

## Excellence and Enjoyment: learning and teaching for bilingual children in the primary years Introductory guide: supporting school improvement

This provides a context for the materials within the cycle of school improvement.

- Characteristics of effective schools
- Personalised learning: inclusive pedagogy
- The role of the leadership team
- Realising priorities through CPD
- Coordinating EAL

Link to PDM 2

Link to PDM 3

### Designing opportunities for learning Including:

- EAL pedagogy
- Rationale for the use of the bilingual child's first language as a tool for learning
- Language across the curriculum
- Talk as process and talk as presentation
- Integrated planning for language and curriculum content

### Assessment for learning

- Conditions for assessment
- Collecting evidence
- Using evidence

Link to PDMs 1 & 6

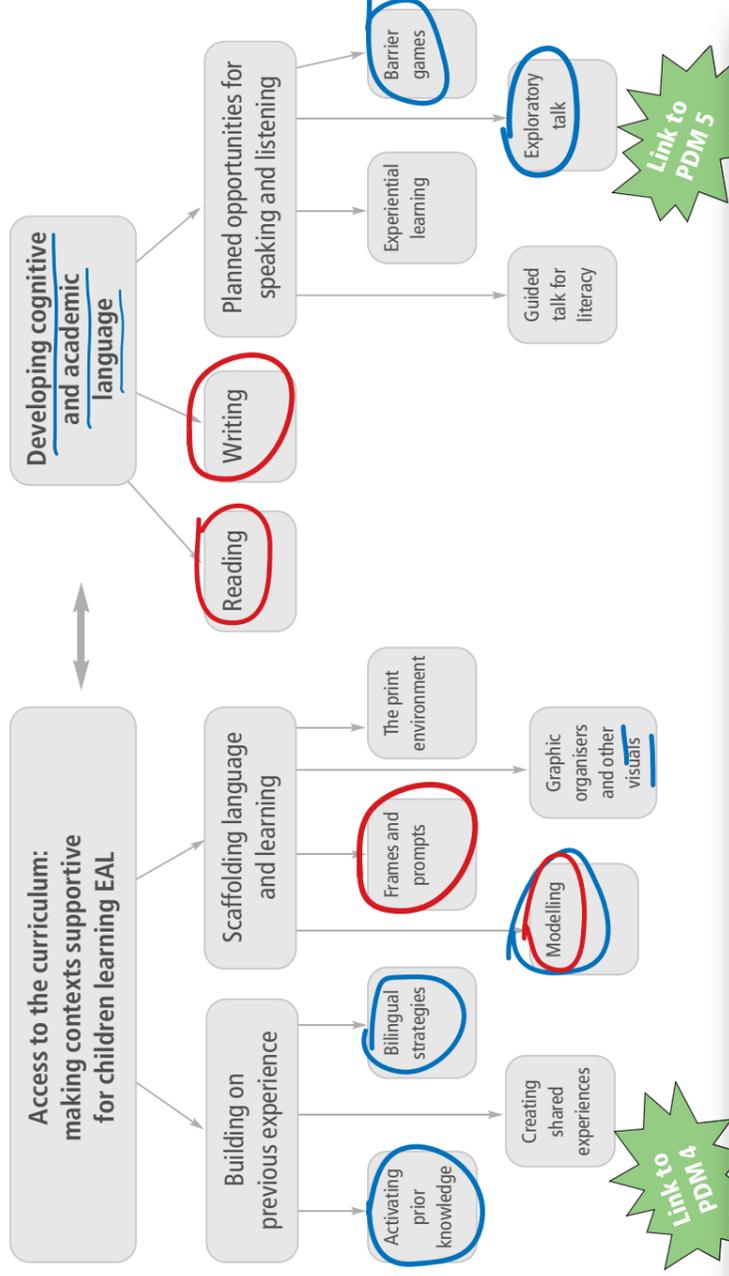
See Mathematics

## Planning and assessment for language and learning

Unit 1 addresses key principles underpinning effective planning and assessment for EAL learners.

## Creating the learning culture: making it work in the classroom

Unit 2 provides support for class teachers.



Different schools will choose different pathways through the materials. For example, a school where mathematics is the current priority would find the sections of the materials highlighted in **BLUE** particularly useful. In a school with only one or two bilingual learners, teachers of those children would find the sections highlighted in **RED** particularly useful as a starting point.

### Creating an inclusive learning culture

Unit 3 explores how the school ethos and curriculum can support children's diverse cultural identities to ensure that they feel safe and valued and experience the sense of belonging required for effective learning.

Link to PDM 7

<b>Ethos</b> Relationships Identity The physical environment	<b>Valuing and building on children's knowledge of other languages</b>	<b>A culturally inclusive curriculum</b>
<b>Partnerships with parents, carers, families and communities</b> Learning within the school Learning beyond the school		

Link to PDM 8

parents' workshops for Mathematics

### Professional development modules (PDMs)

<b>Learning and teaching: assessment for learning</b>	
PDM 1	Establishing layered curriculum targets as a context for language development
PDM 6	Day-to-day assessment
<b>Learning and teaching: language development and curriculum access</b>	
PDM 2	EAL principles, pedagogy and practice: first language as a tool for learning
PDM 3	Integrated planning for language development and curriculum content
PDM 4	Supportive contexts: scaffolding language and learning
PDM 5	Speaking and listening: guided sessions for language development
<b>Conditions for learning</b>	
PDM 7	Culture and identity; ethos, environment and curriculum
<b>Partnerships beyond the classroom</b>	
PDM 8	Developing learning partnerships with parents, carers, families and communities

### Speaking, listening, learning: working with children learning English as an additional language

Unit 4 explores the unique opportunities and some of the challenges of oral language for children learning EAL. It builds on *Speaking, Listening, Learning: working with children in Key Stages 1 and 2* (DFES 0623-2003 G).

#### Introduction

Sharing the value of speaking and listening with bilingual parents and carers  
The benefits and challenges of oral language for children learning EAL  
Additional guidance on planning and assessment for learning

#### Speaking Listening

**Group discussion and interaction**  
Drama

Key issues, opportunities and potential challenges in each of the four strands of the National Curriculum programmes of study for speaking and listening

#### Exemplar teaching sequences

**English as an additional language (EAL) programme**  
Information for school governors

**ICT for EAL**  
Using ICT appropriately and imaginatively to meet the diverse needs of EAL learners

**First language for learning**  
Using bilingual strategies

**The contents of the accompanying DVD**

Section 1	Year 2 (Listening)
Section 2	Year 4 (Listening and drama)
Section 3	Year 5 (Group interaction and discussion)
Section 4	Year 3 Guided talk as a Year 3 intervention (Developing descriptive language)
Section 5	Creating the learning culture (making contexts supportive by reflecting children's cultural identities)
Section 6	Experiential learning in the Foundation Stage

Further supporting material is available on the accompanying CD-ROM

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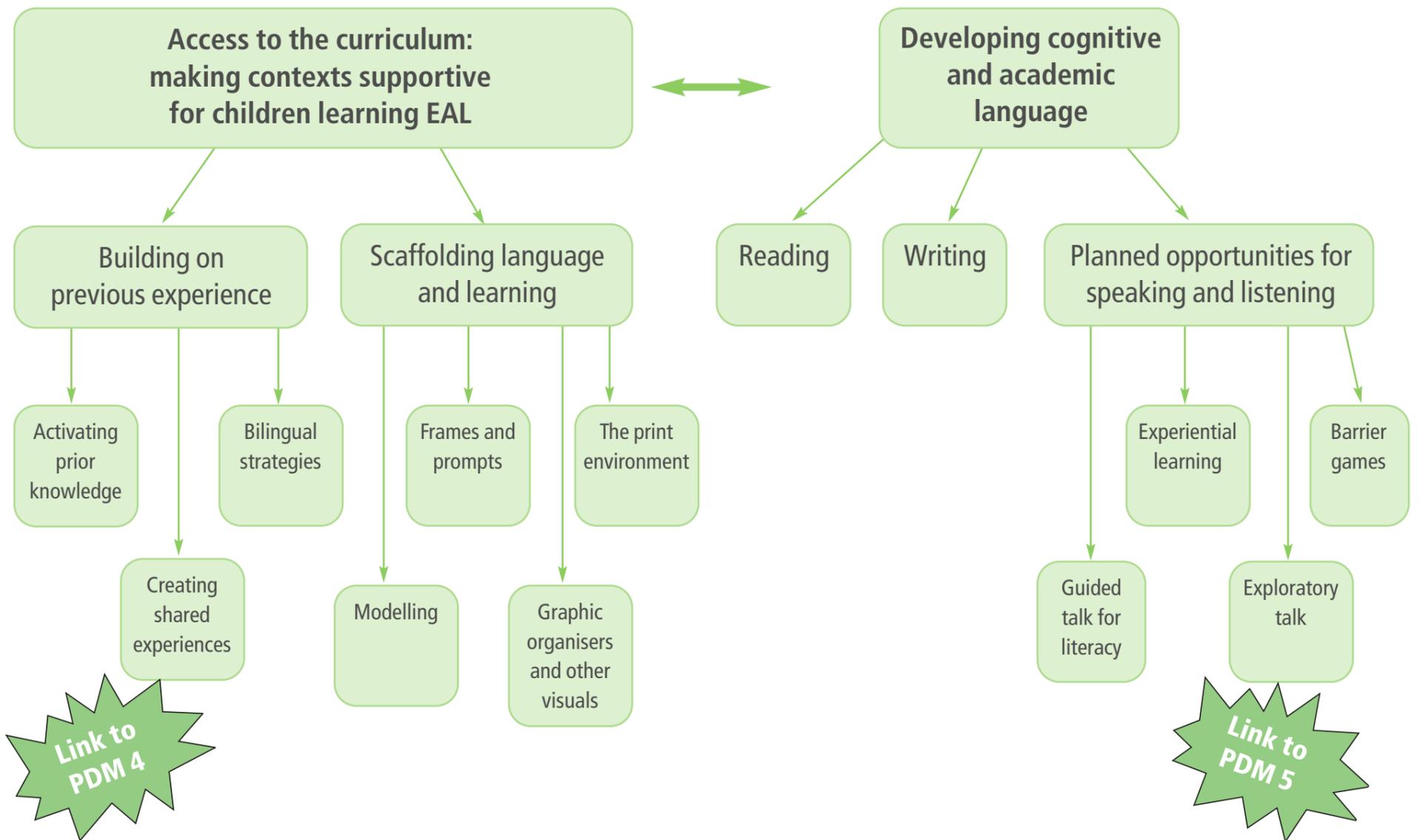
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