

Supporting and Tracking the Progress of New Arrival EAL Pupils in English

Background

- Analysis of local authority data by University of Oxford highlights that EAL status is not a robust indicator of likely educational outcomes, rather, it is necessary to understand proficiency in English in order to support and promote educational success.
- Whilst the Government no longer requires school to report on Proficiency in English (PIE scale), the use of the EAL Assessment framework (Bell Foundation) enables teachers to assess, plan and track progress of English proficiency.
- Data analysis of current Year 1 EAL pupils (10 children), based on teacher assessment and phonic testing, highlighted that three children (30%) were below or at risk of not achieving age related expectations in reading and four children (40%) were below or at risk in writing.
- EAL children at or above age related expectations have bilingual parents or one native English speaking parent whilst the parents of children at risk or below have non-English speaking parents.
- This is a cases study of a newly arrived EAL child with non-English speaking parents. The aim of this study is to reflect on the use of assessment to review the efficacy of classroom interventions.

Relevant research and reading

- University of Oxford Department for Education (2018) English as an Additional Language, proficiency in English and pupils' educational achievement: An analysis of Local Authority data
- The Bell Foundation EAL NEXUS <https://www.bell-foundation.org.uk/eal-assessment-framework-for-schools-version-1-1/> Accessed 03/06/19
- Sollihull EAL Tracker <https://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/EAL-Tracker-KS1-2-with-strategies-May-2015-version-2.pdf> Accessed 03/06/19
- NALDIC <https://naldic.org.uk/about-naldic/organisation/>

Key Activities

- Whilst I had experience of teaching a newly arrived EAL year 5 child, my focus child could not read/write in her native language so translation resources were not appropriate.
- My TA and I embarked on a holistic approach to her English language acquisition.
- Focused on social emotional security, we communication through gestures, visual timetables and a lanyard (toilet, drink, lunch, coat etc).
- We organised careful buddying with children who had excellent proficiency in English.
- We gave her small classroom jobs to help her learn children's names and objects.
- During EMW she spent time with a peer to increase vocabulary (classroom objects, colours, animals etc). Mutually beneficial for a non-confident but high achieving class mate.
- Pre-teaching, using word mats, introduced new vocabulary before we started a topic e.g. plants, seaside, toys etc. Emphasis was placed on the meaning of words and use it in a sentences, e.g. This is a plant and it grows in a garden. Spider diagrams of vocab. (Plant—green ,grows, garden, flower alive)
- Questioning to develop word definitions. What do you do with it? What does it look like?
- Bespoke homework was completed at homework club as her parents were unable to help.
- Daily ReadWriteInc phonics intervention.
- Handwriting intervention (3 per/wk)

Assessment of Progress

- Assessment based on listening and understanding speaking reading and writing.
- Bell Foundation assessment Framework for School. Progress is recorded but not linear so not easily trackable.
- The Sollihull EAL Progress Tracker—easy to understand with suggested teaching strategies for each stage. Each area (S,L,R W) broken into steps, each step sub-labelled as 1, 2 3 (beginning, within and competent) e.g L Step 2.3
- Other measurable (Target Tracker and phonics screening)

	Listening	Speaking	Reading	Writing
Term 1	S1.1	S1.1	S.1	S1.1
Term 2	S1.3	S1.1	S1.2	S1.2
Term 3	S2.1	S1.2	S2.3	S1.3

- Baseline Autumn 1 2018
Reading P4
Mock phonic screening 0/40
Writing P6
- Summer 1 2019
Reading 1b
Phonic screening score 23/40
Writing 1b+