Welcoming Newly Arrived Bilingual Pupils

A Support Pack for school development Key Stage 3 and Key Stage 4

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Introduction New Arrivals Support Pack

Senior Managers will find information on whole school development here **ealresources.bellfoundation.org.uk** Including a school self evaluation for English as an Additional Language (EAL).

The Peterborough Handbook is also very useful **theealacademy.co.uk/services/resources/**

Subject Teachers and otherPractitioners will find useful information and resources on the Bell Foundation EAL NEXUS website

The NASSEA website and the NASSEA revised assessment framework, and resources are recommended **nassea.org.uk/**

There is a new EAL assessment tracker which allows you to record and analyse NASSEA EAL as- sessment data for whole class. It will automatically create graphs from the in-putted data which en- ables you to see the progress data and the range of language levels in the class as well a specific aspects of language development which are needing more focused teaching.

The resource,NASSEA EAL assessment Framework additional guidance for practitioners-lan- guage progression in Key Stage 3 Science Steps 1-8

Although now archived, The National Strategy New Arrivals Excellence document contains DCSF national advice for working with new arrivals and is still useful reading on this subject.

Ref: National Strategies

New Arrivals Excellence Programme 00650- 2007 BK-EN

Who are the EAL learners in Cumbria Schools?

EAL - The Department of Education definition

A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

EAL - The Ofsted definition

English as an additional language (EAL) refers to learners whose first language is not English.

These definitions therefore cover the following:

- Pupils **arriving from other countries** and whose first language is not English
- Pupils who have **lived in the UK for a long time** and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels.

What constitutes good EAL practice? Key points

The best place for an EAL learner to learn English is in the mainstream classroom as part of an inclusive differentiated curriculum. At secondary level, depending on a student's prior learning and experiences, additional literacy or numeracy provision may be appropriate. All interventions should be time limited and relevant to the curriculum and can include homework club support and pre or post –tutoring. Language is best taught in context.

Scaffolding and contextual support are important to make the curriculum accessible and EAL students generally learn best when grouped with students who are confident users of English and can provide good models for language and learning. Do not automatically group newly arrived children in the early stages of using English in an ability set based on their level of English.Use of students' home languages will help, rather than hinder their acquisition of English.

Further support can be obtained from the Specialist Advisory Teacher for English as an Additional Language

Rachel Lee Specialist Advisory Teacher for English as an Additional Language - SEND TST Carlisle & Eden | People | Cumbria County Council | Cumbria House | 107-117 Botchergate | Carlisle |CA1 1RD
M: 07876396970 E: rachel.lee@cumbria.gov.uk

EAL information **cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/eal.asp**

In Cumbria, schools regularly admit International New Arrivals many of whom are also new to English. Some students may have limited or disrupted education prior to arrival and will need extra support to develop literacy and numeracy skills. Refugee and Asylum seekers may also have suffered additional disruption and trauma.

Some students may have attended a local primary school prior to transfer to Secondary and have developed good spoken English but have not been in the English Education System long enough to meet the age- related expectations.

Other students have developed some literacy skills in their home language as well as basic numeracy skills in their home language and some students

Due to the different ages for starting formal education and differing curricula there may be subjects which students have not previously studied. Some pupils may be used to writing in a different script e.g. Arabic or Chinese and all languages have different grammatical structures. It is important, therefore to find out as much as possible about a newly arrived student's previous educational experience and language prior to admission.

Though now archived, The National Strategy New Arrivals Excellence Programme document contains DSCF advice for working with newly arrived students and is still useful reading on this subject.
Ref National Strategies New Arrivals Excellence Programme 00650-2007 BK-EN

Senior Managers will information on whole school development on the EAL Nexus website here **healresources.bell-foundation.org.uk/** There is information on EAL learners in the UK, EAL Assessment, Continuous Professional Development and Improving Your School Provision.The site contains many resources suitable for students at different stages of English learning as well as sample policies and information on developing good inclusive teaching. The Great Ideas section is particularly useful for subject teachers and there is additional guidance for Science and Maths teachers.
ealresources.bell-foundation.org.uk/teachers/effective-teaching-eal-learners

The Peterborough EAL handbook is also extremely useful and recommended **theealacademy.co.uk/services/resources/** It includes how to create outstanding EAL provision at department level, a useful checklist for creating an EAL friendly environment, EAL co-ordinator roles and responsibilities within school, assessment information , sheets for EAL friendly lesson plans, self-evaluation form for subject teachers and a guide to quality First Teaching for EAL learners new to English.

Developing English as an additional language

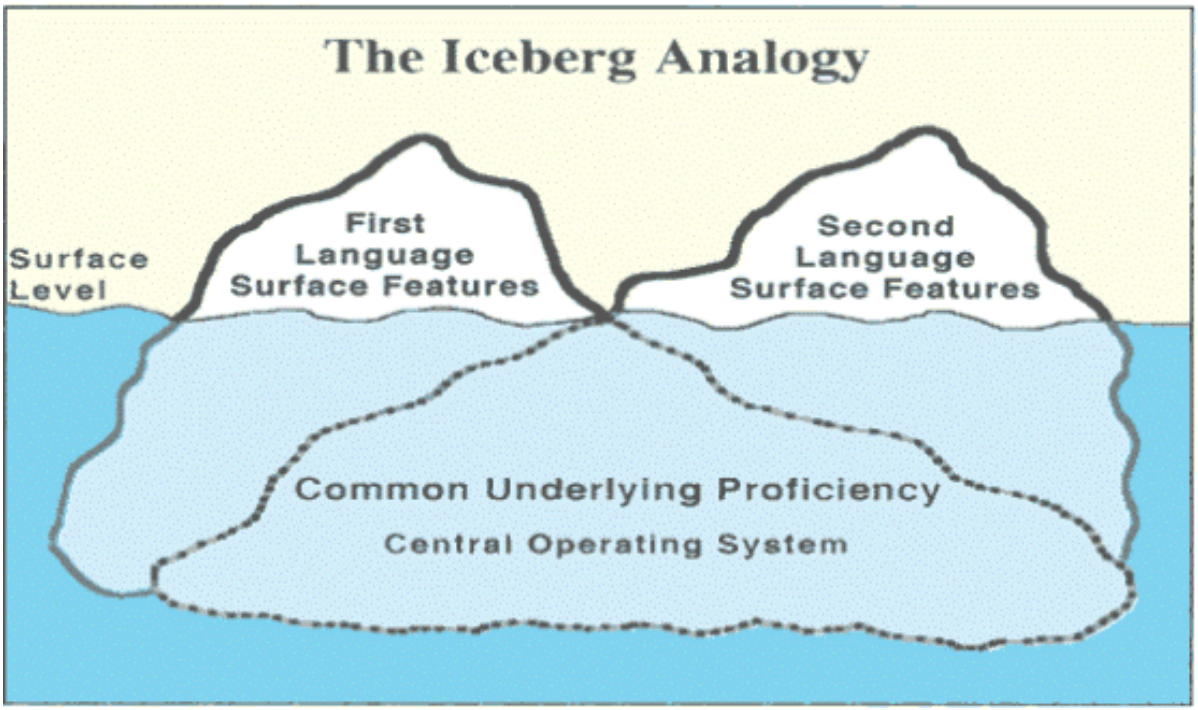
What the research tells us

There are two main ways which children become bilingual:

1. Simultaneous bilingualism where a child is exposed to two languages from birth or in the first 3 years of life. For example where one parent is an English speaker and the other German and a child hears and begins to use these languages at home.
2. Successive bilingualism where a child starts off hearing and learning one language then starts learning another. For example, a child who hears and uses Bengali or Polish at home then joins a pre-school setting in Cumbria and starts to hear and use English.

- Learning more than one language does not confuse children or delay speech and language development. Speaking more than one language is very common in fact 70% of the world speaks two or more languages.

Jim Cummins, a Canadian educationalist and researcher has done extensive research into how children learn languages. The diagram below demonstrates how, like an iceberg which has a large percentage hidden beneath the water, children have what is called **common underlying language proficiency**. Children's first second third or fourth languages can develop from this rather like the peaks of an iceberg emerging from the water. Each language will have a different word order, pronunciation and vocabulary or **surface features.**



Parents and carers should be encouraged to continue to use home languages and use them to discuss what the students have been doing atschool. Students learning English as an Additional Language should have opportunities to hear and use their home languages in the school for example taking notes when new to English and reading dual language texts.

The EAL NEXUS website has parents and learners sections with a drop down menu which translates to various home languages to give parents and students further information on the importance of home languages. **ealresources.bell-foundation.org.uk/**

The EAL NEXUS website Great Ideas Section has valuable information on bilingual dictionaries and translation software as well as using learners' first language abilities. **ealresources.bell-foundation.org.uk/teachers/great-ideas-pages**

Cummins' research distinguishes between additive bilingualism (where children's first language/s are used and developed and the child's culture is valued while the second language is being learned) and subtractive bilingualism where children start to learn a second language but the first language and culture are not used and valued so they fade away as a consequence. Cummins (1994) quotes research which suggests students who are encouraged to use and develop their home languages achieve better accademically than those whose first language andculture are not used and valued.

Research by Thomas and Collier also shows that the longer students use and develop their home languages the better their achievement will be in the long-term.

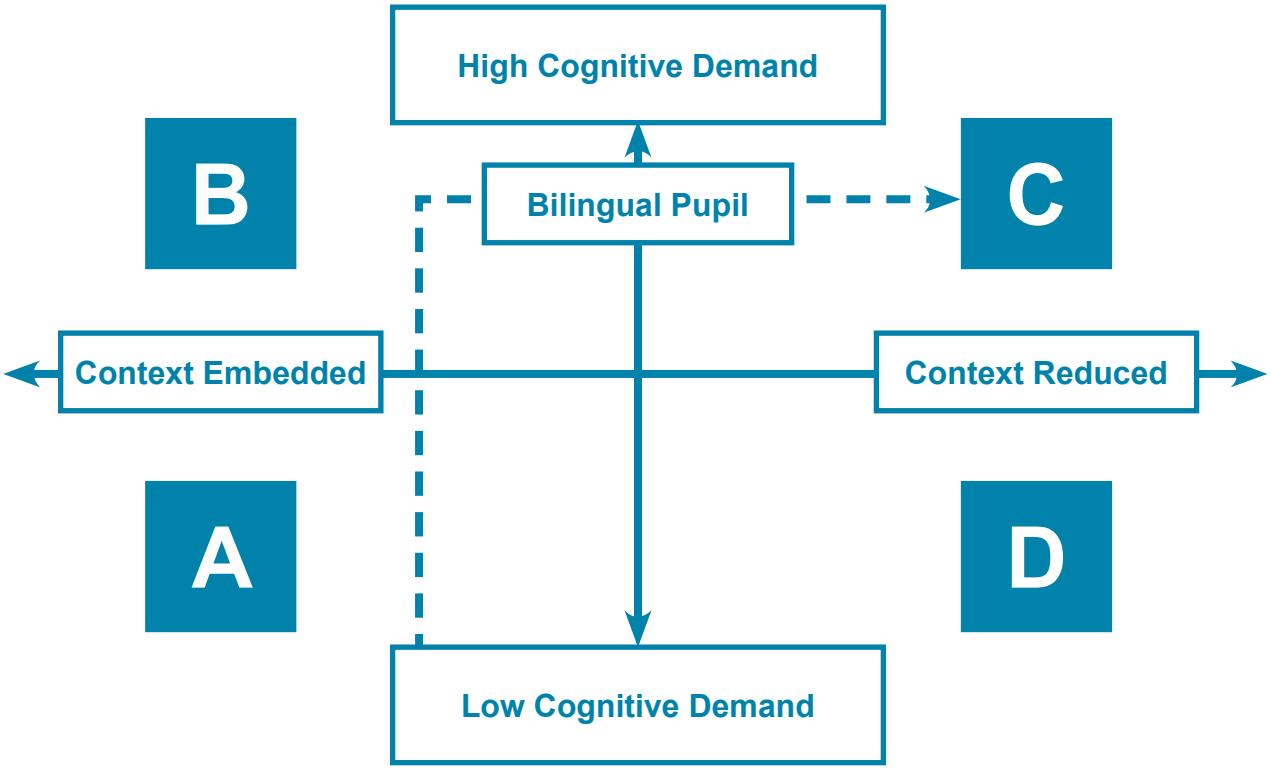
Cummins also makes the distinction between the social English children learn quickly which he calls Basic Interpersonal Communicative Skills (B.I.C.S.) and Cognitive and Academic language proficiency (C.A.L.P.) Children develop conversational skills first, in face to face situations where they can hear and use language in context with lots of visual clues to meaning. Children will become fluent in this social use of English in less than two years. However, it will take much longer (at least five or more years) to develop the cognitive and academic language that they need reach their full academic potential in school. Students will need extra support to help them develop this language.

Jim Cummins also developed a useful diagram known as the Cummins quadrant. (see diagram on the next page). This can be used to help practitioners identify the language demands a classroom activity places on EAL learners and the level of Contextual support needed.

Contextual support includes: opportunities to build on previous experience; teacher modelling; use of visual props; hands on learning; visual props to help children understand meaning key visuals such as diagrams and time lines; opportunities to work collaboratively in mixed ability groups; opportunities to use first language and mostcrucially, opportunities to listen and speak in a wide range of situations across all areas of the curriculum.

Mike Grierson's EAL Toolkit https://mikegershon.com/resources/download-info/eal-toolkit/ has easy to use examples of strategies the Bell Foundation Classroom Support Strategies working with EAL learners in Secondary Settings has advice on classroom organisation, day to day differentiation, how to focus on language development and how to use home languages to develop English. The Great Ideas section on the EAL NEXUS website.

Learners will need to move from quadrant A to quadrant B and then to quadrant C. Tasks in quadrant D, are not cognitively demanding and do not have a supportive context, so do not have much learning potential.



Code switching

A child is known as a simultaneous bilingual if s/he child grows up from birth in a family where more than one language is spoken in the home from birth. Children as young as two can know which language to speak to whom and can be very surprised that some people only speak one language! Code switching (changing languages in the same sentence or utterance) is very common in bilingual speakers even in adulthood. Young bilingual learners often mix their language using words or phrases from both or all of their languages in a single utterance which can be confusing for those of us with only one language.

Try and find out as much as you can about the student's language use and whether there are any concerns aboutspeech and language development in the home language.

Encourage the parents/carers to continue to use home languages at home as this is important for the development of English. Also English is best learned from fluent speakers with a wide vocabulary so the young learner will hear the correct accent and grammar modelled.

What can we say about pupils learning EAL in our schools?

Learners may:

- Have varied cultural, social and economic backgrounds;
- Have varying levels and kinds of school experience; have different expectations of schooling and education; Have had disrupted or little formal education;
- Have had varying previous exposure to English;
- Be born in the UK, arrive before formal schooling begins or arrive later;
- Come from established or new communities;
- Be isolated, refugees or be with other members of the same language/cultural/ethnic group;
- Experience or have experienced racism, emotional or psychological stress, mental or physical ill health.

Learners may:

- Speak and read and/or write different languages for different purposes;
- Have knowledge of more than one language system;
- Be literate in one or more languages;
- Have little or no knowledge of the Roman script;
- Feel positive, negative, confident, or sensitive about their other languages;
- Make links between prior learning and new learning.

Learners may:

- Be at different stages in terms of English language proficiency;
- Have acquired other languages before beginning to acquire English;
- Have begun to acquire another language prior to acquiring English;
- Be learning another language at the same time as learning English.

Learners will be using English:

- To communicate socially;
- To construct relationships;
- To understand systems and procedures (including the cultural rules of the classroom and school life);
- To develop conceptual knowledge;
- To construct and explore ideas;
- To make links with prior learning;
- To access other learning across the curriculum;
- To negotiate meaning.

Learners differ in terms of:

- Motivation;
- Home support and facilities;
- Perceptions of themselves as learners;
- Learning styles.

Pupil learning will be influenced by:

- The school's knowledge and understanding of their previous experience and learning;
- The school's policy and practice for race equality;
- Teachers' knowledge and understanding of second / additional language development;
- Teachers' ability to assess individual needs and plan for individual language learning;
- Teachers' ability to integrate the teaching of language and curriculum content;
- Teachers' ability to motivate pupils and support the lengthy process of second/additional language learning.

Both within and across communities there will be different understandings of:

- The purposes of education;
- What constitutes literacy;
- The role of parents in relation to education;
- The role of the school;
- Home / school relationships.

Teachers and educational policy makers need to be aware of the range of variables outlines here in relation to both individual learners and groups. These variables will also be significant when interpreting the overall task which learning EAL entails.

Adapted from Working Paper 5: The Distinctiveness of EAL: A Cross-Curriculum Discipline. (1999) Watford : NALDIC

Planning for arrival

It is important to provide a welcoming environment to avoid pupil anxiety. Where possible the admission date should be agreed in advance and discussions held with the prospective form tutor in order to ensure a planned induction for the new pupil. It is also important that all other relevant school staff should also be informed (e.g. office staff, subject teachers, teaching assistants etc.) and a consistent welcoming ethos agreed.

Prior to start date

- The initial meeting will be an opportunity to gather helpful information about the student and family.
- The parental interview form in this pack may be used to gather this information.
- Arrange for the student and parents/carers to visit the school and meet the class teacher/tutor (where ever possible). Provide the pupil and family with a list of school equipment and requirements e.g. P.E. kit, calculator etc. (using visual examples would be helpful).
- Clear visual signage **widgit.com/products/widgit-online/dual-language.htm**
- Provide a copy of the time table; again visual representation may be useful.
- Staff and pupils could learn a greeting in the pupil's home language
  www.newburyparkschool.net/langofmonth/
  www.masteranylanguage.com
  www.widgit.com/products/widgit-online/dual-language.htm
- Have home language signs in the classroom and around the school.
- Choose buddies and discuss their role with them. The Hampshire Young interpreters programme is used successfully in several schools in Cumbria.
  www3.hants.gov.uk/education/emtas-2/goodpractice-2/hyis.htm
- For further information contact the Specialist Advisory Teacher for EAL.
- Schools will need to purchase their own copy of the materials to use the scheme in school.

The first day

- Introduce buddies and Young Interpreters if the scheme is used in school
- Group with pupils who can provide the best role models for behaviour and learning English Ensure the pupil is familiar with the school layout, including entrance and exit points. **www.widgit.com/resources/curriculum/school-environment/cfe_pack/** the communication friendly environment pack (CFE) in able schools to create an inclusive environment. The pack contains a variety of symbolised resources to enhance communication within the school environment.
- Provide pupil with dual language vocabulary for asking for help if appropriate and available.
- Provide pupil with communication fans or visual help sheet for toilet etc.if appropriate.

Language Map

	Parent 1	Parent 2	Grandparents	Siblings	Others
Name					
Language spoken					
Language written					
Time child spends with this person					
If person speaks more than one language, when is each language spoken?					
Language used for watching TV					
Language used for reading					

Information for enrolment (example 1)

Name of child:

Date of birth:

Father's country of origin:

Mother's country of origin:

Where was your child born?:

How long have you been in the UK?:

What language/s do you speak to your child?

Do you speak any other languages?

What language/s does your child speak?

Does your child enjoy sharing books?

Do you belong to a religious group?

Is there any food your child is not allowed to eat?

Does your child have any health problems?

1. Asthma
2. Allergies
3. Epilepsy
4. Doesn't see very well? Do they wear glasses?
5. Doesn't hear very well?
6. Doesn't sleep very well?
7. Doesn't speak very well?
8. Any other?

Has your child attended any previous schools used to being with other adults?

Who else do they spend time with?

What does your child enjoy doing?

Do they play any sports or musical instruments?

Information for enrolment (example 2)

Pupil's full name:

Date of birth:

Age:

Name pupil is called at home:

Name pupil is to be called at school setting (if different):

Arrival date in the UK:

How long has the pupil attended school before coming to this school?

Name of other schools or Local Authorities the pupil has attended school in the UK:

Have there been any extended absences or illnesses? If yes, how long was the pupil absent and what was the reason for the absence?

Where was the pupil born?

Religion (if any):

Do you celebrate any religious festivals?

Who does the pupil live with?

Mother's name:

Father's name:

Carer's name (if the pupil does not live with parents) and relationship to the pupil:

Names and ages of any brothers and sisters:

Who should letters from school be sent to?

What is the most useful written language for the family?

How would you like information to be shared e.g. email, written in a diary, through a friend, by text to a mobile phone, etc.

Are there any illnesses or medical information the school/pre-school should know about? (For example, allergies, asthma, epilepsy etc.)

Does the pupil need glasses or a hearing aid?

Does the pupil need to take any medicine during the school day? If yes, what and when?

Does the pupil have any dietary requirements or foods they can't eat?

What language/s does the pupil speak at home?

What language/s does the family speak at home?

Can the pupil read or write in any languages other than English?

Have they attended school or Nursery in any other country? Please give details

Do they attend any community groups or language classes?

Are there any special cultural issues around eating or going to the toilet?

Are there any hair or skin care requirements?

Further examples of useful background information to collect on admission can befound in the Peterborough handbook and also in the new arrivals section of the EAL Nexuswebsite.

Parental Interview/Information Form

Child details

Child's name

Name used at home

Name to be used in school

Date of birth

Place of birth

Date of arrival in UK

Date of arrival at this school

Address

Contact number

Left/right handed

Wears glasses/Hearing aid?

Health concerns/medication?

Has the child had a recent hearing test/eye test?

Education details

Previous education in the UK?

How Long?

Name of previous school?

Previous education in another country/other countries. Are there any significant gaps in education? Why, when and how long for?

Can the child read or write in a language other than English?

Does the child attend community /language classes?

Favourite subjects in previous school

Interest and hobbies

Did they learn English in their previous school in another country?

Family details

Father's name

Mother's name

Carer's name

Siblings - Names and ages

Who does the child live with?

Languages spoken at home?

Languages spoken by the family?

What is the most useful written language for the family?

Parental concerns

Religious practice/belief

Religious festivals observed

Any dietary needs or foods to be avoided

How do the family prefer to be contacted? text/email etc.

Is there a family member who can help with interpreting?

Other considerations to note during the interview (not direct questions)

Parents' level of English

Parents' understanding of the English education system

Refugee/asylum seekers

No other families sharing their language and background in the catchment area

Part of an ethnic minority community/group

Other relative/friends able to support the child

Living isolated from school friends or other family

Experiencing racism

Prior experience which may affect learning

Admission

The school will:

- Arrange a meeting with parents/carers to gather a range of information (see parental interview form as a guide);
- Ensure that there are examples of home language and signs are on display If necessary, invite an interpreter to attend if parents/carers do not speak English;
- Ask parents/carers to bring in any reports and examples of work from the pupil's previous school;
- Give introductory information to parents/carers about the school including:
    - Information about the school
    - A plan of the school
    - An outline of the school day, start/end times, breaks, lunch etc.
    - The homework system
    - Calendar of term dates
    - Pastoral and academic contacts
    - Uniform and dress requirements with a labelled diagram and list of suppliers
    - Lunch time arrangements including sample menu and information about free school meals as necessary

(All of the above should be as visual as possible and translated if possible)

- Share pupil's background details with school staff;
- Establish a buddy system;
- Ensure that pupils are placed in the appropriate cognitive/academic group where they are cognitively challenged and have access to good models of English;
- Talk to the class about the new pupil's country of origin. Help other pupils to understand that the new pupil has their own language but needs help learning English;
- Consider having a welcome display in pupil's language including pictures and information of their home country.

Assessment and Learning

- The school will allow a period of settling in and induction then use an appropriate method to measure language development and progress through the curriculum. The NASSEA revised assessment framework or The Bell Foundation is recommended;
- This information should be available to demonstrate rate of progress if an Early help referral is made to the Specialist Advisory Teacher for English as an Additional Language;
- The school recognises:
    - That the provision of an inclusive and supportive environment is more effective than formal language teaching for the rapid progress of pupils new to English
    - That it is common for pupils to be silent for up to one year and that this is important to the learning process.
    - That the pupil can use previous experience to relate to new context and support new concepts.
    - That understanding and using academic language and written English can take several years. It may take seven years for this to become fully developed.
    - That pupils should be encouraged to use their home language where possible and those literate in their first language will be encouraged to use it where appropriate.

Family and Communication links

- School recognises the need to include new arrivals' families in all aspects of school life;
- Parents/carers will be made to feel welcome and encouraged to have a positive role to play in school life;
- Consideration will be given to the parents/carers' level of English in all communications with the home;
- Translated letters for schools can be found on this link, **www.primaryinteractive.co.uk/letters/index.htm**
- Illustrated short information sheets with bullet points, talking through letters etc. with a more confident speaker of English can also be useful strategies;
- The school will ensure that parents/carers are kept fully informed of the pupil's progress.

Procedure for admissions of new arrivals

Pre-Admission

- Parents/carers complete admissions form
- Interview arranged with parents/carers. (date and time of interview written down for parents/carers)
- Interpreter arranged if needed
- Welcome pack and interview materials prepared

Pre-Admission Interview

- Interviews to be carried out by appropriate (named) member of senior management team
- Parents have a brief tour of the school. (Involve Young Interpreters if appropriate.) student/family information recorded on the parental interview form and recorded by school
- Family provided with school 'welcome pack'
- Free school meals application form completed if appropriate
- Parents/carers informed of the start date for the student

Between Interview and admission day

- Admission information given to school office staff
- Admission form copied for class teacher and inclusion staff
- Induction/welcome strategies planned by form tutor and class
- Class 'friends' and 'buddies' appointed to welcome and support new arrival Admission of Y10 and 11. Staff may consider a discussion with the Specialist Advisory Teacher for English as an Additional Language concerning appropriateness of placing a pupil in a previous year group, or reducing the timetable
- Inclusion manager/EAL lead plans for assessment, support and review of provision and ensures information is circulated around school

Day of admission

- Child/parents/carers welcomed by class teacher/tutor and buddy
- Office staff actions school roll entry
- Office staff sends for previous school records

Checklist for preparing for new arrivals

Make sure everyone knows how to spell and pronounce the new child's name.	
Ensure all staff are aware of the New Arrival (NA).	
Provide the pupil with vocabulary books, communication fans or picture cards to help them communicate basic needs; feeling thirsty, needing the toilet etc.	
Place pupil with good role models for learning and speaking English not with pupils with Special Educational Needs.	
Be aware that pupils may go through a silent period (See sheet from NALDIC on the early stages of learning English).	
Plan collaborative learning activities, and talk trios to help the student understand and take part in lessons. The collaborative learning website **www.collaborativelearning.org/** and EAL NEXUS websites have suitable resources. **ealresources.bell-foundation.org.uk/teachers/eal-nexus-resources**	
Provide visual support and follow the EAL friendly strategies on the EAL NEXUS website.	
Provide a sheet with common school stationery items and classroom equipment, door, window etc. Many are available on-line created using clip art but real photographs of your school are better.	
If the pupil is literate in the home language, allow them to take notes in that at first as well as providing alternative methods of recording.	
Gather as much information about the NA as possible. The online collation tool available from **newarrivals.segfl.org.uk/index.php** may be useful, depending on the child's country of origin. You may want to prepare a guidance booklet for the Parents/Carers of the new Arrival. **www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Ho me.aspx** has some useful information.	
Tell the rest of the class there is going to be a new member of the class – learn a little about their country of origin if possible, perhaps locate it on a world map and see what the class already knows about it.	
Show the student how to get lunch and top up the lunch card.	
Use the language of the month website to learn to say hello in the child's home language.	
Put up dual language signs around the school – involve other class members in preparing these. Google translate can help with basic words and the parents/carers of the NA may be pleased to be asked to help.	
Use the buddy system or Hampshire Young interpreters Scheme to provide extra support.	
Prepare a list of required school items such as uniform, P.E. kit with visual examples of each item.	
Gather together a range of resources e.g. bi-lingual dictionaries, dual language books. The Schools Library Service and local libraries have a good selection.	

What about homework for new arrivals?

Don't leave it to the end of the lesson to get students to write homework down. Give the homework on a printed sheet, get a buddy with legible handwriting to write it down or give the student extra time to write it down.

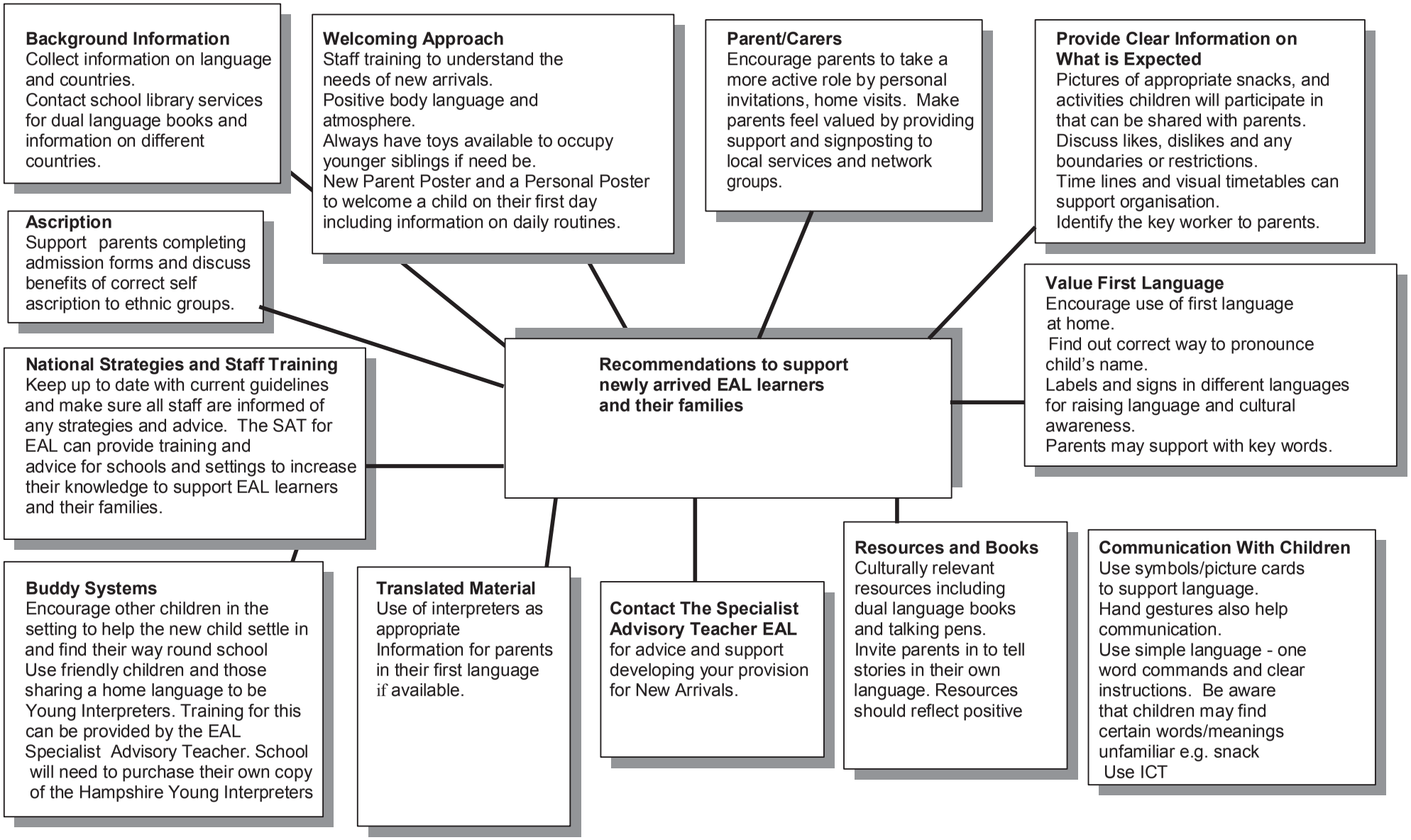
Differentiated homework for a newly arrived beginner learner could include the following: Look up key words for the next lesson in the home language.

Give the student a list or refer them to a dual language glossary if available.

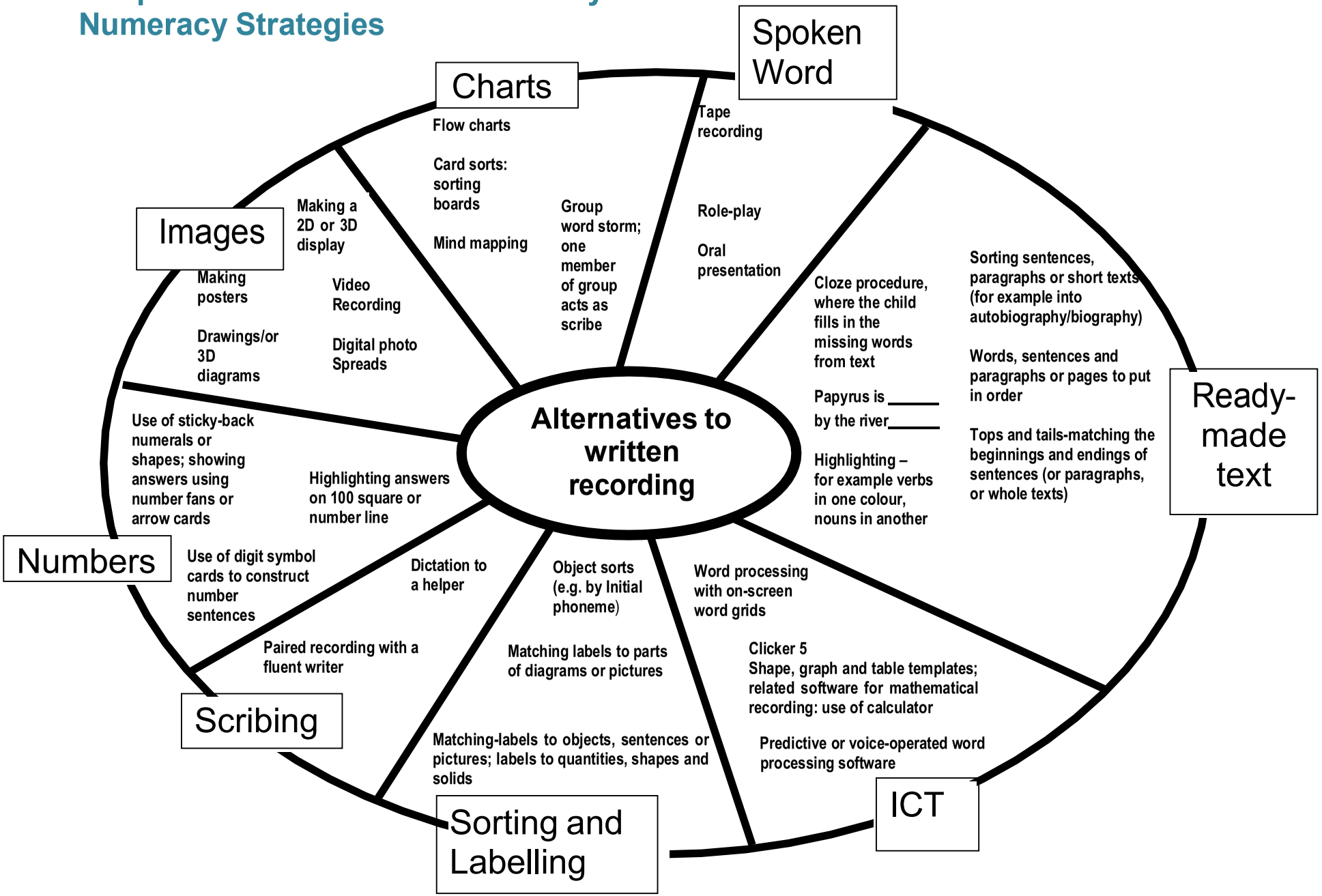
The student could write a short piece in their home language with key words translated into English.

Research the next topic in their home language on-line.

The EAL NEXUS website has further suggestions to improve home school links in the classroom support strategies working with EAL learners in Secondary settings section. The Parent's section has advice for helping students with their homework and has a drop down menu which translates the information into a variety of home languages.


Background Information
Collect information on language and countries.
Contact school library services for dual language books and information on different countries.
Welcoming Approach
Staff training to understand the needs of new arrivals.
Positive body language and atmosphere.
Always have toys available to occupy younger siblings if need be.
New Parent Poster and a Personal Poster to welcome a child on their first day including information on daily routines.
Parent/Carers
Encourage parents to take a more active role by personal invitations, home visits. Make parents feel valued by providing support and signposting to local services and network groups.
Provide Clear Information on What is Expected
Pictures of appropriate snacks, and activities children will participate in that can be shared with parents.
Discuss likes, dislikes and any boundaries or restrictions.
Time lines and visual timetables can support organisation.
Identify the key worker to parents.
Ascription
Support parents completing admission forms and discuss benefits of correct self ascription to ethnic groups.
Recommendations to support newly arrived EAL learners and their families
Value First Language
Encourage use of first language at home.
Find out correct way to pronounce child's name.
Labels and signs in different languages for raising language and cultural awareness.
Parents may support with key words.
National Strategies and Staff Training
Keep up to date with current guidelines and make sure all staff are informed of any strategies and advice. The SAT for EAL can provide training and advice for schools and settings to increase their knowledge to support EAL learners and their families.
Buddy Systems
Encourage other children in the setting to help the new child settle in and find their way round school
Use friendly children and those sharing a home language to be Young Interpreters. Training for this can be provided by the EAL Specialist Advisory Teacher. School will need to purchase their own copy of the Hampshire Young Interpreters
Translated Material
Use of interpreters as appropriate
Information for parents in their first language if available.
Contact The Specialist Advisory Teacher EAL
for advice and support developing your provision for New Arrivals.
Resources and Books
Culturally relevant resources including dual language books and talking pens.
Invite parents in to tell stories in their own language. Resources should reflect positive
Communication With Children
Use symbols/picture cards to support language.
Hand gestures also help communication.
Use simple language - one word commands and clear instructions. Be aware that children may find certain words/meanings unfamiliar e.g. snack
Use ICT

Adapted From The National Literacy and Numeracy Strategies



Appendices

Appendix 1 - Assessment and tracking progress

The NASSEA EAL revised assessment framework has been written in line with the new secondary English curriculum. It is also linked to the common European framework for language so can be used to track the stages an EAL learner who is also new to English will go through and will demonstrate progress effectively.

Further information and details on how to order can be found here **www.nassea.org.uk/** under the resource section.

The NASSEA EAL assessment Tracker supports whole school recording and analysis of NASSEA assessments. It also supports planning and target setting and allows teachers to record the language development for a whole class of pupils on a summary sheet. There are separate sheets for recording each area of language development in more detail. The tracker automatically creates graphs from the data you input. This allows you to see progress data, the range of language levels in school and any aspects of language which may require more focused teaching.

NASSEA EAL assessment framework. Additional guidance for practitioners. Language progression in Key stage 3 science steps 1 to 8.

This document gives further advice and strategies for Science teachers.

An alternative free assessment is available to download from the EAL Nexus website **ealresources.bell-foundation.org.uk/school-leaders/eal-assessment**

Appendix 2 - Useful websites and sources of further information

Dictionaries and translation software information
ealresources.bell-foundation.org.uk/teachers/great-ideas-bilingual-dictionaries-and-translation-software

EAL pocketbook
Nationwide, one in six students in secondary schools speaks a language other than English. Over 45 languages are spoken in Cumbrian schools. The EAL pocketbook is for teachers of students learning English as an additional language whether in rural or urban contexts. It provides tips, tools and techniques to ensure that all pupils move forward in their learning. The author is the advocate of inclusive learning taking a learner's strengths and building on these to make learning cognitively challenging. It explains providing scaffolding to support students towards independent learning.
www.teacherspocketbooks.co.uk/product/eal-pocketbook/

EAL NEXUS
A website with information for Senior management, subject teachers and parents. The teacher section has free resources to download a useful range of strategies to use with beginners and advice on visual support, scaffolding etc. under the Great ideas section.
ealresources.bell-foundation.org.uk/teachers/great-ideas-pages
It has excellent advice on developing good EAL practice under the Teach and support EAL learners section.

EMTAS4SUCCESS
A useful website for Ethnic Minority Achievement which includes a New Arrivals section. It has visuals for supporting office staff and a useful example of an induction programme for Secondary age pupils.
www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Home.aspx

EAL information on the Cumbria County Council website
www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/eal.asp

Collaborative learning project
www.collaborativelearning.org/
Free resources to download which provide access to the curriculum and develop language.

Hampshire Young Interpreters Scheme
Information and resources to purchase enabling you to set up a Young Interpreters Scheme in your school. This scheme is used successfully in several schools in Cumbria.
www.hants.gov.uk/educationandlearning/emtas/supportinglanguages/young-interpreters-guide

British Council Learn English Kids for children aged 12 and under
Stories, songs, rhymes and grammar videos etc.
earnenglishkids.britishcouncil.org/

Information on Refugees and Asylum Seekers
www.refugeecouncil.org.uk/
www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/ealrefugee/
The EAL Handbook from the EAL Academy also covers learners at risk of underachieving and intervention and the needs of refugees and asylum seekers, the use of the pupil premium and alternative qualifications at Key Stage 4. www.theealacademy.co.uk/services/resources/eal-handbook/

Racing to English
A resource CD with activities for children learning English as an additional language
www.racingtoenglish.co.uk/

Involving parents
The EAL NEXUS site has an excellent parents' section with a drop down menu to translate the site into different languages. It has sections on helping your child with homework, how the English education system works, use of home language, improving English and getting involved in school life.
ealresources.bell-foundation.org.uk/parents

School development and CPD EAL NEXUS
https://ealresources.bell-foundation.org.uk/school-leaders

The Peterborough EAL handbook
This contains a checklist for quality first teaching, planning for language development, developing whole school provision and developing an EAL department from scratch.
www.theealacademy.co.uk/services/resources/eal-handbook/

EAL toolkit
Over 50 EAL strategies for subject teachers by Mike Gershon
www.tes.com/teaching-resource/eal-toolkit-6040879
mikegershon.com/resources/

Appendix 3 - DFE English Proficiency

The DfE adopted a five□stage scale of English proficiency, which maps progress from beginner to fluent users of English in the Autumn Census 2016. The list of national 'Proficiency in English' codes and descriptors are as follows:

Code A. New to English
- May use first language for learning and other purposes.
- May remain completely silent in the classroom.
- May be copying/repeating some words or phrases.
- May understand some everyday expressions in English but may have minimal or no literacy in English.
- Needs a considerable amount of EAL support.

Code B. Early acquisition
- May follow day to day social communication in English and participate in learning activities with support.
- Beginning to use spoken English for social purposes.
- May understand simple instructions and can follow narrative/accounts with visual support.
- May have developed some skills in reading and writing.
- May have become familiar with some subject specific vocabulary.
- Still needs a significant amount of EAL support to access the curriculum.

Code C. Developing competence
- May participate in learning activities with increasing independence.
- Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English.
- Requires ongoing EAL support to access the curriculum fully.

Code D. Competent

- Oral English will be developing well, enabling successful engagement in activities across the curriculum.
- Can read and understand a wide variety of texts.
- Written English may lack complexity and contain occasional evidence of errors in structure.
- Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.
- Needs some/occasional EAL support to access complex curriculum material and tasks.

Code E. Fluent

- Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.
- Operates without EAL support across the curriculum.

Code N. Not yet assessed

- The DfE will accept "N - Not yet assessed" where there has not been enough for the assessments to take place for the Autumn Census.

Appendix 4 - Ofsted Guidance

The progress and outcomes for EAL and bilingual pupils form part of Ofsted's inspection framework within the inspection regime beginning in September 2012. The text of the Inspection Handbook 2014 refers specifically to EAL and ethnic minority pupils on page 34:

129. Inspection is primarily about evaluating how well individual pupils benefit from the education provided by their school. It is important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential. It may be relevant to pay particular attention to the achievement of:

- Disabled pupils and those who have special educational needs
- Those with protected characteristics, including Gypsy, Roma and Traveller children,[34] as defined by the Equality Act 2010
- Boys
- Girls
- The highest and lowest attainers
- Disadvantaged pupils, including:
    Looked after children[35]- pupils known to be eligible for free school meals – a school is unlikely to be judged outstanding if these pupils are not making at least good progress
    [34] Pupils with protected characteristics and other groups of pupils may include: pupils for whom English is an additional language; minority ethnic pupils; Gypsy, Roma and Traveller pupils; lesbian, gay and bisexual pupils; transgender pupils; young carers; and other vulnerable groups.
    [35] In April 2014, eligibility for pupil premium funding was extended to looked after children who have been looked after for one day or more and children who were adopted from care or left care under a Special Guardianship Order or a Child Arrangements Order.
    p 34 (Ofsted 2014)

www.ofsted.gov.uk/sites/default/files/documents/inspection--forms-and guides/s/School%20 inspection%20handbook.pdf

London: Ofsted

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