Education, Children and Families Committee

10am, Tuesday, 18 May 2021

Report regarding petition: Review Cuts to English as an Additional Language for Dalry Primary School

Executive/routine
Wards
Council Commitments

1.   Recommendations

1.1   The Education, Children and Families Committee is asked to:

1.1.1   note the ongoing work to develop a sustainable, equitable and capacity-building approach to provision for English as an Additional Language learners across all schools

1.1.2   note the ongoing work to support Dalry Primary School to adjust and engage with this approach

1.1.3   agree to the next steps proposed at section 5

1.1.4   agree that an update is presented in October 2021 to report on the evaluation of the initial phase of implementation of the Language and Literacy Collaboration at Dalry Primary School

1.1.5   agree that an update is presented in December 2021 to report on the recommendations and actions detailed in the Integrated Impact Assessment and the review of the criteria for allocating distribution of EAL Teacher support to all primary schools

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Report

Report regarding petition: Review Cuts to English as an Additional Language for Dalry Primary School

2. Executive Summary

2.1 The authority recognises a legal requirement to make provision for learners who have English as an Additional Language under the Education (Additional Support for Learning) (Scotland) Act (2004 and amended 2009). Other relevant legislation includes: the Equality Act (2010) and UNCRC.

2.2 The number of learners with English as an Additional Language in our schools has increased significantly over the past decade and this trend continues. In this context, the authority has developed a strategic, capacity-building approach to provision for these learners.

2.3 The current report provides an interim update on the implementation of the capacity-building approach and the implementation of the 'Language and Literacy Collaboration' in Dalry Primary school. An overview of the Language and Literacy Collaboration can be found in Appendix 1. The collaboration, due to start in August 2020 was delayed due to COVID-19 and will now start in the summer term 2021.

3. Background

3.1 Following a valid petition entitled ['Review cuts to English as an Additional Language for Dalry Primary School'](#) considered on 10 December 2019, Committee requested a report on the issues set out relating to the level of EAL support in Dalry and the completion of the Equalities Impact Assessment (Integrated Impact Assessment).

3.2 A report was presented to the Committee on 3rd March 2020: https://democracy.edinburgh.gov.uk/documents/s14757/7.5%20Review%20Changes%20to%20English%20as%20an%20Additional%20Language.pdf

3.3 The next steps agreed in March 2020 have been significantly impacted by COVID-19. Therefore, this report will be limited to describing relevant work that has been undertaken to date, recognising that further reports will be required.

3.4   It can be noted that, throughout the pandemic, the EAL Team (EAL Teachers and Bilingual Support Assistants) has worked with schools and other agencies, with a focus on supporting the most vulnerable, including supporting home-school-home communication and supporting remote learning by working with class and subject teachers and through development of adapted home learning grids (central resource).

4.   Main report

4.1   Integrated Impact Assessment (IIA) for the capacity-building model of provision (city-wide): a number of recommendations and actions detailed in the IIA have been carried out. A summary of progress can be found in Appendix 2.

4.2   The planned review of criteria for allocating distribution of EAL Teacher support to all primary schools has been postponed due to COVID. A short-life working group will be formed to consider this and will report back in December 2021.

4.3   Working with the restrictions imposed by COVID, the EAL Team has continued to support Dalry Primary School to transition to a capacity-building approach for meeting the needs of bilingual and minority ethnic learners. This has included an EAL specialist teacher continuing the collaborative work with two class teachers which started in January 2020.

4.4   EAL specialist teachers have supported the school with gathering information on new arrivals, to enable class teachers to support their transition into the school. They continue to work with the school to explore ways in which some aspects of this information-gathering can be incorporated into school processes, in line with the authority EAL advice and guidance.

4.5   In October 2020 and January 2021, EAL specialist teachers delivered training sessions for class teachers: one session with a focus on Writing; another based around professional reading and the Edinburgh guidance on supporting remote learning for EAL learners. The EAL Team has also delivered training for PSAs.

4.6   Additional 0.65FTE teacher funding has been in place since April 2020. This funding was intended to support the transition to a capacity-building model, including cover for class teachers to review and plan with EAL specialist teachers in Phase 1 of the Language and Literacy Collaboration. As the Language and Literacy Collaboration was postponed due to lockdown, the teacher employed with the additional funding has mainly delivered targeted support for learning more widely across the school, including teaching literacy interventions (Read Write Inc. and Fresh Start). In view of the delay to the start of the Language and Literacy Collaboration, the additional funding has been extended to October 2021. This will be reviewed in September 2021, when evaluation data from Phase 1a will be available.

4.7 Phase 1a of the Language and Literacy Collaboration will start in the summer term 2021, with Phase 1b running from August – October and Phase 1c from October-December 2021. In this way, each class teacher will have the opportunity to collaborate with an EAL specialist teacher for 8-10 weeks. Each individual collaboration will be evaluated, using three agreed measures which will be applied at the beginning and end: teacher self-evaluation, the Leuven scale of engagement and a pupil voice questionnaire/interview. The formats for these evaluations can be found in appendices 3-5. In addition, pupils' writing will be sampled and assessed using the Scottish Criterion Scale.

4.8 The work with individual class teachers during Phase 1 will underpinned by ongoing bespoke training for all teachers. Alongside the work on Learning and Teaching, EAL specialist teachers will continue to support information-gathering for new arrival EAL learners and other wider work identified in discussion with the school.

4.9 Following a Parent Council meeting in January 2021, the Parent Council sought clarification about EAL provision beyond March 2021 and this was provided. In response to a further letter from the Chair of Parent Council expressing continued concerns, Council officers met with representatives of the Parent Council in March to hear and respond to these concerns. At this meeting, the parent representatives requested further evidence of the effectiveness of the Language and Literacy Collaboration approach and this has since been provided, with the offer to answer any questions the parents may have. It was agreed to meet again in June 2021, towards the end of Phase 1a of the Language and Literacy Collaboration, and again in September 2021, prior to any decision about the continuation or otherwise of the additional 0.65FTE teacher funding.

5. Next Steps

General

5.1 Continue to carry out the recommendations and actions detailed in the Integrated Impact Assessment.

5.2 Convene a short-life working group to review the criteria for allocating distribution of EAL Teacher support to all primary schools.

Specific to Dalry Primary School

5.3 Implement and evaluate Phase 1 of the Language and Literacy Collaboration at Dalry Primary School.

6.   Financial Impact

6.1   There is no additional funding required. The cost of this approach is met within existing budgets.

7.   Stakeholder/Community Impact

General

7.1   Consultation and engagement regarding the Language and Literacy Collaboration have taken place with Head Teachers/ASL Team Leaders, teachers and pupils. Further consultation will be undertaken with any schools which engage in the Language and Literacy collaboration from January 2022, and this will include parents.

Specific to Dalry Primary School

7.2   We will continue to engage with the Dalry Primary School Parent Council as the phases of the Language and Literacy Collaboration are delivered in this school.

8.   Background reading/external references

8.1   https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/pages/3/

8.2   http://www.legislation.gov.uk/ukpga/2010/15/contents

8.3   https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf

9.   Appendices

9.1   Appendix 1   Overview of Language and Literacy Collaboration

9.2   Appendix 2   Progress on recommendations and actions in the Integrated Impact Assessment

9.3   Appendix 3   Teacher self-evaluation format

9.4   Appendix 4   Leuven Scale of Engagement format

9.5   Appendix 5   Pupil Voice format

Appendix 1: Overview of three phases of the Language and Literacy Collaboration

	Phase 1	Phase 2	Phase 3
Focus	• Learning and Teaching: developing key skills and confidence through coaching and team-teaching with 4 self-selected teachers • Begin whole-school development	• Learning and Teaching: continue to embed practice and share practice within school (Phase 1 teachers work with Phase 2 teachers, supported by EAL teacher) • Continue whole-school development	• Learning and Teaching: continue to embed practice • Continue whole-school development through school improvement planning
EAL Specialist teacher provision	2 EAL Teachers, 2 days per week (4 days total per week)	1 EAL Teacher, 1 day per week	1 EAL Teacher, up to a day/month Advice, strategic input, development and training

Learning and Teaching Aims
• Class teachers identify the language demands of a curricular area and plan to support this language while teaching the content
• Class teachers transfer this skill to other areas of the curriculum (Literacy across Learning)
• Class teachers demonstrate increasing skill and confidence in supporting EAL learners' access to the curriculum and language development at all stages of English language acquisition

Whole-school development (examples):
• Identifying and moderating stages of English
• Developing/embedding enhanced enrolment system to support transition at any age/stage
• Working with parents / involving parents in their children's education
• Developing a culturally inclusive curriculum and opportunities to use home languages in school
• Equalities (in particular, Race Equality policy and practice)
• Developing an EAL induction programme for new staff

Appendix 2: Integrated Impact Assessment for capacity-building model of EAL provision – progress update April 2021

Section 12: Recommendations
Note that progress on actions has been impacted by COVID.

Area	Action	Progress
Communication	• During Language and Literacy Collaborations, continue to seek pupil views on types of support. This may include: simple questionnaires; pupil focus groups with appropriate support for pupils; Pupil Council. • Translation of parent leaflet into main community languages. May also include: parent focus groups in schools taking part in Language and Literacy Collaborations; information sharing with Parent Councils. • Continue to seek views of pupils and parents accessing targeted provisions. • Ensure all of the above are supported for those who require support for communication.	Collaborations delivered since August 2017 - have included pupils views. Translation in progress. Information on previous L&LCs has been shared with Dalry Parent Council. Formats to seek pupil and parent views of targeted supports developed. Ongoing
English as an Additional Language (EAL) Capacity Building Model, including: EAL Framework for Inclusive Practice, Language and Literacy Collaborations, training and advisory support.	• Extend Language and Literacy Collaborations to primary schools with high numbers of EAL learners. Continue to evaluate impact. • Pilot Language and Literacy Collaboration in one secondary school and evaluate. • Continue to offer weekly or advisory* support to schools which are not yet participating in the Language and Literacy Collaborations, using the EAL Framework for Inclusive Practice. * level of support based on number of EAL learners. • Continue to deliver whole-school and Directory training.	Dalry is the 10th primary school to engage in the Language and Literacy Collaboration. Further roll-out paused due to COVID. New schools will be identified to start in January 2022. Phase 1 delivered and evaluated - Gracemount HS Aug.-Dec. 2019. Continued up to March 2020. Remote support during school closures – guidance, training etc. Working in 2-week blocks Aug – Dec. 2020 and current. Continued up to March 2020. All training developed so that it can be delivered online - includes new CECiL modules and webinars.
Targeted support for vulnerable groups: Gypsy Roma Travellers, refugees and asylum seekers	• Continue to deliver targeted supports and to seek views of learners and parents on this provision	Targeted supports continued to be delivered in school to March 2020. Mainly delivered online since March 2020, with some face-to-face support for most vulnerable learners.

Support for EAL learners who have other additional support needs at Pathways 2-4	• Continue to develop joint working to ensure that these learners are appropriately supported, in particular taking into account linguistic and cultural factors.	The EAL Team has continued to work with Support for Learning teachers and other ASL Teams to support EAL learners with other additional support needs.
Equality and Quality Assurance	• Ensure the model is supported by a robust Equality strategy with particular reference to the protected characteristic of Race • Ensure the model is supported by robust Quality Assurance • Ensure the model is supported by effective use of the Interpretation and Translation Service • Invite external evaluation of the model by an independent, recognised body	Communities and Families has developed a robust Equality, Diversity and Inclusion Action Plan, with a current focus on Race Equality. EAL will be included in Inclusive Practice Reviews, especially in schools with high numbers of EAL learners. It will also be considered in other self-evaluation and quality assurance processes. Revised guidance on effective communication with parents whose first language is not English shared August 2020. This will be progressed in session 2021-22.
In relation to the above:	• Review communication and engagement with parents, so that they are informed and consulted on the rationale and implications. • Continue to seek views of EAL learners on their experience. • Continue to engage with Head Teachers and ASL Team Leaders. • Continue communication and consultation with EAL staff as part of this process as recommended through the ASL Project Board. • Consult with wider stakeholders on the model to inform next steps (e.g. MCFB, Family Learning, Refugee and Migration Support Team, ELREC) • Continue to develop capacity of the EAL Team to deliver this model, through high quality professional development and recruitment of appropriately experienced and qualified staff.	Planned for session 2021-22. Pupil Voice is a measure in the Language and Literacy Collaborations. We have developed formats for seeking pupil views on targeted interventions. We will identify further opportunities and ways to seek pupil views. Further communication planned for session 2021-22. Ongoing Impacted due to COVID. This will be planned for session 2021-22. This will be a focus in session 2021-22 and 2022-23.

	• Develop links between the Edinburgh Learns Teaching and Learning Team, Literacy Officers to ensure models support and complement each other	In early stages. This will be continued in session 2021-22.
	• Continue to link with other Local Authority Officers for EAL across Scotland	Ongoing, through SEALCC (Scottish EAL Co-ordinating Council).
	• Continue to link with expert EAL colleagues in higher education	Ongoing.
	• Review generic translated material to support good home-school-home communication; develop practical guidance for schools on effective use of interpreters; review ITS procedure	Revised guidance on effective communication shared August 2020; EAL-specific input as part of HT Briefing on Communication March 2021.

Section 13: Specific actions as a result of this IIA

Action	Progress
Develop risk register to help mitigate risk in relation to transition to new model.	To be progressed from August 2021
Further communication and consultation with EAL staff as part of this process as recommended through the ASL Project Board.	A key focus has been on re-aligning support to the COVID situation and supporting immediate needs. In recent teacher meetings we have re-focused on self-evaluation and progress with a capacity-building model and this will be ongoing.
Strengthen consultation with pupils by seeking their views on their learning experiences.	Pupil Voice is a measure in the Language and Literacy Collaborations. We have developed formats for seeking pupil views on targeted interventions. We will identify further opportunities and ways to seek pupil views.
Effective regular communication with schools on the plans, timescales and impact of these changes.	Not appropriate due to COVID pandemic. Appropriate times and formats from April 2021 onwards to be agreed with Senior Managers.
Communicate and consult with parents/carers on the plans and timescales of these changes.	Not possible or appropriate due to COVID pandemic. To be planned for session 2021-22.
Consult with wider stakeholders on the plans to inform next steps.	Not possible or appropriate due to COVID pandemic. Consultation to be planned during summer term 2021, to take place during autumn 2021.

Appendix 3: Teacher Self-evaluation format

Teaching Developing Bilingual Learners (Start and End of collaboration work)						
Class teacher:		**Dates:**				
HGIOS QIs	**Learning, Teaching and Assessment**	**Rank** *Strongly disagree*		*Strongly agree*		**Examples of supportive practice**
2.2 2.3	1. I identify the language demands across all curricular areas.	1 2	3	4 5		
2.3 2.4	2, I plan and teach language while teaching curriculum content.	1 2	3	4 5		Use examples a-g below to help you assign an overall ranking
	a) I support children's understanding in a variety of ways	1 2	3	4 5		
	b) I plan for regular talking opportunities and to structure these to support bilingual learners.	1 2	3	4 5		
	c) I plan opportunities which focus on support to understand texts across the curriculum.	1 2	3	4 5		
	d) I plan opportunities which focus on preparatory activities before writing tasks (across the curriculum).	1 2	3	4 5		
	e) I ensure that the curriculum engages with bilingual learners' interests, previous experiences, cultural/religious diversity & ambitions for the future.	1 2	3	4 5		
	f) I ensure that bilingual learners have opportunities to work with peers and adults who provide a good model of English, according to their academic potential rather than their current stage of English.	1 2	3	4 5		

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	g) I understand the importance of bilingual children using and developing their home language and build this into learning and teaching.	1	2	3	4	5	
2.3 2.4, 3.1, 3.2	3. I identify the Stages of English of bilingual learners in my class and use this to inform planning.	1	2	3	4	5	
2.3, 2.4, 3.1, 3.2	4. I provide access to the curriculum and appropriate cognitive challenge for bilingual learners at different stages of language acquisition.	1	2	3	4	5	
2.2, 2.3, 2.4	5. I know how best to support bilingual learners when administering and interpreting the results from standardised assessments.	1	2	3	4	5	
2.2, 2.3, 2.4, 3.1, 3.2	I am confident in identifying and meeting the needs of bilingual pupils at Pathway 2 and 3.	1	2	3	4	5	

Notes/Comments/Questions:

Areas for development (Max 3)	Refer to 'Links to GTCS Standard for Full Registration' or 'Standard for Career-Long Professional Learning' documents, as appropriate

Appendix 4: Leuvens Scale for Levels of involvement

The Leuven Scale for Involvement

Level	Well-being	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. They child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

Example

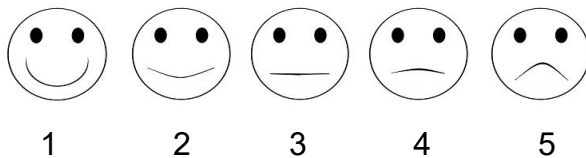| Time	Activity	Support for understanding & engagement	Leuvens involvement score	Suggested supports to try to increase engagement
9.00	Teacher talking/ whole class listening	Pictures on whiteboard	2 Pupil loses focus and distracting others	Turn & talk, modelled talking, speaking prompts, L1 support
9.20	Independent writing	Teacher works with pupil in a group	3 pupil needs refocussing sometimes	Paired writing with a supportive peer, substitution table, cloze
9.45	Teacher plenary	Pupils share examples	2 Pupil not engaged when peers talking	Sentence starts to share work, active listening task

Learner 1 _____

Time	Activity	Support for understanding & engagement	Leuvens involvement score	Suggested supports to try to increase engagement

Writing – Pupil Response

Name: _____   **Date:** _____

1   2   3   4   5

1. Strongly agree   2. Agree   3. Neither agree or disagree   4. Disagree   5. Strongly disagree

1. Do you like writing? (from scale)	
2. Are you good at writing? (from scale)	
3. What do you do when you get stuck?	

Do any of these strategies make writing easier? (✓)

Strategy name	Visual	yes 🙂	unsure 😐	no 🙁	don't know ???

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