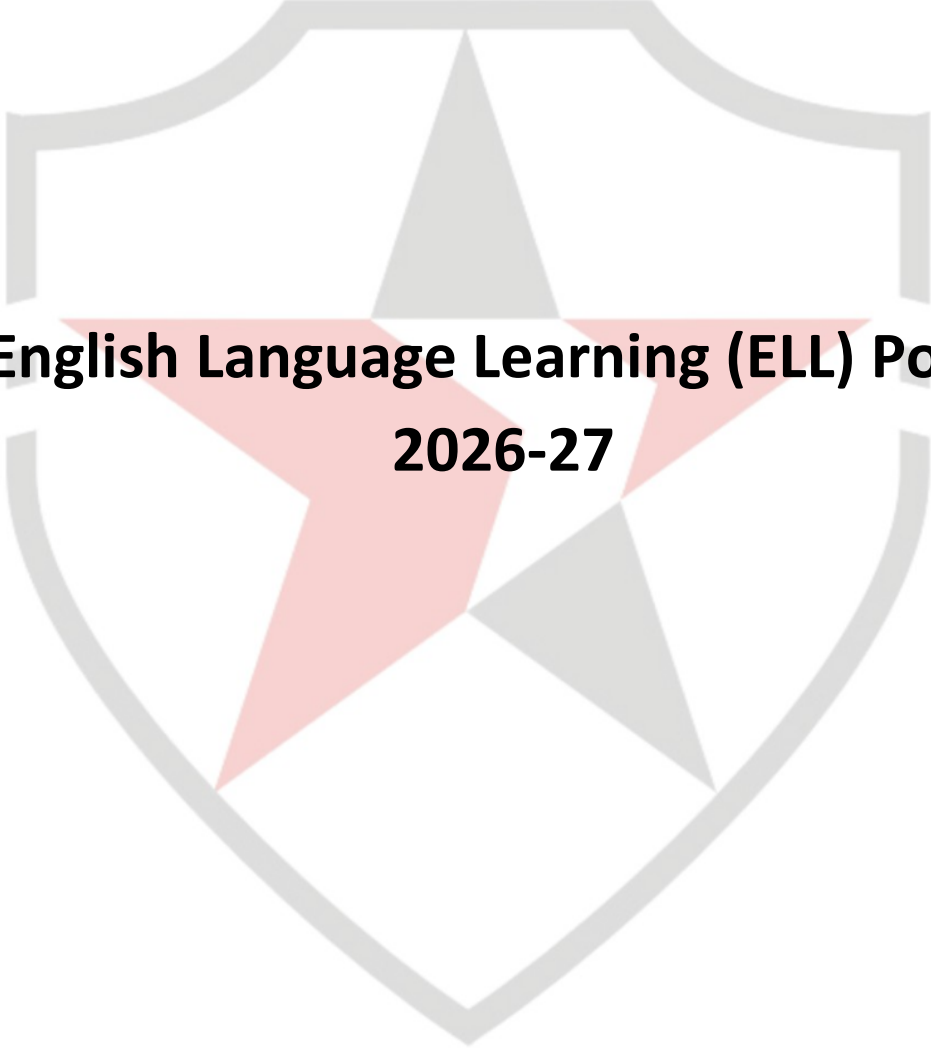




English Language Learning (ELL) Policy 2026-27

Authorized Signatories:		
Principal	Vice Principal	Head of Inclusion
ELL Teacher	Head of Kindergarten	Head of Primary
Head of Assessment	Head of English	English Teacher's

1. Policy Statement

Dhruv Global School recognises linguistic diversity as an educational strength. The school is committed to ensuring that students who are developing English proficiency have equitable access to the curriculum, high expectations, meaningful participation and appropriate language support while maintaining the cognitive challenge of the mainstream curriculum.

This policy establishes a consistent whole-school approach for identifying, supporting, assessing, tracking and transitioning English Language Learners. ELL provision is designed to develop both social communication and academic language so that students progressively become confident, independent learners.

1.1 Aim

The aim of the ELL Policy is to provide a clear, evidence-informed and graduated framework through which Dhruv Global School identifies English language needs early, provides appropriate levels of support, monitors progress through school-approved assessment information, and enables students to move towards full independence.

1.2 Objectives

- Identify ELL needs promptly through admissions information, Home Language Questionnaire, teacher observation and school assessment data.
- Ensure equitable access to the curriculum through Quality First Teaching (QFT), language scaffolding and targeted intervention.
- Use CAT4, Achieve3000, Level Up, ASSET, Reading Assessment, EARN Assessment and internal classroom evidence to establish baselines and monitor progress.
- Provide a transparent three-level support model with clear movement criteria.
- Use an ELL-sensitive internal examination marking approach that recognises subject knowledge while students are developing academic English.
- Maintain accurate records, communicate regularly with parents and review provision using evidence.
- Promote inclusion in mainstream learning rather than creating unnecessary separation from peers.
- Recognise and encourage the continued development of students' home languages and cultural identities.

2. Scope and Guiding Principles

- ELL is a language-support provision and must not be used as a label for low ability, learning difficulty or special educational need.
- Language needs and learning needs must be considered separately and, where appropriate, together through the Inclusion Team.

- High expectations are maintained for all ELL students; support changes the route to learning, not the expected intellectual challenge.
- Language support is a shared responsibility. Every teacher is a teacher of language.
- Scaffolds should be purposeful and gradually withdrawn as independence develops.
- Home language and bilingualism are viewed as assets and should be respected in the school community.
- ELL support is reviewed regularly; placement is not permanent and is never based on a single score.

3. Definitions

Term	School Definition
English Language Learner (ELL)	A student whose English language development requires additional linguistic support to access learning, communicate effectively and/or demonstrate learning independently in English.
Level 1 – Universal / Monitored Support	Student accesses the mainstream curriculum independently with normal classroom language scaffolds and monitoring.
Level 2 – Targeted Support	Student requires planned, targeted language intervention in addition to QFT, usually through push-in and/or small-group support.
Level 3 – Intensive Support	Student has significant English language needs and requires frequent, structured, individualised intervention alongside strong mainstream classroom support.
ILP	Individual Language Plan setting out priority language needs, targets, strategies, provision and review arrangements.
Graduation / Exit	Formal transition from active targeted/intensive ELL support to Level 1, followed by a period of monitoring.

4. Roles and Responsibilities

Role	Key Responsibilities
Principal / SLT	Provide strategic oversight; ensure adequate staffing and resources; monitor whole-school ELL outcomes; ensure the policy is implemented consistently.
Head of Inclusion and Head of Assessment	Maintain the ELL register; coordinate identification and placement; oversee ILPs; analyse CAT4, Achieve3000, Level Up, ASSET, Reading Assessment, EARN Assessment and internal assessment evidence; coordinate reviews; advise staff; monitor transitions and graduation.
ELL Support Teacher	Plan and deliver targeted/intensive language intervention; maintain session records; monitor language targets; collaborate with class/subject teachers; provide feedback for reviews.
Class / Subject Teachers	Provide QFT and language scaffolds; pre-teach vocabulary; use visuals, modelling, sentence frames and structured talk; differentiate language demand without unnecessarily reducing cognitive demand; monitor and refer concerns.
LSAs (where assigned)	Support access and independence under teacher direction; reinforce agreed language strategies; record relevant observations; avoid creating dependence.
Academic Team	Ensure agreed ELL assessment accommodations are communicated and consistently applied; support analysis of internal assessment outcomes.
Parents / Guardians	Provide accurate home-language information; participate in reviews; support reading, communication and learning routines at home; share relevant changes in the student's language-learning context.
Student	Participate actively, use support strategies, communicate learning needs and increasingly take responsibility for independent learning.

5. Identification, Screening and Referral

Identification is a triangulated process. No student should be placed in or removed from ELL solely because of one assessment result. The school considers language background, classroom performance, assessment evidence, progress over time and professional judgement.

- Admissions / Home Language Questionnaire: identifies language exposure and previous schooling.
- CAT4: used by the school as part of the wider learner profile. Verbal Reasoning information may help identify students who need closer review of English-language access, particularly when other CAT4 domains indicate stronger reasoning potential.
- Achieve3000: used to monitor reading development, comprehension and progress through the platform's available reading data.
- Level Up: used as part of the school's English-language assessment evidence and to identify areas requiring targeted support.
- Classroom evidence: speaking/listening, reading comprehension, vocabulary, writing, task completion and independence.
- Internal examinations and common assessments: used to identify whether language barriers are affecting the student's ability to demonstrate subject knowledge.
- Teacher referral: initiated where persistent language barriers remain despite appropriate QFT and classroom scaffolding.

5.1 Referral Pathway

Stage	Action	Lead
1. Observe & Support	Implement documented Level 1 classroom strategies for an appropriate monitoring period; collect work samples and observations.	Class / Subject Teacher
2. Refer	If progress remains below expectation, submit an ELL referral with relevant assessment data and evidence of strategies already attempted.	Class / Subject Teacher
3. Review	ELL teacher reviews the evidence, consults the teacher and, where required, the Inclusion Team.	ELL teacher / Inclusion Team
4. Assess & Place	Use available CAT4, Achieve3000, Level Up, ASSET, Reading Assessment, EARN Assessment and school evidence to establish the student's support need and assign Level 1, 2 or 3.	ELL Teacher
5. Inform & Plan	Parents are informed where targeted/intensive support is initiated. An ILP is developed for Level 2/3 students.	ELL Teacher
6. Monitor	Progress is reviewed at agreed intervals and provision is adjusted according to evidence.	ELL Teachers

6. ELL Levels of Support

Level	Student Profile	Typical Provision	Expected Outcome
Level 1 – Universal / Monitored	Student can access classroom learning with ordinary language scaffolds; communicates effectively for most learning situations; may	Mainstream QFT; vocabulary pre-teaching; visuals; modelling; sentence stems; peer discussion;	Increasing independence with no regular targeted ELL



	still need vocabulary or writing support.	accessible instructions; regular monitoring.	intervention required.
Level 2 – Targeted	Student can participate in mainstream learning but persistent language needs affect reading comprehension, academic vocabulary, oral expression and/or written expression.	Targeted small-group and/or push-in support; planned language targets; 1–2 targeted sessions weekly as appropriate; classroom scaffolds; regular progress review.	Steady progress towards independent access and readiness for Level 1.
Level 3 – Intensive	Student has significant language needs that substantially affect access to learning and requires intensive, structured language teaching.	Individual/small-group intensive intervention; frequent sessions; strong classroom scaffolding; structured vocabulary, phonics/reading, comprehension, oral language and writing support as appropriate; close monitoring.	Rapid development of functional and academic English and readiness to reduce intensity to Level 2.

Note: The number and duration of sessions are determined by the student's needs, timetable and available provision. The above is a framework rather than an entitlement to a fixed number of sessions.

7. Progression, Transition and Graduation

ELL placement is fluid. Students may move up or down a level when evidence shows that the current provision is either insufficient or more intensive than necessary. Decisions are made using multiple sources of evidence and professional judgement.

Transition	When It May Occur	Required Evidence / Response
Level 1 → Level 2	Persistent language barriers despite QFT; decline or limited progress in English access; classroom evidence indicates targeted intervention is required.	Teacher referral; review of CAT4 context, Achieve3000, Level Up, internal assessment and work samples; ILP and targeted support introduced.
Level 1 → Level 3	Significant language needs are identified and the student cannot access learning adequately through QFT and targeted support alone.	Urgent Inclusion/ELL review; comprehensive evidence review; intensive ILP and Level 3 provision introduced with parent communication.
Level 3 → Level 2	Student demonstrates sustained progress, improved functional communication, stronger reading/writing access and increasing independence.	Evidence across assessments, work samples, classroom observation and teacher feedback; reduce intervention gradually and review after transition.
Level 2 → Level 1	Student consistently accesses the curriculum independently and demonstrates sufficient English proficiency for age/grade expectations without regular targeted ELL support.	Graduation criteria met; transition plan; communicate with teachers/parents; move to Level 1 monitoring.
Level 3 → Level 1	Exceptional transition where a Level 3 student makes rapid, sustained progress and evidence demonstrates full independence.	Only following a formal review confirming that Level 2 is not required; gradual reduction of support and post-exit monitoring.
Any Level → Higher Support	Regression, persistent non-progress or increased language demands cause significant access difficulties.	Immediate review; identify cause; adjust strategies and, if necessary, increase level.

7.1 Graduation / Exit Criteria

A student may graduate from active Level 2/3 ELL support when the ELL Coordinator, class/subject teachers and Inclusion Team agree that the student has demonstrated sustained independence. Graduation should be based on a pattern of evidence rather than a single assessment.

- Consistent access to age-appropriate classroom instruction with normal QFT scaffolds.
- Improved and sustained performance in Achieve3000 and Level Up appropriate to the student's age/grade and learning profile.
- Evidence from CAT4, where available, is considered as part of the learner profile rather than as a stand-alone exit test.
- Internal assessments demonstrate that the student can understand questions, communicate answers and demonstrate subject knowledge without regular targeted language intervention.
- Reading comprehension, academic vocabulary, speaking/listening and written expression are sufficiently developed for independent participation.
- Teacher observations and work samples show sustained independence across subjects and settings.
- Student can use classroom strategies independently and no longer requires regular Level 2/3 intervention.

7.2 Graduation Response

1. ELL Coordinator records the graduation decision and date on the ELL Register.
2. An exit summary is completed, including strengths, remaining language needs and recommended classroom strategies.
3. Parents are informed of the transition from active ELL support to Level 1 monitoring.
4. Class/subject teachers are informed so that successful strategies continue in mainstream lessons.
5. The student enters a post-graduation monitoring period of at least two terms.
6. If regression is identified, the student is reviewed and may return to Level 2 or Level 3 without stigma.

8. Assessment Framework

Dhruv Global School will use the assessment tools currently embedded in its English provision. The core assessment evidence for ELL monitoring is CAT4, Achieve3000, Level Up and internal school assessment/classroom evidence. External language assessments are not required for routine ELL placement unless the school separately decides to use them for a specific purpose.

Assessment	Purpose in ELL Framework	Use in Decision-Making
CAT4	Provides a wider cognitive profile and supports interpretation of verbal-language-related patterns in the context of other reasoning domains.	Baseline/context; identify students needing closer review; support professional judgement. Not used alone to diagnose ELL need or determine exit.
ASSET	Supports assessment of students' academic skills and helps identify areas of relative strength and need that may affect access to English-medium learning.	Used as supporting baseline and progress evidence; considered alongside other assessments and classroom evidence when identifying language-access needs.

Reading Assessment	Provides focused evidence of reading ability, including comprehension and reading behaviours, to identify barriers to accessing age-appropriate texts.	Used to establish reading needs, monitor progress in comprehension and fluency, and inform targeted reading and language support.
EARN Assessment	Provides school assessment evidence to identify English-language and literacy-related needs and support appropriate intervention planning.	Used alongside other assessment information to identify areas of need, monitor progress and inform ELL support and level reviews.
Achieve3000	Monitors reading engagement, comprehension and progress using the platform's available data.	Baseline, progress review and evidence of increasing independence in reading.
Level Up	Supports assessment and monitoring of English-language skills through the school's English provision.	Identify areas of need; monitor progress; support level transitions.
Internal Assessments / Examinations	Shows how effectively the student can access curriculum content and demonstrate learning in school assessments.	Used to identify language barriers, monitor academic access and inform support adjustments.
Classroom Evidence	Provides authentic evidence of speaking/listening, reading, writing, vocabulary, participation and independence.	Essential qualitative evidence for placement, progress and graduation.

8.1 Assessment Principles

- Assessment should measure the intended learning outcome and not unintentionally penalise developing English where language accuracy is not the assessed objective.
- Teachers should distinguish between a lack of subject knowledge and difficulty expressing knowledge in English.
- Reasonable language accommodations should be applied consistently for eligible Level 2 and Level 3 students.
- Where English language accuracy is itself the assessed learning objective, spelling, grammar and sentence construction should be assessed appropriately.
- Assessment evidence should be triangulated and reviewed over time.

9. Internal Examination Marking Scheme for ELL Students

For internal examinations and assessments, Dhruv Global School will use the following ELL grading bands as specified for this policy. The scheme is intended to ensure that developing English proficiency does not obscure demonstrated conceptual understanding in subjects where language accuracy is not the primary learning objective.



Marks (%)	Grade Code	Performance Descriptor	ELL Marking Guidance
81–100	B1	Outstanding / Secure Mastery	Student demonstrates strong or comprehensive understanding of the assessed content. Minor language errors should not reduce marks where meaning and subject knowledge are clear.
61–80	C1	Proficient / Good Understanding	Student demonstrates sound understanding of key concepts. Minor vocabulary, grammar, spelling or sentence-structure errors should not be over-penalised when they do not affect meaning.
41–60	C2	Developing / Basic Understanding	Student demonstrates partial understanding of the assessed content. Language support may still be required; marks should reflect demonstrated subject knowledge while noting significant gaps.
40 and below	D	Emerging / Significant Support Required	Student demonstrates limited evidence of the assessed learning outcome. The teacher should consider whether language access contributed to the result and refer for review where appropriate.

9.1 ELL Examination Accommodations

- Additional processing time may be provided where approved by the school's Inclusion/Assessment arrangements.
- Instructions may be presented using clear, concise language without changing the academic demand of the assessed objective.
- Visuals, diagrams, glossaries or approved bilingual dictionaries may be used where appropriate and where they do not provide the answer being assessed.
- Students may be permitted to demonstrate understanding through an alternative supported response format where this does not compromise the validity of the assessment.
- Spelling, punctuation and grammar should not be deducted in a content subject solely because the student is an ELL, unless language accuracy is part of the stated assessment criterion.
- English assessments themselves should continue to assess the relevant language skills, including vocabulary, comprehension, grammar, reading and writing, according to the learning objectives.

9.2 Important Marking Principle

ELL status must never result in automatic grade inflation or automatic grade reduction. The B1/C1/C2/D bands are applied to the student's demonstrated performance. Teachers should use professional judgement to ensure that language barriers are not mistaken for lack of conceptual understanding, while maintaining the integrity of the assessment.

10. Individual Language Plan (ILP)

Every Level 2 and Level 3 student should have an ILP containing:

- Student profile and home-language information.
- Current ELL level and date of placement.
- Strengths and priority language needs.

- Two to four measurable language targets for the review period.
- Agreed classroom strategies and assessment accommodations.
- Planned ELL intervention and frequency.
- Assessment baseline and review evidence from Achieve3000, Level Up, CAT4/contextual information and internal work.
- Student and parent voice where appropriate.
- Review date and transition recommendation.

11. Tracking, Monitoring and Data Management

The ELL Coordinator will maintain a central ELL Register. Data should be current, confidential and accessible only to staff who require it for educational purposes.

Tracking Area	Minimum Information
Student Profile	Name, grade/section, date identified, home language and relevant educational history.
ELL Level	Current level, date of placement and history of previous levels.
Assessment	CAT4 information where available; Achieve3000 data; Level Up data; ASSET results; Reading Assessment results; EARN Assessment results; internal assessment outcomes; relevant classroom evidence.
Intervention	Type/frequency of support, intervention targets and attendance/engagement where relevant.
ILP	Targets, strategies, review dates, progress notes and next steps.
Parent Communication	Date and nature of key communication/review meetings.
Transition / Graduation	Decision date, evidence considered, receiving teacher information and post-exit monitoring.

11.1 Review Cycle

- Classroom monitoring: continuous.
- Targeted intervention review: at least every 6–8 weeks, or sooner if concerns arise.
- Formal ELL level review: at least once each term.
- ILP review: termly for Level 2/3 students.
- Graduation review: when evidence indicates readiness.
- Post-graduation monitoring: minimum two terms, with the option to extend where required.

12. Classroom Quality First Teaching for ELL Students

- Pre-teach essential vocabulary and revisit it in meaningful contexts.
- Use visuals, models, demonstrations, gestures and examples.
- Chunk instructions and check understanding without relying only on “Do you understand?”.
- Provide sentence starters, sentence frames and word banks where appropriate.
- Build structured opportunities for speaking and listening before extended writing.
- Model academic language and subject-specific terminology.
- Allow sufficient processing and thinking time.
- Pair students strategically to promote purposeful language use.
- Use accessible texts and scaffolded tasks while preserving appropriate cognitive challenge.
- Gradually remove scaffolds as the student becomes more independent.

13. Parent Partnership

- Parents are informed when a student is placed in Level 2 or Level 3 support and are invited to contribute relevant information.
- Parents receive appropriate updates on progress and transition decisions.
- The school encourages reading, conversation and literacy development in both English and the home language.
- Parents should be encouraged to share information about previous schooling, language exposure and strategies that support the student.
- Communication should be strengths-based, respectful and free from deficit assumptions about bilingualism.

14. Confidentiality and Record Keeping

ELL records are educational records and must be handled in accordance with the school's data-protection, safeguarding and record-management requirements. Information should be shared only with staff who need it to support the student. ELL status should not be used in a way that stigmatizes the student.

15. Quality Assurance and Policy Review

- The Head of Inclusion will review the effectiveness of the ELL provision annually.
- Review evidence should include numbers of students at each level, progress data, graduation/transition rates, internal assessment outcomes, teacher feedback and parent/student feedback where available.
- Staff training needs should be identified through learning walks, lesson observations, data reviews and professional dialogue.
- The policy will be updated when school assessment systems, curriculum requirements or relevant authority expectations change.