

The 3 I's for English as an Additional Language (EAL)

As EAL is not a separate subject or curriculum area, the 3 I's are delivered through direct support to those children who have English as an additional language and are supported with their studies. These children are identified by their class teacher and receive additional support in school and from external agencies.

Intent:

What is it?

Curriculum design, coverage of subjects and appropriateness of the coverage. What the curriculum builds on from the past. How progression is shown.

How do we do this?

Children with EAL are supported by a specialist EAL teacher once a week in small group tasks. The classes will vary in their objectives, either a shared class focus, review of previous learning/language or a specific skill focus. This allows the child to further develop their oral English skills and proficiency levels. Parents are also offered support if they require letters or information to be translated into their home language.

Implementation:

What is it?

Curriculum delivery, teaching and assessment.

How do we do this?

The specialist EAL teacher is given a copy of the Year Group Medium Term Plan to ensure consistency and cross-curricular links where possible. The EAL teacher can support Teachers and Teaching Assistants on a weekly basis, as well as informal meetings with parents/carers of children.

Regular meetings occur between the EAL Co-Ordinator (Mrs Sam Pickering) and the EAL teacher, these meetings are then relayed to staff.

A termly assessment is undertaken to see where children have improved on their English skills and proficiency levels. This is passed onto the teacher and parents/carers.

A whole school document of children with English as an Additional Language is given to the EAL Co-Ordinator. This is shared to class teachers to highlight those in their classes with EAL. From January 2022, the Standardised Scores of children on the EAL register will be monitored. This will result in additional support groups where necessary.

Impact:

What is it?

Evaluating the impact of the curriculum against what the children have learnt, understood and can achieve/explain/discuss/describe. Attainment, progression and readiness for the following year.

How do we do this?

Each academic year teachers are asked to level their child against the D of E Proficiency of English Scale, this is another way of tracking how children have improved as a result of the interventions/support.

During yearly hand over meetings with the following class teacher, children are discussed and any child who has received EAL support is highlighted, as well as those on the EAL register who have not received specialist support. Children can continue with support for their time at Oldfield, or alternatively new children are added to the groups. Currently groups are mixed classes (same year group) and range from 1 – 6 children at a time.