ENGLISH AS AN ADDITIONAL LANGUAGE AND NEWLY ARRIVED MIGRANT PUPILS

PROFESSIONAL DEVELOPMENT FOR MAINSTREAM TEACHERS

MODULE OUTLINE

Supporting the teacher training and professional development of mainstream teachers in secondary and primary schools

EDINA

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Leeds City Council EDINA CPD for mainstream teachers - Module outline

	CPD Modules
	EAL Basics
	Culture and Identity
	Language proficiency levels and scales
	Strategies and resources to support teaching

These modules provide EAL leads and teacher trainers with the areas and points to cover, reflection and discussion points, and activities and actions that can form the professional development of mainstream teachers working with Newly Arrived Migrant Students and pupils who speak English as an Additional Language.
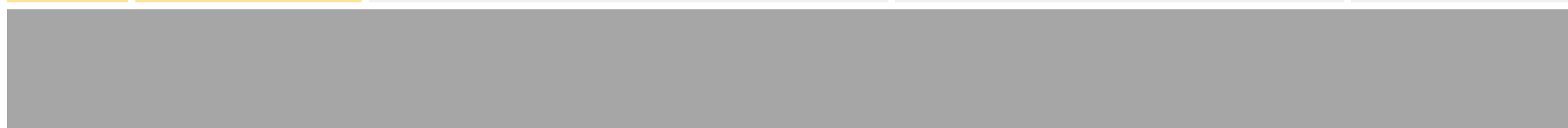
How to use this document: Choose a module to deliver. Develop/adapt your training to suit your school and the training time available. Use the topics, questions and activities provided. Deliver the session. Review impact and support to embed.

Module 1- EAL Basics				
#	**Title**	**Areas and points to cover**	**Reflection/discussion points**	**Activities**
1	What is an EAL pupil?	• New to English, Early Acquisition, Developing Competence, Competent and Fluent learners – EAL proficiency levels – Bell Foundation • DfE codes • Diversity in schools • Languages and countries • Definitions • Local/National data trends	**Leadership:** How are EAL pupils currently recorded in your school? Are your EAL pupils making good progress compared to national EAL progress data? Are there any interesting patterns? is EAL data included within your data collection points? Who gathers and disseminates the data and to who? Are all EAL children identified, assessed, and their levels shared with staff? What percentage of children in school are in each proficiency level? How well are pupils in different proficiency levels supported in school? What trends exist in the Black Asian and Minority Ethnic/ EAL school populations over time? Compared to national outcomes how are EAL pupils progressing? Are advanced learners achieving higher level grades? Are all staff aware of the need to set aspirational targets for learners, in order to accelerate progress and close attainment gaps?	Agree who collect EAL data and is responsible for acting on the analysis. Identify EAL pupils in your lessons Ensure you have language proficiency levels for all EAL pupils in your classes and the countries of origin. Reflect the languages and ethnic diversity of the school in your classroom environment and learning resources and examples used to explain your subject area.

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				Whole school. Who are the EAL pupils in your classes? What languages do they speak? What do you do to ensure all EAL pupils can engage fully with learning? Does it work?	
2	Theory of Bilingualism		• Cummins Iceberg and quadrant theory and what this looks like practically in the classroom	**Leadership** How do you know staff are setting the correct level tasks for EAL pupils? Do staff need further support to embed this practically into their planning **Whole school** Which quadrant do your tasks mostly fall into? Are the tasks you set enabling all EAL learners to progress?	Look through the tasks set for pupils over the last term and sort them into the quadrant categories. Take a lesson and plan together the activities according the quadrant. Review the effectiveness of this from a few lessons…
3	Assessing and Induction of EAL pupils		• Both whole school and in class • Importance of school induction process – first contact • Previous schooling • Background – language map, family history, SEND • Safeguarding/agency involvement • Literacy in home language • Assessing subject knowledge • Initial assessment pack • Individual Language plans for staff • Importance of no delay in welcoming students	**Leadership** How do your current induction processes involve your EAL lead and is the relevant useful information being collected and shared? What could be implemented to improve this? How do middle leaders induct and assess EAL pupils in their subject? Are your EAL pupils disproportionately in lower sets? **Whole School** Does your department have a process in place for when you do have a new student? Do you have materials for your subject area to assess prior knowledge? Do you have a process for your classroom, your department and whole school? How are EAL pupil's knowledge assessed in your subject area? How do you fill gaps in knowledge for EAL pupils? How do you use individual language plans to support your planning?	Outline the process of induction and assessment for EAL pupils in your class/department etc. Is this effective? Find resources to support it. Find out which home language dictionaries are available in your department and how they are disseminated.

			How do you ensure that EAL pupils are not placed directly in lower sets?	
4	Social Barriers to Learning for EAL pupils Video to support	• No Friends • Parents struggling to find work • Uncertainty of instability of new living arrangements • Council documentation and court cases • Parents have no English • Missing home country • Concerned for relatives in home country • Financial issues • New language • New People • New traditions • New life • Living conditions • Unwelcoming community	**Leadership:** How welcoming and inclusive are your school policies? **Whole school:** How could you use a buddy system to welcome new arrivals? What support could your department put in place to support PP pupils? How could you further support parents with little English/literacy to access school correspondence and parents' evenings and understand school processes and applications? Do EAL pupils have a safe space in school to visit if they need support?	Undertake an audit of practice and provision for EAL pupils in your department. Identify practices that would support pupils dealing with the topics identified in the video.
5	Supporting Refugees & Asylum seekers	• Definitions/countries pupils come from • Understanding background SEMH Trauma support • Long time out of education • Unaccompanied/families • Behaviour for learning • Poverty and affluence • Pastoral care • Cultures and celebrations of difference • Access to information about communities and supplementary schools • Local organisations that offer help and support Resources –Freedom of voice project YouTube	**Leadership:** How does your school identify and support pupils from a refugee/asylum seeker background. What training have your staff received any training to support pupils from these backgrounds? What does your school do to irradicate and challenge barriers between different communities that are in conflict? **Whole school:** How can you make your department more refugee friendly? Think about the curriculum you teach as well as ways you could support pupils? How do you challenge negative assumptions and stereotypes about refugees and asylum seekers?	Look at your scheme of work. Identify any obvious topics that may trigger memories for refugee/asylum seeker pupils. Outline the steps your department will take to protect the mental health of pupils. Register staff for Healing Classroom training and other CPD in this area.
6	Teaching Language through the curriculum	• Immersion is key • EAL pupils should be accessing the curriculum and its content alongside their peers • Pupils learn English as they study the curriculum • Work will need to be differentiated with a language focus	**Leadership:** Does your T&L CPD cover teaching English language through subject areas? **Whole school:** Discuss how confident you are as a department to teach English language alongside your subject area? How could you increase the literacy content within your subject area?	Take a lesson plan and redraft it to incorporate teaching your subject language.

#	Title	Areas and points to cover	Reflection/discussion points	Activities
7	SEND/Most able and EAL Identification	• Learners with EAL may have additional needs • Specific needs are difficult to identify if the learner is not fluent in English. • Research shows EAL pupils are likely to be under-identified in terms of dyslexia but over-represented in terms of speech and language difficulties • If pupils fail to make good progress liaise with EAL and SENCO to ensure both needs are being met • Be aware that for many cultures the mention of SEND raise fears around mental health and stigmatization • How to support pupils who are illiterate in their home language, who may never have attended school. • SEMH issues such as PTSD are common amongst EAL pupils • Do not be afraid to intervene if you have concerns	**Leadership:** Is your SENCO aware of the differing needs of EAL pupils? Are EAL staff and SEN staff working in collaboration to identify and support the differing needs of pupils? How are SEN pupils with EAL supported? **Whole school** How confident are you about identifying SEN needs in EAL pupils? Are you able to recognise Most able EAL pupils? What measures do you have in place to ensure these needs are taken into account and supported? How do you support pupils with no previous schooling?	Explore SEND/EAL case studies and the good practice support plans.

Module 2- Cultural identity

#	Title	Areas and points to cover	Reflection/discussion points	Activities
1	Taking a strong stance against racism	• Staff are aware of and understand the race/ethnicity-based biases that impact on non-white pupils	**Leadership:** Does your school have a framework for developing an anti-racist approach? What priorities should you focus on as a school to ensure your	Add questions on racism and how these topics are dealt with in your in your

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		• Staff are aware that they can be racially biased against pupils, even if they say they are not racist. • Pupils have open discussions on race-based issues and topics within lessons. Reinforced procedures and expectations • The practices that are needed to ensure pupils are able to speak to staff about racism they may be experiencing and how to deal with it within the school environment. • Pupils have confidence that the school will act swiftly and efficiently to deal with racism. • Pupils see school as a safe and nurturing place. • Teachers acknowledge, identify and challenge racism effectively • Staff understand that a pupil disclosure of racism they have or are experiencing ought to be treated seriously, and action taken to safeguard the safety and wellbeing of the pupil • Diversity forum/Schools of Sanctuary • Framework for anti-racist approach • School policy and process of reporting • Supportive apps or online platforms/phone numbers for staff and to share with pupils	school is a welcoming and inclusive place for all? Do you have a race equality policy and a clear understanding of racism? Have all staff had unconscious bias training? Do staff and pupils know how to report racist incidents? Do pupils believe that racist incidents are dealt with effectively in your school. Have all staff had unconscious bias training? Could staff and pupils be experiencing micro-aggressions in your school? **Whole school** Discuss unconscious bias, microaggressions, allyship. How can bias affect your pupils in the classroom, marking and assessment, teaching and learning, curriculum? Could your pupils be experiencing micro-aggressions? How confident are you at challenging racism? How well do you know and follow the procedures for reporting racist incidents? What would you do if a pupil complained that a child has been racism towards them? What would you do if a pupil complained that a member of staff has been racist towards them?	departmental questionnaires and audits for pupils. Simulate an effective discussion on racism. Simulate dealing with a racist remark in class.
2	Culture, history, experience and home language in the curriculum.	• Teachers help children to be secure and comfortable in their cultural identities. • Pupils see themselves in the curriculum and in the environment in a positive light. Pupils feel like they belong in the school environment and classrooms. • Teachers talk explicitly about positive aspects of pupil's culture. Pupils see this in topics covered. • Pupils can speak of a culturally inclusive curriculum in all subject areas • Communicating in different languages is seen as positive. Pupils can use their heritage languages to help them to learn in lessons	**Leadership:** How is SLT going to support staff to develop cultural competency in relation to the communities within the school? Does the lesson/course content reflect the knowledge and experiences of diverse learners and broadly support an intercultural dimension How are middle leaders taking responsibility for ensuring their provision is culturally responsive to the needs of pupils in a global society? **Whole school** Have you evaluated your curriculum to ensure it reflects a multi-cultural Britain? Does your subject area include positive contributions made by people	Conduct a curriculum audit to discover what your curriculum is promoting to pupils from diverse backgrounds. And fill gaps where needed. Conduct a resource audit to discover where cultural identities are explored and whether this supports a positive identity for pupils

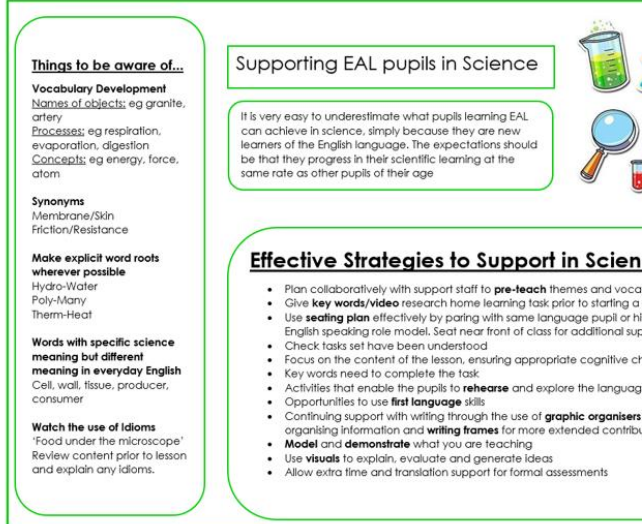|				
		• The use of the home language should be encouraged, dictionary or translators for new vocabulary. Key word lists Videos and materials in home language to support learning of concepts Converse to discuss new concepts and ideas which allows quicker thinking • Caution with google translate and subject specific vocabulary	of colour? How could your department use the concept of global citizenship education to empower young people? How could you use pupil's home languages and background positively in your lessons? How do the resources you use reflect the language and background of a diverse society?	
3	Contact with home and the community	• Communicating with parents for positive reasons first • Teachers providing guidance in their subject areas for parents to support pupils • Departments draw from people in the community as teaching or learning aids. They use this learning to engage pupils in the lessons • EAL Coffee mornings or family days • Supporting parents with communication home and parents evening • The diversity of parents, i.e highly educated and low level of education and the incorporation of both into the education of their children	**Leadership:** Are all the communications you send out accessible for the parents at your school? How could you improve communications for those who struggle to speak English? Are your communications word-heavy where diagrams and images would make it more accessible? Are you aware of the nuances of power and privilege that can create barriers for contact and engagement with parents and the community? **Whole school** Do you struggle to communicate with any EAL parents? What things could you put in place to improve relations and communications with EAL parents? Think about the examples raised in the video. Could any of these things work in your school? Is the language you use accessible to all parents? Which tools do you provide to parents to help them support their child in learning? How do you help parents to know and understand the demands of the curriculum and what 'excellent' looks like?	Consider what good and bad induction looks like. List the positive actions that would support the children and families in your school Create a folder of tools and resources that can be used/shared with parents to help their child succeed in your subject area and in schooling Build a folder of useful information to share with parents at the next parents evening

Module 3- Proficiency levels				
#	**Title**	**Areas and points to cover**	**Reflection/discussion points**	**Activities**
1	EAL Proficiency Scales	DFE ABCDE Codes… A: New to English, B: Early Acquistion, C: Developing Competence, D: Competent and E: Fluent learners • What the codes mean in terms or reading, writing, understanding, speaking and listening • Time taken to progress through levels • Bells Foundation • NASSEA steps	**Leadership:** Are you using any EAL proficiency scales to assess your EAL pupils? If not, how could you implement them in your school. Do EAL learners have subject-specific language targets or individual language plans? How are EAL pupils' language proficiency communicated to teaching staff? **Whole school** Do you teach any pupils who fall into these categories? How can you ensure you differentiate effectively for them in your lessons?	Sign up to Bells Foundation and look at the teaching strategies linked to ABCDE codes Add EAL proficiency codes to pupil data systems and class seating plans where appropriate
2	Practical strategies that support EAL pupils at A, B and C proficiency levels	ABC Codes A: New to English, B: Early Acquistion, C: Developing Competence • Bells strategies linked to codes for class teachers	**Leadership:** Who has responsibility for EAL provision in your school? What do you have in place to support new to English arrivals? How are middle leaders taking responsibility for EAL provision in their subject areas **Whole school** What issues do you have teaching new to English pupils? What could you do as a department to ensure these pupils are supported effectively?	Identify the EAL learners in your classes at A, B or C proficiency levels? What languages can they use and with what proficiency? Which strategies will support them best?
3	Practical strategies that support EAL pupils at D and E proficiency levels	DE Codes D: Competent and E: Fluent learners • Bells strategies linked to codes	**Leadership:** Who co-ordinates EAL provision in your school, how are involved in teaching and learning focuses and whole school training? How do middle leaders ensure their provision for EAL pupils is effective? What do you have in place to support advanced learners of English who may be underperforming or not reaching their potential? How are these pupils identified in your school? **Whole school**	Identify the EAL learners at D and E proficiency levels in your classes? What languages can they use and with what proficiency? Which strategies will support them best?

#	Title	Areas and points to cover	Reflection/discussion points	Activities
			Are you aware of the advanced learners of English pupils in your classes? What could you do as a department to ensure these pupils are supported effectively? Which strategies have you used to identify and improve the common language difficulties that learners at D and E proficiency levels experience?	

Module 4- Strategies and resources				
#	**Title**	**Areas and points to cover**	**Reflection/discussion points**	**Activities**
1	Academic EAL theories & Practice	Websites and academic research and where to find Evidence-based general strategies • Scaffold comprehension and production of language • Reinforce academic language across the curriculum • Embrace and use pupils first language • Maximise literacy engagement • Connect with pupils' lives, their culture, language and community • Affirm pupil identities by enabling them to use their language and literacy skills to carry out powerful academic work	**Leadership:** Does current EAL practice and provision reflect use of the theories and best practice outlined in the video? Where is this done best? What is needed to improve this? Does planning for lesson show any evidence of analysis of the language demands of the specific subject/topic? **Whole school:** How are the theories and best practice evident in your planning, teaching and learning strategies and regular practice? Are there planned activities to support language development alongside curriculum learning – supporting access, developing speaking, listening, reading and writing?	Update your classroom environment to reflect the good practice and theories seen in the videos.
2	Practical strategies to support building	• Anchor Charts/Working walls	**Leadership:** How is EAL pedagogy built into whole school teaching and learning training and CPD?	Discuss and improve upon the teaching of a

	vocabulary and understanding of concepts for EAL pupils	• Visuals – puppets, photos, models, video clips, Images, objects • Word study for key vocabulary • Translation • Match up • Model it in context/show it, show it, repeat it • Provide opportunities for pupil to use vocabulary • Topic sheets for books • Tier 2/Tier 3 vocabulary • Frayer models	What whole school approaches support EAL learners in the classroom? **Whole school** Which of the strategies discussed are used in your department? Which strategies and resources could you add in your lesson planning to build vocab and concepts? Use etymology grids to explore key word meanings in your subject area. How could you create a working word wall in your classrooms? Is questioning varied for different learners e.g. closed questions for beginners and more open for advanced learners?	topic/sow/unit using the strategies discussed in the video
3	Practical strategies to support EAL pupils with writing	• Visual Stimuli • Word Banks – with subject specific vocabulary definitions • Talk for writing – Talk frames • Modelling • 'Recipe' for genre of writing • Provide checklist and vocabulary • Organise with thinking maps • Writing frames to scaffold sentences • Opportunities to write in own language • Opportunities for peer review • TOWER model for writing • These strategies support all writers not only EAL pupils	**Leadership:** How is EAL pedagogy built into whole school teaching and learning training and CPD? What whole school writing approaches support EAL learners in the classroom? What are the cross-curricular approaches to writing? How well are elements such as writing genres-text types embedded in whole school teaching and learning? **Whole school** How could you use thinking maps prior to writing in your department? As a department do you have examples of exemplar work to model for pupils? How could this be shared? Do your resources build in opportunities to use word banks and scaffolding to support writing? When do you teach pupils the language features, language structures and academic vocabulary for your subject? How do you know pupils understand and have learned them? How do you plan ahead for writing activities?	Discuss and improve upon the teaching of a topic/Sow/unit using the strategies discussed Build or refresh your bank of annotated exemplar writing to be modelled for pupils and think of at least three ways for this to be shared
4	Practical strategies to support EAL pupils with reading	• Visual Stimuli • Key word lists • Talk before reading	**Leadership:** How is EAL pedagogy built into whole school teaching and learning training and CPD? What whole school reading approaches support	Discuss and improve upon the teaching of a topic/scheme of

		• Home Language support • DARTS – Directed Activities Related to Texts Reconstructing, sequencing, cloze, multiple choice, matching, labelling • Focus on a small chunk of text in detail • Text Marking • Checking for comprehension before, during and after reading	EAL learners in the classroom? **Whole school** How could you use text marking within your subject area to support pupils with more complex texts? Trial a text marking key in your department What DARTS activities do you currently use with your classes? Are they effective? Are there others you could also use? Implement ways to encourage wider reading for EAL learners within your subject area? Give texts as pre-teaching home learning tasks Are the methods you use to check the comprehension of texts used in your lessons effective? How do you know? How do you use bilingual texts to support understanding?	work/unit using the strategies discussed Build your bank of bilingual reading texts and online bilingual texts and create opportunities for pupils to read them
5	Creating an EAL friendly classroom environment	• Inclusive displays • Welcoming gestures • Resources • Safe place to be confident to speak • Seating/integration with class • Engaging pupils with very little English • Do not rely on other native language speaker pupils to support all the time • Normalise the use of ICT and dictionaries to support learning • Permitting the use of first language for specific tasks • Opportunities for parents and carers to visit the classroom to learn alongside children	**Leadership:** Do whole school displays reflect the diversity of the pupils in your school? Is use of first language encouraged and used as a way to access the curriculum? **Whole school** As a department how can you ensure your classes and classrooms are welcoming, inclusive environments? Is information presented through a variety of media-types?	Refresh your classroom environment and department area focusing on the diversity of language and diversity of ethnicity. Display and rehearse the use of multi-lingual tools and resources
6	EAL pupils remote learning & home learning tips	• Support initial set up and attendance with phone calls • Be specific and explain what you need uploading or how they should complete the task set • Keep pupils on the video link after other pupils for further explanation	**Leadership** Are there classes for parents to help them to support their children? Which families would benefit from translations and how to you ensure these are provided?	Identify pupils who need additional support to access and engage with learning at home and develop a resource pack to support them.

			Whole school
		• Make sure all instructions are brief and clear • Get pupils to make glossaries • Send links to videos/power points/lessons • Keep power points really visual and language to a minimum • Encourage to use google images to support understanding • Vary tasks and think of innovative ways to get concepts across • Bespoke resources • If possible, provide with textbooks or revision guides • Model note making or other tasks you require the pupil to complete • After school support/revision guides/Seneca • Printed out sheets with homework instruction as well as online	Which pupils will struggle to access online home learning in your subject area? What alternative resources have you provided available? Are there any resources in home languages that would help pupils to gain the knowledge needed?	
7	Subject specific EAL advice and strategies for all subject areas & Practical strategies to support English as Additional Language pupils in Geography		**Leadership:** Does each department/faculty have someone with EAL responsibility? How does the scheme of work/curriculum reflect the identities and cultures of the global majority? Are all subject areas culturally responsive in their regular teaching and learning practices? **Whole school** Do you have an EAL Champion within your department? How could you create, disseminate and organise resources to support EAL pupils within your department? Discuss the strategies listed for your subject area. Are you aware and using any of these when differentiating for pupils?	Start a resource bank with resources in multiple languages to help pupils access the knowledge in their own languages. Take a regular topic and think of diverse examples that can be used in standard teaching and not only as part of a specific 'cultural topic' project/topic.
8	Resource links	Talk through different websites and what they offer to support teachers and schools • www.nassea.org.uk	**Leadership:** Is the latest EAL research, practice and academic theory disseminated in your school? Who is responsible for this? Is sufficient time spent on	Download resources into the shared area that you can use in your lessons.

		• www.bell-foundation.org.uk • www.naldic.org.uk • www.twinkl.co.uk • www.rescue.org/uk/irc-uks-healing-classrooms • www.refugeeweek.org.uk • www.schools.cityofsanctuary.org • www.youtube.com/channel/UCmpzfWVD9cBD0Ihi4HoNQYw/videos	ensuring that adequate resources are available for use by EAL pupils? Who monitors EAL practice and provision in school? How is best practice shared with staff? **Whole school** How much time is spent as a department looking websites and resources that would support teaching EAL pupils? How could this information be incorporated into your department's teaching?	Partner with another staff member to share how best to integrate the resources into the scheme of work
9	Maintaining high expectations	Key messages • Pupils believe that staff believe pupils can achieve high marks. • Pupils feel that can't get away with not contributing to lessons once they are out of the silent phase. • Pupils feel supported to learn in lessons. • Specific ways that teachers help them access the lessons and learning. • Setting appropriate goals • What progress looks like for EAL pupils • The possibilities of attainment related to the acquisition of English • The importance of promoting multi-lingualism as a positive and beneficial skill • Ensure that teachers understand the pupil's assessed language proficiency levels - what they are able to do	**Leadership:** How do you consider EAL pupils when studying progress data and target setting? Are historically underachieving BAME pupil group's targets challenging enough to secure accelerated progress? How well are your EAL pupils performing compared to national EAL outcomes? **Whole school** Are you limiting your expectations of EAL learners? How do you know? How do you ensure you are setting appropriate goals and targets for EAL learners in your class? What interventions can you put in place for underachieving EAL pupils? How well do your EAL pupils perform compared to national figures? Are there changes/improvements that need to be made?	Look through your feedback to EAL pupils and discuss how it supports their progress and reflects the high expectations you have for them. Think of a strategy to help you gain responses/answers from EAL pupils
10	Supporting the learning of knowledge and English language through the curriculum.	• Where pupils are operating at secure levels in their home language/s they benefit from resources in home languages. • Tools pupils benefit from that support learning in lessons. Do resources in their home language help? Do teachers support both? • Teachers reduce pupil's cognitive strain through providing materials in home languages for	**Leadership** How do you know the resources used in each department reflect the diversities and languages of pupils? How do middle leaders ensure there are shared resources available in their subject areas to support EAL pupils?	Search for useful EAL websites such as The Bell foundation. Find and download resources that will support EAL pupils in your lessons. Save these to the shared area and choose one/two to

| | | knowledge, use of images, colour coding, visuals etc.
• Immersion is key
• Learning English through the curriculum
• Differentiate work with a language focus
• Raising awareness of the importance of the language that teachers use and attention to how ideas are presented.
• An understanding of the nuances and differences between the heritage language and English language
• The responsibilities of teachers in the teacher standards and working with the EAL lead on intervention | **Whole school**
How do you use visuals and images effectively in your teaching?
What resources do you use to ensure EAL pupils gain knowledge in your subject area?
How do you ensure the language and vocabulary you use in the classroom supports the development of cognitive academic language proficiency? | discuss in department meetings. |
| | **Additional modules include:** | **Language, Translation and Translanguaging** | **Contact: 0-19LIT@Leeds.gov.uk** | |

The **module outline** has been created by Leeds City Council and English as an Additional Language and Black, Asian and Minority Ethnic Network leaders as part of the EDINA ERASMUS project to support the continuing professional development of mainstream teachers in secondary and primary schools.

Module training session videos and powerpoints have been created by Leeds City Council and Secondary EAL Leaders in Leeds Schools with **special thanks to:**

• Leeds City Council – Learning Improvement Team
• Cockburn John Charles
• Lawnswood School
• Co-operative Academy of Leeds

Additional thanks to:

Leeds Beckett University - Module 2: session 2 powerpoint and resource

- Module 4: session 1 powerpoint and resource