A black and grey logo

AI-generated content may be incorrect.

**EAL Provision: Whole-School Evaluation**

**(Primary Version)**

A group of kids sitting at a table with a teacher teaching math

AI-generated content may be incorrect.

**Name of school:** Click or tap here to enter text

**Date of evaluation:** Click or tap here to enter text

**Identified focus of the evaluation:** Click or tap here to enter text

**Staff involved in the evaluation:** Click or tap here to enter text

Overview of the school

Please provide a brief overview of your setting and its context. The following information will be particularly useful to include:

**School:**

* Where is the school located?
* Are there any relevant geosocial/demographic factors – for example, is the school in an inner city, suburban, or rural area? Is the area generally affluent or deprived? Are any specific ethnic communities and/or languages prevalent in the area?

**Learners:**

* How many learners does the school have on roll?
* What percentage of learners are multilingual?
* Are there any relevant patterns/trends in learner profiles? For example:
* Are the school’s multilingual learners typically from families who are long-established members of the community, or are they typically more recent arrivals? Are multilingual pupils at the school mainly new to the country, or do they tend to have already lived elsewhere in the UK?
* Is there a high or low degree of variation in English-language proficiency among multilingual learners in the school?
* What percentage of the school’s multilingual learners arrived late to the UK education system (e.g., in Years 5 or 6)?
* What percentage of the school’s multilingual learners also have special educational needs or disabilities (SEND)?

**Staff:**

* How is the school’s leadership structured and what experience do leaders have around EAL provision?
* Which staff members have responsibility for EAL provision?
* How confident are general staff in working with learners who use EAL?

Add your overview in the box on the next page.

**Overview**:

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Procedure

In the form below, answer each of the questions listed in the first column, then fill in the “Comment and/or evidence” column.

In the “Score” column, use the drop-down list to select the number that best represents your views on the school’s provision in each aspect, using the grading scale below:

## This aspect is fully developed.

1. This aspect is partially developed.
2. Development of this aspect has just begun.
3. Development of this aspect is planned but has not yet begun.
4. The development need for this aspect has not yet been identified.

The form is broken down into eight separate dimensions of EAL provision. These are:

1. Inclusive vision, values, attitudes, and behaviours.
2. Inclusive governance and leadership of EAL provision.
3. Whole-school language(s) policy.
4. Continuing professional development and learning related to EAL provision.
5. Assessment and placement of multilingual pupils.
6. Curriculum, teaching, and support of multilingual pupils.
7. Learning and achievement of multilingual pupils.
8. Involvement of multilingual pupils’ parents/carers.

Here is an example:

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| **Question** | **Comments and/or evidence** | **Score** |
| A1. In what ways does the physical school environment recognise and celebrate the fact that pupils, staff, and parents come from a variety of linguistic and cultural backgrounds? Do the school’s website and mission statement reflect this? | * Multilingual welcome signs are in the entrance area of the school (see photos) * Representation of multicultural and multilingual context of the school is already included in the whole school development plan (see whole school development plan and minutes of meetings) * Events planned for International Mother Language Day and Refugee Week (see planning documents from EAL Lead) | 3 |

When you have completed all the questions in a dimension, you will see an “Actions” section at the bottom of the form. Use this section to outline how the school plans to address any areas identified for further development within that dimension. Here is an example:

**Actions**

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| * Website development: Scope and develop page on website to provide:   + Overview of the multilingual and multicultural nature of the school   + Overview of how multilingual staff, learners, and their families are actively involved in shaping the school (e.g. buddy groups, parent groups, celebrations)   + School language policy   + Overview of how multilingual learners are supported   + Information for multilingual families, including translation tools/translated pages |

**A.** **Inclusive vision, values, attitudes, and behaviours**

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| **Question** | **Comments and/or evidence** | **Score** |
| A1. In what ways does the physical school environment recognise and celebrate the fact that pupils, staff, and parents come from a variety of linguistic and cultural backgrounds? Do the school’s website and mission statement reflect this? | Click or tap here to enter text | Choose an item |
| A2. Does the school actively reinforce the assets of multilingualism among its pupils, families, and staff? Do multilingual pupils have high self-esteem and are they happy to be recognised as using EAL? Or is multilingualism viewed by many as a problem? | Click or tap here to enter text | Choose an item |
| A3. Do all staff (including catering, office, and any other support staff) and pupils behave in a welcoming, caring, and inclusive manner towards pupils, staff, and visitors for whom English is not a first or home language? | Click or tap here to enter text | Choose an item |
| A4. Do multilingual pupils play a full part in school life – for example, by taking part in school trips and joining sports clubs or other extra-curricular activities? Do multilingual pupils take on roles of responsibility in their class and in the wider school? | Click or tap here to enter text | Choose an item |
| A5. Does the school make use of visiting speakers, links with local community groups or organisations, or events to widen pupils’ knowledge and understanding of different languages, traditions, and beliefs? | Click or tap here to enter text | Choose an item |

**Actions**

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**B: Inclusive governance and leadership of EAL provision**

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| **Question** | **Comments and/or evidence** | **Score** |
| B1. Is there a named governor who leads on EAL and multilingualism? How does the governing body support and challenge the school regarding its EAL provision? | Click or tap here to enter text | Choose an item |
| B2. Is there a named member of the Senior Leadership Team (SLT) with overall responsibility/accountability for EAL provision in the school? | Click or tap here to enter text | Choose an item |
| B3. Does the school have an EAL strategy or action plan in place? | Click or tap here to enter text | Choose an item |
| B4. How is attainment and achievement data (e.g. SATs scores) for recent EAL cohorts used to inform action planning for EAL provision? Does the school use recognised frameworks, such as Analyse School Performance or Fischer Family Trust for this? | Click or tap here to enter text | Choose an item |
| B5. What additional analysis of EAL attainment and progress data is carried out internally by the school? How is this used? | Click or tap here to enter text | Choose an item |
| B6. (If appropriate) Is planning for EAL provision embedded within the school improvement plan? If so, to what extent? | Click or tap here to enter text | Choose an item |
| B7. How does the school ensure that staff with responsibilities for inclusion, special educational needs and disabilities (SEND), and EAL work together to support multilingual pupils who may also have SEND? | Click or tap here to enter text | Choose an item |
| B8. Does the school access available funding and specialist support? If so, how effectively does the school do this? | Click or tap here to enter text | Choose an item |
| B9. Does the school have an appropriate number of designated, EAL-specialist staff members, relative to its multilingual population? | Click or tap here to enter text | Choose an item |
| B10. To what extent is the provision and deployment of EAL-specialist staff informed by assessment data on multilingual pupils? To what extent is it targeted to individual pupil needs? | Click or tap here to enter text | Choose an item |
| B11. During governor/leadership lesson visits, are judgments made about effective teaching of multilingual pupils and how well they are learning? Are all observers confident and able to make accurate judgements about EAL provision? | Click or tap here to enter text | Choose an item |
| B12. If external specialist services are involved with any multilingual pupils (e.g. Education Welfare Officer, Speech and Language Therapist):   1. Does the school inform them about the specific situation of multilingual pupils? 2. How does the school check that the external service providers are being sensitive to these situations and the pupils’ needs? 3. How is this external involvement monitored to ensure it improves provision and pupil outcomes? | Click or tap here to enter text | Choose an item |
| B13. Is there an established place in the school where EAL-specialist staff and resources are located, and where staff and multilingual pupils can access in-person support? | Click or tap here to enter text | Choose an item |

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**C: Whole-school language(s) policy**

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| **Question** | **Comments and/or evidence** | **Score** |
| C1. Are multilingualism and EAL provision reflected in school policies, either separately or as a component of other policies? If so:   1. Is the policy located where all stakeholders can easily access it? 2. Is it presented in an accessible and inclusive format? 3. How is the policy communicated to staff and other stakeholders (e.g. pupils, parents, governors)? 4. How is implementation of the policy monitored by the SLT? | Click or tap here to enter text | Choose an item |
| C2. Does the school regularly monitor, review, and evaluate all EAL-related policies? Are they amended in response to new research and developments on EAL provision and pedagogy? Does the school have a designated person responsible for this? | Click or tap here to enter text | Choose an item |

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**D. Continuing professional development and learning related to EAL provision**

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| **Question** | **Comments and/or evidence** | **Score** |
| D1. What training or guidance has the SLT had on leading effective whole-school EAL provision? | Click or tap here to enter text | Choose an item |
| D2. To what extent are EAL-specialist staff appropriately trained and qualified to meet the specific requirements of multilingual pupils? | Click or tap here to enter text | Choose an item |
| D3. How does the school encourage and facilitate deeper professional learning around EAL – for example, does the school support EAL staff to gain a nationally recognised qualification (such as a PGDip or MA) in EAL pedagogy, within a specified timescale? | Click or tap here to enter text | Choose an item |
| D4. Does the school’s staff induction programme include a focus on EAL pedagogy and provision to ensure that all staff:   1. Are aware of the school’s strategy for EAL support? 2. Have the necessary skills and expertise to contribute to its delivery? | Click or tap here to enter text | Choose an item |
| D5. How does the school’s CPD programme ensure that all staff:   1. Are aware of the school’s strategy for EAL support? 2. Have the necessary skills and expertise to contribute to its delivery? | Click or tap here to enter text | Choose an item |
| D6. To what extent do key issues and good practice in the delivery and embedding of language provision inform CPD content? | Click or tap here to enter text | Choose an item |
| D7. What training and guidance do staff receive on assessing the English-language proficiency of multilingual pupils? | Click or tap here to enter text | Choose an item |
| D8. How does the school ensure that the Inclusion Manager and/or SENDCO is:   1. Knowledgeable about developing English-language proficiency for multilingual pupils, including those who have SEND? 2. Able to identify and meet the needs of multilingual pupils who may have SEND? | Click or tap here to enter text | Choose an item |
| D9. How does the school evaluate the impact of CPD on EAL provision? | Click or tap here to enter text | Choose an item |

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**E. Assessment and placement of multilingual pupils**

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| **Question** | **Comments and/or evidence** | **Score** |
| E1. Is the admissions procedure for new multilingual pupils, including those who arrive late to the UK education system:   1. Timely? 2. Informative for all involved? 3. Mindful of the needs of the new pupil and their family? | Click or tap here to enter text | Choose an item |
| E2. How accurately does the school identify the language needs of newly arrived multilingual pupils to the school, including pupils who arrive late to the UK education system (e.g. in Key Stage 2)? | Click or tap here to enter text | Choose an item |
| E3. What initial information is obtained about multilingual pupils who are new arrivals to the school or to the UK education system? How is this used to inform target setting for these learners? | Click or tap here to enter text | Choose an item |
| E4. What factors are taken into consideration when placing newly arrived multilingual pupils into classes, including those classes where pupils are grouped according to their ability? | Click or tap here to enter text | Choose an item |
| E5. Where pupils have been assessed as needing EAL support, how quickly is the support set up? | Click or tap here to enter text | Choose an item |
| E6. Is the information shared with staff about new multilingual pupils helpful? For example, does it help them to pitch 1:1 interactions, differentiate teaching, and set expectations of progress? | Click or tap here to enter text | Choose an item |
| E7. How effective is the school’s EAL induction programme in supporting multilingual pupils, including those who arrive late to the UK education system, to settle into the school and integrate quickly? | Click or tap here to enter text | Choose an item |
| E8. How regularly is support for individual multilingual pupils reviewed and amended in response to their changing needs and development? | Click or tap here to enter text | Choose an item |
| E9. When and how is the progress of multilingual pupils assessed and monitored? Is it monitored in different subjects as well as in English-language proficiency? What follow-up action takes place? | Click or tap here to enter text | Choose an item |

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**F. Curriculum, teaching, and support of multilingual pupils**

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| **Question** | **Comments and/or evidence** | **Score** |
| F1. What does the school do to offer a fair and supportive curriculum to all multilingual pupils, including those who have recently arrived and those who are new to learning in English? | Click or tap here to enter text | Choose an item |
| F2. Are multilingual pupils given the opportunity to develop their English-language proficiency as an integral part of their day-to-day classroom experience? If so, to what extent? | Click or tap here to enter text | Choose an item |
| F3. Are teaching approaches, lesson activities, learning resources, and homework (if applicable) adapted to take account of the different levels of English-language proficiency among multilingual pupils within the class? | Click or tap here to enter text | Choose an item |
| F4. What guidance or support is available to non-specialist teaching staff on the production of materials that are accessible to multilingual pupils and support the different stages of proficiency in English? | Click or tap here to enter text | Choose an item |
| F5. How much awareness, understanding, and practical expertise do school staff have in supporting multilingual learners to overcome challenges linked to learning and behaviours in school? | Click or tap here to enter text | Choose an item |
| F6. Is teachers’ classroom management (e.g. instructions, groupings, seating arrangements, board work, physical environment, etc.) effective and supportive for all multilingual pupils? | Click or tap here to enter text | Choose an item |
| F7. How closely do subject teachers, EAL-specialist staff, and teaching assistants work together to plan, teach, and evaluate lessons that support multilingual pupils to progress in both the subject and in English language? | Click or tap here to enter text | Choose an item |
| F8. How does the school support multilingual learners, particularly those who have more recently arrived, with preparing for the transition to secondary school? | Click or tap here to enter text | Choose an item |

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**G. Learning and achievement of multilingual pupils**

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| **Question** | **Comments and/or evidence** | **Score** |
| G1. How effective is the school at maximising chances of academic achievement for multilingual pupils (including those who are disadvantaged)? | Click or tap here to enter text | Choose an item |
| G2. What individual interventions are offered to multilingual pupils (both in lessons and during extra-curricular activities)? | Click or tap here to enter text | Choose an item |
| G3. How far are EAL-related interventions justified by improved outcomes for the multilingual pupils involved? | Click or tap here to enter text | Choose an item |
| G4. Do the available 1:1 or small-group EAL interventions match the full range of learners’ needs, as identified through diagnostic assessment? | Click or tap here to enter text | Choose an item |

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**H. Involvement of multilingual pupils’ parents/carers**

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| **Question** | **Comments and/or evidence** | **Score** |
| H1. Does the school take any steps to identify staff, parents, or governors with EAL expertise, language proficiency, or local multilingual community links? If so, how does it do this? How are those identified in this way asked to support multilingual pupils? | Click or tap here to enter text | Choose an item |
| H2. Do the families of multilingual pupils play a full part in school life – for example, by attending events aimed at parents, or taking on optional roles open to parents (including more strategic roles, such as parent governor)? | Click or tap here to enter text | Choose an item |
| H3. How does the school ensure that multilingual families are made to feel welcomed, included, and supported – for example, by providing translated school guidance/welcome packs, or ensuring families have access to interpreting services, and are well informed about their children’s learning and targets? | Click or tap here to enter text | Choose an item |
| H4. Are pupil- and/or family-voice mechanisms used to gather information about multilingual families’ experiences? If so, how is this information used? | Click or tap here to enter text | Choose an item |

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