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1. The Dubai Schools Vision, Mission and Core Values

Vision

The Vision Pillars:

- Beacon of academic quality
- English and Arabic education focused on excellence in Arabic literacy and local cultures.
- Accessible to all Emiratis

The vision for Dubai Schools is to be a beacon and exemplar of academic quality. The aim is to prepare and inspire students to contribute positively to a rapidly changing world. This will be achieved by instilling in them critical thinking skills, providing a global perspective and context into their studies. These will be underpinned by a respect and appreciation of the core cultural values of honesty, loyalty, perseverance, and compassion. In partnership with families and with their commitment to these goals, Emirati students will achieve success in their day-to-day studies and be prepared for tomorrow's national, environmental, and global challenges.

Mission

Combining an inquisitive teaching approach and future-focused skillset delivery, we work hand-in-hand with the community to nurture students to become independent and empathetic learners. We offer an American education that will be guided by Arabic principles and Islamic values which will foster future-ready graduates, driven by pride and tolerance.

Values

Future Ready - Equipping students with the necessary life skills to face future challenges, both national and global, with resilience, while encouraging them to be ambitious self-directed learners.

Trust and Empathy - Developing a home-school relationship based on trust and respect, while fostering a welcoming school environment in order for every student to flourish and every parent to feel reassured. Bringing empathy into our classrooms and embedding it as a core value.

Collaboration and Inclusion - Working together with education partners, parents and the wider community to achieve shared goals, making every member of the school community feel valued. Cultivating an inclusive culture that recognizes and honors individuals' strengths and abilities.

Cultural Preservation - A dynamic and forward-thinking learning system that is rooted in the Emirati culture. Guided by Arabic and Islamic values to further foster a culture of strong identity and tolerance, while maintaining a global outlook.

Academic Excellence - A strong international curriculum that prepares and inspires students to contribute positively towards the future in a caring and inclusive environment. High-quality innovative education will be delivered to equip students with essential problem solving, critical thinking and life skills, so that they graduate with a thorough.

What is English as an Additional Language (EAL)?

EAL refers to those students whose first language is not English. The student may already be fluent in several other languages or dialects, which is why the term English as a second language (ESL or E2L) is inappropriate and is not used. Students who are classified as EAL are identified through the Dubai Schools Inclusion Policy¹ as a potentially vulnerable group. Their difficulties with the language of instruction may result in barriers to their learning and prevent them from progressing and attaining to their true potential.

It is important to note that students identified as EAL will be at different stages of their English language acquisition (from complete beginner to advanced bilingual / multilingual), but even those at the same stage of English language acquisition will have different backgrounds and needs. For example, they will have had different experiences of schooling overseas. Some will be literate in other languages and might already have developed concepts in other subjects, such as Science and Mathematics, through another language. Others will have had little or no formal education and might not be literate in any language. Some will be gifted or talented; others will have learning difficulties and/or disabilities.

At Dubai Schools, all students for whom English is an additional language should have access to the full curriculum and the full range of co-curricular activities on the same basis as all other Students.

If a students' language skills (reading, writing, listening, speaking and comprehension) are below school's NYSED (New York State Education Department) curriculum expectations, students will be assessed using an internal EAL Assessment to determine language proficiency levels. Students results will be analyzed and will dictate the type of intervention needed. Students listening and writing needs will be classified as Beginning, Early Intermediate, Intermediate, Proficient, and Above Proficient. EAL is aimed at intervention to decrease the gap between a student's ability and age-related expectations in terms of literacy.

Aims and Implementation

English is the language of instruction at the Dubai Schools, so developing proficiency in the English language is crucial to students' success in all areas of the school. To support students, Dubai Schools provides an EAL (English as an Additional Language) support program for identified students in Grades 1-10 as well as additional support where required for Kindergarten and Grades 11-12.

The aim of this EAL program is:

¹ See Dubai Schools Inclusion Policy

- ✓ To help students communicate and express themselves in various social and academic contexts so that they are able to engage successfully when learning through the NYSED standards.
- ✓ To encourage students to develop effective literacy habits and approaches to learning in English.
- ✓ To support work across subjects by developing a comprehensive understanding of linguistic and literary texts. Students need to access a variety of texts for information as well as last point communication. The learning of text conventions, accurate grammatical usage, academic vocabulary, and research skills, as well as developing spoken, written, and visual communication, are central to learning how to process and produce texts in all subject areas.
- ✓ To monitor the attainment and progress of students who may be at the earliest stages of learning English.
- ✓ To ensure that the cognitive challenge remains appropriately high and not be reduced because the English language demand has been reduced. EAL learners' conceptual thinking may be in advance of their ability to speak English.
- ✓ All EAL learners have a right to access the Curriculum. This is best achieved within a whole school context. Students learn more quickly when socializing and interacting with their peers who speak English fluently and can provide good language and learning role models.
- ✓ To give all students the opportunity to overcome any barriers to learning and assessment.
- ✓ To welcome and value the cultural, linguist and educational experiences that students with EAL bring to the school.
- ✓ To implement school-wide strategies to ensure that EAL students are supported in taking part in all activities.
- ✓ To help EAL students to become confident and fluent in speaking and listening, reading, comprehension and writing in English in order to be able to fulfil their academic potential.
- ✓ To identify and make maximum use of the opportunities for modelling fluent English.
- ✓ To encourage and enable parental support in improving children's attainment.

Promoting and Supporting EAL

Firstly, it is important to state that all teachers are teachers of language. Across all phases of the school, trained and experienced EAL teachers support the English language development of EAL students. They share the responsibility with class/subject teachers in helping these students to access the curriculum. The EAL support program uses a combination of push-in class support and/or pull-out support from class. Pull-out support can mean anything from one-on-one tutoring to small group interventions. The goal, however, of any student in the EAL program is integration into all mainstream courses as quickly as possible and the development of independence.

EAL provision may have different foci depending on the age of the student:

Strategies for Supporting EAL Students

An overview

- ✓ Recognize the child's mother tongue and boost the child's self-esteem.
- ✓ Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language.
- ✓ Students who receive assistance with EAL will be fully integrated into school life and will be provided with appropriate support as required.
- ✓ All teaching rooms to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- ✓ Continuously monitor, assess, and intervene in specific areas of need

EAL in KG1 and KG2

In KG1, students' English language is not assessed prior to starting school. Rather, they are placed in an age-appropriate classes and learn English, alongside their peers.

Specialist EAL support may be more limited at this level as the focus is instead on immersing the student in a language-rich environment, which they experience holistically, through the medium of all their senses. They work side by side with their peers in a positive, interactive, and purposeful environment. They participate naturally in the experiences that develop as they learn to listen, speak, read, and write English, both in class and outside in the play areas. However, in-class support is provided for those students who have a significant difficulty to assist with their academic and social development. Some students may also have pull-out EAL lessons, if needed.

Students in KG2 who are not making expected progress in attaining the English language should be flagged and brought to the attention of the EAL specialist. A plan will then be put into place to support the student with their English language attainment. If needed, recommendations for further assessments will be made.

EAL in the Elementary: Grade 1

New admission Grade 1 students who are from a non-English speaking School, whose language is other than English, and who are unable to access the school admissions' test are given a placement assessment to determine their level of English proficiency.

Screening may involve an oral interview followed by a formal assessment of reading and listening comprehension, as well as a writing task. They will be supported within their classroom through push-in or pull-out sessions (as necessary) by an EAL teacher or Learning Support Assistant and their progress will be monitored until assessments show their English proficiency is at a level where the student can independently access the academic curriculum.

EAL in Elementary: Grades 2-5

In Grades 2-5, at the point of admission, where a potential student has had limited or no prior experience with an English-medium education and/or in the way of English language teaching, the Admissions Officer liaises with the Elementary EAL teacher to arrange an assessment of their English language proficiency. Screening involves an oral interview followed by a formal assessment of reading and listening comprehension, as well as a writing task.

EAL in Middle School: Grades 6-8

In Grades 6-8, where a potential student has had little or no prior experience of English-medium education and/or little in the way of English language teaching, the Admissions Officer liaises with a Middle School EAL teacher to arrange a placement test for English language proficiency. Screening involves Speaking, Writing, Reading, and Listening assessments using a placement test. All potential EAL students are assessed prior to starting school and/or in September. Continuous monitoring and ongoing assessments are given throughout the year in order to gauge and report on student progress. Students assessed to be at the Beginning, Early Intermediate or Intermediate level should take part in the EAL support program. This may include individual, pair or small group teaching, both push-in and or pull-out support in an EAL classroom. EAL support focuses on the specific language requirements and skills needed by students to access the NY curriculum.

EAL in High School: Grades 9-12

In Grades 9-12, where a potential student has had little or no prior experience of English-medium education and/or little in the way of English language teaching, the Admissions Officer liaises with the High School EAL teacher, High School Principal, Head of Inclusion, and the Curriculum Coordinator in order to discuss how the school can support the student to be able to access the curriculum. Any decisions should always be made in the best interest of a student and their options for tertiary education must be considered. Students with EAL requirements in Grades 9-12 will be supported, with the focus being on the specific language requirements and skills needed by students to access the NY curriculum.

For students entering the high school, for English language credits, students will be offered both English Language Arts course and English Language and Literature classes throughout the year. The ELA course will also be offered as an alternative elective to Foreign Language. The ELA students will focus fully on English Language Acquisition without the need to take Spanish or French as their Foreign language credits. The English Language and Literature (ELL) courses will be supported by both the ELL and the ELA teachers in the ELL classroom.

This method of teaching English in the Dubai Schools will ensure that all English Language Arts students will receive additional reinforcement of listening, speaking, reading, comprehension and writing English in the smaller, student-paced English Language Arts classrooms while still being able to participate to varying extents in the English Language and Literature classes.

Once a student has made the required progress through the phases of ELA, transition out of the ELA class becomes feasible. Students can then select Spanish or French to replace the hours of ELA they no longer require. There is no need to transition to ELL as students are already in the required course.

Assessment and reporting for EAL is the responsibility of the EAL teacher and the homeroom teacher. All students are assessed four times a year for language proficiency using our formal testing tool. EAL students also participate in regular testing and leveling that is part of the school's assessment calendar.

Teaching and Learning - A Whole School Approach

For the majority of their time at school, our EAL students will be integrated in all the same classes. Everyone in the school is therefore responsible for supporting our EAL children become more fluent in English. During lessons teachers will:

- ✓ Show differentiated work in their planning.
- ✓ Have high expectations, expect students to contribute and give more than single word answers.
- ✓ EAL children are as able as any other children and so they should be set appropriate and challenging learning objectives, with their progress being monitored carefully.
- ✓ Recognize that EAL students need more time to process answers.
- ✓ Allow children to use their mother tongue to explore concepts.
- ✓ Give newly arrived children time to absorb English (there is a recognized 'silent period' when children understand more English than they use. This passes if their self-confidence is maintained).
- ✓ Use groups to ensure that EAL children hear good models of English.
- ✓ Use collaborative group activities.
- ✓ Provide a range of reading books that highlight the different ways in which English is used.
- ✓ Provide phonic software and audio books as appropriate.
- ✓ Classrooms will be highly visualized environments using dual-language texts, labels and visual support within lessons.
- ✓ Ensure that there are many opportunities for talking to both adults and peers.

EAL support

An Individual Education Plan will be developed for each student on the EAL register outlining current EAL levels (Proficiency levels will be Beginning, Early Intermediate, Intermediate, Proficient, and Above Proficient), recommended supports, differentiation and accommodations for classroom and testing. Specific progress and level attainment will be communicated regularly to all concerned.

If a student is in the early stages of the 'EAL Levels', the student will be included in a specific pull-out EAL intervention support led by EAL teachers and LA's.

- ✓ Teachers and other adults will utilize best EAL practices and differentiated approaches within a lesson and throughout school life.
- ✓ EAL students on lower levels of English acquisition will be buddied with a more confident student who speaks the same language, or with an English-speaking student as appropriate.
- ✓ Speaking frames, guided readers, sentence stems and other EAL appropriate supports will be used within lessons to help English acquisition.

Level One – Quality provision for all

Level Two – In-class support

Level Three – Small group / 1:1 intervention

Level One

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

Level Two

This is offered to EAL students in their English subject for grades 1 and above. Students have either been referred by their subject specialist teacher or identified as needing additional support by the EAL department. The EAL team will support the teaching in co-planning with EAL support, the use of EAL passport to guide planning based on specific language need(s). Support will also entail 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.

Level Three

Students in the lowest 2 levels in any of the 5 areas 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 2 – 5, EAL support may take place instead of French. In grades 6 and above, EAL support may take place instead of French or Spanish. Parents are notified of this before support can be offered. The English support is carried out by the EAL team and an individualized program will be offered. The number of lessons offered a week varies depending on need. A consistent monitoring of progress used to determine effectiveness of intervention, changes made accordingly, and if progress reaches certain level, then student is returned to Levels 1 and 2 only.

Description of EAL Proficiency Levels

For the purpose of establishing a common understanding of proficiency levels, the following Las Links Proficiency Levels and Descriptions will be used for students on the EAL register:

Level of Proficiency	Student Description
Beginning Level 1	Limited or no previous education in an English-medium setting. Requires full academic and social support. A Level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.

Early Intermediate Level 2	A Level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological and discourse features of English are emerging.
Intermediate Level 3	A Level 3 student is developing the ability to communicate effectively in English across a range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
Advanced Intermediate Level 4	A Level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

The EAL Student Passport

If a student is beginning or early intermediate in terms of their English proficiency, an EAL student passport⁶ is generated with the permission of the parent⁷. The passport allows EAL specialists and teachers to monitor and track student progress with regards to their English language development. The goal is to have students independently and confidently accessing the NY curriculum, as soon as possible, knowing extra support is available when and if needed. The EAL Student Passport is updated /reviewed a minimum of four times a year.

The EAL Register

The EAL register forms part of the schools Inclusion register and students are added once they have been identified as requiring additional EAL support. Ultimately the register falls under the responsibility of the Head of Inclusion however the following responsibilities lie with the respective EAL teachers, EAL Coordinator & EAL Teachers (KG, Elementary, MS, HS)

- a) To ensure that the EAL register is up to date and contains relevant information regarding student levels and suggestions to support them (which ultimately appear on Class Context Sheets of teachers.
- b) To amend the register as needed.
- c) To formally review the register three times a year (at the time of student target setting) during which an evaluation of whether the student is reaching his or her full potential will be made. Progress will be monitored closely to ensure that students have a full range of opportunities to grow and develop their potential.

Exiting the EAL Program

Students can exit the EAL program when they have proficient language skills to function independently

and successfully in classroom activities and tasks across the curriculum. The EAL teacher and class teacher assess EAL students throughout the year. The parent is always kept informed if this is the suggestion from the Inclusion team. After exiting the EAL program, the student's progress continues to be monitored by both the EAL and the classroom teacher to ensure that they have the tools to be successful.

In order to be considered for exit from the pull-out program, students must score an overall 3 or above in the EAL Exit Assessment in all four language strands:

- a) Oral Assessment
- b) Listening Assessment
- c) Reading Assessment
- d) Reading Comprehension
- e) Writing Assessment

The range of required intensive pull-out support varies but most students require a full year of intensive pull-out support. Due to individual progress, some students are able to exit in just one semester while others may need support for up to two years. The language program at the Dubai Schools will be structured around the belief that 'every teacher is a language teacher' and is capable of providing high quality, differentiated language teaching to all of their students. For this reason, EAL students are only pulled out of their classrooms in the early stages of their English learning. Learners usually exit back to their mainstream classes when we see that sufficient progress have been made to allow students access to the curriculum.

Students' progress and English attainment will be monitored regularly and based on their assessment results, attainment levels and teachers' feedback, students may "exit" from the EAL program. After students 'exit' the program, the EAL Coordinator will keep their names and assessment information on the EAL roster for up to one year. Although these students no longer need EAL support, the EAL Coordinator will periodically check in with teachers to ensure students are thriving academically and have no setbacks as they start to independently access the English curriculum.

The Roles & Responsibilities

Parents can support their children in the following ways:

- ✓ Notifying the EAL team of any previous support given on admission to the school.
- ✓ Allowing the student to be assessed by the EAL teachers to gauge the level and type of support that is required.
- ✓ Reviewing new vocabulary on a regular basis at home.
- ✓ Being in regular contact with the EAL department who are able to offer advice / additional resources to help support their child at home.

The EAL Coordinator responsibilities include:

- ✓ Assisting in the development, monitoring and evaluation of the EAL policy.
- ✓ Overseeing initial assessment of students' standards of English.
- ✓ Overseeing day to day operation of the school's EAL policy.
- ✓ Maintain a central record and overseeing the records of all EAL students.
- ✓ Liaising with and advising fellow teachers of EAL students.
- ✓ Liaising with Director of Learning Support / Head of Years and English teachers about individual progress.
- ✓ Managing EAL support teachers and EAL classroom assistants.
- ✓ Liaising with and supporting parents of EAL children.
- ✓ Ensuring the effectiveness of each individual program undertaken by the EAL team is regularly monitored and reviewed
- ✓ Assisting with the assessment process of prospective students.

Exam provision for EAL Students (Grade 2 and above)

All EAL students are eligible to use a bilingual dictionary during examinations apart from in the subjects of English and Modern Foreign Languages. An EAL student who has had less than 3 years in an English-speaking school and speaks another language other than English at home may be, in exceptional circumstances, eligible to be awarded * extra time in addition to the use of a bilingual dictionary.

*please see <http://www.nysed.gov/bilingual-ed/testing-accommodations-english-language-learners> for appropriate accommodations.

The EAL Coordinator, in consultation with the SLT , Curriculum Coordinator & Head of English determines the needs of the individual students. Not all candidates for whom English is an additional language will need to use a bilingual translation dictionary. Very few bilingual translation dictionary users will need to have extra time. If use of a dictionary has been granted, this must not:

- ✓ contain/display pictures; or
- ✓ provide an explanation or clarification of words and phrases

Special Educational Needs and Gifted and Talented Students

The school recognizes that most EAL children needing additional support do not have special educational needs (SEN). However, should a specific learning difficulty be identified, EAL children will have equal access to the school's SEN provision.

If EAL students are deemed Able, Gifted or Talented (AGT), they will have the same opportunities as any other AGT student within the school.

Equal Opportunities

We will provide equal opportunities to all our children, regardless of gender, race, language or disability. For more information about equal opportunities, please refer to our Equal Opportunities Policy.

Professional Development

All staff are encouraged to attend courses that help them to acquire the skills needed to work with EAL students. This may take the form of in-house training or external training as available.

Complaints


Complaints regarding the provision of Inclusive practices will be taken seriously and every effort will be made to resolve the complaint within the school. The Head of Inclusion will discuss any complaint with those involved and inform the School Leadership Team where appropriate. Parents/carers must be kept informed regarding the complaint procedure.

Monitoring and Review

The Principal, EAL Coordinator, and Head of Inclusion will monitor the effectiveness of this policy on a regular basis and, if necessary, make recommendations for further improvements.

1. Appendices

Appendix A – EAL Student Support Passport

<p>Name:</p> <p>Date of Birth:</p> <p>Age in months / years:</p> <p>Grade / Stage: <small>Select item.</small></p> <p>Nationality:</p> <p>Primary language spoken at home:</p> <p>School Enrollment Date:</p> <p>Passport Date: Homeroom Teacher:</p> <p>Review Date: EAL Teacher:</p>	<p style="color: #c00000; font-weight: bold;">EAL Student Support Passport</p> <div style="text-align: right;">  <small>inspiring young minds</small> </div>				
<p>Placement:</p> <p><input type="checkbox"/> Not Proficient</p> <p><input type="checkbox"/> Approaching Proficient</p> <p>Overall Language proficiency Level:</p> <p><input type="checkbox"/> Beginning <input type="checkbox"/> Early Intermediate</p> <p><input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced</p> <p>Intermediate</p> <p>Type of EAL Support and Quantity:</p> <p><input type="checkbox"/> Push-In:</p> <p><input type="checkbox"/> Pull-Out:</p>	<p>Types of Support Provided:</p> <p><input type="checkbox"/> Teacher Differentiation</p> <p><input type="checkbox"/> Specialist Intervention</p> <p><input type="checkbox"/> Learning Support Assistant</p> <p><input type="checkbox"/> EAL</p>				
<p>Accommodations/Provisions and/or Modifications:</p>	<p>Language Domain</p>	<p>Form A <small>Select Date. Level</small></p>	<p>Target Level</p>	<p>Form B <small>Select Date. Level</small></p>	<p>Target Level</p>
<p>I find it difficult to:</p>	Speaking				
<p>This means that:</p>	Listening				
<p>It would help me if you could:</p>	Reading				
	Writing				
	Oral				

I will help myself by:

Comprehension				
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Parent Signature	Date	Student Signature	Date	Homeroom Teacher Signature	Date	EAL Teacher Signature	Date
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Appendix B – EAL Parent Letter to start support

, 2021

To the Parents of _____,

The school year is now under way at Dubai Schools - XXXXX. The process of identifying and developing students' social and academic skills in English has been initiated. Skills in the areas of reading comprehension, written expression, speaking and listening, are all being focused on throughout the school.

Through our screening or admissions processes your child has been identified as a possible candidate who would benefit from our English as an Additional Language (EAL) support program. As English is the language of teaching and learning within the school, we are asking for your permission to support your child and the classroom teacher by working with your child either individually or in a small group setting during the school week. Our goal is to reinforce the learning that occurs in the classroom and across the curriculum by providing additional assistance with English language skills.

All students that are identified as EAL students will receive support according to individual needs and levels. The optimal goal is to provide the most support possible in the least disruptive manner and to ultimately have students move off of the EAL register. As a parent you would receive termly updates on the progress of your child's English Language development.

Please could we ask you to sign and return this letter as soon as possible to confirm that we have informed you of the suggested action of providing EAL support for your child and that you agree with extending your child's English language skills development at their assessed level. The full extent of the EAL program will be put in place as soon as timetables are finalized. If you have any questions regarding the nature of support being offered, please contact us at any time.

Kind regards,

XXXXXX

EAL Coordinator

Please return this section to the EAL department as soon as possible.

My child, _____, has been assessed by the EAL teachers at Dubai School and it has been determined that he/she requires additional English language support.

Dubai schools has explained to me the support they wish to put in place and have my permission to provide my child with additional English language support.

Parent

Signature

Date

Appendix C – EAL Parent Letter to stop support

, 2021

Dear Parents,

The EAL Team and class teachers are regularly monitoring all children receiving Learning Support. After discussions with the class teacher, we recommend that your child is now ready to rejoin the class on a regular basis and therefore does not require any further continuous EAL support (whether push-in or pull-out).

The EAL Team will continue to monitor your child and provide feedback regarding their progress. The EAL Team will also collaborate with the class teacher to ensure positive learning outcomes for your child.

Should you wish to discuss this further, please do not hesitate to contact us or your child's teacher. We would be happy to answer any questions you may have.

Regards,
