# **Primary Initial Teacher Education: Curriculum Plan**

# **Strand: English as an Additional Language (EAL) Undergraduate Programmes**

**Curriculum Vision:**

Trainee teaches will know the main pedagogies, resources and assessment strategies that enable all pupils identified as having English as an Additional Language to access the curriculum. Trainee teachers will understand that pupils are not a homogenous group, that they need specific support related to their vocabulary, and that their culture and home language can be celebrated in their classroom and school. Trainee teachers will develop their confidence to challenge any practices that may not support EAL provision.

| **Phase 1** |
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| **University Based Learning** | **School/Practical Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | Teachers must also take account of the needs of pupils whose first language is not English.LT4:1 | EAL practice is quality first teaching explored through examples via video LH7:1 | Effective teaching can transform pupils’ knowledge, capabilities, and beliefs about learning. LT4:1 | Know which questions to ask the teacher about their practice and the rationale if they observe an EAL pupil in a lower ability group when on professional practice. LH8:14 | Intent |
| Learning should be context embedded, cognitively demanding. (Cummins framework) LT4:1 | Activities that are context embedded and cognitively demanding support are explored.LH2:1 | How pupils are grouped is important; care should be taken to monitor the impact of groupings on pupil behaviour and motivation. LT4:10 | Adapt their teaching so that they can offer context embedded and cognitively demanding activities that support language acquisition LH4:16 |
| Support needs to be considered to allow for CALP (Cognitive Academic Language Proficiency) and BICS (Basic Interpersonal Communication Skills) LT2:6 | Issues for pupils with EAL that are related to oracy and literacy are explored within the curriculum. LH3:9 | Strategies can secure subject concepts in the long-term memory. LT:2 | To model explanations and provide scaffolding. LH4: 1, LT4:2 |
| It is important to address misconceptions such as learners with EAL have an additional need and not a special need LT3: 4 | EAL learners are not a homogenous group LH1:1 LT7:1 | Teachers need to consider how to communicate and support families with EAL LT8:4 |  |
|  | EAL pupils may have a silent period LT2:6 |  |  |  |  |
|  | Children with EAL are often interpreters for their parents. LT8:4 |  |  |  |  |
| **Assessment** | **Assessment** | **Assessment** |  |
| Retrieval questions throughout sessions and discussion on practice to assess current understanding and share varied experiences of practice. | Trainees will read the school EAL policy and reflect on current school practice. They will seek experienced staff to discuss best practice and procedure. | Impact |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| Children need support with CALP and BICS to acquire English. | How to adapt teaching to support children with EAL. | Recognise activities that are context embedded and cognitively demanding. |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in EAL** |
| CUMMINS. J.,2000 *Language, power and pedagogy: bilingual children in the crossfire.* Clevedon: Multilingual MattersNALDIC: The National Subject Association for EAL <https://naldic.org.uk/> Bilingual Language acquisition.CONTEH. J., 2019. *The EAL Teaching Book: Promoting success for multilingual learners in mainstream schools*. London: Sage. |

| **Phase 2** |
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| **University Based Learning** | **School/Practical Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | The Iceberg model- that language 1 and language 2 are interdependent LT 4:7 | Recognise the 4 BEL stages of development and identify some of the approaches that may be suitable for specific stages of language acquisition. LH6:12 | Group work and discussion is essential for language acquisition.LT4:9 | Vocabulary is key to acquiring a language and that there is productive and receptive vocabulary. LH3: 8 | Intent |
| That children with EAL need extra support with colliquations, vocabulary depth and vocabulary breadth LT 4:7 | Cultural capital relates to pupils with EAL.LH3:6 | Various strategies a school and class teacher may use to support children with EAL LT4:3 | To plan for a vocabulary, focus with lessons that they adapt to meet the needs of pupils with EAL LH5:14 |
| Dual language books and visual aids support reading comprehension. LT3:9 | Explore opportunities to embed effective approaches. LH3: 13 | Collaborating with colleagues to identify efficient approaches to assessment is important. LT6: 7 | Use assessment strategies appropriate to children’s developmental stage. LH6:3 |
| **Assessment** | **Assessment** | **Assessment** | Impact |
| Composite knowledge is evidenced through a quiz. | Trainees will ensure when planning vocabulary that the needs of all learners are met. |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| The 4 stages of language acquisition. | That vocabulary depth and breadth is essential for acquiring a language and this should be addressed at the planning stage. | Plan for vocabulary depth in every subject that is essential for pupils with EAL. |
| **Research** | KEY RESEARCHThat Trainees will know that informs teaching and learning in EAL |
| The Bell Foundation <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>KNOWLES. G., 2018.*Supporting Inclusive Practice and Ensuring Equal Opportunities for All*. London: Routledge.HORNER. K. and WEBER.JJ., 2017. *Introducing Multilingualism: A social approach*. London: Routledge. |

| **Phase 3** |
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| **University Based Learning** | **School/Practical Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | Pupils with EAL may have additional barriers to their learning such as experiences of being a refugee or the need to be the translator for their family. LT4:7 | To address ways of supporting families who have EAL LH4:18 | A culture of mutual trust and respect supports effective relationships. LT1: 5 | Be sympathetic to the needs of pupils with EAL and those who are refugees LH 4: 18 | Intent |
| Assessment for EAL children may need to be approached in a number of ways. LT5: 2  | To use the BEL stages for assessment. LH5: 3  | Various approaches can be used to support children with context embedding and cognitively demanding work. LT1:4 | Provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. LH4: 5 |
| Adaptive teaching in a responsive way, including by targeted support to pupils who are struggling is likely to increase pupil success. LT5:3 | Assess the stage of language development through assessment stages and consider support strategies. LH6:12 | Some pupils with EAL are likely to require additional or adapted support. LT5:7 | Discuss with experienced colleagues, intervention, and effective planning to support this.LT5:8 |
| Culture and difference should be celebrated.LT1:5 LT8:4 | To manage children’s behaviour and limit challenging behaviours that are related to language barriers and feelings of isolation.  | Some pupils are motivated by intrinsic factors related to their identity and values. LT7:6 | Receive clear, consistent, and effective mentoring in how to respond to behaviour. LH7:1 |
|  | The importance of avoiding cultural appropriation LT1:4 |  |  |  |  |
|  | We aim for additive bilingualism rather than subtractive bilingualism. LT4:3 |  |  |  |  |
| **Assessment** | **Assessment** | **Assessment** | Impact |
| Learning Edge assessment tool. | Trainees will evaluate and if applicable, challenge any poor practices in school and reflect on practice. |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| Approaches a school and class teacher can take to support families with EAL. | That refugee children and families need additional support to the general guide of language acquisition. | Assess a stage of language development for pupils with EAL and consider suitable strategies for teaching and learning. |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in EAL** |
| Padlet- resources, research, and pedagogies with hyperlinks<https://padlet.com/FS_edgehill/mqds0qxeoxzraj99>Refugee Council<https://www.refugeecouncil.org.uk/>NASSEA: Improving teaching and learning for EAL, Black and minority ethnic pupils.<https://www.nassea.org.uk/>GENETTI. C., 2018 *How Languages Work: An introduction to language and linguistics*. Cambridge: Cambridge University Press.BAKER. C. AND WRIGHT. W.E., *2021 Foundations of Bilingual Education and Bilingualism*. Bristol: Multilingual Matters.SHIN. S. J., 2017 *Bilingualism in schools and society: Language, identity, and policy*. New York: Routledge. |