

KS2 EAL Curriculum Intent

<i>Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.</i>		
Intent	Implementation	Impact
The School's Senior Leadership Team will:	The Teaching and Learning Sequence will:	Pupil Voice will show:
<ul style="list-style-type: none"> - Ensure the diverse community is catered for via our curriculum design. - Ensure our children enjoy a wider range of experience and come to a greater sense of shared understanding and belonging - Ensure all staff acknowledge that the level of proficiency in English will vary between different learners ranging from being new to English to being fluent. - Understand contextual reasons for children joining the school for a variety of reasons: some pupils who arrive during the school term may have experienced difficulties. This may include being homeless and in temporary accommodation, having attended several schools already and having a disrupted education, recently arriving from another country or being a refugee or asylum seeker who has fled from armed conflict and persecution. - Welcome parents/carers and keep them involved so we can teach children effectively. - Ensure that I have appropriate time to develop, monitor and support staff in catering for EAL learners. - Provide a budget to ensure that standards can continually be raised, and initiatives can be implemented as and when there are needs. - Support opportunities for my own professional development. - Provide opportunities to network with other EAL leaders to support sharing practise. - Raise whole school awareness of pupils and families' cultural and linguistic backgrounds. 	<ul style="list-style-type: none"> - Make accurate language assessments of new arrivals - Enable each child to participate in the curriculum at an appropriate level. - Develop personal induction programs for new arrivals including catch up sessions as necessary- those who have not acquired 'Survival Language' will receive X20 minutes sessions daily. - Support children at different levels of acquiring English, both beginners and more advanced learners. - Plan and teach lessons using learning styles most appropriate for EAL - Each session should have a clear focus on oracy and vocabulary to enable the EAL learner access - Clear modelling to be provided in all sessions. - Provide an inclusive curriculum - Promote home languages in the school and classrooms and use these to aid pupils' learning. - Celebrate pupils' achievements. - Ensure that objectives are skills based and are developed to allow for challenge - Provide differentiation through precise and careful questioning to develop conceptual and procedural knowledge, scaffolding and reasoning - Ensure that practice and consolidation play a central role in lessons - Ensure that children's difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through individual or small group support - Give opportunities for children to develop their use of technical language - Allow children the opportunity to evaluate their learning and compare their learning with others - Ensure that there are opportunities to use language acquired through other subjects and in cross curricular contexts - buddy up pupils with those who will provide good language role models to support in developing language - ensure there is a rich visual and vocabulary approach 	<ul style="list-style-type: none"> - Pupils will be able to express what makes them happy. - Pupils will be able to identify key people they can speak to and a key circle of friends whom they feel supported by - Pupils will be able to express the goals and outcomes of any intervention they have been part of - they will be able to express areas of strength and areas to develop via support - A developed understanding of key methods and skills as at age appropriate levels overcoming any language barriers - A progression of understanding appropriate vocabulary which supports and extends learning - Confidence to discuss their own work

As a Subject Leader I will:	The Classroom will:	Displays and Books will show:
<ul style="list-style-type: none"> -Understand and demonstrate knowledge of approaches for EAL and support other members of teaching staff -Ensure as language develops the work set is suitable challenging - Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior knowledge -Contribute to long term planning which ensures appropriate coverage of knowledge, skills and vocabulary -Encourage teachers to support those who have been identified as needing additional support (EAL codes A – C) and extend those more competent ones (EAL codes D – E) - Raise the profile of EAL through best practice, modelling lessons as appropriate to new staff, NQTs and peers to support continued professional development. - Ensure the high quality of displays around the school and involve the school in ‘celebrations’ of Diversity, including participation in events such as ‘Black History Month and World Book Day’ - Continue to keep up to date on current developments in EAL education and disseminate information to colleagues - Ensure that all staff have access to professional development including observations of outstanding practice in the subject - Provide ongoing advice as well as beginner resources for class teachers to use in core and foundation subject work. - Organise an induction process for EAL beginners. - Support class teachers with assessments. 	<ul style="list-style-type: none"> -Provide a safe and stimulating atmosphere where children want to learn more - Provide appropriate quality resources for each area of the curriculum -Be organised so that children can work in small groups or whole class as appropriate to support children in their development of their skills -Contain appropriate key words displayed to support children’s spoken language. -Classrooms should display dual language signages where needed -Classes have copies of bilingual dictionaries -EAL room has resources for beginner EAL Learners - Soft copies of EAL friendly resources will be uploaded on Google Drive under the EAL folder 	<ul style="list-style-type: none"> - Displays support and ‘capture’ learning - Differentiated work for all children to be able to access the learning - That planned activities are pitched at the right level - Key word (pictures and words) fans or mats to help the child communicate their basic needs and facilitate them settling in. - Picture dictionaries or bilingual dictionaries. - Positive images of people, places, objects that reflect diversity. - Displays celebrating the cultural diversity - Evidence in all subject books to demonstrate a clear learning journey where tasks have been scaffolded to enable the child to succeed in every step of the learning journey. These pieces can include photographs, videos, scaffolded task, vocabulary mats/language matrices to accompany written pieces where required. -Number of recorded pieces as set by subject leaders - The volume and number of pieces of work should match the pieces of learners of all abilities. - Classroom displays to display a range of pupils’ work reflecting different abilities. Working walls to display vocabulary, language stems and high-quality models.
The Class Teacher will, with support from myself:		
<ul style="list-style-type: none"> -Plan and resource specific learning for their class, thinking about the end point and the needs of the children in their class - Check how to pronounce the child’s name correctly. -Introduce the pupil to all other adults who work in the classroom. -Prepare a coat-peg, chair and tray for the child as soon as they receive a copy of the pupil profile. -Ensure the lesson plan includes strategies that help the child to access the curriculum and develop English. Support for this can be sought from the EAL lead. - Place the child in groupings to ensure access to good English role models and work with sufficient cognitive challenge. -Use key visuals e.g. pictures, photos, drama; spoken instructions should be supported through the use of visual supports. -When reading a story, discuss vocabulary needed to access the main ideas. Again, this can be supported through the use of key visuals or through pre-teaching. - Liaise with EAL teacher on initial assessment and targeted support for language development. -Ensure there are elements to every task or activity at which the child will be able to succeed. - Build links with home through the use of photos, keyword sheets and translations where possible. - Inform supervising adults that there is a new child in the class, so playground supervisors will be aware of their social needs. - Direct Teaching Assistants so they can support orientation of the site. -Teachers and the EAL team plan and teach lessons taking into account strategies to support EAL learners. In class and in intervention groups where appropriate, pupils are supported to access the curriculum through a range of strategies. Pupils learn independently, as a whole class, in pairs and in groups. Teachers promote an inclusive environment in class, using a variety of learning aids. Pupils are encouraged to share languages and cultural and religious aspects with their peers to develop awareness of different languages and cultures. -The EAL team is committed to developing their own expertise through external agencies and disseminating information and support to staff through staff training. 		