Ensuring the attainment of more advanced learners of English as an additional language (EAL)

CPDM 1 Senior leader briefing: leading change for more advanced EAL learners

Presenter's overview

Pre-session task: leadership team to evaluate current provision for more advanced EAL learners using the self-evaluation grid (Resource 1) and the senior leadership and management briefing notes (Handout 1). Evidence gathered will form the basis for discussion and planning in this session.

Senior leaders might wish to inform the Ethnic Minority Achievement (EMA) coordinator that the audit is taking place, but it must be stressed that the process is one to be carried out by the senior leadership team (SLT).

Aims

- To review current provision using the audit tool.

- To use attainment data and other evidence to identify whole-school development priorities.

- To plan strategically for the progress of more advanced EAL learners.

Key messages

- Sophisticated analysis of attainment data is necessary to pinpoint attainment gaps.
- Closing attainment gaps is a core, whole-school responsibility.
- Accelerating the progress and raising the attainment of EAL learners is underpinned by inclusive quality first teaching and learning.
- Good quality teaching includes an explicit focus on language and is the responsibility of all teachers.
- Evidence from the audit will inform the school self-evaluation framework (SEF).

Overview of training modules

CPDM 1	CPDM 2
Senior leader briefing: leading change for more advanced EAL learners	Analysing writing: assessing the needs of more advanced learners
CPDM 3	**CPDM 4**
Making sense of literacy targets: learning objectives and activities	Talk as a tool for thinking: exploratory talk
CPDM 5	**CPDM 6**
Bridging talk and text: formal talk	Reading as a writer: exploring challenging texts
CPDM 7	**CPDM 8**
Reading as a writer: understanding the writer's purpose	Thinking and writing as a writer: the sequence for teaching writing
CPDM 9	**CPDM 10**
EMA coordinators: developing a strategic approach	Parents and community: supporting pupils' learning

Next steps for colleagues

- Plan actions for the year based on performance data and the school development plan.
- Establish links to wider development work with School Improvement Partners, School Improvement Advisers and City or National Challenge Advisers, as appropriate.
- Align support from the local authority (LA) EMA team with other consultant support.

Notes

- Session notes, including references from other useful publications, are provided to support presenters in ensuring that aims and key messages are covered.
- The activities provided are intended as examples. Choose from and adapt these as necessary to fit local priorities.

Resources and further reading

Search using the reference numbers listed below:

www.standards.dcsf.gov.uk/nationalstrategies

- *Aiming High: Meeting the needs of newly arrived learners of EAL* (Ref: 1381-2005)
- *Ensuring the attainment of more advanced EAL learners – a guided resource* (Ref: 00045-2009)
- *Organising a work sample* (Ref: 0390-2003)
- *Sustaining improvement: A suite of modules on coaching, running networks and building capacity* (Ref: 0565-2003)
- *Tackling underperformance: A Guide for School Leaders* (Ref: 0758-2004)
- *Tracking for Success*: (Ref: 1545-2005)

- *Marking Progress – Training materials for assessing English as an Additional Language*
  www.standards.dcsf.gov.uk   (Ref: The assessment of pupils learning EAL)
- *Working together: Coaching and AfL* (Ref: 1100-2005)
  http://publications.teachernet.gov.uk
- *Coaching in Secondary Schools* DVD-ROM (Ref. 0115-2006)
  http://publications.teachernet.gov.uk
- Professional Standards (TDA)
  http://www.tda.gov.uk/teachers/professionalstandards/standards.aspx

Overview		Total time: 60 minutes
Timing	**Activity**	**Resources**
Pre-session task	**Leadership team to evaluate current provision for more advanced EAL learners using the self-evaluation grid (Resource 1) and the senior leadership briefing notes (Handout 1).**	
10min	Introduction/aims of the session	**Slide 1:** Title slide **Slide 2:** Aims **Slide 3:** School improvement cycle **Slide 4:** Possible prior attainment characteristics of underperforming EAL learners **Handout 1:** Management briefing
25min	Evidence review	**Slide 5**: Review of evidence **Resource 1**: Self-evaluation grid **Resource 2**: Reflection grid
25min	Planning	**Slide 6:** Overview of CPD modules **Slide 7:** Reflection questions **Handout 2:** Overview of CPD modules **Handout 3:** Pedagogical focus sheet **Handout 4:** Exemplar action plan **Handout 5**: Guidance for creating action plans

Equipment required: slide presentation, data projector, screen, laptop, flipchart.

CPDM1 Senior leader briefing: leading change for more advanced EAL learners
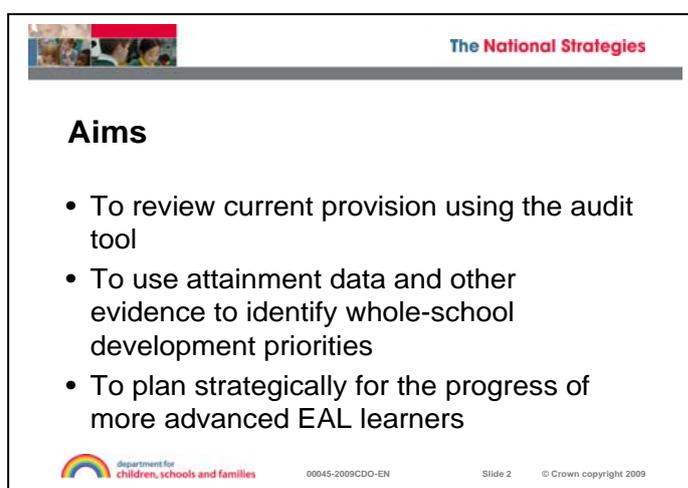
Presenter's notes

Audience: Senior leaders, EMA/inclusion coordinators, Literacy coordinators.

Introduction (10 minutes)

Use slide 1 (title slide) to welcome colleagues and say that this session is the first stage in planning interventions to raise the attainment of underperforming EAL learners. The session is essential in ensuring that any subsequent interventions are part of a whole-school strategic approach to raising standards.

Show slide 2 to share the aims for the session.

Show slide 3.
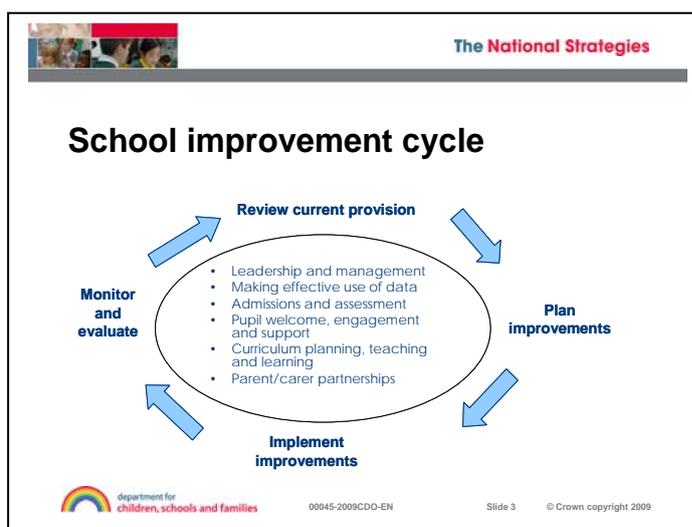
Remind colleagues that school leadership teams play a pivotal role in supporting the achievement of bilingual children by:

- providing a strategic lead

- reviewing current provision for underperforming pupils

- ensuring that the review and subsequent planning is incorporated into the school SEF

- ensuring that actions and monitoring and evaluation are embedded into the school improvement plan

- identifying priorities and planning for the delivery of the CPD modules with the whole staff

- supporting the effective delivery of the modules

- working with school teams to implement plans effectively.

Say that today's session provides a starting point for this process to review current provision for underperforming EAL learners.

Show slide 4.

Tell colleagues that this slide suggests some of the more common characteristics but is not an exhaustive list. Many of these pupils may appear to be doing well, but their progress needs to be accelerated if they are to reach their full potential. Such pupils are frequently overlooked as they seem fluent in 'playground English'.
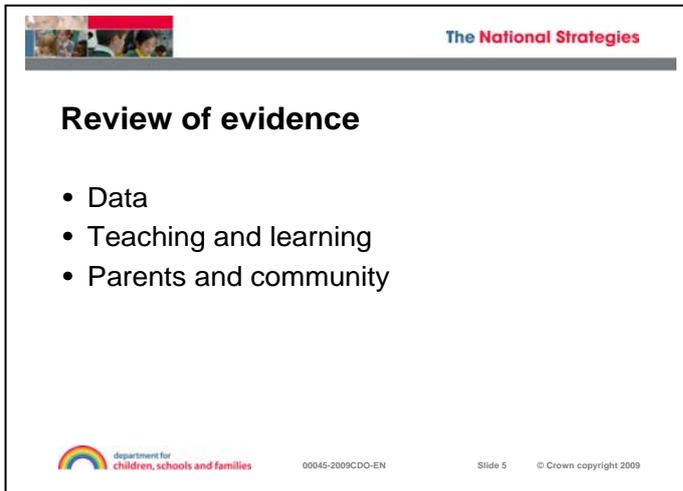
Note to presenter

To increase the impact of this section, you may wish to supplement these characteristics with a real case study of a pupil (or group of pupils) from the school.

Evidence review (25 minutes)

Note to presenter

If there is time available, you may wish to devote more time to the review of evidence.

Show slide 5.

Ask colleagues to feed back their findings from the pre-course audit. The senior leader responsible for data should begin, spending no more than 10 minutes summarising the analysis of performance data while colleagues record their notes on **resource 2**. Each of the other senior leaders should then spend no more than 5 minutes summarising the findings on teaching and learning from the subject or faculty areas for which they are responsible. If an audit of engagement with parents and community was undertaken, this can also be summarised here.

Planning (25 minutes)

Show slide 6.

Refer colleagues to **handout 2** which also gives the suggested audience, aims and key messages for each module.

Module 1 supports senior leaders in:

- meeting the needs of more advanced EAL learners

- considering the systems which best meet those needs.

Modules 2 and **3** present a model for:

- using writing analysis to identify need and refine planning in order to close the attainment gap.

Modules 4–8 support schools and LAs in:

- developing teaching and learning

- raising attainment through quality first teaching.

**Module 9** supports schools and LAs in:

- developing the role of the EMA coordinator

- ensuring a strategic approach to closing the attainment gap.

Module 10 supports senior leaders in:

- developing partnerships with parents and community

- ensuring that these partnerships contribute to raising attainment.

Now refer colleagues to **handout 3**. This contains a menu of teaching and learning focuses developed during the pilot stage of the Secondary EAL Programme. All the elements in the grid will contribute to the development of quality first inclusive teaching, with a particular emphasis on academic language, thinking skills and extended writing. This handout, read alongside the CPD overview (**handout 2**) and the reflection grid, (**resource 2**) will help colleagues to choose among and prioritise the CPD modules. It is important to stress that the structure should not be seen as linear, but cumulative and recursive and that the school should decide which elements to focus on depending on its own development priorities and context.

Show slide 7.
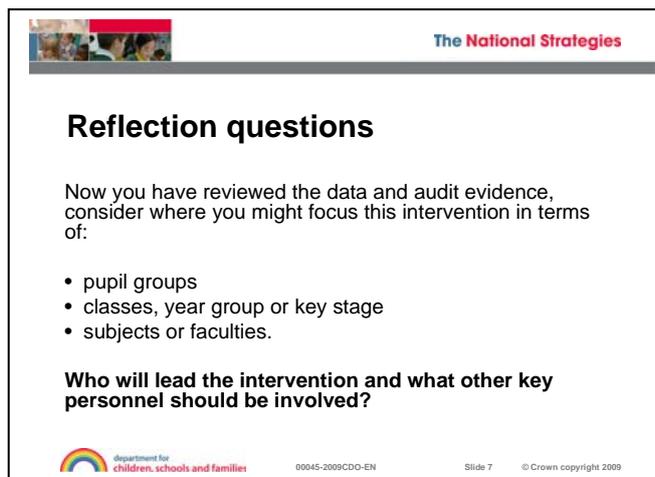
When introducing this slide, say that the presenter will support colleagues in coming to provisional decisions around the focus for this intervention. The presenter will guide colleagues through a series of questions, offering points for consideration.

1.   Pupil groups

Remind colleagues to consider gender, ethnic groups and pupils at particular attainment levels (and any combination of these) as possible target groups. Hence they might choose a group of pupils at risk of not making two levels of progress across a key stage or a group of Pakistani girls stuck at level 4.

2.   Classes, year group or key stage

Analysis of data will have indicated the areas of priority, but encourage colleagues to take the following questions into account:

- How might this programme align with the school's other developments and interventions? (e.g. introduction of Assessing Pupils' Progress or use of Progression Maps)

- As this is essentially a developmental programme, should Years 9 and 11 be avoided?

3.   Subjects or faculties

Comparison of data across subjects will indicate where the school might wish to focus the intervention. However, additional considerations might include:

- Does the subject/faculty have the capacity to engage with this intervention?

- Would the middle leader benefit from this opportunity? (e.g. in terms of leading curriculum review and development, refining data analysis or taking on a strategic cross–curricular role)

- Where would this intervention make most difference?

Who will lead the intervention and which other key personnel should be involved?

In order to ensure that the programme is developed, monitored, disseminated and embedded, it is essential for the programme to be led by a senior leader.

Having considered the questions above, a leader for the intervention can now be chosen in line with school structures. For example, if the intervention is to take place in science, then the line manager for science would be best placed. Alternatively, the school might decide that the senior leader with responsibility for teaching and learning or for literacy across the curriculum would be the most appropriate person.

Other key personnel to be involved could include:

- EMA coordinator or inclusion coordinators

- subject leaders

- year coordinators or heads of year

- Advanced Skills Teachers (ASTs).

Once these decisions have been taken, refer colleagues back to the reflection grid and point out that the senior leader responsible for this programme will need to develop an action plan, in consultation with the other key personnel, based on the aspects of teaching and learning outlined in the final question. Also remind colleagues of *Ensuring the attainment of more advanced EAL learners – a guided resource* (Ref: 00045-2009DVD-EN) for additional materials, case studies and video footage.

Guidelines for developing an action plan (**handout 5)** and an exemplar plan (**handout 4)** are provided to support the planning process.

Management briefing: who are the more advanced learners of EAL?
Handout 1

It is not helpful to define this group too tightly as acquiring a second or subsequent language is an ongoing process, beginning with new arrivals who are new to English and ending with fully functional bilingualism, where the student is equally comfortable in either language. Inevitably, most students are somewhere between these two extremes.

What the research says

Research by **Professor Jim Cummins**[1] shows that it takes a newly-arrived pupil around two years to become fluent in social English, but a minimum of five to seven years to become fluent in academic English. During this period, fluency in social language can be mistaken for fluency in academic language and therefore a pupil's needs can be overlooked.

Ofsted research into writing at Key Stage 2[2] points towards a mismatch between oral and written fluency:

> *Advanced bilingual learners are defined as pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to their language background.*

Research[3] commissioned by Ofsted shows that similar difficulties with writing are still evident at the end of Key Stage 4.

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[1] Cummins, J., *Negotiating identities: Education for empowerment in a diverse society*, (1996), California Association for Bilingual Education

[2] Ofsted: *Could they do even better?* HMI 2439 (July 2005)

[3] Ofsted: *Writing in English as an additional language at Key Stage 4 and post-16*, HMI 1094 (Mar 2003)

DCSF guidance

In the guidance[4] for completing the Annual School Census, there is a clear definition of an EAL learner, or a pupil whose first language is other than English:

> *A first language other than English should be recorded where a child was exposed to this language during early development and continues to use this language in the home or in the community.*
>
> *If a child was exposed to more than one language (which may include English) during early development and the main language was other than English, that language should be recorded, irrespective of the child's proficiency in English.*

Summary

Thus more advanced learners of EAL might:

- have lived in the UK all their lives, or arrived as little as three years previously
- be fully fluent in social English
- be more fluent in oral than written English.

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[4] Census guidance: School Census Preparation and Guidance Secondary for 2008
http://www.teachernet.gov.uk/docbank/index.cfm?id=10881

Why focus on more advanced learners of EAL?

Although EAL learners who are new to English tend to be the main focus for intervention in schools, they make up only between 5–10% of the EAL population of England. The remaining 90–95% – not all of whom will require a form of intervention – are far more likely than the new arrivals to be able to achieve the benchmarks of level 5+ at Key Stage 3 and 5 A*–C grades (including English and mathematics) at Key Stage 4.

However, currently EAL learners are underperforming compared to their English-speaking peers:

KS3 2007: % of pupils achieving L5+ by first language:

	First language		
	English	Other than English	Difference
L5+ English	75	67	8
L5+ mathematics	76	70	6
L5+ science	74	62	12

KS4 2007: % of pupils achieving GCSE A*–C including English and mathematics:

First language English: 45.7%

First language other: 43.6%

Although the gap is smaller at the end of Key Stage 4 than at the end of Key Stage 3, we can see that there is compelling evidence of underperformance and anecdotal evidence suggests that where their needs have not been addressed, EAL learners find the language demands of post-16 qualifications challenging. Certainly, the data shows that the performance gap is not closed.

Performance in L3 qualifications at KS5 2007 by first language:

	First language		
	English	Other than English	Difference
APS per candidate	750.3	698.5	51.8
APS per entry	203.2	199.0	4.2

Where should we focus our intervention?

As with any other intervention, the school should focus on its own priorities (by subject, key stage or gender) but add one further level of analysis to include language – either the general category of 'Language other than English' or a specific language group, depending upon the school profile.

Further analysis of data to see, for example, whether EAL learners are performing more highly in some subjects rather than others, are making more progress at Key Stage 4 rather than Key Stage 3, or are opting for certain subjects above others at Key Stage 4, will help to shape the priorities.

Match these prior attainment characteristics of some underperforming EAL learners with those learners in your school to identify the groups of pupils you might want to target:

- just achieved level 4 at Key Stage 2; **may struggle to achieve level 5** by end of Key Stage 3 (thus unlikely to achieve 5+ A*–C including mathematics and English at Key Stage 4)

- just achieved level 4 at Key Stage 2; **may struggle to achieve level 5** by end of Key Stage 3 (thus unlikely to achieve 5+ A*–C including mathematics and English at Key Stage 4)

- attained level 5 at end of Key Stage 2 in all three subjects but has **made little or no progress** during Key Stage 3

- **late arrivals** whose Key Stage 2 results were depressed by lack of experience in English but **have made rapid progress** (often securely literate in first language).

Overview of CPD modules   Handout 2

Module title	Audience	Aims	Key messages
CPDM 1 Senior leader briefing: leading change for more advanced EAL learners	• SLT • EMACos • Literacy coordinators	• To review current provision using the audit tool • To use attainment data and other evidence to identify whole-school development priorities • To plan strategically for the progress of more advanced EAL learners	• Sophisticated analysis of attainment data is necessary to pinpoint attainment gaps • Closing attainment gaps is a core, whole-school responsibility • Accelerating the progress and raising the attainment of EAL learners is underpinned by inclusive quality first teaching and learning • Good quality teaching includes an explicit focus on language and is the responsibility of all teachers • Evidence from the audit will inform school SEF
CPDM 2 Analysing writing: assessing the needs of more advanced learners	• Subject leaders • Literacy coordinators • EMACos • Teachers	• To identify strengths and areas for development in pupils' learning through writing analysis • To understand how writing analysis contributes to closing the attainment gap • To consider how writing analysis provides evidence to refine planning for teaching and learning	• Teachers need to (be able to) identify strengths and areas for development in pupils' writing/know what good writing in the subject looks like • Subject departments should have a shared understanding of areas for development in pupils' writing • Middle leaders should consider coaching to support the development of writing analysis in subject departments

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CPDM 3 Making sense of literacy targets: learning objectives and activities	• All	• To use evidence to set literacy targets • To break literacy targets down into a series of learning objectives • To identify appropriate teaching and learning activities to support literacy objectives • To use evidence to plan a route through the pedagogical focus sheet	• Literacy skills must be taught explicitly and in context • Teachers must plan systematically for literacy development
CPDM 4 Talk as a tool for thinking: exploratory talk	• All staff	• To consider the contexts in which pupils will use exploratory talk effectively • To consider the features of exploratory talk and how they might be modelled • To experience activities that promote exploratory talk	• Pupils might need to develop rules for talk, including taking specific roles • The types of question asked must stimulate pupils into using higher-level thinking skills • Exploratory talk is often unstructured, incomplete and tentative • The 'unspoken' rules of talk must be made explicit • Exploratory talk might need to be formalised into notes or feedback
CPDM 5 Bridging talk and text: formal talk	• All staff	• To consider the similarities between formal talk and written text • To consider how formal talk supports the development of academic writing • To explore a range of learning activities and teaching techniques that bridge talk and text	• Talk is an essential component of any strategy to improve writing • Formal talk has identifiable structures which resemble those in writing • Pupils need to hear good models of formal talk and be able to identify the conventions • Pupils need opportunities to speak in a formal register

CPDM 6 Reading as a writer: exploring challenging texts	• All staff	• To be able to use active reading strategies to stimulate pupils' engagement with text • To match thinking skills to appropriate learning activities	• Reading needs to be active and purposeful • Reading can support writing and help develop thinking skills • Pupils need to use skills of inference and deduction in order to extract meaning • Active reading is often collaborative • Pupils have to make decisions and so engage with the text • Outcome is not a rehash of original text • Scaffold through talk and text modification
CPDM 7 Reading as a writer: understanding the writer's purpose	• All staff	• To consider the rationale, purpose and outcomes of guided reading • To consider the organisational aspects of guided reading within the classroom • To explore guided reading as a means of accessing high-level text	• The rationale for/behind guided reading, including pupil grouping, should be made explicit to pupils • Pupils need to understand the purpose of guided reading in the context of whole-class teaching and learning • The outcomes of any guided reading session should be clear and linked to whole-class teaching to ensure transfer of knowledge and skills • Guided reading allows the thinking processes used by an experienced reader to be modelled by the teacher in both whole-class and guided groups • The 'hidden' meaning of texts is made explicit through teacher questioning and modelling • Pupils need to use skills of inference and deduction in order to extract meaning from text • Guided reading fosters independent learning

CPDM 8 Thinking and writing as a writer: the sequence for teaching writing	• All staff	• To consider how writing should be used to develop thinking • To engage with the sequence for teaching writing • To explore the use of success criteria, modelling writing and peer- and self-assessment in developing writing	• Writing is the outcome of a series of teaching and learning activities which occur as part of the teaching sequence within a unit of work • Pupils need to see well-written text and understand how it is constructed • Pupils need to understand, create and use success criteria in order to develop as independent writers • The writing process should be modelled for pupils through teacher demonstration and shared writing
CPDM 9 EMA coordinators: developing a strategic approach	• EMACos • Literacy coordinators • Senior leaders with respon-sibility for equalities	• To understand the importance of prioritising strategic over operational tasks • To use attainment data and other evidence to identify priorities	• EMA coordinators' plans need to address and align with whole-school priorities • This will be reflected in the strategic deployment of EMA staff
CPDM 10 Parents and community: supporting pupils' learning	• School leaders • EMACos • HoYs and curriculum leaders	• Understand the responsibilities of schools under the Race Relations (Amendment) Act 2000 and the duty to promote community cohesion • Explore the role of parents in accelerating pupil progress	• Good schools use a variety of means to engage parents • Parents must be seen as partners in the children's learning • Community involvement is not an add-on but a core responsibility

Pedagogical focus sheet   Handout 3

Lead practitioners					
Data for planning and learning	Talk as a tool for thinking	Bridging talk and text	Exploring challenging texts	Understanding the writer's purpose	Thinking and writing as a writer
Analysing data Setting curricular targets Planning lessons to support literacy development	Exploratory talk Questioning Reflection Problem-solving	Formal talk Technical and specialist vocabulary	Active reading	Guided reading Modelling reading	Sequence for teaching writing

School leadership			
Review	Plan	Implement	Monitor and evaluate
Review and analyse data **Identify underperforming groups** **Baseline assessment** Pupil interviews Writing analysis Question level analysis **Set targets**	**Align with other school priorities** **Establish aims and outcomes** **Analyse training needs** **Allocate resources** **Establish timeline for implementation**	Termly/half-termly literacy targets Embedding literacy objectives Joint lesson planning Coaching CPD cycle Partnership teaching Peer observation Alignment with performance management targets	**Track pupil progress** Book sampling Lesson observation Sampling lesson plans Pupil voice **Evaluate against aims and outcomes** **Note:** those actions in bold are essential and all others are desirable

Exemplar action plan: raising the attainment of more advanced learners of EAL   Handout 4

Priority 1: Raising attainment and accelerating progress	Key Stage 3 School target for level 5+ in target subject:					
	Key Stage 3 School target for level 6+ in target subject:					
	Percentage of pupils making two+ levels progress:					
	Target group	Subject	Improvement	Target group	Subject	Improvement
*Note: To ensure **accelerated progress**, the children in the identified target groups need to make at least two-thirds to a whole National Curriculum level progress in an academic year, dependent upon their starting point and their potential to improve*	Pakistani boys Year 9	Mathematics	From 48% to 64% L5+			
	Black African girls Year 8	English	85% make minimum two sublevels progress			
	EAL learners Year 7	Science	80% achieve L5 (currently 55% on track)			

Outcomes and actions	Success criteria	Date to be completed	Lead	Other staff involved	Support required: internal, LA

Outcome 1: Standards
 	
At least two levels progress across the key stage for underachieving advanced bilingual learners
 	
• Identify cohort of pupils based on the analysis of a range of data, including:
   o pupil outcomes from previous key stage
   o additional transition data, e.g. ethnicity, first language, preferred learning styles
   o writing sample analysis using APP, DWT or PAT
	• All staff informed of attainment on entry and specific areas for development in identified cohort
	• Identified staff trained and confident in using writing analysis tools and set appropriate literacy targets
		XX / XX / XX
		
		XX / XX / XX
			• Senior leader: data
			
			• Senior leader: transition and transfer
				• EMA coordinator
				• Subject teachers
					• Dissemination opportunity in CPD/ meeting schedule
					• LA consultant to train identified staff in writing analysis

• Set challenging numerical targets, in excess of predictions to ensure accelerated progress, with appropriate milestones	• Pupil interviews show that targeted pupils are aware of targets and milestones and know what to do to reach them	XX / XX / XX	• Senior leader: data • Faculty/ Subject leader	• All staff	• Protected non-contact time
• Track pupil progress to target on termly basis	• More than 80% of identified cohort reach milestones • Support and intervention, in line with whole-school intervention, in place for pupils failing to reach milestones or slipping	Termly	• Faculty/ Subject leader • EMA coordinator	• All staff	• Protected non-contact time

Outcomes and actions	Success criteria	Date to be completed	Lead	Other staff involved	Support required: internal, LA

Outcome 2: Teaching and learning
 	
At least two levels progress across the key stage for underachieving advanced bilingual learners
 	
• **Term 1: Talk for thinking and learning**
  o Exploratory talk with a focus on paired and small group talk
  o Formal talk
	• Literacy objectives embedded in scheme of work (SoW)
	
	• Exploratory talk is used in 80% of all observed lessons
	• Pupils know what the rules for talk are and apply them in lessons
	• SoW show opportunities for teacher modelling of formal talk
		Ongoing
		
		XX / XX / XX
			• Senior leader: teaching and learning
			
			• Senior leader: teaching and learning
			• EMA coordinator
				• Faculty/ subject leader
				• EMA coordinator
				
				• AST
				
				• Subject leader
				• Lead teacher
					
					• INSET time for teaching and learning input and planning

• **Term 2: Bridging talk and text**
  o Active reading strategies
  o Guided reading
	• All coaching trios observed active or guided reading in each other's lessons at least once
	• Schemes of learning have been revised to ensure that there is an appropriate level of challenge to enable identified cohort to meet their targets
	• SoW show evidence of teacher modelling of writing
	• 75% of pupils meeting literacy targets as evidenced by work scrutiny
		XX / XX / XX	• Senior leader: teaching and learning
			• EMA coordinator
				• AST
				• Subject leader
				• Lead teacher
					• INSET time for teaching and learning input and planning

• **Term 3: Thinking as a writer** o Teaching sequence for writing with a focus on teacher modelling		XX / XX / XX	• Senior leader : teaching and learning • EMA coordinator	• AST • Subject leader • Lead teacher	• INSET time for teaching and learning input and planning

Outcomes and actions	Success criteria	Date to be completed	Lead	Other staff involved	Support required: internal, LA

Outcome 3: Leadership and management
 	
At least two levels progress across the key stage for underachieving advanced bilingual learners
 	
• Senior/faculty leaders and subject leaders use coaching to build capacity, especially to enhance the use of data to inform:
   o curricular and literacy targets
 	
   o teaching groups
 	
   o curriculum development
 	
• Align whole-school intervention with areas for development identified through data and writing analysis
	• Curricular targets adjusted to reflect findings from data and writing analysis; evidence of challenge to ensure two levels progression of identified cohort
	• Literacy targets evident in 75% of medium-term plans
	
	• Review setting and grouping policy to ensure that pupils are placed appropriately
	
	• Schemes of learning have been revised to ensure that there is an appropriate level of challenge to enable identified cohort to meet their targets
	
	• Identified pupils included in existing whole-school intervention as appropriate
		XX / XX / XX
		
		XX / XX / XX
		
		XX / XX / XX
		
		XX / XX / XX
			• Senior leader : teaching and learning	• Faculty and subject leaders
				
				• Inclusion/ intervention manager
					• INSET time for *data for learning* input

Outcomes and actions	Success criteria	Date to be completed	Lead	Other staff involved	Support required: internal, LA
Outcome 4: Engagement, support and intervention **At least two levels progress across the key stage for underachieving advanced bilingual learners** • Parents of pupils in identified cohort are engaged through: o literacy session to introduce Progression Maps as a tool to support learning	• 75% of parents of identified cohort attend literacy session • Parents feel confident in supporting their children's learning	XX / XX / XX	• Senior leader: teaching and learning • EMA coordinator	• Faculty/ subject leaders • ASTs • Lead teachers • Learning mentors	• Translators required, where appropriate
• Engage community to enhance the learning of identified pupils through: o closer links with complementary schools to develop and enhance teaching and learning in both institutions	• 50% of all complementary school teachers visit lessons to observe good practice • Two subject specialists visit complementary school to observe pupils and teaching and learning	XX / XX / XX			• Release time for two subject specialists

Guidance for creating action plans   Handout 5

Action plans are a key tool for senior leadership teams (SLTs) in raising standards in schools and are closely linked to the school improvement cycle. This guidance includes principles for the effective creation and implementation of action plans. **Resource 2** (Reflection grid) will support the action planning process.

1.   Review of current provision

Action plans should be the result of a thorough review of need, using a range of sources to identify areas for development. For planning to accelerate the progress and raise the attainment of more advanced learners of EAL, a number of sources may contribute to this evidence base. Prior attainment data and, in particular, discrepancies between subjects or skills or divergence from LA or national averages, is useful information when planning to meet the needs of this cohort through high-quality (Wave 1) teaching and learning. Additional aspects which could be considered include gender, ethnicity, first language, cognitive ability test scores and outcome predictors such as Fischer Family Trust. While outcome predictors provide an indication of future achievement, they often do not take into account issues of language development and should therefore only be used as indicators. As a rule, targets for more advanced learners of EAL should be higher than predictions.

2.   Planning improvements

Action plans should be outcome-driven and related to impact on standards and quality of learning and teaching, including conditions for learning. Priorities, identified through the analysis of a range of sources, should also be focused on pupil outcomes and should be SMART, for example, 'Pupil tracking shows that 90 per cent of target cohort reached targets in core subjects', or, 'Use of purposeful paired/group talk evident in 80 per cent of all observed lessons'. In this way, all actions relate back to identified outcomes and success criteria, measured in terms of the intended impact on pupil progress. Action plans should be created collaboratively to ensure that they address shared priorities and therefore have shared ownership. Outcomes should also be aligned with and linked to the school development plan.

3.   Implement improvements

Whole-staff CPD should be linked to the intended outcomes of the action plan, ensuring that improvements build capacity in schools and are sustainable. Action plans should also foster collaborative working within and across departments, with time allocated for coaching, where appropriate. Roles and responsibilities of external support agencies should also be clearly identified.

4.   Monitoring and evaluation

Monitoring and evaluation by SLTs should include self-evaluation of the implementation of agreed actions and their impact on pupil progress. To this end, self-evaluation tools/mechanisms need to be in place in the action plan from the start with sources of evidence (linked to outcomes/impact), tools for evidence collection and a named senior leader to evaluate the impact with dates for completion included. Time should be allocated for this work to take place and should be quality assured where appropriate. The action plan should be treated as a working document which is regularly revisited and revised through the self-evaluation process. Senior leaders should consider how the planned actions have impacted on standards and accelerated the progress of the

target groups to close attainment gaps, but also how they are impacting on raising standards for other key groups, for example gifted and talented. As a result of self-evaluation senior leaders should identify factors that still need to be addressed to ensure further impact on pupil progress. Outcomes of this self-evaluation process should be included in the school development plan.

Ensuring the attainment of more advanced bilingual learners: self-evaluation   Resource 1

Aspect	SEF	Evidence of practice		
A1: Leadership and management: Senior leaders	6a	Not yet in place	Developing	Well- established
1. The headteacher provides an active lead on raising the attainment of EAL learners				
2. The school development plan has clear objectives and strategies for raising the attainment of EAL learners	3a, 3c			
3. The school's CPD cycle includes regular provision for training for all staff related to the achievement of Black and Minority Ethnic (BME) and bilingual pupils				
4. Performance management targets include those related to raising the achievement of BME and bilingual pupils				
5. EMAG funding is deployed strategically and is used to support more advanced learners as well as new arrivals	5c F2, F3, F6			
6. The school monitors the deployment of all additional funding such as EMAG and EiC to ensure that it is adding value	5c			
7. The school actively recruits governors representative of local community groups				

Aspect	SEF	Evidence of practice		
A2: Leadership and management: data	1a, 1c–d	Not yet in place	Developing	Well-established
8. The school has robust and sensitive systems for collecting contextual data for EAL learners, such as: first language (L1); other languages spoken; literacy in L1; refugee status; and length of schooling inside and outside the UK				
9. The school has an established time line for the collection and analysis of attainment data				
10. The school analyses attainment data by ethnicity and L1 to ensure an accurate picture of progress and attainment across all years				
11. The leadership team analyse attainment data to identify trends in relation to subjects, key stages, year groups or classes and ensure that targeted action is taken as a result	3a			
12. The school has clear systems for communicating findings from ethnicity and language data analyses to all stakeholders	2b			
13. Targets are set for the attainment of all groups of BME and bilingual pupils overall and progress is rigorously monitored	3a			
14. Composition of pupil groups is monitored to ensure that bilingual pupils are not placed inappropriately or over-represented in lower sets	6a, B5, B8, B9			
15. The school ensures that CPD is provided so that middle and senior managers are skilled and confident in interpreting and making use of data	6a			

Aspect	SEF	Evidence of practice		
B: Curriculum planning, teaching and learning	5a–c 5e	Not yet in place	Developing	Well-established
16. Teachers are aware of the difference between conceptual development and English language development and plan accordingly				
17. Schemes of work and lesson plans show evidence of high expectations of EAL learners				
18. Lesson plans show evidence of the development of higher-order thinking skills				
19. Lesson plans show evidence of explicit teaching of academic language skills				
20. Schemes of work and lesson plans show evidence of use of active reading strategies				
21. Schemes of work and lesson plans show evidence of support for developing extended writing, e.g. through modelling, oral rehearsal, shared writing				
22. Pupils are encouraged to use L1 to support their learning and English language development				
23. Pupils are grouped within classes in such a way as to support both their progress in the subject and their language development				
24. Targeted pupils have agreed language development as well as challenging curricular targets and both are used to inform planning				

25. Schemes of work and lesson plans show evidence of opportunities for pupils to reflect on their own learning and evaluate their work and progress				

Aspect	SEF	Evidence of practice		
C1: Engagement, support and intervention: pupils	5b–c, 6a	Not yet in place	Developing	Well-established
26. The school staff are clear on the differences between SEN and EAL and bilingual pupils are not grouped or taught inappropriately	B4–6			
27. Any withdrawal arrangements are carefully monitored for impact and to ensure full access to the curriculum				
28. The school makes effective provision for pupils to take examinations in home, community and heritage languages				
29. Underachieving bilingual pupils are targeted for support at key enrichment activities such as homework clubs and revision clubs and their attendance is monitored				
30. Vulnerable BME and bilingual pupils, including asylum-seekers and refugees, are identified and appropriate provision made for them	B3–5			
31. The school actively engages BME and bilingual pupils by involving them in all aspects of school life and seeking their views in a variety of ways	2a–d			

Aspect	SEF	Evidence of practice		
C2: Engagement, support and intervention: admission and transfer	5a, 5b, 6a	Not yet in place	Developing	Well-established
32. The school collects and uses a range of information from primary school and parents to maintain the progress of BME and bilingual pupils on transfer from primary to secondary school				
33. There are clear policies and procedures for pupils arriving outside the normal admission times, including information gathering, induction, pupil support and feedback to parents/carers	B9			
34. The school provides support, e.g. academic tutors, enrichment activities or buddy systems for pupils identified as 'at risk' of underachieving during their transfer or admission to secondary school				

Aspect	SEF	Evidence of practice		
C3: Engagement, support and intervention: parent/carer partnerships	2a–d, 6a	Not yet in place	Developing	Well-established
35. The school creates opportunities to ensure that parents/carers of BME and bilingual pupils are equipped to support their children's education, e.g. information evenings, workshops, support packs				
36. The school engages the parents of BME and bilingual pupils by actively seeking their views; reaching out to parents less confident in speaking English through use of translators and interpreters as well as targeted meetings				
37. BME and bilingual parents/carers are well informed about a range of school developments, e.g. procedures for national tests, exam entry policy, enrichment classes				
38. The school actively develops links and effective partnerships with the wider BME and bilingual communities, e.g. complementary schools, local arts groups, religious organisations, local businesses				

Reflection grid

Resource 2

	Main findings	Points for action
What does the data tell us about the attainment of more advanced EAL learners: • in individual subjects and classes • in particular year groups and key stages • with reference to gender and ethnic origin …compared with LA and national data?		
Based on the attainment data, where could we target this intervention? Consider: • subjects (e.g. individual subject or faculty) • year groups • gender and ethnic origin • attainment levels (e.g. hard-to-shift level 4s).		

Who will lead on this work: • senior leader level • middle leader level (e.g. subject leader, EMA coordinator) • lead practitioner (classroom teacher) **Who else will be involved?**		
How might the CPD Modules and the Pedagogical focus sheet contribute towards the school development plan? **Consider the following aspects of teaching and learning:** • development of skills (e.g. talk, reading, writing) • Assessment for Learning • middle leader skills (curriculum development, enhancing use of data) • parents as partners in learning		