

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

### CPDM 9 EMA coordinators: developing a strategic approach

#### Presenter's overview

##### Aims

- To understand the importance of prioritising strategic over operational tasks.
- To use attainment data and other evidence to identify priorities.

##### Key messages

- EMA coordinators' plans should address and align with whole-school priorities.
- This will be reflected in the strategic deployment of EMA staff.

#### Overview of training modules:

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

### Next steps for colleagues

- Plan actions for the year based on performance data and the school development plan.
- Align support from the local authority (LA) EMA team with other consultant support.
- Consider how your work is best embedded into school structures, for example through targeted work with departments, CPD, partnership teaching, coaching and so on.

### 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 as necessary to fit local priorities.

### Resources and further reading:

Search using the reference numbers listed below:

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies)

- *Access and Engagement* (series of 12 booklets)
- - in PE (Ref: 0659-02)
- - in history (Ref: 0656-02)
- - in science (Ref: 0610-02)
- - in geography (Ref:0657-02)
- - in music (Ref: 0661-02)
- - in mathematics (Ref: 0251-02)
- - in RE (Ref: 0658-2002)
- - in ICT (Ref: 0611-02)
- - in English (Ref: 0609-02)
- - in MFL (Ref: 0090-2004)
- - in art (Ref: 0662-02)
- - in D&T (Ref: 0663-02)
- *Aiming High: Meeting the needs of newly arrived learners of EAL* (Ref: 1381-2005)
- *New Arrivals Excellence Programme – Ensuring the attainment of newly-arrived pupils: A Practical Guide for Secondary Schools* (Ref: 00650-2007)

New Arrivals Excellence Programme website:

<http://nationalstrategies.standards.dcsf.gov.uk/search/inclusion/results/nav:45994>

- New Arrivals Excellence Programme DVD: A resource to support the development of induction procedures for new arrivals. (Ref: 00426-2007DVD-EN)
- New Arrivals Excellence Programme management guidance (Ref: 00041-2008)
- *Tracking for Success* (Ref:1545-2005)
  
- *Making the Grade*  
[www.standards.dcsf.gov.uk](http://www.standards.dcsf.gov.uk) (Ref: Making the Grade Key Stage 4 Project)
- National Refugee Integration Forum website:  
[www.nrif.org.uk/Education/index.asp](http://www.nrif.org.uk/Education/index.asp)
- Middle Leaders Standards (TDA)  
[www.tda.gov.uk/teachers/professionalstandards/standards.aspx](http://www.tda.gov.uk/teachers/professionalstandards/standards.aspx)
- Pathways for learning – QCA website on EAL learners:  
[www.qca.org.uk/qca\\_7526.aspx](http://www.qca.org.uk/qca_7526.aspx)
  
- *Schools and Inspection*: Information and guidance for inspectors of maintained schools, independent schools and teacher education providers, Issue 6 – September 2008, page 16 'Inspecting English as an Additional Language'

<b>Overview</b>		<b>Total time: 75 minutes</b>
<b>Timing</b>	<b>Activity</b>	<b>Resources</b>
3min	Introduction/aims of the session	<b>Slide 1:</b> Title slide <b>Slide 2:</b> Aims
17min	The role of the EMA coordinator: strategic and operational tasks	<b>Slide 3:</b> School improvement cycle <b>Management guide</b> <b>Slide 4:</b> Operational tasks <b>Slide 5:</b> Strategic tasks <b>Slide 6:</b> The EMA coordinator <b>Resource 1:</b> Tasks within an EMA coordinator's remit <b>Slide 7:</b> More advanced learners of EAL
20min	Data analysis	<b>Slide 8:</b> Data analysis <b>Resources 2a, 2b, 2c:</b> Data analysis for schools A, B and C. <b>Resource 3:</b> EMA coordinator analysis of need
20min	The EMA coordinator mystery	<b>Slide 9:</b> Considering priorities <b>Resource 4:</b> EMA coordinator priorities <b>Resource 5:</b> mystery cards
15min	Plenary: priorities for next year	<b>Slide 10:</b> Plenary

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

## CPDM 9 EMA coordinators: developing a strategic approach

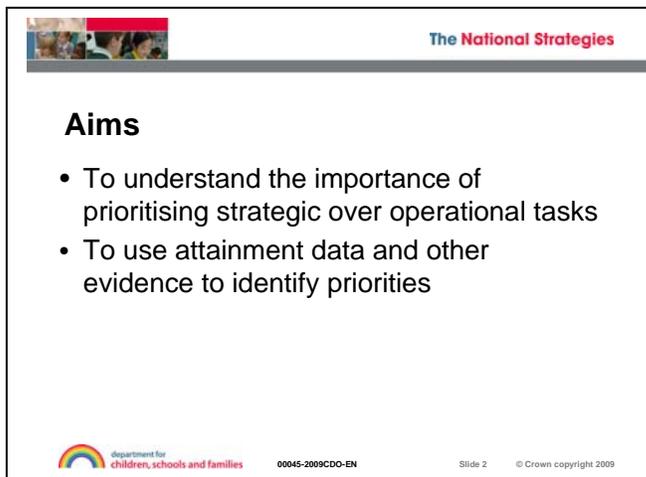
### Presenter's notes

**Audience:** EMA coordinators, Literacy coordinators, Senior leaders with responsibility for inclusion/equalities.

### Introduction/aims of the session (3 minutes)

**Use slide 1** (title slide) to welcome colleagues and say that this session is specifically aimed at supporting EMA colleagues in embedding their work into whole-school systems and structures.

**Show slide 2** and share the aims for the session.



The National Strategies

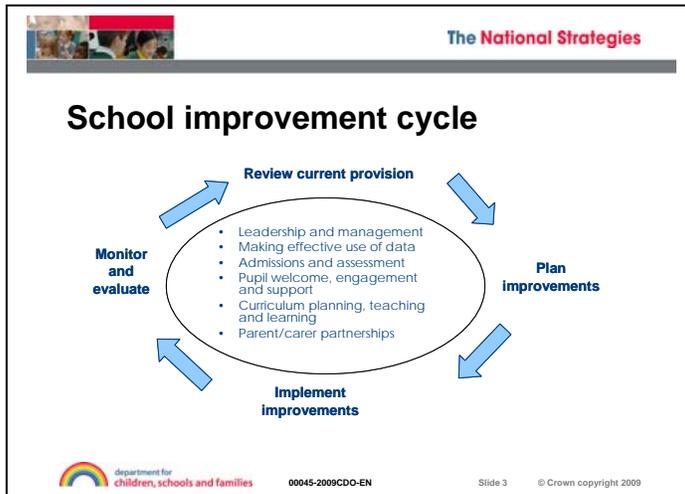
### Aims

- To understand the importance of prioritising strategic over operational tasks
- To use attainment data and other evidence to identify priorities

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Explain to colleagues that they will be trying to balance the competing pressures of longer-term development and capacity-building with carrying out day-to-day tasks and will do this by adopting the role of EMA coordinator in an imaginary school.

**The role of the EMA coordinator: strategic and operational tasks (17 minutes)**  
**Show slide 3.**

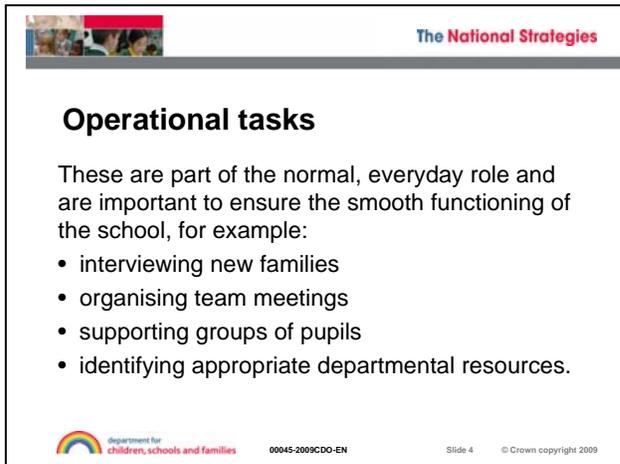


Remind colleagues of the importance of EMA coordinators engaging with school leadership teams who play a pivotal role in supporting the achievement of EAL learners. Specifically:

- Senior leaders provide a strategic lead, particularly in their expectation that EMA coordinators will plan, implement and review their work and the work of their department in the same way as any other middle leader in the school.
- EMA coordinators should support senior leadership teams (SLTs) in reviewing current provision for underperforming pupils.
- SLTs can then ensure that review and subsequent planning is incorporated into the school self-evaluation framework and that actions, monitoring and evaluation are embedded into the school improvement plan.
- EMA coordinators can identify and support the effective delivery of CPD.
- SLTs can enable EMA coordinators to work in a strategic way, providing and modelling appropriate intervention (particularly Wave 1 and 2) for underperforming groups, thereby building the capacity of mainstream teachers.

Explain to colleagues that today's session will enable EMA coordinators to reflect on the different tasks they have to perform and how they might prioritise these in order to build capacity, given that no EMA colleague is able to offer support for every pupil who requires it.

Show slides 4 and 5.



The slide is titled "Operational tasks" and is part of "The National Strategies" presentation. It includes a list of tasks such as interviewing new families, organising team meetings, supporting groups of pupils, and identifying appropriate departmental resources. The footer contains the Department for Children, Schools and Families logo, the ID 00045-2009CDO-EN, and the text "Slide 4 © Crown copyright 2009".

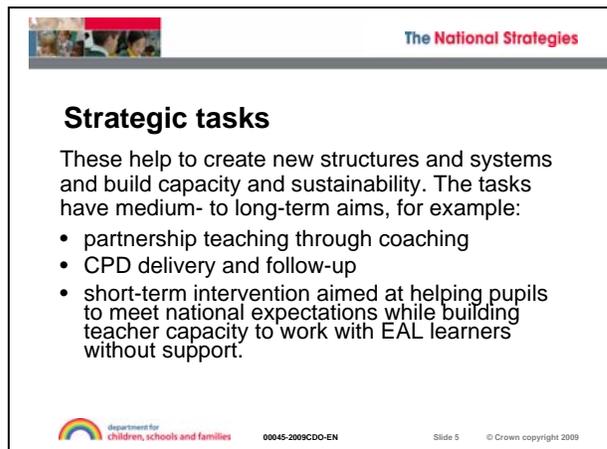
**Operational tasks**

These are part of the normal, everyday role and are important to ensure the smooth functioning of the school, for example:

- interviewing new families
- organising team meetings
- supporting groups of pupils
- identifying appropriate departmental resources.

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Remind colleagues that all senior and middle leaders have to carry out both operational and strategic tasks, but stress that it is the strategic planning that will make a real difference to the systems and practices of a school.



The slide is titled "Strategic tasks" and is part of "The National Strategies" presentation. It includes a list of tasks such as partnership teaching through coaching, CPD delivery and follow-up, and short-term intervention aimed at helping pupils to meet national expectations while building teacher capacity to work with EAL learners without support. The footer contains the Department for Children, Schools and Families logo, the ID 00045-2009CDO-EN, and the text "Slide 5 © Crown copyright 2009".

**Strategic tasks**

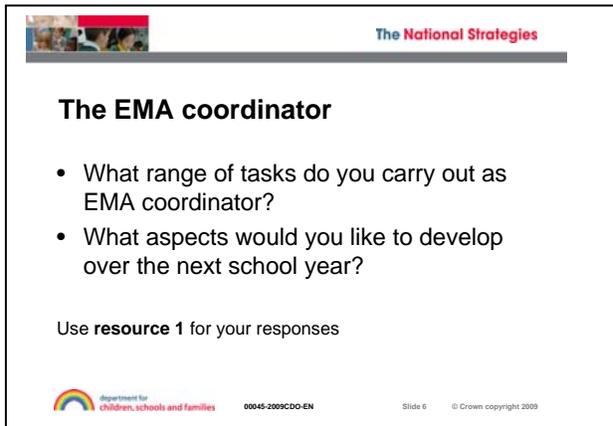
These help to create new structures and systems and build capacity and sustainability. The tasks have medium- to long-term aims, for example:

- partnership teaching through coaching
- CPD delivery and follow-up
- short-term intervention aimed at helping pupils to meet national expectations while building teacher capacity to work with EAL learners without support.

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Make the point that many strategic tasks will have operational aspects attached to them; teachers might still provide support for pupils through partnership teaching, but a tightly-drawn timescale with precise outcomes will mean that they are building capacity at the same time.

Show slide 6.



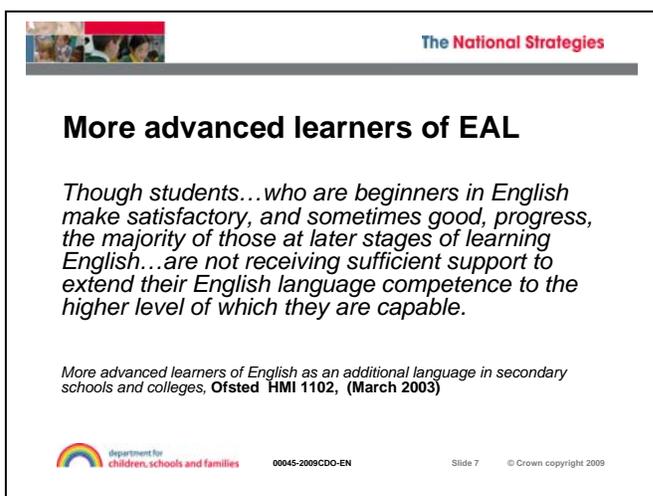
The slide is titled "The National Strategies" and "The EMA coordinator". It contains two bullet points: "What range of tasks do you carry out as EMA coordinator?" and "What aspects would you like to develop over the next school year?". Below the bullet points, it says "Use resource 1 for your responses". At the bottom, there is a logo for the Department for Children, Schools and Families, the reference number 00045-2009CDO-EN, and the text "Slide 6 © Crown copyright 2009".

Ask colleagues to list on **resource 1** all the tasks that they feel come within their current remit. Ask them also to consider what they would like to develop. Allow 5 minutes. Take feedback.

Ask colleagues to consider for a moment how much of their job involves operational rather than strategic work and to what extent they are expected to devote their time to new arrivals as opposed to catering for the needs of more advanced learners. Explain that the focus of the rest of this module will be on ways of finding a balance between strategic and operational tasks, thus building capacity within the school.

Say that one of the most time-consuming operational tasks for an EMA coordinator is direct support for new arrivals. This situation may arise when there is a lack of a strategic, whole-school plan for addressing their needs; however, by spending time on new arrivals, EMA staff may well be ignoring the needs of more advanced learners.

Show slide 7.



The slide is titled "The National Strategies" and "More advanced learners of EAL". It contains a quote: "Though students...who are beginners in English make satisfactory, and sometimes good, progress, the majority of those at later stages of learning English...are not receiving sufficient support to extend their English language competence to the higher level of which they are capable." Below the quote, it says "More advanced learners of English as an additional language in secondary schools and colleges, Ofsted HMI 1102, (March 2003)". At the bottom, there is a logo for the Department for Children, Schools and Families, the reference number 00045-2009CDO-EN, and the text "Slide 7 © Crown copyright 2009".

Remind colleagues that advanced bilingual learners are a 'hidden' underperforming group who tend to be forgotten. It is essential that their needs are addressed as part of the school's improvement planning as this will impact upon standards of attainment at whole-school level.

### Activity: Data analysis (20 minutes)

Show slide 8.

**The National Strategies**

### Data analysis

- School A – 25% Minority Ethnic (ME), 17% EAL
- School B – 50% ME, 40% EAL
- School C – 80% ME, 70% EAL

Choose the school that most closely resembles your own.  
Analyse the data and consider:

- What does the data tell you about trends in the school as a whole?
- What does the data tell you about underperforming groups?
- What other information will you require?

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Refer colleagues to **resources 2a** (School A), **2b** (School B) and **2c** (School C) which contain the context and data for each school. Give colleagues 10 minutes, working in pairs or threes on the same case study, to answer the questions on **resource 3**.

Take feedback for 5 minutes, based on these prompts from **resource 3**:

- Which ethnic groups might require further investigation?
- Which subject areas need to consider their practice (e.g. good results in English and mathematics, but not science)?
- Are the numbers in any group sufficiently high to warrant intervention?
- Should the focus be entirely on threshold levels (e.g. L5+) or should we be looking at higher levels?
- Are there any areas of seemingly good practice that you could investigate?
- Are the numbers of Not Known/Refused very high? Does this require further action?
- How helpful are the ethnic categories?
- Are there trends across the key stages in terms of the numbers of Minority Ethnic (ME) pupils?

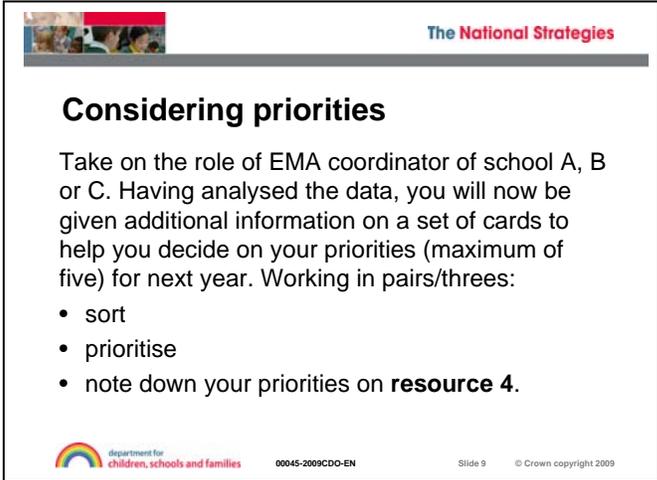
Then as a whole group, ask colleagues to say which additional data they will need.

Draw out the following:

- What is the comparison with local/national data?
- Are there gender discrepancies within or between particular groups of pupils?
- Is there an overlap between underperformance and eligibility for free school meals?
- What do conversion data or progression data indicate, for example how many of the L5 pupils came in at L4 or L5 and so have made little or no progress?
- Does the school collect first language data? (This could be more useful than ethnicity, for example, Polish and Turkish would both be recorded under the 'Any Other White' category, but could have very different needs)
- What proportion of the lower-performing groups were new arrivals? (Does the school send in a return without new arrivals' results to the DCSF, as they are permitted to do?)
- Is there data on sets and tier entry by ethnicity/language? Low expectations can sometimes be a reason for low performance.

### Activity: the EMA coordinator mystery (20 minutes)

Show slide 9.



**The National Strategies**

### Considering priorities

Take on the role of EMA coordinator of school A, B or C. Having analysed the data, you will now be given additional information on a set of cards to help you decide on your priorities (maximum of five) for next year. Working in pairs/threes:

- sort
- prioritise
- note down your priorities on **resource 4**.

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Explain that they will need to discard irrelevant cards, consider the balance of operational and strategic work and give reasons and expected outcomes for priorities.

Refer colleagues to the cards in the envelopes (**resource 5**) and tell them to note their priorities on **resource 4**.

You may wish to model one example of a priority, for example in School A:

- Target the Not Known/Refused category in order for the school to have much more accurate data.

- The outcome would be to reduce the number in this category to less than one per cent.
- This could lead to a more thorough review of the school's admission interviews and training for the interviewers.

Another priority might be 'one term targeted in-class support for new arrivals'. Possible outcomes:

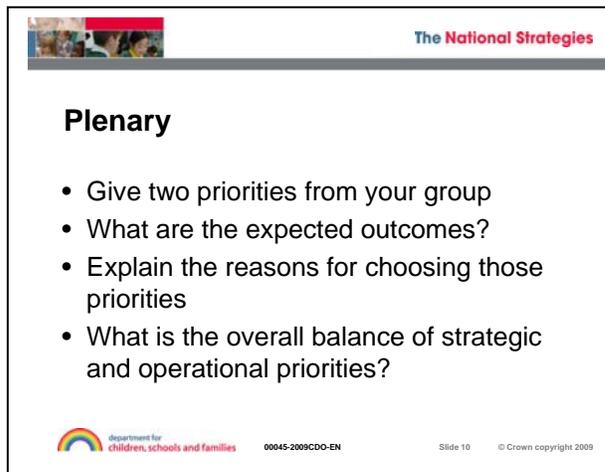
- Subject teachers will have widened their repertoire of strategies for working with new arrivals.
- Eighty per cent of the targeted pupils will have improved by at least two sublevels in that subject by the end of the year.

Stress that an important action here would be careful monitoring and tracking of the targeted pupils.

Now give colleagues 20 minutes in groups of pairs or threes to decide on three to five priorities for next year.

### **Plenary (15 minutes)**

**Show slide 10.**



**The National Strategies**

### **Plenary**

- Give two priorities from your group
- What are the expected outcomes?
- Explain the reasons for choosing those priorities
- What is the overall balance of strategic and operational priorities?

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Take feedback from the groups, putting the stress on outcomes and reasoning (particularly where the outcomes are strategic), emphasising that EMA coordinators are as accountable for pupil progress as any other middle leader.

Ask colleagues how they might use today's session to inform their future planning.



## Tasks within an EMA coordinator's remit

## Resource 1

List here the tasks that are currently part of your role as EMA coordinator	
Operational tasks	Strategic tasks
List here the aspects you will develop over the next school year	
Operational tasks	Strategic tasks



## Case Study – School A data analysis

## Resource 2a

School A is a mixed 11–16 comprehensive school with 1200 pupils; 25% of the school population is from minority ethnic groups and 17% speak English as an additional language (EAL). The literacy coordinator has responsibility for EAL and is line-managed by the deputy headteacher (inclusion). There are two teaching assistants (one Polish-speaking) working with EAL learners – both of whom work with new arrivals.

Ethnicity	Number of pupils (School)	% of pupils (School)	Number of pupils (Year 11)	GCSE 5 A*–C	GCSE 5 A*–C (E&M)
White British	820	68	190	49%	39%
White other	85	7	6	50%	33%
Black Caribbean	30	2.5	8	38%	25%
Bangladeshi	90	7.5	17	59%	41%
Black African	72	6	8	50%	50%
Not known/Refused	75	6	10	20%	0%

Ethnicity	Number of pupils (Yr 9)	L5+ Eng	L6+ Eng	L5+ Maths	L6+ Maths	L5+ Sci	L6+ Sci
White British	170	75%	25%	72%	34%	66%	15%
White other	20	45%	10%	65%	35%	40%	0%
Black Caribbean	5	60%	0%	60%	0%	40%	0%
Bangladeshi	18	72%	11%	83%	28%	55%	11%
Black African	16	48%	12%	60%	30%	36%	12%
Not known/Refused	14	50%	7%	50%	14%	35%	7%

### What does the data tell you...

- about trends in the school as a whole?
- about the underperforming groups?

### What other information do you require?



## Case Study – School B data analysis

## Resource 2b

**School B** is a mixed 11–16 comprehensive school with 1000 pupils; 50% of the school population are from minority ethnic groups and 40% speak English as an additional language (EAL).

The EAL coordinator is line managed by the Deputy headteacher (T&L) and has four other members of staff – one part-time (0.6 fte) EAL teacher and three teaching assistants, one of whom speaks Urdu and Panjabi.

There is a high level of mobility and new pupils arrive regularly. The school admitted 36 new pupils last term, of whom 15 were beginners in English.

Ethnicity	Number of pupils (School)	% of pupils	Number of pupils (Yr 11)	GCSE 5 A*–C	GCSE 5 A*–C (E&M)
White British	497	50	120	53%	44%
White other	56	6	10	60%	60%
Black Caribbean	29	3	9	66%	44%
Pakistani	242	24	50	48%	30%
Black African	102	10	15	66%	48%
Gypsy, Roma & Traveller	34	3	2	0%	0%
Not known/Refused	20	2	3	66%	33%

Ethnicity	Number of pupils (Year 9)	L5+ Eng	L6+ Eng	L5+ Maths	L6+ Maths	L5+ Sci	L6+ Sci
White British	90	78%	32%	78%	40%	70%	40%
White other	15	33%	20%	67%	33%	67%	26%
Black Caribbean	5	100%	40%	100%	20%	100%	40%
Pakistani	48	68%	12.5%	70%	35%	55%	11%
Black African	25	80%	40%	88%	40%	36%	12%
Gypsy, Roma & Traveller	10	10%	0%	20%	0%	10%	0%

### What does the data tell you...

- about trends in the school as a whole?
- about the underperforming groups?

### What other information do you require?



## Case Study – School C data analysis

## Resource 2c

**School C** is a mixed 11–16 comprehensive school with 1000 pupils; 80% of the school population is from minority ethnic groups and 70% speak English as an additional language (EAL).

The EAL coordinator is line-managed by the Deputy headteacher (Equalities) and has three other teachers – one part-time (0.6 fte) and two full-time. There are also three bilingual teaching assistants and one home-school liaison worker.

The school population is relatively stable, although there has always been a steady trickle of new arrivals from Pakistan. More recently, the LA has become a host authority for dispersed asylum-seekers, many of whom apply to this school.

Ethnicity	Number of pupils (School)	% of pupils	Number of pupils (Yr 11)	GCSE 5 A*–C	GCSE 5 A*–C (E&M)
White British	194	19	35	43%	33%
White other	80	8	12	40%	15%
Black Caribbean	29	3	10	50%	50%
Pakistani	552	55	120	52%	29%
Black African	141	14	22	55%	45%
Not known/Refused	5	0.5	4	25%	25%

Ethnicity	Number of pupils (Year 9)	L5+ Eng	L6+ Eng	L5+ Maths	L6+ Maths	L5+ Sci	L6+ Sci
White British	40	65%	20%	65%	30%	70%	40%
White other	20	50%	0%	80%	50%	80%	50%
Black Caribbean	4	25%	25%	50%	25%	75%	25%
Pakistani	110	60%	10%	58%	15%	70%	26%
Black African	35	65%	15%	68%	28%	80%	35%

### What does the data tell you...

- about trends in the school as a whole?
- about the underperforming groups?

### What other information do you require?



## EMA coordinator analysis of need

## Resource 3

Choose the school (A, B or C) which is closest in profile to yours.

Read the data sheet and consider the questions.

### Main issues arising from the data set

Which ethnic groups' results might require further analysis?

Which subject areas might need a more intensive focus? (e.g. good results in English and mathematics, but not science)

Are the numbers in any group sufficiently high to warrant intervention?

Should the focus be entirely on threshold levels (e.g. L5+ or 5 A\*–C)?

Are there any areas of seemingly good practice that you could investigate?

Are the numbers of Not Known/Refused very high? Does this require further action?

How helpful are the ethnic categories? What other categories could you use?

Are there trends across the key stages in terms of the numbers of Minority Ethnic (ME) pupils?

Other issues

What other data will you require?



## EMA coordinator priorities

## Resource 4

Using both your data analysis (**resource 3**) and the outcomes from the mystery activity, decide upon your priorities for next year. There are two priorities modelled.

Priority	Expected outcomes	Possible actions	Reasons for choice
<b>Data collection</b> <b>(School A)</b>	Reduce no. of not known/refused to less than 1%  Establish protocols for admissions	– review school procedures  – agree set of protocols  – train interviewers	Data and target setting cannot be accurate if ethnicity and language data are not complete. Agreed protocols for admissions will lead to better information flow for all teachers.
<b>Pakistani pupils</b> <b>KS4</b> <b>(School C)</b>	Raise 5 A*–C (inc E&M) by 5%	– review data (is the issue Eng, Maths or both?)  – plan partnership teaching focused on C/D borderlines  – monitor pupil progress every six weeks	Could be a route into Key Stage 4 work, if this is a barrier. Partnership teaching, carefully planned, can be a training/coaching opportunity, thus building capacity. Support from SLT is likely when addressing a whole-school priority.



## Mystery cards

## Resource 5 (page 1)

To be cut up and placed in an envelope with the cards from page 2

<p>The mathematics department has requested support for three new arrivals, one in Year 7, one in Year 9 and the other in Year 11</p>	<p>The LA EMA team has allocated you five days of consultant time to use on your priorities</p>
<p>The citizenship department would like to develop new approaches to reading in Key Stage 3 and has asked for advice</p>	<p>The English department is going to use APP with all the pupils this year</p>
<p>The science department will only allow you to allocate support in Key Stage 3 classes</p>	<p>One of your TAs has just completed the HLTA training</p>
<p>The headteacher has told you that this year she expects you to report on your departmental plan with pupil progress included</p>	<p>The school's last Ofsted report noted that pupils had few opportunities to talk, especially in Key Stage 4</p>
<p>There is an AST in the mathematics department who is keen to develop literacy in mathematics at Key Stage 3</p>	<p>One of your TAs refuses to work in mathematics because he says that he doesn't have the skills</p>
<p>The technology department has noted that while pupils' practical skills are good, their grades are affected by the poor quality of their GCSE portfolios</p>	<p>The school has six NQTs this year as well as a number of student teachers</p>



## Mystery cards

## Resource 5 (page 2)

To be cut up and placed in an envelope with the cards from page 1

The school is continuing to develop the previous year's focus on AfL	Question Level Analysis of Key Stage 2 papers reveals that there are issues for pupils with text structure and organisation
Two of the five CPD days have yet to be allocated and the DHT is asking for suggestions	The head of humanities has spoken to you about developing literacy skills
Black History Month is in October Refugee Week is in June	The head of science wants support with Year 10 grouping to ensure that Turkish students are not disproportionately represented in lower sets
Three of your main feeder primary schools were in the Primary EAL Pilot	The school's last Ofsted report noted that pupils' reading skills were below average
There are very strong and innovative teachers in the RE department	You are expecting an average of one new arrival a week next year
One of the SEN TAs has completed the course on being an induction mentor	The DHT would like you to support two weak teachers in science

