

How well do EAL children progress at North Walkden?

Here, at North Walkden Primary, all our EAL children make excellent progress, from entry.

Our EAL children are assessed on entry to the school, using the N.A.S.S.E.A. EAL assessment framework. This helps us to establish an initial progress level and to set targets, along with teachers. From that point the children's Speaking; Listening and Understanding; Reading and Viewing and Writing are reassessed and new targets set, on a termly basis. Those children who are new to English are assessed on a more regular basis, in order to keep a closer eye on their progress, and to ensure that their targets are constantly updated, in the expectation that they will make rapid progress once they are exposed on a daily basis, to the English language.

In addition to assessing the children on entry, the children's parents are interviewed, or asked to complete a questionnaire. Through this interview, the school hopes to establish the background of the children, including their date of arrival in the country, any previous English school education, religion, family language, any mother tongue lessons they might experience and any trauma that the children might have experienced i.e. family separation issues, or war experiences. In finding out this information, we aim to settle and integrate our EAL children as smoothly as possible.

Children who arrive with little or no English are quickly referred to the EMTAS team. Once an assessment has been completed by them, the children are able to access 1:1 support within school.

Parents with little or no English are also supported by the school through the translation of newsletters and school information into their language preference. Interpreters can also be engaged through EMTAS. These aspects help to integrate the children into our school and community.

Our EAL children come from a range of international backgrounds and speak Polish, Romanian, Mongolian, Chinese, Italian and Slovakian.

Since adoption of the N.A.S.S.E.A. EAL Framework in November 2016 all the KS2 children have made progress from their original assessments of Step 5 or 6, to working within/secure Step 7 (which is the cut-off point for KS2 children). These children are now almost working at the same level of language ability as their monolingual peers.

At KS1, four of our five EAL children are assessed as working within the range of their monolingual peers, having made progress from Step 4 or 5, to Step 6 (which is the cut-off point for KS1 children.)

EAL children in the EYFS are only assessed once they enter YR. There are currently 5 children in the Reception class who do not have English as their first language. Four of these children

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were initially assessed at Steps 2 and 3, and have all made progress to being secure within Step 3, (which is the upper cut-off point for EYFS children).

Over-all, 16 of the 211 children at North Walkden, are registered as EAL, which equates to 7.6%.

13 of the 16 children are working almost, or at, age related expectations. 12 of our EAL children are boys, and 4 girls.