

Welcome to the first EAL newsletter! We are thrilled to share with you the latest developments and information to be able to support pupils, families and staff.

The focus is on providing appropriate CPD which is tailored to our school's needs. We will be launching a simple EAL assessment tracking tool (to use alongside The Bell Foundation assessment) which enables us to track progress on one document.

This tool will be available as part of CPD and will enable us to identify periods of accelerated progress as well as areas for development.

***"I have come that they may have life and have it to the full."
John 10:10***

In these newsletters you can expect:

- EAL updates
- Free EAL Training
- EAL co-ordinator support – newly arrived pupils
- EAL Year 7 after school club
- LRC – books suitable for EAL (guided reading)

Together, we can make a real difference. Enjoy this newsletter!

Enriching Language with Drama

NALDIC's Susan Stewart shares her ideas of how a combination of language learning and action can enhance language classrooms.

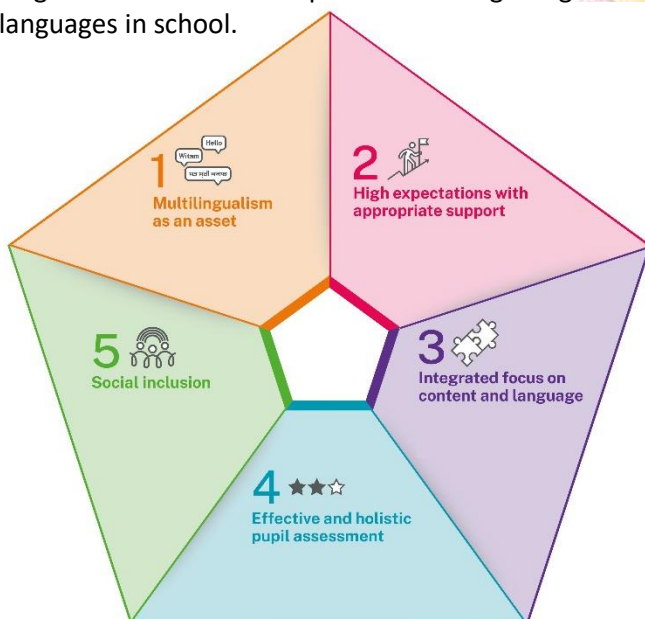
The first idea is to give pairs of students simple (humorous) dialogue scripts suited to their age and ability and ask them to practise it using any language of their choice. Ask pupils to perform their script and ask other pupils to notice expressions, exclamations and words. The curiosity in each other's languages set the stage for further development of integrating other languages in school.

Secondly, use or create mini plays which use local dialect (www.onestopenglish.com - resource site for English language teachers) such as 'doom and gloom', 'pack it in' and 'the heavens opened' and ask pupils to learn some of the lines. Practise intonation so pupils feel confident using the language. Pupils will enjoy speaking 'like a local' and it won't be long until you find pupils noticing and using similar expressions outside of the classroom.



Whole-school Approach to Multilingualism

A whole-school approach to EAL isn't just a policy - it's about creating an environment where every pupil can thrive, regardless of their linguistic background. We know that for pupils to learn effectively, they must feel safe and supported, which is why integrating inclusive values, behaviours, and scaffolding throughout the curriculum is crucial - having EAL present in just one curriculum subject area, or aspect of the school will have limited resources. This responsibility extends beyond EAL specialists; it involves embedding an inclusive ethos, adapting the curriculum, promoting equity and inclusion, and raising awareness of language diversity.



Five principles to guide EAL Pedagogy (The Bell Foundation)

Upcoming DROP IN Sessions

There will be no set agenda for these sessions, just an opportunity for all staff working with EAL pupils to discuss any EAL concerns or matters.



English Proficiency Assessment

An opportunity for course leaders to explore The Bell Foundation's English proficiency assessment and the best ways to implement it within school.

E) Fluent

D) Competent

C) Developing competence

B) Early acquisition

A) New to English

Upon attending this session, participants will receive EAL pupil profiles and proficiency tracker.

CPD tba – 2025/2026



Supporting newly arrived EAL pupils requires accurate initial assessment identifying the right level of support for each individual learner. Involving parents and providing a whole school inclusive culture, a welcoming induction and an appropriate learning environment are also important. This means ensuring that teaching staff have access to professional development that will empower them to feel confident to integrate language and learning objectives, use teaching strategies that promote language development and use EAL sensitive assessment tools to help them recognise pupils' achievements, needs and progress.

Ready-made resources can be found on: [The Bell Foundation website](#)

The Department for Education, the Teachers' Standards and Ofsted expect that all learners, including those with English as an Additional Language, are provided with instruction that allows them to develop knowledge and skills across the curriculum. This may require teachers to adapt teaching if necessary. All subject teachers are required to support learners using EAL across the curriculum as well as teach English language to all learners more broadly.

AQA guidance on accessibility in exams for students with English as an additional language:

[AQA-ACCESSIBILITY-ENGLISH-ADDITIONAL-LANGUAGE.pdf](https://www.aqa.org.uk/subject/english-as-an-additional-language)

EAL Coordinator Meeting

Fortnightly networking sessions to explore how the EAL Coordinator can work with teachers and support staff to meet the needs of EAL learners.



Thursdays 15:05–16:00: A14
Starting March 2025

EAL Coordinator - Supporting Newly Arrived Pupils

Supporting newly arrived EAL pupils requires accurate initial assessment identifying the right level of support for each individual learner. Involving

EAL and SEND

An opportunity to explore the ways to establish whether pupils are displaying academic and/or social behaviours related to SEND or English proficiency. Participants will also be advised on ways to support families of these pupils.

CPD tba – 2025/2026



*Pupils are using the digital library to access **ePlatform's** reading, translation and comprehension tools and **Lexia** to further develop their language, reading, spelling, and writing skills.*

All [resources](#) on the Bell Foundation website support teachers to achieve these goals and have teaching notes containing both language and curriculum objectives. These aim to support subject teachers to incorporate language development into their everyday lesson planning alongside learning objectives for the subject content.

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