

EAL Accreditation by The Bell Foundation Outline of the Accreditation Process



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This document provides information on the EAL Accreditation by The Bell Foundation scheme to candidate schools, including:

- An overview of the accreditation scheme, its purposes and benefits to the school;
- Outline of the stages of the accreditation process;
- Outline of the assessment criteria.

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What is EAL Accreditation by The Bell Foundation?

EAL Accreditation by The Bell Foundation is an accreditation scheme for UK schools to demonstrate the quality of their EAL provision. It is run by [The Bell Foundation](https://www.bell-foundation.org.uk).

The scheme supports schools to evaluate, develop and improve their leadership and educational provision for multilingual learners who use English as an Additional Language (EAL). It has a specific specialist focus on improving the learning of multilingual learners who require English language support.

The purpose of the accreditation scheme is to support schools to improve their EAL provision across the whole school by developing, establishing and maintaining quality standards for the leadership and educational provision for multilingual learners who use EAL.

Why should your school undertake EAL Accreditation by The Bell Foundation?

The accreditation process aims to:

Raise the profile and quality of EAL provision across the whole school.

Guide school leaders and staff with responsibility for EAL to develop a clear vision and practical plan for further development of EAL provision.

Provide access to EAL experts to advise and guide schools through the process.

Promote opportunities for self-reflection on EAL provision and teaching and learning practices.

Support schools in adopting whole school, collaborative working practices to embedding effective provision for multilingual learners who use EAL.

Schools that successfully complete the accreditation process will receive the following kitemark for use on promotional materials and a certificate.



The kitemark can be used to:

Highlight the quality of the EAL provision the school offers.

Demonstrate to prospective and existing parents and learners, governing bodies and other relevant stakeholders that the school:

- Takes EAL provision seriously.
- Meets quality standards of EAL leadership and provision.
- Implements an inclusive curriculum which promotes effective language development alongside subject learning for multilingual learners.

Show prospective staff that the school has a proactive approach to professional development regarding EAL.

Signal to other schools in the region that EAL provision is exemplary and may be used as a model.

Given its specific streamlined focus on EAL and the fact that it functions entirely online, EAL Accreditation by The Bell Foundation offers an affordable and worthwhile proposition for schools to demonstrate the quality of their EAL provision.

Which schools should apply to be accredited?

Minimum eligibility criteria:

Before submitting an application to be accredited, schools should ensure they meet the following minimum eligibility criteria:

- ★ **Inclusive vision:** The school's inclusive vision is evident in the school culture, curriculum and processes.
- ★ **Funding:** School leaders make use of additional funding to support the achievement of disadvantaged learners using EAL.
- ★ **Leadership:** School leaders drive the school's inclusive vision by ensuring adequate resourcing and consistent practices.
- ★ **Data:** The school makes use of EAL data in its standard evaluation and accountability processes in order to inform decision making.
- ★ **Policies:** The school has a clear and relevant language(s)/ EAL policy which is understood and widely used.
- ★ **CPDL:** EAL is included in the school-wide programme for Continuing Professional Development and Learning, including initiatives aimed at senior and middle leaders.
- ★ **Admissions and induction procedures:** The school has a supportive admissions and induction process which ensures that families are well-informed, and that information gathered is used to inform decisions around the provision for multilingual learners.
- ★ **Assessment:** Initial and continuous assessment of multilingual learners is fair and is used to inform decisions around provision.

- ★ **Curriculum learning and language learning:** Language development is integrated into curriculum lessons.
- ★ **Appropriate support:** Staff are confident in how to adapt teaching in order to support multilingual learners.
- ★ **Achievement:** Multilingual learners make good progress in their social, academic and linguistic development.
- ★ **Parental and community engagement:** The school has strategies for developing meaningful relationships with families and the wider community in order to support multilingual learners and at the same time promote an asset-based view of multilingualism more broadly in the school.

How much does the accreditation cost?

Please refer to the website for the most up-to-date prices.

Overview of the accreditation process

EAL Accreditation by The Bell Foundation is developmental and rooted in both self-evaluation and external support and challenge.

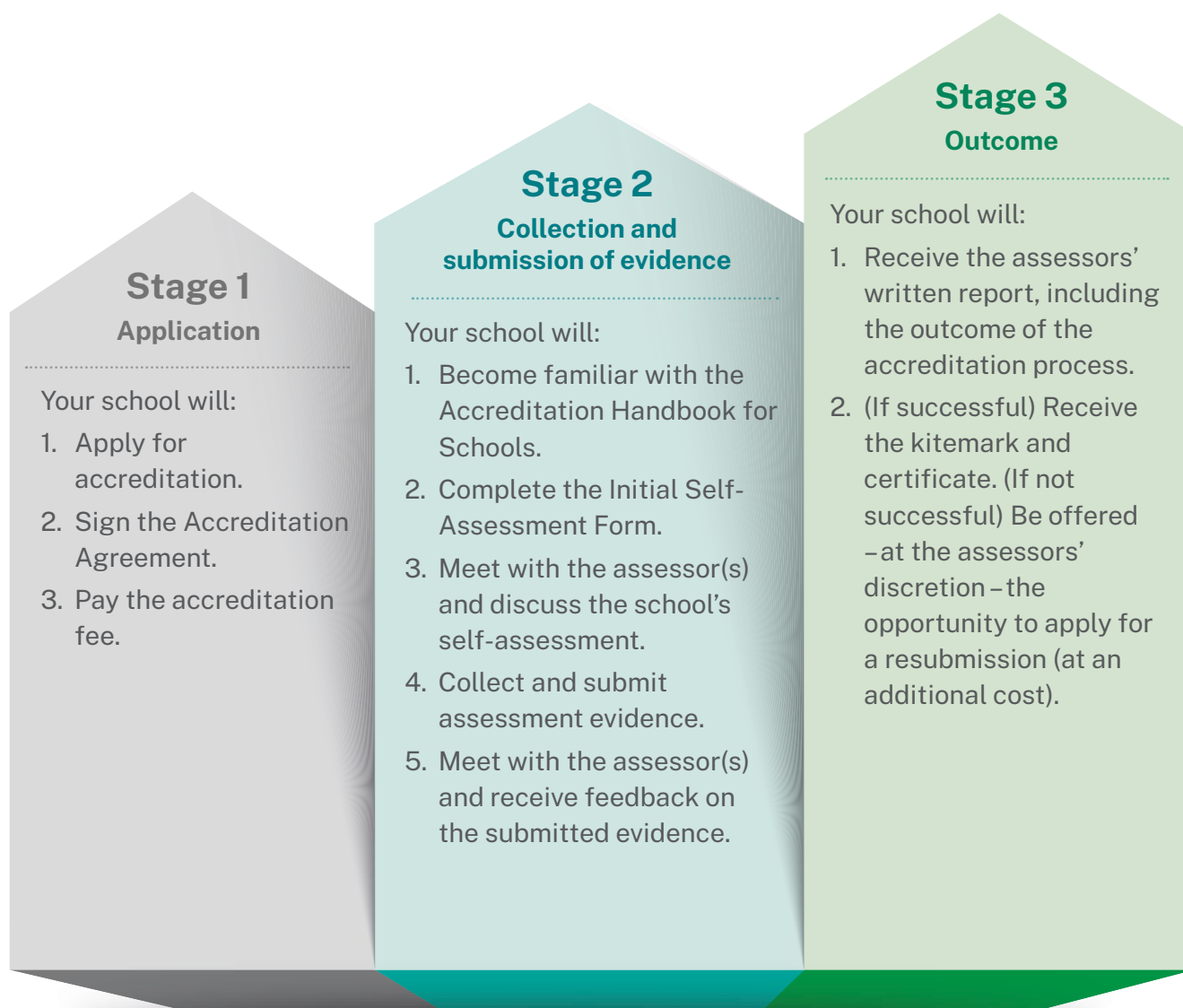
It is **developmental** in that it supports candidate schools to achieve their desired systemic change and impact for the benefit of learners who use EAL and the school community as a whole.

It is **rooted in self-assessment**, as candidate schools will actively contribute to the process through thorough and intentional assessment of and reflection on the current state of their EAL provision. The self-assessment will pose guiding questions to help direct reflection.

The accreditation process is entirely digital, conducted via electronic correspondence, online meetings and the submission of an electronic portfolio of evidence via a secure online learning platform. Our assessors will guide your school through the process and will be available for consultation throughout.

Accreditation will be granted once a school has successfully completed the full accreditation process and demonstrated that it meets the required criteria.

The accreditation process involves the following stages:



How long does the accreditation process take?

This depends on the starting point of your school. Individual timescales for the collection and submission of evidence will be agreed with each school in the self-assessment meeting at the beginning of Stage 2, based on the school's self-assessment.

However, the aim is to complete the accreditation process (from the signing of the Accreditation Agreement to receiving the outcome of the accreditation) within a six-month timeframe.

Who is involved in the accreditation process?

Assessors will guide your school through the process and will be available for consultation throughout. The assessors are experienced EAL professionals, employed and trained by The Bell Foundation.

Overview of accreditation assessment criteria

The assessment criteria are used in Stage 2 of the accreditation process for both the school's self-assessment of their EAL provision and the assessors' evaluation of the same, using the evidence submitted by the school.

The EAL Accreditation scheme includes eight dimensions of EAL provision:

- 1 Inclusive vision, values, attitudes and behaviours;
- 2 Inclusive governance and leadership for EAL;
- 3 Whole-school language(s) policy;
- 4 Continuing professional development and learning (CPDL) for EAL;
- 5 Admission and assessment of multilingual pupils;
- 6 Curriculum, teaching and support of multilingual pupils;
- 7 Learning and achievement of multilingual pupils;
- 8 Involvement of multilingual pupils' parents/carers.

For each of these dimensions, the scheme recognises four stages of development:

1. **Not yet started**
2. **Ready to start**
3. **Implementing**
4. **Exemplary/leading**

Detailed descriptors are provided for each stage of development in each of the eight dimensions. These descriptors identify specific characteristics, behaviours and practices to allow users to assess where the school is on its developmental journey. For example, for dimension 7 – Learning and achievement of multilingual pupils the descriptors are as follows:

	Not Yet Started	Ready to Start	Implementing	Exemplary/Leading
Overall	The school has no policies, systems and procedures in place to enable effective EAL provision.	The school is developing or has developed policies, systems and procedures to enable effective EAL provision.	The school has started enacting the policies, systems and procedures. This leads to effective practices and good results overall.	Implementation of policies, systems, procedures and practices is consistent and leads to exceptional performance across the whole school. The school is an outstanding model for other schools to learn from.
7. Learning and achievement of multilingual pupils	<p>Overall, multilingual pupils tend not to make sufficient progress in their social, academic and language development.</p> <p>Disadvantaged pupils using EAL are not progressing fast enough to catch up from their lower starting points.</p>	<p>Overall, multilingual pupils access the curriculum and make satisfactory progress with substantial support from the classroom teacher and/or EAL specialist.</p> <p>Disadvantaged pupils using EAL are progressing and starting to catch up from their lower starting points.</p>	<p>Multilingual pupils generally make good progress in their social, academic and language development.</p> <p>Disadvantaged pupils using EAL achieve well in comparison to other non-disadvantaged pupils nationally.</p> <p>They understand and deploy age-appropriate language and literacies of individual school subjects.</p>	<p>Multilingual pupils consistently make exceptional progress in their social, academic and language development³⁰.</p> <p>Disadvantaged pupils using EAL achieve very well in comparison to other non-disadvantaged pupils nationally.</p> <p>They use their existing language repertoires in class and when working independently to support their learning.</p> <p>They actively develop a multilingual identity and belonging as global citizens.</p>

Outcome of accreditation

To be awarded accreditation, your school will need to demonstrate that it is at the ‘Implementing’ stage of development (or above) in each of the eight dimensions.

N. B. We recognise that UK schools operate in very different contexts and that therefore not all criteria may be relevant in all cases. In such situations, and where the failure to meet all the descriptors has no significant negative impact on the overall quality of the school’s EAL provision, the assessors may use their judgement to recommend that the school be awarded accreditation nonetheless. However, this is fully at the assessors’ discretion and can only apply to a maximum of **one** dimension.

If your school meets the accreditation criteria, it will be accredited for the quality of its EAL provision for three years, during which time the school will be able to display a certificate of accreditation on the school premises and use the kitemark on the school website and promotional literature. Six months before the accreditation expires, The Bell Foundation will contact the school regarding renewal.

If the school does not meet the accreditation criteria, the assessors' report will recommend specific actions to meet the criteria and the school may –at the assessors' discretion– be given the option to submit further evidence. There will be an additional cost for resubmission.

Following resubmission, if it is decided that the areas for development identified in the initial accreditation report have been addressed, the school will be awarded accreditation. If it is decided that the school still does not meet the accreditation standards, accreditation will not be awarded. The school will need to wait 12 months before submitting a fresh application.

Next steps

We hope this document has answered all your questions about the accreditation process. However, if you still have any queries, please do not hesitate to contact us on info@bell-foundation.org.uk. A member of our team will reply to your email within five working days.

Once your school is ready to apply, please complete the application form on the **Accreditation** page on the website. Once we have received it, a member of our team will then be in touch by email to explain next steps and to share a formal Accreditation Agreement with you.