



INDIAN SCHOOL

RAS AL KHAIMAH

English as an Additional Language Policy

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
Policy Lead	Ms. Sreelaja Madhu
Role	Vice-Principal
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Signature	



English as an Additional Language (EAL) Policy

1. Policy Rationale

At Indian School, Ras Al Khaimah, English is the primary language of instruction, while it is an **additional language for all students**. The school recognises that proficiency in English is essential for academic success, social integration, and future global citizenship. This policy outlines a whole-school approach to supporting EAL learners to access the CBSE curriculum effectively while valuing students' home languages and cultural identities.

2. Aims of the EAL Policy

The school aims to:

- Ensure all EAL students develop **functional, academic, and subject-specific English proficiency**.
 - Enable students to **access, engage with, and succeed in the CBSE curriculum**.
 - Close language-related attainment gaps through targeted support.
 - Promote inclusive classroom practices and equitable learning opportunities.
 - Foster confidence in listening, speaking, reading, and writing in English.
 - Value multilingualism as a strength and cultural asset.
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3. Definition of EAL

An EAL learner is a student who uses a language other than English as their first or dominant language and is acquiring English in addition to their home language(s).

4. Identification and Assessment of EAL Learners

- All students are identified as EAL learners on admission.
- Baseline language assessments are conducted to determine:
 - Listening and speaking proficiency
 - Reading comprehension
 - Writing skills
 - Academic vocabulary



- Ongoing formative and summative assessments are used to track language development and academic progress.
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5. Teaching and Learning Approaches

EAL support is delivered through a **whole-school, inclusive model**, where **all teachers are teachers of language**.

Classroom Strategies

Teachers will:

- Use clear learning objectives and success criteria.
- Scaffold learning using visuals, graphic organisers, models, and sentence frames.
- Explicitly teach subject-specific vocabulary and language structures.
- Encourage structured talk, pair work, and collaborative learning.
- Use questioning strategies that promote thinking and language development.
- Differentiate tasks to support varying levels of English proficiency.

Language-Rich Classrooms

- Displays support key vocabulary and sentence structures.
 - Reading, writing, speaking, and listening are embedded across subjects.
 - Opportunities for purposeful language use are planned in every lesson.
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6. Targeted EAL Support and Intervention

- Students requiring additional support receive:
 - Small-group or individual intervention sessions.
 - Focused support in reading comprehension, writing, and academic language.
 - Intervention programmes are reviewed regularly for impact and effectiveness.
 - Support is flexible and responsive to students' evolving language needs.
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7. Assessment, Monitoring, and Reporting

- Language progress is tracked alongside academic attainment.
- Assessment data is analysed to identify:



- Progress of different groups of EAL learners.
 - Students requiring additional support.
 - Teachers use assessment information to adapt planning and teaching.
 - Parents are informed of both **language development and academic progress**.
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8. Roles and Responsibilities

School Leadership

- Ensure EAL provision is aligned with school improvement priorities.
- Allocate resources and staffing to support EAL learners.
- Monitor the impact of EAL strategies on student outcomes.

Teachers

- Plan lessons that are inclusive and language-rich.
- Differentiate instruction to meet EAL learners' needs.
- Use assessment data to inform teaching and intervention.

EAL Coordinator / Academic Leadership

- Lead EAL provision across the school.
 - Support teachers with strategies and resources.
 - Track progress and evaluate the effectiveness of support programmes.
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9. Professional Development

- Teachers receive regular professional development on:
 - EAL strategies and inclusive pedagogy.
 - Language acquisition and classroom scaffolding.
 - Supporting academic language across subjects.
 - Best practices are shared through coaching, model lessons, and collaboration.
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10. Parental and Community Engagement

- Parents are encouraged to support learning in the home language.



- Workshops and guidance are provided to help parents support English development.
- Communication with parents is clear, supportive, and inclusive.

11. Inclusion and Equality

- EAL learners are not withdrawn from core learning unnecessarily.
- Language needs do not limit access to curriculum breadth or enrichment.
- The school ensures equality of opportunity and high expectations for all students.

12. Monitoring and Review

- This policy is reviewed annually by school leadership.
- Adjustments are made based on assessment data, inspection feedback, and best practice.

Policy Statement

Indian School, Ras Al Khaimah is committed to ensuring that **every student, as an EAL learner, is supported to achieve academic success, linguistic confidence, and personal growth**, while celebrating linguistic diversity as a strength.

KG–Grade 12 EAL Progression Framework

Early Years (KG1–KG2) – *Foundation Phase*

Focus Area	Key Language Development	Teaching & Learning Strategies	Expected Outcomes
Listening & Speaking	Understanding basic instructions, simple vocabulary, everyday phrases	Songs, stories, role play, visuals, repetition, teacher modelling	Students respond to simple instructions and communicate basic needs



Focus Area	Key Language Development	Teaching & Learning Strategies	Expected Outcomes
Vocabulary	Everyday words related to routines, objects, emotions	Picture cards, storytelling, talk-based activities	Growing receptive and expressive vocabulary
Early Literacy	Sound awareness, letter recognition, simple words	Phonics, shared reading, rhyme and rhythm	Early reading readiness
Confidence	Willingness to speak in English	Safe, language-rich environment	Increased confidence in oral communication

Primary (Grades 1–5) – *Developing Phase*

Focus Area	Key Language Development	Teaching & Learning Strategies	Expected Outcomes
Oral Language	Clear sentence formation, structured responses	Think-pair-share, guided discussion, sentence starters	Students speak confidently in complete sentences
Reading	Comprehension of age-appropriate texts	Guided reading, vocabulary pre-teaching	Improved reading fluency and understanding
Writing	Paragraph writing, basic grammar	Writing frames, modelling, peer feedback	Clear, structured written responses
Academic Vocabulary	Subject-specific terms	Word walls, glossaries, visuals	Better access to curriculum content

Upper Primary (Grades 6–8) – *Expanding Phase*

Focus Area	Key Language Development	Teaching & Learning Strategies	Expected Outcomes
Academic Language	Use of subject-specific language across disciplines	Explicit vocabulary instruction, note-taking strategies	Improved academic expression



Focus Area	Key Language Development	Teaching & Learning Strategies	Expected Outcomes
Reading for Meaning	Inference, summarising, analysing texts	Guided analysis, questioning techniques	Strong comprehension and interpretation skills
Writing	Extended writing, explanations, reports	Writing scaffolds, rubrics, feedback cycles	Coherent and structured writing
Speaking	Presentations and group discussions	Debates, presentations, collaborative tasks	Clear and confident oral communication

Secondary (Grades 9–10) – Consolidation Phase

Focus Area	Key Language Development	Teaching & Learning Strategies	Expected Outcomes
Exam Language	Understanding command words, exam terminology	Exam practice, explicit instruction on question analysis	Improved exam responses
Analytical Reading	Critical reading and interpretation	Text annotation, comparison tasks	Higher-order reading skills
Writing	Analytical and descriptive writing	Model answers, peer review, targeted feedback	Exam-ready writing skills
Oral Skills	Formal speaking and argumentation	Debates, group discussions	Confident academic communication

Senior Secondary (Grades 11–12) – Mastery Phase

Focus Area	Key Language Development	Teaching & Learning Strategies	Expected Outcomes
Academic Fluency	Precision, clarity, subject-specific discourse	Research-based tasks, academic writing workshops	Fluent academic language use
Reading	Interpretation of complex texts	Critical analysis, synthesis tasks	Advanced comprehension



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Focus Area	Key Language Development	Teaching & Learning Strategies	Expected Outcomes
Writing	Essays, research reports, evaluations	Drafting, feedback, referencing skills	High-quality academic writing
Communication	Professional and academic speaking	Presentations, seminars, interviews	Readiness for higher education

Whole-School EAL Practices (KG–12)

- All teachers are **teachers of language**
- Consistent use of:
 - Learning objectives and success criteria
 - Vocabulary instruction
 - Scaffolding strategies
 - Visual and linguistic support
- Regular monitoring of **language progress and attainment**
- Targeted intervention for students requiring additional support

Monitoring and Review

- Language progress tracked termly
- Impact reviewed by academic leaders
- Adjustments made based on assessment data and inspection feedback

