



Subject: EAL

September 2019 – July 2020

Priority 1		Develop EAL provision across the school to improve outcomes for pupils with EAL					
Rationale		- 2018-2019 Data analysis showed that attainment and progress was varying for EAL pupils across the school.					
Success Criteria		<ul style="list-style-type: none"> - Language proficiency sheets are regularly updated. - There is expected progress and attainment for all pupils, and clear provisions put in place where not. - A bank of interventions to support EAL pupils available to teachers. - Teachers will access the Solihull tracker where there are a range of interventions and activities to support each child at their specific language proficiency level. - A rich offer of multicultural resources is available - Intervention bank available for all staff to support their EAL pupils. - A range of resources readily available for teachers to access. 					
Intended Outcomes		Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation
1.1	Data/assessment strategies informs teaching and learning.	<p>Review EAL termly pupil data.</p> <p>Review commentaries for EAL pupil progress.</p> <p>Identify focus children</p> <p>Review EAL provision/ interventions and their impact.</p> <p>Make recommendation for further EAL provision. E.g. talking groups, Word aware strategy, precision teaching for EAL pupils.</p> <p>Explore/purchase further interventions.</p>	<p>JM</p> <p>JM</p> <p>JM & Class Teachers</p> <p>JM</p> <p>JM/SSp/HM</p> <p>JM</p>		Termly – In line with assessment data.	<p>Reviews and analysis complete for Autumn 2019. Identified based on progress commentaries.</p> <p>Meeting with SSp to discuss appropriateness of Word Aware and HM for Oracy project/Precision teaching for pupils with EAL.</p>	

1.2	EAL resourcing improved	<p>Identify useful resources and create a resource wish list</p> <p>Visit other schools</p> <p>Attend EAL health check / training.</p>	<p>JM & Class teachers</p> <p>JM</p> <p>HM – 2019 JM to investigate more events</p>	<p>Time out of class.</p>	<p>Summer Term</p> <p>Summer Term of 2020</p>	<p>Not yet started</p> <p>-</p>	
1.3	Language proficiency sheets are regularly updated and actions are completed.	<p>Highlight at start of Spring 1 and End of Summer 2</p> <p>Identify & share resources with class teachers.</p> <p>Deliver class teacher training on intervention strategies where appropriate – possible link to Word Aware/Oracy/Precision teaching</p>	<p>JM</p> <p>JM</p> <p>JM</p>	<p>Staff meeting blocked out.</p>	<p>Spring Term</p>	<p>Spring 1 highlighting is complete. JM to analyse the codes and identify areas of specific need/focus.</p> <p>Meeting with SSp to discuss appropriateness of Word Aware and HM for Oracy project/Precision teaching for pupils with EAL.</p>	<p>HM & JM (New EAL co-ordinator) decided that it would be best for teachers to highlight the proficiency codes twice a year, the start of spring 1 and then end of summer 2.</p>

Priority 2		Parental Involvement					
Rationale		-	- The school have an increasing % of EAL children attending, with some joining mid-year. It is important to build relationships with these parents to ensure we create an ethos where EAL families feel supported, can support their children with their learning and understand processes and procedures. It is not always easy to collect the data needed to inform class teachers of EAL pupils e.g. languages they are exposed to at home, second language and so a succinct, clear system with forms the parents can understand is paramount.				
Success Criteria		-	<ul style="list-style-type: none"> - Parents will feel part of the school - Parents will understand how they can support their child with their learning - Parents will understand and respond to newsletters, family learning invitations and attend events at school - Parents will feel confident to complete information forms, particularly on entry, to allow the school to best understand the needs of their pupils 				
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
2.1	Improved parental engagement <ul style="list-style-type: none"> - Family Learning - Events - Parents Evening 	Verbal invitations and translated invitations to family learning events to improve attendance from EAL parents Accessibility of written communications to parents, including on entry interviews, data collection on forms	Class teachers JM/Office		Summer Term	Not yet started	
1.2	Improved information collection on entry	Investigate current admissions procedures and forms Research best practice for admission procedures Adapt current forms to make them accessible to EAL parents Change timing of Reception home visits/information collection meetings to ensure Reception are better equipped for new intakes with EAL and they are identified sooner.	JM/Office JM JM/Office			Not yet started	

