Supporting schools in developing EAL provision

Sheila Hopkins
The Bell Foundation

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

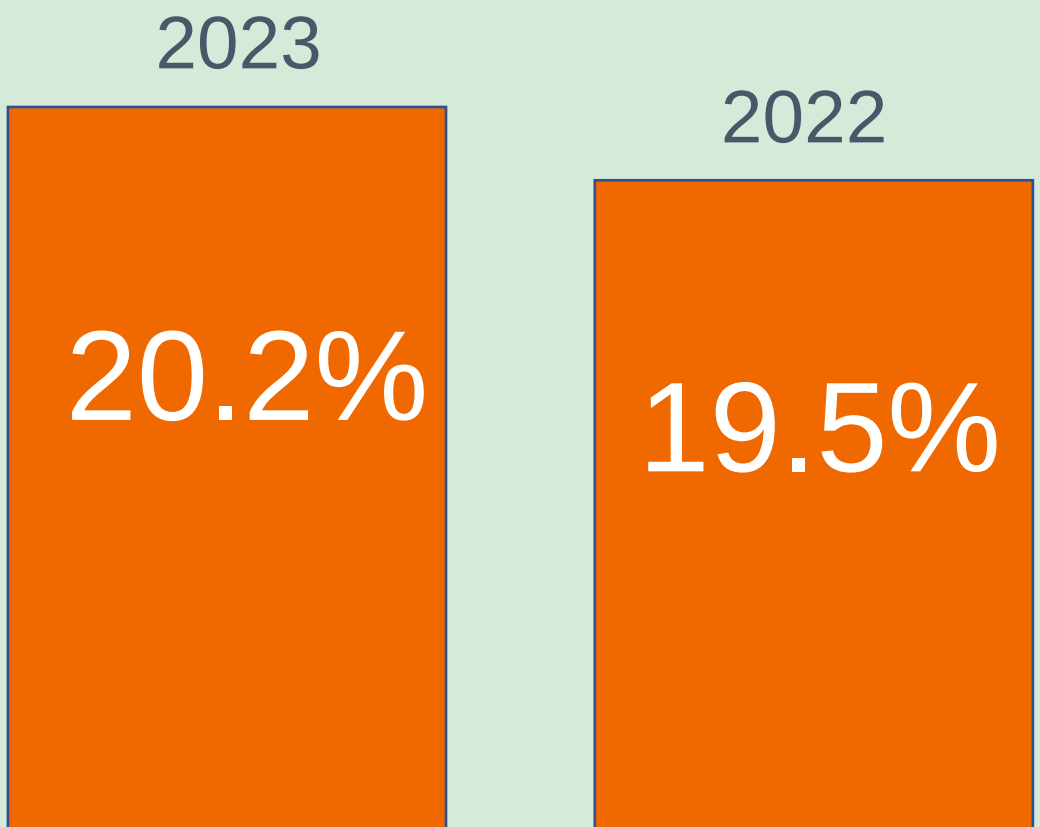
b) About a million

c) Over 1.5 million

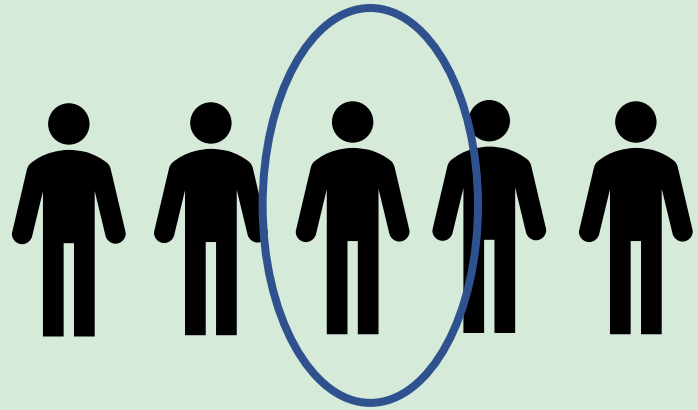
d) Over 2 million

Number of pupils identified as using EAL

c) 1,715,912 (20.2%)



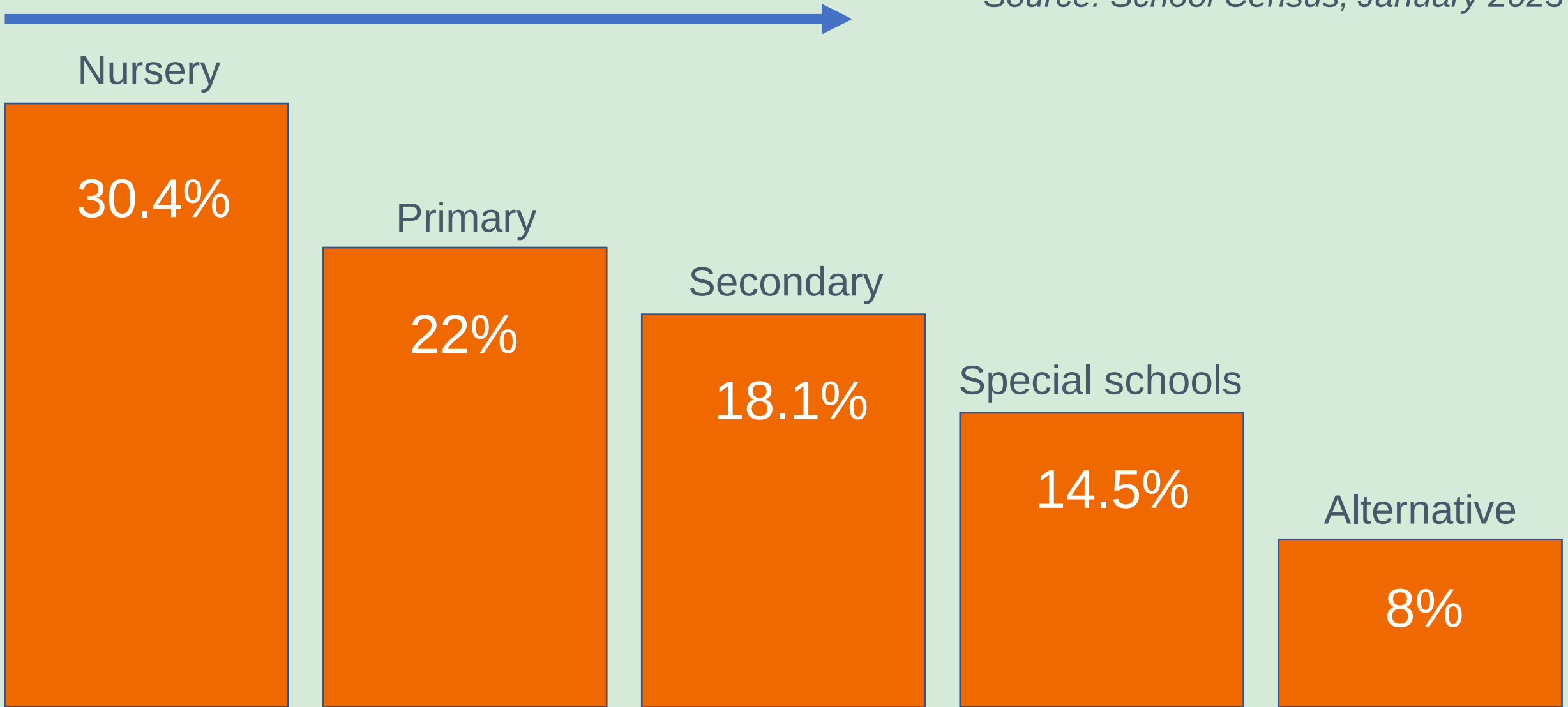
Over 1 in 5 pupils



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…

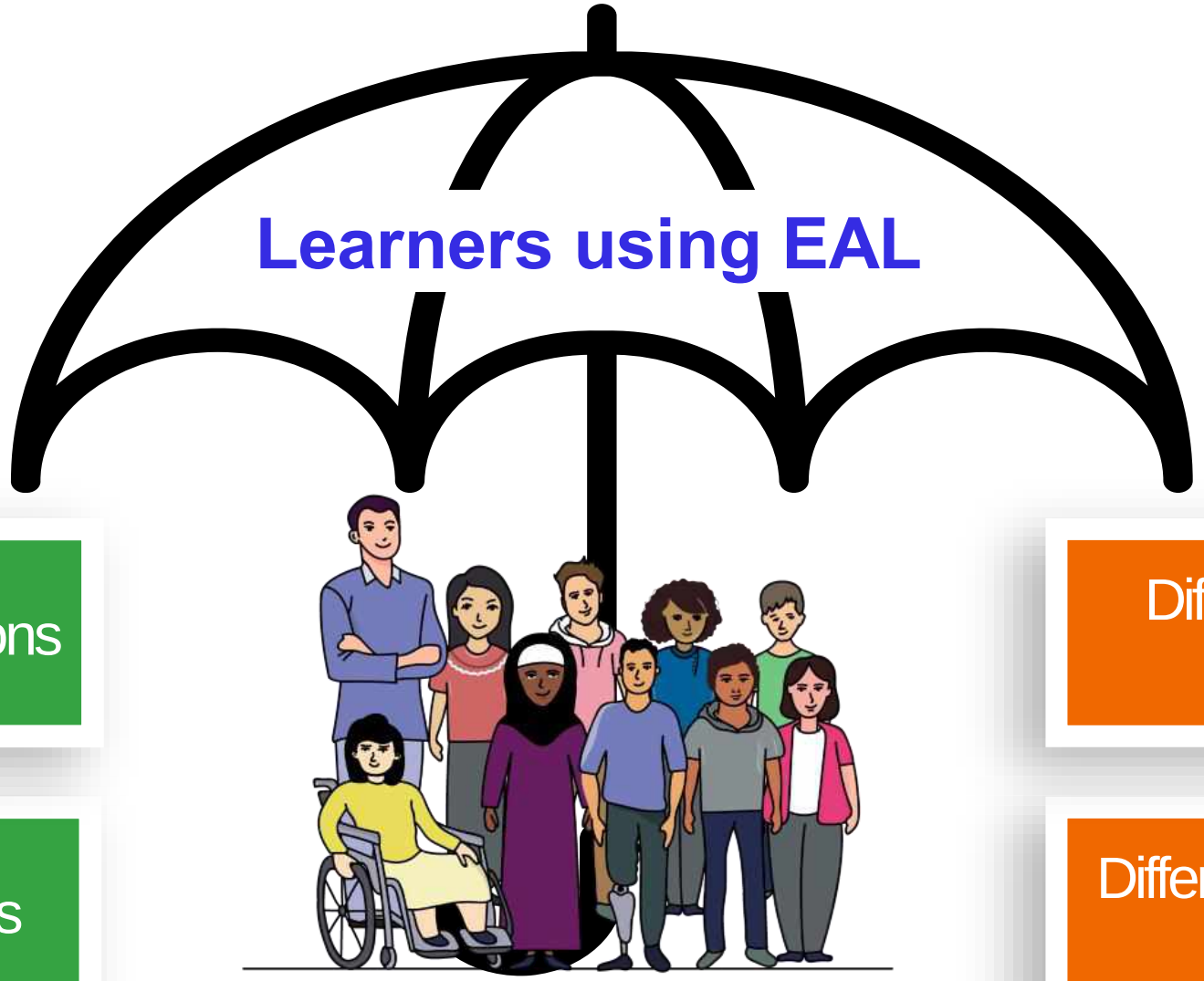
…groups together a diverse and heterogeneous group of pupils all in a single group.

Strand and Hessel (2018)

…is based on the concept of ‘language exposure’ rather than ‘language proficiency’.

Evans et al. (2020)

Superdiversity



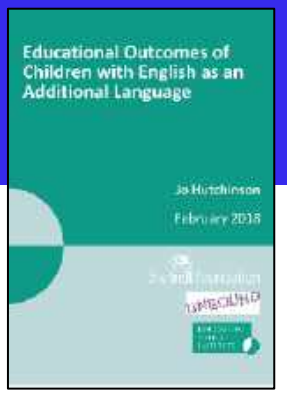
Different arrival situations

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

Hutchinson (2018)

English language development

Five proficiency bands

Variation factors in attainment

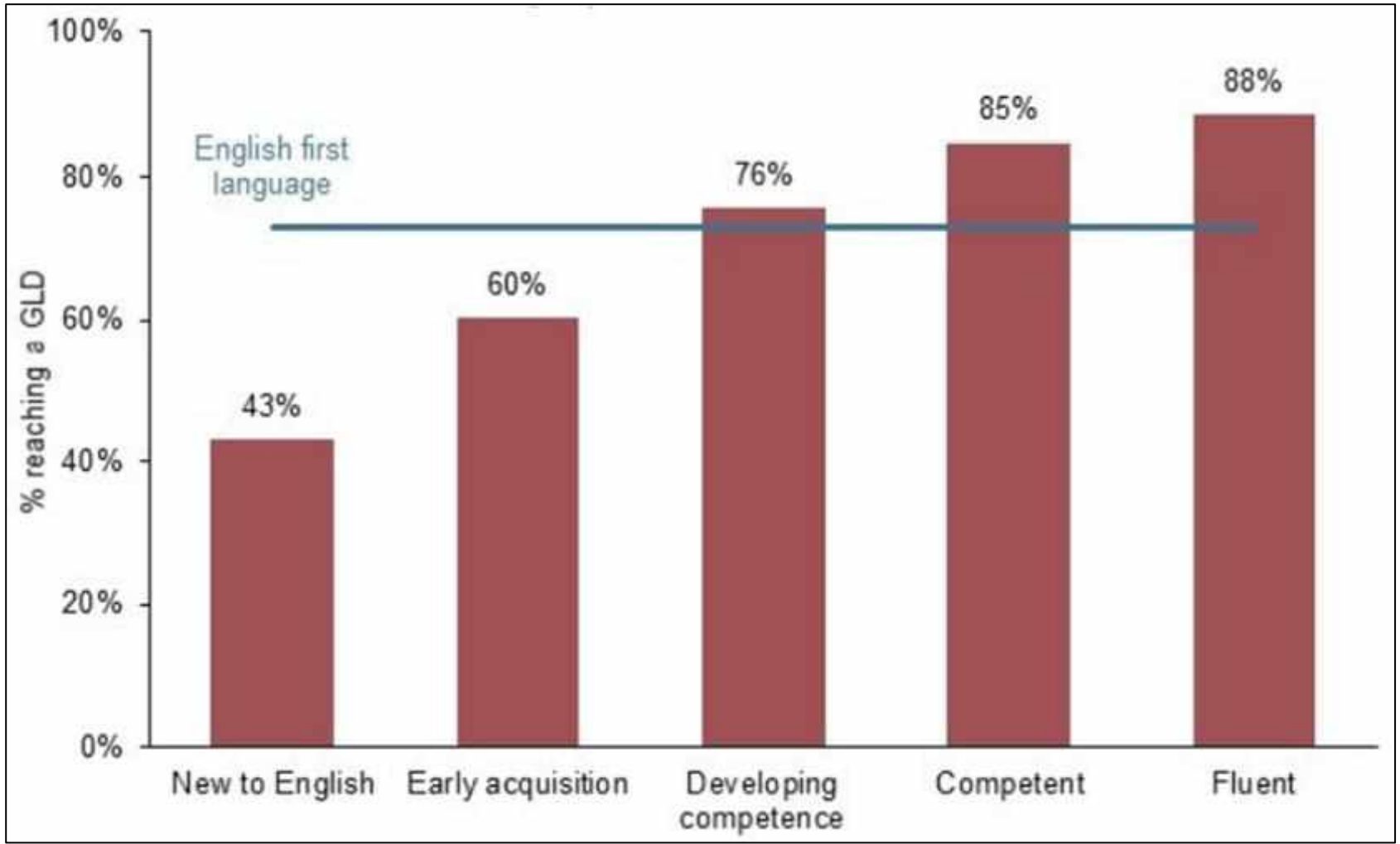
Level of English proficiency

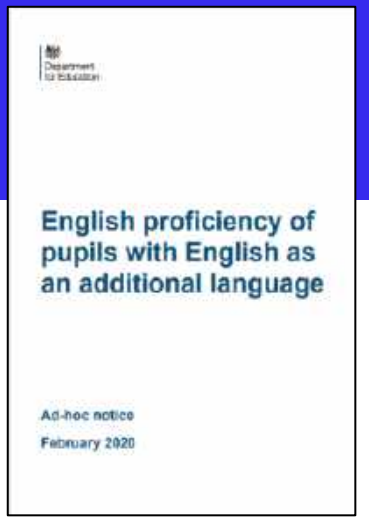
Pupils' attainment increases with greater English proficiency, indicating a strong link between proficiency in English and educational achievement.

Strand and Hessel (2018)

Proficiency and educational attainment

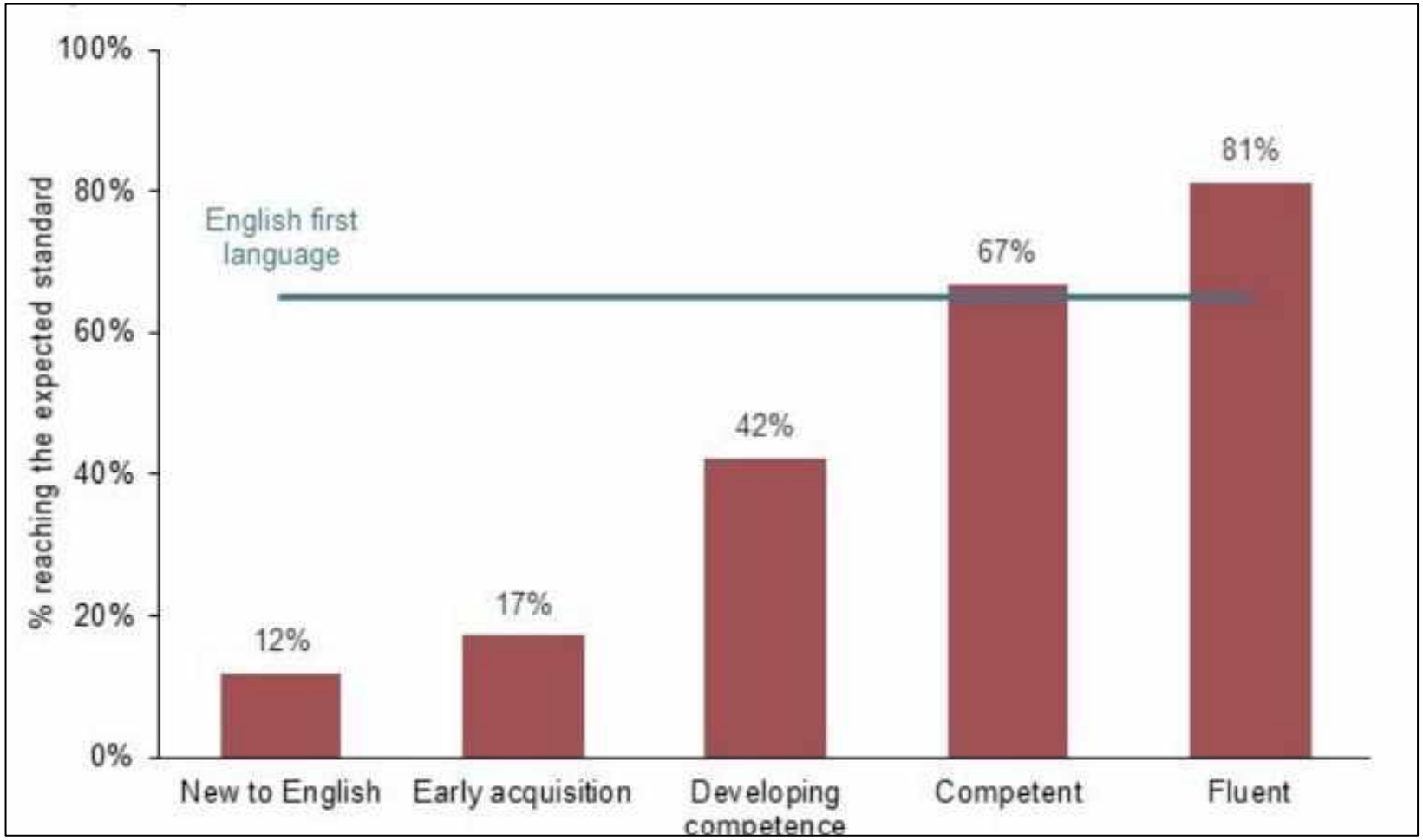
EYFS: % reaching Good Level of Development (GLD)

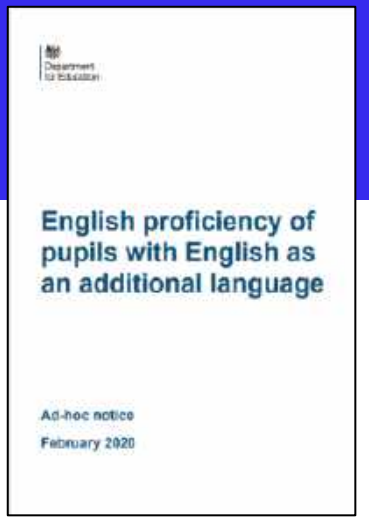




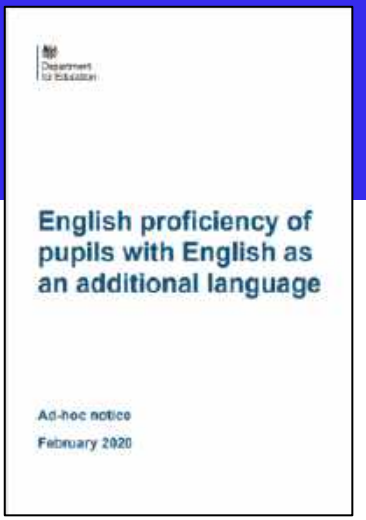
Proficiency and educational attainment

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

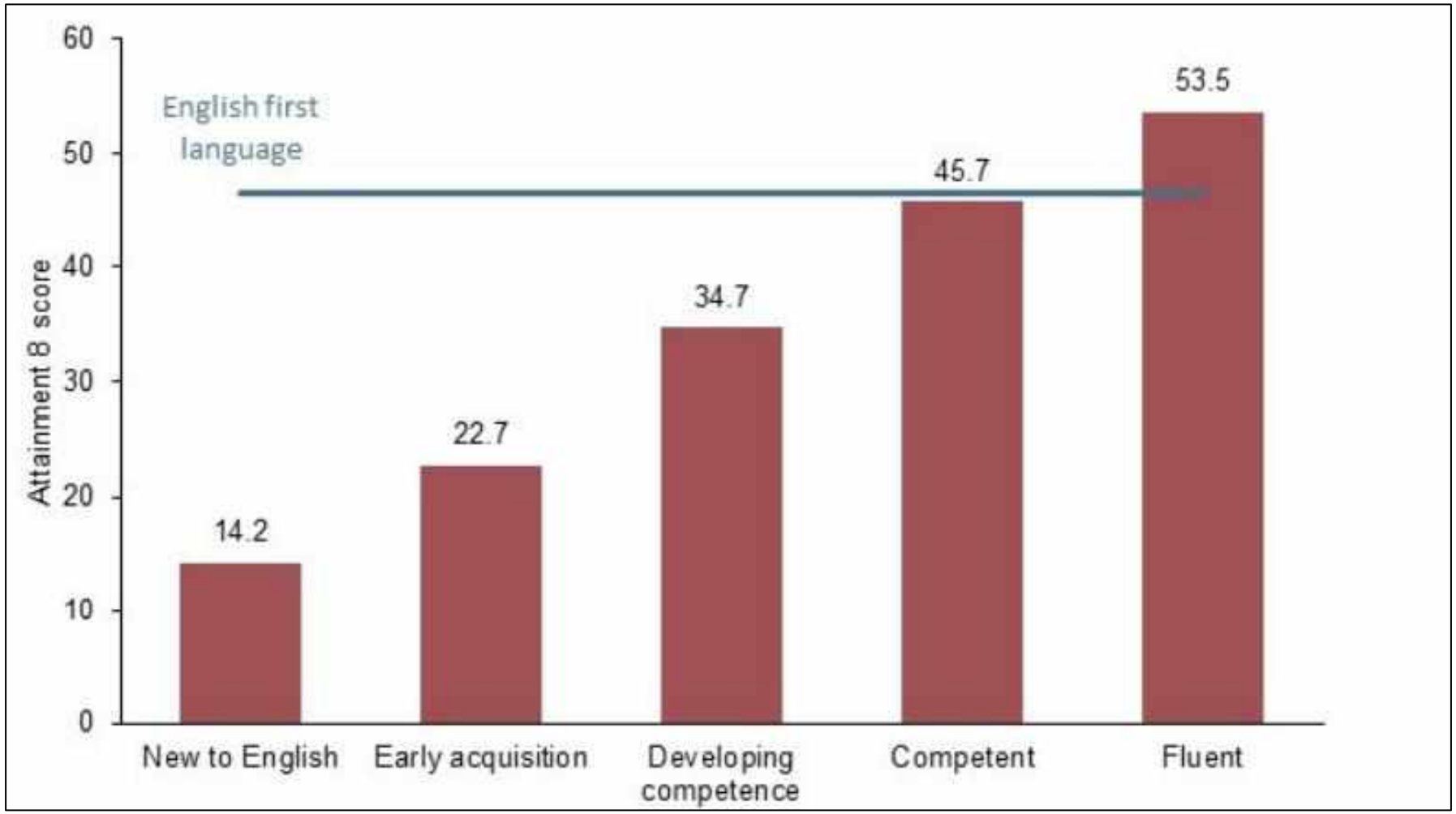




Proficiency and educational attainment



Key Stage 4: GCSE Average Attainment 8 Score

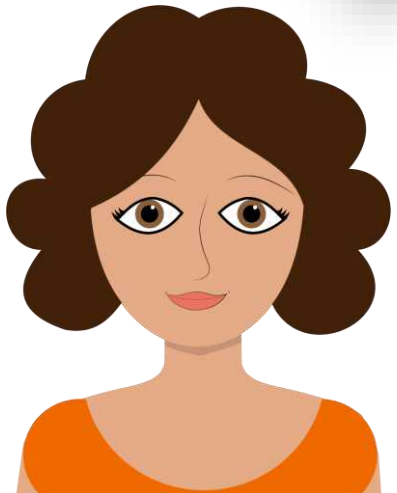


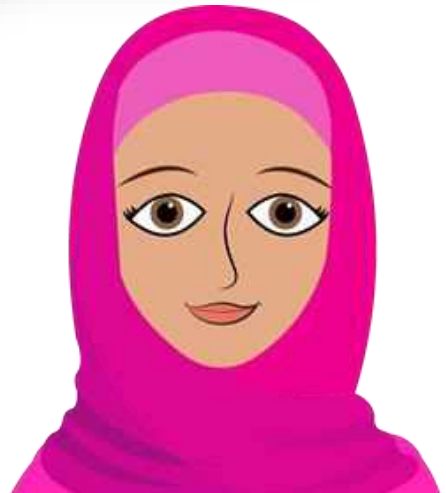
Proficiency levels and appropriate support

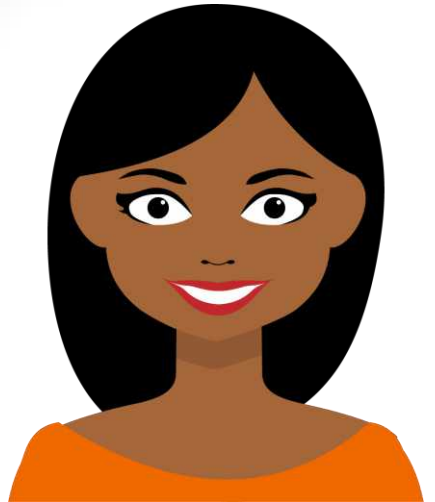
Teacher needs

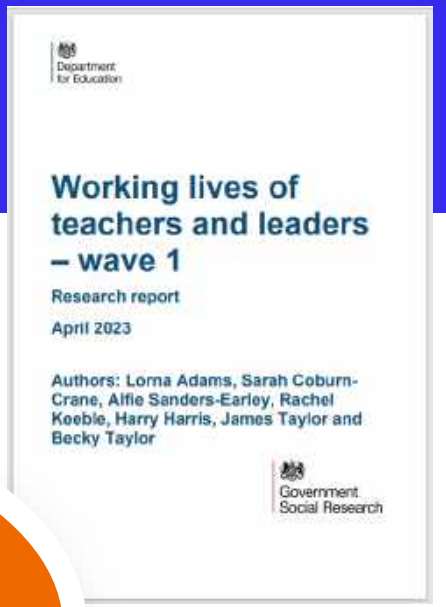
Least prepared to teach in multilingual classrooms compared to all other training areas.

EAL is one of their top three CPD needs.








Department for Education

Working lives of teachers and leaders – wave 1

Research report

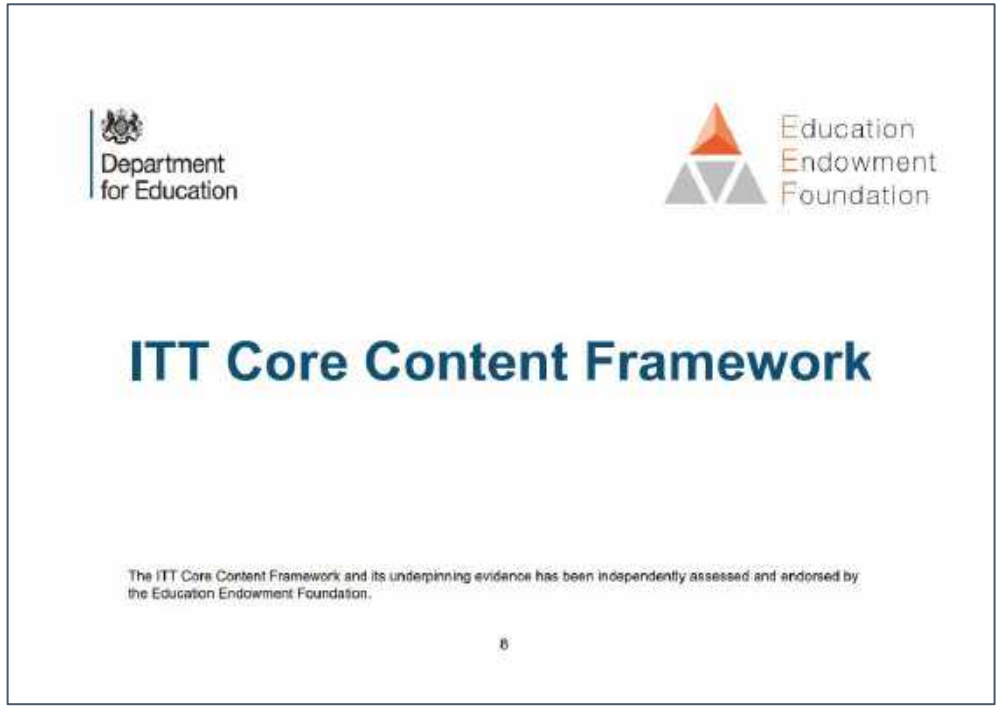
April 2023

Authors: Lorna Adams, Sarah Coburn-Crane, Alfie Sanders-Earley, Rachel Keeble, Harry Harris, James Taylor and Becky Taylor

Government Social Research

Teacher needs

No mention of EAL

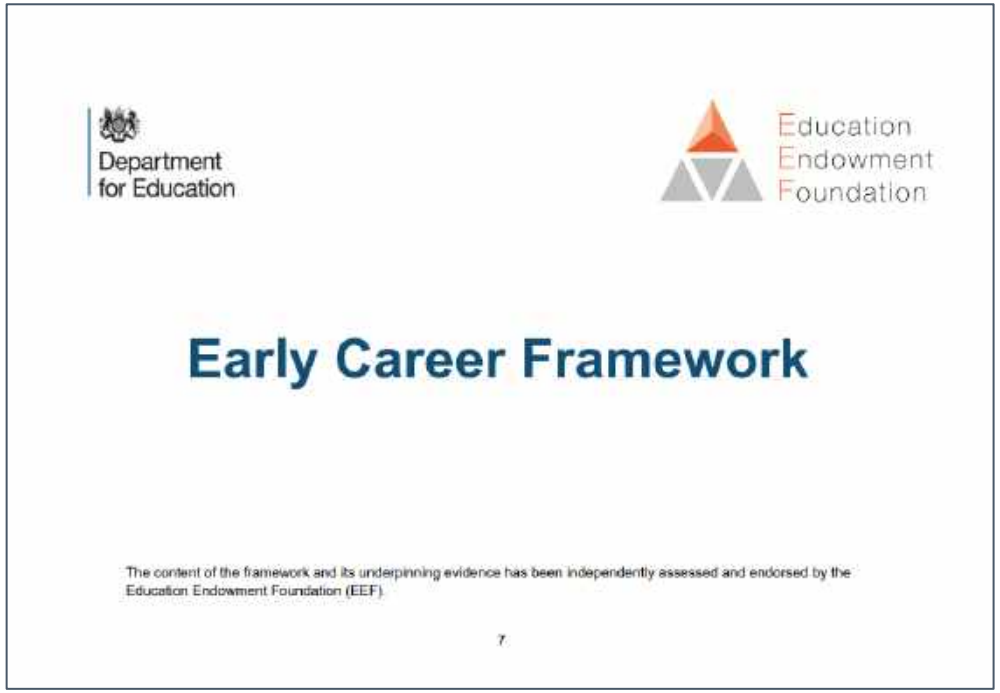

Department for Education

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


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…

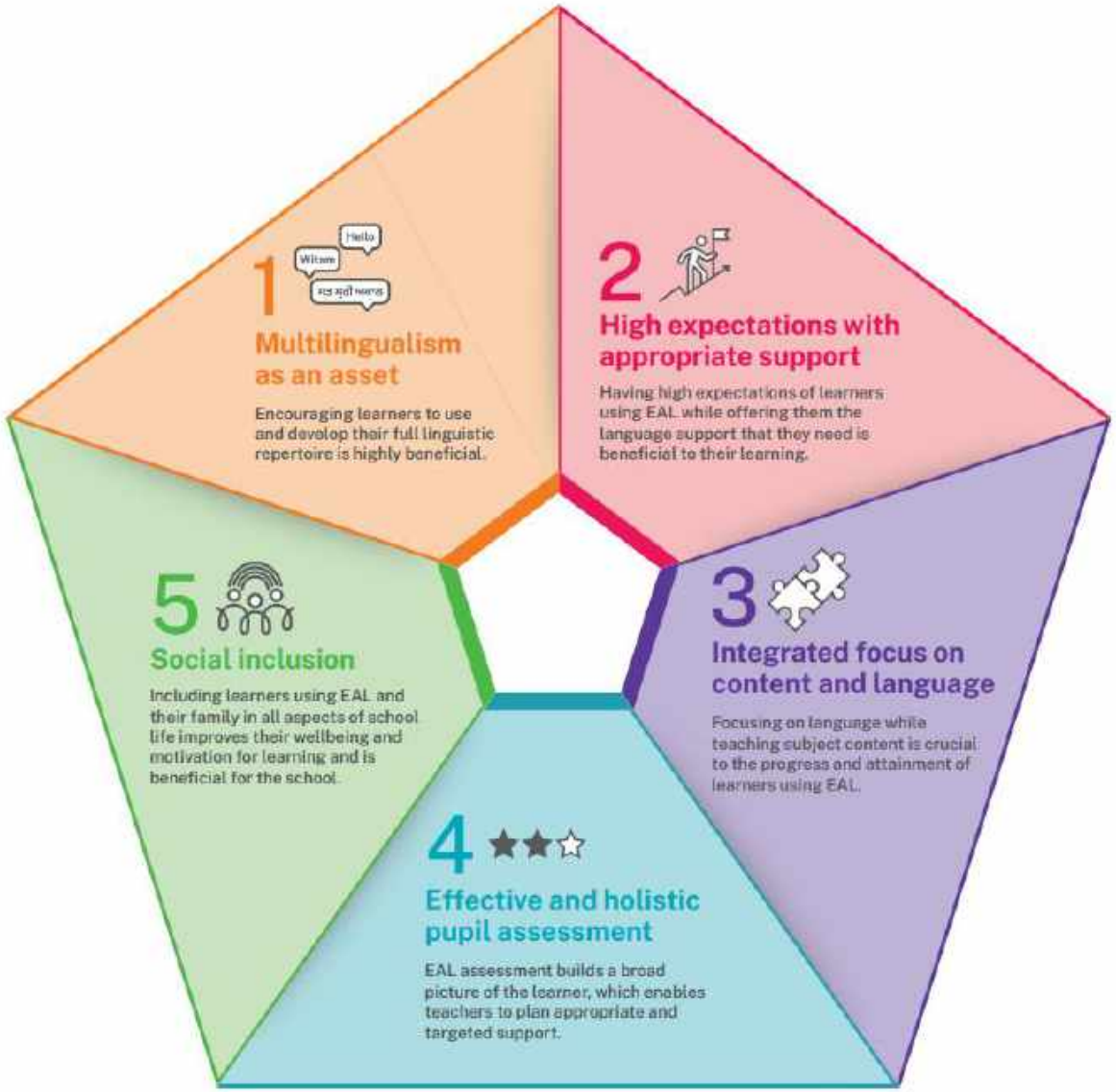
The context of EAL

Understanding effective teaching of EAL learners

Supporting school leaders in developing EAL provision

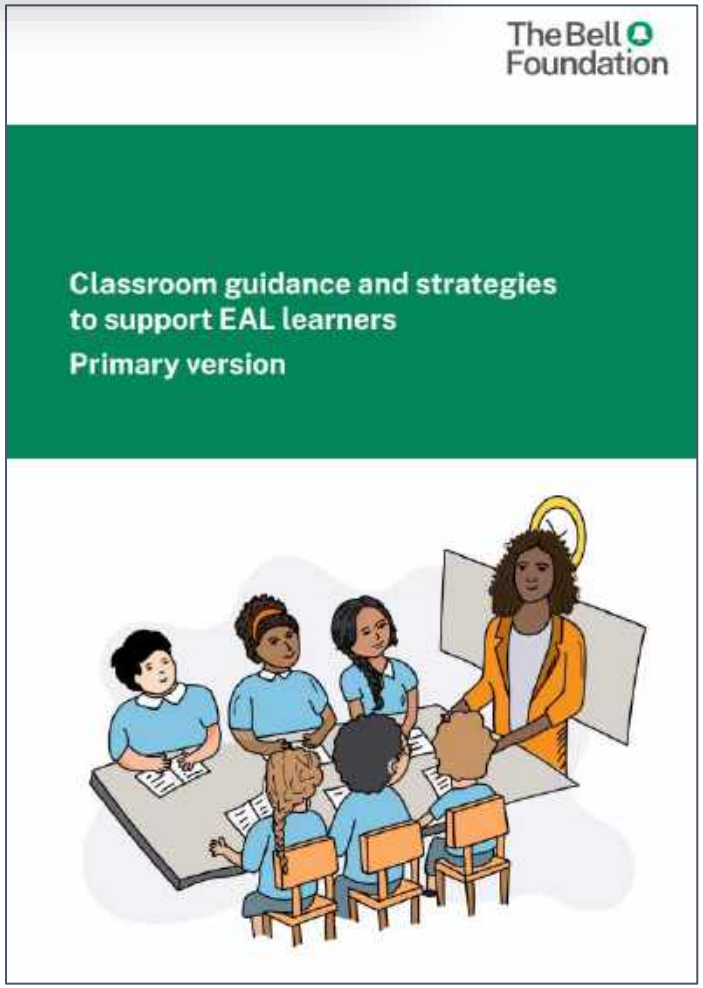
Questions and answers

Five principles to guide an EAL pedagogy

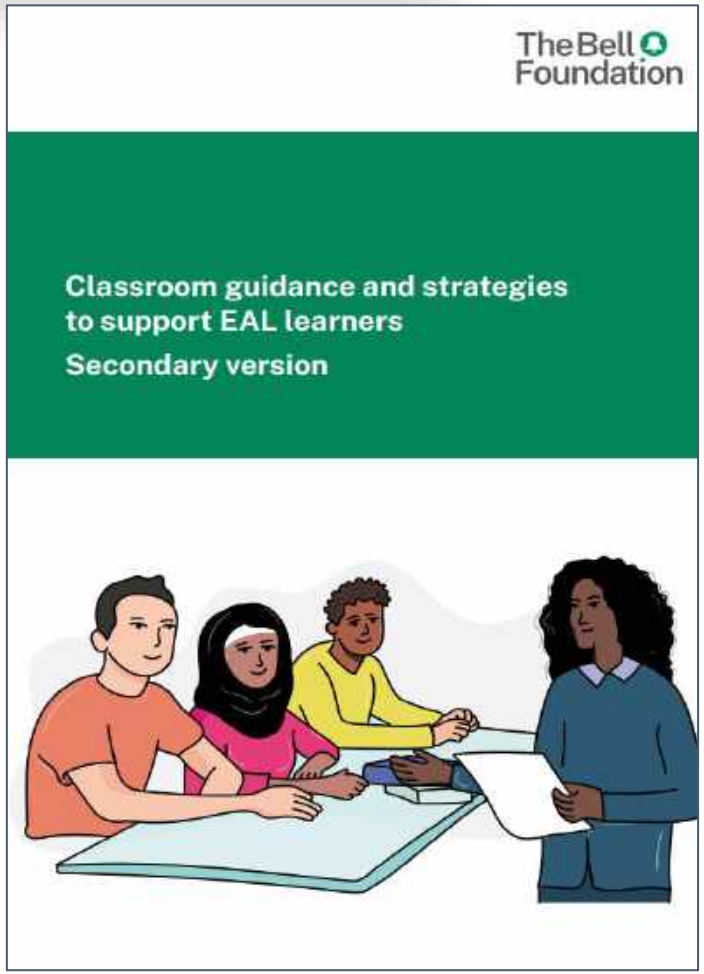


Classroom guidance and strategies

Primary



Secondary



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

Key Principle 5

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

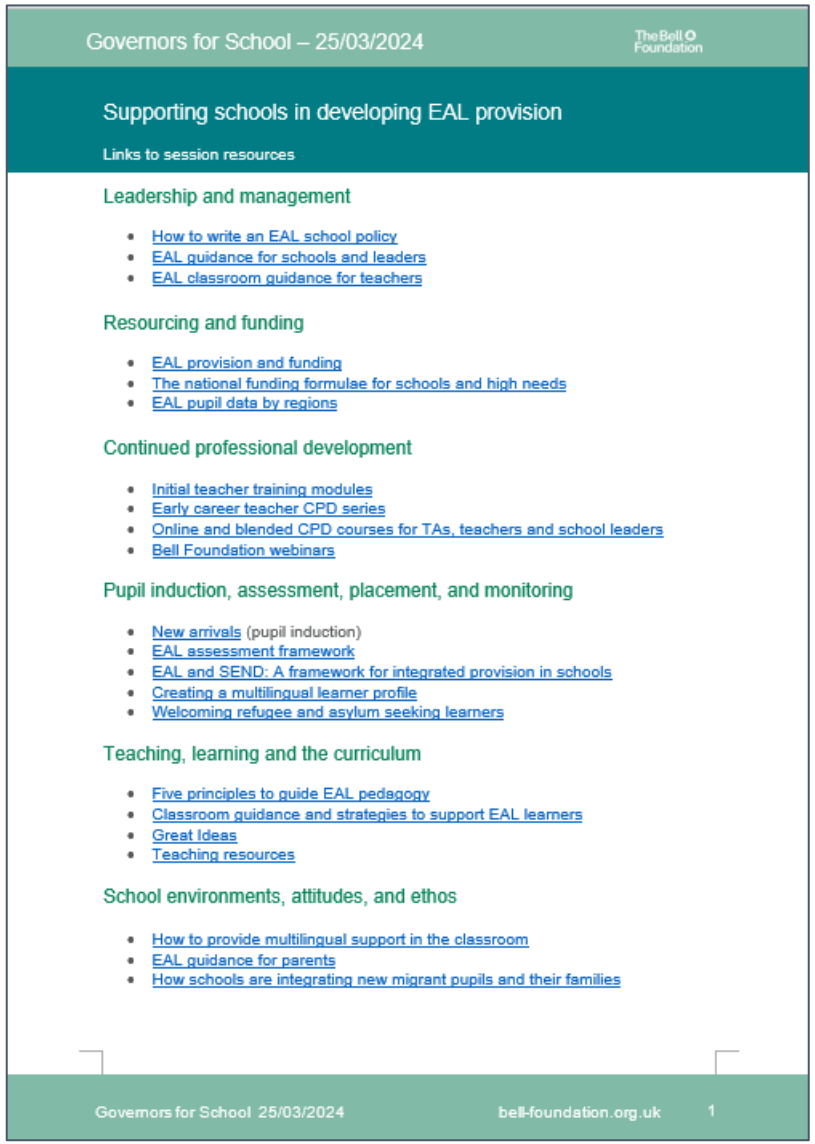
EAL needs assessment

Primary

Secondary

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

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?				

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A. Leadership and Management of EAL - Resources

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?				

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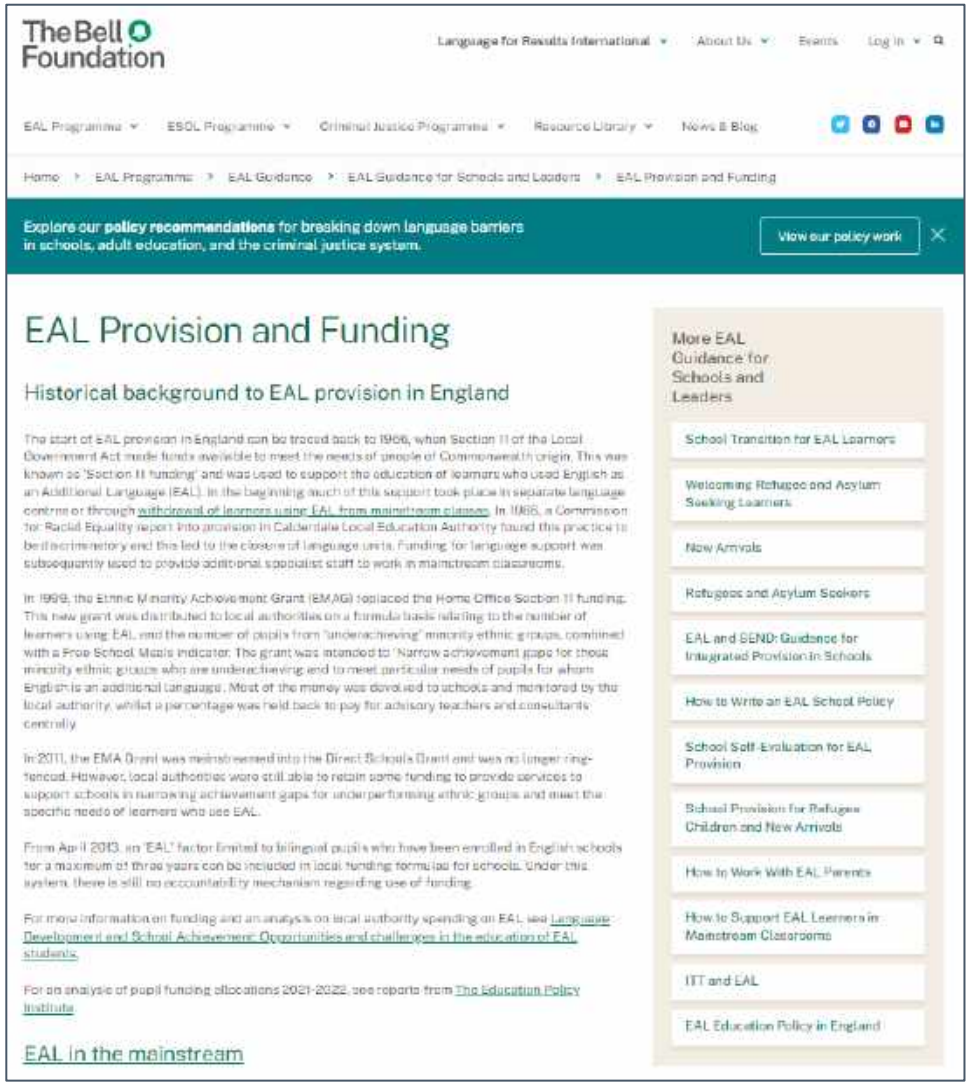
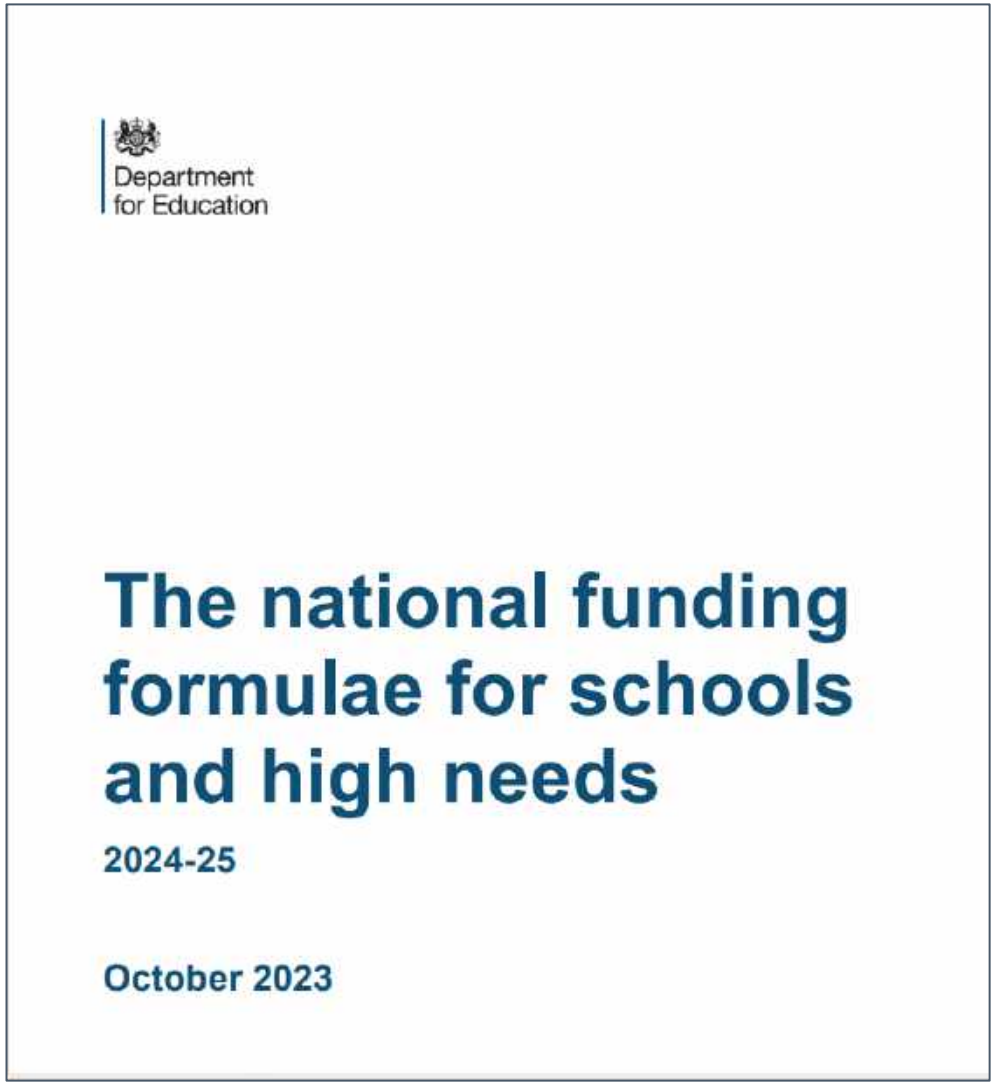
B. Resourcing and Funding Resources





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?				

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C. Continued Professional Development Resources

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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

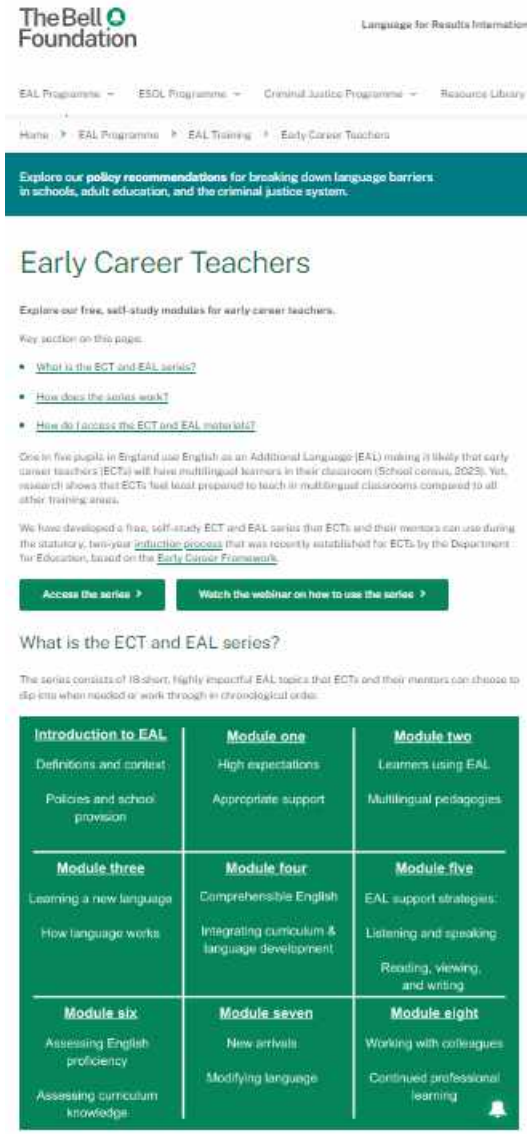
'Understanding EAL: Contexts, policies and pedagogy' is the first module in The Bell Foundation's initial teacher education series on working with learners using English as an Additional Language. This course provides opportunities to develop a broad and well-informed understanding of what constitutes "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 learnt in the session.



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Language for Results International

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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 induction 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 Policies and school provision	**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

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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 98% in 2022.

Training opportunities include both online and blended learning (a 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 even 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 developmental opportunities 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:

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Language for Results International

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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 interactive 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 also features different formats, such as webinars presented by individual speakers, joint presentations, and Q&A webinar panels.

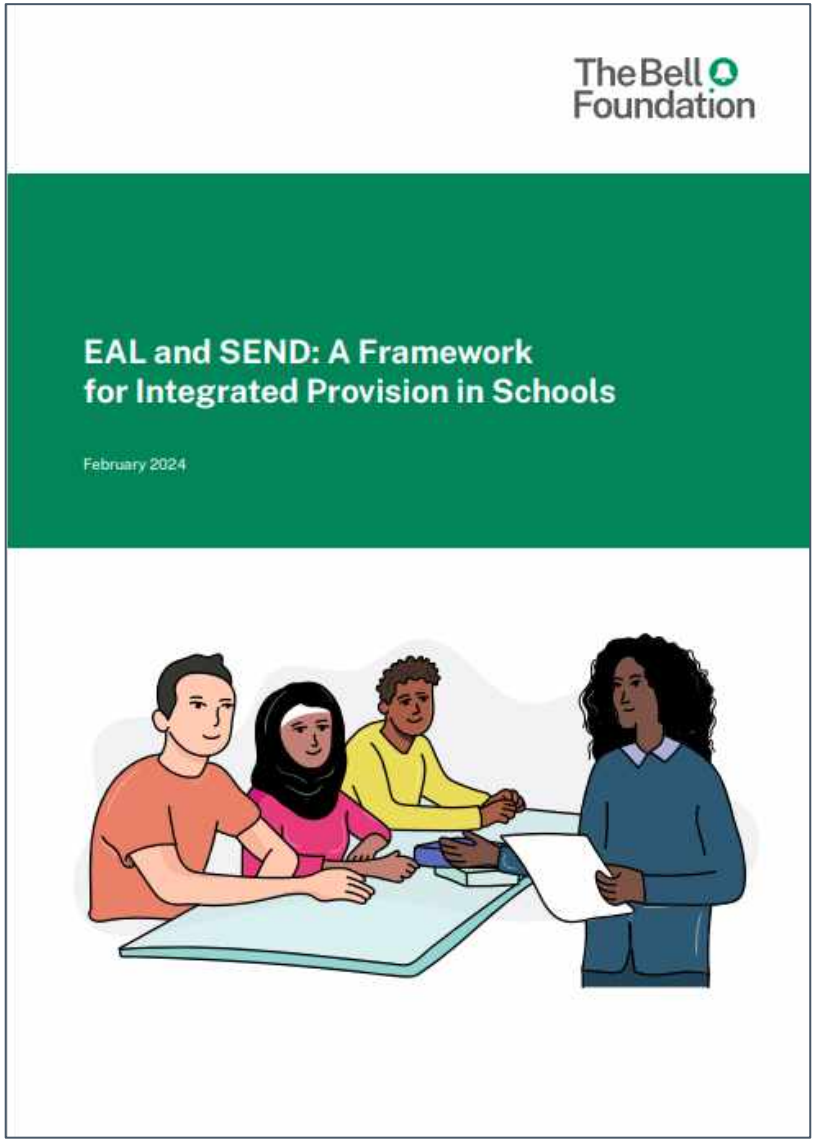
A comprehensive library of previous webinars, along with their associated resources, can be found on the Foundation's YouTube channel.

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?				

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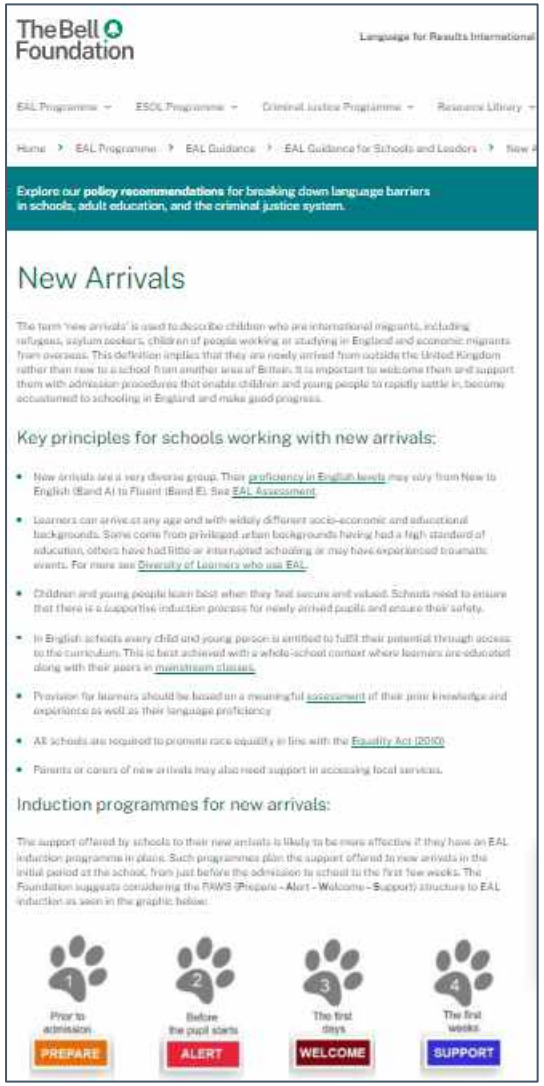
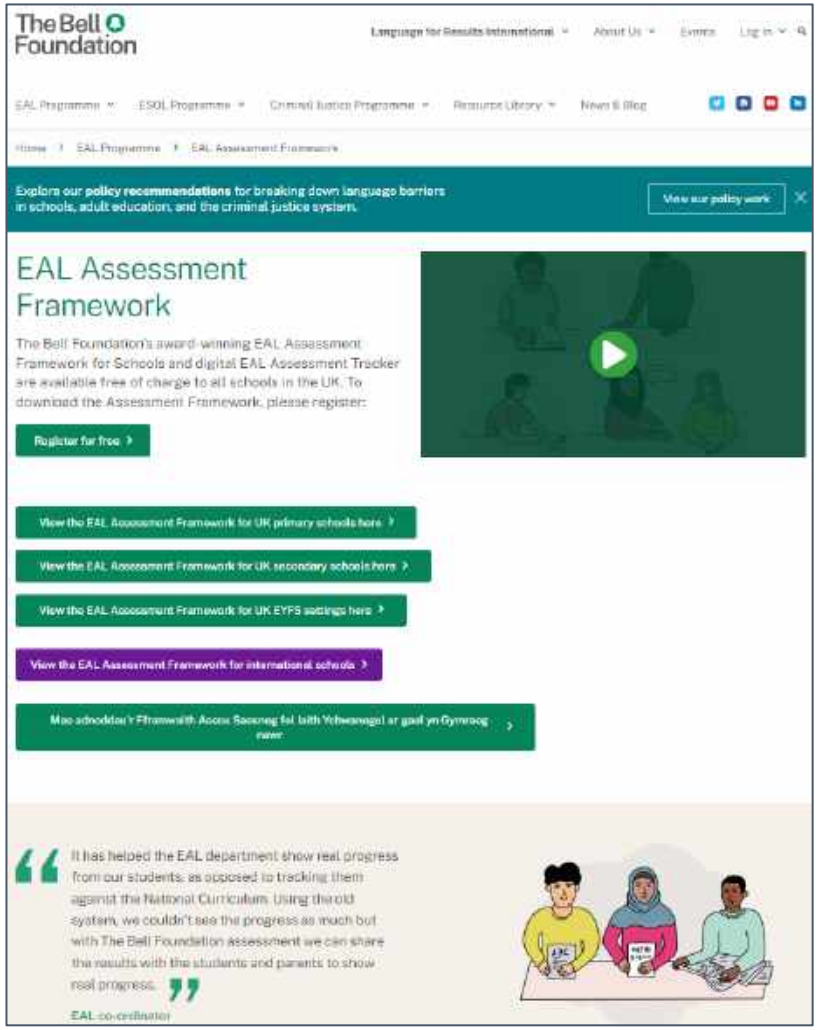
D. Pupil Induction, Assessment, Placement and Monitoring of Progress - Resources





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?				

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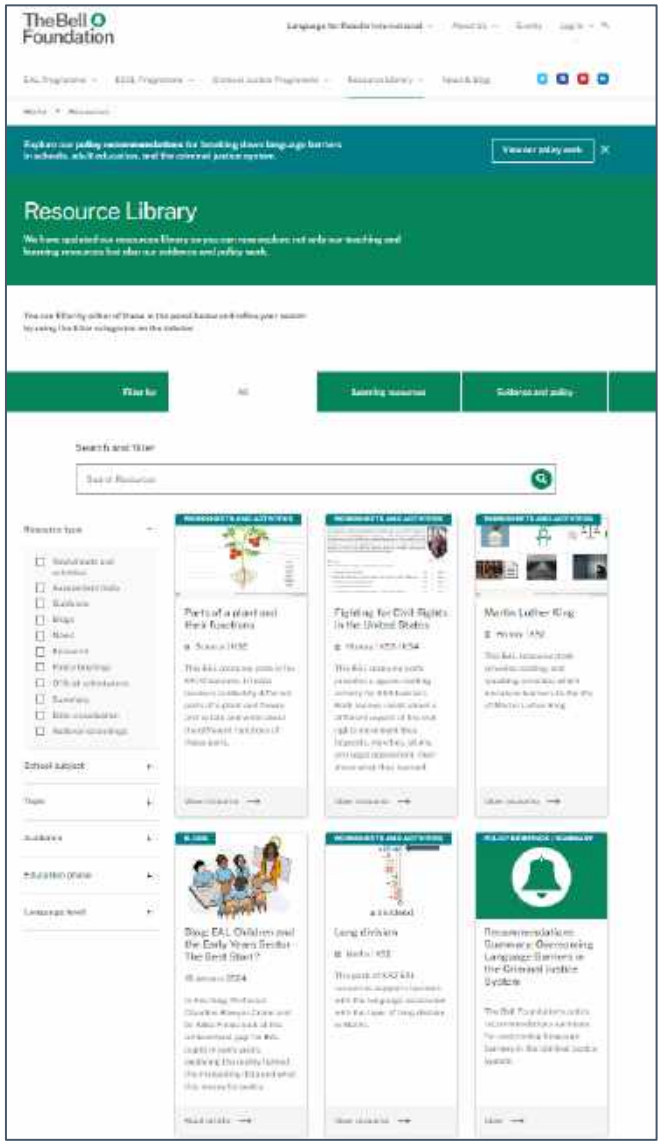
E. Teaching, Learning and the Curriculum Resources



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?				

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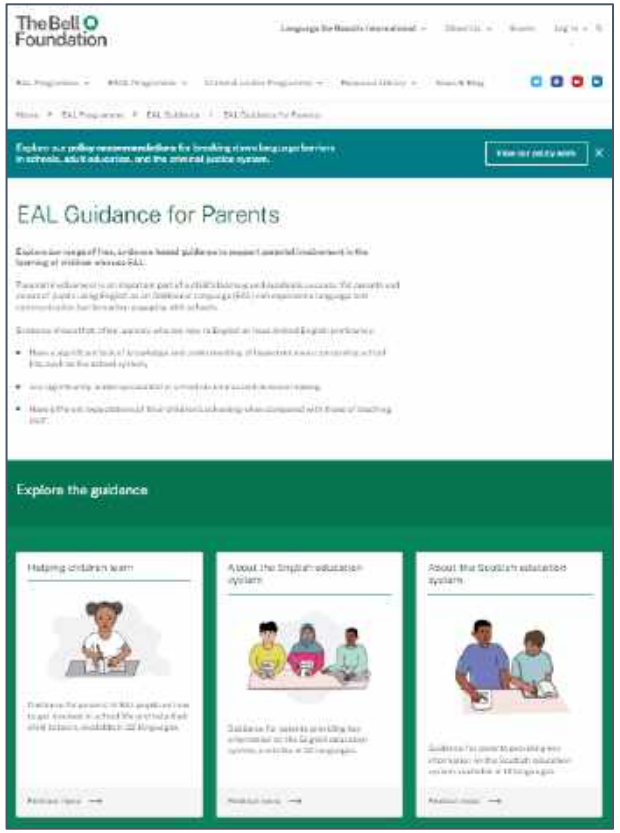
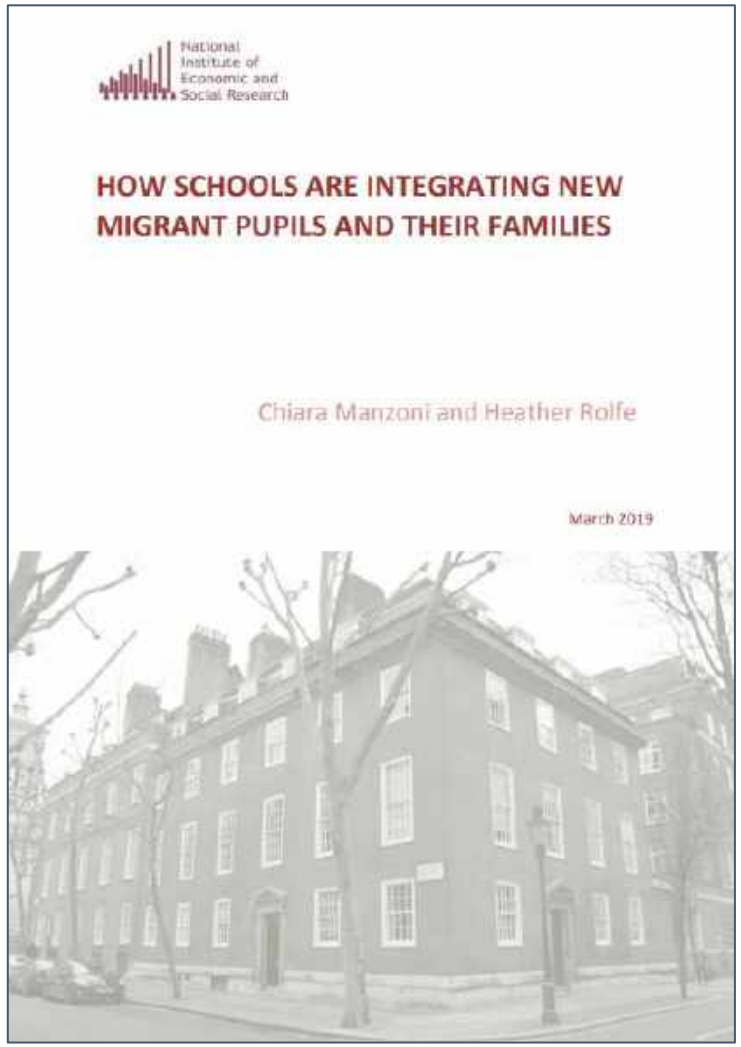
F. School Environments, Attitudes and Ethos Resources





In closing…

Reflection

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

Thank
You
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Grazie
Dank Je
Spasibo
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Terma Kasih
Ua Tsaug Rau Koj
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Obrigado
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Nirringrazzjak
Grazie
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Obrigado

In this session…

The context of EAL

Understanding effective teaching of EAL learners

Supporting school leaders in developing EAL provision

Questions and answers

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