Ensuring the attainment of more advanced learners of English as an additional language: CPD modules

Definitions

In this guide, a learner of **English as an additional language (EAL)** is a pupil whose first language is other than English.

> *First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. If a child acquires English subsequent to early development, then English is not their first language no matter how proficient in it they become.*

Source: School census preparation and guidance for 2007 (DfES 2007)

The definition of **'more advanced learner'** is more complex and it is not helpful to ascribe either a minimum number of years' exposure to English or a particular National Curriculum assessment level to such pupils. More advanced learners may have spent as little as two years or as much as their whole lives in the UK. In their first language they might be literate or not.

Lead practitioner is the term adopted to describe all those teachers who participated in the pilot programme.

The **three waves model of intervention** is a systematic approach to intervention advocated by the National Strategies, enabling schools to plan, design and tailor effective and appropriate provision for pupils.

The CPD modules are designed to enhance the delivery of Wave 1 and Wave 2 provision.

The waves are:

Wave 1 – Tailored teaching in classes

High-quality inclusive teaching supported by effective whole-school policies and frameworks, clearly targeted on all pupils' needs and prior learning. This needs to be based in planning and schemes of work that are designed to move all pupils from where they are to where they need to be. Where there are large numbers of pupils that share the same learning needs, then the best solution is to adjust the planning to cater for them. It means setting a new trajectory for the learning programme to take pupils to where they need to be in terms of age-related expectations. Effective Wave 1 teaching anticipates the needs of pupils based on good use of yearly transition data and information.

Wave 2 – Wave 1 plus additional, time-limited, tailored intervention support programmes

Designed to increase rates of progress and secure learning for groups of pupils which puts them back on course to meet or exceed national expectations. This usually takes the form of a tight, structured programme of small-group support, carefully targeted and delivered by teachers or teaching assistants (TAs) who have the skills to help pupils achieve their learning objectives. This can occur outside (but in addition to) whole-class lessons, or be built into mainstream lessons as part of guided work. Critically, intervention support needs to help pupils apply their learning in mainstream lessons. Intervention programmes need to be closely monitored to ensure that they meet pupils' needs. This is about support for pupils who can get back to achieving age-related expectations. The outcome of Wave 2 intervention is for pupils to be back on track to meet national expectations at the end of the key stage.

Wave 3 – Wave 1 plus increasingly individualised programmes, based on independent evidence of what works

Expectations are to accelerate and maximise progress and minimise performance gaps. This will involve one-to-one or very small group support via a specialist teacher, highly-trained TA or academic mentor, to support pupils towards the achievement of very specific targets.

The 'waves' model provides a useful tool to support efficient curriculum planning, inclusive teaching and personalised approaches to address diverse needs. It provides a common language that emphasises a curriculum response that can reduce the need for highly individualised strategies.

Introduction

The CPD modules in this folder are the product of a three-year pilot programme aimed at closing the attainment gap for more advanced learners of English as an additional language. The reason for focusing on this group of pupils is that Ofsted (2003)[1] reported that:

> …the majority of those [EAL learners] at later stages of learning English and older students are not receiving sufficient support to extend their English language competence to the higher levels of which they are capable.

In terms of defining 'more advanced learners of EAL', schools were advised to choose a target group of pupils who:

- were EAL learners (as defined in the School Census Guidelines)
- had been born in or had at least five years' schooling in the UK
- were underachieving in the subject area chosen by the school as the focus of the work.

The 12 local authorities (LAs) invited to take part in the programme represented a wide range of contexts – inner-cities, metropolitan unitary authorities and shire counties as did the schools which had EAL learner populations ranging from 13% to 90%.

The programme had three main areas of focus for the targeted groups of pupils:

- improving extended writing
- developing higher-order thinking skills
- developing academic register.

Schools and LAs were invited to develop action plans which had as their outcomes:

- a minimum of two sublevels of progress per year for the targeted pupils (in English, science or humanities)
- improvement in the skills of the teachers participating in the pilot, whom we called lead practitioners
- sustainable practice to be embedded in the school/LA systems.

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[1] 'More advanced learners of English as an additional language in secondary schools and colleges' HMI 1102 March 2003

The CPD modules

All the modules focus on raising the attainment of more advanced learners of EAL and more particularly on developing leadership roles as well as the expertise and confidence of subject teachers. The ten modules cover:

- leadership (Senior leaders and EMA coordinators)
- use of writing analysis to set targets for writing
- teaching and learning (talk, reading and writing)
- parents and community.

A full list can be found in 'Who are the modules for?' below.

How to use the modules

The modules are designed to be delivered by an LA consultant or manager, or school senior or middle leaders with appropriate expertise. They are closely linked to other National Strategy developments and materials so the school strategy manager has a key role in ensuring that cohesive links are made.

Effective schools review their provision regularly. **CPDM1** is crucial as it includes an audit of the school's provision for underperforming EAL learners and an opportunity to plan appropriate CPD for staff.

CPDM2 and **CPDM3** have been designed to be used as a pair. **CPDM2** is about setting literacy targets for pupils based on writing analysis and **CPDM3** is about translating those targets into learning objectives and activities.

All other modules can be used individually or in groups as part of the school's development of teaching skills in order to narrow attainment gaps.

The modules have been written with examples and activities; however, we would strongly advise presenters to tailor the modules, where appropriate, to the audience and context.

All the modules are structured in a similar way. Each has:

- presenter's overview with a summary of the aims, key messages, timings, resources and next steps for colleagues.
- presenter's notes with detailed guidance on how to deliver the module. It is, however, important for the presenter to adapt any material to audience and context.
- resources and handouts. Resources are any materials that will be filled in or used in some other way, handouts are for reference.
- a slide presentation.

A summary of the aims and key messages from each module may be found in the Appendix below.

Who are the modules for?

All the modules have been developed from the premise that EAL learners' needs are best addressed through quality first teaching in a mainstream subject classroom, with Wave 2 intervention used when appropriate.

In line with approaches promoted in *Literacy across the curriculum* (DfEE 0235/2001) and *Literacy and learning* (DfES 0651-2004G), these modules are designed to support all teachers in teaching those aspects of language appropriate to their subject.

The suggested audiences for each module are outlined in Appendix A, below.

Routes through the modules

There is no one single route through these modules, as schools and LAs will need to match and adapt them to their contexts, needs and priorities. Below are possible scenarios for the delivery of these modules.

Schools

Scenario 1:   School new to working with EAL learners

- Use CPDM 1 to identify gaps in provision and to align development work with other school priorities.

- Use CPDM 2 to identify appropriate literacy targets, based on analysis of pupil writing, for the medium-term plans of selected subject areas.

- Use CPDM 3 to develop teachers' ability to translate literacy targets into literacy objectives and learning activities in a series of lessons.

- Select from CPDMs 4–8, as appropriate, to develop teachers' skills in promoting talk, reading or writing.

Scenario 2:   School with established approaches to literacy development

- Use CPDM 1 to identify gaps in provision and to align development work with other school priorities.

- Use CPDM 2 to consider the appropriateness of current literacy targets for EAL learners.

- Use CPDM 3 with targeted departments to develop teachers' ability to translate literacy targets into literacy objectives and learning activities in a series of lessons.

- Select from CPDMs 4–8, as appropriate, to develop teachers' skills in promoting talk, reading or writing, as identified by the departmental development plans.

Scenario 3:   School with established approaches to working with EAL learners

- Use CPDM 1 to revisit and monitor the effectiveness of current approaches and to identify gaps in provision.

- Use CPDMs 2 and 3 only in those departments where there is a need to improve targeting of approaches to literacy.

- Group departments together to use CPDMs 4–8, as appropriate, to develop teachers' skills in promoting talk, reading or writing, as identified by the departmental development plans.

Scenario 4   School with established systems and practices for meeting the needs of more advanced learners of EAL

- Use the audit from CPDM 1 to check the effectiveness of current provision.

- Choose from CPDMs 4–8 in order to enhance quality first teaching.

Note: CPDM 10 should be used by schools only where development of parental and community participation has been identified as a school priority.

Local Authorities

Where the data and local intelligence show that individual schools have particular needs, the modules may be used to support a targeted response to schools' development needs:

- support schools individually in their self-evaluation from CPDM 1

- support for the delivery of CPDMs 2–8 could be offered to schools following the outcomes of CPDM 1

- CPDM 10 is a school-based module and LAs could support the delivery to senior leadership teams.

While the following modules might be used to support a targeted offer to schools, they provide an approach to quality-first teaching which could also be used to support a universal offer:

- CPDMs 2–8 could be offered in different combinations either as general or subject-specific CPD to the whole LA

- CPDM 9 could be offered as a stand-alone session for EMA coordinators and their line managers or as part of a more general EMA coordinator development programme.

Appendix

Overview of CPD modules

Module title	Audience	Aims	Key messages
CPDM 1 Senior leader briefing: leading change for more advanced EAL learners	• SLTs • EMACos • LitCos	• 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 the school self-evaluation framework
CPDM 2 Analysing writing: assessing the needs of more advanced learners	• Faculty/Subject leaders • LitCos • EMACos • SENCos • 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 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

| CPDM 3

Making sense of literacy targets: learning objectives and activities	• Faculty/Subject leaders • LitCos • EMACos • SENCos • Teachers	• 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 which 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 which 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 • Scaffolding 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' in 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 • LitCos • Senior leaders with responsibility 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	• Understand the responsibilities of schools under 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