

Outlined below are titles and descriptions for The Bell Foundation's Language for Results courses together with Whole School Evaluation of EAL Provision.

Title	Description
EAL Provision: Whole School Evaluation	<p>EAL Provision: Whole School Evaluation aims to provide schools with a comprehensive evaluation of their provision for learners using EAL. Areas of focus are:</p> <ul style="list-style-type: none"> A. Inclusive vision, values, attitudes and behaviours; B. Inclusive governance and leadership for EAL; C. Whole-school language(s) policy; D. Continuing professional development and learning for EAL; E. Assessment and placement of multilingual pupils; F. Curriculum, teaching and support of multilingual pupils; G. Learning and achievement of multilingual pupils; <p>This is a highly collaborative process in which the school will self-assess and submit evidence prior to a one-day visit from a Licensed Practitioner. During the visit, the Licensed Practitioner will evaluate aspects of the provision, as agreed, through a programme including learning walks, observations, meetings, focus groups and examining data and other information available. The visit will lead to an agreed set of recommendations that outlines a realistic set of priorities for the school, together with suggestions for CPD, guidance and other interventions to support the school in achieving it.</p>
Introduction to EAL Assessment	<p>This session aims to introduce secondary practitioners to The Bell Foundation's award-winning EAL Assessment Framework for Schools and provide pragmatic, specialist guidance on using the framework within a context of what is realistic and what can work alongside existing assessment systems. The session is informed by the belief that high quality EAL assessment can help teachers and pupils find out what has been achieved and what more needs to be done. It promotes use of the Framework to support the teaching and learning of pupils using EAL and to enable teachers to generate targets to guide progress.</p> <p>Who is the session for?</p> <ul style="list-style-type: none"> • Secondary practitioners • EAL co-ordinators • Heads of department/ Heads of year • Other school staff with responsibility for EAL assessment <p>How long is the session? The session lasts one hour and 45 minutes.</p>

<p>Embedding EAL Assessment</p>	<p>This session is for participants with a level of responsibility for EAL assessment. The session aims to equip participants to effectively embed EAL assessment across their school(s). It aims to do this by covering three key areas: school policies, systems, and training/CPD. The session provides input on suggested best practice in the three key areas mentioned and gives participants the opportunity to engage with the input by reflecting on implications for their settings and considering what steps they might need to take next.</p> <p>Who is this session for?</p> <ul style="list-style-type: none"> • Senior leaders • EAL assessment leads, • Assessment leads • EAL Coordinators <p>How long is the session? The session lasts three hours. There is a suggested break approximately halfway through the session that you could use to divide into two 90-minute sessions.</p>
<p>Adaptive Teaching for learners using EAL</p>	<p>This session for secondary school staff provides guidance on how to adapt teaching in a responsive way to meet the language development needs of pupils who use EAL alongside curriculum learning. The session introduces a range of easy to use strategies that can be implemented immediately into teaching and learning without lowering expectations of the pupils.</p> <p>Who is this session for?</p> <ul style="list-style-type: none"> • Teaching staff • Teaching assistants • EAL co-ordinators <p>How long is the session? The session lasts one hour and 30 minutes.</p>
<p>Comprehensible English for New Arrivals using EAL</p>	<p>This session for secondary school staff aims to raise awareness of what is and what is not comprehensible, accessible English Language for learners who use EAL, particularly those who are New to English or in the Early Acquisition stages. The session considers what makes English difficult to understand and introduces a range of easy-to-use strategies for giving instructions and checking understanding which can be used both in and out of the classroom.</p> <p>Who is this session for? The session is relevant for all members of staff within the school setting, from administrators to teachers and senior leaderships teams.</p> <p>How long is the session? The session can be run as a 60-, 90-, or 120-minute session. The core content takes 60 minutes to deliver, and there are optional activities and content for trainers to choose for sessions longer than 60 minutes.</p>

<p>EAL Coordinators: Leading EAL in your school</p>	<p>This course is for practitioners who are tasked with leading the EAL provision in their school, in a role such as 'EAL coordinator' or 'EAL lead'. It is a highly practical course with participants expected to consider EAL provision in their own school. In the session, participants will have the opportunity to:</p> <ul style="list-style-type: none"> • Explore roles and responsibilities in leading EAL; • Understand EAL provision in your school, including key procedures: <ul style="list-style-type: none"> ○ An EAL policy ○ Admissions and inclusions; ○ Assessment, target-setting and tracking • Explore the integration of EAL across the school, including: <ul style="list-style-type: none"> ○ Collaborating with colleagues; ○ Families and the wider community; ○ A culture of inclusion and equity; ○ Teaching and Learning. <p>Who is this session for?</p> <ul style="list-style-type: none"> • EAL Coordinators/ EAL Leads (both new and more experienced) <p>How long is the session?</p> <p>The course is in two parts, both are 2 hours and 30 minutes each. The course can be run as two separate sessions or as one 5 hour session with a break.</p> <ul style="list-style-type: none"> • There are pre-course tasks recommended for everyone except those who have already completed <i>Leading a Whole School Strategy</i>. There are also post-course tasks, intended to take between 1 and 3 hours.
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<p>Leading a Whole School Strategy</p>	<p>This session is for school leaders who are seeking innovative ways to drive evidence informed, impactful interventions for learners who use EAL. The session signposts school-wide systems, resources and training that will actively promote improved educational outcomes for EAL learners. We will look at the factors affecting the attainment of learners who use EAL, and then at what an inclusive pedagogy looks like, together with the implications for senior leaders.</p> <p>Who is this session for?</p> <ul style="list-style-type: none"> • Senior Leadership Team (SLT) • Middle Leaders • Pastoral leads • EAL co-ordinators • Staff with responsibility for leading on EAL <p>How long is the session?</p> <p>The session can be run as a 60-, 90-, or 120-minute session. The core content takes 60 minutes to deliver, and there are optional activities and content for trainers to choose for sessions longer than 60 minutes.</p>
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<p>Supporting New Arrivals who are New to English</p>	<p>This session explores some of the challenges commonly faced by learners who are newly arrived and in particular, those who are new to English. In this highly interactive course, practitioners will become familiar with strategies, ideas and resources that promote social, academic and linguistic inclusion for newly arrived learners.</p> <p>Who is this session for?</p> <ul style="list-style-type: none"> • Senior Leadership Team (SLT) • Middle Leaders • Pastoral leads • EAL co-ordinators • Staff with responsibility for leading on EAL <p>How long is the session? The session lasts between 90 and 120 minutes.</p>
<p>Teaching Assistants: Working with Learners using EAL</p>	<p>This session aims to familiarise teaching assistants (TAs) with some of the challenges that learners using EAL might face when learning English and learning through English at the same time. The session introduces practical, easy to use strategies for supporting learners using EAL to develop the language skills they need to access the curriculum and fulfil their potential.</p> <p>Who is this session for?</p> <ul style="list-style-type: none"> • Teaching assistants in secondary settings • Classroom support staff in secondary settings • Note that an optional part of this session, also involves classroom teachers. <p>How long is the session? The session lasts between 90 and 150 minutes.</p>
<p>Understanding Language for Learning in Multilingual Schools</p>	<p>This session for those secondary teachers and school staff who want or need to improve their own knowledge and understanding of language and how it works. The session considers why all teachers have a responsibility to support their learners using EAL in developing the English language proficiency needed to fully access the curriculum. It looks in detail at specific aspects of language that learners who use EAL may have difficulty with and provides ideas of how to support learners in developing this language.</p> <p>Who is this session for?</p> <ul style="list-style-type: none"> • Teachers • Teaching Assistants • Heads of Department <p>How long is the session? The session lasts between one hour and 30 minutes and one hour and 45 minutes.</p>

ITT Module 1:
Understanding EAL –
contexts, policies and
practices

'Understanding EAL: Contexts, policies and pedagogy' is the first module in The Bell Foundation's initial teacher education series on working with learners using English as an Additional Language. This course provides opportunities to develop a broad and well-informed understanding of what constitutes "EAL" in the context of schools in England. The course ensures that student teachers enter classrooms confident about the broad range of factors which make students who use English as an Additional Language distinct from each other.

Who is this session for?

- Student teachers (SCITT and University based)

How long is the session?

There are 2 versions of this course (1 hour and 3 hour) and both have elements of optionality to allow flexibility to accommodate the requirements of the organisation.

<p>ITT Module 2: Language for Learning</p>	<p>'Language for Learning' is the second module in The Bell Foundation's initial teacher education series. Building upon module one, this course takes a deeper look at the language learners encounter across the school curriculum. It offers frameworks for understanding how language works and how language learning can be integrated into all subject areas.</p> <p>Who is this session for?</p> <ul style="list-style-type: none"> • Student teachers (SCITT and University based) <p>How long is the session?</p> <p>There are 2 versions of this course (1 hour and 3 hour) and both have elements of optionality to allow flexibility to accommodate the requirements of the organization</p>
<p>ITT Module 3: Assessing Learners who use EAL</p>	<p>'Assessing Learners who use EAL' is the third and final module in The Bell Foundation's initial teacher education series. This course can be used at any stage – either after the first two modules, or as a one-off standalone session. In the course, participants will learn briefly about the different levels of proficiency in English, and why it is important to understand a learner's proficiency in English. The module then goes on to explore practical strategies for assessing a learner's: proficiency in English, curriculum knowledge, and home language. This interactive module offers opportunities for group discussion, and application of strategies learnt in the session.</p> <p>Who is this session for?</p> <ul style="list-style-type: none"> • Student teachers (SCITT and University based) <p>How long is the session?</p> <ul style="list-style-type: none"> • One hour