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Introduction

What Is EAL?

A pupil is deemed to have English as an additional language (EAL) if he/she is exposed to a language at home that is known or believed to be other than English. The Department for Education reports that in primary schools, 21.2% of pupils are exposed to a language known or believed to be other than English in their home. This is an increase of 0.6 percentage points since January 2017, and the figure has been steadily rising since 2006. In secondary schools, 16.6% of pupils are exposed to a non-English language in their home. This rate has also steadily increased over the last ten years and by 0.4 percentage points since January 2017. (Source: DfE - Schools, pupils and their characteristics: January 2018, p.10)

In brief, this translates to more than 1 in 6 pupils in UK schools learning EAL, equating to over 1.1 million pupils.

In Staffordshire the percentage is lower than the national average with 7.8% in primary schools and 5.3% in secondary schools.
How Can You Help EAL Learners?

Key Information About the EAL Learner

It is important to have a clear understanding of who is classified as an EAL learner.

EAL learners fall under 2 main categories:

1) The international new arrivals i.e. pupils who have entered the UK in the past three years;
2) Children who are born in the UK to migrant or ‘dual heritage’ families.

These 2 categories can be further broken down into the following sub-groups:

- **First Generation** - children who were born outside of the UK and have since resettled in the UK with their family.
- **Second or Third Generation** - children who were born in the UK into a migrant or ‘dual-heritage’ family.
- **Migrant Worker** - children whose parents have moved to work in Britain.
- **Asylum Seeker/Refugee** - children who have moved with/without their parents to escape war, persecution, tragic events.
- **Gypsy, Roma and Traveller** – children from families who have a nomadic way of life and do not have a fixed place of abode.

Challenges Faced by the EAL Learner

EAL learners face the challenge of learning the language skills needed to support social interactions known as Basic Interpersonal Communication Skills (BICS) and the language required for subject specific learning known as Cognitive Academic Language Proficiency (CALP).

In addition, the barriers to learning can include:

- Difficulties in managing the transition to a new country.
- Feelings of insecurity or trauma due to prior experiences.
- Isolation and lack of friends.
- Separation from one or both parents, changes in family situation.
- No previous schooling.
- Little or fractured previous education due to lack of opportunities or instability in their home country.
- Different style or emphasis of prior education.
- Feeling misunderstood, unvalued or alienated if they cannot see their culture, language, experiences reflected around the school or in the classroom.
- Facing racism in or out of school.

Although a pupil may have been born in the UK, due to the work commitments of parents, they could get sent back to their country of origin to be looked after by extended family members such as grandparents and relatives. When the child becomes of school age, they then return to the UK to start formal schooling. In this case, the child will have to adapt to a new environment, a new language, different care givers i.e. parents and a different culture.
Preparing to Welcome a New Arrival with EAL Needs

When you receive notification of an EAL pupil joining your school or setting, there are some key things you need to think about and put in place. To help with this it is vital to gather as much information about the new arrival as possible.

Key Information Includes:

- How long has he/she lived in the UK?
- What is his/her main language or languages? Even if the learner was born in the UK, other languages might be spoken at home. In some cases, more than one language could be spoken at home, this may consist of a main language and a regional dialect e.g. Mandarin and Cantonese.
- Have they attended any education provision in the UK or their home country? If so, are reports available?
- What language/s do their parents speak?
- Do they have the opportunity to practice English at home?
- Have they been supported in their education so far by other agencies? If so, which ones?
- Are there any medical or developmental issues to be aware of which may affect their progress e.g. speech and language impediments.

Preparing the Classroom Environment

For many newly arrived EAL learners the UK classroom and how it is organised will be very different from what they are used to in their home countries. It is important to make sure that they are made to feel comfortable, welcomed and included in the classroom so that they settle into their new learning environment quickly and are ready to learn.

Here are some suggestions to help prepare the classroom:

- Consider labelling resources in both the home language and English.
- Display a visual timetable so that the EAL learner knows when each lesson change takes place.
- Have a quiet area allocated for the EAL learner to take breaks, listening to a ‘foreign’ language for an extended time can be mentally tiring.
- Make sure that there are photos of key workers with accompanying names to help the EAL learner know which staff member will be teaching next. This is especially important in a secondary school where learners have to change classes and teachers for each subject.
- Class displays could include words/pictures/items of the EAL learner’s language/culture/country to enhance their feelings of being welcomed.
Induction

You will need to allow a period of induction for the EAL learner, you may already have a system in place for this. If not, here are some key things to prepare:

- Familiarise the new arrival and their family with the way the school/setting runs - uniform, lesson times, layout of the building, timetables, teachers, classes etc. during an initial meeting prior to the learner starting.
- Plan for someone to greet the EAL learner and show them where key places are such as the toilets and drinks.
- Provide a visual schedule of the day and communicate when lunch and home time is, photos can help here.
- Plan a learning programme to support the new arrival in the early days particularly if they are unable to access the curriculum immediately.
- Select some pupils in the class or older children to be a buddy or buddies for the newly arrived pupil. Ideally the buddy would speak the same language as the new arrival, if this isn’t possible choose a child or several children who are kind, friendly and helpful. Make sure the buddy or buddies are happy to give up some of their own time.

Planning for Support

In planning to support your EAL learners, it is important to consider their potential to achieve bilingualism, as it increases mental ability such as problem-solving, creativity, and memorisation. Bilingualism also confers a particular advantage for EAL learners when looking for a job later on. Therefore, teachers need to consider the role of learners’ first language and be aware that the acquisition of a new language goes hand-in-hand with cognitive and academic development.

EAL learners should not be classed as SEN unless a learning difficulty has been diagnosed. Planning high quality, cognitively challenging lessons and tasks for EAL learner will help them make rapid progress. They will benefit from working alongside able peers who provide positive modelling of language and behaviour.

Putting in place people and resources to meet the needs of the EAL learner are both equally important. Not only should teachers adapt their lessons and teaching material to the needs of the EAL learners, they should be aware that the right support, will enable these learners to reach their educational potential.
Adapting Resources and Lessons

In planning activities and tasks, teachers should make reasonable adjustments to enable the EAL learner to succeed. For example:

- Use pictures and photographs to help learners make sense of new information.
- Use graphic organisers such as tables or grids to help learners organise their thinking.
- Developing interactive and collaborative teaching and learning styles and activities.
- Think about the language demands of the curriculum (oral and written) and provide models.
- Use drama and role play to make learning memorable and encourage empathy.
- Getting learners to work with partners or in a small group using the language for a specific purpose rather than out of context.
- Maintain and develop learners’ first language alongside improving their English.
- Provide opportunities to talk before writing and use drills to help learners memorise new language.
- Support language development through context-based key phrases and structures rather than key words.
- Record results in an alternative manner e.g. instead of writing or verbal responses use pictures or symbols.

Providing Additional Support for the EAL Learner

To support EAL learners it may be useful to draw on support and expertise from other people.

Specialist Support Staff

EAL learners can benefit from receiving additional support from key staff such as teaching assistants or bilingual teaching assistants. For the support to be effective support staff should be involved in planning but if this is not possible they need to be briefed in advance on what the teacher has planned for the lesson and what their role is. As with SEN learners it is good practice for the EAL learner to spend time with the teacher and working independently as it is important he/she does not become reliant on one source of support and begins to develop independent learning skills.

Teaching assistants can support EAL learners in class by:

- Teaching key vocabulary before a topic is taught in class.
- Finding appropriate visuals in advance to help EAL learners access the lesson.
- Observing EAL learners to feed into the teacher’s assessment and planning.
- Providing language models for EAL learners.
- Facilitating group work in class – not necessarily the same group each time, and this can be groups that include learners who can provide good models of English.
- Supporting EAL learners’ effective use of bilingual dictionaries and/or translation software.
- Giving beginner EAL learners an opportunity to rehearse an answer to a question privately before speaking in front of the class.
• Role playing with the class or subject teacher to show what the expectations of a task are – e.g. demonstrating and modelling the expected language for group discussion, “What do you think?” “I don’t really agree with that because …

Bilingual teaching assistants can extend the support further through:

• Helping the school/setting be more aware of the needs of bilingual learners.
• Facilitating the appropriate use of EAL learners’ other language skills.
• Clarifying key words and instructions.
• Use of the learners’ first language to explore concepts in greater depth.
• Feeding knowledge of learners’ understanding of key concepts into the teacher’s assessment and planning.
• Facilitating liaison with parents.
• Carrying out home language assessments.
• Helping learners prepare for taking exams in their first language.

Peer Support

Peer support is extremely valuable for EAL learners, both in terms of pastoral and academic needs. Making friends and feeling welcomed is vitally important for newly arrived pupils, particularly if they do not speak much English and have recently moved from another country. It is also vital that they spend time with learners who provide good models of English, learning and behaviour, and have plenty of opportunities to talk. This is one of the reasons why it is important that beginner EAL learners are placed in a high set; they need to be studying with learners of a similar potential and academic ability to themselves, and also have access to good role models.

Peer support can include:

• Paired reading possibly with an older pupil.
• Use of strategies such as Talk Partners and Think Pair Share which involve pupils talking in pairs during discussion time, and in preparation for writing.
• Pairing learners who share a first language, so they can discuss a topic in more depth in their shared language.
Support Through Use of Resources

Where it is not possible to provide TA support for EAL learners, online resources can be used as a short-term provision. Translation apps should be used sparingly and with caution, but it can save time and reduce frustration in the early stages of language learning. It is also useful as a medium of communication between the EAL learner and staff.

Internet resources could be used to:

- Encourage the learner to write in his or her own language and then produce a rough translation.
- Translate abstract terms which may be difficult to explain or illustrate.
- Find pictures to illustrate more concrete terms or concepts.

Pupils may already have a preferred translation website; for example, a website like www.nicetranslator.com can produce translations in several languages at the same time and is useful if the EAL learner can speak different languages.

Assessing the EAL Learner

Effective assessment is the starting point to plan suitably challenging learning activities. Nationally recognised EAL organisations the Bell Foundation and the Northern Association of Support Services for equality and Achievement (NASSEA) have produced EAL Assessment Frameworks for schools. NASSEA’s is an easy-to-use, at-a-glance assessment grid based on an A to E grade where A reflects the skills of a new to EAL learner and E describes a learner fluent in EAL. Each grade comes with descriptors for reading, writing, speaking/listening. The Bell Foundation’s is a comprehensive framework designed to support the teaching and learning of EAL learners with a set of robustly-tested EAL descriptors, for early years foundation stage, primary and secondary which can be used for both summative and formative purposes.

Initial assessment of the EAL pupil provides a baseline from which teachers/support staff can plan learning activities to enable the EAL learner to make good progress. As he/she progresses, English language proficiency can be assessed at the end of each academic year or at the end of a Key Stage through tasks that tap into the knowledge and skills identified in the descriptors. The frameworks can also be used as a road map for progress, to check pupil performance and to inform planning.
Using Assessment to Build a Learner’s Profile

As well as assessing an EAL learner’s proficiency in English it is important to build up a profile of the learner to gain a broader picture. In order to do this, the following information should be sought, recorded and made available to staff:

- **Language learning background**: including any prior English language input or qualifications in English language from their home country.
- **Experience of education in their home country**: including time spent in school or other education provision, gaps in attendance, typical learning styles and expectations in the home country, expectations around parental involvement and previous attainment.
- **Languages spoken**: including at home, in the extended family and in the social circle.
- **Family circumstances**: who the EAL learner lives with, the family situation and any circumstances staff should be aware of.
- **Religious and cultural considerations**: including anything which needs to be considered such as dietary requirements, clothing and changing for PE.

It is recommended, if possible, to conduct a Home Language Assessment which will give a much fuller picture of the learner, especially when triangulated with other methods. This needs to be carried out by someone with an understanding of education such as a bilingual teaching assistant or a member of the team at Entrust. Use of parents or other adult known to the learner is not recommended as this might skew the results.

Carrying Out Assessments

It is strongly advised that assessments should not be carried out as soon as the EAL learner starts it is better to give an adequate period of time to settle in. Assessment should be carried out in an environment that is familiar to the EAL learner to avoid undue stress. Observations should be conducted in a variety of contexts to provide a clearer picture of the learner’s needs.

Standardised Tests

When assessing EAL learners, avoid using formal tests that are designed to assess reading age, verbal reasoning, spelling, reading comprehension, etc. These are not suitable for assessing EAL learners as they have been standardised for those with English as a First Language and often contain unfamiliar cultural items and vocabulary. EAL learners are likely to underperform on such tests which can lead to lowered expectations. Non-verbal reasoning test scores can give some indication of a learner’s ability and strengths, though again these should be treated with caution as some children will be unfamiliar with the types of task these tests use.
EAL and Special Educational Needs and Disability (SEND)

The further assessment of EAL learners who are making slow progress requires particular care. Although teachers want to identify additional needs as early as possible, it is important to avoid diagnosing a learning difficulty where there is none (a false positive) or not diagnosing a learning difficulty where one is present (a false negative).

Initially, EAL learners should be expected to make progress in learning across the curriculum at a
similar rate to their peers whatever their starting point. Once they have secure literacy skills in at least one language they should be able to make the same or possibly faster progress than their peers as their bilingualism can be a cognitive advantage. However, if the EAL learner is not making good progress after 6 to 12 months in a supportive learning environment with EAL support, staff should, in the first instance, follow the guidelines set out in the SEND Assess-Plan-Do-Review cycle before escalating concerns.

Improving Your Provision in EAL Teaching and Learning

Policies

Schools and settings have a range of policies which may directly or indirectly be relevant to the teaching, learning and wellbeing of EAL learners. The policy which has direct influence on the EAL learner is the equality policy. The Equality Act (2010) requires education providers to promote equality of opportunity for pupils whatever their race, religion or belief as well as other protected characteristics.

In many schools and settings, language will be subsumed within other policies such as literacy and communication. Some may include language in their equality policy. However, for those with significant numbers of learners who have EAL it is useful to produce a separate EAL or language policy.

Why Write a Language Policy?

Writing a language policy is a way of making an important statement about the ethos you want to create, whether it’s welcoming, inclusive, supportive, multilingual, diverse, or indeed all of these. But writing the policy is only the beginning, implementing it, from the classroom to the canteen, will enable the key messages to resonate and begin to have a meaningful impact on teaching and learning.

In a recent report on school approaches to the education of EAL learners, researchers from the University of Cambridge and Anglia Ruskin University recommend that schools develop “a school-wide language policy in relation to the use of different languages in the school, and ...[develop] appropriate approaches to the use of home languages in the school and classroom.”
When creating your language policy, it is also important to consider its wider impact, in terms of whether it ultimately promotes or discourages multilingualism. Professor Guy Cook reminds us to “distinguish between those policies and practices promoting one language, which are nevertheless prepared to tolerate or even promote the use of other languages…and those policies and practices whose aim is to replace a multilingual environment with a monolingual one, by actively discouraging the use of all languages other than the one they favour.” (Cook, 2010)

Finally, it is crucial to consider – and elicit – learners’ perspectives when creating your language policy; after all, it is for their benefit. Try to think about what the top-level statements mean for the learners, both EAL and non-EAL, in the everyday classroom. Consistency is paramount here. It is important to allow for sufficient flexibility so that staff are able to make their own professional decisions about what best suits the individual learners in their classes. In addition, the policy also promotes an evidence-informed, whole school or setting approach resulting in consistent, principled and effective practices among teachers.

Parental Engagement

The report, 'Language Development and School Achievement', recommends that “Schools should take advantage of the opportunities offered by high levels of parental interest, by developing information and communication strategies which reflect an ‘outreach mentality”

Parents are generally interested in their children’s education; parents of EAL learners are no different. Therefore, it is important to build relationships and make good use of them as a resource to support the EAL learner through their learning journey.

Ways to Encourage the Engagement of Parents of Learners with EAL

Staff Awareness

- Approach EAL as an opportunity rather than a barrier.
- Recognise and promote the maintenance and continued development of first language(s) as a priority with the EAL learner and their families.

Information for Parents

- Help parents to understand the education system, with particular focus on the following:
  a) Curriculum and key stages.
  b) Assessment and reporting.
  c) GCSE/A-level choices/ Vocational training.
  d) Homework.
  e) Attendance.
  f) Streaming/Banding.
- Clearly communicate the aims of information sessions and parent consultations.
Communication

- Make communication with parents accessible through the use of your website, letters and emails.
- Ensure that these are in clear, accessible English. In the case where parents are using translation apps to understand the contents of the letter/email, highlight key information in the text for ease of input into a translation app.
- Consider your communication strategies, give parents the option of email/text rather than phone calls.
- Provide translators for sensitive face to face meetings.
- Avoid using EAL learners as translators for their parents.

Opportunities to Make Parental Engagement More Accessible

- Provide all parents of EAL learners with the opportunity to have an induction meeting.
- Offer flexibility for parent consultation meetings e.g. longer meetings in a quieter space, choice of days/times.
- Encourage parents of EAL learners to have a ‘representative voice’ to empower them to engage in school or setting decisions perhaps by becoming governors or by being part of parent teacher associations.
- Encourage Parent Networks where parents volunteer and provide support in their home language.
- Encourage the set-up of an English for Speakers of Other Languages (ESOL) group where parents can practice English and learn about the education system in an informal way.
- Provide opportunities for parents to make use of facilities such as the library or IT suite.

Developing Staff

Class teachers or subject leaders could partner up with specialist EAL teachers to do joint planning and delivery of lessons to the class. The advantage of using this partnership teaching model is that the teacher can learn from the EAL specialists, becoming more confident about considering the language content of the curriculum when planning, as well as in the use of teaching and learning strategies that support EAL learners.

All additional adults in the EAL learner’s classroom should have access to training about the needs of the EAL pupil so that they can support the teacher in providing effective teaching.

In Staffordshire support for EAL learners and staff training sessions are available through Entrust more information is available by contacting MEAS@entrust-ed.co.uk
Bilingual Support Provision

In order to value linguistic diversity and build on the EAL learner’s prior language skills, teachers should find out as much as they can about learners’ other languages. The more the school or setting engages with parents and learners in a dialogue about home languages, the more accurate their picture of the learner will be.

Generally, it is considered good practice to encourage EAL learners to continue and keep up with the learning of their first language. This is because studies have shown that a good foundation in the first language accords the EAL learner with skills that are easily transferable to learning a second or even a third language.

It is important to support and develop the bilingual skills of EAL learners for the following reasons:

- Knowing more than one language is a great skill and asset, to be valued and viewed positively.
- Maintaining and developing skills in the learner's first language will aid the acquisition of English.
- The first language provides a means for learners new to English to develop new concepts.
- Bilingualism has a positive effect on educational attainment when both languages are developed to an academic level.
- If learners arrive with a solid foundation in their first language, they can transfer the skills learned in one language to help them develop stronger literacy abilities in English.
- The first language plays a central role in the learner’s sense of identity.
- Bilingual learners may be able to learn a third language more easily.

Therefore, opportunities should be provided for the EAL learner to use their first language within the school day and in various contexts. These can include:

- Discussion in the first language with a peer who shares that language.
- Researching a topic in first language.
- Using a bilingual dictionary or translation app.
- Making their own bilingual glossary.
- Sharing dual-language books with peers and parents.
- Writing in their first language.
- Listening to stories in the first language.
Tools for Self-Assessment

The following tools will support schools and settings in assessing the effectiveness of their provision for EAL learners.

- Lesson Observation with an EAL focus (see APPENDIX A).
- EAL Learning Walk (see APPENDIX B).
# APPENDIX A

## Lesson Observation EAL Focus

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Adult(s):</td>
<td>Year Group:</td>
</tr>
<tr>
<td>Subject/Topic:</td>
<td></td>
</tr>
<tr>
<td><strong>Context:</strong> (Grouping)</td>
<td></td>
</tr>
</tbody>
</table>

**Number and Types of Learners:** EAL/SEN, boys/girls

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Learning Objectives</td>
<td></td>
</tr>
<tr>
<td>Language or literacy objectives</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong> Lesson Planning</td>
<td></td>
</tr>
<tr>
<td>♦ Analysis of language demands of lesson</td>
<td></td>
</tr>
<tr>
<td>♦ Structure and pace of activities</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong> Classroom Environment</td>
<td></td>
</tr>
<tr>
<td>♦ Grouping and seating</td>
<td></td>
</tr>
<tr>
<td>♦ Ethos/display/cultural</td>
<td></td>
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<tr>
<td>♦ Behaviour management</td>
<td></td>
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<tr>
<td>♦ Roles of other adults</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong> Teaching</td>
<td></td>
</tr>
<tr>
<td>♦ Use of prior knowledge (<em>including first language</em>)</td>
<td></td>
</tr>
<tr>
<td>♦ Visuals and realia and use of body</td>
<td></td>
</tr>
<tr>
<td>♦ Speaking and listening and group work</td>
<td></td>
</tr>
<tr>
<td>♦ Vocabulary and key words</td>
<td></td>
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<tr>
<td>♦ Teacher/adult modelling</td>
<td></td>
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<tr>
<td>♦ Differentiation or support for reading and writing</td>
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<tr>
<td>♦ Other resources used (e.g. IT)</td>
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</tbody>
</table>

5 Learning
| ♦ EAL learner progress |
| ♦ Learner use of language |
| ♦ Engagement and challenge |
| ♦ Skills for independent/collaborative learning |

6 Assessment for Learning
| ♦ Plenary and review |
| ♦ Questioning |
| ♦ Concept checking |
| ♦ Feedback and marking |
| ♦ Peer and self-assessment |

Questions to Teacher
What training in EAL have you had in last 3 years?
What support does the school/setting provide?
Do you know where to go for more help/training?
How do you talk to/meet parents?
Have you thought about groupings/assessment of progress?

Further Notes

Observer: ______________________ Date: _____________

(Source: Bell Foundation: EAL Resources)
APPENDIX B

EAL Learning Walk

<table>
<thead>
<tr>
<th>Focus</th>
<th>Summary Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Working Walls to Accelerate Learning</td>
<td></td>
</tr>
<tr>
<td>♦ Multi-lingual displays.</td>
<td></td>
</tr>
<tr>
<td>♦ Key visuals to explain key concepts/vocabulary.</td>
<td></td>
</tr>
<tr>
<td>♦ Culturally inclusive displays.</td>
<td></td>
</tr>
<tr>
<td>♦ A focus on language development (sentence level. as well as word level) evident on working walls – use of talk frames and prompts.</td>
<td></td>
</tr>
<tr>
<td>♦ Success criteria on display.</td>
<td></td>
</tr>
<tr>
<td>♦ Displays reflect the ethnic, cultural, linguistic and religious backgrounds of pupils;</td>
<td></td>
</tr>
<tr>
<td>♦ Displays include global perspectives;</td>
<td></td>
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<tr>
<td>♦ Displays challenge bias, racism and stereo-typing;</td>
<td></td>
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<tr>
<td>♦ Displays reflect purpose for learning as well as guidance for parental involvement, taking account of the diversity of parents;</td>
<td></td>
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<tr>
<td>♦ Displays are initiated by pupils as well as adults and celebrate collaborative as well as individual work;</td>
<td></td>
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<tr>
<td>♦ Cross-curricular links are evident.</td>
<td></td>
</tr>
<tr>
<td>♦ Communicate to parents and other visitors what the pupils are learning.</td>
<td></td>
</tr>
</tbody>
</table>
**Focus**

<table>
<thead>
<tr>
<th>Effective Direction and Use of Additional Adults</th>
<th>Summary Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Bi-lingual staff deployed to use their linguistic skills.</td>
<td></td>
</tr>
<tr>
<td>♦ Staff directly engaged in developing S &amp; L skills with EAL pupils.</td>
<td></td>
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<tr>
<td>♦ Additional adults pre-teach key concepts/vocabulary to EAL pupils.</td>
<td></td>
</tr>
<tr>
<td>♦ Allocation of additional adult support – not always allocated to SEN or EAL groups.</td>
<td></td>
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<tr>
<td>♦ Staff are very clear about their role – planning and lesson objectives are regularly shared with them.</td>
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<tr>
<td>♦ Staff are engaged in activities which promote independent learning.</td>
<td></td>
</tr>
</tbody>
</table>

**Planned and Delivered Differentiation**

| |               |
|♦ Scaffolding of learning to ensure EAL pupils are working at appropriate level. |               |
|♦ Children's linguistic and cultural experience used to support learning and aid motivation. |               |
|♦ A focus on S & L evident in planning and teaching. |               |
|♦ All pupils can access the lesson at their level. |               |
|♦ The teacher demonstrates how to achieve the learning outcome in clear easy steps. |               |
|♦ Classroom management and layout of class promote collaborative learning. |               |
### Focus

#### An Overall Purposeful and Working Atmosphere

- All pupils engaged in meaningful learning.
- Pupils communicate their ideas effectively when supported by cultural and linguistic prompts.
- Children use names and situations from own cultures and contexts in oracy and writing.
- Racial awareness, tolerance and equal opportunities a reality - taught within the curriculum and reflected in representation on staff.
- Pupils working together in pairs, groups etc.
- Pupils are able to say what they are learning and why.
- Pupils can articulate what is good about their work and how they can improve.

#### The Learning Environment

- Reading materials in the school and class library include positive role models, reflect and value diversity, include fiction and non-fiction from a range of cultures (local and global), explore a range of issues such as equality, justice, migration, displacement, etc and challenge bias and stereotyping and racism;
- Reading material includes dual language and community language books, newspapers and magazines;
- Computers – individual and in suites – have multi-lingual instructions and provide facilities for word processing in languages which use different scripts;
- Technology is available and used to support learning e.g. tablets and voice recorders.
- Teaching resources reflect diversity.
- Resources are easily accessible for all, including early stage EAL learners.

### Other Comments
Appendix C

Support for Schools and Settings

Entrust offer a range of support for schools and settings with EAL learners.

Staffordshire County Council commission us to provide one to one support for newly arrived pupils and pupils causing concern in maintained schools. This includes observation of the learner, assessment of their English and where possible a home language assessment. As part of the visit we will try to meet with the parents and carers to discuss the learner’s needs and also offer some strategies they can use at home. The visit is followed up with a report including suggested strategies to implement in the classroom.

We can also offer translation and interpretation where a member of the team speaks the home language.

As part of our traded offer we can deliver: -

- One to one support as above for academies
- Staff training on various aspects of working with EAL learners
- Support for learners take home language GCSEs
- Interactive diversity workshops to raise awareness of different cultures and religions
- Tuition sessions for individuals or small groups

We also have a translation and interpretation service which gives phone access to interpreters with over 150 languages available as well as access to a translation service for key documents.

To find out more about any of the services we offer please contact MEAS@entrust-ed.co.uk