

# Education, Children and Families Committee

10am, Tuesday, 1 March 2022

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

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 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 2022 to report on the overall evaluation of the implementation of Phases 1 and 2 of the Language and Literacy Collaboration at Dalry Primary School
  - 1.1.5 agree that an update is presented in December 2022 to report on the recommendations and actions detailed in the Integrated Impact Assessment

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# Report

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

### 2. Executive Summary

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- 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 a second 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 3. The collaboration, due to start in August 2020 was delayed due to COVID-19 and started in April 2021.

### 3. Background

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- 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 were significantly impacted by COVID-19. A further report was presented on 18<sup>th</sup> May 2021:  
<https://democracy.edinburgh.gov.uk/documents/s33915/7.1%20Report%20Regarding%20Petition%20-%20Review%20Cuts%20to%20English%20as%20an%20Additional%20Language%20for%20Dalry%20Primary%20S.pdf>

## 4. Main report

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- 4.1 Integrated Impact Assessment (IIA) for the capacity-building model of provision (city-wide): whilst progress continues to be impacted by COVID, further recommendations and actions detailed in the IIA have been carried out. A summary of progress can be found in Appendix 1.
- 4.2 This capacity-building model is supported by high quality professional learning opportunities. A summary of training delivered to school and Early Years practitioners in session 2020-21 and session 2021-22 (to December 2021) can be found in Appendix 2.
- 4.3 Consideration has been given to a review of allocation of EAL Teacher support (currently based on the number of EAL learners) and whether allocation should take into account other factors such as the stage of English, mobility of the school population or the number of home languages spoken.
- 4.4 In a capacity-building model, the focus of EAL specialist teacher support is on
  - 4.4.1 supporting the development of class teachers' knowledge and expertise in using language-focused pedagogy in multilingual classrooms
  - 4.4.2 the development of inclusive whole school policies and practice for bilingual and minority ethnic learners.
- 4.5 There is a shift in emphasis from the amount of time the specialist teacher spends in the school to how their expertise is used to maximise impact on EAL learners' experiences and outcomes throughout the school week. In terms of learning and teaching, there is a shift from a reliance on routine targeted support to whole-class language-focused teaching, with selective use of targeted support for small numbers of learners.
- 4.6 As can be seen from the outcomes to date in the Language and Literacy Collaboration, including at Dalry PS (see 4.8 below and Appendix 4), this model strengthens learning and teaching, supports learners at all stages of English language acquisition, increases learner engagement and increases attainment for bilingual learners. Data also shows that it is supportive of English first language learners, especially those who have language- and literacy-related difficulties.
- 4.7 The planned whole-school Language and Literacy Collaboration started at Dalry Primary School in April 2021. (See Appendix 3 for a generic overview of the Language and Literacy Collaboration.) Phase 1a ran from April-June 2021; Phase 1b from September – November 2021 and Phase 1c is in progress from January – March 2022. In this way, each class teacher has the opportunity to collaborate with an EAL specialist teacher for 8-10 weeks. Due to class teacher absence, two teachers (one from Phase 1a and one from Phase 1b) will undertake the collaboration during Phase 2.

<b>April – June 2021</b>	<b>Sep – Nov 2021</b>	<b>Jan 2022 - current</b>	<b>April – June 2022</b>
Phase 1a (4/3 teachers)	Phase 1b (4/3 teachers)	Phase 1c (4 teachers)	Phase 2 (2 teachers from Phase 1a & b)

- 4.8 Each individual collaboration is evaluated, using agreed measures which are applied at the beginning and end: teacher self-evaluation, the Leuven scale of engagement and a pupil voice questionnaire / interview. In addition, pupils' writing is sampled and assessed using the Scottish Criterion Scale. From Phase 1b, parent voice has been added.
- 4.9 The data on all measures from Phase 1a and 1b have been positive. The strategies and approaches used have supported EAL learners at all stages of English language acquisition in multilingual classrooms. Further detail can be found in Appendix 4. An overall evaluation of Phase 1 will be carried out after Phase 1c.
- 4.10 The work with individual class teachers during Phase 1 has been underpinned by ongoing bespoke training for all teachers, with class teachers contributing to the most recent training (January 2021).
- 4.11 Alongside the work on Learning and Teaching, EAL specialist teachers have continued to work with school Senior Leadership Team and the school office to support a streamlined process for information-gathering for new arrival EAL learners. A second strand of wider work has focused on assessment and identification of needs for EAL learners who have other additional support needs.
- 4.12 The additional 0.65FTE teacher funding in place since April 2020 was extended (from March 2021) to December 2021, in view of the delayed start to the collaboration.
- 4.13 From the end of April to June (Phase 2), EAL teacher staffing will be 2 days per week. In August 2022, EAL teacher provision will continue at 2 days per week, to be reviewed on an annual basis. The emphasis will be on strategic support to sustain and further develop practice.
- 4.14 Council officers have continued to meet regularly with a subgroup of the Parent Council (meetings in June 2021; September 2021; January 2022 - postponed from December 2021) to share data from each stage of the Language and Literacy Collaboration and to answer any questions. A further meeting is scheduled for the end of March 2022 to review the data from Phase 1c.

## **5. Next Steps**

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### **General**

- 5.1 Continue to carry out the recommendations and actions detailed in the Integrated Impact Assessment for a capacity-building model of provision.

## **Specific to Dalry Primary School**

- 5.2 Implement and evaluate Phase 1c of the Language and Literacy Collaboration at Dalry Primary School; undertake overall evaluation of Phase 1; implement Phase 2 from April – June 2022.

## **6. Financial Impact**

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

## **7. Stakeholder/Community Impact**

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### **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**

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

## **9. Appendices**

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- 9.1 Appendix 1 Progress on recommendations and actions in the Integrated Impact Assessment
- 9.2 Appendix 2 Summary of English as an Additional Language training 2020-21 and 2021-22 (to date)
- 9.3 Appendix 3 Overview of Language and Literacy Collaboration
- 9.4 Appendix 4 Language and Literacy Collaboration, Dalry Primary School, interim summary April - December 2021

## Appendix 1: Integrated Impact Assessment for capacity-building model of EAL provision – progress update January 2022

### Section 12: Recommendations

*Note that progress on actions has continued to be impacted by COVID.*

Area	Action	Progress
<b>Communication</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Continue to seek views of pupils and parents accessing targeted provisions.</li> <li>• Ensure all of the above are supported for those who require support for communication.</li> </ul>	<p>Collaborations delivered since August 2017 - have included pupils views.</p> <p>Information on previous Language and Literacy Collaborations has been shared with Dalry Parent Council. Regular meetings with Dalry parent EAL subgroup. Formats to seek pupil and parent views of targeted supports developed. Ongoing</p>
<b>English as an Additional Language (EAL) Capacity Building Model, including: EAL Framework for Inclusive Practice, Language and Literacy Collaborations, training and advisory support.</b>	<ul style="list-style-type: none"> <li>• Extend Language and Literacy Collaborations to primary schools with high numbers of EAL learners. Continue to evaluate impact.</li> <li>• Pilot Language and Literacy Collaboration in one secondary school and evaluate.</li> <li>• 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.</li> <li>• Continue to deliver whole-school and Directory training.</li> </ul>	<p>Dalry is the 10<sup>th</sup> primary school to engage in the Language and Literacy Collaboration. Roll-out paused due to COVID. JAN. 2022: discussion and planning with schools for session 2022-23. 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. All training developed so that it can be delivered online - includes new e-learning modules and webinars. See training summary 2020-21 and 2021-22 (to date).</p>
<b>Targeted support for vulnerable groups: Gypsy Roma Travellers, refugees and asylum seekers</b>	<ul style="list-style-type: none"> <li>• Continue to deliver targeted supports and to seek views of learners and parents on this provision</li> </ul>	<p>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.</p>

<p><b>Support for EAL learners who have other additional support needs at Pathways 2-4</b></p>	<ul style="list-style-type: none"> <li>• Continue to develop joint working to ensure that these learners are appropriately supported, in particular taking into account linguistic and cultural factors.</li> </ul>	<p>The EAL Team has continued to work with Support for Learning teachers, other ASL Teams and Special Schools to support EAL learners with other additional support needs.</p>
<p><b>Equality and Quality Assurance</b></p>	<ul style="list-style-type: none"> <li>• Ensure the model is supported by a robust Equality strategy with particular reference to the protected characteristic of Race</li> <li>• Ensure the model is supported by robust Quality Assurance</li> <li>• Ensure the model is supported by effective use of the Interpretation and Translation Service</li> <li>• Invite external evaluation of the model by an independent, recognised body</li> </ul>	<p>Schools and Lifelong Learning have 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. To be progressed from February 2022.</p>
<p><b>In relation to the above:</b></p>	<ul style="list-style-type: none"> <li>• Review communication and engagement with parents, so that they are informed and consulted on the rationale and implications.</li> <li>• Continue to seek views of EAL learners on their experience.</li> <li>• Continue to engage with Head Teachers and ASL Team Leaders.</li> <li>• Continue communication and consultation with EAL staff as part of this process as recommended through the ASL Project Board.</li> <li>• Consult with wider stakeholders on the model to inform next steps (e.g. MCFB, Family Learning, Refugee and Migration Support Team, ELREC)</li> <li>• 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.</li> </ul>	<p>In progress.</p> <p>Pupil Voice is a measure in the Language and Literacy Collaborations. We have developed formats for seeking pupil views on targeted interventions.</p> <p>To be progressed from February 2022.</p> <p>Ongoing</p> <p>To be progressed May/June 2022.</p> <p>DHT EAL and Service Leaders EAL have continued to support professional development of the team; professional learning opportunities and information from Scottish and UK-wide EAL organisations and networks shared; Edinburgh colleagues have contributed to</p>

	<ul style="list-style-type: none"> <li>• Develop links between the Edinburgh Learns Teaching and Learning Team, Literacy Officers to ensure models support and complement each other</li> <li>• Continue to link with other Local Authority Officers for EAL across Scotland</li> <li>• Continue to link with expert EAL colleagues in higher education</li> <li>• Review generic translated material to support good home-school-home communication; develop practical guidance for schools on effective use of interpreters; review ITS procedure</li> </ul>	<p>conferences in other local authorities, e.g. Wales Nov. 2021 Representation on Learning, Teaching &amp; Assessment group; Literacy subgroup; Writing Strategy group</p> <p>Ongoing, through SEALCC (Scottish EAL Co-ordinating Council).</p> <p>Ongoing. One of our EAL Teachers lectures at Moray House in Initial Teacher Education.</p> <p>Revised guidance on effective communication shared August 2020; EAL-specific input as part of HT Briefing on Communication March 2021.</p>
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### 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 March 2022.
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. We have continued regular communication and consultation with staff through whole team, sector and 1-1 meetings.
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.	This has not been appropriate due to continued pressures on schools. Appropriate times and formats from March 2022 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 continued pressures on schools and the Service. Consultation to be planned by end April and undertaken in May/June 2022.
Consult with wider stakeholders on the plans to inform next steps.	Not possible or appropriate due to continued pressures on stakeholders and the Service. Consultation to be planned during summer term 2022, to take place during autumn 2022.



## Appendix 2 Summary of EAL (English as an Additional Language) Training 2020-21 and 2021-22

### 2020-21 (full session)

#### SCHOOL-BASED / BESPOKE TRAINING

Title of course	No. of schools	No. of participants	Evaluation
Intro. to supporting bilingual and minority ethnic learners / Understanding the Stages of English Language Acquisition / Supporting bilingual learners (bespoke) / Developing a Culturally Inclusive Curriculum	5	57 teachers	83% (average) of delegates found the training very useful or useful. <i>'Lots of practical examples to apply and try in class.'</i> <i>'Helpful to have the moderation examples included and the stages of acquisition clarified'</i> <i>'It helps to focus our minds on how we can better celebrate the different cultures and languages we all have in our classrooms...'</i>
Supporting Bilingual Learners in Primary & Secondary School (bespoke)	Closing the Gap teachers	33 teachers	100% of delegates rated training as very useful or useful. <i>'Tasks were well set to allow use of previously spoken about techniques'</i> <i>'A very informative and well paced session, with great explanations of each stages of learning.'</i>
Supporting Bilingual Learners in Primary School - PSAs	4	24 PSAs	90% of delegates found the training very useful or useful.  <i>'The video clips and slides were useful'</i>
Supporting EAL and minority ethnic learners in Enhanced Support Bases & Wellbeing Hubs	ESB and WBH teachers	11 staff	<i>'Made me think of some things in a different way.'</i> <i>'Once I have young people in the hub, I will ensure that with my EAL learners I am considering all aspects of (their) lives and incorporating this into their work.'</i>

#### DIRECTORY TRAINING

Title of course	No. of participants	Evaluation
Using ICT to support EAL learners in Primary and Secondary / Working with developing bilingual learners in primary and secondary / working with refugee and asylum seeker children and families / Developing Literacy Skills through Collaborative Learning / Supporting Bilingual Learners in the Early Years - TeachMeets	45 teachers 5 PSAs 29 EY practitioners	77% (average) of delegates found the training very useful or useful. <i>'Clear information, excellent references to resources to help children/young people'</i> <i>'Introduction of realistic ideas, straightforward ways of changing and adjusting lessons to reach more of EAL learners more effectively.'</i> <i>'The focus upon the Early Years context was very helpful, as was the opportunity to discuss what practices people had already used in a variety of settings with Early Years colleagues.'</i>

**Total staff trained: 140 teachers; 35 PSAs; 29 EY practitioners**

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#### SCHOOL-BASED / BESPOKE TRAINING

Title of course	No. of schools	No. of participants	Evaluation
Understanding the Stages of English Language Acquisition / Strategies for Supporting bilingual learners / Using the Writing Cycle to support bilingual learners	8	73 teachers	90% (average) of delegates found the training useful or very useful. <i>'Excellent session filled with plenty of useful information and strategies to help improve my confidence in delivering, assessing, and supporting EAL students'</i>  <i>'The practical nature of the course was helpful, especially the links to writing strategies and templates'; 'Practical, easy to understand and relevant for daily support of our pupils'.</i>
Supporting Bilingual Learners in Primary School - PSAs	4	30 PSAs	90% of delegates found the training very useful or useful. <i>'Simple and practical tips and resources'</i> <i>'Useful information which can be used with learners we are working with'.</i>

#### DIRECTORY TRAINING

Title of course	No. of participants	Evaluation
Working with developing bilingual learners in primary and secondary / Working with refugee and asylum seekers children and families / Supporting Bilingual Learners in the Early Years - TeachMeets	28 teachers 2 PSAs 70 EY practitioners	98% of delegates found the training very useful or useful. <i>'Good resources and examples and links; clearly done and with pre reading to help'.</i> <i>'Relaxed and informed manner. Relevant and current information; Informative and engaging'.</i> <i>'The sharing from teachers was great'</i> <i>'I can use things instantly in the classroom now'</i>

**Total staff trained: 101 teachers; 32 PSAs; 70 EY practitioners**

## Appendix 3: Overview of three phases of the Language and Literacy Collaboration

### Outcomes (Learning and Teaching)

- Bilingual pupils are supported through inclusive, language-focused teaching to develop their English alongside the mainstream curriculum and are actively encouraged to draw on their linguistic skills and heritage/cultural backgrounds.
- Class teachers can identify the language demands of a curricular area and plan to support this language while teaching the content
- Class teachers can transfer this skill to other areas of the curriculum (Literacy across Learning)
- Class teachers feel increasingly confident and skilled in supporting EAL learners' access to the curriculum and language development at all stages of English language acquisition
- Bilingual parent/carers have a good understanding of, and can participate in, their child's learning

### Whole-school development

Alongside the learning and teaching focus, EAL teachers and SLT will identify up to 3 key strategic areas to work on and develop for the school. These areas will be linked to the school's own priorities. Some examples are:

- developing/embedding effective systems to support transitions, e.g. for new bilingual pupils to school
- working with parents / involving parents in their children's education
- developing an EAL induction for new school staff
- Working with SFL staff to identify support needs for bilingual learners with other ASNs

### FORMAT

To respond to different school contexts and needs we have developed two different formats:

**Whole-school:** develops the expertise of all teaching staff trained over 5-6 terms (approx. 2 school sessions)

**'Expert Teachers':** Develops the expertise of 4 teachers over 2-3 terms (approx. 1 school session)

In both formats, in Phase 1 of the collaboration, 2 EAL Teachers work with class teachers 2 days per week each (total 4 EAL teacher days/week) for approx. 10 week block. Each EAL Teacher works with 2 class teachers, for 2 teaching sessions per week each.

Before each teacher – EAL Teacher collaboration: planning meeting to agree focus area; support teacher self-evaluation; identify focus areas for developing practice. Weekly review and planning meetings (30 minutes / week)

### Whole-school format

- Develops the expertise of **all** teaching staff; trained over 5-6 terms (approx. 2 school sessions)
- Builds shared understanding of approaches and supports embedding across the school team
- Extended period for wider school development work

Preparation e.g. May/June Year 0 and Aug-Sep Year 1	PHASE 1a e.g. Sep-Dec (Year 1)	PHASE 1b e.g. Jan-Mar (Year 1)	PHASE 1c e.g. Apr-Jun (Year 1)	PHASE 2 e.g. Aug-Dec (Year 2)	PHASE 3 e.g. Jan-March (Year 2)	Review
Training and preparation with staff	Developing key skills and confidence through coaching and team-teaching	Developing key skills and confidence through coaching and team-teaching	Developing key skills and confidence through coaching and team-teaching	Support to continue to embed practice and share practice within school	Advice, strategic input, development and training	
	Wider school development work			Embedding	Embedding	
1 EAL Teacher up to 1 day per week	2 EAL Teachers, 2 days per week			2 EAL Teachers, 1 day per week	1 EAL Teacher, 1 day / month	

### 'Expert Teachers' format (developing expertise with identified teaching staff)

- Develops the expertise of 4 teachers over 2-3 terms (approx. 1 school session)
- Greater emphasis on school staff cascading learning to untrained teachers

Preparation e.g. May/June Year 0 and Aug-Sep Year 1	Phase 1 e.g. Sep-Dec	Phase 2 e.g. Jan-Mar	Phase 3 e.g. Apr-Jun	Review
Training and preparation with staff	Developing key skills and confidence of through coaching and team-teaching	Support to continue to embed practice and share practice within school (cascading)	Advice, strategic input, development and training	
	Wider school development work	Embedding	Embedding	
1 EAL Teacher up to 1 day per week	2 EAL Teacher, 2 days per week	2 EAL Teacher, 1 day per week	1 EAL Teacher, 1 day per month	

**Appendix 4**  
**Language and Literacy Collaboration, Dalry Primary School**  
**Interim summary April 2021 to December 2021**

<b>CONTEXT</b>	
<b>Classes</b>	In the first two 10-week blocks, EAL Teachers have worked with classes and class teachers from P2 to P6. This has involved joint planning, modelling and team teaching 2 lessons per week with each class / class teacher and gathering before/after data on agreed measures.
<b>Teaching focus: Writing</b>	Science reports; descriptive writing, persuasive writing and advertising, descriptive writing: setting and character; language of Maths (number), writing for information.
<b>Class composition</b>	<p><u>Stage of English:</u> In almost all classes, there was a range of Stages of English language acquisition from Stage 1 – Stage 4. In two classes there were no Stage 1 learners. In some classes, the Stage 1 learners were also new arrivals.</p> <p><u>Languages:</u> in each class, the majority of learners have EAL. The number of home languages spoken in the classes ranges from 7-12. In most classes, for most learners, there is another speaker of their language in the class.</p>
<b>OUTCOMES / EVALUATION</b>	
<b>Teacher self-evaluation and feedback</b>	<p>All teachers recorded that they had developed their practice in 3 or 4 areas of the self-evaluation. The most common areas of development were: identifying the language demands across all curricular areas; planning for regular talking opportunities - and structuring these to support bilingual learners.</p> <p>Teachers noted that the writing cycle approach introduced through the collaboration is useful to support bilingual learners and that increased time spent on learning and practising language prior to writing is beneficial. They observed that learners had more enthusiasm for Writing, that they developed confidence in spoken English and became more independent. Learners were also able to apply new learning to other areas of the curriculum.</p>
<b>Strategies</b>	<p>A range of effective strategies was introduced through the collaboration, including: model texts, modelled and shared writing, writing frames, supportive talk partners/trios, scaffolding responses, talk homework, strengthened use of visuals to support understanding.</p> <p>Through use of these strategies, learners had multiple opportunities to practise and rehearse language, and to revisit and build up writing over time.</p>
<b>Pupil Engagement</b>	The pupil engagement measure showed increased engagement/involvement for almost all learners observed. For different learners, increased engagement was observed in different parts of the lesson, e.g. introduction, main teaching input, independent writing.
<b>Pupil Voice</b>	<p>The majority of pupils reported that they liked Writing better and thought they were better at Writing at the end of the collaboration.</p> <p>Pupils identified the strategies they found helpful, including: shared writing and writing frames such as substitution tables and sentence starters.</p> <p>At the end of the collaboration, the majority pupils were able to identify a wider range of things they do when they 'get stuck', demonstrating improved metacognitive skills and greater independence.</p>
<b>Attainment</b>	<p>Almost all learners increased attainment in Writing, measured on the Scottish Criterion Scale and EAL Tracker. In some cases, this was within a Stage; in other cases, pupils moved up a stage.</p> <p>Improvements were noted in vocabulary, sentence structure, at text level (structure and coherence across a paragraph or several paragraphs) and in length of writing.</p>
<b>Parent Voice</b>	Parents' feedback on their children's Writing skills was positive. Parents commented on: improved expression, more detailed description, ability to explain in both home language and English, punctuation, children's interest and enthusiasm to share their work.