**The impact of robust EAL assessment and the implementation of effective EAL strategies on pupil’s learning in a Primary School**

Tracy’s visits to our Primary Academy this academic year have supported the development of both our EAL and SEN intervention work. She assessed several of our children who require interventions.

We have been able to focus particularly on our strategic approach to teaching and have begun to consider our approach to effective assessment of both the children and our implementation of the strategies themselves.

The pupil in KS2 came to the Academy just before Christmas. Her first language is Panjabi. She was reluctant to speak English. Her vocabulary and confidence grew quite quickly, but being a bright child, she needed more support to develop her cognitive/analytical skills. Tracy helped us to develop strategies focusing on differentiating between BICS (Basic Interpersonal Communicative Skills) and CALPS (Cognitive Academic Language Proficiency) attainment. The pupil found the work more challenging. She is progressing well in class and needs fewer intensive interventions.

The pupil in KS1 has attended the Academy for a couple of years. His first language is Polish. He has EAL needs, SEN needs, speech and language needs and some help with developing his fine motor skills.  Tracy helped us to find links between all the areas of concern and encouraged us to use visual and sensory resources to arouse his curiosity and develop his ability to learn and progress via these additional paths.

Another pupil in KS2 has attended the Academy for a few years. His first language is Lithuanian. His English language speaking proficiency is good, but he requires SEN support to develop under attainment in reading and writing skills. Tracy observed him closely and enabled us to consider interaction strategies, spatial awareness and engagement strategies to draw him into the learning environment more effectively.