



Najd National Schools
International Program

EAL Policy



Najd National School for Boys

International Program

EAL Procedures


Introduction

All students need to feel safe and accepted to learn effectively and become effective members of their community. Arabic is the home language of the students at Najd national Schools, and this language is valued and recognized. English is the primary language of instruction at Najd National Schools-International Program. Students learning English as an Additional language, have the right to receive any required assistance to raise his achievement and aspirations.

The objectives of this policy is to assist all EAL students to become fluent English Speakers and provide them with the necessary resources needed for acquiring English Language skills

EAL Support Teacher

1. Works in collaboration with his colleagues to recognize and identify the students in need of support
2. Designs a remedial plan to allow the identified students to learn the required knowledge and skills to achieve the established objectives
3. Holds meetings with teachers (exclusively of Science and Math) and parents, and designs workshops pertaining to providing support to students learning English as a second language
4. Works with teachers on a weekly basis to provide strategies to use within and out the classroom
5. Notifies parents of additional strategies to help the students at home
6. Specifies individual goals for each and every student throughout the semester
7. keeps full-fledged and error-free records of student progress and evidence of growth
8. Gives the students clear, step by step instructions and extra help or explanation
9. Motivates the students all the time using all possible ways to develop their abilities to read, write, speak, and listen
10. Observes the students and provide them with immediate feedback concerning to their points of weakness

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11. Prepares a list of students that might need EAL support and shares the list with other teachers
 12. Designs detailed weekly plans specifying the objectives targeted each week
 13. Uses activities, texts and visual materials that are suited to the pupil's age, ability, culture and level of English language acquisition

Guidelines and Processes

A. Remedial Plan Class

Once a student is recognized and identified as “**a low achiever**” by his teachers in the classroom, a notification letter is immediately sent to parents for approval. Identifying a student as ‘a low achiever’ is based on following reasons:

A low achiever usually


- lacks basic knowledge or skills
- has difficulty in comprehension
- lacks concentration
- gets confused easily in the classroom
- Cannot fully access the curriculum due to their level of English language proficiency

To evaluate his level of English language proficiency, he also takes a MAP test. The AL Teacher makes use of MAP test results of the current and previous year to identify students in need and set a remedial plan.

Upon the approval taken by the parents, students are then directed to “remedial plan class” where they are taught individually, in pairs, or in small groups.

B. Services

An individual file is prepared for each and every student where he keeps all his worksheets and assignment and test papers. Remedial class teachers try their best to maintain complete and accurate records of student progress and evidence of growth.



Students are also exposed to PowerPoint Lessons and videos prepared by teacher himself. The lessons prepared for Remedial Plan in PPT and Video formats

1. Vowel sounds (Long and Short vowels)
 2. Consonant blends
 3. High frequency words (DOLCH Sight Vocabulary)
 4. Singulars and plurals
 5. Articles (Definite and Indefinite)
 6. Tenses
 7. Demonstrative and Object pronouns
 8. Linking verbs
 9. Comparative and Superlative adjectives
 10. Everyday activities
 11. Prepositions of place
 12. Question Words
 13. Countable & uncountable Nouns
 14. The English Alphabet
 15. Possessive adjectives and pronouns
- C. Leaving the Remedial Plan Class

At the end of each semester, parents receive a full-fledged updated report where they can easily see their child's progress. Once the student is believed to have acquired the required knowledge and skills to catch up with his classmates, he will be transferred back to his own class. Video lessons are also sent to parents so that the learning process would not be interrupted.