



## Kick Start Enterprise – Ask The Expert. June 2013

### Ask the expert.

Q. I am working in a secondary school that has a growing bilingual intake. Numbers have increased from 7% to 23% over the last few years. I have been asked to develop good practice in relation to their needs but don't really know what it looks like. We are due an OFSTED...

### Answer

Quite a number of secondary schools are now in your position often as a result of increased primary migration from Europe.

Here are some pointers to look for:

- Ensure your transition documents at Y7 contain information about languages spoken, levels of English spoken by children, how long they have been educated in England and any translation and interpreter support needed by the parents - as well as everything else.
- Ensure that other children with EAL new to the school have full assessments of need that include prior attainment in other schools, levels of English, family background, health needs etc. Make sure you get a sample of written work in first language and get it translated – this will give you a rough idea of literacy skills in first language which will inform acquisition in English. These pupils need individual action planning and probably support.
- Develop a flexible induction and assessment system that accommodates the needs of mobile groups.
- Ensure your data system can record the achievement of pupils working below NC level 1 and that your English teachers are conversant with assessing pupils below level 3 NC.
- All staff need to know the difference between EAL and SEN issues. If ability settings are used, make sure that EAL pupils are set by ability not by their levels of English.
- Any pupil below level 4 in Y7, level 5 in Y9 and equivalent in Y10 and 11 should be screened for EAL issues using the diagnostic writing tool. Any with identified EAL problems need action planning and support.
- All staff need to know how to teach pupils with EAL – both beginners and advanced. So put on staff INSET.
- Back this up with classroom observations to see that the EAL strategies are embedded in classroom practice. If not give further training and give staff members performance targets around EAL pedagogy.
- Enter bilingual pupils for GCSEs in first language where possible.
- Use pupil voice with groups of bilingual pupils.
- Communicate effectively with individual parents using interpreters where needed. Make a real effort to involve bilingual parents in the life of the school. Develop links with communities and supplementary schools.

I hope that has been useful. Do get in touch with us if you would like to know more.