

LOCAL AUTHORITY EDUCATION GRANT

Minority Ethnic and Gypsy, Traveller Learners – Devolved Funding Element (1 April 2020 to 31 March 2021)				
School	Hendrefoilan	Headteacher	Aimee Field	
Total Funding	£6545.14			
EAL Co-ordinator/Link				
Name: Claire Davies		Designation: ALNCo	Email: Fielda8@hwbcymru.net Daviesc1084@hwbcymru.net	
Hwb Mail address if different to main email address:				
Please complete all sections below – examples and suggestions are included on page 3.				
Continuity of Learning		Actions:		Cost estimate – if applicable e.g. purchase of additional devices/subscription to The Learning Village https://www.learningvillage.net/
How have you/will you ensure that all minority ethnic and Gypsy, Traveller learners have access to appropriate internet-connected devices? How have you/will you ensure that all minority ethnic and Gypsy Traveller learners are able to access your platform for learning activities? How have you/will you ensured that blended/home learning (paper based or digital) is accessible and differentiated where necessary?		The purchase of Learningvillage.net.		Total = £1200.00
Objective	Activities - actions required	Intended Output - evidence that activities have occurred	Intended Outcome - the difference / impact made	Cost Estimate
1. Developing a high-quality education profession. How will you ensure all staff have the skills and knowledge to fully include minority ethnic and Gypsy, Traveller learners and their families in all aspects of school life in current and future contexts?	Class teachers work with the ALNCo to build capacity in teaching provision.	<ul style="list-style-type: none"> Minutes of meetings End of year EAL audit. Lesson Observations and Learning Walk. Listening to Learners. 	By the Summer Term 2021, an improved capacity for the teaching and learning support of EAL learners is evidenced in teachers planning and in all lessons.	Non contact time out of class for ALNCo 3 x £200 = £600

<p>2. Inspirational leaders working collaboratively to raise standards. How will you work with others to raise standards for minority ethnic and Gypsy, Traveller learners?</p>	<p>Transition activities with Olchfa Secondary School.</p>	<p>Records of meetings Pupil Overviews</p>	<p>There is a smooth transition from Primary to Secondary schools for all Y6 EAL learners.</p>	<p>Half a day non-contact time for Y6 teacher £120</p>
<p>3. Strong and inclusive schools committed to excellence, equity and well-being. How will you ensure that all minority ethnic and Gypsy, Traveller learners are fully included and have equality of access to the curriculum and all other aspects of school life? How will you ensure that all parents/carers of minority ethnic and Gypsy, Traveller learners are able to understand and engage in their children's learning?</p>	<p>The ALNCo and HT work with other staff to populate EAL pupils' overviews with accurate data and moderate standards in EAL across the school.</p> <p>The purchase of the Young Interpreter Scheme</p> <p>15 hours of Teaching Assistant Support is used across the school to work with a support EAL pupils in class</p>	<p>All Pupil Overviews are complete and updated with EAL Stages twice a year.</p>	<p>Accurate EAL data regarding ethnicity and National Identity is shared with all staff.</p> <p>Up to date information regarding home language is shared with relevant staff.</p> <p>The school's provision for EAL learners is excellent.</p> <p>The progress of all EAL learners is accurately tracked and monitored.</p>	<p>5 days non-contact time 5 x £200 a day = £1000</p> <p>15 hours of TA support Grade 4 Total = £3765</p>
<p>4. Robust assessment, evaluation and accountability arrangements supporting a self-improving system. How will you ensure that you have accurate ethnic background and first/home language information for PLASC and to profile EAL learners ? How will you ensure that your initial and on-going assessment of EAL, using the Bell Foundation EAL Assessment tool, is accurate and used to inform teaching and learning? How will you track and monitoring the progress of minority ethnic and Gypsy, Traveller learners ? How will you evaluate and plan for improvement?</p>	<p>1 Day a term is spent moderating the work of EAL pupils with the EAL specialist teacher.</p>	<p>There is a clear record of moderated EAL work contained in pupils' overviews.</p> <p>Records of moderation meetings are held.</p> <p>All Pupil Overviews are updated twice a year.</p> <p>PLASC data is accurate and entered on time.</p>	<p>The ability of EAL pupils is correctly identified.</p> <p>Accuracy in assessment leads to improved target setting for all EAL learners.</p>	<p>Total = £600</p>

Examples

1. Developing a high-quality education profession.

- employment of a specialist MEA/EAL practitioner in a consultancy type role to train/coach/develop practices etc.
- release costs for teachers/TAs to participate in training courses/EAL networks and other professional learning activities
- cover to release experienced teacher/TA within school to develop skills of other teachers/TAs
- cover to release teacher/s on a regular basis to develop work/work in achieving targets in the school's action plan
- Headteacher/SLT time for facilitating/leading any actions/projects within school

- The centrally run training and network schedule for the Autumn Term will be released at the start of September. Any training or meetings will be virtual for the time being.

- The **Bell Foundation** regularly runs **online** courses. There is a small fee for these. <https://www.bell-foundation.org.uk/news-and-events/events/>

- The **Bell Foundation** regularly hosts **free webinars**. Links to recordings of previous webinars and information about up and coming webinars can be found here: <https://www.bell-foundation.org.uk/eal-programme/language-for-results/webinars/>. The webinars have recently included a series on supporting the home learning of EAL learners

- The **British Council** run some relevant courses e.g.
English in Early Childhood: Language Learning and Development
Discover how very young children learn English as an additional language and how you can help them progress. <https://www.futurelearn.com/courses/english-in-early-childhood>
Migrants and Refugees in Education: A toolkit for teachers
Learn how to teach and support young people across the globe affected by violence, conflict, or displacement.
<https://www.futurelearn.com/courses/migrants-and-refugees-in-education>

2. Inspirational leaders working collaboratively to raise standards.

- cover/costs to release staff to host visits/to visit schools inside and outside of the authority
- meeting with local authority staff
- cluster working
- collaborating with other schools
- primary/secondary transition

3. Strong and inclusive schools committed to excellence, equity and well-being.

- Employment of specialist staff (teachers/TAs/BTAs) for targeted interventions
- Employment of BTAs with interpreting and translating/home school links role as well as pupil support roles
- Parental engagement activities
- Cost to release teachers or staff to develop policy/improve admissions processes/develop inclusive resources etc. as identified through evaluation and action planning
- Activities to support development of a culturally inclusive 'new curriculum'
- Activities that value and promote home/ first language usage (e.g. GCSE Community Language Exams)
- Purchasing of resources to support inclusion/access to the curriculum etc. e.g.
<http://uk.mantralingua.com/e-catalogue> - dual-language ebook Library . Every book has audio in the home language (e.g. Arabic, Polish, etc) and in English. Over 65 languages are available. Individual books can be purchased or language collections. In addition, schools can buy bulk licences with extensions so that parents can access.
<https://www.learningvillage.net/> The Learning Village – An excellent and extensive platform for EAL learners. Highly recommended that schools look into buying into this resource. The Learning Village provides online home and school EAL curriculum learning resources for 6 -18 year olds. This resource would particularly work within the blended learning approach. In addition, it facilitates easy differentiation for English as an additional language across your curriculum. It is suitable for home learning as well as blended learning in school. This is subscription based but good value for money. EAL funding could be used to purchase this resource. More information can be found here: [click here](#)
- release costs/resources to set up and implement any specific schemes – School of Sanctuary Award/Young Interpreter Scheme/language of the month
<https://schools.cityofsanctuary.org/>
<https://cardiff.cityofsanctuary.org/what-we-do/schoolsofsanctuary>
<https://www.hants.gov.uk/educationandlearning/emtas/supportinglanguages/young-interpreters-guide#step-2>
<https://www.newburyparkschool.net/lotm/index.html>

4. Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

- Improving admissions processes and EAL/GT pupil profiling (materials including suggested admissions form and guidance to be issued by September)
- Improving/embedding initial assessment processes
- Implementing the Bell Foundation EAL Assessment Tool and tracker <https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/> (N.B. all schools are expected to use this assessment framework, the tracker is optional)
- Moderation processes for EAL assessment and completion of the EAL needs survey for PLASC
- Enhancing tracking and monitoring processes for EAL learners
- Evaluation processes - observations, book scrutiny audits, learner voice etc.
- Completing an annual self-evaluation with regard to minority ethnic achievement/inclusion with central staff