

EAL Newsletter

Winter 2025-2026



Welcome to our season of sharing

Welcome to the Winter Edition of Our EAL Newsletter

As we approach the festive season, this issue focuses on supporting teachers and multilingual learners during this busy time of year. Inside, you'll find practical resources, guidance and ideas to help EAL students thrive in your classrooms.

In the spirit of sharing, we are delighted to highlight a range of new and free guidance documents from The Bell Foundation, including:

- Whole-School Self-Evaluation Toolkit
- Working with Learners Using EAL Who Arrive into Secondary Schools in Year 9 and Later

Additionally, The Bell Foundation has expanded its library of free, evidence-based resources—including seasonal materials such as activities inspired by Christmas carols. Schools can access practical tools to help teachers plan lessons, assess progress, and provide targeted support for EAL learners.

Our New Website is Live!

As always, we would appreciate you sharing our newsletter with colleagues and families. Thank you for your continued commitment to creating inclusive learning environments.

Wishing you and your school community a joyful and restful holiday season!

EALteam

In this newsletter you can expect:

New Resources

Spotlight on Ofsted's EAL Guidance

EAL Updates

Free EAL Training

Best Practice

Community events

New Resources

The Bell Foundation's Whole-School Self-Evaluation Toolkit

This free toolkit provides clear guidance and ready-to-use forms to help schools review their EAL provision and plan next steps for improvement. It's an excellent resource for shaping future action plans and strengthening support for multilingual learners.

What's Included in the Toolkit?

The Bell Foundation's Whole-School Self-Evaluation Toolkit provides everything schools need to review their EAL provision and plan next steps for improvement.

Core documents:

- Whole-School Self-Evaluation Forms (Primary & Secondary)
- Guidance for completing the evaluation

Additional resources:

- Inclusive School Environment Checklist & Guidance
- Pupil Voice Proformas (Primary & Secondary) with guidance
- Pupil Pursuit Proformas for academic and oral language development
- Lesson Observation templates with EAL focus
- Follow-up forms for recommended actions and suggested training



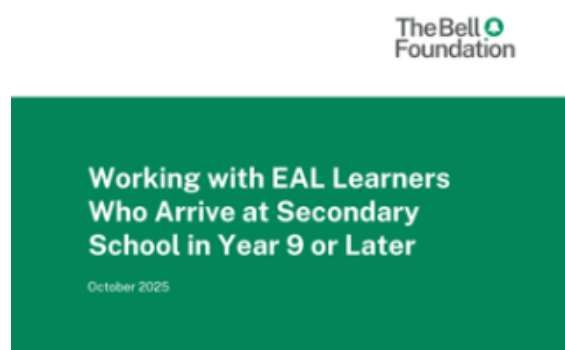
Working with EAL learners who arrive Secondary School in Year 9 or Later.

The Bell Foundation has released guidance for schools welcoming learners with English as an Additional Language (EAL) who join in Year 9 or later. Based on research with Refugee Education UK, this resource explores the experiences of young refugees and late-arriving EAL learners and offers practical strategies for inclusion.

What's inside?

- Insights from teachers, learners, and charities
- Role-specific advice for school leaders, EAL leads, subject teachers, and pastoral staff
- Practical steps for: Welcoming new arrivals, Gathering learner information, Creating tailored support, Planning next steps beyond Year 11

This guidance is free and designed to help schools provide effective, personalised support for late-arriving EAL students.



A Resource Pack to support EAL learners studying A Christmas Carol by Charles Dickens.

The Bell Foundation has published a free, highly visual and interactive resource pack to support EAL learners studying A Christmas Carol by Charles Dickens. The text can be challenging due to its complex Victorian language and cultural references, including unfamiliar social customs and historical concepts. It also provides a wonderful opportunity to discuss Christmas traditions in the UK and compare them with celebrations in other countries.

EAL Nexus: Christmas past and present
The Bell Foundation

Many of ways that the characters in *A Christmas Carol* celebrate Christmas are things some people still do today in the UK. Sort the Christmas activities into the Venn diagram to show which happened in the past, which are done nowadays and which are both.

Eat turkey 	Go carol singing	Give presents	Wear a Santa hat 
Give money to charity	Put up decorations 	Have a party	Spend time with family
Go to church	Eat mince pies	Pull crackers 	Have a day off work
Light candles	Nativity play 	Christmas tree	Send Christmas cards
Eat Christmas pudding 	Drink alcohol	Watch television	Hang up a stocking 

EAL – Nexus – free downloadable teaching materials
www.bell-foundation.org.uk

Embedding Student Voice to Strengthen EAL Provision



Listening to EAL learners is essential for creating inclusive and effective provision. A practical way to achieve this is by using The Bell Foundation's free Whole-School Self-Evaluation Tool for EAL Provision. This resource includes a pupil voice proforma, enabling schools to capture the perspectives of EAL learners and use their feedback to shape teaching and support. By embedding student voice, you can ensure your EAL provision truly meets the needs of your learners.

Here's a quick look at what the document includes:

My Thoughts About School
Pupil voice proforma (primary)

What is this about?
We want to hear what you think about your school.
We want to know how we can help children who are learning English.

What do I need to do?
Think about the questions below.
Think about how you might answer them. You can write short notes or words to help you remember.
You can write in any language you like.

- This sheet is just for you. Your teachers will not see it.
- There are no right or wrong answers.
- We want to know about your ideas and experiences.

Why are we doing this?
Your school wants to learn more about how it can help multilingual children who are learning English. Your ideas are very important and helpful.

The Bell Foundation

Question	Answer
Is learning English easy or hard?	
What makes learning English hard?	
What helps you to learn English?	

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www.bell-foundation.org.uk

For further information visit: <https://www.bell-foundation.org.uk/>

Spotlight on Ofsted's EAL Guidance (2025 Toolkit)



Ofsted's latest toolkit emphasizes high-quality provision for pupils at the early stages of learning English. Key takeaways for classroom practice:

- **High Expectations:** Remember: EAL learners already speak at least one language. Maintain ambitious goals for progress.
- **Regular Language Assessment:** Track English proficiency accurately and consistently to inform teaching.
- **Talk Matters:** Create opportunities for pupils to speak with peers and staff during lessons. Use scaffolding, modelling, and extending ideas to deepen understanding.
- **Vocabulary is Key:** Prioritize subject-specific vocabulary and keep explanations clear and precise.
- **Deliberate Language Development:** Plan for careful progression and repetition to strengthen language skills.
- **Early Reading Access:** Introduce systematic synthetic phonics promptly so pupils can engage with a wide range of texts.

Strengths

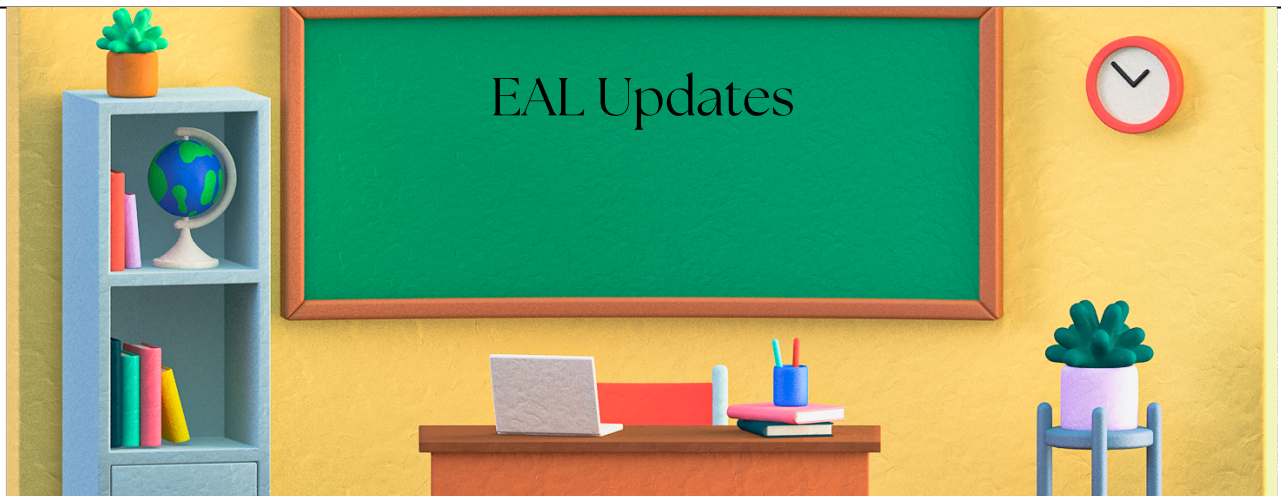
- **Asset-Based Approach:** Recognizing multilingualism as a strength rather than a deficit is excellent. It aligns with inclusive pedagogy.
- **Focus on Interaction:** Encouraging talk and collaborative learning supports both language and cognitive development.
- **Vocabulary Emphasis:** Subject-specific vocabulary is crucial for academic success, so this is a positive inclusion.
- **Regular Assessment:** Helps track progress and tailor support effectively.

Potential Concerns

- **Phonics Priority:** While phonics is important, overemphasis might overshadow the need for rich oral language development and comprehension strategies.
- **Implementation Challenges:** Accurate assessment and deliberate language development require specialist training—schools may struggle without adequate CPD.
- **Risk of Narrow Focus:** The toolkit mentions vocabulary and phonics but less about cultural capital, identity, and home language maintenance.

Overall Opinion

The section reflects a balanced approach combining high expectations, structured language development, and interactive pedagogy. However, successful implementation will depend on teacher training, resources, and integration with whole-school EAL strategies. It would be helpful if Ofsted provided examples of best practice and guidance on assessment tools.



NALDIC Annual Conference: Reframing Assessment for Multilingual Classrooms

On 22nd November, our team attended **NALDIC's annual conference**, which brought together educators and researchers to explore how assessment can better serve multilingual learners. The theme was "Reframing Assessment for Multilingual Classrooms."

Key Takeaways

• **Assessment as Partnership**

Dr. David Morrison-Love reminded us that the word assessment originates from *assidere* – "to sit beside." This means assessment should be a **dialogue, not a judgment**. It's about supporting learning, not just measuring performance.

• **Beyond Monolingual Norms**

Professor Constant Leung highlighted the limitations of monolingual assessment design. He urged educators to draw on students' **full linguistic repertoire**, creating a composite picture of understanding through speaking, writing, and interaction.

• **Practical Strategies**

Workshops showcased innovative approaches, including:

- Formative assessment for EAL learners in GCSE English
- AI tools for inclusive assessment
- Project-based and peer assessment models
- Holistic well-being considerations for resettled children

Why This Matters

For EAL learners, traditional assessments often fail to capture their true capabilities. By reframing assessment as an ongoing, relational process, we empower students to use their languages and cultures as assets. Feedback should **extend learning**, not simply correct errors.

What's Next?

As we reflect on these ideas, let's consider:

- How can we integrate **student voice** into assessment?
 - Can technology (like **Read & Write**) help reduce staff workload while promoting learner autonomy?
 - How do we ensure assessment supports **pre-learning and research opportunities** for EAL students?
-

Our New Webpage is Live!

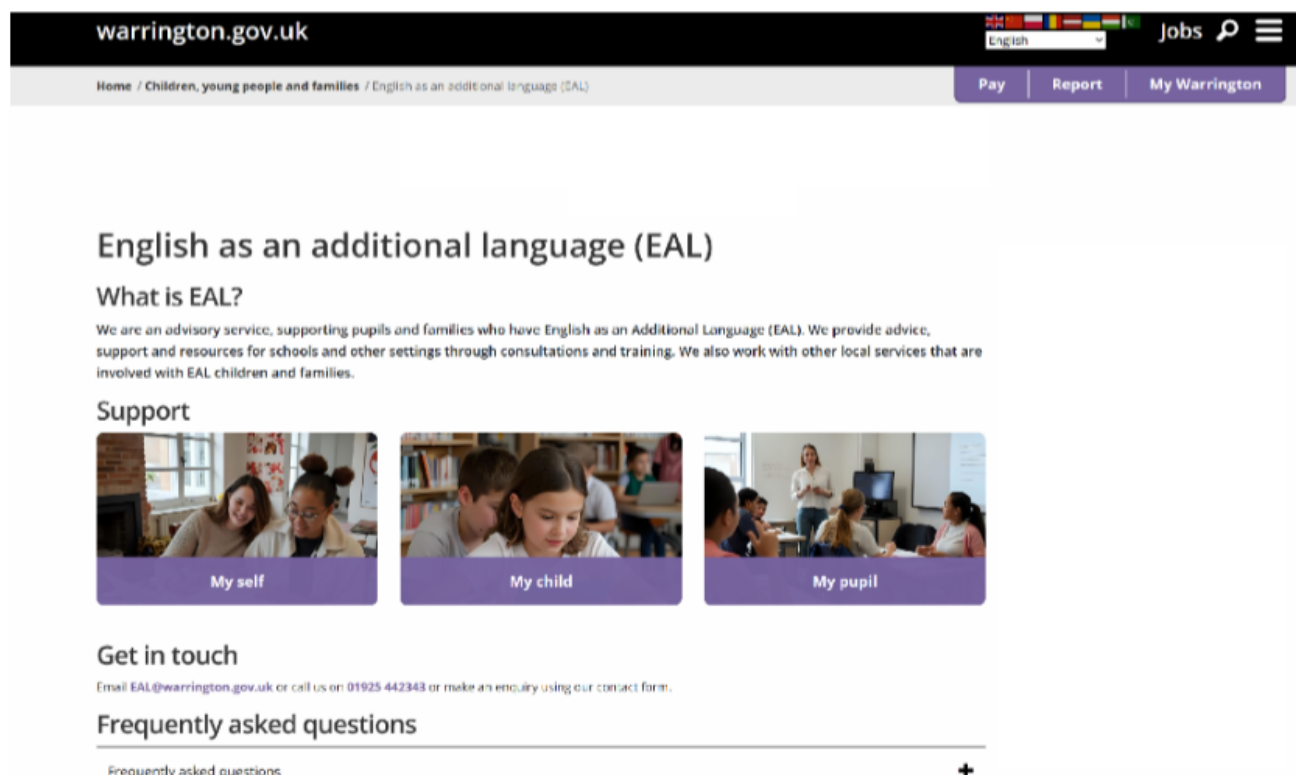
We're excited to share our brand-new resource hub—please pass it on to your EAL parents and explore it yourself!

My Pupil – For teachers: practical advice, strategies, and examples of good practice to support multilingual learners in the classroom.

My self– For parents and carers: guidance to overcome common barriers and support raising an EAL child in Warrington.

My Child – For families: tips and information to help children thrive from early years through to their teenage years.

Check it out today and make the most of these resources!



The screenshot shows the Warrington.gov.uk website. The header includes the logo, a language dropdown menu set to 'English', and links for 'Jobs', 'Pay', 'Report', and 'My Warrington'. The breadcrumb trail reads: 'Home / Children, young people and families / English as an additional language (EAL)'. The main heading is 'English as an additional language (EAL)'. Below it, 'What is EAL?' is followed by a paragraph: 'We are an advisory service, supporting pupils and families who have English as an Additional Language (EAL). We provide advice, support and resources for schools and other settings through consultations and training. We also work with other local services that are involved with EAL children and families.' A 'Support' section features three image-based links: 'My self' (showing a woman), 'My child' (showing a girl), and 'My pupil' (showing a classroom). Below this is 'Get in touch' with contact information: 'Email EAL@warrington.gov.uk or call us on 01925 442343 or make an enquiry using our contact form.' The 'Frequently asked questions' section is partially visible with a '+' icon to expand it.

We are pleased to let you know that translation options are available on our website, making it easier for everyone to access the information they need. Please click on the drop down list to access the content in different languages on the top right corner of the website. To access the website you can also scan the QR code below.



Free EAL Training 2025/2026



Role of the EAL coordinator and Classroom strategies (updated)

Participants will be equipped with the latest strategies and resources in supporting EAL pupils within the whole class setting

03 Dec 2025 10:00 - 12:00

Classroom Strategies

The session provides practical, subject-specific strategies to help EAL learners access curriculum content more confidently.

13/03/2026 13:00 - 14:00



SEN and EAL (face to face session)

In this session, we will provide guidance on collecting evidence of possible Special Educational Needs (SEND) and how these may differ from language needs. This session will also clarify good practice for supporting bilingual pupils who may have additional needs.

10 Dec 2025 10:00 - 12:00



EAL Coordinator Network Meeting

This network meeting offers a valuable opportunity for EAL coordinators across schools to connect, share best practices, and stay informed about current developments in EAL provision.

09/01/2026 12:30 - 14:30

24/04/2026 10:00 - 12:00

01/07/2026 10:00 - 12:00



Healing classroom (preparing a safe place to land)

This informative session aims to support educators in developing inclusive and nurturing learning environments for students affected by trauma - particularly displaced populations who are new to their community (e.g. refugees, asylum seekers, and newly arrived EAL students).

14/01/2026 09:30 - 10:30



EAL Drop-in session

There will be no set agenda for these sessions; however, they will offer an opportunity for professionals working with EAL pupils to discuss any EAL-related concerns or matters, including:

- Assessment and tracking
- Individual pupils
- Strategies
- Action plans

29/01/2026 10:00 - 13:00

10/06/2026 12:00 - 14:00

	BAND A	BAND B	BAND C
Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to understand and respond verbally in interactions with others based on their understanding of the context	Developing more independence in the use of the basic listening skills needed to engage with learning	
1. Can understand single words or short phrases in familiar contexts (e.g. classroom, playground)	Can understand everyday expressions aimed at meeting single needs of a concrete type, delivered directly to them in a clear and deliberate speech by a sympathetic speaker	Can follow oral instructions (e.g. 'Draw a circle under the line')	
2. Can follow simple instructions and identify objects, images, figures and people from oral statements or understand simple questions with contextual support (e.g. 'Which one is a cat?')	Can respond to simply phrased factual questions (e.g. 'Which string is water?')	Is beginning to understand and answer task-specific, specific, vocabulary	

EAL Assessment

In this session, we will explore the Bell Foundation's English Proficiency Assessment. Our focus will be on equipping educators with the knowledge and skills needed to effectively evaluate the English language proficiency of multilingual learners and use that information to support their learning.

11/02/2026 10:00 - 11:00

TO BOOK A PLACE: [HTTPS://WWW.MYSCHOOLSERVICES.CO.UK/](https://www.myschoolservices.co.uk/)

We have been added to 'Committed to Inclusion Training Plan'

Best Practice

St Barnabas CE Primary School

This school in Warrington has become well-known for its warm and welcoming coffee mornings, which are held regularly every month. These events bring together parents, staff, and members of the local community, creating a friendly space for conversation, support, and connection. Thanks to the school's inviting atmosphere and thoughtful organisation, the coffee mornings consistently enjoy high attendance.

Families appreciate the chance to engage with one another and with the school, making the gathering a much-loved tradition that strengthens community spirit.

Please see below a lovely thank you letter from a parent at St Barnabas Primary School:

"Hi!

We're the parent of two kids at St Barnabas primary schools Y1 and Y4 we are recently move to Warrington we were so worried about our children how to cope with new school and new language it was big change for our children . as you may all know it's no easy to move from one country to another especially when you have kids at that age. But thankfully we have noticed that in our kids are settled in very short period of time.

We have known that our kids supported by school staff very much not just with the English language. But emotionally as well particularly with our Y4 child before we move to Warrington she was not very happy in her previous school and has very low self esteem. But since she started at St Barnabas schools she's totally different child. She's very happy and her confidence has increased. As parents we're very happy to see that.

At the end all we can say thanks to all the staff of the St Barnabas school. You doing amazing job. You made different in our child thanks for that"



We'd love to hear from you if you'd like to share any success stories from your setting.

Please do not hesitate to contact us at: EAL@warrington.gov.uk

Incorporating EAL Around Christmas – Practical Ideas for Teachers

The festive season is a **great opportunity to celebrate cultural diversity and support language development**. Here are some simple, engaging strategies:

1. Multilingual Greetings

Create a display of “Merry Christmas” in students’ first languages. Add flags and short cultural facts to make it interactive.

2. Vocabulary & Language Games

Introduce key festive words (tree, star, gift) in English and students’ first languages. Use word mats, matching games, or bingo for fun practice.

3. Share Traditions

Encourage learners to talk or write about how their families celebrate. Some students may enjoy preparing a PPP about Christmas in their country or share some family photos for this festive season. You may **try to engage EAL parents**, who could share the memories from their childhood.

Provide sentence starters like:

In my country, we celebrate by...During this tradition, people usually...We eat... and wear...Families come together to...Children often... while adults... I like this tradition because... It makes me feel... My favourite part of this tradition is...

Pair with visuals for support

4. Christmas Around the World

Research global celebrations. Students can create posters or a class map showing traditions from different countries.

5. Music & Songs

Play Christmas songs from different cultures. Invite students to teach a phrase in their language.

6. Festive Recipes

Share pictures or simple recipes from different cultures. Compile a bilingual class recipe book.

Tip: These activities not only build language skills but also foster inclusion and cultural awareness.



Community Events

Please share with your EAL Parents

會話英語

預訂你嘅位打電話俾
Steve/Roslyn
電話號碼0
7806 803691

由2025年11月28日星 期五開始

用EnglishConnect
學習 英文

免費

每週1.5
小時

課堂地點: 耶穌基督後期聖徒會
Payne Close,
Great Sankey
Warrington WA5 1DT

25 星期課程
星期五 上午11點至下午12點半

證書

提供的手冊

適合初學者
及中級學習者

如果英文唔係你嘅母語,
而且想改善你嘅會話技巧,
打電話畀 Steve/Roslyn 07806 803691
預約下一班課程嘅名額!

由2025年11月28日開始



Warrington & Vale Royal
College
ADULT COLLEGE
wvr.ac.uk/english-maths

FREE English & maths courses



'Warrington LiFE is a careers information, advice and guidance service offering practical support in looking for work as well as information and advice on education, employment and training.'

One Time Square, WA1 2EN
01925 442211
careersservice@warrington.gov.uk



ACTIVITY ANGELS

Use the QR code to access the free (donations welcomed) activities and sessions for adults across Warrington

Contact Information

Please contact us if you wish to discuss your whole EAL cohort or individual pupils. Use the below contact information to arrange a school visit, in-house CPD and to discuss any additional EAL support your school requires.

EAL@warrington.gov.uk
01925 442343