



# Supporting Pupils Learning English as an Additional Language



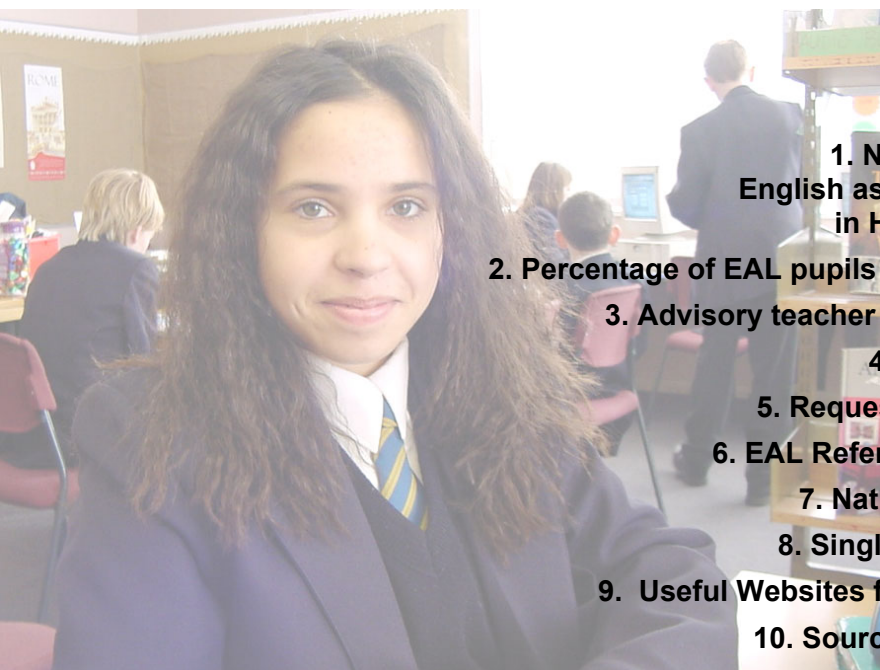
**Herefordshire  
Learning Support Services**

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## Supporting Pupils Learning English as an Additional Language (EAL)

Herefordshire Learning Support Services (HLSS) provide specialist EAL advisory teachers who work together with school staff to enable EAL pupils to develop their English and access the curriculum.

*'Pupils learning English as an Additional Language share many common characteristics with pupils whose mother tongue is English, and many of their learning needs are similar to those of other children and young people learning in our schools. However, these pupils also have distinct and different needs from other pupils by virtue of the fact that they are learning in and through another language, and that they have come from cultural backgrounds and communities with different understandings and expectations of education, language and learning'*

NALDIC 1999

*(National Association for Language Development in the Curriculum).*

### **EAL demography of Herefordshire**

Herefordshire has seen a significant increase over the last six years in the number of newly arrived EAL pupils entering schools from Foundation Stage to Key Stage 4. Data from the Pupil Level Annual Schools' Census (PLASC) indicate that since 1998 the number of EAL pupils has risen from 88 to 140 i.e. by 59% (see appendix 1).

The vast majority of the newly arrived pupils require support at the very earliest stage of learning to speak English in order to ensure that they can access the National Curriculum as soon as possible.

The 140 EAL pupils are located in 37% of Herefordshire schools and by and large are isolated learners. All schools with EAL pupils have less than 2%, except for one Hereford school with 5.96%, one south Herefordshire school with 4.35% and one north Herefordshire school with 2.38% (see appendix 2).

Our EAL pupils are very culturally diverse, speaking a wide range of first languages including Spanish, Portuguese, French, Russian, Thai, Shona, Cantonese, Tagalog, Chinese, Arabic and Polish. The main languages spoken are Portuguese, Russian and Polish.

### **Funding of support**

Prior to April 2004 the county funded 14 hours of EAL support. However, this year hours allocated have been increased to 2 full-time equivalence, with a proportion of this increase funded from the Ethnic Minority Achievement Grant (EMAG) and match-funded by the LEA. Two specialist EAL advisory teachers now cover these 25 hours, one of whom also has specialist SEN qualifications. A further full-time post has been advertised.

## **The Aims of the Service**

The education provided in schools is enriched by the diversity of ethnicity, culture and faith of its pupils.

Equality of access to the curriculum for all pupils, including those for whom English is an additional language, is ensured by providing effective learning opportunities for all pupils by setting suitable learning challenges, responding to diverse learning and cultural needs, and overcoming barriers to learning.

While the responsibility for the education of all pupils remains with the school, the EAL advisory teachers are deployed to support schools in meeting the needs of pupils to ensure that their EAL needs are met, that they have full access to the curriculum and that they achieve at levels appropriate to their ability (*see appendix 3 - advisory teacher job description*).

The aim of the service is therefore to provide schools with the support needed to:

- provide effective learning opportunities for pupils with EAL
- raise the attainment of EAL minority ethnic pupils
- help schools develop a learning culture and curriculum that value and celebrate diversity
- encourage and help schools to value, maintain and develop the home languages of their EAL pupils
- help schools create effective and supportive links with the families of their EAL pupils
- set individual targets linked to performance for pupils from minority ethnic groups
- ensure inclusion and access for EAL minority ethnic pupils
- maintain a database of EAL pupil progress, highlighting those pupils at risk of underachievement
- ensure mainstream staff have access to in-service training in relation to linguistic diversity.

## **Admission to School**

Pupils who have a genuine right to enter the United Kingdom who speak English as an additional language share the same rights to admission to school as other children in the UK, and the offer of a school place is not dependent on a minimum level of EAL support being available (*see appendix 4*). If you have any concerns about admissions procedures further advice is available on 01432 260927.

## **Access to the Service**

On admission to the school a referral for intervention by an advisory teacher for EAL can be made by completing the EAL pupil referral form (*see appendix 5*). A visit to assess the pupil is undertaken as soon as possible, usually within ten working days. Ongoing advice can also be sought by phone from the Organiser, HLSS, and the EAL advisory teachers (01432 260867). Over the five year period 1999 - 2004 referrals to the service have increased by 700% (*see appendix 6*).

## Identification of Needs

The assessment by the advisory teacher involves consultation with the head teacher, SEN co-ordinator, class teacher/subject teacher and where possible, with parent/carer. Some formal and informal assessment of the pupil is carried out in order to set a baseline of achievement for language and literacy for immediate target setting and future monitoring of progress.

Assessment materials include:

- National Curriculum Step Levels (*extended scale, before NC Level 1, describing pupils' development in listening, speaking, reading and writing, see appendix 7*)
- British Picture Vocabulary Scale (*a measure of receptive vocabulary using norms for children for whom English is an additional language*)
- Teaching Talking Detailed Profile (*to be produced in several languages and trialled from January 2005 as a parent held developmental diary 0-5 years, see Multi-lingual County Initiative section*)
- Renfrew Action Picture Test (*a measure of the ability to convey information and use grammar*)
- Renfrew Word Finding Vocabulary Test (*a measure of expressive vocabulary*)
- T.R.O.G. (*Test of Reception of Grammar*)
- Neale Analysis of Reading Ability (*a measure of reading accuracy and comprehension*)
- Single Word Spelling Test

## Provision of Support

Following the initial assessment the EAL advisory teacher will provide a report and support including:

- curriculum and EAL individualised specific targets in listening, speaking, reading and spelling.
- short term direct support of pupils' language development both in class and withdrawal (1:1 or small group) as appropriate
- advice on class groupings and organisation
- advice on planning for differentiation
- advice on inclusive curriculum materials
- advice on classroom strategies to support and include EAL pupils
- advice to teaching assistants
- training of NQTs, teachers, teaching assistants, whole-school staff
- advice on access arrangements for Key Stage and GCSE/AS/A level IGCSE and GNVQ
- identification of EAL pupils with Special Educational Needs in collaboration with school staff

In addition, contact with other schools with EAL pupils is encouraged in order to share strategies and experiences, and to ensure dissemination of good practice in Herefordshire.

### **Prioritising Teaching Support**

A range of factors is considered by the EAL advisory teachers when prioritising pupils in need of short term teaching support. These include:

- Language acquisition stage/National Curriculum Level
- Age
- Previous schooling in UK
- Previous schooling abroad
- Refugee or asylum seeker status
- Parents' ability to speak English
- Experience of class teacher in EAL
- Experience of school in EAL
- Other EAL learners from same language background in the class
- Other support available in the school
- SEN stage
- Siblings in school

High priority is given to Beginners, who are new arrivals to the UK, particularly those in KS2 and above, and children who are in Standardised Assessment Tests (SATs) years.

### **EAL Pupils with Special Educational Needs**

A child has special educational needs if she/he has a learning difficulty. A child is not regarded as having a learning difficulty solely because the language of the home is different from the language in which she or he is taught.

However, following provision of support by the EAL advisory teacher it may, in a very small number of cases, be felt that a child has a learning difficulty which requires further investigation. After close consultation between staff and the EAL advisory teacher, a school referral to the Learning Support Services, at School Action Plus, might be felt necessary and at this stage the Single Point of Contact form is completed (*see appendix 8*).

### **Links with other Services within Herefordshire**

Some EAL children will need additional support from a range of services provided by the LEA. Close links and liaison are therefore maintained between the HLSS Organiser, EAL advisory teachers, and:

- the other teaching services: the Medical and Behavioural Support Service and the Physical and Sensory Support Service
- Education Welfare Service
- Herefordshire Psychological Services
- Inspection Advice and School Performance Service: *National Strategy Team, Development Officer Teaching/Learning Support, pre-school SEN co-ordinators and the Inspectors*

- Herefordshire Primary Care Trust
- Manager of Pupil, School and Parent Support
- Race Equality Officer

### **Links with other EAL Services**

The HLSS Organiser and EAL advisory teachers liaise regularly with other EAL services in order to consult regarding particular aspects of providing support and to share examples of good practice. Meetings are held both nationally and regionally:

- the Ethnic Minority Achievement meetings are led by the Primary National Strategy
- the South West Ethnic Minority Achievement Services meetings are hosted by different counties in the region.

### **EAL and Multilingual Resources**

The Herefordshire Learning Support Services Resource Centre has a wide range of materials (books, games, puppets, tapes, CD-ROMs) to view and loan for the development of language, literacy and numeracy skills. There are resources both to use in the curriculum and also to support communication between school and home - for example, multi-lingual words for classroom topics, dual text stories to foster links between bi-lingual parents and the school.

Reference materials are available to support training, provide advice to professionals, and to meet individual pupils' needs.

For example:

- Inclusion for KS2 and KS3 EAL pupils (*HLSS leaflet*)
- Useful websites for parents and teachers (*see appendix 9*).
- Relearning to Learn - DfES/NUT (*advice to teachers new to teaching children from refugee and asylum-seeking families*)
- Minority Ethnic Pupils in Mainly White Schools (*University of Luton*)
- DfES Circulars and Guidance papers (*see appendix 10*).

### **Support for Parents**

Research shows that parental involvement has a significant effect on pupil achievement throughout the years of schooling.

From the initial referral of a pupil the service aims to establish communication links with home and family and to encourage the parents' full involvement with the school.

Parents are met, if possible, at the initial assessment by the EAL advisory teacher and educational information gathered to both inform the assessment and share with the school. If specialist teaching support is provided, contact is maintained through meetings, phone calls, and beginning and end of term reports which detail targets set, strategies and materials to use and progress achieved.

An increasing number of websites provide a range of different types of support for parents and teachers. Examples of some the service recommends are listed in the appendix.

### **Training offered to Schools**

EAL courses and school in-service training is offered to mainstream and special school staff as well as students undergoing initial teacher training.

The EAL advisory teachers:

- provide induction training in supporting pupils learning English as an additional language for teaching assistants in primary and secondary schools (DfES module)
- contribute EAL sessions to the courses for NQTs on supporting ethnic minority pupils
- provide initial teacher training sessions for SCIT students (West Mercia School Centred Initial Training).

### **Multi-lingual County Initiative**

A multi-lingual pre-school/Foundation Stage SEN profile is being developed using the Teaching Talking Detailed Profile as a basis. It will form a Developmental Diary which will be parent held, with information added to it by involved professionals. In order that the diary works effectively across cultures it is to be produced in different languages, translations funded by the Teaching Talking (HLSS/SLT) Project. The Developmental Diary will be trialled in Hereford city, and the Ledbury and Ross pyramids from January 2005.

### **Provision of Translation Services**

Access is available to telephone translation facilities, 'face to face' and text translation.

### **Support on Race Equality issues from agencies in Herefordshire**

In addition to seeking learning and language support from Herefordshire Learning Support Services schools can access information and advice on race equality issues from the Council Race Equality Development Officer, and the Education Race Equality Officer.

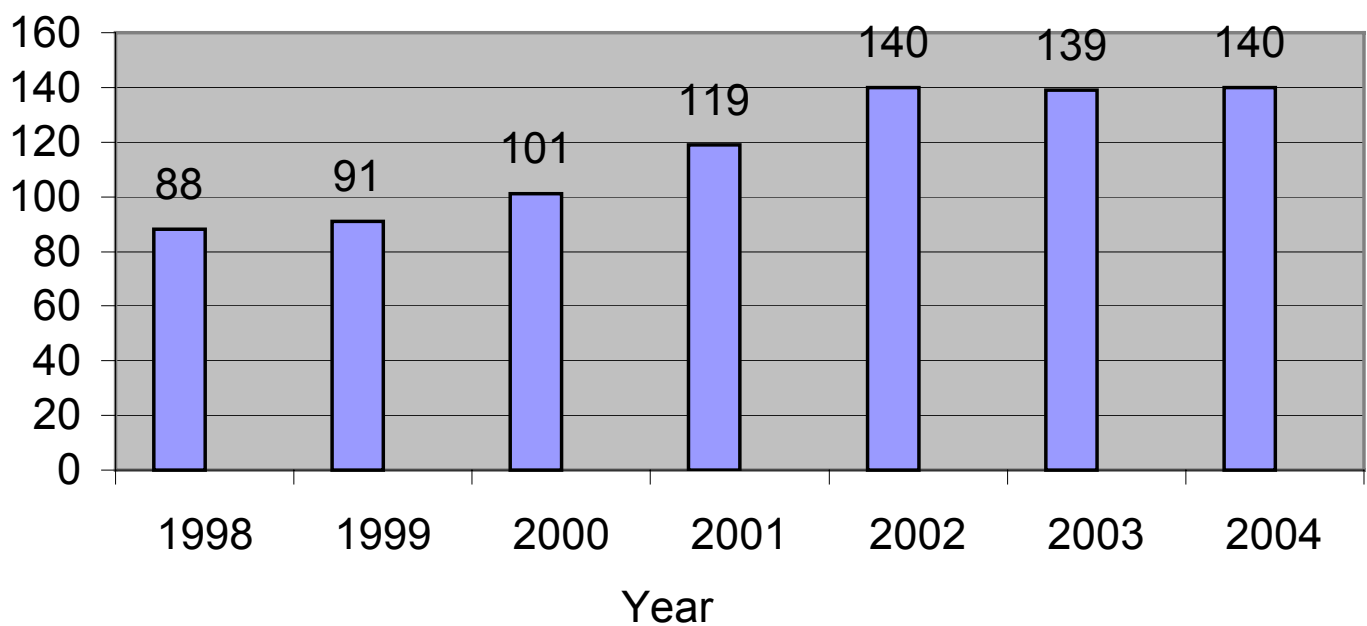
- Council Race Equality Development Officer  
This officer does some work with schools but is focused predominantly on work with the community and specific families (01432 267307).
- Education Race Equality Officer  
This post focuses on anti-racist work and supports schools to help them develop their own strategies. his officer also monitors various dimensions of race equality work, for example racial harassment and attainment (01432 260841).



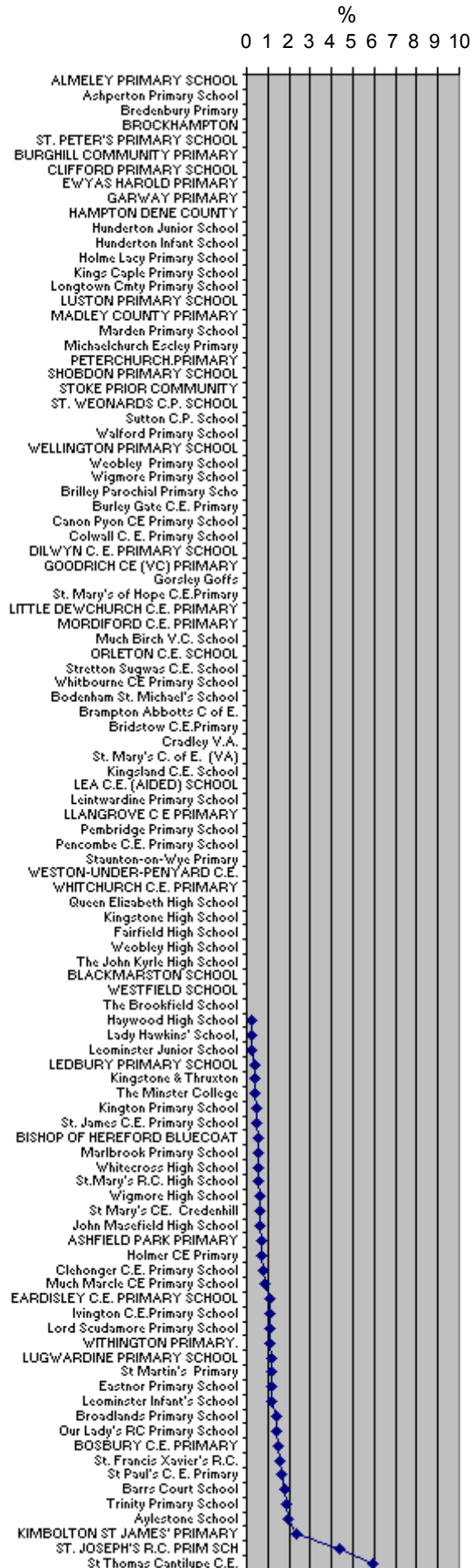
# Appendices

## Appendix 1

### Number of pupils learning English as an Additional Language in Herefordshire 1998 - 2004



# Appendix 2 Percentage of EAL pupils in Herefordshire schools



**THE HEREFORDSHIRE COUNCIL**

**JOB DESCRIPTION**

**EDUCATION DIRECTORATE**

**POST TITLE:** Advisory Teacher of English as an Additional Language

**RESPONSIBLE TO:** Organiser – Learning Support Services

**GENERAL DESCRIPTION OF ROLE:**

To work on a peripatetic basis to support pupils learning English as an Additional Language in Primary and Secondary Schools throughout Herefordshire.

To provide support on a one to one or small group basis and to work collaboratively in the classroom, if appropriate.

To liaise with parents and provide advice to class/subject teachers and support assistants regarding appropriate strategies and materials to use in order to help their pupils within the classroom.

**MAIN DUTIES AND RESPONSIBILITIES:**

- to offer, in a peripatetic role, direct language support to pupils working with them on an individual or small group basis.
- to assess pupils about whom schools have expressed concern.
- to advise schools on materials and strategies to enable EAL pupils to access the National Curriculum, the Literacy and Numeracy Hour.
- to plan programmes of work in partnership with mainstream teachers.
- to participate in school curriculum planning meetings, as appropriate, and contribute to the development of whole school EAL policy.
- to provide training for staff to enable them to support EAL pupils in accessing the curriculum.
- to liaise closely with parents and school staff over the ongoing needs of the pupils.
- to keep informed about new resources and teaching methods.
- to develop information sheets for school staff and parents.
- to monitor the progress of EAL pupils, with appropriate mainstream staff, to contribute to the County Ethnic Minority database.
- to plan work and keep records in accordance with HLSS procedures
- to attend staff and other meetings as and when directed.
- to attend training sessions if/when required, as and when directed.
- to carry out all such duties required of the post by any appropriate means whether manual, electronic or other, including carrying out, at a level appropriate to the post, work related to the use and application of new technology.
- to undertake any other duties commensurate with the post as directed by the Organiser.

*This job description is an outline of the main duties and responsibilities of the post and is not intended to be a comprehensive list of all the duties.*

March 2004

## Admissions to Schools

### Code of Practice: School Admissions

*DfES publication 2003*

Annex B provides guidance on the admission of pupils from overseas. This annex gives guidance to admission authorities on the admission of children from overseas including children whose parents still live abroad and those living here with their parents.

Admission authorities may receive applications from parents with a number of different qualifications which are highlighted as follows:

- Pupils accompanying their parents
- Lone children without a right of abode
- British citizens and lone children with a right of abode
- EEA nationals
- Approved student exchange schemes
- Teacher exchange schemes
- Maintained boarding schools
- Transfers from the independent sector
- Asylum seekers.

Before the admission of any pupil specific advice must be sought from the Admissions and Transport Office at the Education Directorate, telephone 01432 – 260927, who will provide information whether the pupil can be admitted legally.

Schools must also be aware that no pupil can be discriminated against because of their sex, race or disability. Precise details are defined under the Sex Discrimination Act 1975, Race Relations Act 1976, Human Rights Act 1998, and the Special Educational Needs and Disability Discrimination Act 2001.



For office use only Ref. No. Date Rec'd
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**REQUEST FOR ASSESSMENT  
OF A PUPIL WHO CANNOT COMMUNICATE IN ENGLISH**

**NAME OF CHILD:** ..... **SCHOOL:** .....

**D.O.B.:** ..... **YR:** ..... **TEL No.:** .....

**SEX:** ..... **HEADTEACHER:** .....

**PARENTS:** .....  
**CLASSTEACHER/HEAD OF YEAR:** .....

**ADDRESS:**.....  
.....  
..... **Tel No.:** .....

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**BASIC DETAILS:**

**Name child called at home:** .....

**Name to be called at school (if different):** .....

**Arrival date in UK (if not British born):** .....

**Length of previous schooling abroad:** .....

**Names of schools/LEAs in UK:** .....

**Number of terms of UK schooling:** .....

**Date of long extended absences from schooling:** .....

**Place of birth:** ..... **Religion:** .....

**LANGUAGES:**

**Language spoken at home by pupil to:**

**Mother** ..... **Father** .....

**Siblings** ..... **Grandparents** .....

**Languages used by family members to child:** .....

**Can child read/write languages other than English?**

**Writes in** ..... **Reads in** .....

**Is child learning to read/write in languages other than English?** .....

**Details of schools current actions and information on pupil's current ability to access the curriculum:**

**Involvement with other agencies:**

**Is a communicator needed to communicate with the pupil's parents? If so, who?**

**The most useful written language for the family is:**

**Is the child in Public Care? Yes/No**

**This referral has been discussed with the pupil's parents.**

**Signed: ..... Date: .....**

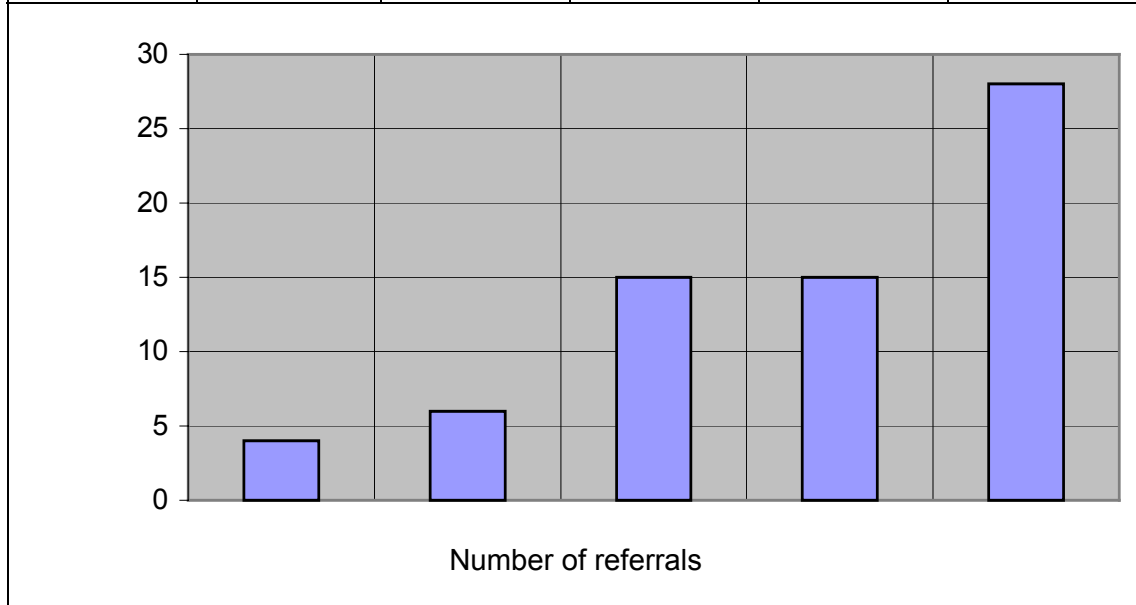
**Status: .....**

**Please return this form to: The Organiser, Herefordshire Learning Support Services,  
Education Directorate,  
P.O. Box 185, Hereford. HR4 9ZR.  
Tel: 01432 260878 Fax: 01432 260957**

Appendix 6

EAL Referrals to HLSS 1999 - 2004

EAL Referrals received each month					
	1999/00	2000/01	2001/02	2002/03	2003/04
September				4	10
October		2	3	6	3
November		1	3	2	2
December			1		2
January		1	3		1
February					0
March			2		2
April					0
May			1	1	4
June		1	1		3
July	4	1	1	2	1
August					
<b>total</b>	<b>4</b>	<b>6</b>	<b>15</b>	<b>15</b>	<b>28</b>



# Appendix 7 National Curriculum English

<b>Level 2</b>				
<b>Level 1 Secure</b>				
<p><b>Listening</b> In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.</p>	<p><b>Speaking</b> Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contribution and the listeners' interest.</p>	<p><b>Reading</b> Pupils use their knowledge of letters sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.</p>	<p><b>Writing</b> Pupils use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.</p>	
<b>Level 1 Threshold</b>				
<p><b>Listening</b> With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class.</p>	<p><b>Speaking</b> Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.</p>	<p><b>Reading</b> Pupils can read a range of familiar words and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.</p>	<p><b>Writing</b> Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.</p>	<p><b>W</b> <b>Working towards Level 1</b> No longer applies to pupils acquiring English as an additional language</p>
<b>Step 2</b>				
<p><b>Listening</b> Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.</p>	<p><b>Speaking</b> Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is intelligible.</p>	<p><b>Reading</b> Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.</p>	<p><b>Writing</b> Pupils attempt to express meaning in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language they show knowledge of the function of sentence division.</p>	
<b>Step 1</b>				
<p><b>Listening</b> Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.</p>	<p><b>Speaking</b> Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.</p>	<p><b>Reading</b> Pupils participate in reading activities. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.</p>	<p><b>Writing</b> Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.</p>	





## SINGLE POINT OF CONTACT FORM

### (REQUEST FOR INVOLVEMENT OF LEA SUPPORT SERVICES AT SCHOOL ACTION PLUS)

This request is for involvement of one of the support services at School Action Plus. Your referral to a particular service will be considered but may be passed onto another service if felt more appropriate. If you are unsure regarding the most appropriate service to whom you should refer, please contact your Educational Psychologist who is your designated point of contact.

#### Details of Child

Name of Child: ..... Name of School: .....

Dob: ..... Tel No: .....

Parent/Guardian: ..... Head teacher: .....

Address: ..... Senco: .....

..... Class teacher/Head of Year .....

Tel No: ..... Is the child in the Looked After System? Yes/No ....

*What are the main causes for your concern? e.g. learning, behaviour, physical/sensory speech and language and communication difficulties, or a combination of these?*

To which service is this referral being made? *(Tick one only)*

Herefordshire Learning Support Service:

Medical and Behavioural Support Service/CIP:

Physical and Sensory Support Service:

Herefordshire Psychological Services:

Details of school actions implemented prior to this referral, including I.E.Ps, I.T. equipment, school support strategies, etc.

Which services have been involved previously?

What do you hope the outcome of this referral will be?

- Please enclose any useful documentation, e.g. I.E.Ps, Reviews, school assessments, SATs, reports from CAMHS, Health Department, Social Services, etc.
- Please note that support for parents can be arranged through the Parent Partnership Service (01432 260955)
- This referral has been discussed with the child's parents/guardians and they have consented to the involvement of the service staff to whom this referral is being made. I will inform them of any future appointments.

Signed: ..... Date: .....

Position: .....

Please return this form to: **Single point of contact person,  
HESS Clerical Support Team  
Education Directorate,  
PO Box 185  
Hereford. HR4 0ZR**

## Useful Websites for Parents and Teachers

### **[www.parentcentre.gov.uk](http://www.parentcentre.gov.uk)**

The Parent Centre is the official Department of Education and Skills (DfES) website for parents and carers. They aim to act as a reference book about the education system, as well as directing parents to other sources of information and advice.

The centre has a guide to current brochures and leaflets from the DfES. Most leaflets and brochures are available in different languages. Some of their pages are available in .PDF format in Arabic, Bengali, Chinese, Greek, Gujarati, Hindi, Punjabi, Somali, Turkish, Urdu and Vietnamese.

### **[www.ealinhounslow.org.uk](http://www.ealinhounslow.org.uk)**

Information on 'Advantages in being Bi-lingual' and 'Reading Stories to your Child' are available in different languages.

### **[www.dgteaz.org.uk/resources/letters.htm](http://www.dgteaz.org.uk/resources/letters.htm)**

This website offers standard school letters for parents in a wide range of languages.

### **[www.yourdictionary.com/languages.html](http://www.yourdictionary.com/languages.html)**

Online dual language dictionaries.

### **[www.bbc.co.uk/religion/religions/](http://www.bbc.co.uk/religion/religions/)**

Useful descriptions of main world religions

### **[www.britkid.org](http://www.britkid.org)**

Britkid. This is organised as a game involving kids from different backgrounds. You learn about each of them, and the decisions and situations they face at school, in the park, on the bus etc. You can visit a mosque, gurudwara, church, chapel, synagogue or temple.

### **[www.tes.co.uk](http://www.tes.co.uk)**

The TES site gives a range of ideas, information and good practice tips on the EAL subject specialist page.

### **[www.naldic.co.uk](http://www.naldic.co.uk)**

NALDIC (National Association for Language Development in the Curriculum).

### **[www.letterboxlibrary.com](http://www.letterboxlibrary.com)**

Letterbox Library: children's books selected on the basis of quality and equality.

### **[www.cilt.org.uk](http://www.cilt.org.uk)**

Centre for information on Language Teaching and Research

## Sources of further information

### **Aiming High: Understanding the Educational Needs of Minority Ethnic Pupils in Mainly White Schools: A Guide to Good Practice**

<http://www.dfes.gov.uk>

*This guidance helps schools in mainly white areas to create an environment where all pupils have access to a curriculum which embraces a range of cultural backgrounds.*

### **Removing the Barriers: Raising Achievement Levels of Minority Ethnic Pupils: Exploring Good Practice**

[http://www.standards.dfes.gov.uk/ethnicminorities/links\\_and\\_publications/](http://www.standards.dfes.gov.uk/ethnicminorities/links_and_publications/)

*A video with teachers' notes. Main content: covers good practice for raising attainment of ethnic minority pupils in four key areas: High Expectations, Culture and Ethos, Parental Involvement, Ethnic Monitoring.*

### **National Grid for Learning: Inclusion**

<http://inclusion.ngfl.gov.uk/>

*Target audience: Governors, Head teachers, Specialist and Mainstream teachers and those interested in good practice for raising the achievement of minority ethnic pupils. Search Ethnic Minority.*

### **Qualifications and Curriculum Authority (QCA): A Language in Common: Assessing English as an Additional Language**

[http://www.qca.org.uk/ages3-14/subjects/2933\\_500.html](http://www.qca.org.uk/ages3-14/subjects/2933_500.html)

*For teachers working with children learning EAL. Content: key points relating to the assessment of children learning EAL, including assessment scales linked to English NC levels, guidance and exemplifications.*

### **National Literacy Strategy Framework for Teaching: Additional Guidance**

<http://www.standards.dfes.gov.uk/literacy/publications/framework/63281/>

*This guidance stresses the importance of ensuring that pupils with English as an additional language derive full benefit from the National Literacy Strategy, pages 110 - 115.*

### **National Literacy Strategy: Supporting Pupils Learning English as an Additional Language (revised edition)**

<http://www.standards.dfes.gov.uk/literacy/>

*Detailed advice and guidance is given on supporting pupils in literacy in the classroom.*

**National Numeracy Strategy: Framework for Teaching YR to Y6**

<http://www.standards.dfes.gov.uk/numeracy/>

*References to supporting EAL pupils in numeracy are on pages 21 to 25.*

**National Numeracy Strategy: Mathematical Vocabulary**

<http://www.standards.dfes.gov.uk/numeracy/>

*This document focuses on the language of mathematics.*

**Key Stage 3 National Strategy: Grammar for Writing: Supporting Pupils Learning EAL**

<http://www.standards.dfes.gov.uk/keystage3/>

*Advice is provided on supporting writing for EAL pupils.*

**Key Stage 3 National Strategy: Access and Engagement**

<http://www.standards.dfes.gov.uk/keystage3/respub/>

*A series of booklets from the Strategy, for each subject area, that focus on teaching pupils for whom English is an additional language. They contain advice and examples of good practice. Scroll down the publications to select the subject area of your choice.*

**Key Stage 3 National Strategy: The assessment of pupils learning English as an additional language**

[http://www.standards.dfes.gov.uk/keystage3/respub/en\\_assess\\_eal](http://www.standards.dfes.gov.uk/keystage3/respub/en_assess_eal)

*This document focuses on pupils learning English as an additional language (EAL). It offers guidance to schools on the effective assessment of their EAL learners so that they may make rapid progress during Key Stage 3.*