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Thameside Primary EAL Remote Learning Offer

This information is intended to provide clarity and transparency to EAL pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home. Many of the pupils currently attending school during the lockdown are from our EAL families and so are being provided with the appropriate level of support within the classroom setting.

However we realise that of the families where pupils are working remotely, some of our EAL pupils may not be able to access remote education without support from adults at home or, that they face the challenge that adult support is not possible because of language barriers between a family's first and additional language. With this in mind, we will endeavour to work with pupils, parents and carers to support EAL pupils in the following ways.

Provision

- We teach the same curriculum remotely as we do in school wherever possible and appropriate although necessary adjustments and changes will be made to reflect the reduced amount of learning time if a device is being shared, for example, and limitations of resources in the home
- For EAL pupils who are not proficient in their English acquisition, teachers will ensure that where possible, the learning provided matches the needs of the child, differentiating and personalising work as appropriate such as pictorial based support material
- As well as the core curriculum tasks being set, differentiated work activities will be uploaded for groups of, or specific pupils, on Google Classroom. This work is set by the staff member who would normally be carrying out additional intervention work with these pupils if they were ordinarily in school.
- In addition, EAL support staff will be holding live intervention sessions with identified EAL pupils at home. Initially this will be with a small number of pupils who are showing no/very little engagement with Google Classroom with the intention of enticing them towards greater engagement to work independently for the rest of the week as well as them benefitting from bespoke one to one sessions to support basic language skills. These EAL intervention sessions will take place via Google Classrooms.

We recognise that some pupils may not have suitable online access at home. Dependent on demand, laptops are available on loan for pupils who meet the Government's criteria for disadvantaged pupils. Examples of this include children:

- with no digital devices in their household
- whose only available device is a smartphone
- with a single device in their household that's being shared with more than one other family member.



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Support from school staff

- Welfare calls are made to all pupils including EAL pupils, across the week, to ensure that children can access the learning and if there are difficulties in doing so then an alternative approach will be sought e.g. pupil to be offered printed packs of work if there is no device available or there are problems with internet access.
- Parents and pupils have access throughout the day to a member of the year group teaching team. This is via the year group email and a daily Google Meet session where support and guidance will be available. Communication with the EAL team of staff can be made should further support be required.

Monitoring Engagement

- Regular phone calls will be made from a member of staff in the child's year group to give advice and check on how the pupil/family are managing the learning that is being put up in Google Classrooms
- Pupil engagement will be checked daily. A register will be held recording whether pupils log in to the daily Google Meet and monitor when work is submitted.
- A protocol is in place to follow if it is noticed that an EAL (or any other) pupil, has not registered in a Google meet. A check is made to see if work set has been uploaded on a regular basis
- If there is no response to a phone call, a SchoolComms text and then an email will be sent out when EAL pupils are not engaged with the remote learning. If no response is received, the Deputy Headteacher will formally write to the parents of the pupil to ascertain what is preventing them from engaging in their learning and try to offer a solution.