

Subject Action plan – English as an Additional Language

Leaders: Cherry Wibberley					
Intelligence already gathered	As there had not been an active EAL leader throughout the school for some time previously, CW has reviewed existing strategies, policies and resources in place. Through further discussions with LB, CW has highlighted key areas that need to be reviewed and improved upon to gain greater impact.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.	Implement an effective and consistent EAL assessment across the school	<i>October 2023 - CW</i>		Monitoring of teachers’ EAL assessments. All are being completed in the correct manner and are showing EAL children’s progression	
	To develop staff skills in teaching New to English children in class	<i>December 2023 - CW</i>		Delivery of relevant training sessions to staff. Creation of bank of resources that staff can use effectively and consistently with explanations of where to find them and how to use them	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	Review the induction process for EAL pupils	<i>Ongoing throughout the year – Cherry Wibberley, Lauren Brown and office staff</i>		Review the current induction process, highlight the key areas that need changing to gain better impact for new EAL pupils	
	To develop the participation and engagement on EAL parents	<i>March 2024 - CW</i>			
	Review NtE interventions and how they can be effectively used across the school	<i>Ongoing throughout the year – CW and</i>		Observe interventions that are taking place for EAL pupils. Monitoring if they are taking place	

		<i>all staff for interventions</i>		consistently and being effectively delivered. Increase in % of EAL pupils who are able to access whole class teaching with minimum support required	
	To develop the language of Band A and B EAL learners through effective interventions	<i>Ongoing throughout the year – CW and all staff for interventions</i>		Review what interventions are already in place and what this looks like. Increase in the language that is used by A and B EAL learners throughout the entire curriculum	

Meet with pupils from lessons in each year group across both buildings

<u>Questions for children</u>	<u>Pupil responses</u>
Do you like the subject? Why/Why not? What do you like about it?	
What have you learnt in the subject this year? (can use memorable journal/seesaw if they want to)	
Tell me about where you display your work – working wall, seesaw, journal, classrooms. Show me one piece of work you feel proud of – why are you proud of it?	
How does your teacher help you to remember what you have learnt after the lesson?	
Can you remember any learning in the subject from last year?	
Does your current learning link to learning from previous years? Can you explain? (use journals/seesaw to support)	
Can you remember some sticky words/concepts or subject specific vocabulary and explain what they mean?	
What does your teacher do if the work is too hard/too easy?	
Have you had any trips, exciting opportunities in the classroom? Any opportunities taking responsibility for the school/community or working with charities?	
What would you like to do more of? How can we make this subject even better at Kestrels?	

Plan to guide classroom visit

	Reflections
Teachers' subject knowledge	
How clearly teachers explain and present information and concepts	
Opportunities for pupils to discuss and reflect upon learning	
How effectively teachers check pupils' understanding and address misconceptions and errors.	
Differentiation – as needed to stretch pupils and support those who need it?	
The effectiveness of feedback	
How well teaching is adapted to meet pupils' needs (including PP and SEND)	
Strategies used so that pupils retain and remember the knowledge taught	
How well teachers have used assessment to inform teaching	
Resources match the ambition of the curriculum	
How demanding the work is and whether this matches the ambition of the curriculum	
Teachers use of language that supports development of vocabulary	
Quality of working walls and impact of these	
How did the work in your lesson build on prior learning/where does it fit in with a sequence? Question to teachers	
Please try and capture evidence for PD and B&A such as, behaviour, resilience, reflection, perseverance, attitudes, SMSC etc. during lesson visits	
Please include any quotes from pupils and teachers, such as specific examples of questions asked, feedback given, misconceptions addressed, specific subject knowledge or technical language used etc. These will help add a personal flavour to the final report.	

Reflection

	Champion reflections
Was that what you expected to see?	
What were the strengths and developments?	
Why were the lessons shaped like that?	
Do you think the children know why they are doing the lessons like that?	
Do you think the children have a true understanding or can they just carry out a procedure?	
How do you know what the teachers will be teaching each lesson?	
How is the sequence of lessons ordered?	
How do you know what words are being taught in each year group in each unit?	
Do you have something which shows this?	

Monitoring of Floorbooks/Seesaw/Journals/Working walls

	Floorbooks or Seesaw	Journals	Working walls
EYFS	Main findings – 3 pieces per big question? Is it appropriate? Every child completed and star assessed?	Completed and to a high quality? Learning from every week represented? LA/SEND appropriate?	Vocabulary? Little questions? Subject stems? Information appropriate, range of childrens work?
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			