

The Greater Manchester EAL Strategy

EAL Hub School Offer

An overview of Greater Manchester EAL Strategy for

2010-2011

Greater Manchester English as an additional language (EAL) Strategy

Introduction

Greater Manchester has a long history of working successfully with its diverse communities. Most of the local authorities represented within the Greater Manchester Challenge region have established communities of Pakistani and Bangladeshi pupils, the majority of whom have been born in England and have received their entire schooling in English schools. There has been a polarisation of school populations outside the Manchester conurbation whereby a small number of schools have historically admitted large numbers of pupils of Pakistani and/or Bangladeshi heritage and many schools are experienced at working with these communities to meet their needs. However, recently this has changed as many schools have admitted new arrivals from a variety of backgrounds which has led to other schools wishing to review the provision they are making for the induction and support for pupils from new communities including those who need support for learning English as an additional language.

One of the biggest challenges for schools with large EAL populations is how to respond effectively to the language support needs of developing bilingual learners – both those increasing numbers of students who arrive new to English, but also those who have been in the education system for a few years. The former need appropriate help to access the mainstream curriculum as rapidly as possible. The latter, who are likely to be orally fluent in English, often need continuing help to cope successfully with the ever-increasing literacy demands of the curriculum. Well focused support for both new arrivals and advanced bilingual learners enables students to fulfil their academic potential, and helps schools to raise their achievement levels significantly.

Support for development of EAL provision across Greater Manchester has been provided during the period 2008-2011. This support is typically focused on identifying a member of staff to lead on EAL as a whole-school development, developing an appropriate action plan, providing training and development of mainstream and specialist staff, including supporting staff to develop a specialism in EAL if they wish, and to ensure the school is responding appropriately to the needs of all pupils. A key element of this work has been to release staff from supported schools to visit schools with established and effective EAL provision. Greater Manchester now intends to make this support more widely available to schools across the region to enable them to develop their EAL provision.

EAL Hub schools

This booklet contains an overview of GM Hub school offer.

A number of EAL Hub schools have been identified that are able to provide support to other schools. Experienced EAL specialists and mainstream staff, who have developed good EAL practice in their own school, have agreed to receive visits or work alongside colleagues in other schools.

Some EAL Hub schools also run seminars and are willing to share the resources they have developed to support EAL learners. All schools across the GM region may access support from the EAL Hub schools free of charge until July 2011.

If you would like to arrange a visit to one of the EAL Hub schools listed in the following pages, please contact Barbara Phillips on 0161-9118690/07760167467 or email barbara.phillips@trafford.gov.uk



Cheetham CE Community School

Halliwell Lane, Cheetham Hill, Manchester, M8 9FR

School context

Cheetham CE Community School is situated within a few miles of Manchester City Centre. A very large majority of pupils are from Minority ethnic backgrounds, including Pakistani, North African, Malay and Indonesian heritages. Approximately 98% of pupils speak a home language other than English, the main languages being Urdu and Punjabi with a smaller minority of Arabic and Malay speakers too. Cheetham's promotion of cultural development is outstanding. This can be evident in the excellent displays all around the building. Our pupils' have an exceptional knowledge of many faiths and cultures. You will often see pupils of different cultures and faiths working very happily alongside each other with respect and consideration.

What you will see

Each visit would include a welcome and introduction to the school, time spent in chosen classes and an opportunity for reflection and discussion. Support could also be tailored to individual schools where necessary. We look forward to meeting you!

Areas of focus

We can offer various types of visits to our school based around the following areas:

- ❖ Later stage learners
- ❖ Context of EAL teaching and learning strategies in a specified Key Stage
- ❖ Learning walks around the school to show speaking and listening activities (especially in the EYFS)
- ❖ Talking Partners demonstration
- ❖ Demonstration of 1 to 1 EAL support
- ❖ Discussion about how we get parents involved in their child's learning
- ❖ Discussion about our extended services provision



"At Cheetham, we respect each other and celebrate our diversity so that everyone can give their best."

St Thomas of Canterbury RC Primary School

Hadfield Street

Salford M7 4XG

Telephone: 0161 921 2060



Headteacher: David Deane

EAL Coordinator: Angie O'Hagan

St Thomas of Canterbury RC Primary is a single-form entry inner-city school. Although we are a Catholic school, our pupils come from a diverse range of cultures and countries and just under 50% are classed as having EAL. Over 20 different home languages are spoken. The largest EAL group is currently Polish speakers, with Lingala a close second. Many of our White British pupils have poor language skills on entry.

Main areas of focus for an EAL visit

We believe that what is good for an EAL child is good for all our children. We focus very much on modelling good language and asking children to use the language they have learned.

What will you see if you visit us?

While each visit will be individually tailored, it could include:

- ❖ advice on assessment and monitoring – initially, within year and year on year
- ❖ advice on the role of the EAL coordinator
- ❖ demonstration of Pie Corbett's Storytelling into Writing
- ❖ learning walk to show Speaking and Listening activities (esp in EYFS)
- ❖ learning walk to demonstrate Quality First teaching with the emphasis on Inclusion (e.g. visual timetables, use of ICT, drama, pictures and graphic organisers)
- ❖ demonstration of 1 to 1 EAL support
- ❖ demonstration of Talking Partners (Speaking and Listening intervention)

"At St Thomas of Canterbury we believe that quality first teaching and inclusion are the key to raising



Temple Primary School is situated within a few miles of Manchester City Centre. This is a much larger than average inner city school, with pupils from a very wide range of nationalities. It serves the Manchester district of Cheetham, an area of much higher than average levels of social and economic disadvantage. The large majority of pupils are from minority ethnic groups, mainly of Asian Pakistani, Libyan or Somalia heritage and their first language is not English. There is pupil mobility in and out of the school at times other than the start of the school year, from Pakistan, North Africa and increasingly from Eastern Europe. A rich visual environment along with a commitment to raising the self-esteem of the children through displays that reflect the faiths and cultures of our pupils is evident around the school building as well as a wealth of teaching experience to maximise the potential of the pupils studying here.

What you will see

Every effort will be made to meet the needs of visitors to our school with a programme tailored to individual needs. Temple Primary School employs a number of bilingual staff; however, there are strategies that are employed alongside mother tongue provision to promote greater understanding. In the absence of mother tongue this provision is ever more crucial in allowing EAL learners to flourish.

Areas of focus

- Tour of school with a focus on the visual environment
- The induction process (supporting new arrivals)
- The Temple Buddy
- Support in the early stages of learning English
- Using mother tongue to develop second language
- Strategies to support later stage learners in the classroom
- Promoting independence
- Pastoral support
- Discussion about parental involvement
- Meet the EAL team (known as the LEAP team) - a question and response session

Review resources and Language Development





Lewis Street Primary School

"Enjoyment and Achievement for All"

Lewis Street, Patricroft

Eccles, Salford

M30 0PU

www.lewisstreetprimary.co.uk

Headteacher: Wendy McCormack

Deputy Headteacher & EAL Lead:
Shameem Patel

Lewis Street Primary School is a single form entry school situated in the Patricroft area of Eccles. Our families represent a diverse range of cultures and backgrounds. 48% of our children are EAL. At Lewis Street we have children who can speak Bengali, Iranian, Urdu, Yemeni, Persian, Polish and Czech. Currently, our largest EAL group is Czech Roma.

What you will see

At Lewis Street, we believe that understanding language development through using language scaffolds are key areas to raising confidence, achievement and attainment for all learners including EAL. Every lesson is a language lesson and much focus is placed on modelling language and vocabulary and asking the children to use the language they have learnt. Many of our white, British children have poor language skills on entry and as a result we believe that what is good for an EAL child is good for all our children. One of our biggest challenges is how to effectively respond to the language needs of both new arrivals as well as those children who have been in the education system for some years. A visit to Lewis Street would facilitate discussion and reflection on how we try to address this issue in school to ensure all our children make good progress.

Areas of focus

We can offer support in the following areas:

Teaching and learning:

- New arrival provision
- Demonstration of EAL support with later stage learners
- Demonstration of Pie Corbett's Storytelling into Writing using EAL stories
- Demonstration of Talking Partners
- Observation of 'guided talk'

Learning walk to observe talk and learning environments

Working with families:

- Home visits
- Promoting good attendance
- Family support

Family Learning

Leadership

- School improvement and action planning
- Progress tracking of vulnerable groups

Provision mapping for EAL children



St. Luke's C E Primary School

Morley Street

Bury

BL9 9JQ

St. Luke's is a large two form entry multi-cultural Church of England Primary School close to Bury town centre. We have close links to St. Peter's Church with a strong Christian ethos. 73% of pupils are EAL, the majority are from Asian heritage families. Most EAL children are Punjabi speakers but we also have a growing number of children with other languages.

Key themes/areas of focus

We consider our strengths in terms of EAL Provision to be:

Teaching and learning

Inclusive lessons using strategies for EAL learners

Bi-lingual lesson delivery

Use of first language to support learning

Support for new arrivals

Working with Families

Home visits-protocols, procedures, pitfalls and impact

Family learning with bi-lingual support

Promoting good attendance

Webster Stratton Parent group for Foundation parents (BLA support)

Leadership

School Self Evaluation, Development Plan and Action Planning

Tracking Progress, Monitoring, Data analysis systems and leadership strategies, responses to data findings.

SEN or EAL?

Leading a CE primary school with large ethnic and religious diversity

Types of activities/training offered:

Discussion/observation of above activities/policies

Tour of school

Meet with BLA/EAL Co-ordinator/Deputy or Head as appropriate

Other

EAL friendly venue for conferences etc.

Any programme will be tailored to meet your specific needs.

Tuesdays by arrangements



Greenhill Primary School
Harmony Street, Glodwick, Oldham,
OL4 1RR
Headteacher: Sandy Dixie OBE

School Context

We are a two form entry inner city school in an extremely disadvantaged area of Oldham. Our intake is 100% EAL with pupils with Pakistani and Bangladeshi heritage. 80% of our pupils have no English language on entry. At Greenhill we aim to bring out the best in every child and have high expectations for pupils and staff alike.

Attainment in Year 6 is above the national average.

Our Key themes

Our INSPIRE curriculum allows the pupils the chance to investigate, question and explore. It is heavily based around the arts and oracy to enhance the pupils' fluency in English.

We raise the standards of the pupils through the use of accelerated learning, learning how to learn and brain based learning techniques, especially in Year 6.

Assessment for Learning strategies are used to allow the children to take an active part in their learning and begin to set their own next steps for learning.

We value and develop every learner using a large team of skilled practitioners. Teaching assistants are carefully targeted to raise the attainment of key pupils through a variety of different strategies.

The community is valued and used to enhance the children's learning.

What you will see

- An outstanding learning environment with vibrant displays
- A Foundation Stage whose curriculum emphasises oracy, life skills and experiences.
- Quality first teaching including Big Writes, drama
- A boy friendly curriculum
- Clear, consistent data tracking procedures that allow us to predict pupil's achievement and attainment.
- Thorough intervention programmes to boost and support children's progress
- A school in which there is a consistent approach throughout, especially with regard to key initiatives.
- Parent workshops which enhance learning and develop skills.

Area of focus

Each visit would include a welcome and introduction meeting with the Leadership team. Support will be tailored to individual school's needs.





The Valley Community School
Hibbert Street, Astley Bridge,
Bolton, BL1 8JG
Headteacher: Gwen Acton OBE

The Valley Community School sits on the northern side of Bolton and was formed by the amalgamation of two neighbouring schools in 2003. The two schools were the former Chalfont Community School and Wolfenden School. The Valley Community School is the largest fully inclusive school within the town with 420 children on role in the main school plus 104 places within the Nursery. Our pupils come from a diverse range of cultures and countries but predominantly the Indian sub continent. In recent years this has been extended to include children from Hungary, Iraq, Somalia and Iran. The largest EAL group is currently Gujarati speakers followed by Urdu.

Presently our percentage of EAL pupils totals 98%. The culture of the school is one that supports and encourages respect for each other and also empowers both staff and children to have ideas and opportunities in the continuous journey of excellence that the school is making daily, weekly and in the longer term vision

Key themes/areas of focus

Community time – shared parent time with children every morning in the Nursery and KS1...some KS2

Ethos and environment of the school- extension of the classroom environment into the outside areas -good use of limited space

Assessment-Pupil tracker/action groups/booster classes/1:1 tuition/Reports/Praise Cards/Certificates

Inclusion Everybody matters and is involved in the life of the school

Vision concept of 21st century learning village

Good Early Years Provision-indoors and outside

Excellent resources throughout the school for all areas of the curriculum

Corporate School Development Plan, EFQM accreditation 2009

Clear agreed job descriptions built into a clear staffing structure/School agreement with each member of staff

Types of activities/training offered

- Visual learning walk around the school (Learning Village) and its immediate environment
- Discussion with Headteacher re vision and direction of the school including finance/staffing/ curriculum , training and CPD opportunities
- As above with SLT
- Meeting with the SENCOs of the school
- Meeting with the School Council to understand customer involvement and vision
- Meeting with a group of parents to understand stakeholder involvement
- Meeting with the Chair and the Vice Chair of Governors and possibly one other Governor to talk about the vision and the direction of the school in relation to the standards and progress that we make given the customers and stakeholders that we have within our school and community with whom we work.

Together we're Better



Holy Trinity C.E. Primary School

Cecil Street

Bury BL9 0SB

Telephone: 0161 764 2993

Headteacher: Simon Paine

EAL Coordinator: Irum Samina

Holy Trinity Primary is a small single-form entry school with several mixed age classes situated in the centre of Bury. The school is a Voluntary Aided C.E. school with pupils from a range of cultural, religious and linguistic backgrounds. Over 94% of our children speak English as an additional language with 14 different first languages spoken. Most pupils in the school are Pakistani heritage Muslim pupils who speak Punjabi as a first language.

Main areas of focus for an EAL visit

The school is willing to provide any reasonable focus requested involving work with EAL pupils. This is provided that we feel we can meet the request within our own working day.

Below you will find some of the areas which the school has covered during recent years and has experience of developing.

What will you see if you visit us?

The school is serving a deprived inner town area and tries to be a welcoming and warm environment for pupils, parents and staff. We have many problems as regards site and classroom size. However we are willing try and develop any strategy which will make the difference to any of children's learning experience.

While each visit will be individually tailored, it could include:

- advice on promoting parental involvement
- Working with families new to the UK
- Establishing Community Links
- Developing partnerships to enhance children's learning - Urdu classes, Drop-In sessions
- Use of film to help KS2 EAL writers access classic children's literature
- Developing the language repertoires of children learning EAL through drama and hot-seating
- Developing the language repertoires of children learning EAL through first languages and 'Talk Buddies'
- demonstration of using first languages for learning in the classroom
- demonstration of using EAL strategies in KS2 classrooms
- achievement and attainment for EAL learners, alongside their peers."

Seymour Park Community Primary School is wonderfully diverse and challenging, and the community is truly at the heart of all our work. It is a very large primary school with 660+ pupils on roll. A large majority of our children are from heritages found on the Indian sub-continent. There are also large groups of African-Caribbean heritage; increasing numbers of pupils from Arabic countries, who are first generation, and have arrived with little or no English. Those pupils of white or mixed race British background are occasionally from professional families but more often from single parent or dysfunctional families. 93.1% of pupils are from minority ethnic groups. The main groups at Seymour Park are Indian 39.5%, Pakistani 27.2%. Main languages spoken: Urdu, Gujerati, Punjabi, Arabic.

We consider our strengths in terms of EAL Provision to be:

- Modelling good EAL practice and Quality First Teaching
- EYFS EAL support and provision/ECAT (Every Child a Talker)
- Talking Partners (Speaking and Listening intervention programme)
- Becoming a "Communication Friendly School"
- Using Graphic Organisers to scaffold learning
- Promoting Parent Partnerships - trying to get parents involved in their child's learning
- Extended Services provision e.g. ESOL classes, Family Learning courses
- Developing "Whole School Raising Attainment Plans" for Bilingual Learners
- EAL policy; New Arrivals pack; Welcome Pack

We can offer bespoke packages of sharing good practice that are tailored to meet the needs of the individual school. Packages can be aimed at Teachers and Teaching Assistants as well as Leadership and Management. These could include:

1. Learning Walks around the school
2. Talking Partners Demonstration /Training sessions
3. Discussions with our EAL Manager; SENCO; SLT; Learning Mentors; Extended Services Manager; Teachers; Teaching Assistants; Pupils.
4. Lesson Observations/Team teaching sessions
5. Sessions focusing on sharing planning, ideas, resources, good practice
6. INSET and training



St Michael's CE Primary School

Green Lane, Great Lever, Bolton. BL3 2PL

St Michael's CEP is a church school serving a diverse community. There are currently 13 ethnic groups and 25 languages spoken. 91% of our children speak a home language other than English.

Our school motto summarises our school ethos and was decided upon with the involvement of all stakeholders.

What you will see

Each visit will include a welcome and introduction to the school from a member of the Leadership Team and a member of support staff with specific responsibilities for Inclusion support (including EAL).

Time will be spent in chosen classes with opportunities for discussion.

If you have specific requests these will be addressed via a tailored approach where necessary.

We look forward to your visit and the opportunity to share our school with you.

Areas of focus

We will include a number of elements within your visit to our school. These may include a selection from the following areas:

- New arrivals – induction, support, procedures, approaches etc
- Support for later stage/advanced bi-lingual learners
- EAL teaching and learning strategies in a specified Key Stage
- Learning Walks around the school to focus on learning environments, range of teaching and learning strategies and a wealth and speaking and listening activities
- Discussion of Assessment for Learning (AfL) throughout school provision
- Discussion of the role of support staff within teaching and learning
- Talking Partners speaking and listening intervention demonstration

Observation of EAL support in class within specified Key Stage

The above list is by no means exhaustive. If there are other areas that you wish to consider within your visit please let us know.

“Sharing, Caring and Learning Together”

Burnage Media Arts College is a boys' comprehensive in inner city Manchester. Over 90% of students are from a range of ethnic minority groups. Over 64% are of South Asian heritage. On average 70 students are at the early



stages of learning English. At least 24 languages are spoken within the school community. Burnage Media Arts College is a designated centre to receive unaccompanied asylum seekers and almost one fifth of the students have a refugee background. The number of students entitled to free school meals is higher than average at 41%. The proportion of students with special educational needs and/or disabilities is twice the national average. Much higher than average numbers of students enter and leave the school at times other than the beginning of the school year. Despite this 20% mobility rate, the school celebrated 62% A-C English GCSE results in 2010.

AREAS OF FOCUS AT Burnage Media Arts College

EAL interventions operate through:

- EAL Partnership teaching
- KS3 EAL teaching groups
- KS4 EAL option choices
- ESOL and MFL exams in pupils' home language
- Year 11 International New Arrivals project



A VISIT TO Burnage Media Arts College

You will be able to:

- meet staff from the Inclusive Learning Faculty and the Leadership Team, teachers working with EAL students in the mainstream and the EAL Co-ordinator.
- take a tour of the school to see facilities
- observe teaching and learning of EAL students
- discuss
 - embedding EAL support within the mainstream classroom
 - initial and ongoing assessment
 - access to resources

“Be The Best That You Can Be”



Ladybridge High School
Bolton
Lancashire
United Kingdom
BL3 4NG

Ladybridge High School, a 'Fresh Start' school in 2004, is an 11-16 mixed community school close to the west of Bolton town centre. The school gained Specialist Sports College status in 2005. About a third of the students are entitled to free school meals, which is approximately twice the national average. Around a quarter have learning difficulties and/or disabilities, which is above average. Approximately 50% are of White British heritage with the remaining students coming from a number of minority ethnic backgrounds: 40 languages are spoken within the school. A significant number of students join the school at times other than the beginning of the school year.

The school was inspected by Ofsted in December 2009 and achieved five judgments of 'Outstanding' for Community Cohesion, Students and the Community, Staying Safe, the school's partnership with parents and Care, Guidance and Support. It has recently been judged as having 'Outstanding' capacity to improve.

Visits to the department are warmly invited and we are happy to offer support in the way of discussions and shared action planning, opportunities to shadow staff and examples of resources and systems, together with anything else that may be considered useful.

Classroom Level

- ❖ ESOL For Schools
- ❖ Pupil Tracking and Mentoring Programme
- ❖ Bilingual Support
- ❖ First Language Exams
- ❖ In-Class Support
- ❖ EAL GCSE Provision / Personalised Curriculums
- ❖ Parental Involvement

Management Level

- ❖ School Ethos – EAL Vision
- ❖ Timetabling – EAL Under English
- ❖ Outcomes – Targeting Groups and Monitoring Progression
- ❖ Tracking Attendance
- ❖ Working Within Networks – Greater Manchester Challenge

There is a strong sense of community spirit and community pride. Relationships are very good with Ofsted reporting that Ladybridge students are 'fiercely loyal' to their school. The school takes the time to invest in its young people so that they have the best possible springboard into adult life and encourages their contribution to the school and our wider community. Attendance is high and clear testament to the school's popularity.

www.ladybridgehigh.co.uk

Stretford Grammar School

Granby Road
Stretford, Manchester
M32 8JB
Tel: 0161 865 2293
Fax: 0161 866 9938



Stretford Grammar is a selective school with foundation status. It is a smaller than average-sized secondary school. The proportion of students with special educational needs and/or disabilities is well below average. A below average number of students are eligible for free school meals. The proportion of students from minority ethnic backgrounds, around 70%, is much higher than average. The largest group of these is of Pakistani heritage and represents over one quarter of the school's population. Although almost 44% of students speak English as an additional language, very few are in the early stages of learning English and most are able bi-lingual. In the main school there are more boys than girls, at an approximate ratio of 60:40. More than one third of the sixth form students have joined Stretford Grammar from other local schools and approximately 50% of the Sixth Form are of Asian origin. The school has specialist status in science with mathematics.

Areas of focus

i.e. we consider our strengths in terms of EAL Provision to be:

- High standards and high achievement at Key Stage 4 and 5
- High levels of student engagement and motivation
- Use of data to identify and track student performance

Types of activities/training offered

- Early assessment of Y7 in the first half term in order to facilitate transition from (52) feeder primary schools
- Linking EAL assessment to half termly performance data in order to identify areas for intervention
- Whole school policies to reflect the areas of focus in addition to schemes of work and lesson planning
- Tailored teaching in classrooms
- Specific student time limited tailored intervention support programmes in the school's inclusion unit.
- Personalised intervention programme for ABL Key Stage 5 students.
- An opportunity to see a developing response to the EAL and Able Bi-lingual agenda



THE RADCLYFFE SCHOOL

“Working Together for Excellence”

The Radclyffe School,

Hunt Lane

Chadderton

OldhamOL9 0LS

The School Context

- The Radclyffe School is an 11-16 school with 1450 students in Oldham
- The school population consists of 50% of students from Ethnic Minority origin (half of Pakistani origin and half Bangladeshi and a small percentage from other diverse ethnicities) 30% students are FSM
- The Radclyffe School is a Pathfinder School for Transforming the School Workforce , a Specialist Technology College and a High Performing Specialist School (HPSS)
- The Radclyffe School is a successful school with 91%of students achieving 5A*-C with 51% including Maths and English
- Best CVA in Oldham

Training package 1

Mini conferences to be held at The Radclyffe School throughout the year on Wednesdays 10.00 -15.30

Target Audience:Senior Leaders and EAL coordinators.

Content:

- Overview of raising Achievement of All Ethnic Minority Students (presented by the Headteacher)
- Using traffic lights for monitoring GCSE performance and targeting and supporting individual students from Ethnic Minority Students(presented by an Assistant Headteacher)
- EAL at The Radclyffe School presented by Head of EAL
- ESL in Mainstream led by Practitioners from the school from English, Humanities and Science Faculties.

Training package 2:

The school will offer customised training sessions in the following:

- a) How to train staff to develop ESL in the Mainstream
- b) How to develop Community Languages

Target Audience: EAL teachers and coordinators for option a and b

- c) Strategies for Teaching New Arrivals (This will include sharing of resources and opportunities for lesson observation)

Target Audience: EAL teachers and Teaching Assistants. These sessions will be approximately 2 hours long and take place on Wednesdays.



Falinge Park High School is a 9 form entry 11-16 inner-urban school in a deprived area. Approximately two thirds of the pupils speak English as an additional language and over 30 languages are spoken in the school. Most pupils are of Pakistani heritage with some who have a Bangladeshi heritage. There is also a diverse group of around 30 pupils who are refugees or asylum seekers. Mobility is a significant issue for the school.

We can offer a range of support to schools aimed at Senior Leadership, Middle Management including EAL Co-ordinators and Classroom Practitioners or any combination. Our strengths are meeting the needs of early stage EAL learners in mainstream classrooms and planning for progression for more advanced learners. We organise seminars based on these for a maximum of 15 people. They include input from FPHS subject teachers and workshop activities which could be tailored to schools' needs. These are publicised through the GMC network.

Visits

Each visit will be individually tailored according to need. It could include:

- Record keeping, assessment and monitoring procedures

- Visits to classrooms to see learning and teaching exemplars of quality first teaching with regard to ensuring progression for both early stage and more advanced EAL learners (especially in Mathematics, English, Science, History and R.E.)

- Discussions with subject teachers about practice observed

- Advice on the role of the EAL co-ordinator

- Advice on strategic planning and ways of working for meeting the Needs of EAL learners at all levels

- Resources development

- Development planning

Short or longer term consultancy partnerships with schools

These would be based around specific needs identified by the partner school. They could involve:

- Visits by FPHS EAL staff to the partner school

- Visits to FPHS (see above)