



Al Resalah American International School (RAIS)

English Language Learner (ELL) Policy

1. Purpose

The purpose of this policy is to ensure that all students at Al Resalah American International School (RAIS, particularly those whose first language is not English, are provided with high-quality language support that allows them to fully access and succeed in the curriculum. This policy recognizes that English is the medium of instruction at RAIS and that proficiency in English is essential for academic achievement, personal development, and future opportunities.

2. Rationale

At RAIS, the majority of students are native Arabic speakers. Many enter school with limited or emerging English language proficiency. The school acknowledges that language development is central to academic success and is committed to supporting students as they develop the language skills required for full participation in school life.

3. Aims

RAIS aims to:

- Provide an inclusive, equitable learning environment for all English Language Learners (ELLs).
 - Support the development of English in the four core domains: **listening, speaking, reading, and writing**.
 - Use the **Bell Foundation's English Proficiency Levels** to assess, track, and support students' progress.
 - Enable students to access the full curriculum and develop content knowledge while acquiring English.
 - Foster pride in students' home language and cultural identity while building proficiency in English.
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4. Definition of ELL

An **English Language Learner (ELL)** at RAIS is defined as a student who:

- Has a home language other than English (in most cases, Arabic), **and**
- Requires additional English language support to succeed in age-appropriate classroom activities and assessments conducted in English.

5. Bell Foundation English Proficiency Levels

RAIS uses the **Bell Foundation's EAL Assessment Framework** to evaluate and monitor students' English proficiency in four key domains. Students are assessed and placed at one of the following levels:

1. **New to English (A)** – May use only a few words or phrases in English.
2. **Early Acquisition (B)** – Beginning to use simple English, relies heavily on context.
3. **Developing Competence (C)** – Can understand and use a range of English with some fluency, but may lack vocabulary or grammatical accuracy.
4. **Competent (D)** – Generally effective communication in familiar contexts, occasional difficulty with complex language.
5. **Fluent (E)** – Functions independently in English across the curriculum with minor support as needed.

Each student's level is determined through diagnostic assessments, classroom observations, and regular language progress monitoring.

6. Identification and Assessment

- New students complete an initial English language screening upon admission.
- Diagnostic assessments focus on listening, speaking, reading, and writing.
- Results are analyzed to determine support needs and appropriate proficiency level.
- ELL progress is reviewed **at least twice per academic year** using formative and summative tools.

7. Instructional Support Strategies

RAIS provides a **tiered model of ELL support**:

- **In-Class Support:**

Teachers differentiate instruction using visual aids, scaffolding, simplified language, sentence starters, and guided practice.

- **Small-Group Instruction:**

ELL specialists work with students in small groups to reinforce vocabulary, reading comprehension, writing mechanics, and oral language skills.

- **Pull-Out Programs** (for New to English or Early Acquisition):

Short-term, intensive English instruction focusing on foundational literacy and communication skills.

- **Language-Rich Classrooms:**

All teachers integrate language objectives alongside content objectives. Classroom environments are designed to support vocabulary development and encourage English usage.

8. Curriculum Access

- ELL students are expected to participate in the mainstream curriculum with appropriate scaffolding.
 - Learning objectives are modified when necessary to match the student's language proficiency.
 - Teachers collaborate with ELL specialists to co-plan and differentiate instruction across subjects.
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9. Staff Responsibilities

- **Classroom Teachers:** Differentiate instruction and assess ELL progress as part of ongoing teaching practices.
- **ELL Coordinator:** Oversees screening, placement, intervention, tracking, and staff training.
- **School Leaders:** Monitor policy implementation and ensure resource allocation for ELL programs.
- **All Staff:** Promote inclusive language practices and understand their role in language development.

10. Parental Engagement


- Parents are informed of their child's ELL status and progress at regular intervals.
- Workshops and bilingual materials are provided to support English development at home.
- Communication with parents is done in English and Arabic where possible to ensure mutual understanding.

11. Monitoring Progress & Exit Criteria

- Progress is tracked termly through formative assessments and mapped against the Bell Foundation proficiency levels.
 - A student may exit the ELL program when:
 - They reach **Level D (Competent)** in all four domains.
 - Teachers and the ELL team confirm the student can access the curriculum independently.
 - Exited students are monitored for a minimum of **two additional terms**.
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12. Professional Development

- RAIS provides regular training to staff on:
 - ELL strategies in the mainstream classroom
 - Differentiation and scaffolding techniques
 - Cultural competence and sensitivity

Approval and Review	
Review date	May 25th 2025
To be reviewed on:	May 25th 2026
Approved as Policy by:	Principal: Mohannad Al Jayousi 

Appendix 1

Determination of Student Need

Student Name:

Date:

Based on cumulative student work, teacher checklists, external and internal assessments data, and classroom teacher recommendations, *(student name)*, *(no longer demonstrates / demonstrates)* the need for *(ELL services at this time / continued ELL services through the push in model / continued part-time ELL services / continued full-time ELL services)*. *(Student name 's)*, achievement and academic need will continue to be monitored by classroom teachers, ELL teachers and the Student Support Team.

Regards,

RAIS Student Support Team

Appendix 2
Referral Form

No.	Class	Student Name	Fall MAP Reading	CAT 4 Verbal Reasoning Score	Teacher Jugement