

Supporting schools in developing EAL provision

Sheila Hopkins
The Bell Foundation



In this session...



The context of EAL

Understanding effective teaching of EAL learners

Supporting school leaders in developing EAL provision

Questions and answers

Number of learners who use EAL



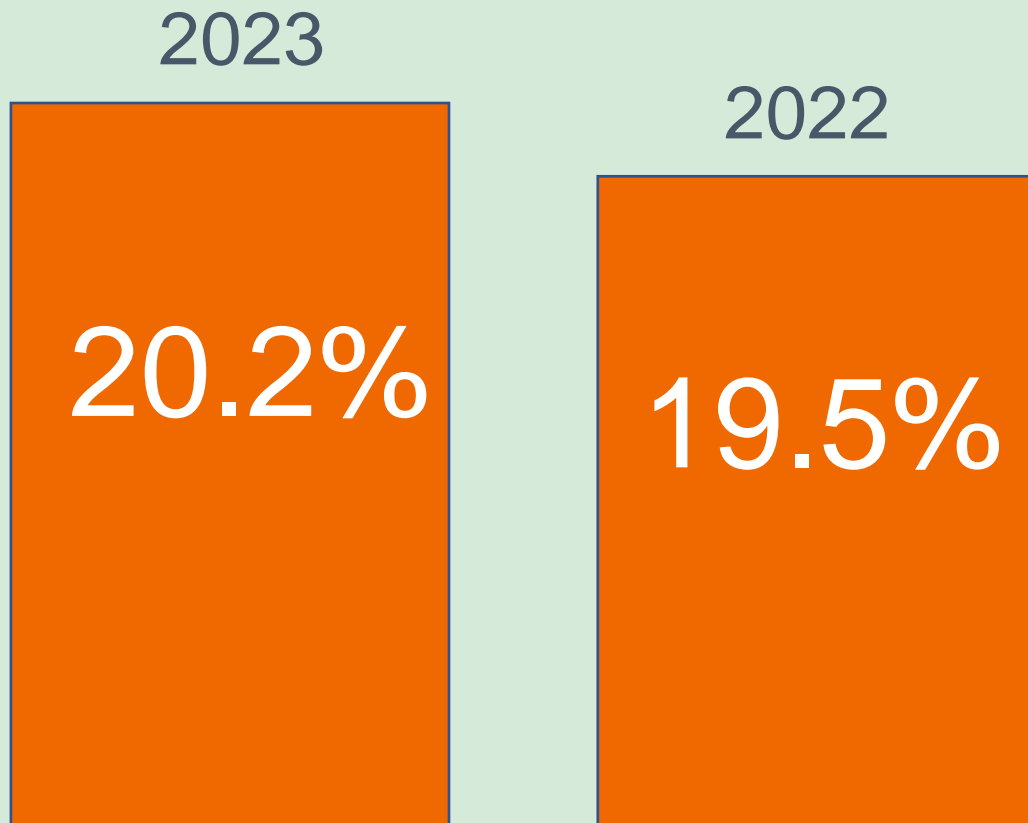
Consider your answer

There are 9,073,832 pupils in England. How many pupils are classified as using English as an Additional Language?

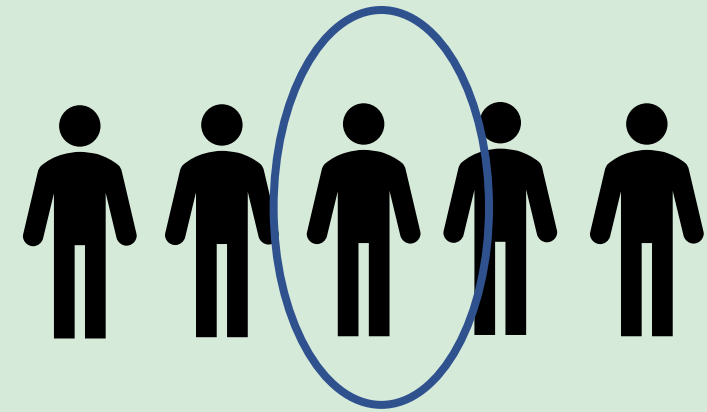
- a) Less than half a million
- b) About a million
- c) Over 1.5 million
- d) Over 2 million

Number of pupils identified as using EAL

c) 1,715,912 (20.2%)



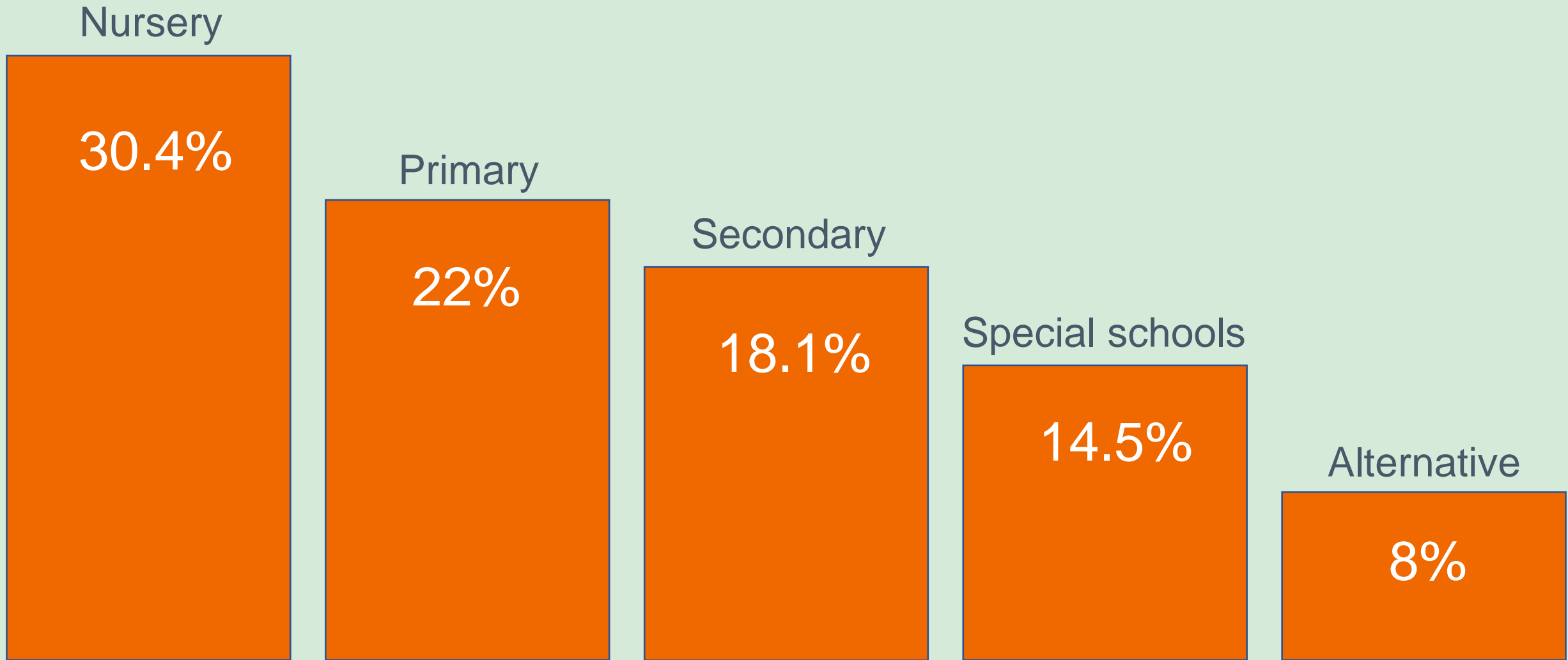
Over 1 in 5 pupils



Source: School Census, January 2023

Number of pupils with EAL in detail

Source: School Census, January 2023



Learners using EAL in your region (2023)

Pupils known or believed to have a first language other than English (%)

	Total	State funded nursery	State funded primary	State funded secondary
	22/23	22/23	22/23	22/23
England	20.2	30.4	22.0	18.1
N East	8.3	6.5	9.2	7.4
N West	16.8	26.4	18.4	14.7
York&Humb	17.0	21.1	18.5	15.2
E. Mids	16.8	22.9	18.4	14.8
W. Mids	22.0	31.6	23.4	20.4
E of Eng	15.8	28.3	17.8	13.4
London	44.0	49.6	48.0	39.5
S East	15.6	28.7	17.1	14.0
S West	9.4	22.8	10.4	8.1

The definition of EAL

The official definition

A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English.

Schools, pupils and their characteristics, September 2020

www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2020

Problems with the official definition

The EAL definition...

...groups together a diverse and heterogeneous group of pupils all in a single group.

Strand and Hessel (2018)

...is based on the concept of 'language exposure' rather than 'language proficiency'.

Evans et al. (2020)

Superdiversity

Learners using EAL

Different arrival situations

Diverse backgrounds

Different talents and strengths

Different challenges and needs



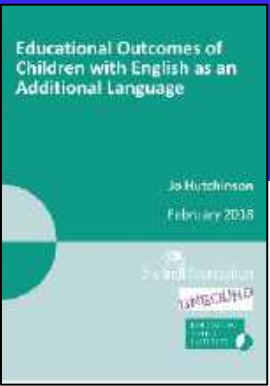
Variation factors in attainment

Level of English
proficiency

Age of arrival
in the English
school system

First language

Prior educational
and life experiences



English language development

Five proficiency bands



Variation factors in attainment

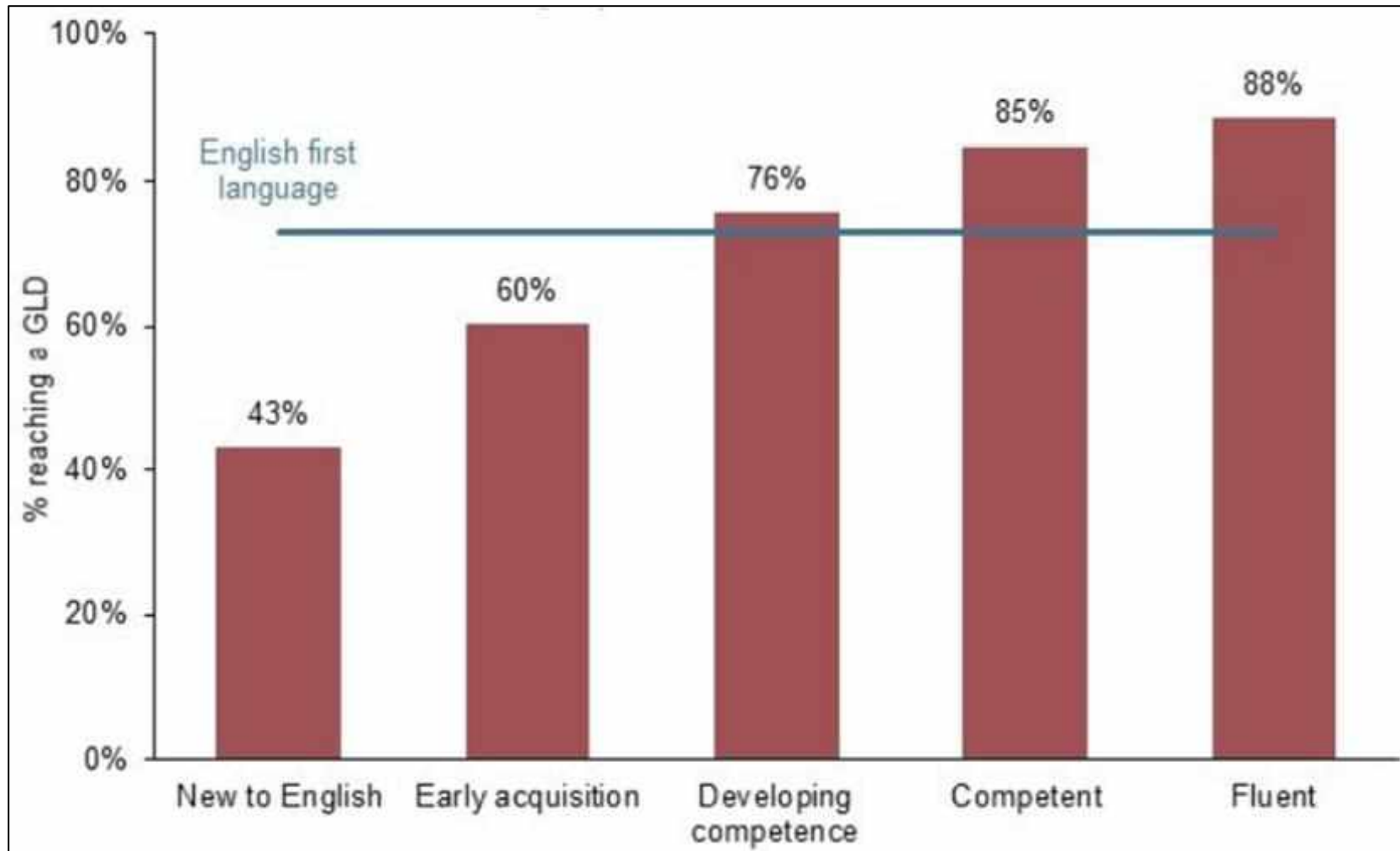


Level of English
proficiency

Pupils' attainment increases with greater English proficiency, indicating a strong link between proficiency in English and educational achievement.

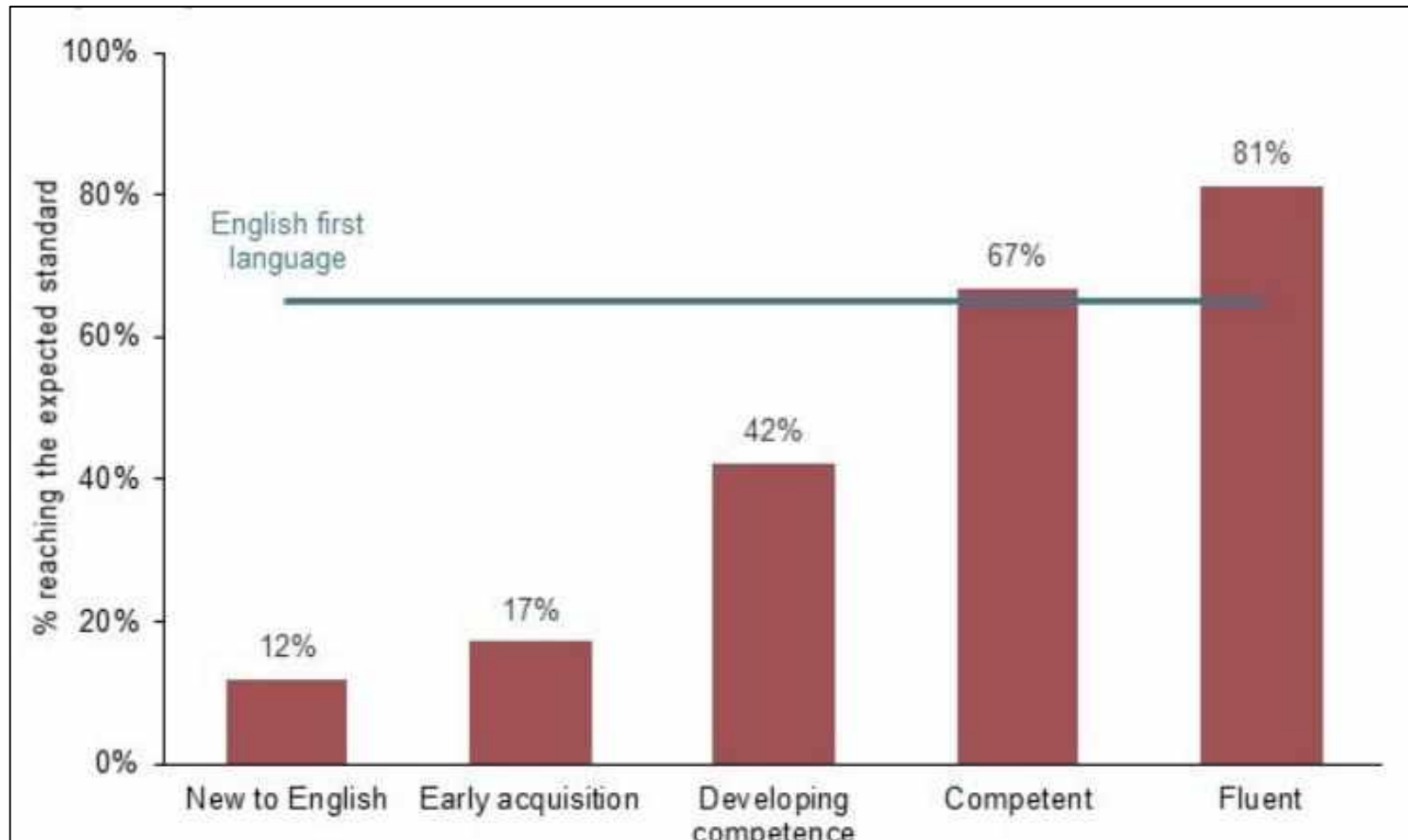
Proficiency and educational attainment

EYFS: % reaching Good Level of Development (GLD)



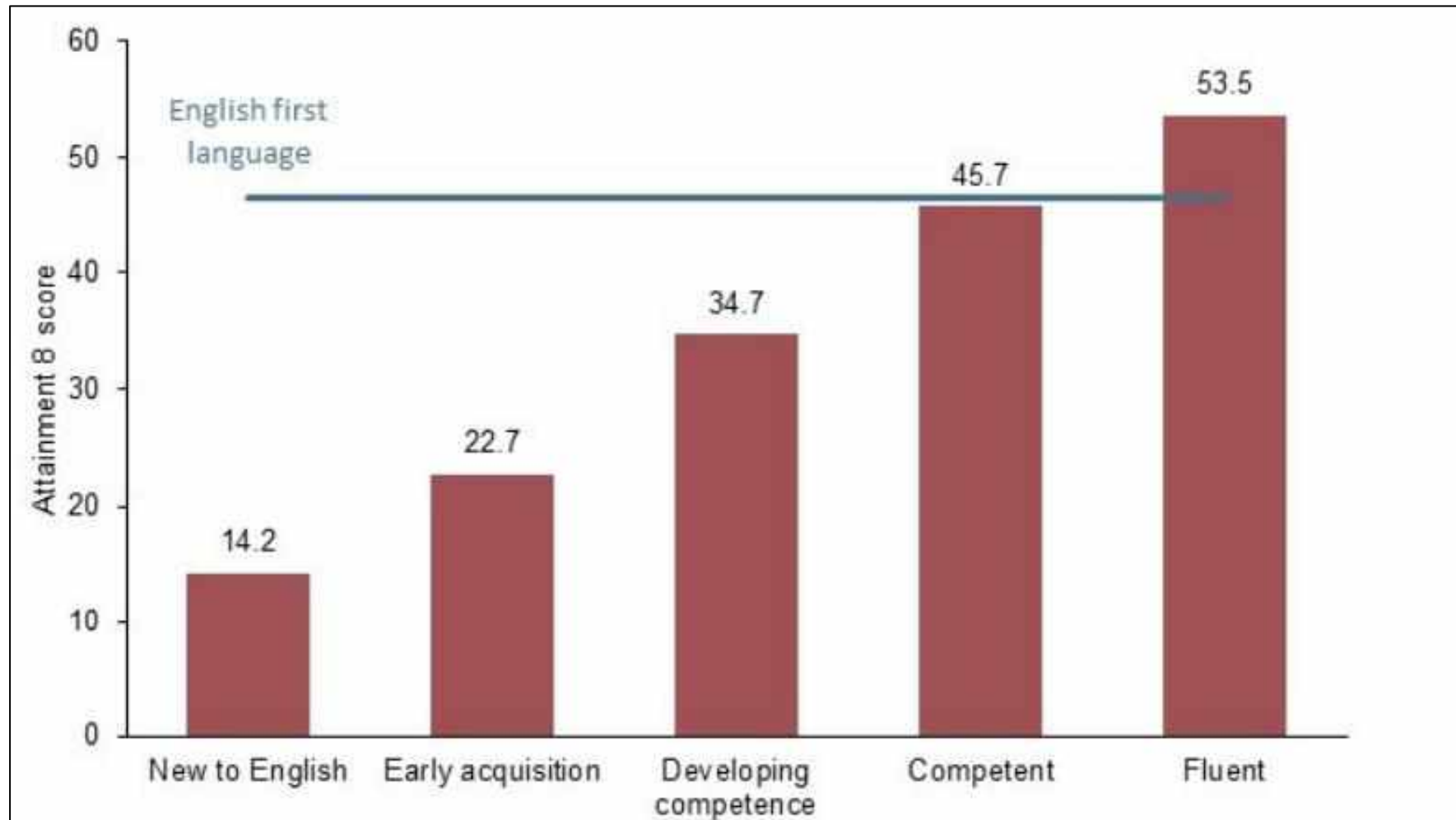
Proficiency and educational attainment

Key Stage 2: SATS: % meeting expected standards in reading, writing, and maths



Proficiency and educational attainment

Key Stage 4: GCSE Average Attainment 8 Score



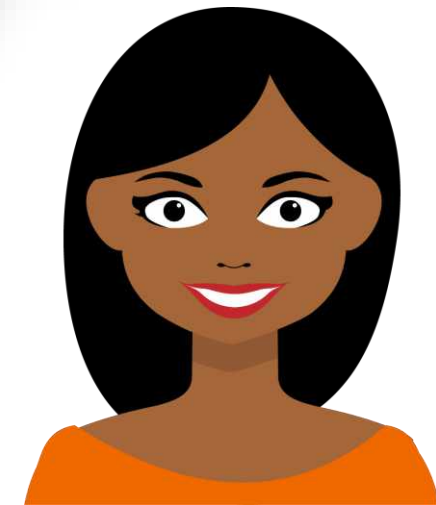
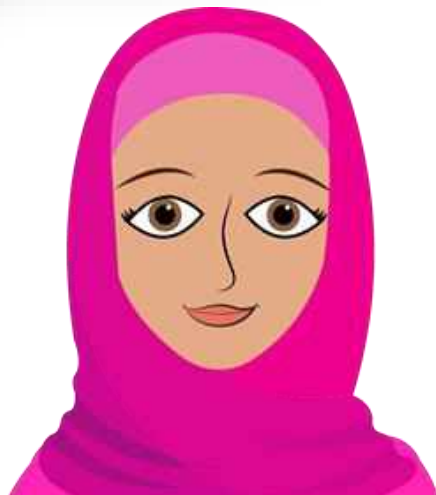
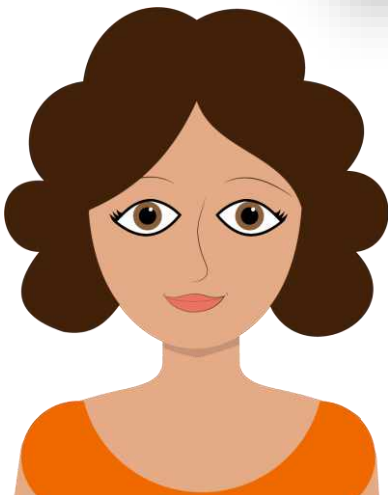
Proficiency levels and appropriate support



Teacher needs

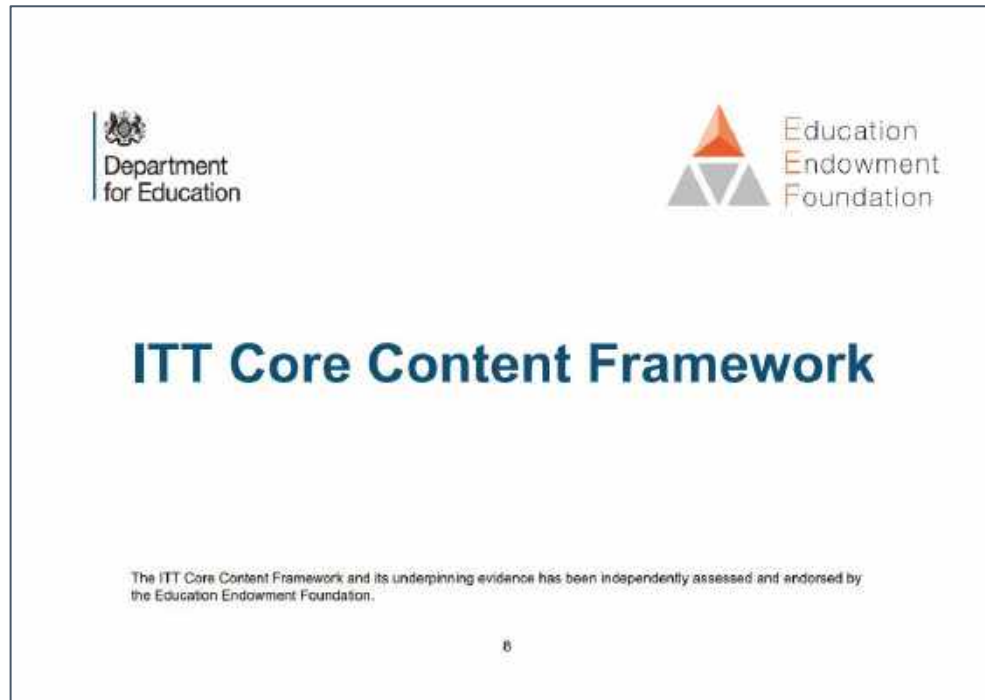
Least prepared to teach in multilingual classrooms compared to all other training areas.

EAL is one of their top three CPD needs.



Teacher needs

No mention of EAL



The cover of the ITT Core Content Framework document features the Department for Education logo on the top left and the Education Endowment Foundation logo on the top right. The title "ITT Core Content Framework" is centered in a large, bold, blue font. At the bottom, a small line of text states: "The ITT Core Content Framework and its underpinning evidence has been independently assessed and endorsed by the Education Endowment Foundation." The page number "8" is centered at the very bottom.

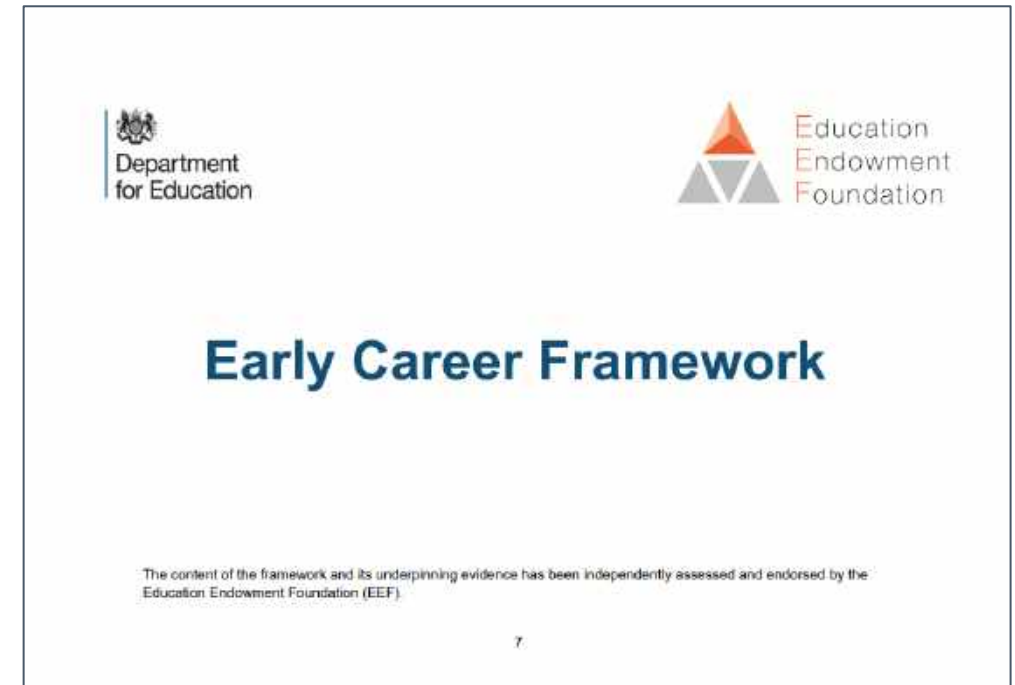
Department for Education

Education Endowment Foundation

ITT Core Content Framework

The ITT Core Content Framework and its underpinning evidence has been independently assessed and endorsed by the Education Endowment Foundation.

8



The cover of the Early Career Framework document features the Department for Education logo on the top left and the Education Endowment Foundation logo on the top right. The title "Early Career Framework" is centered in a large, bold, blue font. At the bottom, a small line of text states: "The content of the framework and its underpinning evidence has been independently assessed and endorsed by the Education Endowment Foundation (EEF)." The page number "7" is centered at the very bottom.

Department for Education

Education Endowment Foundation

Early Career Framework

The content of the framework and its underpinning evidence has been independently assessed and endorsed by the Education Endowment Foundation (EEF).

7

In this session...



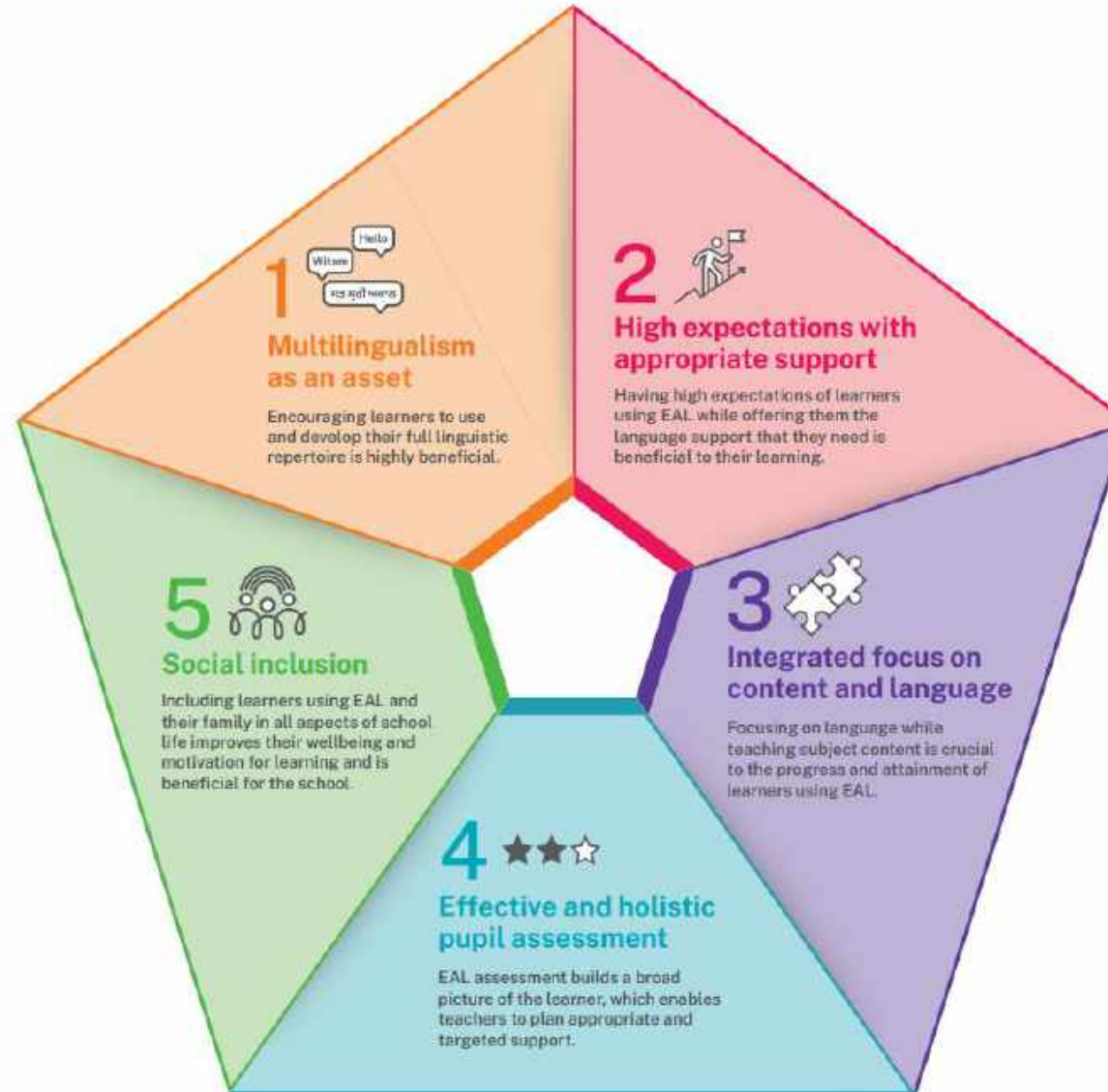
The context of EAL

Understanding effective teaching of EAL learners

Supporting school leaders in developing EAL provision

Questions and answers

Five principles to guide an EAL pedagogy



Classroom guidance and strategies

Primary

The Bell
Foundation

Classroom guidance and strategies
to support EAL learners
Primary version



Secondary

The Bell
Foundation

Classroom guidance and strategies
to support EAL learners
Secondary version



Key Principle 1 and 2

1



Multilingualism as an asset

Encouraging learners to use and develop their full linguistic repertoire is highly beneficial.

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.

Key Principle 3 and 4

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.

4



Effective and holistic pupil assessment

EAL assessment builds a broad picture of the learner, which enables teachers to plan appropriate and targeted support.

Key Principle 5

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.

In this session...



The context of EAL

Understanding effective
teaching of EAL learners

**Supporting school leaders in
developing EAL provision**

Questions and answers

Supporting EAL provision

- A. Leadership and management
- B. Resourcing and funding
- C. Continuing professional development
- D. Pupil induction, assessment, placement and monitoring of progress
- E. Teaching, learning and the curriculum
- F. School environment, attitudes and ethos

EAL needs assessment

Primary



The cover of the 'EAL SELF-ASSESSMENT FOR SCHOOLS: PRIMARY' document features a green header with the 'the bell foundation' logo and title. Below the header, a white box contains the introductory text. The footer is a dark grey bar with the logo, page number '1', and copyright information.

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EAL SELF-ASSESSMENT FOR SCHOOLS:
PRIMARY

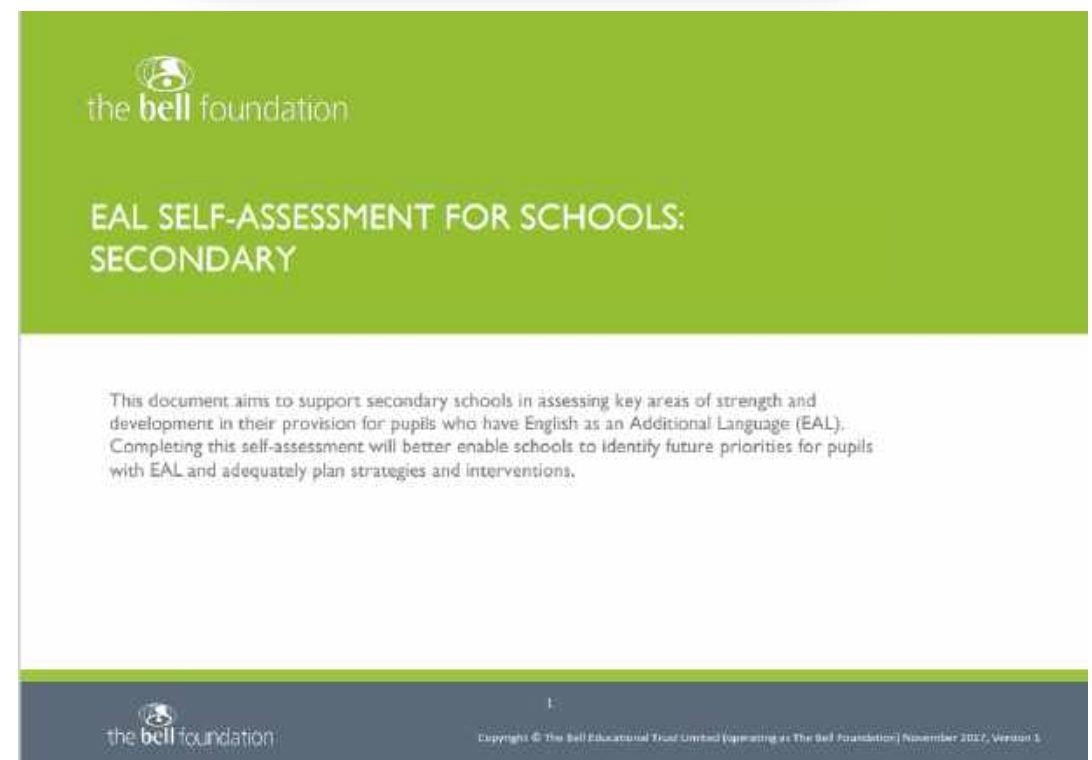
This document aims to support primary schools in assessing key areas of strength and development in their provision for pupils who have English as an Additional Language (EAL). Completing this self-assessment will better enable schools to identify future priorities for pupils with EAL and adequately plan strategies and interventions.

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Secondary



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EAL SELF-ASSESSMENT FOR SCHOOLS:
SECONDARY

This document aims to support secondary schools in assessing key areas of strength and development in their provision for pupils who have English as an Additional Language (EAL). Completing this self-assessment will better enable schools to identify future priorities for pupils with EAL and adequately plan strategies and interventions.

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List of resources

Have at hand:

Governors for School – 25/03/2024 The Bell Foundation

Supporting schools in developing EAL provision

Links to session resources

Leadership and management

- [How to write an EAL school policy](#)
- [EAL guidance for schools and leaders](#)
- [EAL classroom guidance for teachers](#)

Resourcing and funding

- [EAL provision and funding](#)
- [The national funding formulae for schools and high needs](#)
- [EAL pupil data by regions](#)

Continued professional development

- [Initial teacher training modules](#)
- [Early career teacher CPD series](#)
- [Online and blended CPD courses for TAs, teachers and school leaders](#)
- [Bell Foundation webinars](#)

Pupil induction, assessment, placement, and monitoring

- [New arrivals](#) (pupil induction)
- [EAL assessment framework](#)
- [EAL and SEND: A framework for integrated provision in schools](#)
- [Creating a multilingual learner profile](#)
- [Welcoming refugee and asylum seeking learners](#)

Teaching, learning and the curriculum

- [Five principles to guide EAL pedagogy](#)
- [Classroom guidance and strategies to support EAL learners](#)
- [Great Ideas](#)
- [Teaching resources](#)

School environments, attitudes, and ethos

- [How to provide multilingual support in the classroom](#)
- [EAL guidance for parents](#)
- [How schools are integrating new migrant pupils and their families](#)

Governors for School 25/03/2024 bell-foundation.org.uk 1

A. Leadership and Management of EAL

Language for Results

EAL Self-Assessment for Schools: Secondary

A. Leadership and Management of EAL provision

Question	Response	Evidence	Score	Action taken by school
A1. Is there a named governor who leads on EAL? How does the governing body support and challenge the school with regard to its EAL provision?				
A2. Is there a named member of the Senior Leadership Team (SLT) with overall responsibility/accountability for EAL provision in the school?				
A3. Does the school have an EAL strategy or action plan in place?				
A4. Does the school have an EAL policy or Language(s) policy in place? If so, (a) is the policy in an accessible format and place? (b) How is the EAL or Language(s) policy communicated to staff and other stakeholders e.g. pupils, parents, governors? (c) How is implementation of the policy monitored by SLT?				
A5. How is attainment and achievement data for recent EAL cohorts (e.g. Analyse School Performance, Fischer Family Trust, exam board data) used to inform action planning for EAL?				
A6. What additional analysis of EAL attainment and progress data is carried out internally by the school? How is this used?				
A7. (If appropriate) Is EAL improvement planning embedded within the school development plan? If so, how far?				

A. Leadership and Management of EAL - Resources

The Bell Foundation Language for Results International

EAL Programme ▾ ESOL Programme ▾ Criminal Justice Programme ▾ Resource Library ▾

Home ▸ EAL Programme ▸ EAL Guidance ▸ EAL Guidance for Schools and Leaders ▸ How to

Explore our policy recommendations for breaking down language barriers in schools, adult education, and the criminal justice system.

How to Write an EAL School Policy

Most schools will have several policies which have relevance to the teaching, learning and well-being of learners who use English as an Additional Language (EAL). Foremost of these will be the equality and diversity policy. Schools in the UK have a statutory obligation under the [Equality Act \(2010\)](#) to promote equality of opportunity for pupils whatever their race, religion or belief as well as other protected characteristics.

In many schools, language will be subsumed within other policies such as literacy and communication. Some schools may include language in their equality policy. For schools with significant numbers of learners who use EAL, it is essential 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 kind of school you want to be, whether it is welcoming, inclusive, supportive, multilingual, diverse, or indeed all of the above. But writing the policy is only half the work. It is by actively involving staff and pupils in the design of the policy and by implementing it – from the classroom to the canteen – that the key policy messages will start to resonate around the school and really begin to have a meaningful impact on teaching and learning.

[Evans et al \(2018\)](#) recommended 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 a school's language policy, it is also important to consider its wider impact, in terms of whether it ultimately promotes or discourages multilingualism. Research demonstrates that it is beneficial to provide opportunities for learners to use all their languages to both access the curriculum and to develop their proficiency in English (see [Multilingual Support](#) page for further information).

Finally, it is crucial to consider –and elicit– learners' perspectives when creating a 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 teaching and learning support 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 approach resulting in consistent, principled and effective practices among teachers.

Developing an EAL policy: Key questions and considerations

The Bell Foundation Language for Results International

EAL Programme ▾ ESOL Programme ▾ Criminal Justice Programme ▾ Resource Library ▾

Home ▸ EAL Programme ▸ EAL Guidance ▸ EAL Guidance for Schools and Leaders ▸ How to

Explore our policy recommendations for breaking down language barriers in schools, adult education, and the criminal justice system.

EAL Guidance for Schools and Leaders

EAL guidance for schools and leaders on working, teaching, working with partner organisations.

Explore the guidance

- EAL Decision and Funding**
Historical background to EAL provision in England.
Find out more →
- EAL Education Policy in England**
Historical context for the current use of pupils who use EAL in schools in England in government-funded classes.
Find out more →
- How to Write an EAL School Policy**
Guidance on how to write an EAL policy for your school.
Find out more →
- Schools Provision for Refugee Children and New Arrivals**
This framework for recommendation and advice is aimed at active interventions to welcoming and including learners who are refugees.
Find out more →
- School Self-Evaluation for CAL Provision**
This page provides a list of questions to help schools evaluate their current practice, taking account of learners who use EAL.
Find out more →
- School Transition for EAL Learners**
Information on how to guide learners using EAL through the school transition process.
Find out more →
- EAL and SEND**
Guidance for schools that provides guidance to support EAL learners with SEND needs of children.
Find out more →
- How to Support EAL Learners in Multilingual Classrooms**
An overview of the social, academic and linguistic benefits of integrating EAL students into multilingual lessons, with key considerations around the implementation of out-of-class interventions.
Find out more →

The Bell Foundation Language for Results International

EAL Programme ▾ ESOL Programme ▾ Criminal Justice Programme ▾ Resource Library ▾ News & Blog

Home ▸ EAL Programme ▸ EAL Guidance ▸ EAL Classroom Guidance for Teachers ▸ How to

Explore our policy recommendations for breaking down language barriers in schools, adult education, and the criminal justice system.

EAL Classroom Guidance for Teachers

EAL classroom guidance for teachers on useful strategies, working with learning assistants, involving multilingual support staff etc.

Explore the guidance

- What is EAL in Education?**
More information on the terms EAL and what it encompasses.
Find out more →
- Principles for Effective Teaching of EAL Learners**
Five strategies which can be used to guide actions in the classroom and create effective provision for EAL learners.
Find out more →
- EAL Strategies and Good Ideas**
The first block page sets a collection of different strategies that are teacher-led and can be used in their classrooms to support learners who use EAL.
Find out more →
- EAL Learners With Limited First Language Literacy**
Guidance for teachers working with children and young people: English schools will benefit from a mixture of advice and in-classroom.
Find out more →
- How to Create an EAL Learner Profile**
Quick research activities in lessons to help you find out what your learners' needs are, and how to support them.
Find out more →
- How to Provide Multilingual Support in the Classroom**
Information on the benefits of providing multilingual support to EAL learners.
Find out more →
- Additional Support in the Classroom**
Information on the benefits of working with specialist EAL teachers, TAs, EAL assistants and other staff.
Find out more →
- Framework for EAL Learners**
This page sets out the key messages for teachers to follow when working with specialist EAL learners.
Find out more →

B. Resourcing and Funding

Language for Results

EAL Self-Assessment for Schools: Secondary

B. Resourcing and Funding

Question	Response	Evidence	Score	Action taken by school
B1. How effectively does the school access the local and national funding and specialist support that is available?				
B2. Is there an appropriate number of designated EAL staff in school, relative to your EAL population?				
B3. To what extent are your EAL staff appropriately trained and qualified to meet the specific requirements of EAL pupils?				
B4. Are the EAL staff effectively deployed to sustain the delivery, management and development of all aspects of EAL provision?				
B5. How does the school identify any staff, parents or governors with EAL expertise, language proficiency, local EAL community links, etc? How are any such people used to support EAL pupils?				
B6. To what extent is the provision and deployment of EAL staff informed by assessment information on EAL pupils and targeted to individual pupil needs?				
B7. Is there a recognised location for specialist EAL provision, where staff and EAL pupils can access support and where EAL resources are stored?				

B. Resourcing and Funding Resources

The Bell Foundation

Language for Results International | About Us | Events | Log in

EAL Programmes | ESOL Programme | Criminal Justice Programmes | Resource Library | News & Blog

Home > EAL Programmes > EAL Guidance > EAL Guidance for Schools and Leaders > EAL Provision and Funding

Explore our **policy recommendations** for breaking down language barriers in schools, adult education, and the criminal justice system. [View our policy work](#)

EAL Provision and Funding

Historical background to EAL provision in England

The start of EAL provision in England can be traced back to 1966, when Section 11 of the Local Government Act made funds available to meet the needs of people of Commonwealth origin. This was known as 'Section 11 funding' and was used to support the education of learners who used English as an Additional Language (EAL). In the beginning much of this support took place in separate language centres or through [withdrawal of learners using EAL from mainstream classes](#). In 1985, a Commission for Racial Equality report into provision in Calderdale Local Education Authority found this practice to be discriminatory and this led to the closure of language units. Funding for language support was subsequently used to provide additional specialist staff to work in mainstream classrooms.

In 1999, the Ethnic Minority Achievement Grant (EMAG) replaced the Home Office Section 11 funding. This new grant was distributed to local authorities on a formula basis relating to the number of learners using EAL and the number of pupils from 'underachieving' minority ethnic groups, combined with a Free School Meals indicator. The grant was intended to 'narrow achievement gaps for those minority ethnic groups who are underachieving and to meet particular needs of pupils for whom English is an additional language'. Most of the money was devolved to schools and monitored by the local authority, whilst a percentage was held back to pay for advisory teachers and consultants centrally.

In 2011, the EMA Grant was reintroduced into the Direct Schools Grant and was no longer ring-fenced. However, local authorities were still able to retain some funding to provide services to support schools in narrowing achievement gaps for underperforming ethnic groups and meet the specific needs of learners who use EAL.

From April 2013, an 'EAL' factor limited to bilingual pupils who have been enrolled in English schools for a maximum of three years can be included in local funding formulae for schools. Under this system, there is still no accountability mechanism regarding use of funding.

For more information on funding and an analysis on local authority spending on EAL, see [Languages: Developments and School Achievement: Opportunities and challenges in the education of EAL students](#).

For an analysis of pupil funding allocations 2021-2022, see reports from [The Education Policy Institute](#).

[EAL in the mainstream](#)

More EAL Guidance for Schools and Leaders

- School Transition for EAL Learners
- Welcoming Refugee and Asylum Seeking Learners
- New Arrivals
- Refugee and Asylum Seekers
- EAL and SEND: Guidance for Integrated Provision in Schools
- How to Write an EAL School Policy
- School Self-Evaluation for EAL Provision
- School Provision for Refugee Children and New Arrivals
- How to Work With EAL Parents
- How to Support EAL Learners in Mainstream Classrooms
- ITT and EAL
- EAL Education Policy in England

Department for Education

The national funding formulae for schools and high needs

2024-25

October 2023

C. Continued Professional Development

Language for Results

EAL Self-Assessment for Schools: Secondary

C. Continuing Professional Development

Question	Response	Evidence	Score	Action taken by school
C1. What training or guidance have SLT had on the leadership of effective whole-school EAL provision?				
C2. How does the school ensure EAL staff can gain a nationally recognised EAL qualification within a specified timescale (e.g. an MA in English as an Additional Language and Education)?				
C3. In the induction for all staff is there an EAL focus to ensure (a) they are aware of the school's strategy for EAL support? (b) that they have the necessary skills to contribute to its delivery?				
C4. How does the CPD programme ensure that all staff (a) are aware of the school's strategy for EAL support? (b) have the necessary skills to contribute to its delivery?				
C5. To what extent do key issues and good practice in the delivery and embedding of language provision inform EAL CPD content?				
C6. What training and guidance do staff receive on assessing the English Language Proficiency of pupils with EAL?				
C7. How does the school ensure that the Inclusion Manager and/or SENCO is knowledgeable about English language development for children with EAL who do not have a SEN but are also able to identify and meet the needs of EAL pupils who may have a SEN?				

C. Continued Professional Development Resources

The Bell Foundation Language for Results International

EAL Programme - ESOL Programme - Criminal Justice Programme - Resource Library

Home > EAL Programme > EAL Training > Initial Teacher Training

Explore our policy recommendations for breaking down language barriers in schools, adult education, and the criminal justice system.

Initial Teacher Training

“ This is such a fantastic resource, I am (a) in awe and (b) very excited about finding an opportunity to share this module with our trainees. Thank you so much for putting this together and sharing it. ”

Nearly half of all teachers in England will be working with pupils from diverse backgrounds, and superdiversity in schools is becoming the norm. Ensuring that student teachers are prepared to meet the needs of pupils who speak English as an Additional Language (EAL) as part of their initial teacher education is essential, due to the scale of this challenge, and the need to ensure that their teaching practices are fully reflective of diversity, equity and inclusion.

The OECD Teaching and Learning Survey found that 57% of trainee teachers do not feel they were prepared to support EAL pupils when they finished their training. Supporting multilingual pupils is one of the top three topics where teachers report a high need for professional development (OECD, 2019).

Following research with the University of Edinburgh, The Bell Foundation has developed evidence-informed, free to download teaching materials for ITT providers with a focus on preparing student teachers to work in diverse multilingual classrooms and to meet the learning needs of their current and future EAL pupils.

Module one

“Understanding EAL: Contexts, policies and pedagogy” is the first module in The Bell Foundation’s initial teacher education series on working with learners using English as an Additional Language. This course provides opportunities to develop a broad and well-informed understanding of what constitutes “EAL” in the context of schools in England. The course ensures that student teachers enter classrooms confident about the broad range of factors which make students who use English as an Additional Language distinct from each other.

Module two

“Language for Learning” is the second module in The Bell Foundation’s initial teacher education series. Building upon module one, this course takes a deeper look at the language learners encounter across the school curriculum. It offers frameworks for understanding how language works and how language learning can be integrated into all subject areas.

Module three

“Assessing Learners who use EAL” is the third and final module in The Bell Foundation’s initial teacher education series. This course can be used at any stage – either after the first two modules, or as a one-off standalone session. In the course, participants will learn briefly about the different levels of proficiency in English, and why it is important to understand a learner’s proficiency in English. The module then goes on to explore practical strategies for assessing a learner’s proficiency in English, curriculum knowledge, and home language. This interactive module offers opportunities for group discussion, and application of strategies learned in the sessions.

The Bell Foundation Language for Results International

EAL Programme - ESOL Programme - Criminal Justice Programme - Resource Library

Home > EAL Programme > EAL Training > Early Career Teachers

Explore our policy recommendations for breaking down language barriers in schools, adult education, and the criminal justice system.

Early Career Teachers

Explore our free, self-study modules for early career teachers.

Key section on this page:

- [What is the ECT and EAL series?](#)
- [How does the series work?](#)
- [How do I access the ECT and EAL materials?](#)

One in five pupils in England use English as an Additional Language (EAL) making it likely that early career teachers (ECTs) will have multilingual learners in their classroom (School census, 2023). Yet, research shows that ECTs feel least prepared to teach in multilingual classrooms compared to all other training areas.

We have developed a free, self-study ECT and EAL series that ECTs and their mentors can use during the statutory, two-year [probation process](#) that was recently established for ECTs by the Department for Education, based on the [Early Career Framework](#).

- [Access the series >](#)
- [Watch the webinar on how to use the series >](#)

What is the ECT and EAL series?

The series consists of 18 short, highly impactful EAL topics that ECTs and their mentors can choose to dip into when needed or work through in chronological order.

Introduction to EAL Definitions and context	Module one High expectations Appropriate support	Module two Learners using EAL Multilingual pedagogies
Module three Learning a new language How language works	Module four Comprehensible English Integrating curriculum & language development	Module five EAL support strategies: Listening and speaking Reading, viewing, and writing
Module six Assessing English proficiency Assessing curriculum knowledge	Module seven New arrivals Modifying language	Module eight Working with colleagues Continued professional learning

The Bell Foundation Language for Results International

EAL Programme - ESOL Programme - Criminal Justice Programme - Resource Library

Home > EAL Programme > EAL Training > Online and Blended Courses

Explore our policy recommendations for breaking down language barriers in schools, adult education, and the criminal justice system.

Online and Blended Professional Development Courses

“ I found the online nature of the course suited me well. Moodle was easy to use and the forums were a great way of getting feedback and ideas from others. ”

The Bell Foundation’s professional development courses achieved a recommendation rate of 95% in 2022.

Learning opportunities include both online and blended learning to mix of online and face-to-face CPD courses which provide high-quality professional learning experiences, and have the added benefit of potentially reducing a school’s training budget and its carbon footprint. They have been designed to develop the expertise and confidence of school staff so they can provide ever more impactful support for learners who use English as an Additional Language (EAL). They connect participants with experts and colleagues beyond their school while supporting collaboration and cooperative learning.

The content of each course draws on the latest research on EAL and innovations in pedagogy in the compulsory education sector and includes insights into the most relevant recent developments in educational policy. Their design is underpinned by the evidence-informed principles of digital learning and impactful Continuing Professional Development (CPD).

The courses are spread over a four to eight-week period and work around the busy schedules of those working in the education sector. They allow participants to work at a manageable pace with plenty of time to engage with course content deeply and critically and apply or adapt relevant insights to their contexts. They are carefully structured and sequenced, ensuring that content is clear and becomes gradually more demanding. New information is presented in small, manageable chunks with visuals that support learning and reduce cognitive load. They offer developmentally appropriate learning arising from active, highly interactive and collaborative learning, which builds on prior knowledge and allows participants to learn from and with other course participants, course tutors and course material.

All our online and blended courses use a “mobile-first” design with quick and simple navigation to ensure that participants can have a user-friendly experience irrespective of the device they use or where they are studying and learning.

How the courses work

The Bell Foundation’s blended and online professional development courses take a “flipped” approach. Beginning with independent, individual learning followed by dynamic and interactive group learning. Each course follows the same design template:

- **Module One**-Online independent learning with elements of direct instruction
- **Module Two**-A live webinar or face-to-face session with plenty of scaffolding to guide practice, application and reflection
- **Module Three**-Online independent learning with a focus on practice, application and reflection

Online and blended professional development at a glance:

The Bell Foundation Language for Results International

EAL Programme - ESOL Programme - Criminal Justice Programme - Resource Library

Home > EAL Programme > EAL Training > EAL Webinars

Explore our policy recommendations for breaking down language barriers in schools, adult education, and the criminal justice system.

Webinars

“ I am so grateful for The Bell Foundation webinars they are so useful, relevant and provide superb CPD for staff and of course are well attended so thank you for hosting these but also for supporting us all to access them. ”

The Bell Foundation’s series of free EAL webinars is aimed at providing direct access to expertise in English as an Additional Language to senior leaders and EAL staff in school, policy-makers, Ethnic Minority Achievement Service teams, teacher educators and academics.

Each webinar will provide participants with:

- Access to leaders in the field
- Latest research, resources and tools
- A one-hour intensive session with Q&A
- Access to a video recording of the webinar after the event
- First to hear about future webinars and how to sign up

Webinars cover a range of different themes, are targeted at specific audiences and are delivered in a range of formats. During research and policy sessions, academics and policy experts present their research findings, discuss implications for policy and practice, and answer questions from the audience. Interactive webinars for school staff focus on specific key areas of EAL practice, drawing on the Foundation’s research evidence and resources. Finally, some sessions have a dual focus on research and practice. The webinar series often features different formats, such as webinars presented by individual speakers, joint presentations, and Q&A webinar panels.

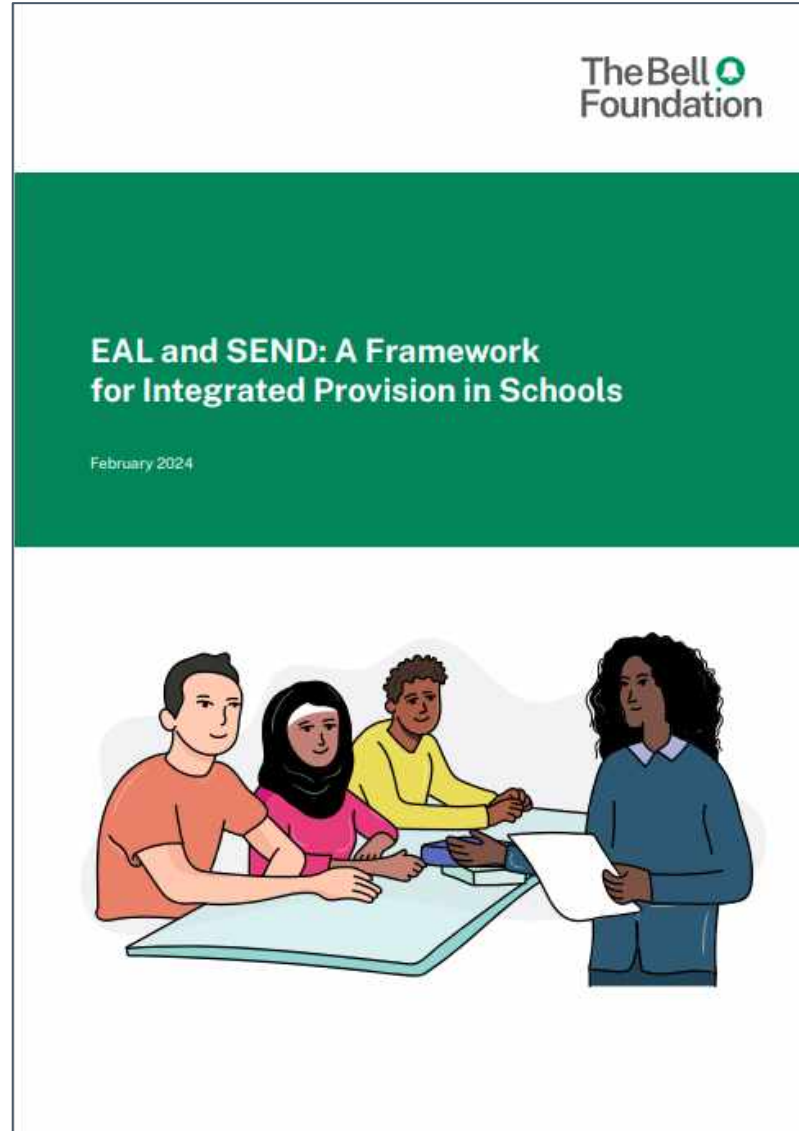
A comprehensive library of previous webinars, along with their associated resources, can be found on the Foundation’s [YouTube channel](#).

Upcoming webinar times and topics can be found on the [Training and Events](#) page.

- [Upcoming webinars >](#)
- [Watch previous webinars >](#)

To keep up to date with developments in our EAL Programme, and to receive notifications of new webinars, please complete the [Contact Us](#) form.

C. Continued Professional Development Resources



D. Pupil Induction, Assessment, Placement and Monitoring of Progress

Language for Results

EAL Self-Assessment for Schools: Secondary

D. Pupil Induction, Assessment, Placement and Monitoring of Progress

Question	Response	Evidence	Score	Action taken by school
D1. Is the admissions procedure for new EAL pupils (a) timely? (b) informative for all involved? (c) mindful of the needs of the new pupil and their family?				
D2. How accurately does the school identify the language needs of new arrivals with EAL?				
D3. What use is made of initial information obtained about new EAL pupils to inform individual learning plans for them?				
D4. What factors are taken into consideration when placing new arrival EAL pupils into year groups and teaching sets?				
D5. Where pupils have been assessed as needing EAL support, how quickly is the support set up?				
D6. Is the information shared with staff about new EAL pupils helpful? e.g. Does it tell them how to pitch 1:1 interactions, differentiate teaching and set expectations of progress?				
D7. How effective is your EAL induction programme in supporting EAL pupils to settle into the school and integrate quickly?				

D. Pupil Induction, Assessment, Placement and Monitoring of Progress - Resources

The Bell Foundation Language for Results International

EAL Programme ▾ ESOL Programme ▾ Criminal Justice Programme ▾ Resource Library ▾

Home ▸ EAL Programme ▸ EAL Guidance ▸ EAL Guidance for Schools and Leaders ▸ New Arrivals

Explore our policy recommendations for breaking down language barriers in schools, adult education, and the criminal justice system.

New Arrivals

The term 'new arrivals' is used to describe children who are international migrants, including refugees, asylum seekers, children of people working or studying in England and economic migrants from overseas. This definition implies that they are newly arrived from outside the United Kingdom rather than new to a school from another area of Britain. It is important to welcome them and support them with admission procedures that enable children and young people to rapidly settle in, become accustomed to schooling in England and make good progress.

Key principles for schools working with new arrivals:

- New arrivals are a very diverse group. Their [proficiency in English levels](#) may vary from New to English (Band A) to Fluent (Band E). See [EAL Assessment](#).
- Learners can arrive at any age and with widely different socio-economic and educational backgrounds. Some come from privileged urban backgrounds having had a high standard of education, others have had little or interrupted schooling or may have experienced traumatic events. For more see [Diversity of Learners who use EAL](#).
- Children and young people learn best when they feel secure and valued. Schools need to ensure that there is a supportive induction process for newly arrived pupils and ensure their safety.
- In English schools every child and young person is entitled to fulfil their potential through access to the curriculum. This is best achieved with a whole-school context where learners are educated along with their peers in [mainstream classes](#).
- Provision for learners should be based on a meaningful [assessment](#) of their prior knowledge and experience as well as their language proficiency.
- All schools are required to promote race equality in line with the [Equality Act \(2010\)](#).
- Parents or carers of new arrivals may also need support in accessing local services.

Induction programmes for new arrivals:

The support offered by schools to their new arrivals is likely to be more effective if they have an EAL induction programme in place. Such programmes plan the support offered to new arrivals in the initial period at the school, from just before the admission to school to the first few weeks. The Foundation suggests considering the RAWS (Prepare - Alert - Welcome - Support) structure to EAL induction as seen in the graphic below:

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Home ▸ EAL Programme ▸ EAL Assessment Framework

Explore our policy recommendations for breaking down language barriers in schools, adult education, and the criminal justice system. [View our policy work](#)

EAL Assessment Framework

The Bell Foundation's award-winning EAL Assessment Framework for Schools and digital EAL Assessment Tracker are available free of charge to all schools in the UK. To download the Assessment Framework, please register:

[Register for free](#)

[View the EAL Assessment Framework for UK primary schools here](#)

[View the EAL Assessment Framework for UK secondary schools here](#)

[View the EAL Assessment Framework for UK EYFS settings here](#)

[View the EAL Assessment Framework for international schools](#)

[Use additional Frameworks: Access Saemangol, both Yehwanjeol or gain an Gynwrog rating](#)

“ It has helped the EAL department show real progress from our students, as opposed to tracking them against the National Curriculum. Using the old system, we couldn't see the progress as much but with The Bell Foundation assessment we can share the results with the students and parents to show real progress. ”

EAL co-ordinator

The Bell Foundation

Creating a learner profile for plurilingual learners who use English as an Additional Language (EAL)

The Bell Foundation

Welcoming refugee and asylum seeking learners

Useful resources for schools welcoming newly arrived learners who speak English as an Additional Language

Hello

E. Teaching, Learning and the Curriculum

Language for Results

EAL Self-Assessment for Schools: Secondary

E. Teaching, Learning and the Curriculum

Question	Response	Evidence	Score	Action taken by school
E1. What does the school do to offer a fair and supportive curriculum to EAL pupils?				
E2. How effective is the school at maximising EAL pupils' chances of academic achievement?				
E3. Do EAL pupils at all stages of English proficiency make progress in curriculum subjects?				
E4. Are EAL pupils given the opportunity to develop their English as an integral part of their day-to-day classroom experience? If so, to what extent?				
E5. Are teaching approaches, lesson activities, learning resources and homework (if applicable) differentiated to take account of the range of English levels of EAL pupils in the class?				
E6. What guidance is available to teaching staff on the production of materials which are accessible to EAL pupils and support the development of English at different levels? Is this readily accessible and written with non-specialists in mind?				
E7. How much awareness and practical expertise do subject teachers have in EAL pupil difficulties, problems and errors? Are they able to help EAL pupils overcome these?				

E. Teaching, Learning and the Curriculum Resources



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Language for Events International

EAL Programs

EAL Strategies and Great Ideas

The Great Ideas pages are a collection of different strategies that any teacher could use in their classroom to support learners who use EAL.

Explore the strategies

<h3>Genre Guides</h3> <p>Use the genre guides to help you plan an intervention or provide additional support for your learners. Each guide includes a list of key features, a list of key words and a list of key phrases.</p>	<h3>Strategic Discussions</h3> <p>Strategic discussions include a list of key features, a list of key words and a list of key phrases. Each guide includes a list of key features, a list of key words and a list of key phrases.</p>	<h3>Building Vocabulary</h3> <p>Strategies for the acquisition of vocabulary include a list of key features, a list of key words and a list of key phrases. Each guide includes a list of key features, a list of key words and a list of key phrases.</p>
<h3>Collaborative Activities</h3> <p>Collaborative activities involve working with others in a group.</p>	<h3>DRPE</h3> <p>DRPE stands for Draw, Read, Plan, Evaluate. It is a strategy for writing that involves drawing a picture, reading the text, planning the text, evaluating the text and editing the text.</p>	<h3>Dialogues</h3> <p>Dialogues are a form of spoken interaction. They involve two or more people talking to each other. Dialogues can be used to help learners develop their speaking skills.</p>
<h3>Drama and Role Play</h3> <p>Drama and role play are activities that involve acting out a story or a situation. They can be used to help learners develop their speaking and listening skills.</p>	<h3>Early Literacy Word Work</h3> <p>Early literacy word work involves working with words in a variety of ways. It can be used to help learners develop their reading and writing skills.</p>	<h3>Enhancing Classroom Talk</h3> <p>Enhancing classroom talk involves using strategies to help learners develop their speaking and listening skills. It can be used to help learners develop their speaking and listening skills.</p>
<h3>Flashcards</h3> <p>Flashcards are small cards that can be used to help learners learn new words. They can be used to help learners learn new words.</p>	<h3>Focus on Grammar Patterns</h3> <p>Focus on grammar patterns involves working with grammar patterns in a variety of ways. It can be used to help learners develop their reading and writing skills.</p>	<h3>Free Talk or Writing</h3> <p>Free talk or writing involves giving learners the opportunity to talk or write about a topic of their choice. It can be used to help learners develop their speaking and writing skills.</p>

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EAL Programs

Resource Library

We have updated our resource library to provide you with new teaching and learning resources that offer our students real progress.

Search and filter

Filter by

Search and filter

Part of a plant and Part Functions

Fighting for Civil Rights in the United States

Marie Lather King

How EAL Children and the Early Years Setting The Best Start?

Using Literacy

Resources for the Curriculum System

F. School Environments, Attitudes and Ethos

Language for Results

EAL Self-Assessment for Schools: Secondary

F. School Environment, Attitudes and Ethos

Question	Response	Evidence	Score	Action taken by school
F1. In which ways does the physical school environment recognise and celebrate the fact that pupils, staff and parents come from a variety of language and cultural backgrounds?				
F2. Does the school actively reinforce the assets of bilingualism amongst its pupils, families and staff? (Do EAL pupils have high self-esteem and are they happy to be recognised as having EAL?) Or is EAL/bilingualism viewed as a problem?				
F3. Do all staff and pupils behave in a welcoming, caring and inclusive manner towards pupils, staff and visitors who do not have English as home language?				
F4. Do EAL pupils and their families play a full part in school life? (e.g. by attending events aimed at parents, taking roles open to parents, etc.)				
F5. How does the school use visiting speakers, school links and special events to widen pupils' knowledge and understanding of different languages, traditions and beliefs?				

F. School Environments, Attitudes and Ethos Resources

The Bell Foundation Language for Results International

EAL Programme - ESOL Programme - Criminal Justice Programme - Resource Library

Home > EAL Programme > EAL Guidance > EAL Classroom Guidance for Teachers > How

Explore our policy recommendations for breaking down language barriers in schools, adult education, and the criminal justice system.

How to Provide Multilingual Support in the Classroom

Why provide multilingual support in school?

Research shows that it is beneficial to provide opportunities for learners to use all their languages to both access the curriculum and to develop their proficiency in English as an Additional Language (EAL). This is because learners' expertise in their first language(s), for instance, grammatical knowledge, can be used to develop expertise in English also.

In contrast to more traditional approaches that look at one language at a time, Cenoz & Gorter (2011) propose a holistic approach that takes into account all of the languages in the learner's repertoire. They warn against 'the monolingual bias' and explore helpful multilingual practices such as code-switching and translanguaging, which can be extremely useful in the classroom.

What the benefits of using the first language(s) may seem more obvious for learners who are [New to English](#), they also apply to more advanced EAL learners, who may be able to use their first or other languages they know to discuss new concepts and hypotheses in subjects such as science and history; this will enable learners to articulate their thinking at a higher level.

What are the advantages of being multilingual?

There are many advantages of being bilingual or multilingual—and therefore many reasons why schools should attempt to support and develop the full linguistic repertoire of their learners:

- Knowing more than one language is a great skill and asset, to be valued and viewed positively; there are many research findings about the benefits of being bilingual linked to creativity (Marin & Shook, 2012), the delay of brain aging (Bialystok et al, 2004) amongst others
- Maintaining and developing skills in the learner's first language will aid the acquisition of English
- The first language and other languages that they know 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 and/or other languages, they can transfer the skills learned in one language to help them develop a stronger language and literacy abilities in English. Research shows that there is a variation in the attainment of children from particular language groups, with those groups like Tamil, Chinese and Hindi having Key Stage 2 attainment above the national expected standard. However, six language groups like Punjabi, Portuguese, Turkish, Portuguese, Czech and Slovak have attainment below the national expected standard; this suggests that schools need to have full information about learners' language profiles in order to target EAL support most effectively. For this information can be found in the report ["Educational Outcomes of Children with English as an Additional Language"](#) in Hutchinson, Education Policy Institute and the [Learners with Limited First Language Literacy](#) page.

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EAL Programme - ESOL Programme - Criminal Justice Programme - Resource Library

Home > EAL Programme > EAL Guidance > EAL Classroom Guidance for Parents > How

Explore our policy recommendations for breaking down language barriers in schools, adult education, and the criminal justice system.

EAL Guidance for Parents

Explore a range of free, evidence-based guidance to assist parental involvement in the learning of children whose EAL.


The main objective is to ensure that all children have the opportunity to access the curriculum and to develop their proficiency in English as an Additional Language (EAL). This is because learners' expertise in their first language(s), for instance, grammatical knowledge, can be used to develop expertise in English also.

Guidance for parents of children whose first language is not English to help them support their child's learning.

- Have a good understanding of knowledge and understanding of how to best support their child's learning at home
- Have a good understanding of the school's approach to EAL
- Have a good understanding of the school's approach to EAL


Explore the guidance

Helping children learn



Guidance for parents to help their child learn English in school. This includes information on how to support their child's learning at home and in school.

About the English education system



Guidance for parents to help their child understand the English education system. This includes information on how to support their child's learning at home and in school.

About the Scottish education system




Guidance for parents to help their child understand the Scottish education system. This includes information on how to support their child's learning at home and in school.

National Institute of Economic and Social Research

HOW SCHOOLS ARE INTEGRATING NEW MIGRANT PUPILS AND THEIR FAMILIES

Chiara Manzoni and Heather Rolfe

March 2019



In closing...



Reflection

- Consider 1-2 key items of learning;
- Consider 1-2 items of action you would like to take.

In this session...



The context of EAL

Understanding effective
teaching of EAL learners

Supporting school leaders in
developing EAL provision

Questions and answers

The Bell Foundation



bell-foundation.org.uk

