



# Horton Grange Primary School Celebrating Success Together

## EAL Centre of Good Practice



# The purpose of today's workshop

- To explain the role of the Centres of Good Practice.
- To share our approach to working with New To English children.
- To discuss a language rich environment.
- To share ideas around the children's learning including resources and assessment.
- Raising Aspirations for all of our students.

# Bradford Centres of Good Practice

- Established by the local authority.
- Educational Settings had to submit a proposal.
- 6 settings were chosen to become Centres of Good Practice across the district : 1 early years;4 primaries and 1 secondary.
- Regular meetings with each other and the local authority.
- The future of the Hubs.

# Horton Grange :Who we are

We are a three form entry Primary School based just outside the centre of Bradford. Part of the Exceed Academies Trust, we work with many different educational settings and support the local SCITT.

99% of our students are EAL Learners based on the data submitted on entry.

We welcome and work with New to English students and families from many different countries and backgrounds.

# Our Learning Approach to NTE children.

- Mixture of class based and Intervention work.
- Language Support Team.
- Language rich environment.
- Continuous assessment and discussion.
- Differentiated Learning.
- Accelerated progress.
- Individual needs.



# Settling into the classroom

- Staff and settling techniques.
- Buddies.
- LSA involvement and Teacher time.
- Individual needs.

# Language Support Unit

- Staff.
- KS1 and KS2.
- Planning and Assessment.
- Delivery of sessions.
- Involvement of parents/carers.
- Support of other settings and continuous professional development.

# Language Rich Environment

- Barrier Game and discussion.
- Put Language in Unexpected Places (our inspirational quotes).
- Speak Like an Adult.
- Engage Your Students in Daily Conversations.
- Play with Words (interactive games , word games).
- Search for *Awesome* Language while Reading (ERIC time, library time, timetabling readers).



# Assessment

- Discussions with teachers.
- Pupil Progress.
- NASSEA- adapting if needed, support from trained NASSEA trainers, whole school CPDs, keep the rest of the staff moving forward with you.
- Classroom monitor, adapting your system to meet the needs of the individual student (e.g. pebbles).

# Differentiated learning

- Hot, Hotter, On Fire.
- Support vs independence.

# Accelerated Progress case studies

- Example 1
- Example 2

# Individual needs

- Settling in time.
- Mixed ability and ability groups.
- External factors.
- Learning styles.
- When to involve other staff or external agencies.

# Resources

- Example of resources.
- Booklet to promote independent learning.
- Observation sheets.
- Drama and music.

# Raising Aspirations

- School council.
- Mosaic.
- Celebration assemblies.
- Themed assemblies (Diwali, Eid etc).
- Days – summer fayre, chaand raat, Christmas fayre.
- Visitors in school (Czech artist, theatre groups).
- Trips and residentials.

# Positive outcomes

- Outcomes for students.
- Outcomes for families.
- Outcomes for staff.

# If you want to find out more

- New arrivals process.
- Settling in of new children.
- Supporting families.
- Curriculum.
- Assessment & Progression.
- Raising Aspirations.
- Transition.





# School to school support

- Visits to your school.
- Visits to Horton Grange.
- CPD/INSET Training Sessions.
- NQT/RQT Training Sessions.
- Examples of paperwork.
- Support with individual children.
- Practical help with setting up processes.

# Our Contact details

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- ANY QUESTIONS?