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Ormiston Trust
Improving life chances

Guide for groups of learners (EAL/SEND)



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The Bell Foundation has an EAL Assessment Framework for EYFS, Primary and Secondary pupils, with additional resources. The Bell Foundation recommend the use of:

- Online resources, in particular, animated videos
- Model good practise
- Use glossary
- Dictionaries

For this guide, we have used the guidance and created resources to support EAL pupils with animated online videos, keywords (Glossary) and word mats.

The Education Endowment Foundation guidance report 'Special Educational Needs in Mainstream Schools' recommends using five specific approaches, 'Five-a-day' for SEND pupils, which could also be used for EAL pupils.

The infographic consists of five horizontal bars, each representing a teaching approach. Each bar has a colored background, a large number, a title, a descriptive text box, and an icon.

- 1 Explicit instruction** (Red bar): *Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.* Icon: Two heads facing each other with a dotted line between them.
- 2 Cognitive and metacognitive strategies** (Orange bar): *Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.* Icon: A head with a brain and a gear.
- 3 Scaffolding** (Yellow bar): *When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.* Icon: A head inside a grid.
- 4 Flexible grouping** (Green bar): *Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.* Icon: Four stylized human figures.
- 5 Using technology** (Blue bar): *Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.* Icon: A smartphone next to a head.


Source: https://d2tic4wo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf?v=1643188181

Curriculum and EAL

The curriculum for each focused area is designed for young people from Key Stage 1 to Key Stage 4.

The resources

Time	Teaching content	Support	Resources
40 min.	Plan a Yoga/Dance session in collaboration with the PE teacher to explore another aspect of health: physical activity. By the end of the session, children should be able to explain what they need to do to be healthy by drawing on prior learning. They should also be able to explain the role of energy and give examples of ways they can stay healthy. Cosmic Kid is an easy video for young pupils to follow.	Children can be provided with copies of Yoga cards or photos of people doing the shapes. For Year 1 pupils, the book 'Yoga Babies' by Fearne	Yoga cards can be useful. There are lots of websites or sets to introduce children to Yoga online. Some packs can be purchased

Time	Teaching content	Support	Resources
40 min.	In this session, the teaching will go deeper in reviewing/teaching how good physical activity, balanced and healthy diets, and looking after our emotional health have connections to how we feel every day physically and emotionally. The role of physical exercise and nutrition in mental health is explored in PSHE teaching from Year 3. However, less opportunity is given to analyse the nutritional value of foods or understand how we eat impacts how we feel. Again, the teacher should judge the best way to build on previous knowledge with the group of pupils.	Be mindful that some children may receive free school meals and not be able to have access to a variety of foods at home.	 <p>(Example of a digestive system showing how nutrients are giving energy)</p> <p>Feed Me</p>

Physical Education

Students learn about what it means to lead healthy, active lives while maintaining a healthy and balanced diet. 'You don't need to be an athlete to do some exercise. Little walks or short physical activities can work just as well!' [Anna Freud](#) trust - What young people have told us:

You can release any stress, anger or tension you have! Doing exercise is also refreshing and gives you time away from work, your phone or staying doing nothing all day. Being active can help your mind and body to feel better! 'Jogging is a great time for reflection. Weights are a good way to tire out your negative energy.' <https://www.annafreud.org/on-my-mind/self-care/physical-exercise/>

7	Students participate in a relay race where they can go from one bag to the next to pick up healthy food items/cards and build a balanced meal.
8	Students learn about what and when to eat before physical exercise. Meal size and food composition affect the rate of digestion, so it's best to avoid large meals that are high in fat, protein, and fibre shortly before exercising.
9	Teach your class about the importance of physical activity for optimal brain functioning: Nutrition is essential for supporting an athlete's general health and training needs. Having a suitable diet provides a person with enough energy and nutrients to meet the demands of training and exercise. In addition to helping a person perform optimally, it facilitates recovery.

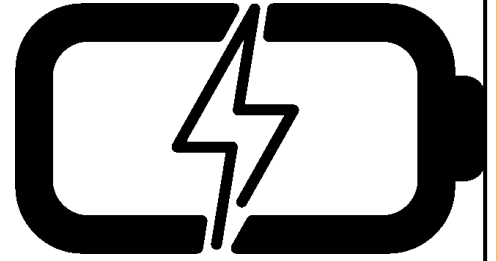
Word Mats - Poverty



Hunger



Food Poverty



Technology Poverty



Clothing poverty



Financial poverty



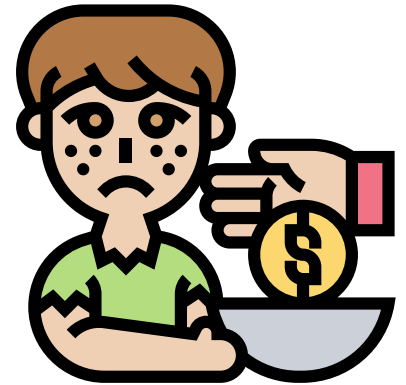
Food Poverty



Technology Poverty



Technology Poverty



Food Poverty



Technology Poverty



Food Poverty

Animated videos to help understand poverty:

Please note that this is not an extensive list of animated videos that could help young people understand poverty. If possible, encourage pupils to use keywords to find their animated videos.

Hunger	Sustainable goals	Global poverty	Financial Poverty
Food	Food banks	Access to technology	Food Poverty
Impact of poverty on young people	cost of heating	Clothing poverty	cost of living

Sustainable Development Goal No Poverty	https://www.youtube.com/watch?v=gmeuXD2qze0
This PowToon provides facts about poverty for school-aged children to be educated about global poverty.	https://www.youtube.com/watch?v=FTfoHPdQT3I
This animation explores the nature of poverty and its relationship to human well-being. Students identify the different dimensions of poverty and recognise that it is much more than a low income.	https://www.youtube.com/watch?v=tXpm7xDRWk4
Understanding Goal 1: No Poverty (Primary)	https://www.youtube.com/watch?v=TfOJ7HNo-qE
Understanding Goal 1: No Poverty (Secondary)	https://www.youtube.com/watch?v=A2O1HU6FMfk
Understanding Sustainable Development Goals	https://www.youtube.com/watch?v=UUsWUr6pDNo
Understand Goal 2: Zero Hunger (Primary)	https://www.youtube.com/watch?v=6K4Nz2wuwO8
Understand Goal 2: Zero Hunger (Secondary)	https://www.youtube.com/watch?v=jjE76M0a054

EAL Word Mats - Healthy and Wellbeing



Mental Health



Physial Health



Natural world



Sleep



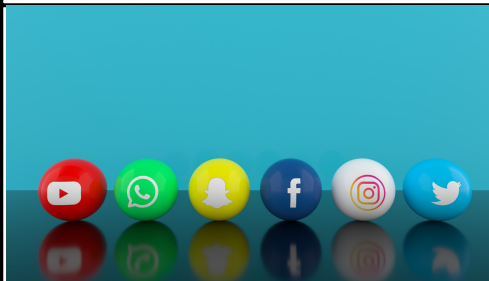
Relax



Exercise



Nutritional



Social Media



Self cre



Fruit



financial poverty



Food Poverty

Animated videos to help understand Health and well-being:

Please note that this is not an extensive list of animated videos that could help young people understand health and well-being. If possible, encourage pupils to use keywords to find their animated videos.

Mental Health	Physical Health		

We all have mental health Anna Frued	https://www.youtube.com/watch?v=DxIDKZHW3-E
Wellbeing for children: Healthy Habits	https://www.youtube.com/watch?v=dhpCdqOtuj0
Talking mental health Anna Freud - Talking Mental Health is an animation designed to help begin conversations about mental health in the classroom and beyond	https://www.youtube.com/watch?v=nCrjevx3-Js

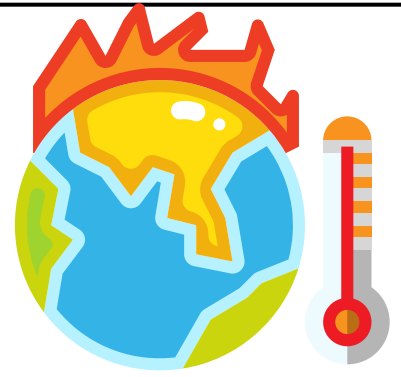
EAL Word Mats - Climate Change



Earth



Earth's atmosphere



Global warming



Greenhouse gas emission



Biodiversity



Conservation



Nature



Wildlife



Rain forest



Carbon dioxide



Water pollution

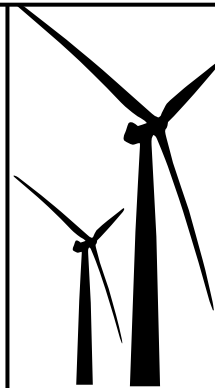
EAL Word Mats - Climate change



Air Pollution



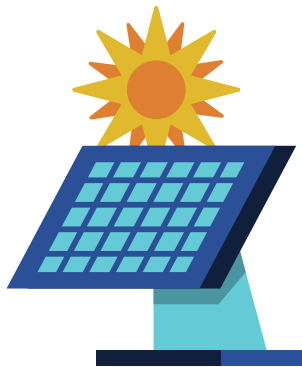
Fossil fuels



Wind



Soil Pollution



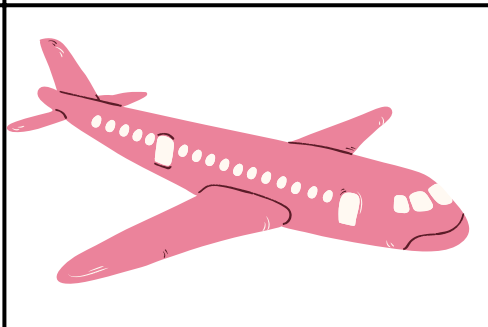
Solar



Walking



Coal



Travelling by plane



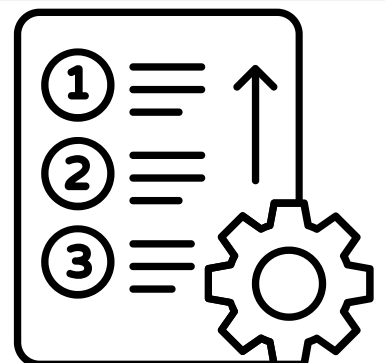
Vegetable patch



Travelling by bike



Preserving nature



Priority

Animated videos to help understand Climate Change

Please note that this is not an extensive list of animated videos that could help young people understand climate change. If possible, encourage pupils to use keywords to find their animated videos.

Earth	Earth's atmosphere	Global warming	Nature
Greenhouse emissions	Biodiversity	Conservation	Rainforest
Wildlife	Rainforest	Human activities	Warming climate
Erosions	Glaciers	Species	Soil Pollution
Plastic Pollution	Water Pollution	Nature's ecosystems	Hydropower

Climate Change - We are the PROBLEM & the SOLUTION	https://www.youtube.com/watch?v=-D_Np-3dVBQ
Friendly Guide to Climate Change - and what you can do to help	https://www.youtube.com/watch?v=3CM_KkDuzGQ
Climate Change Animation	https://www.youtube.com/watch?v=A77u3_Gal4I
Understand Goal 13: Climate Action (Secondary)	https://www.youtube.com/watch?v=6YqmEYlg4IY
SDG 13: CLIMATE ACTION	https://www.youtube.com/watch?v=TPGH-i29myA
UN Sustainable Development Goals (SDGs): What They Are & Why They're Important	https://www.youtube.com/watch?v=qAlolKgDPrA
The UN SDGs Explained	https://www.youtube.com/watch?v=6YSH2ch05Wk

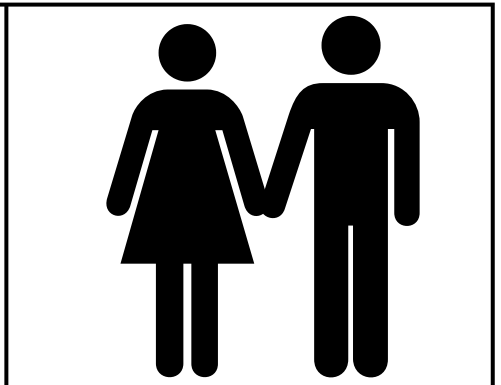
EAL Word Mats - Inclusion and Diversity



Diversity



Gender



Differences



Cultural



Religions



Diversity in nature



Cultural

Inclusion and Diversity -Key words and animated videos

Inclusion	Diversity	Cultural	Differences
Similarities	Human Rights	Gender	The Convention on the Rights of the Child
Social Inequality	Age Diversity	Religious Diversity	Racial Diversity
United Nations	Inclusion and Education	Equitable	Equal Access
Discrimination	Prejudice	Different	Same

What is diversity and inclusion, why is it important and what does it mean for Nutreco and for you?	https://www.youtube.com/watch?v=KMXo9NfewN8
Diversity	https://www.youtube.com/watch?v=hfO82z29hWg
EMBRACING DIVERSITY & INCLUSION : A Short Film	https://www.youtube.com/watch?v=QWTV8NbIltt0
FLOURISH - animated short film about diversity	https://www.youtube.com/watch?v=DPibnLgSNTY
Diversity Hire - Comedy Short Film	https://www.youtube.com/watch?v=CFH-Rf7HXso
DIFFERENT Award Winning Short Film by Tahneek Rahman	https://www.youtube.com/watch?v=yu24PZlBkoY

The passport

The #WeWill passports are based on key stages which can be used to support pupils with additional needs, for example.

ALL ABOUT ME

Use this page to tell us about yourself.

All about me page: Key Stage 2 passport



What is your favourite word.	
A contest you once won.	
What do you want people to remember about you?	

The passport provides ample opportunity for differentiation and you have the flexibility of using the resources across stages too.

Who inspires you?



Who inspires you Key Stage 2 passport.

A role model is a person whose behaviour, example or success has inspired you to make a difference, support a cause and change things. Use the space below to tell me about them:



Draw or attach a picture of your role model.

Who inspires you Key Stage 3 passport.

"People who save lives or help improve the lives of others are of today."

Write an article for a newspaper in which you argue your view about what makes...

Who inspires you Key Stage 4 passport.

This extends to setting targets and reviewing.

Three Stars and a Wish for your Youth Social Action Project.

Write about three things you can do, then write a wish about something new you would like to learn as part of the project.

I can...	
I can...	
I can...	

Key stage 2 setting targets

My Goals

Before starting the project, please set yourself the goals you would like to achieve at the next stage.

S SPECIFIC What do I want to happen?	
M MEASURABLE How will I know when I have achieved my goal?	
A ATTAINABLE Is the goal realistic and how will I accomplish it?	
R RELEVANT	

Key stage 3 setting targets

Self Review

Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time. - Thomas A. Edison, inventor

A Achieved Things I have achieved/ I am proud of	
L Lessons Learnt Important lessons I have learnt	
I Improve Things I can improve	

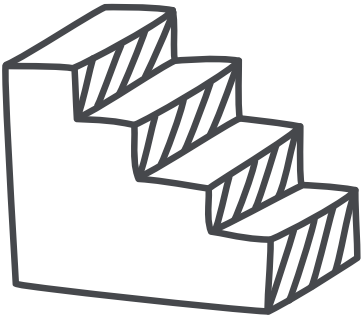
Key stage 4 setting targets and reviewing against the set targets

My Goals

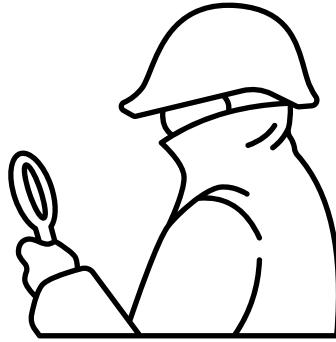
Before starting the project, please set yourself the goals you would like to achieve at the next stage.

S SPECIFIC What do I want to happen?	
M MEASURABLE How will I know when I have achieved my goal?	
A ATTAINABLE Is the goal realistic and how will I accomplish it?	
R RELEVANT	

Word Mats - Passport



Stages



Investigate (Explore)



Plan



Inspire



Act



Reflect



Role Model



Setting a target/ goal

YOU CAN
DO IT!

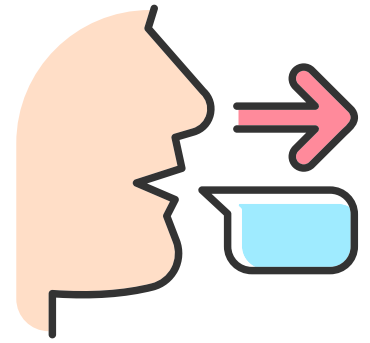
EAL Word Mats - Skills



Speaking



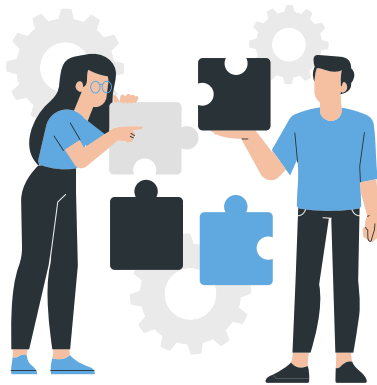
Listening



Verbal



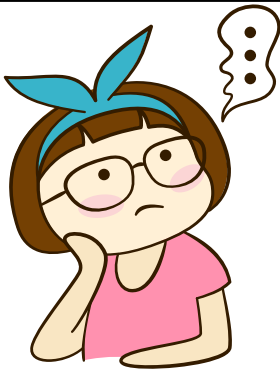
Non- Verbal



Problem- Solving



Team - Work



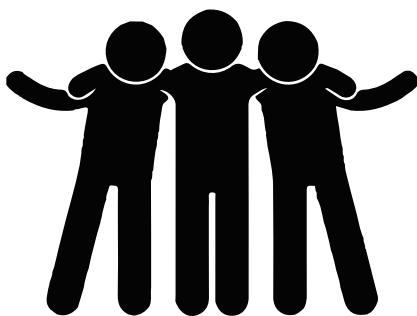
Reflection



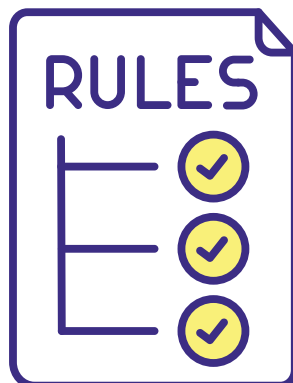
Leadership



Asking for help



Working together



Rules



Responsibility

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