Approaching proficiency (AP) and Proficient but need support (PS) which is sometimes referred to Level3, Level 2 and Level 1 respectively. Level 2 and Level corresponds to red category on traffic light system, while level 1 corresponds to amber category on traffic light system.
4. If a student is identified at either the AP or NP level, they will be included in the academic support register for additional provision. Students categorized as PS will not receive pull-out support; instead, they will be supported within lessons through differentiated activities. Their progress will be closely monitored and reviewed regularly
5. A Pupil Profile (PP) will be collaboratively developed for the students in level 2 &3, by

the academic support teacher and the student's class/English teacher and targets are set for improvement.

6. The student's PP and its implications are shared and discussed thoroughly with the child's parents in a scheduled meeting. Upon parents' consent, the student receives provision.

Exit From Academic support

A student may exit the academic support program when the coordinator and support teacher, in consultation with the classroom or English teacher, determine that the student can function independently and successfully in the regular classroom and is meeting age-appropriate performance levels.

Responsibilities of English coordinator:

The English coordinator oversees the coordination of academic support within the Academy for English Language Learning (ELL) students. This includes:

1. Supporting staff in the identification of ELL students.
2. Keeping a record of both ELL students and EAL students.
3. Monitoring standards of teaching and learning of ELL students.
4. Ensuring that all plans are put into effect and parents are involved.
5. Monitor ELL students' progress and attainment in Reading, Writing, Speaking and
6. Listening termly.
7. Reviewing Student Progress Reports and analyze data for improvement purposes.
8. Liaising with parents on related issues.
9. Reviewing and providing recommendation for potential ELL student admissions through the Admissions Department.
10. Deploy additional Provision and monitor its effectiveness.

Intensive Academic Support Program:

The AFIA Intensive AS Program is designed for NP students. It serves as an introduction to the English language, attending to its phonetical, morphological, syntactical, semantic and pragmatic features to lay a sound foundation for acquiring the language, where:

- Both elements of the language (grammar and vocabulary) to be integrated in every session.
- Both grammar and vocabulary are taught purposefully to be used in developing reading, writing, listening and speaking skills.
- A foundational, intensive phonics program of letters and sounds to be implemented to ensure the efficacy of writing and reading skills.

Student Referral form

Class:	Teacher's name:	Referral date:
Student name:		Date of birth:
Home language:		Nationality:
Educational Background:		

Please indicate the strengths and areas you feel need the most improvement.

Measure this against the average expectation you have for a *student in your class*.

	Well below average	Below average	Average	Above average
Phonics, spelling and vocabulary [can sound out, spell and understand the meaning of words used in class]	☐	☐	☐	☐
Grammar and punctuation (spoken) [can understand and use English in meaningful sentences]	☐	☐	☐	☐
Grammar and punctuation (written) [can understand and use English in meaningful sentences]	☐	☐	☐	☐
Reading [can understand and comprehend the meaning of a written text]	☐	☐	☐	☐
Writing [can give written responses appropriate to the task that is set]	☐	☐	☐	☐
Speaking and listening [can respond to questions in spoken English, including verbal instruction that are given]	☐	☐	☐	☐
Additional teacher comments:				

