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A complete guide to supporting EAL pupils

With more than 1 in 5 primary pupils identified as using English as an additional language, linguistic diversity is a feature of many classrooms. In this Best Practice Focus, **Glynis Lloyd**, **Sarah Moodie** and **Sheila Hopkins** describe a whole-school framework for building an inclusive approach to address the social, pastoral and academic needs of multilingual pupils



Inclusion for multilingual learners across your school

Multilingual learners who are new to English or in the early acquisition stages face the double challenge of learning English and learning in English. How do busy primary schools support these learners and enable them to meet those challenges? Central to the guidance in this *Best Practice Focus* are three key understandings:

- 1. Language is fundamental to learning:** As learners progress through school, they need to understand and use ever-more complex vocabulary and language structures as the cognitive demands increase (Schleppegrell, 2004).
- 2. Multilingualism is an asset:** Learners using EAL contribute to creating diverse school communities that widen the experiences and enrich the learning of all pupils. Multilingual children possess linguistic resources that enable cognitive flexibility and offer advantages for teachers who celebrate and harness those resources.
- 3. Each multilingual child is unique:** Each child has their own story derived from their previous

experience and education, the language(s) they speak, the proficiency they have in each language, and their literacy practices in each language.

A whole-school approach
A whole-school approach based on an inclusive vision and values ensures that learners belong, can develop prowess in English, continue to develop their home language(s), and use all the languages they know confidently and appropriately.

A whole-school approach with clear policies, developed with input from all stakeholders, means that the work required to build an inclusive pedagogy is shared.

Teachers can collaborate in their planning and share resources and teaching strategies. Children can experience consistency and predictability in all classes, reducing anxiety and strengthening their confidence and achievements.

Building inclusive practices takes time and requires a concerted effort, and schools are more likely to succeed when they adopt a whole-school programme. This includes the following elements:

- **An inclusive vision:**

Headteachers lead on the development of an inspiring and ambitious vision and shared values, attitudes and behaviour that ensure a welcoming environment in which every child and their family feel included, valued, supported, and heard.

- **Inclusive governance and a language policy:** School leaders, including governors, are informed about and accountable for provision for multilingual children. A whole-school language policy provides direction for all staff on the process and practices of linguistic inclusion.
- **Admission and assessment:** Leaders create inclusive admissions processes in which all role players are prepared. Assessment is on-going, accurate, reliable, and fair and provides the basis for planning language development in the curriculum.
- **Curriculum, teaching, learning, and support:** Headteachers support all staff to ensure that multilingual children have full access to the curriculum by building language support that

affirms their multilingual identity, builds bilingualism and biliteracy, and encourages children to draw on their full linguistic repertoire as they learn English and in English.

- **CPD in EAL:** Headteachers ensure provision of a systematic CPD programme based on five key principles for excellence in teaching and practice that are evidence-informed and impactful across the whole curriculum (we shall explain these five principles later).

Linguistically inclusive
An inclusive vision based on inclusive values means all staff are responsible for valuing, welcoming, and supporting multilingual children and their families.

- It sends out a clear message to multilingual families about the ethos of the school and their place in it.
- It identifies the core values for linguistic diversity that your school embraces.
- It speaks to all stakeholders in the school, including pupils, and takes their concerns and hopes into account.
- It provides a foundation for staff

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on which they can build and strengthen their knowledge and behaviour so that multilingual children learning EAL feel valued, supported, challenged, and successful.

What does a linguistically inclusive school look like?

- The school has a clear vision statement, publicly displayed and promoted, that celebrates diversity and foregrounds the education of multilingual children learning EAL.
- Multilingual children are viewed as an asset, who teach other children about diversity, tolerance, empathy, and the wider world (pupils learn about the new arrival's home country, and how to say "hello", "welcome" and more in their home language, for example).
- The school recognises that multilingual children have assets, notably their multilingual prowess that provides cognitive ability and flexibility, and teachers create opportunities for learners to use their preferred language and demonstrate their knowledge in multiple ways (using visuals, for example).
- The vision statement is drawn up, reviewed, and adapted by a wide range of members of the school community and reflects their voices, interests, and contributions.
- Each child is viewed as unique and talented, with valuable life experience and knowledge and with a rich cultural life lived through the languages they use. They are encouraged to share stories, songs and games from their culture and knowledge about their home country.

How is an inclusive vision lived out in the school community?

First, all staff view multilingualism as an asset and create opportunities for children to use their home language, for example to research a new topic, or to work as a pair with

another learner who shares their language.

In addition, teachers encourage and enable multilingual children to develop their knowledge and literacy in their home language(s) by, for example, encouraging story-telling and reading at home.

- Also, all staff acknowledge, promote, and celebrate multilingualism in multiple ways and in all learning spaces, through:
- Welcome signs, notices, and directions in multiple languages around the school.
 - A rich selection of bilingual storybooks in each classroom and in the library that include positive depictions of diverse characters and promote authentic representations of all children's way of life.
 - Wordless picture books that promote rich conversations and expand language skills.
 - Multilingual classroom resources, including posters, labels, bilingual dictionaries, and reference books.
 - Classrooms, corridors, canteens, and playgrounds in which children confidently use all the languages they know.
 - A curiosity and engagement among all learners about the wider world and cultural practices, including languages.

What characterises the learner's experience in an inclusive school?

- All learners feel valued, heard, and included in decision-making that affects them.
- All learners feel safe, and nurtured, and have access to a caring, committed adult when they need them.
- Teachers set high expectations for all learners and provide targeted language support.
- All children see themselves and their lives represented in the texts they read, the curriculum, and the teachers and leaders.
- All learners participate in a rich set of cultural engagements on visits and trips and in extra-curricular activities.

- Learners participate enthusiastically in local, regional, and national events which celebrate cultural and linguistic diversity.

What characterises the experience of multilingual families in an inclusive school?

The biggest challenge that the families of multilingual children face is access to information in the language they understand best. Schools can overcome those challenges by:

- Ensuring you capture accurate information about the language variety or dialect the family uses so that you can use interpreters who know that variety.
- Providing easy access to translations and translation services, for admissions, school policies, announcements, national curriculum tests, and information about your school, including uniforms, school timetables, and trips.
- Communicating in multiple ways, including orally, in written format, formally and informally to ensure fluid and frequent home-school communication, and creating opportunities for families to initiate communication.
- Where possible, arranging interpreters for parent meetings and other events.

Newly arrived migrant and refugee families may face additional challenges because of their social, economic, and mental health needs. Schools can act as a network hub and draw on the resources of third sector and community organisations to assist newly arrived families.

Inclusive schools hold workshops for multilingual families, including English classes for adults. Multilingual families are also represented including as parent-governors and members of the parent teacher association. And families are informed about and involved in the decision-making

“Conversations can then be ‘with’ linguistic communities rather than ‘about’ them”

processes regarding their children, notably around whether they sit national curriculum tests.

Inclusive governance and school policy

Governance
An inclusive approach includes governance and governors. Governors receive thorough and precise information about the performance of learners using EAL. This enhances their ability to hold leaders to account for the impact of their actions on learners' progress.

If governors are not familiar with the unique needs of EAL learners, consider appointing a link governor who works closely with the school's EAL lead (where there is one) and acts as the board's specialist.

Inclusive governance also means that members from the various ethno-linguistic groups in the school are represented on the governing body where they are active and visible. There is more likely to be engagement from parents in those groups, particularly where communication through other languages is welcomed. Conversations can then be “with” linguistic communities rather than “about” them.

Finally, there should always be a named member of the senior leadership team who has overall responsibility for EAL provision.

Funding

Pupils identified in the October census with a first language other than English may attract funding for up to three years after they enter the statutory school system, although this is not ring-fenced.

Leaders can use this funding strategically to invest in developing EAL expertise in school by appointing qualified staff and/or building expertise through on-going CPD. This planned and targeted funding can build capacity within the school to meet language needs and to champion diversity.

A language policy

Effective language policies are the result of careful consideration, designed to achieve the successful academic, linguistic and social inclusion, and educational attainment of multilingual children.

A good place to start building an inclusive policy is by conducting an audit of your school's provision, focusing on the following:

- The role of an EAL lead and

how they collaborate with teaching staff.

- CPD for EAL for governors and the senior leadership team.
 - Recruitment as well as training existing staff and appointing EAL champions in each year group.
 - Training for the SENCO if they have EAL responsibilities.
- The Bell Foundation has a free self-assessment tool (see resource 1) for conducting an audit of the provision which enables schools to identify future priorities for children using EAL, and to plan strategies and interventions.

A robust and active language policy, publicly shared and regularly reviewed and updated in line with new research, indicates the priorities that inform teaching and learning.

A senior leader or EAL lead responsible for keeping abreast of this must also communicate these developments to staff and nurture on-going best practice dialogue.

The Bell Foundation has guidance for writing a school EAL policy (resource 2) and for a good example of a live policy see that of Sydenham Primary School (resource 3).

Consider consulting parents and involving them in the creation and regular updating of your policy. Ensure there is information for parents and learners explaining the policy, in relevant languages, and provide clear guidelines for staff.

A school may have a language policy, but it is only valuable if it is widely shared, clearly understood and embraced. Consider how school staff, governors, learners, parents, and the local community will play their part in implementing the policy and how you as a school leader can make this happen.

Forbes and Morea (2024) suggest a language policy which includes English, community languages and modern foreign languages as a Venn diagram of intersecting circles. This avoids contradictions and tensions. By grouping these three vital areas together, children and adults are empowered to value their own languages, respect those of their peers, and to be curious about and encouraged to learn other languages.

Teachers and teaching assistants are important role models who embody messages about linguistic diversity and the value of various languages. A whole-school

language policy can include a commitment for active recruitment of multilingual staff to reflect the linguistic profile of the school population. Their linguistic expertise will increase inclusion and help to provide all children with a sense of belonging.

An active policy can encourage teaching staff to learn other languages, which will have benefits including:

- Teaching staff understand the process of language learning.
- They can use another language spoken in their class.
- They signal how they value their learners' languages.
- They normalise mistakes as a vital part of learning.
- They model life-long learning.

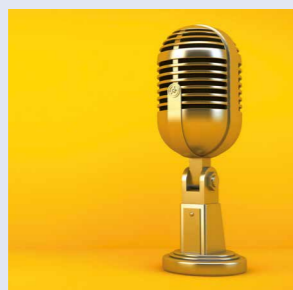
Celebrating linguistic diversity could mean taking the register in a different language each week or putting a notice on classroom doors to say which language(s) the teacher knows and/or is learning.

Assessing policy impact

The impact of the language policy needs to be routinely measured by the senior leadership team. Leaders should monitor learner progress and attainment and undertake book-looks and learning walks (resource 4 is a download to aid EAL-focused lesson observation).

Asking for feedback from families and the children themselves is also invaluable for assessing impact. Feedback can be gathered from pupil voice surveys and focus groups with families.

THE HTU PODCAST: EAL



This a recent episode took a practical look at how primary schools can support pupils who use English as an additional language, offering practical whole-school and classroom-based strategies and examples. Listen back via <https://tinyurl.com/3yx93pfe>

Systematic monitoring of the quality of teaching and support for EAL ensures continuous improvement, the embedding of good practice, and enables CPD to be targeted and impactful.

Inclusive admissions

A clear, whole-school admissions process for multilingual children will help schools to gather as much information as possible about each child and their background will ensure that each member of staff knows and is prepared to play their role, and help to make new children and their families feel welcome and equipped to join the school.

The PAWS (Prepare, Alert, Welcome and Support) framework provides a model of welcome and inclusion that has four stages, set out in a carefully structured chronological timeframe (resource 5). This model helps school leaders to plan and allocate resources and to implement the relevant recommendations at each stage.

Prepare

The admissions interview is an opportunity to:

- Gather necessary information about the child.
- Share information about the school with the child/family.
- Send families the inclusive message that they, their child, their language, and culture are genuinely welcome, respected, and valued.

Families will come from a different kind of education system. Major differences might include primary-aged children being allowed off-site at lunchtime, a more teacher-centred pedagogy with children discouraged from talking, and no school uniform.

Refugee families may have had limited access to formal schooling and all families will need information about the English school system and about your school, including classroom routines, homework policies, expectations around punctuality and parental involvement, to support their children.

Make sure admissions staff prepare the following to get the most out of the interview:

- Arrange an interpreter who speaks the same language variety or dialect as the family. This will ensure that communication with the family is clear and unambiguous.



- Share information about the UK system (The Bell Foundation has a pamphlet in a range of languages – resource 6).

- Prepare important materials also in translation (handbook, curriculum outline, key dates).

- Think about the information needed from parents, including details of the child's previous education, subjects studied, and language(s) spoken. Ask parents for any previous school reports – these can be translated and will provide valuable insights into abilities and prior attainment. If the child has not yet started school, then ask about the languages they know and use, their experience using pencils, exposure to storybooks, and any pre-school education.

- Ask about hobbies, sports and interests. This will enable you to signpost extra-curricular activities or clubs. Make it clear that these opportunities are available to the child right now if they want them, irrespective of their current level of English, and that taking part can help to forge friendships.

- Offer to put new parents in touch with any parent ambassadors or parent-governors.

Alert

At this stage, headteachers can make sure that all staff involved

have the information they need, and that children have been prepared to welcome and support the new arrival.

- Use the information gleaned at interview to draft a pupil profile (see resource 7) to share with staff so that they can plan the language, pastoral and other support the child may need based on information about their strengths and challenges.
- Identify and prepare two to four reliable, kind and keen children (ideally one who shares a language with the new child) to act as buddies and welcome and support them in their first days. To develop this role at your school, try the Young Interpreter Scheme, which trains children from as young as five (resource 8).

Welcome

Right from the start, the new arrival needs to look around them and feel that, yes, this is somewhere they can be themselves, learn and thrive. We can achieve this with:

- A designated member of staff ready to welcome the child and their family on the first morning.
- Representation of the school's languages, including the new child's, in displays, signage, and in the voices they hear.
- Buddies meeting and greeting the new arrival, using the home language and English if possible.

- Teachers introducing the child with the correct pronunciation of their name and showing them their peg/drawer/table.

Support

Allocate time for collaboration between the class teacher and the EAL lead/specialist to ensure that the child has access to suitable support. This could be through careful grouping with sympathetic and helpful peers, access to translation software or dictionaries, teaching assistant support where possible, and via EAL friendly teaching (which we outline below – see also resource 9). After at least two weeks of settling in time, conduct an EAL assessment to gauge their proficiency in English and use this to review and adjust support. All staff should know how to act on this information.

Continuous assessment

Judgements regarding each child's progress must be based on their performance in the mainstream classroom, with various types of information and evidence collected by class teachers and then shared with the EAL lead/specialist to inform decisions about language support. Heads need to be mindful of the impact of Covid on children's development, especially those now in early years and key stage 1.

Proficiency in English

The assessment of proficiency in

English of multilingual learners is key to informing teachers about the kind of language support they need to put in place. Headteachers can make sure that assessment is:

- Designed for learners using EAL (assessments designed for English-speaking children will not provide useful information).
- Age-appropriate.
- Provides an accurate and fair picture of the child's ability in English in listening, speaking, reading and viewing, and writing.
- Is on-going and curriculum-focused and provides detailed information that allows teachers to plan support strategies.

The Bell Foundation's EAL Assessment Framework (resource 10) is widely used and teachers can be trained to administer it and use the data it provides to inform what support each child needs.

EAL learners, especially those new to English, may have a sound knowledge of curriculum content, but may not yet be able to demonstrate this in English. In such cases, teachers should reduce the linguistic demands of the assessment instructions and allow learners to demonstrate understanding in ways that do not depend solely on the quality of their English. For example, a child can sequence a set of pictures instead of writing a summary of the text.

Home language

Home language assessments (resource 11) can provide information that will enhance the assessment of a learner using EAL when used alongside other evidence, such as classroom observations and proficiency in English assessment data. They can provide information on literacy levels, breadth of vocabulary and speaking ability. All of these skills are directly transferable to English and can be used to support English language development. If there is no adult member of staff to conduct this assessment, consider sourcing an interpreter (although not a family member).

National curriculum tests

Headteachers are responsible for decisions about whether children should take the SATs. They need to make sure that multilingual learners using EAL have completed the curriculum, are working at the

level they are being tested at, have a fair chance of succeeding with access arrangements in place according to their needs, and are fit and mentally healthy.

The type and availability of access arrangements is subject to change, and headteachers need to stay up-to-date in order to make informed decisions about which learners should sit the tests and how they can be supported. All decisions about whether children sit the tests, which ones they will be entered for, and the implications of those decisions (for example for secondary school acceptance) need to be communicated clearly to families (see *Headteacher Update*, 2024).

Curriculum and teaching

As children continue in school and cognitive demands increase, they will need to understand and use larger amounts of ever-more complex language, especially in upper primary. But even as the demands increase in English, it remains best practice for teachers to continue to draw on all the language resources that multilingual learners have, maintaining and developing their home language(s) as they learn English.

Appointing an EAL co-ordinator and providing them with resources, including time, can help to develop a consistent programme in all classrooms. The three case studies below of learners in year 5 show how teachers can adapt their teaching and build language support as they provide access to the full curriculum.

- **Amira:** Recently arrived from Syria, Amira is fluent in Arabic and knows a few words and phrases in English. She was a top learner in her school in Syria, loves science, and wants to be a doctor.
- **Fedir:** Recently arrived from Ukraine, Fedir is developing competence in English. He is fluent in Ukrainian and knows some Russian. He has always been a motivated and high achieving learner yet now finds it difficult to concentrate academically since he is worried about his father who is fighting in the war at home.
- **Kamori:** Born in the UK, Kamori grew up speaking both English and Urdu but, like many competent English-speaking

children, he finds the language and literacy demands of upper primary school challenging.

For these children to access the year 5 curriculum, their teacher will need to integrate content learning with language development. The curriculum will not wait for them to learn English first. The type and amount of language support will differ for each child, based on their English language proficiency level.

Figure 1 shows how their teacher provides appropriate language support in a lesson on fossils in which the class learns the scientific definition and reads an explanation of how a fossil is formed.

The concept that all teachers (in all subjects at all key stages) are both language and content teachers may be new to school staff. EAL leads can ensure school-wide implementation of inclusive pedagogies that incorporate distinct EAL strategies. Here are some suggestions to strengthen academic inclusion.

Planning

Integrating content learning and language development begins at the planning stage. This approach (Gibbons, 2009) can guide teachers to create language-focused lessons:

- **Step 1:** Know your learners, including their level of English language proficiency and where they may need additional support or challenge with language use.
- **Step 2:** Identify the language that is central to the content and topic. Ask yourself: what

Figure 1. How a teacher might provide appropriate language support for EAL pupils during a lesson on fossils

Kamori	Fedir	Amira
Competent in English	Developing competence	New to English
1. Receives a definition of a fossil in everyday language.	1. Receives a definition of a fossil in everyday language. The definition has pictures, or the teacher demonstrates using actions and gestures.	1. Receives a definition of a fossil in everyday language. The definition has pictures, or the teacher demonstrates using actions and gestures. The learner has a bilingual glossary.
2. Talks to a partner and explains how a fossil is formed.	2. Talks to a partner and explains how a fossil is formed. Uses a sentence frame to support sharing their explanation.	2. Talks to a partner and explains how a fossil is formed. Uses a sentence frame with pictures to support sharing their explanation. Is paired with a child who shares a common home language. Is encouraged to share their explanation in whatever language they prefer.

language will learners need to know and use in order to participate in the subject-focused learning tasks?

- **Step 3:** Select the key language you will focus on and plan when and how you will introduce it. Consider language features at word, sentence, and text level.
- **Step 4:** Choose appropriate types and amount of language scaffolding (e.g. sentence frames and pictures) based on each child's English proficiency.

Teaching

Here are some ways we can adapt teaching to ensure all learners, including those new to English, are able to access the curriculum.

- Use dual-coding techniques such as providing images, objects, or demonstrations while explaining concepts or giving instructions.
- Build vocabulary for subject-specific items (egg, tadpole, frog) plus general academic language (cycle).

- Modify language to communicate only key concepts and meaning.
- Highlight and teach language features and structures explicitly.
- Promote oral language development.
- Use questioning skills to extend conversations.
- Provide opportunities for learners to practise using language.
- For learners new to English, delay phonics teaching until those learners have had time to hear and learn the sounds of English in the language they hear in their classroom and in other contexts.

Translanguaging

Translanguaging is a strategy that multilingual children use to navigate their multilingual worlds and construct knowledge. It occurs as they move fluidly between the languages they know.

Teachers can build on the

language(s) children bring to the classroom by:

- Partnering learners who share a common home language.
- Allowing children to use whatever language they prefer as they build understanding of new concepts.
- Having children create bilingual glossaries and use bilingual dictionaries and online translation tools if appropriate.
- Encouraging children to label visuals like diagrams and text, take notes, and write drafts and outlines of work in whatever language they prefer.
- Providing bilingual materials, including bilingual storybooks, and welcoming family members to participate in bilingual storytelling sessions.

CPD

Research suggests that when headteachers lead on and participate actively in CPD for their staff, schools record the largest positive results on learner outcomes (Robinson et al, 2009).

Research also identifies the necessity for CPD specific to EAL. In a recent study (Adams et al, 2023), teachers reported that training for working in multilingual environments is one of their top three CPD needs, whereas early career teachers reported that they feel least prepared to teach in multilingual classrooms compared to all other training areas from their initial teacher training

Headteachers can play a leading role here by following these recommendations:

- A CPD programme should align with the school's EAL strategy and use a whole-school approach to capacity-building. This will ensure teachers can develop shared understanding and transfer their learning to their classroom practice.

- Specialists recommend a dual approach (Foley et al, 2018), whereby initial CPD sessions provide a grounding in EAL knowledge followed by on-going support with embedding EAL pedagogy into the planning and teaching of all subjects. On-going and sustained CPD for EAL is particularly important in contexts with higher staff turnover to ensure that EAL expertise and experience are embedded across the school.
- Staff who hold EAL-specific roles should have EAL specialist qualifications or undertake relevant specialist training.
- CPD should ensure all teachers and support staff recognise the value of multilingualism as a resource, understand the central role that proficiency in English plays in a learner's ability to access the curriculum, and know how to apply effective strategies to facilitate English language development.
- CPD should include up-to-date, evidence-informed EAL pedagogy and provision. The Bell Foundation promotes five principles to guide an effective EAL pedagogy (resource 9) which can underpin CPD content.

Principle 1: Multilingualism is an asset: Encouraging learners to use and develop their full linguistic repertoire is highly beneficial. Multilingualism is one of a learner's most valuable resources. Research shows that children's cognitive flexibility and academic performance are enhanced when they maintain and further develop their home languages (Woll & Wei, 2019). All teachers and support staff should encourage learners to use all their language resources to support subject content learning and the acquisition of English by using pedagogies which include the use of different languages.

Principle 2: High expectations with appropriate support: Having high expectations of learners using EAL

while offering them the language support that they need is beneficial to their learning.

Learners using EAL, like all learners, benefit from high expectations which inspire, motivate, and challenge them. Teachers and support staff should set goals that stretch and challenge learners of all backgrounds, abilities, and levels of proficiency in English, provide them with appropriately demanding activities, and expect their active engagement and concentration.

They should also provide the right level of language support and scaffolding so that learners using EAL can access the curriculum and demonstrate their knowledge and skills. Challenging learners while supporting them takes account of their double load of learning English and learning in English.

Principle 3: Integrated focus on content and language: Focusing on language while teaching subject content is crucial to the progress and attainment of learners using EAL. The cognitive and academic abilities of EAL learners are separate from their English language abilities. Although multilingual learners may be fully capable of the cognitive and academic demands of curricula in their home language(s), they may be unable to access fully a similar curriculum in English due to the language barrier. English language development should be integrated and embedded in the curriculum within language-rich mainstream classes in every subject area. Any withdrawal of learners using EAL from a class should be for a specific purpose, time-limited, and linked to the work of the mainstream class.

Principle 4: Effective and holistic pupil assessment: EAL assessment builds a broad picture of the learner, which enables teachers to plan appropriate and targeted support. Effective assessment provides teachers with the information they need to adapt teaching for EAL learners and to set appropriate

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- ▶ Foley et al: *English as an additional language and initial teacher education*, University of Edinburgh, 2018: <https://tinyurl.com/29dx992y>
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- ▶ Woll & Wei: *The cognitive benefits of language learning: Broadening our perspectives*, *The British Academy*, 2019: <https://tinyurl.com/5a8kk6je>

RESOURCES

Resources cited in this article

- 1, *Self-assessment tool (primary)*: <https://tinyurl.com/nhc9xcf8>
- 2, *Writing an EAL school policy*: <https://tinyurl.com/ftp28w5y>
- 3, *EAL policy (Sydenham Primary School & Lighthorne Heath)*: <https://tinyurl.com/4dcx5as4>
- 4, *Lessons observations with an EAL focus (download)*: <https://tinyurl.com/ms62c8hr>
- 5, *PAWS (supporting new arrivals)*: <https://tinyurl.com/ywkvuyep>
- 6, *Guidance for parents*: <https://tinyurl.com/2ft5uh4>
- 7, *Create an EAL learner profile*: <https://tinyurl.com/yck36wkk>
- 8, *Young Interpreter Scheme (Hampshire County Council)*: <https://tinyurl.com/288tedf7>
- 9, *Effective teaching of EAL learners*: <https://tinyurl.com/ydjd5sh>
- 10, *EAL Assessment Framework*: <https://tinyurl.com/2cmayu7s>
- 11, *Home language assessment*: <https://tinyurl.com/4xm6sn62>

Other useful resources

- ▶ *Classroom guidance & strategies to support EAL learners*: <https://tinyurl.com/5t4b8x5x>
- ▶ *EAL strategies and great ideas*: <https://tinyurl.com/2tkx2ed8>
- ▶ *EAL teaching resources*: <https://tinyurl.com/h682zpd8>
- ▶ *How to provide multilingual support in the classroom*: <https://tinyurl.com/53dn6uea>
- ▶ *School provision for refugees and new arrivals*: <https://tinyurl.com/yj635bj6>
- ▶ *How do I assess an EAL learner?* <https://tinyurl.com/6nshns69>

language development targets. Initial diagnostic assessment should gather linguistic and educational information, such as information about learners' language and literacy practices, prior education, and current cognitive skills. Initial assessment of learners' proficiency in English should include an assessment of listening, speaking, reading and viewing, and writing. Formal standardised tests designed to assess the reading age, verbal reasoning, spelling, and reading comprehension of first-language English learners are not always suitable for assessing learners using EAL. Where possible, conducting a first language assessment can provide useful information.

Principle 5: Social inclusion: Including learners using EAL and their family in all aspects of school life improves their wellbeing and

motivation for learning and is beneficial for the school. Learners using EAL need to feel safe and secure from day one and need not be excluded from any aspect of school life. Schools should foster an inclusive culture in which learners using EAL are encouraged to participate in extra-curricular activities and to join mixed-language friendship groups. Social inclusion is successful where schools create respectful relationships with learners' families and the wider communities, striving to understand families' backgrounds, cultures, and prior experiences.



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