



EAL Parent Questionnaire:

1. Please indicate where you feel your child's English language abilities currently lie (please put a tick in the relevant box):

Code	Description	Ability
A	New to English May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.	
B	Early acquisition May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.	
C	Developing competence May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.	
D	Competent Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks	
E	Fluent Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.	

2. Please list the subjects your child has been studying within their school curriculum.

3. Please provide brief information about your child's academic strengths and weaknesses.

4. Please provide some information about your child's preferences, and concerns or dislikes, across the curriculum.

5. Please record any other academic information that you feel will be relevant or helpful in supporting their learning.

6. Your child will be loaned a bilingual dictionary if they do not have one (to be replaced if lost or broken).

7. Please ensure your child arrives with some reading books at his/ her current reading level, in their first (own) language.

EAL Pupil Questionnaire:

1. How do you view your achievements in school to date?

Strengths:

Weaknesses:

Personal targets:

2. How confident do you feel about speaking, reading and writing English at your current level?

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3. How would you like to develop your English language abilities in your time at Mowden?

Targets:

Speaking:

Reading:

Writing:

4. i) How to use you Learning Journal while you are at Mowden.

4. ii). Loan bilingual electronic dictionary if needed

EAL Staff Observation:

1. Please observe _____ during the whole school day including lessons, meals, breaks and boarding time.

2. Please use your observations to select the description that you feel is most applicable:

N.B. You may feel the pupil has different levels of understanding in different areas, so please indicate this.

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3. Please add any further comments that you feel would be helpful in supporting the pupil's learning needs in their time at Mowden.

4. Please bring your observations to Staff Briefing.

EAL Pupil Profile:

Name:	Age:	Tutor:
Time previously spent at Mowden:	Previous siblings/	Family members:
Academic background:	Strengths:	Weaknesses:
Likes:	Dislikes:	Concerns:
EAL Targets: Speaking:	Reading:	Writing:
QUANTITATIVE:	NVR:	

Suggested Level of English		
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General Advice for Teachers:

1. Remember the importance and the benefits of maintaining a high level of proficiency in the first language.
 - Pupils with a high level of proficiency in their first language acquire English more rapidly, including academic English.
 - Much of the underlying understanding about how language works is transferable to the new language.
 - Dropping the first language can have a negative impact especially on younger children – it can lead to cognitive steps backwards and cause a delay in acquiring English, especially on the acquisition of academic English.

2. Encourage or prompt the pupils' use of their 'Learning Journal', which they should have with them in every lesson:

Use the journal for:

- new vocabulary/ definitions
- topic specific questions
- explanatory notes and illustrations
- any questions for clarification/ further support in their EAL support lesson any

3. Encourage or prompt use of their bilingual dictionary (loaned by school if they do not bring one).

4. Provide pupils with the relevant subject textbooks to bring to their EAL support session/TEFL lesson, alongside their 'Learning Journal'.

5. Please record any vocabulary or questions that you would like the pupils to review/ consolidate in their EAL support session/TEFL lesson.

6. Check that pupils understand regular or important classroom language.

For example:

- **instructional language:** look up, fill in, explain, summarise, record
- **safety language:** in the Science Lab; on the sports field; school visits.

7. Use visual aids to clarify and consolidate learning:

- flash cards (encourage pupils to make their own)
- spider diagrams
- flow charts
- brain storm
- images
- iPads
- video

Start with questions and key words.

8. Try to link learning to the pupils' own experiences to aid clarification.

Useful Websites:

<https://www.naldic.org.uk/eal-teaching-and-learning/eal-resources/>

<https://eal.britishcouncil.org/teachers>

<http://www.teal-leics.co.uk/links.html>

<https://www.tes.com/teaching-resources>

<https://www.tes.com/teaching-resource/top-eal-websites-6423087> :