



Jumeirah English Speaking School

English as an Additional Language Policy

DATE	November 2015
REVIEW DATE	November 2017
Owner	Director
Version Number:	Ver03
Working Date:	25/11/2015
Legal Sign off by:	
Type of Policy:	Exec
Authorised by:	Exec and Board
Effective date of Policy:	25/11/2015
Circulation:	Website

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1. Preamble

- The School recognises that, because of the International nature of Dubai, a proportion of pupils will be multi-/ bi-lingual and English may not be their first language. However, all pupils at JESS must have the linguistic ability to access the curriculum in English, as a condition of admission (See the School Admissions Policy).

2. Identification

- All multi-/ bi-lingual students are assessed using the 'Common European Framework Of Reference For Languages: Learning, Teaching, Assessment'. See Appendix One below.
 - **C2 – Proficient:** Fluent.
 - **C1 – Proficient:** Becoming Fluent;
 - **B2 – Independent User:** Becoming Competent;
 - **B1 - Independent User:** Becoming Familiar;
 - **A2 – Basic User:** Early Acquisition;
 - **A1 – Basic User:** New to English;

3. EAL Provision

3.1. In the Foundation Stage

- Pupils who are assessed as A1 are considered **basic users of English** and insufficiently competent. They may require support.
- Pupils who are assessed as A2, B1, are considered **independent users of English** and sufficiently competent. They may require differentiation and quality first teaching.
- Pupils who are assessed as B2, C1 and C2 are considered **proficient** and sufficiently competent in English. They do not to require any additional support

3.2. At Key Stage One

- Pupils who are assessed as A1 and A2 are considered **basic users of English** and insufficiently competent. They may require additional EAL support.
- Pupils who are assessed as B1 and are considered **independent users of English** and sufficiently competent. They may require differentiation and quality first teaching.
- Pupils who are assessed as B2, C1 and C2 are considered **proficient** and sufficiently competent in English. They do not to require any additional support.

3.3. At Key Stage Two

- Pupils who are assessed as A1 and A2 are considered **basic users of English** and insufficiently competent. They may require additional EAL support.
- Pupils who are assessed as B1 and B2 are considered **independent users of English** and sufficiently competent. They may require differentiation and quality first teaching.
- Pupils who are assessed as C1 and C2 are considered **proficient** and sufficiently competent in English. They do not to require any additional support.

3.4. At Key Stage Three and Four

- Pupils who are assessed as B1 and B2 are considered **basic users of English** and insufficiently competent. They may require additional EAL support.
- Pupils who are assessed as C1 are considered **independent users of English** and sufficiently competent. They may require differentiation and quality first teaching.
- Pupils who are assessed as C2 are considered **proficient** and sufficiently competent in English. They do not to require any additional support.

- Any students in Key Stage 4 assessed at A1 or A2 would not possess English language skills to gain admission at this level.

3.5. At Key Stage Five

- Pupils who are assessed as B2 are considered **basic users of English** and insufficiently competent. They may require additional EAL support.
- Pupils who are assessed as C1 are considered **independent users of English** and sufficiently competent. They may require differentiation and quality first teaching.
- Pupils who are assessed as C2 are considered **proficient** and sufficiently competent in English. They do not to require any additional support.
- Any students in Key Stage 5 assessed at A1, A2 or B1 would not possess English language skills to gain admission at this level.

Appendix One: Common European Framework of Reference for Languages: learning, teaching, assessment: global scale

Table 1 Common Reference Levels: Global Scale

http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf p.24

Proficient User	C2	<ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read. • Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognise implicit meaning. • Can express him/herself fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that • makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. • Can produce simple connected text on topics which are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.