



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

English as an Additional Language at The Becket School

The Becket School warmly welcomes children who speak English as an Additional Language (EAL). We have over 81 languages represented amongst just over 350 EAL pupils.*

At The Becket School we recognise that being a speaker of more than one language has many benefits, and we celebrate the wide array of skills and cultures that EAL pupils bring to the classroom. We also recognise that the needs and language abilities of EAL learners will vary, from those who speak little English to those who are fluent.

Our aim is to provide quality classroom-based teaching, and where necessary, individual support based on individual needs of children.

Ms Boothe, our EAL Co-ordinator, is working with staff to monitor the development of the language skills of EAL pupils and support them across the school.

We encourage parents to continue speaking their first language to children at home, as a strong foundation in a first language helps children to learn other languages (including English) more easily. Another way that parents can support EAL learners is by discussing topics and new concepts in their home language.

** In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019).*

In these newsletters you can expect:

EAL updates
CPD EAL
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.***

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

NEWS!

Increased scrutiny from Ofsted

The Education Inspection Framework now includes specific expectations for how schools support EAL learners, ensuring better provision for this group. Inspectors will assess the following:

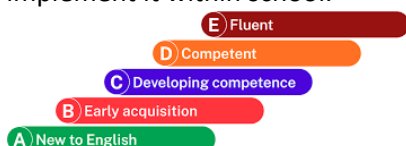
- **High expectations:** Leaders and teachers must not lower expectations for EAL pupils.
- **Accurate assessment:** English language proficiency must be assessed accurately and regularly to inform support.
- **Speaking and listening opportunities:** Schools should provide more opportunities for EAL pupils to talk with staff and peers.
- **Focus on vocabulary:** Teachers need to focus on the specific vocabulary, including subject-specific terms, that pupils need to understand new concepts.

DROP-IN Sessions for staff

Our EAL co-ordinator will be available in the **LRC** (EAL corner) after school on a Tuesday or Thursday throughout the year, for an opportunity to discuss any EAL concerns or matters.

English Proficiency Assessment

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



Tuesdays 15.05-15.45

EAL Networking for teachers/TAs

Explore how the EAL Coordinator can work with you to meet the needs of EAL learners. Attendees will receive EAL pupil profiles and proficiency tracker.

Thursdays 15:05-15.45



STUDENTS!

STARTING SOON!

EAL YEAR 7/8 AFTER-SCHOOL CLUB

YR 12 PAIRED READING WITH YEAR 7/8 EAL PUPILS.

NOW AVAILABLE IN THE LRC:

A WIDE SELECTION OF EAL READING BOOKS! 😊



The Bell Foundation - Strategies and Great Ideas

Bell Foundation's Great Ideas pages are a collection of different activities that any teacher could use in their classrooms to support learners who use EAL.

<https://www.bell-foundation.org.uk/resources/great-ideas/>

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.

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.

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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