

Education, Children and Families Committee

10am, Tuesday, 12 October 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 note progress with the next steps agreed at May Committee
 - 1.1.4 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

Julien Kramer

Interim Executive Director of Education and Children's Services

Contact: Anna Gray, Acting Quality Improvement Manager Special Schools

E-mail: anna.gray@edinburgh.gov.uk

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 authority is currently undertaking a review of the criteria for allocating distribution of EAL Teacher support to all primary schools, to be completed by November 2021.
- 2.4 The current report provides an interim update on the implementation of the 'Language and Literacy Collaboration' in Dalry Primary school, which started in summer 2021. An overview of the Language and Literacy Collaboration can be found in Appendix 1.

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%20Change%20to%20English%20as%20an%20Additional%20Language.pdf>
- 3.3 The next steps for agreed in March 2020 were significantly impacted by COVID-19 although it is important to note that the EAL Team (EAL Teachers and Bilingual Support Assistants) worked with schools and other agencies throughout, with a focus on supporting the most vulnerable learners.

4. Main report

- 4.1 Phase 1a of the Language and Literacy Collaboration, which had been started with two teachers in the school in January 2020 and then been delayed by COVID-19, was implemented fully from Summer 2021.
- 4.2 Phase 1a was delivered through work with the first block of four individual class teachers, underpinned by ongoing bespoke training for all teachers. This block has been evaluated positively, with all teachers saying they gained from the collaboration, increased engagement of learners and increased attainment in Writing. More detailed analysis of the data is available in Appendix One.
- 4.3 The data will be shared with the individual teachers and also with the sub-group of the Parent Council. There will also be a whole-school update on progress with the collaboration.
- 4.4 EAL colleagues have worked collaboratively with the Headteacher to agree next steps for the teachers who participated in Phase 1a, as detailed in Appendix Two. This will be further supported by discussion with the Headteacher and the teachers in attainment conversations.
- 4.5 The collaboration will continue 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. In addition, pupils' writing will be sampled and assessed using the Scottish Criterion Scale.
- 4.6 In discussion with the school and Parent Council, an updated model of support was agreed to effectively provide an increased amount of support during Phases 1b and 1c, with two days of additional EAL Teacher input per week rather than one day to support the implementation of the collaboration.
- 4.7 Alongside the work on Learning and Teaching, EAL specialist teachers have continued to support information-gathering for new arrival EAL learners and other wider work identified in discussion with the school. This included a focus on enrolment which had been identified as a key issue for the school. Further information is available in Appendix Three.
- 4.8 In addition to the EAL Teacher support for the collaboration, an additional 0.65FTE teacher funding was initially provided to the school to support the transition to a capacity-building model. Due to the delay to this model resulting from COVID-19, this was used to deliver 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 March 2023, with ongoing review as part of whole-school evaluation. An overview of the additional staffing currently being provided to Dalry Primary School is in Appendix 4.

5. Next Steps

General

- 5.1 Continue to carry out the recommendations and actions detailed in the Integrated Impact Assessment.
- 5.2 Undertake the review of the criteria for allocating distribution of EAL Teacher support to all primary schools.

Specific to Dalry Primary School

- 5.3 Implement and evaluate Phase 1b and 1c of the Language and Literacy Collaboration at Dalry Primary School, with a report back to December Committee.

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 with Headteachers and other relevant stakeholders will be undertaken to inform the review of the criteria for allocating distribution of EAL Teacher support to all primary schools.

Specific to Dalry Primary School

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

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 Phase 1a Action Plan and Evaluation
- 9.2 Appendix 2 Dalry Language and Literacy Next Steps
- 9.3 Appendix 3 Dalry Wider School Development Action Plan
- 9.4 Appendix 4 Dalry EAL Staffing updated

Appendix 1 Phase 1 – Action Plan

Background Information			
Setting:	Dalry Primary School	English as an Additional Language (EAL) & Gypsy, Roma and Traveller (GRT) Teacher/s	X 2 Teachers
Setting Manager/HT/ DHT/PT etc	Head Teacher, Depute Head Teacher and a PEF Development Officer	Dates for Phase 1 support	1a) April-June 2021 1b) Aug-Oct 2021 1c) Oct-Dec 2021
School staff: Class teacher/EYP/ PSA etc	2 x Teachers Support Staff Pupil Support Assistant	Other EAL & GRT staff working in the setting (if applicable)	3 x Support Staff (1 remote working)
		Other ASL Service staff working in the setting / EP	1 x Additional Support for Learning Teacher
Key Areas (Highlight as relevant)	<p>Key Area 1 - High expectations of attainment & achievement of bilingual and minority ethnic children</p> <p>Key Area 2 – Learning & Teaching: Meeting the needs of bilingual and minority ethnic learners</p> <p>Key Area 3 - Strong policies and practice for race equality and inclusion</p> <p>Key Area 4 - Meaningful two-way partnership with bilingual and minority ethnic parents / communities</p>		
Context	<p>P2 – EAL Teacher (EALT) working with 1 Class Teacher (CT) x 2 lessons a week and 30-minute planning once a week. Focus was on science reports and descriptive writing. The majority of the class had EAL with the main languages spoken being Tamil and Hindi. The focus learners in this collaboration were all bilingual apart from one monolingual learner who was observed due to concerns around general concentration. Almost all lessons were attended by the CT (either observed or team taught). Those missed, were due to absence.</p> <p>P3 - EALT working with 1 CT x 2 lessons a week and 30-minute planning once a week. The focus was on descriptive writing. The majority of the class had EAL with the main languages spoken being Arabic, Hindi, Telugu, Turkish and Urdu. The focus learners were all bilingual, 2 of whom were Stage 1 and 2 learners and new to the school (had arrived in the last 3 months). All lessons were attended by the CT (mainly observing the EALT).</p> <p>P5 – EAL T working with Class Teacher for part of block and student teacher (ST) for majority of block. 2 x lessons per week plus 30 mins planning and liaison once a week. The focus was on persuasive writing and advertising. The advantage of this</p>		

was that some collaborative work could be done with both CT and ST. However, the block of support was quite disrupted due to the changes between CT-ST-CT and the need for the ST to have full responsibility for the class for a good portion of the time. Sometimes it was difficult to find liaison and planning time with both teachers due to their other commitments. The measures of impact at the start and end could not all be completed – for example CT confidence - as she had not worked with the EAL T for the full block. The majority of the class had EAL and there was a wide spread of languages. The focus learners were all bilingual and at stages 2, 3 and 4 (there were no learners at stage 1 in the class). Some lessons were attended by the CT but not when the ST had full responsibility.

P5-6 – EAL T working with CT and ST together for the majority of the block. 2 x lesson per week plus 30 mins planning once a week. There was a focus on descriptive writing – setting and character. This worked well as both CT and ST were present for planning and teaching and therefore all measures and impact could be evaluated in the usual way in the same way as P2 and P3. The majority of the class had EAL with a wide spread of languages. The focus learners were at stages 2, 3 and 4 (there were no learners at stage 1 in the class). Two of the learners identified had periods of absence so not all the measures could be done pre/post and with the same learners. All lessons were attended by the class teacher. Those missed were due to absence.

Learning and Teaching – Part 1

Key Area 1 - High expectations of attainment & achievement of bilingual and minority ethnic children
Key Area 2 – Learning & Teaching: Meeting the needs of bilingual and minority ethnic learners

HGIOS4 QIs

Intended outcome and impact on teacher

- Class Teachers can identify the language demands in writing and plan to support language while teaching the content
- Class Teachers feel confident and skilled in supporting EAL learners at all stages of English to develop independence in and improved outcomes for writing
- Class teachers feel confident using the teaching & learning writing cycle to plan and deliver lessons

Intended outcome and impact on children’s learning

- Bilingual learners show improved engagement with learning in focus curricular area
- Bilingual learners show improved attainment in writing
- Bilingual learners show improved independence in writing

2.3 Learning, Teaching and Assessment
2.4 Personalised support
2.7 Partnerships
3.1 Equality and Inclusion

Actions/Tasks	By whom	Resources	Timescale
Meeting with SMT to agree whole-school priorities and agree staff involvement	EALTs & HT	EAL Framework SEEMiS information	Jan 21
Initial liaison	EALTs/class teachers/SMT	Time Planning documents – CTs Gibbon's grid – EALTs Self-evaluation - CTs	March 21
Observation – pre and post teaching block	EALTs	Observation tools - EALTs	April 21
Planning and liaison	EALTs/CTs	Joint planning records – EALTs & CTs Lesson Planners – EALTs & CTs Gibbon's Grid – EALTs & CTs <i>Tower Hamlets Language Structures</i> document – EALTs Emailed minutes from feedback meetings - EALT	April-June 21
Evidence gathering Data collection	EALTs/CTs	Pupil views questionnaires - EALTs Questionnaires for staff/self-evaluation - EALTs & CTs Reference to EAL strategies in planning	April (pre) and June (post) 21
Mid-term and final meeting with class teachers	EALTs and CTs	Mid-point teacher self-evaluation	June 21
End of Phase 1 SMT meeting	EALTs and SMT	EAL Action Plan – Phase 1	August 21

Learning and Teaching - Part 2

Key Area 1 - High expectations of attainment & achievement of bilingual and minority ethnic children

Key Area 2 - Learning & Teaching: Meeting the needs of bilingual and minority ethnic learners

Outcome and impact on teacher	Measure	Evidence – based on Data (D) Views (V) Observation (O)
<p>Class Teachers can identify the language demands in focus curricular area and plan to support this language while teaching the content</p> <p>Class Teachers feel confident and skilled in supporting EAL learners' access to the curriculum and language development at all stages of English language development</p>	<p>Staff Self-Evaluations (pre-& post-collaborative work)</p> <p>(Appendices 1a-1d)</p>	<p>Across all classes:</p> <p>(D) On average, staff have increased in confidence in 7 out of 13 areas post-collaboration. The highest increase seen was in 9 out 13 areas and the lowest was in 5 out of 13 areas.</p> <p>(V) Feedback from all teachers was that the writing cycle approach was useful to support bilingual learners. This was due to the increased time spent on learning and practising language prior to writing.</p> <p>P2:</p> <p>(D) CT confidence increased in 5 out of 13 areas post-collaboration. All 5 improved outcomes increased by 1 (mainly from 4-5). The majority of areas were ranked high pre-collaboration (4-5).</p> <p>(V) CT felt that the collaboration had been useful for their teaching practice. They believe that the learners in their class have more enthusiasm for writing and it has built confidence in their spoken English as well. Spending more time on one piece of writing and using talk homework has been most useful and they are keen to continue using these approaches in their continued teaching practice. See Appendix 1a</p> <p>P3b:</p> <p>(D) CT confidence increased in 9 out of 13 areas post-collaboration. The biggest increase (ranked 3 pre-collaboration and 5 post-collaboration) was seen in the outcomes: <i>I identify the language demands across all curricular areas, and I understand the importance of bilingual children using and developing their home language and build this into learning and teaching.</i> See Appendix 1b</p> <p>(V) CT felt that the collaboration had been useful for their teaching practice as a reminder of strategies to use and lots of new ones to try. The impact of the collaborative work has been that the learners have new skills (paragraphs), they can apply their new learning (cold piece at end) and that the standard of writing at the end of the collaboration was extremely high. The strategies that have been most useful for the class have been the modelled text used and referred to, to support learning, lots of visuals and writing frames to support the planning section of the T&L writing cycle. The CT would like to use them all to support writing in the future. See Appendix 1b</p> <p>P5:</p> <p>(D) Due to the change in teacher no data was collected for this class</p> <p>(V) Student teacher (ST) completed a post-collaboration questionnaire about the collaborative work. She felt she had a good understanding of planning using the writing cycle and felt confident to use this going forward. She identified all of the strategies introduced as ones would use again and as important in supporting learning. She felt that some of the most</p>

		<p>important features of the approach to writing were the opportunities to practise and rehearse new language and the importance of revisiting and building up writing over time. See Appendix 1c</p> <p>P5-6: (D) CT confidence increased in 6 out of 13 areas post-collaboration. There was the largest increase in confidence seen in the area of planning opportunities which focus on preparatory activities before writing tasks where confidence moved from 3 to 5 (on a scale of 1-5). The other 5 areas all increased by 1 on the scale. (V) CT felt that the approach to writing that was shared involving gradual and planned language development had made a significant impact on his teaching practice. He felt that the range of strategies that were used were all very helpful. He felt that the impact of the collaboration was that pupils had made good progress with their writing and their independence when writing had improved. The evidence of this could be seen during independent work well as in the cold piece and writing assessment. See Appendix 1d</p>
<p>Bilingual pupils engage with learning in focus curricular area</p>	<p>Leuven Scale of Involvement (Appendix 2)</p>	<p>Across all classes: (D) 11 out of the 12 focus learners observed increased in involvement post-collaboration.</p> <p>P2: (D) One learner was absent for the post-observations, so no data was collected or included. 2 out of 3 focus learners' levels of involvement increased from pre to post collaboration. One learner decreased slightly (from 5 to 4). This was in the plenary and may have been due to distraction from other learners. (This particular focus learner was chosen due to challenges around concentration). The parts of the lesson where there was the biggest improvement in engagement for all the focus learners was during the introduction and group work sections where 2 out of 3 of the learners improved their engagement. (O) Post-collaboration: The class teacher used supportive talk partners/trios and modelled and shared writing to increase engagement. See Appendix 2</p> <p>P3b: (D) 4 out of 4 learners' levels of involvement increased. T's (New to English) level of engagement doubled from pre to post observations (from 2 to 4). The parts of the lesson where there was the biggest improvement in involvement was during independent writing, where all learners increased their levels of involvement. Involvement doubled for 2 out of 4 learners (both New to English) in the introduction of the lesson, when visuals were added to support learning. (O) Post-collaboration: The CT used a modelled text and visuals at the start of the lesson to support involvement and independence during independent writing. She also scaffolded responses given by learners which had a positive impact on their engagement. See Appendix 2</p>

	<p>Pupil Voice questionnaire (Appendix 3)</p>	<p>P5: Pre-measure collected with CT but no post measure as ST had been in for majority of the block and this affected involvement.</p> <p>P5/6: (D) 5 out of 6 focus learners increased their level of engagement between the start and end of the collaboration. One learner decreased overall however this may have been to do with external factors on the day of data gathering (possible home/school move). The parts of the lesson where there was the biggest improvement in engagement for all of the focus learners was during the main teaching input and first part of independent work, where 5 out of 6 of the learners improved their engagement.</p> <p>(O) Post-collaboration strategies used by the CT to improve involvement during these sections of the lesson included, using visuals in the introduction which helped to engage and support pupils and scaffolding and supporting learners to give responses by using oral cloze and multiple choice. The CT had also increased the use of talk partners which helped to increase involvement for all learners. The improved clarity of the main teaching input also had a positive impact on the learners' ability to carry out their independent work. See Appendix 2</p> <p>Information about individually tracked children and their levels of engagement is also available in Appendix 2</p> <p>Across all classes: (D) Most learners agreed that they liked writing lessons and thought they were better at writing post-collaboration. Post-collaboration, learners reported that a range of specific writing frames/supports were most useful, including substitution tables and sentence starters.</p> <p>P2: (D) (based on 22 responses pre-collaboration & 16 post) When asked if they like writing (based on strongly agree or agree response): Pre-collaboration – 64.5% Post-collaboration - 75%</p> <p>When asked if they are good at writing: Pre-collaboration - 68% Post-collaboration - 75%.</p> <p>When asked what they do if they get stuck: Pre-collaboration: The class identified 10 strategies they could use including 23% ask a friend and 18% thinking. Post-collaboration: The class identified 7 strategies they could use. Ask a friend increased to 44% and think to 25% this suggests an increase in understanding and independence (relying less on the teacher) for support with the task. Post-collaboration: Learners may have been able to be more selective about appropriate strategies to use when stuck.</p>
--	---	---

Asking the teacher decreased from 18% (pre-collaboration) **to 6%** (post collaboration) as a strategy to support writing, again supporting a possible increase in learner understanding and independence.

When asked about which strategies they found helpful:

Pre-collaboration: all learners found **paired writing made writing easier**. Most found **visuals** helpful (**77%**) and the majority found **word mats/banks (68%), writing templates (68%) and video/media (59%)** helpful.

Post-collaboration: most learners found using **sentence starters (88%) and substitution tables (81%)** most helpful for their writing and the majority found **talk homework** helpful (**69%**). Some learners also found using **vanishing cloze (38%)** activities and using **home language (31%)** helpful as well. **See Appendix 3a**

P2 Focus Pupils responses information can be found in **Appendix 3a** and these responses are similar with what the whole class have said.

P3b:

(D) (based on 22 responses both pre- and post-collaboration)

When asked if they liked writing:

Pre-collaboration - 51% Post- collaboration - 78%

When asked if they are good at writing:

Pre-collaboration - 59% Post- collaboration - 41%

When asked what they do if they get stuck:

Pre-collaboration - The class identified **9 strategies** they could use including **asking the teacher (45%), asking a friend (14%) and spelling it out (14%)**.

Post- collaboration - The class identified **8 strategies** they could use. **Asking the teacher decreased** to 32%, **asking a friend decreased** to 9% and **spelling it out increased** to 32%. This may be due to learners **understanding** more and able to work more **independently** on tasks.

Post-collaboration: Learners were able to be more **selective** about appropriate strategies to use when stuck.

When asked about which strategies they found helpful:

Pre-collaboration: The majority of learners found having **worked examples (visuals) and word banks** made writing easier (64%). Less than half found worked examples (**video/media) and talk partners helpful (36%)**.

Post-collaboration: Most learners found **writing frames** helped to make writing easier (**82%**). The majority of the class thought that **substitution tables (73%), vanishing cloze activities (73%), talk homework (59%) and sentences starters (50%), helped** their writing and less than half thought that using **home language** helped (**36%**).

2 New to English learners (T & H) liked writing and thought they were **good at writing, both** pre- and post-collaboration.

Pre-collaboration: both **asked the teacher for help** as a strategy to help their writing and thought **word banks** were helpful for their writing

Post-collaboration: one learner **asked peers and thought more** as strategies to help their writing. Both thought that **using home language, writing frames, vanishing cloze and substitution tables** were helpful strategies and tools to support their writing.

P3b Focus Pupils responses information can be found in **Appendix (3a)** and these responses reflect the way the whole class have responded.

P5:

(D) Due to the change in teacher no data was collected for this class

(V) Some pupil voice was collected from groups at the end of the block, although not in the same way as the other classes due to the changes described above.

All pupils were able to identify **what they had learned** including **working well as a team, learning new words and phrases** relating to the genre and the **features to include in persuasive writing (adverts)**. Most pupils found the strategies introduced were helpful and could explain why they thought that. For example, pupils could identify that a **checklist of features** was helpful to prevent **missing out or forgetting to include things**. **Almost all pupils** identified that **talking** with another person or in groups was helpful for learning because it both **increased the number of, and improved, ideas**. See **appendix 3c**

P5-6:

(D) based on 20 responses pre-collaboration & 17 post-collaboration:

When asked if they liked writing (based on strongly agree or agree response):

Pre-collaboration - 75% Post- collaboration - 88%

When asked if they are good at writing

Pre-collaboration - 65% Post- collaboration - 77%

When asked what they do if they get stuck

Pre-collaboration: The class identified **5 strategies** they could use including **asking the teacher, asking a friend and thinking**.

Post- collaboration: The class identified **8 strategies** they could use including using **things around you** and **referring to previous work**.

The increase in the range of strategies could be observed to improve independence when writing.

When asked about which strategies they found helpful

	<p>Pre and post writing samples – (cold piece) Assessed using the Scottish Criterion Scale (SCS) and EAL Stages of English Tracker (Appendix 4a - Assessment Standards framework)</p>	<p>Pre-collaboration: The majority of learners found learning new words (75%), using a modelled example (55%), using a ‘stories as movies’ approach (70%) and talking through ideas (65%) made writing easier. Less than half found using a dictionary or thesaurus (45%) or VCOP (40%) helpful</p> <p>Post-collaboration: Almost all learners found using visuals helped to make writing easier (94%). The majority of the class thought that sentences starters and opener supports (71%) substitution tables (65%) and shared writing (71%) helped their writing and less than half (42%) thought that freeze frame activities helped.</p> <p>The focus pupils’ views gathered post-collaboration are in line with the views of the class about their preferred strategies and their attitudes towards and ability in writing. See Appendix 3d</p> <p>Across all classes: (D) Almost all learners’ writing improved, either going up a level, standard or, in some cases, a Stage of English. Most significant improvements were seen in the development of vocabulary and sentence structure. See Appendix 4b</p> <p>P2: (D) Focus learners: Post collaboration: All learners increased in writing attainment. 2 out of the 4 learners went up within a Standard in writing. One learner stayed at the same standard but achieved more outcomes within that standard. This smaller progress may also be due to the number of absences she had during the writing collaboration. All bilingual learners stayed at Stage 3 but progressed by achieving further outcomes within the stage. (One other learner was absent for the post-collaboration writing sample, so no data was collected.) (O) The areas where most pupils showed significant improvements were with vocabulary and sentence structure as well as at text level by including appropriate features of a scientific report. See Appendix 4a (Assessment Standards framework) & 4b and c (focus pupil writing summary and profiles)</p> <p>(D) Focus learners: P3b Post collaboration: All learners increased in writing attainment. 3/4 learners went up a Standard in writing. 1/4 went up within a level. Both New to English learners went up a Standard and one moved from Stage 1 to Stage 2 in their Stage of English (writing). The learner who remained at Stage 1 made progress within the stage by achieving further outcomes (O) The areas where most pupils showed significant improvements were with vocabulary and sentence structure. See Appendix 4a (Assessment Standards framework) & 4b and d (focus pupil writing summary and profiles)</p>
--	---	---

		<p>P5 – this assessment was not carried out as a cold piece due to student teacher placement.</p> <p>P5/6: (D) Post-collaboration: All learners increased in writing attainment. 4 out of 4 of the learners went up a standard (SCS) and 3 out of 4 of the learners went up a Stage of English (writing). The pupil who remained at their stage of English progressed by achieving further outcomes within the stage. (One other pupil was absent at the time of the post-collaboration cold writing piece and her data is not included.)</p> <p>(O) The areas where most pupils showed significant improvements were with vocabulary and sentence structure as well as at a text level where learners were using more appropriate features of descriptive narrative in their writing. See Appendices 4a (Assessments) & 4b and e (focus pupil writing summary and profiles)</p> <p>P5/6 - A further case study was carried out for a monolingual learner with an identification of Dyslexia. The impact on this learner was significant as we saw improvements in the learner’s attainment, self-esteem and motivation throughout the collaboration. See Appendix 5</p>
--	--	--

Appendix 3

Wider School Development- Part 1

Key Area 1 - High expectations of attainment & achievement of bilingual and minority ethnic children
Key Area 2 - Learning & Teaching: Meeting the needs of bilingual and minority ethnic learners
Key Area 3 - Strong policies and practice for race equality and inclusion
Key Area 4 - Meaningful two-way partnership with bilingual and minority ethnic parents / communities

HGIOS4 Qis

1.5 Management of resources to promote Equality
 2.6 Transitions

Intended outcome:

- A streamlined enrolment system which allow for a smooth transition for pupils and parents new to the school

Intended impact:

- Pupils will have their learning and Health and wellbeing needs understood prior to starting and met when they start
- Teachers will feel better prepared for a smooth transition for new pupils to their class
- New parents will feel well informed about school processes and curriculum

Actions/Tasks	By whom	Resources	Timescale	Outcome and evidence - interim
Develop and review streamlined enrolment process for new pupils	School admin, SLT, EAL teachers	Old EE form New draft enrolment procedure	By June 2021	More streamlined process based on SLT discussions More clarity for all staff about their role in the process Building capacity of school staff with enrolment (Admin) Next steps - To be reviewed with EAL/ SLT – (e.g., check questions asked by admin – do these overlap with questions asked on Parent info form?) October 21
Trial delayed start date for new pupils	School admin, SLT, EAL teachers, class teachers	New draft enrolment procedure	By May 2021	Started this April/May 2021 Next steps - increased number of pupils with a delayed start (based on enrolment process) Get feedback from learners, parents, teachers to inform future adaptations
Draft and trial new parent information form	EAL teachers, school admin	New parent information form	Draft by April 2021	Introduced in May 21 for use with families who are not getting a full enhanced enrolment

			Trial by June 2021	Next steps: review criteria for use (e.g., to be included for all parents, when to use this form and when to do the fuller pupil information gathering)
Create e-folder of resources for new arrivals	EAL Teachers	Useful resources for new learners	June 21	Completed Next steps – to share with staff at a staff meeting on 14 th Sept 21 and collect feedback

Suggested new development tasks 21-22

Draft new school leaflet to share with parents (based on school handbook)	EAL Teachers	School handbook website		
Create e-folder with info to provide new parents when they enrol	EAL Teachers/SLT	New school leaflet Relevant parent information		

Appendix 4: Overview of three phases of the Language and Literacy Collaboration

	Phase 1	Phase 2	Phase 3
Focus	<ul style="list-style-type: none"> • Learning and Teaching: developing key skills and confidence through coaching and team-teaching with 4 self-selected teachers • Begin whole-school development 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Learning and Teaching: continue to embed practice • Continue whole-school development through school improvement planning
EAL Specialist teacher provision for L&L Collaboration	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
EAL Specialist teacher provision for RWI Literacy Intervention	Phase 1b and 1c: 2 full days funded	2 full days funded	2 full days funded – reviewed annually through whole-school evaluation

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