



Appendix 2

Coordinating the provision for children learning EAL

The EAL coordinator will play a leading role, as part of the school's distributed leadership team, in establishing EAL policy and practice and in developing priorities to raise standards and accelerate progress for children learning English as an additional language across the school.

Leadership and management role

- Working with the leadership team to monitor provision for all children for whom English is an additional language
- Data collection, interpretation and analysis in order to know about the standards and progress of children from different ethnic groups and those learning English as an additional language
- Using data to inform priorities for action designed to raise standards and address gaps in achievement including by:
 - working with the leadership team to ensure that ambitious attainment targets are set for bilingual learners
 - working with colleagues in the leadership team to develop a RAP which sets out focused time-limited priorities for action with clear success criteria and strategies for monitoring and evaluation (this plan should sit within the school's Race Equality Plan and link to priorities in the School Improvement Plan)
- Advising on specific provision for underachieving children learning EAL – targeting resources including the deployment of bilingual and EAL support staff, the organisation and design of interventions, etc.
- Working with the leadership team to evaluate the impact of provision
- Advising on CPD for all staff relevant to the needs of children learning EAL in order to ensure that whole-school responsibility is taken for supporting the needs of children learning EAL



- Keeping up to date with current developments in EAL pedagogy and practice
- Meeting the needs of children newly arrived from overseas including:
 - liaising with parents, carers and families to develop profiles which inform the development of strategies to meet children’s social, emotional, language and learning needs
 - using a range of assessments to inform planning
 - planning and organising an induction programme, including where necessary an early stage EAL programme
 - advising colleagues on ways to include children in the mainstream curriculum as soon as possible.

Learning and teaching role

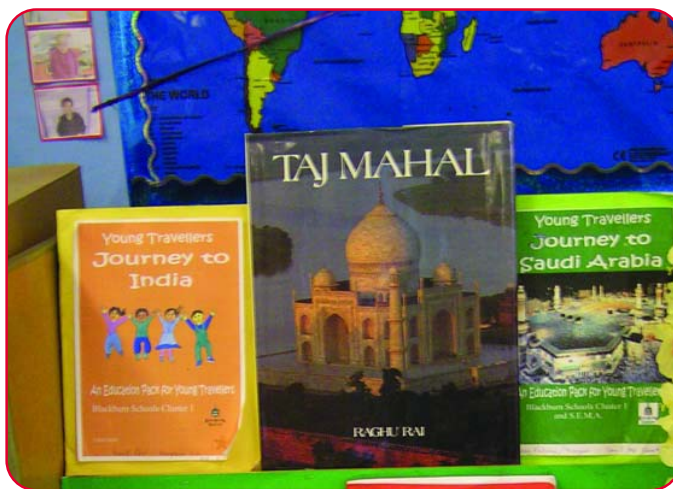
- Working with other curriculum coordinators to use a range of quantitative and qualitative data to identify specific aspects of language development which require focused work
- Planning and teaching with colleagues in order to develop expertise in meeting the language and learning needs of bilingual children including developing colleagues’ knowledge and ability to:
 - identify language demands and language development opportunities in planning
 - ensure learning builds on children’s previous experience
 - use bilingual strategies
 - use a range of strategies for scaffolding language and learning
 - provide opportunities for speaking and listening for a range of purposes and audiences across the curriculum
 - use a range of day-to-day assessment strategies to assess progress and identify next steps for EAL learners
- Supporting the adaptation of intervention programmes as appropriate to meet the needs of bilingual learners
- Supporting colleagues in planning to meet any gaps in learning when children return from extended visits to heritage countries
- Modelling and promoting values, attitudes and behaviour supportive of race equality.



Curriculum development role

Supporting the design and delivery of a culturally inclusive curriculum and the development of a whole-school ethos and environment which reflects the ethnic, linguistic, cultural and religious diversity of the school and promotes a sense of belonging by:

- working alongside other coordinators to ensure that:
 - choices are made from the programmes of study which reflect and value the diversity of the school
 - schemes of work and medium- and short-term plans reflect the diversity of the school and local communities
 - opportunities are found across the curriculum to emphasise the achievements of people from diverse backgrounds, teach about global issues, human rights, bias, prejudice, racism and stereotyping;
- working with colleagues to develop appropriate resources for the above for use across the curriculum;
- advising on the purchase of materials for use across the curriculum and in displays;
- supporting colleagues to develop their knowledge of the linguistic, cultural and religious backgrounds of children and their families and the social and political factors which affect their lives.





Partnership role with parents, carers, families and communities

Developing partnerships, including:

- advising the school on a range of ways to make sure that parents and carers from diverse cultural, linguistic and religious backgrounds feel welcome and respected, and to ensure effective two-way communication
- devising and enacting strategies to ensure that parents and carers understand the school's approach to learning and teaching and can participate as key partners, e.g. organising Better Reading Partnership training
- providing children with learning activities and ideas, including use of e-mail and the Internet, when they go on extended visits to heritage countries, and working with subject coordinators to make sure that their experiences are incorporated into the curriculum on their return
- supporting the development of links with supplementary and community schools including madrasahs
- ensuring that parents and carers from minority communities know that the first language has a significant and continuing role in their child's learning, that the school values bilingualism and considers it to be an advantage.

Our school now celebrates diversity in a much more meaningful way ... we take pride in all our children's heritage languages

Sharing research findings with parents has created new and varied opportunities for talking about learning. Many of our parents who previously wanted their children to just speak English at school, now understand how important it is for a child to learn through his or her first language alongside developing their proficiency in English