

# **Classroom Observation Checklist – focussing on pupils with English as an additional language**

## **Planning**

- Teacher is aware of pupil details: languages spoken and written, country of origin, number of years in UK, literacy levels in L1 (first language)
- Ethnically and culturally inclusive learning contexts
- Identification of language demands and language development opportunities
- Identification of key questions which extend thinking and learning while taking into account the language needs of EAL pupils
- Identification of key resources:
  - translations of key vocabulary where pupils are in the earlier stages of learning English- this may have been done in advance by pupil or with parents' help in preparation for lesson
  - dual language dictionaries, subject-specific vocabulary
  - homework tasks include language scaffolds to support the tasks set; key vocabulary highlighted for translating.

## **Print environment**

- Classroom displays reflect the ethnic, cultural and linguistic background of the pupils
- Displays challenge bias, racism and stereotyping
- Reading areas, role play areas, reflect the school and wider community
- Reading materials reflect and value diversity – e.g. dual language books, books with positive role models, fiction and non-fiction from a wide variety of cultural backgrounds
- Learning prompts – curriculum and language prompts, e.g. semantic webs, scaffolds, key vocabulary for specific purposes, diagrams etc
- Access to dual language dictionaries and translations of subject-specific vocabulary for pupils with literacy skills in L1

## **Pupil Groupings**

- Pupils paired with pupils who provide good models of both written and spoken English
- Effective role of additional adults
- Evidence that pupils' language needs have been taken into account
- Pupils involved in group activities – tasks allocated to group members take into account English proficiency

## **Teaching**

- Text matched to pupils' needs (cultural, contextual, language needs)
- Use of guided talk to scaffold and extend language
- Guided writing takes into account pupils' language needs – key vocabulary explained, highlighted and translated where necessary
- Focus on key points for relative beginners

## **Independent work**

- Use of scaffolds, sentence starters, key vocabulary, translations
- Tasks differentiated/ scaffolded appropriately
- Children using first language confidently when engaged in tasks – drafting ideas, using dictionaries, writing in first language if English is limited
- Peer support