

ELL POLICY

1.0 Objectives

The objective of this document is to describe the ELL Policy

2.0 Scope

This process applies to GIIS Dubai.

3.0 Policies

The purpose of this document is to provide policy guidelines to schools in delivering English Language Learning (ELL) services. These guidelines provide a basis for consistency, quality, and equity while allowing for flexibility in delivering ELL services. Across GIIS, to promote equity of ELL services, there is a need for consistent provincial policy and guidelines to:

- Set parameters in providing ELL services.
- Establish provincially consistent language.
- Recognize the need for flexibility in delivery.
- ELL services aim to facilitate student success and inclusion in school and society.

Aims:

The English Language Learners program under Department of Inclusion & Well-being (DIW) at Global Indian International School aims to provide an inclusive learning environment for every student on campus. The ELL subdivision's aims align with the mission of the DIW. The aim is to facilitate learning for all students and dissolve language barriers to achieve maximum learning outcomes for students of weaker English proficiency.

Definition:

English language learners (ELLs) are students who attend English language programs to acquire English language proficiency. The ELLs must meet all the standards and requirements that other students in schools must meet. The ELL team aims to empower students to learn the English skills necessary to function academically, thrive socially, and grow as multilingual global citizens. We guide students in strengthening language skills that will guide them in their journey towards accessing the mainstream curriculum. Students from backgrounds of minimal to no familiarity with the English language qualify for ELL support. Students with limited vocabulary range and can neither communicate with their teachers nor peers effectively also qualify for ELL provision.

Objectives of ELL Program

ELL objectives may vary depending on the program or country in which a student is learning English. However, at the heart of ELL stands the same goal — to prepare students to speak English as quickly and proficiently as possible. In addition, the objective is so that students can not only excel in academics but can also partake in social activities and have the ability to communicate with their peers and teachers.

ELL Policy Rationale

Global Indian International School is a diverse society. People from all parts of the globe offer our province's social, cultural, and linguistic fabric. This diversity is mirrored in our schools' population, both in the contributions made and the unique needs that must be addressed.

The primary goal of the GIIS system is student success through intellectual, social-emotional, and career development. ELL services enable students whose primary language or home languages are other than English to develop their potential within GIIS's school system. In addition, some students who speak variations of English that differ significantly from the English used by native society may need similar services to access the curriculum.

Procedures:

The procedures followed at the ELL subdivision are designed for early intervention and prevention of the student losing learning opportunities due to language barriers.

Identification:

REFERRAL METHODS:

There are two methods of referral: admission referral and classroom referral. Admission referrals happen during admission screening, where the children who score a very low score on their English admission tests and are suspected to be potential ELL candidate sit for another English test. This test, which is designed by the ELL subdivision of the DIW, aims to uncover whether those students are ELL students or not.

Classroom referrals are done by teachers, and in this case, there are signs that the teacher looks for their student before they refer them. Some of these signs include: inability to engage in simple conversations, extremely limited vocabulary range and clear inability to understand or comprehend most things which are taught or said in class. If the child exhibits those signs or some of them, then teachers are expected to refer them to the ELL subdivision by filling in a referral form.

Classroom and Assessment Support:

IN-CLASS PRACTICES:

Post referral, teachers are expected to provide differentiated learning for their ELL students. Practices such as including content and language objectives in their lesson plans, providing appropriate feedback and nominating ELL students ample opportunities to participate in class activities and discussions are all important and vital in making learning easier and more enticing for the ELL student. Including content and language objectives in the lesson plan is crucial to ensure the ELL student is learning, because content objectives account for the academic terminology that are not familiar to the ELL student, while language objectives account for all the other terminologies that may be used in classroom instruction that the ELL student might struggle with. Including them in the lesson plan helps the teacher become more aware of what they say, how they say it and whether it is perceived and comprehended by everyone. Next, adequate and appropriate feedback is of utmost importance and impacts the confidence of the ELL student. General feedback doesn't help much, so teachers are advised to provide feedback which is specific to the task. Feedback should also be in writing so the ELL student can refer to it at any time. Finally, the feedback given to the ELL student is preferred to be private. This is because ELL students tend to have low self-esteem due to their inability to interact effectively with their peers, leaving them feeling isolated and on their own. Providing feedback in front of everyone might affect their confidence, which impacts their learning negatively.

Finally, giving ELL students many opportunities to participate, celebrating them voicing their input and encouraging them to share is very important in building their self-esteem and love for learning. In doing so, teachers make learning a lot more fun for ELL students.

EXAM ACCOMMODATION:

Teachers are expected to provide exam paper accommodation for their ELL students. Modifications don't include the difficulty level of the exam question paper. Teachers are expected to modify the wording of the questions into simpler, more straightforward language. In addition, venue flexibility is offered to ELL students. If the ELL student doesn't feel comfortable with the exam venue and may feel overwhelming anxiety due to not understanding invigilator's instructions, then they can ask to sit their exam in the library.

Inclusion Practices:

PULL-OUT SESSIONS

The ELL sub-division schedules sessions where the students are taken out of class and given private sessions. Those sessions focus on developing the language skills ELL students need and lack strength in. Pull-out sessions happen twice a week.

CLASSROOM OBSERVATIONS

In classroom observations, the ELL subdivision is looking at how teachers implement in-class practices in their instruction. The ELL subdivision fills in a feedback form and shares it with the teacher to discuss the takeaways from the observation. Once the ELL subdivision concludes the discussion, the teacher signs the feedback form to acknowledge the points of discussion have been shared.

PARENTAL INVOLVEMENT

Parents are an important pillar of the giant structure that is education. In the ELL subdivision, parents are involved early, as early as the referral process. Once a child is referred to the ELL subdivision and is thought to be ELL-provision eligible, a consent form is sent to his legal guardian to acknowledge and consent to their child enrolling in the ELL program. From there on out, parents are informed about the progress of their child periodically, including their exam performance.

REMOVAL FROM ELL PROVISION

For an ELL student to be removed from ELL provision, they must display tremendous improvement and excel in the program. This is measured via their participation and involvement in class, the development rate of their language skills and how well their teachers perceive them to have progressed thus far. If the child displays minimal to no effort in communicating their thoughts, feelings and opinions, and records noticeable progress in their language skills, the child is a candidate to be removed from ELL provision. The procedure to be removed from ELL provision involves sitting an exit exam, which the student **MUST** pass to be removed. Upon passing, the ELL subdivision is to write an exit report in collaboration with the student's teacher. Once the above-mentioned steps are completed, the student is to officially be removed from ELL provision.

Language Skill Development

For students who don't quite fall under the ELL scope, we offer language skill development sessions where we focus on their reading, writing, speaking and handwritten work. These students receive a minimum of 1 session per week.

Appendix:

Referral Sheet Sample:

REFERRAL SHEET

CLASS:

DATE OF REFERRAL:

SL.NO	NAME OF THE STUDENT	BEHAVIOR/ACADEMIC/ELL/REMEDIATION/	CONCERN IDENTIFIED	TEACHER SUPPORT GIVEN BY TEACHER

NAME OF THE TEACHER:

SIGNATURE OF THE TEACHER:

*****PHYSICAL OR ELECTRONIC SIGNATURE ACCEPTED*****

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