

EAL SELF-ASSESSMENT FOR SCHOOLS: PRIMARY

This document aims to support primary schools in assessing key areas of strength and development in their provision for pupils who have English as an Additional Language (EAL). Completing this self-assessment will better enable schools to identify future priorities for pupils with EAL and adequately plan strategies and interventions.

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Procedure

- Answer each of the questions below, listed in the first column. Insert your comments in the 'response' column.
- Cite the evidence you used in considering each response in the 'evidence' column.
- In the score column, write a number from 1 to 5 which best represents your views on the school's provision in each aspect, using the key below:
 - 1. This aspect is fully developed**
 - 2. This aspect is partially developed**
 - 3. This aspect has just begun to be developed**
 - 4. Development of this activity has been identified but not begun**
 - 5. No development has been identified for this aspect**
- In the final column write what action the school intends to take to address any low scoring areas of EAL provision

Here is an example:

Question	Response	Evidence	Score	Action taken by school
A1. Is there a named member of the Senior Leadership Team (SLT) with overall responsibility/accountability for EAL provision in the school?	<i>Ultimate responsibility and accountability rest with the Head-teacher (HT). A Deputy Head-teacher (DHT) line-manages the EAL Coordinator's (EALCO) work and another DHT analyses EAL data with the EALCO. All of SLT monitor day-to-day EAL provision.</i>	<ul style="list-style-type: none">• <i>Minutes of DHTs' line-management meetings with EALCO, Subject Leaders etc.</i>• <i>EAL data analysis spreadsheets.</i>• <i>Completed lesson observation forms.</i>• <i>Records of termly Pupil Progress Meetings.</i>	2	<i>Start termly meetings for all staff with responsibility for EAL in order to share relevant information and data, and to target appropriate interventions.</i>

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A. Leadership and Management of EAL provision

Question	Response	Evidence	Score	Action taken by school
A1. Is there a named governor who leads on EAL? How does the governing body support and challenge the school with regard to its EAL provision?				
A2. Is there a named member of the Senior Leadership Team (SLT) with overall responsibility/accountability for EAL provision in the school?				
A3. Does the school have an EAL strategy or action plan in place?				
A4. Does the school have an EAL policy or Language(s) policy in place? If so, (a) Is the policy in an accessible format and place? (b) How is the EAL or Language(s) policy communicated to staff and other stakeholders e.g. pupils, parents, governors? (c) How is implementation of the policy monitored by SLT?				
A5. How is attainment and achievement data for recent EAL cohorts (e.g. Analyse School Performance, Fischer Family Trust, EYFS benchmarking, SATs data etc.) used to inform action planning for EAL?				
A6. What additional analysis of EAL attainment and progress data is carried out internally by the school? How is this used?				

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A7. (If appropriate) Is EAL improvement planning embedded within the school development plan? If so, how far?				
A8. How does the school ensure that the Special Educational Needs Coordinator (SENCO), EAL Coordinator (EALCO) and EAL staff work together in supporting pupils who have EAL and a Special Educational Need (SEN)?				
A9. In observations of teachers are judgments made about effective teaching of EAL pupils and how well they are learning? Are all observers confident and accurate in making judgments about EAL provision?				

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B. Resourcing and Funding

Question	Response	Evidence	Score	Action taken by school
B1. How effectively does the school access the local and national funding and specialist support that is available?				
B2. Is there an appropriate number of designated EAL staff in school, relative to your EAL population?				
B3. To what extent are your EAL staff appropriately trained and qualified to meet the specific requirements of EAL pupils?				
B4. Are the EAL staff effectively deployed to sustain the delivery, management and development of all aspects of EAL provision?				
B5. How does the school identify any staff, parents or governors with EAL expertise, language proficiency, local EAL community links, etc.? How are any such people used to support EAL pupils?				
B6. To what extent is the provision and deployment of EAL staff informed by assessment information on EAL pupils and targeted to individual pupil needs?				
B7. Is there a recognised location for specialist EAL provision, where staff and EAL pupils can access support and where EAL resources are stored?				

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B8. How regularly is the provision and deployment of EAL specialist staff reviewed?				
B9. How closely do EAL staff, teachers, teaching assistants and subject leaders work together to plan, teach and evaluate lessons that support EAL pupils to progress both in curriculum subjects and with their English?				
B10. If external specialist services and/or specialist materials are involved with any EAL pupils (e.g. speech and language therapist, Education Welfare Officer) (a) does the school check that they are informed and sensitive to the specific situation of EAL pupils? (b) how is this use monitored to ensure it improves provision and pupil outcomes?				

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C. Continuing Professional Development

Question	Response	Evidence	Score	Action taken by school
C1. What training or guidance have SLT had on the leadership of effective whole-school EAL provision?				
C2. How does the school ensure EAL staff can gain a nationally recognised EAL qualification within a specified timescale (e.g. an MA in English as an Additional Language and Education)?				
C3. In the induction for all staff is there an EAL focus to ensure (a) they are aware of the school's strategy for EAL support? (b) that they have the necessary skills to contribute to its delivery?				
C4. How does the CPD programme ensure that all staff (a) are aware of the school's strategy for EAL support? (b) have the necessary skills to contribute to its delivery?				
C5. To what extent do key issues and good practice in the delivery and embedding of language provision inform EAL CPD content?				
C6. What training and guidance do staff receive on assessing the English Language Proficiency of pupils with EAL?				
C7. How does the school ensure that the Inclusion Manager and/or SENCO is knowledgeable about English language development for children with EAL who do not have a SEN but are also able to identify and meet the needs of EAL pupils who may have a SEN?				

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C8. How is the impact of EAL CPD evaluated?				
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D. Pupil Induction, Assessment, Placement and Monitoring of Progress

Question	Response	Evidence	Score	Action taken by school
D1. Is the admissions procedure for new EAL pupils (a) timely? (b) informative for all involved? (c) mindful of the needs of the new pupil and their family?				
D2. How accurately does the school identify the language needs of new arrivals with EAL?				
D3. What use is made of initial information obtained about new EAL pupils to inform individual learning plans for them?				
D4. What factors are taken into consideration when placing new arrival EAL pupils into ability groupings?				
D5. Where pupils have been assessed as needing EAL support, how quickly is the support set up?				
D6. Is the information shared with staff about new EAL pupils helpful? e.g. Does it tell them how to pitch 1:1 interactions, differentiate teaching and set expectations of progress?				
D7. How effective is your EAL induction programme in supporting EAL pupils to settle into the school and integrate quickly?				

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D8. When and how is EAL pupils' progress assessed and monitored (a) in different curriculum subjects? (b) with acquiring English? What follow-up action takes place?				
D9. How regularly is support for individual EAL pupils reviewed and amended in response to pupils' changing needs and development?				

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E. Teaching, Learning and the Curriculum

Question	Response	Evidence	Score	Action taken by school
E1. What does the school do to offer a fair and supportive curriculum to EAL pupils?				
E2. How effective is the school at maximising EAL pupils' chances of academic achievement?				
E3. Do EAL pupils at all stages of English proficiency make progress in curriculum subjects?				
E4. Are EAL pupils given the opportunity to develop their English as an integral part of their day-to-day classroom experience? If so, to what extent?				
E5. Are teaching approaches, lesson activities, learning resources and homework (if applicable) differentiated to take account of the range of English levels of EAL pupils in the class?				
E6. What guidance is available to teaching staff on the production of materials which are accessible to EAL pupils and support the development of English at different levels? Is this readily accessible and written with non-specialists in mind?				
E7. How much awareness and practical expertise do classroom teachers and teaching assistants have in EAL pupil difficulties, problems and errors to help EAL pupils overcome these?				

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E8. Is teachers' classroom management (e.g. instructions, groupings, seating arrangements, board work, physical environment, etc.) effective and supportive for all EAL pupils?				
E9. What individual interventions are offered to EAL pupils (both in lessons and during extra-curricular activities)? How far are EAL interventions justified by improved outcomes for the pupils involved?				
E10. Do the available 1:1 or small-group EAL interventions match the full range of learners' needs, as identified through diagnostic assessment?				
E11. What support is offered to EAL pupils when taking part in school excursions, extra-curricular activities and learning arranged outside school (e.g. after-school clubs held at school, workshops with visitors to the school)? Are facilitators of such activities informed of the EAL needs of EAL pupils (particularly new arrivals)?				

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F. School Environment, Attitudes and Ethos

Question	Response	Evidence	Score	Action taken by school
F1. In which ways does the physical school environment recognise and celebrate the fact that pupils, staff and parents come from a variety of language and cultural backgrounds?				
F2. Does the school actively reinforce the assets of bilingualism amongst its pupils, families and staff? (Do EAL pupils have high self-esteem and are they happy to be recognised as having EAL?) Or is EAL/bilingualism viewed by many as a problem?				
F3. Do all staff (including catering and office staff) and pupils in school behave in a welcoming, caring and inclusive manner towards pupils, staff and visitors who do not have English as a first or home language?				
F4. Do EAL pupils and their families play a full part in school life? (e.g. by attending events aimed at families and parents, taking roles open to parents, etc.)				
F5. How does the school use visiting speakers, school links and special events to widen pupils' knowledge and understanding of different languages, traditions and beliefs?				