





EAL Case Study - 'Jay'

This case study vibrantly illustrates the nature of the intervention that takes place for EAL learners at our academy. Our commitment to ensuring our EAL students can achieve their true potential is clearly demonstrated by this student and can be witnessed every lesson of every day in our school. The name of the student has been changed to protect privacy but the rest is an accurate account of his time with us.

'Jay' came to our school from The Democratic Republic of the Congo. Upon his arrival, we assessed his PIE (Proficiency in English) in all aspects of language including listening, speaking, writing and reading. This assessment judges' students' abilities and places them into one of five categories (A = New to English; B = Early acquisition; C = Developing competence; D = Competent; E = Fluent). This is a vital first step as it gives us our starting point allowing us to decide which interventions would provide the best targeted support. Jay was assessed as being 'B'.

Jay's biggest barrier, like that of many EAL students, was vocabulary acquisition. In order to quickly and effectively resolve this, in collaboration with his teaching staff, we collated a key word bank for each of the topics/subjects he was to study. The pre-teaching of this vocabulary became part of an intensive programme alongside the use of a differentiated reading programme (AR) which tracked his progression.

Within just a few short weeks, competence and confidence were such that Jay was ready to attend his timetabled lessons. To support this, he received an EAL keyword book to collect any new terms with an electronic translator to provide instant access to these unfamiliar words, thus overcoming the language barrier.

While in lessons, learning walks provided information on the support still needed by Jay. Close cooperation between the EAL dept and the teachers ensure staff confidence in teaching students for whom English is and additional language.

Close collaboration with home is also key to our success. We work with families to ensure parents are not only aware of our processes but can help to support it.

Regular testing ensured we could track Jay's progress, and this was shared with staff and home. It also allowed us to target his intervention so it was both timely and tackled specific areas of need.

In addition to the work done around his academic progress, Jay was supported in extracurricular activities by our team. Not only did this support his language acquisition, but also increased his social circle, making his feel a more secure part of the Ormiston Meridian family.

Due to Jay's hard work and determination, alongside the support from our experienced and knowledgeable team, Jay went on to achieve the GCSEs he needed to pursue his dream of becoming a sports' coach, a career which he now enjoys immensely.