

Portfolio of evidence

Lines of enquiry

ECES5007

Niki Jones

Section 1 : Ethical Issues

Ethics form

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:		Niki Jones			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐
Faculty/School/Centre:		Childhood and Education			
Campus:		Carmarthen			
E-mail address:		1806951@UWTSD.student.ac.uk			
Contact Telephone Number:		07398226031			
For students:					
Student Number:		1806951			

Programme of Study:	Ba Education studies primary
Director of Studies/Supervisor:	Lynwen Robberts

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		YES	☒	NO	☐
					Date
If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee		☐		
	Faculty Research Committee		☐		
	Other (write in) Lecturer Lynwen Robberts		☒	13/12/19	

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
UWTSD Research Ethics & Integrity Code of Practice	☒
UWTSD Research Data Management Policy	☐
BERA guidelines	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?		YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?		YES	☐	NO	☒
Are you in receipt of a KESS scholarship?		YES	☐	NO	☒
Is your research externally funded		YES	☐	NO	☒
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☒
	Employed	YES	☐	NO	☒
Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☐	NO	☒
Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☒

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☒
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	EAL		
Proposed start date:	13/12/19	Proposed end date:	29/04/20
Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below: • <i>Purpose of Research Activity</i> • <i>Proposed Research Question</i> • <i>Aims of Research Activity</i> • <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain • <i>What the research activity will add to the body of knowledge</i> • <i>How it addresses an area of importance.</i>			
Purpose of Research Activity This research will find out EAL in schools (this box should expand as you type)			
Research Question How are children with EAL supported in the school (this box should expand as you type)			
Aims of Research Activity How children with EAL are supported through out the school (this box should expand as you type)			
Objectives of Research Activity How I would reach the aim (this box should expand as you type)			
Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.			
Structured interview with pre prepared interview questions And un structured observation in the classroom setting (this box should expand as you type)			

Location of research activity

Identify all locations where research activity will take place.

A local primary school

(this box should expand as you type)

Research activity outside of the UK

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.

n/a

(this box should expand as you type)

Use of documentation not in the public domain: Are any documents **NOT** publicly available?

NO

☐

YES

☐

If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales.

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☐	☒
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☐	☒
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☐	☒
Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☒
Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	☒
Other – please indicate here: (this box should expand as you type)		

Participant numbers and source	
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
How many participants are expected?	30 (this box should expand as you type)
Who will the participants be?	Two teachers 30 children Head teacher (this box should expand as you type)
How will you identify the participants?	Teachers and primary school teachers (this box should expand as you type)

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☒
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			
 (this box should expand as you type)			

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
<i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

Full risk assessment completed and appended?

Yes

☐

No

☒

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

Risk to Participant:

The risk to the participants are minimal, however their time is precious and some anxiety could develop, if they have insufficient time to participate in the investigation.

(this box should expand as you type)

How will you mitigate the Risk to Participant

I will explain to the participant that their participation is voluntary and can withdraw at any time.

(this box should expand as you type)

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

n/a

(this box should expand as you type)

Risks to investigator

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

Risk to Investigator:

For personal safety and to
Follow the rules of the school at all time

(this box should expand as you type)

How will you mitigate the Risk to Investigator:

Make sure that you familiarise yourself with them before hand and meet with head teacher before placement, to ensure there is no risk at all times. Also seek advice from my lecturer as required.

(this box should expand as you type)

University/institutional risks

For example: adverse publicity, financial loss, data protection

Risk to University:

The research is carried out in the name of the university, if ethical guidelines are not followed, the university reputation could be at risk.

(this box should expand as you type)

How will you mitigate the Risk to University:

I will ensure I will follow ethical guidelines and the advice from my lecturer at all times.

(this box should expand as you type)

Disclosure and Barring Service

If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.

YES

NO

N/A

Does your research require you to hold a current DBS Certificate?

☒
☐
☐

SECTION I: Feedback, Consent and Confidentiality

Feedback

What de-briefing and feedback will be provided to participants, how will this be done and when?

Verbal feedback will be provided at the end of the placement. The participant will be offered a copy of the research findings.

Also head teacher and class teacher will see the interview questions before the actual interview to give me the best reply they can.

(this box should expand as you type)

Informed consent

Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.

Consent form and information sheet provided

(this box should expand as you type)

Confidentiality / Anonymity

Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

No names of participants will be used as well as the name of the setting .

(this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.	☐	☐
If YES, provide a description of the data and explain why this data needs to be collected:		
<i>(this box should expand as you type)</i>		
Does it involve special category data (as defined by the GDPR)?	YES	NO
"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	☐
If YES, provide a description of the special category data and explain why this data needs to be collected:		
<i>(this box should expand as you type)</i>		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☒
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
"Cloud" storage or websites?	☐	☒
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
<i>(this box should expand as you type)</i>		

All Data Storage		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☒	☐
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
The data will be only shared with the module lecturer . <i>(this box should expand as you type)</i>		
List all who will have access to the data generated by the research activity:		
The investigator , the module lecturer <i>(this box should expand as you type)</i>		
List who will have control of, and act as custodian(s) for, data generated by the research activity:		
The investigator <i>(this box should expand as you type)</i>		
Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
All data will be stored on a password protected computer. <i>(this box should expand as you type)</i>		
Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
No <i>(this box should expand as you type)</i>		
Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
	NO	☐
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
	NO	☐

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant:	Niki Jones	Date: 13/12/19
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For STUDENT Submissions:

Director of Studies/Supervisor:	Lynwen Roberts	Date: 13.12.19
Signature:	L.Roberts	

For STAFF Submissions:

Head of School/Assistant Dean:	Alison	Date: 13.12.19
Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:

<http://www.uwtsd.ac.uk/academic-office/>

This is the ethic form that all participants have to sign, to comply with the BERA guideline, these guidelines are the best to use for educational research (BERA, 2018)

School policies on safeguarding and child protection.

Safeguarding

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Safeguarding Policy

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships - Linked to Articles 3, 19, 32, 33 (CRC)

This policy should be read in conjunction with the City & County's Safeguarding Guidance for Education And Life Learning Services. A copy of this can be obtained from the school office

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"Every Child Matters"

When the government published "Every Child Matters" it raised 5 key issues that were deemed essential in the complete development of each and every child:

- Must be and stay safe
- Must be healthy
- Must be able to enjoy and achieve
- Must be able to achieve economic well-being
- Must make a positive contribution

There was a clearly stated need that, while each area of society has an important part to play in child development, schools must embrace the document both individually and collaboratively.

The government has published a policy "Safeguarding Children" (DfES/027/2004) and this school has used this in formulating its own safeguarding statement.

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Induction of Volunteers

Volunteers must also have Disclosure and Barring Service (DBS) clearance. For a brief activity, such as a school visit, which does not involve the supervision or close contact of children then a risk assessment will be undertaken. . For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building a full DBS search will be conducted. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children and a risk assessment will be completed.

Welcoming Visitors

It is assumed that visitors with a professional role e.g. social services or members of the police already have relevant clearance but the office will endeavour to check this before admittance is granted and a note made of anyone entering without clearance.

It is important to have safeguarding in schools, schools have an essential role to protect children, including volunteers and researchers do not pose any risk at all, making sure staff are trained in this and that all others read and are aware of these policies at all time and that the polices are up to date (Terriceroadprimary,2020)

Child protection policy

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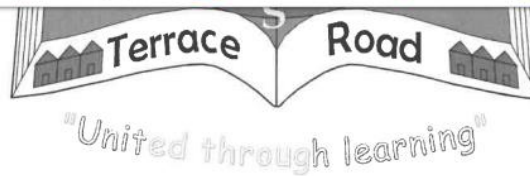
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Child Protection Policy

The designated adult for Child Protection is the Headteacher Mrs Alison Evans and the designated governor is Chair of Governors, Mrs. Erika. Kirchner. There is a detailed Child Protection Policy, which is available from the school office. . It is the Governing Body's duty to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately. Certain governors and all staff have had appropriate child protection training, which is updated at least every three years. The Headteacher has undertaken the Level 2 Child Protection training (March 2018)

All allegations of abuse by or complaints of a teacher will be dealt with by the Headteacher. For any complaints about the Headteacher the Chair of Governors or Nigel Stokes (LA Child Protection Officer) should be contacted directly.



Child Protection Policy

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships - Linked to Articles 3, 16, 19, 20, 21, 25, 27, 34, 36, 39 (CRC)

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- Child Protection – Notes for Staff booklet (March 2011)
- Staff Facing an Allegation of Abuse
- Safeguarding Children in Education (WAG Circular 005/2008)

The Statutory Basis of Child Protection

Children Act 1989

The Children Act 2004

Safeguarding Children in Education – the role of Local Authorities and Governing Bodies under the Education Act 2002 Circular 005/2008.

Introduction

The governing body has a duty under section 175 of the Education Act 2002 to ensure "that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children...."

We believe that our school should provide a caring, supportive and safe environment which promotes the social, physical and moral development of each child by the provision of a curriculum and ethos which promotes self worth, confidence and independence. No child can learn effectively and reach their potential unless they feel secure.

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance

Terrace Road Primary School

Code of ethical practice for school staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our pupils.

All school staff should:

- place the safety and welfare of pupils above all other considerations
- treat all members of the school community, including pupils, parents, colleagues and governors with consideration and respect
- Adhere to the principles of Restorative Practise in all aspects and areas of school life.
- adhere to the principles and procedures contained in the policies including our teaching and learning policies
- treat each pupil as an individual and make adjustments to meet individual needs
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between pupils and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that school staff are in a position of trust and that sexual relationships with a pupil, even over the age of 16, may be an offence
- be alert to, and report appropriately, any behaviour that may indicate that a pupil is at risk of harm
- encourage all pupils to reach their full potential
- never condone inappropriate behaviour by pupils or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.



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Working in partnership with parents

It is our policy to work in partnership with parents or acers to secure the best possible outcomes for our children. We will therefore communicate as clearly as possible the aims of our school:

- We will use clear statements in any written communication to parents
- We will liaise with agencies that are active in supporting families
- We will be alert to the needs of parents who do not have English as their first Language.
- We will ensure this policy is available to all parents on the school website and paper copies are kept in the school office upon request.

These policies are important to government and for schools to comply and enforce (Terriceroadprimary,2020)

Section 2 topic base

What is meant by "parental responsibility"?

5. "Parental responsibility" is defined in the Children Act 1989 and means assuming all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property. The Children Act 1989 states that if a child's natural parents were not married when the child was born the mother automatically has parental responsibility. The father can, however, acquire parental responsibility by various legal means. It is now the case (following the enactment of the Adoption and Children Act 2002) that a father who is registered as such in the register of births and deaths also automatically attains parental responsibility. In addition, it is now the case that 'step-parents' (which includes civil partners) can acquire parental responsibility, for example by entering into an agreement with a parent with parental responsibility.

6. People other than a child's natural parents can acquire parental responsibility through:

- being granted a residence order;
- being appointed a guardian;
- being named in an emergency protection order (although in this case parental responsibility is limited to taking reasonable steps to safeguard or promote the child's welfare); or
- adopting a child.

7. A local authority, by virtue of section 33 of the Children Act 1989, acquires parental responsibility if named in the care order for a child, although in this case any person who is a natural parent or guardian retains parental responsibility and may exercise it unless the authority has restricted the extent to which they may do so. Such a restriction may be placed if it is necessary to do so in order to safeguard or promote the child's welfare, and may relate to matters such as a parent's contact with the child or consent to the child's medical treatment.

8. A local authority does not, however, have parental responsibility for a child where that child is being "accommodated" by the authority under a joint arrangement made between the authority and the child's natural parents. In those circumstances, parental responsibility remains solely with the natural parents.

"Parents" and "Parental Responsibility"
 April 2007
 Circular No: 12/2007

3

Parent involvement is an essential part of EAL for children to achieve their full potential (Government, 1991)

- 4.12 In addition, some data trends may indicate a breakdown in management and governance. Such data should be treated with caution, as they may also arise for reasons other than poor school leadership.
- 4.13 Data trends which might in some circumstances prompt local authorities to investigate a school's management and governance further include:
- Declining school popularity, possibly revealed through the school roll falling more rapidly than might reasonably be expected from demographic changes;
 - High or increasing absence or truancy rates;
 - High rates of staff turnover, numbers of staff grievances, or capability and disciplinary proceedings;
 - Feedback from parents, or significant or increasing numbers of parental complaints; and,
 - Evidence of a dysfunctional governing body including non-compliance with the school governance framework.

However, children need to be properly safeguarded and need to be able to access advocacy support (Holland, 2017), so that they access educational opportunities, including language skills and extra support needed under the Social Services and Well-being (Wales) Act 2014.

Ambleside Primary School

Home About Us Key Information Year Groups Curriculum Contact Us

Ambleside Primary is a large Primary School with many different languages spoken. The EAL team are lucky enough to have the pleasure of supporting the pupils with English as an Additional Language.

The pupils have individual language plans that are very specific to their needs. Lessons can be 1-1, group or class based depending on the need of the pupil. We support from Foundation through to Year 6.

The role of the EAL Team includes: working on Anti-racism; pre-teaching topics; providing translated resources-both auditory and visual for pupils and parents; after school club; staff training; cultural assemblies; friendship groups and focus 1-1 reading/comprehension support.

What is EAL?

The School Census asks schools to record pupil's 'first' language defined as follows:

"...If a child was exposed to more than one language (which may include English) during early development the language other than English should be recorded, irrespective of the child's proficiency in English." DCSF (2006). Pupil Language Data: guidance for local authorities on schools' collection of data on pupils languages

EAL training should be provided to newly qualified teachers in Wales by embedding it into teaching training (Government, 2015).

Acknowledgements

The Bell Foundation started in 2012 and is working to overcome exclusion through language education in the UK. The Foundation is focusing on two thematic areas: children with English as an additional language and offenders whose first language is not English. The Bell Foundation has developed a five-year programme working with partners aiming to improve the educational outcomes for children with English as an additional language.

The research team based in the Faculty of Education at Cambridge University and in the Faculty of Health, Social Care and Education at Anglia Ruskin University would like to thank The Bell Foundation for the opportunity to research this important area of school provision, for the financial support it gave the project and the continuous help offered by Diana Sutton (Director) and Helen Elmerstig of The Bell Foundation.

The research team would like to thank, in particular, the students, parents, teachers, headteachers of the two schools we were researching, and the EAL experts and Local Authority EAL coordinators who gave their time and commitment to the project. We greatly value the insights they gave us into the challenges associated with language diversity, their professional knowledge and strategies they use to support the educational achievement, language development and social integration of all children, irrespective of origin.

Finally we wish to thank Karen Forbes for the assistance she gave in writing a review of the academic literature for this report. Thanks are also due to our own two institutions for the administrative support they offered: David Carter, Philip Vale, Jo Vine and Sarah Walters. The views expressed in this report are those of the research team alone and do not necessarily reflect the policies of The Bell Foundation as the funder of the project.

In addition to ambiguities arising from the choice of label, categorisation issues arise from the fact that children with English as an additional language in the UK fall into a number of different groups and will have very different needs. These groups include, children belonging to well established ethnic minority communities in the UK, children of refugees and asylum seekers, and children of migrants whose parents have come to the UK to work. This research looks principally at the latter group.

It is also likely that some children with English as an additional language will be "invisible" and will not appear in school statistics. These may include children, those who are outside formal education, those in immigration detention, those who have not yet been allocated school places by local authorities, others whose parents may migrate to different regions of the UK or globally, and children who are trafficked into the UK.

The needs of children from refugee communities will differ from the needs of children of labour migrants and from those who arrive as unaccompanied asylum seekers. Some children may have been well-educated in their country of origin, while others may have had little, or disrupted, schooling. Some children who come from war-torn countries need psychological help. At school level, all these factors bring with them specific costs and a need for a particular expertise amongst school and local authority staff.

There are additional challenges for schools when pupils arrive into the latter stages of secondary school, especially when they arrive with little or no English, as this stage of education is examination-orientated and a high level of English proficiency is required. This may result in pupils pursuing a course of study not suited to their academic ability. For example, in a report for the British Refugee Council (2011), Sarah Walker noted:

Evidence from SMILE has shown that in some instances, local authorities are choosing to send young people, and particularly those in Years 10 and 11, to alternative educational provision, outside mainstream schooling. The reasoning for such decisions were generally because of the young person's limited English language skills or lack of knowledge of the UK educational system, or in some cases due to no prior education' (p.42).

1. We would like to thank Diana Sutton at the Bell Foundation for allowing us to quote from her research on the national picture in relation to EAL.
2. The focus is restricted to the Anglophone world as opposed to other bilingual contexts as this mirrors the focus of our own study in the English context.
3. These terms are largely interchangeable and refer to the teaching and learning of English to immigrants, refugees, asylum seekers and others whose first language is other than English. These terms are to be distinguished from English as a foreign language (EFL) which refers to the context of learning and using English as a foreign language in countries with a different dominant language. The usefulness of the term EAL over ESL is that often English will be a third or fourth language for these speakers. Similarly the term avoids suggestions of a hierarchy of competence in the different languages a speaker has access to.

Welsh Assembly Government (WAG) statistics show the unknown or not stated EAL pupils ages 5 years and over are at a high level and in danger of not having an education for example in south west Wales, Powys- 116, Ceredigion- 179, Pembrokeshire- 127, Carmarthenshire-110, Swansea- 126, Neath, and Port Talbot-33 EAL children are not in education (Goverment, 2017)

ort-on-capacity-building-approaches-to-support-the-delivery-of-english-as-an-additio... 5 / 38

Government, including the MEAG.

The study consulted with eight EMAS and with five schools and invited comments from other EMAS. This report pulls together the findings from consultations with EMASs and with schools, a review of education policy documents, reports submitted by EMAS in relation to their MEAG funding and short literature review.

The need

Around 7 percent of pupils in Welsh schools have a need for English as an additional language (EAL) support. Of these, 60 percent are in three counties, Cardiff, Newport and Swansea, but all counties in Wales have EAL learners. The number of pupils needing EAL support in Wales has remained fairly constant, but the proportion that have no, or very little, English grew from 24 percent in 2008/9 to 28 percent in 2012/13 (PLASC). In the same period the proportion of EAL pupils that are fluent in English dropped from 44 percent to 27 percent (ibid). Wales uses a five stage approach to measuring language acquisition from A, which equates to 'new to English', to E which equates to 'fluent'. There is a strong concentration of resources on pupils at stage A. EMASs and schools raised a concern that those who were socially fluent may not have their needs recognised, and that social fluency would be insufficient to achieve academically. In addition, the needs of second or third generation British children who only speak English in school can also be missed as they are not seen as being new to English.

Very important as statistics show dropping in English (Government,2019)

the use of the Minority Ethnic Achievement Grant in 2013-2014 shows a total figure of 28,902 EAL pupils, of which 2507 (9 percent) require no support, so that 26,395 EAL pupils were provided with support through the MEAG. The allocation of MEAG funding for 2014-2015 is based on an overall Minority Ethnic population of 40,184 to include EAL and other minority ethnic groups.

Table 1: PLASC data⁴: pupils in schools in Wales

Year	Pupils with EAL (No.)	EAL pupils fluent in English	EAL pupils fluent in English as a % of all EAL pupils	Pupils needing EAL support	EAL pupils needing support as % of all EAL pupils
2008-2009	30,701	13,402	44%	17,299	56%
2009-2010	25,843	8,139	31%	17,704	69%
2010-2011	28,038	8,409	30%	19,629	70%
2011-2012	30,756	9,083	30%	21,673	70%
2012-2013	31,132	8,250	27%	22,882	73%

² Minority ethnic achievement in Wales. Information document 132/2014. Welsh Government

³ OECD Reviews of Migrant Education - Closing the Gap for Immigrant Students: Policies, Practice and Performance. 2010. OECD

⁴ <https://stats.wales.gov.uk/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Ethnicity-National-Identity-and-Language/PupilsAcquiringEnglishAsAdditionalLanguage-by-LocalAuthorityRegion-StageDevelopment>

the Ethnic Minority Grant (EMAG) used to support EAL. In 2011 the national figure was £203,995,29 and transferred funding responsibility to the DFEE instead of WAG which is difficult to access due to the process (Curriculum, 2013).

Acquisition of English

The length of time required to achieve academic competence in a language has been assessed as being anything between 5 and 10 years (Collier 1989⁵). Factors that influence the speed of language acquisition include pre-existing competence in the home language, including reading levels and previous education; socio-economic factors; and age when first starting to acquire a new language. A study in Lambeth of EAL pupils⁶ used longitudinal statistical data collected over a twenty year period to track back and identify how long it had taken them to acquire fluency in English. The study found that it had taken between 6-8 years for pupils to acquire academic proficiency in English. The study used a four point scale, where stage 1 was a beginner and stage 4 was fluent, and identified that progress was not evenly spread over stages. Pupils tended to be at the beginner stage for a year and a half, and remain at the second stage, building familiarity with the language, for three years; and then take another three years to become confident in using the language.

⁵ Collier, V. 1989. How Long? A synthesis of research on academic achievement in a second language. TESOL Quarterly. Vol 33. No. 3. Pp: 509-531

⁶

Acquisition English language the stags of language (Collier,2019)

groups supported by the MEAG compared to average Core Subject Indicator (CSI) scores for all pupils in Wales

Local Authority	CSI Scores compared to Wales average		
	KS2	KS3	KS4
Anglesey	+2	+10	+4
Blaenau Gwent	-6	-14	-15
Bridgend	+2	-4	+8
Caerphilly	0	+11	+1
Cardiff	-6	+3	-6
Carmarthen	-5	-16	+4
Ceredigion	-3	+14	+27
Conwy	+1	+5	Not available
Denbigh	+10	+5	+3
Flint	-7	-1	+1
Gwynedd	+3	+7	+11
Merthyr Tydfil	-23	-15	
Monmouthshire	0	+8	-6
Neath Port Talbot	+10	-10	+18
Newport	-6	-4	-3
Pembroke	+2	+6	-6
Powys	+8	-1	-13
Rhondda Cynon Taf	+11	-7	+12
Swansea	-1	+6	+15
Torfaen	-1	-4	+9
Vale of Glamorgan	+5	+1	+1
Wrexham	-3	-6	-3
Wales	+1	+1	-3

Vale of Glamorgan	+5	+1	+1
Wrexham	-3	-6	-3
Wales	+1	+1	-3

Support for EAL in Wales

The Welsh Government provides an annual grant to local authorities to provide additional support to promote minority ethnic achievement in Wales. Local authority Ethnic Minority Achievement Services (EMAS) apply for a Minority Ethnic Achievement Grant (MEAG) to support pupils from ethnic minority groups up to the age of 19 years. The grant is allocated on the basis of data sent by the local authority around both the number of pupils and level of support need. Every local authority receives funding. However, 75 percent of the funding goes to three local authorities (with Cardiff receiving 44 percent), who between them have 60 percent of the pupils with EAL needs in Wales (allocation for 2014/15). The Welsh Government ministerial statement on allocations of the MEAG in 2014-2015 (January 2014) identified that 'Children of minority ethnic background represent 8% of the school population in Wales. Certain of these pupils stand in need of support and fall into two categories: firstly, children for whom English, or Welsh, is an additional language; secondly, children from particular minority ethnic groups which consistently under achieve'.

Statistics in the whole of wales different areas (Government,2019)

stats.wales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Ethnicity-National-Identity-and-Language

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As the demand increases for statistics and data to measure the impact of the COVID-19 pandemic, we have had to change our data gathering and release practices, focussing efforts on priority analysis and statistics. <https://gov.wales/statistics-and-research>

StatsWales > Education and skills > Schools and teachers > Schools census > Pupil Level Annual School Census (PLASC) > Ethnicity, national identity and language

Catalogue

- Education and skills
- Schools and teachers
- Schools census
- Pupil Level Annual School Census (PLASC)
- Classes
- Ethnicity, national identity and language**
- Provision of meals and milk
- Pupils

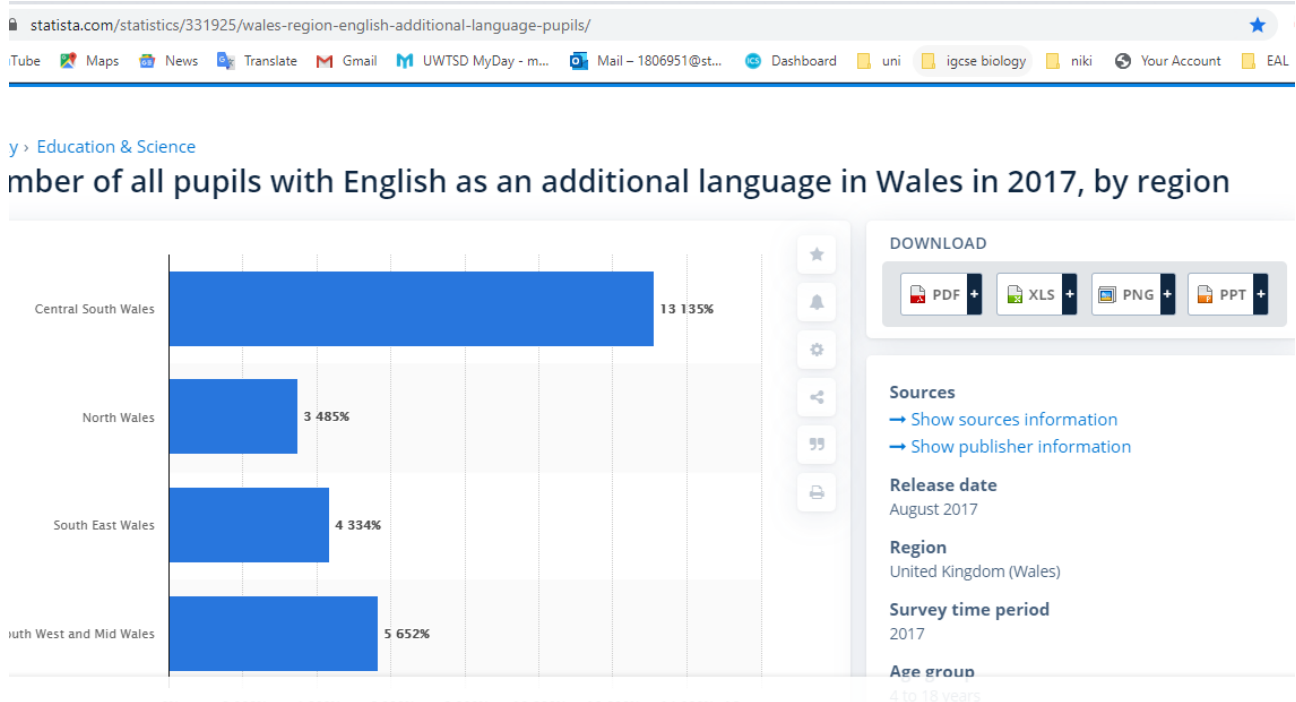
Ethnicity, national identity and language

The data are derived from the Pupil Level Annual School Census returns supplied by schools open on Census day in January each year.

Reports

- Pupils in nursery, primary, middle and secondary schools acquiring English as an additional language by local authority and stage of development
- Number of pupils aged 5 or over by local authority, region and ethnicity
- Pupils aged 5 and over with a first language other than English or Welsh by local authority, region and year
- First language of pupils aged 5 and over by language and year

Welsh Assembly Government (WAG) statistics show the unknown or not stated EAL pupils ages 5 years and over are at a high level and in danger of not having an education for example in south west Wales (WAG,2019)



News

Schools must report EAL data differently from September – are you ready?

Sophie Scott

Sat 9th Jul 2016, 5.00



From September, schools will need to inform the government of each child's country of birth, nationality and their level of proficiency in English if it is not their first language.

Almost one in five (1.25 million) children in England are classed as having English as an additional language, but current data about their performance is mixed, and does not provide an accurate picture.

The government believes gathering more detailed information will help to target resources.

Sophie Scott looks at the measures, and weighs their pros and cons.

A system designed for Welsh schools to assess their pupils' skills in English

Adverts



Government are targeting resources as there is such a low resource in wales and England (gov,2010)

Foreword

This report entitled "Educational Outcomes of Children with English as an Additional Language" focuses on the attainment of children with English as an additional language (EAL). It is a comprehensive analysis of the current policy and funding regime available to support children with English as an additional language.

Through examining current data and making robust international comparisons, the report shines a much-needed light on the achievement of children with EAL. Perceptions that either children with EAL are a drain on the system or that they systematically outperform other children are incorrect. The reality is more complex and nuanced, as children with EAL as a group are extremely heterogeneous; it includes children who are British citizens who speak another language at home, as well as refugees and migrants. Key dimensions by which children vary include their level of English proficiency, the age at which they arrived in the English school system, their first language, and their prior educational and life experiences. The heterogeneity of the EAL group makes overall average attainment figures potentially profoundly misleading.

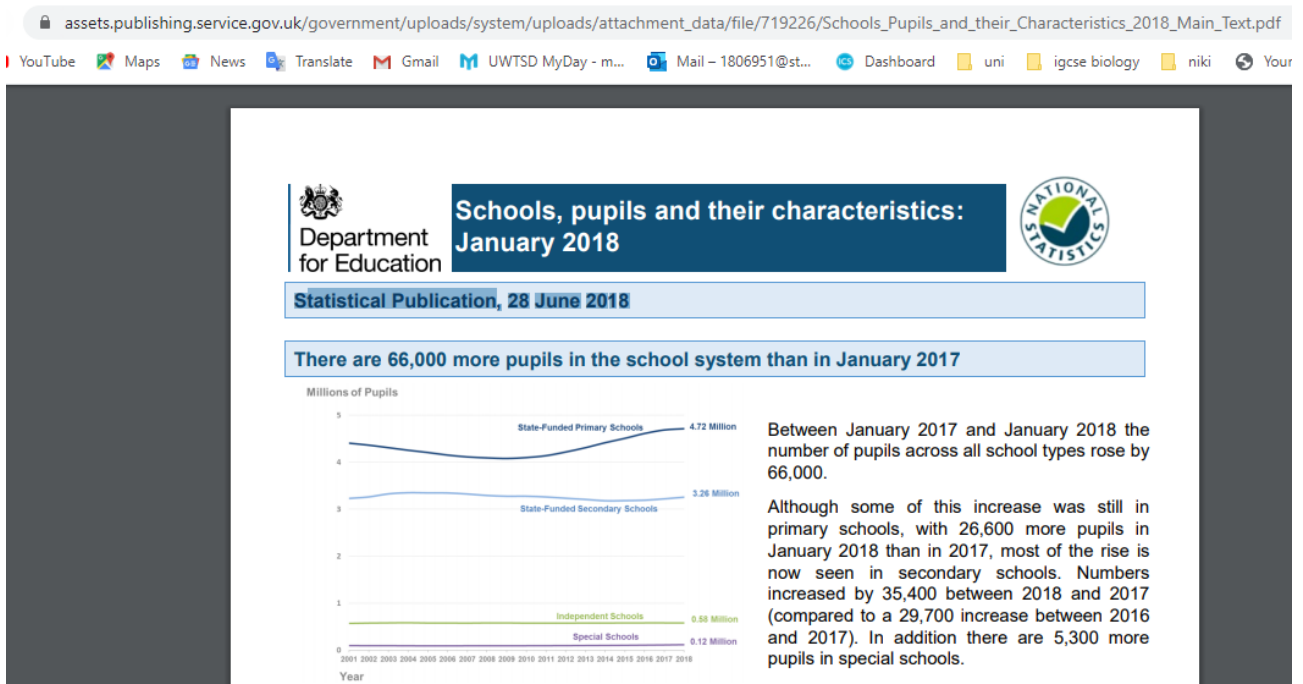
The abolition in 2011 of dedicated resourcing and specialist support for this group of learners has meant the absence of any national oversight or provision of professional qualifications, staff development and specialist roles for teachers and other school staff working with children with EAL. A positive development has been the introduction of new codes, regarding a child's proficiency in English, which schools report on annually. This now needs to be built on to develop a comprehensive approach to assessment and policy, for this group of learners.

Most EAL pupils outperform those who do not have EAL
This shows some government statistics are incorrect (EPI,2020)

socialsoli.hull.org.uk/schools/sab/wp-content/uploads/2016/07/EAL-Learner-Overview-Docx-with-DFE-Descriptors.pdf

EAL learner (DFE Proficiency)	EAL Stage	Listening and Understanding	Speaking	Reading	Writing
New to English (Code A) Within 2 years	Step 1	Understands home language Watches and joins in routines/activities Follows instructions using key words/gestures	Silent period Speaks in home language Non-verbal gestures Echoes words/expressions Simple naming vocabulary	Minimal/no literacy in English Awareness of print and able to recognise some words e.g. own name Starts to recognise letters and symbols	Minimal/no literacy in English May be able to write in first language. Holds pen correctly – begins to form letters, then words. Writes some HFW words
	Step 2	Follows short sequences of instructions	Basic, formulaic spoken exchanges Unclear pronunciation	Early reading skills e.g. CVC words	Can draw and label diagrams Begin to write simple sentences
Early Acquisition (Code B)	Step 3	Can indicate when they need to hear something again Listens attentively during lessons Understand function of time connectives	Simple questions e.g. where? Over-generalisation of grammatical rules Simple positional language Re-tell a simple story	Able to demonstrate and understand basic punctuation Can read simple sentences Refers to visual clues in texts Re-tell main points from a text. Identifies dialogue in texts.	Handwriting legible and correctly orientated Writes familiar words with phonic knowledge. Uses some basic punctuation
	Step 4	Understands some teacher questions with visual support	Can give a sequence of instructions Past simple tense emerging	Follows pronoun references in texts	Uses simple present tense and some simple past tense Range of vocabulary including some conjunctions.
Developing Competence (Code C)	Step 5	Follow set of oral instructions Differentiates past/future/present Begins to engage with how? and why? questions.	Speaks in simple every day exchanges Uses common colloquialisms Uses extended sentences Uses relative clauses	Describes setting of a story Can select relevant text to answer questions Responds to how/why questions related to a text Makes inferences/draws conclusions	Plurals, prepositions, pronouns and articles used with increased accuracy. Varied verb formations used. Developing wider vocabulary.
	Step 6	Active listener asking for clarification Follows gist of teacher talk with limited visual support	Can contribute to whole class discussion Plurals, articles, pronouns and prepositions	Identifies key features of different text types	Writes competently and at length for varied purposes. Uses expressions to signal opinion Advanced use of connectives. Range of tenses and use of active/passive voice. Logical sequence.
Competent (Code D) Within 5-7 years	Step 7	Shows understanding of the detail of curriculum topics with limited visuals Understands some idioms and phrasal verbs Beginning to understand inference Follows reasoning/discussion/argument	Uses the passive tense Communicates meaning – complex ideas/concepts Can express higher order thinking Moderates response according to listener.	Can give/compare own opinion about a text Distinguishes between fact/opinion Demonstrates understanding of idioms. Demonstrates understanding of literary devices. Appropriate tone when reading aloud	Writes competently and at length for varied purposes. Uses expressions to signal opinion Advanced use of connectives. Range of tenses and use of active/passive voice. Logical sequence. Appropriate for purpose/audience.

The different stages for EAL pupils developing competency in English (DFE,2019)



Statistics in wales (GOV,2019)

business.senedd.wales/documents/s56365/EIG%2017%20Education%20Achievement%20Service%20EAS.pdf

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consider:

- How the Welsh Government monitors the way local authorities use the Education Improvement Grant and how the new, amalgamated grant supports Gypsy, Roma and Traveller, and Minority Ethnic children, with specific reference to improving educational outcomes;
- the effectiveness of other Welsh Government policies and strategies for supporting the education of Gypsy, Roma and Traveller, and Minority Ethnic children; and
- any key issues arising from amalgamating the other previously separate grants into the Education Improvement Grant. “

As GEMS provides support for learners who speak English as an additional language (EAL) across the consortium and supports Gypsy, Roma and Traveller pupils in Newport it was decided by The Chief Schools Officer (Newport) that the Head of GEMS was best placed to provide a response on behalf of SEWC. In addition to this written response the Head of GEMS has also been nominated to give oral evidence to the committee on the

Martin Dacey (Head of GEMS) 8/11/16 1

Government funding and different multi agencies like GEMS helping families (GOV,2019)

ealresources.bell-foundation.org.uk/eal-specialists/who-who-eal-uk

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- Capacity building
- Developing and evaluating models of good practice
- Thought leadership

The **Collaborative Learning Project (CLP)** is an on-line teacher network to disseminate accessible talk for learning resources. They also run training workshops all over the country.

National organisations:

- **NALDIC**, the National Association for Language Development in the Curriculum, is the national subject association for English as an Additional Language. It represents all staff working with bilingual learners. NALDIC organise an annual conference in November every year and provide guidance and professional development to staff all levels of the profession.
- **EALAW** is a not-for-profit national professional association committed to promoting good practice in language and curriculum development for pupils learning English as an Additional Language, and to representing the professional interests of those working with additional language learners in Wales.
- **SATEAL** is the Scottish Association for teaching English as an Additional Language. They hold an annual conference in March each year and represent teachers and learners of EAL.

The different multi agencies available for EAL families and education (Bellfoundation,2019)

Subject

- None

Search

Local Authority Teams

Please let us know via the [contact form](#) if you want us to add a link to your team here.

England: There are 152 local authorities in England (2018). At the time of writing over a hundred still employ at least one EAL professional teacher, adviser or consultant whose role is to provide support, guidance and training for schools and EAL teachers. Some authorities still maintain teams of EAL professionals which may include bilingual support staff. See for example:

- Hampshire [EMTAS](#)
- [NASSEA](#), the Northern Association for Support Services for Equality and Achievement, is a group of local authority services including EAL teams who provide strategic support to schools and authorities as well as accredited training and conference and regular hub meetings.

Wales: There are 22 local authorities in Wales all of whom employ specialist staff to work with EAL learners and their teachers. See for example:

- Gwent Ethnic Minority Service [GEMS](#)

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Automatic Zoom

Summary

The ethos in Terrace Road Primary School is highly inclusive and caring. The school places pupils' wellbeing at the centre of its work. Pupils have a strong say in many areas of the school's provision. This is a notable feature and encourages pupils to develop exemplary attitudes towards learning. The headteacher provides strong and effective leadership and promotes an appropriate teamwork approach amongst all staff. Although most pupils start school with skill below the levels expected for their age, they respond well to the school's good quality provision. Most make at least the expected progress in acquiring skills in literacy and numeracy, which they apply effectively across the curriculum. Most pupils with English as an additional language progress well. Teaching is good and the curriculum provides a broad and balanced range of interesting learning opportunities. Nearly all pupils' behaviour is exemplary. They enter the school building every morning with enthusiasm and pride for their school.

Estyn report of the primary school I was doing my research in , (Terrace road primary(2019)

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into paper. In key stage 2, most pupils can order and programme instructions confidently to create animations. They develop their multimedia and word processing skills to a good standard, for example when presenting on a topic of their own choice.

Wellbeing and attitudes to learning: Excellent

Pupils' standards of wellbeing and their attitudes towards learning are outstanding features of the school. Nearly all pupils take the many opportunities given to them to influence key aspects of their learning, such as improving the ethos and creating a positive learning environment. Nearly all pupils feel safe and valued. They are exceptionally polite and respectful to each other and visitors.

Nearly all pupils are very skilful in improving their own and others wellbeing. For example, the behaviour buddy group helps to create a calm environment indoors and improve pupils' interaction during playtimes. As a result, working relationships and behaviour around the school are exemplary.

Nearly all pupils show enthusiasm for taking on additional responsibilities, such as becoming part of the extensive pupil voice groups within school. The healthy schools group, in conjunction with the sporting ambassadors, identifies key resources to help improve physical activity during the school day. For instance, it identified the need for more sporting clubs and that pupils needed more equipment from which to choose when exercising at breaktimes. These additions have improved pupils' attitudes to keeping fit and their levels of fitness notably. Nearly all pupils understand the importance of keeping healthy by eating and drinking sensibly. Many key stage 2 pupils participate in local athletics competitions, which contribute very positively to the development of their fitness, self-esteem and social skills.

terraceroadprimary.co.uk/read-write-inc-resources/

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We are a "Get Reading. Keep Reading. Change Everything." school.

We use the highly successful Read Write Inc. Phonics programme to teach our children to read, write and spell.

Ruth Miskin Training recognise us for teaching the Read Write Inc. programmes with fidelity and passion – we know what it takes to make literacy pleasurable and rewarding for our children.

To visit the parent pages on the Ruth Miskin Training website go to:

- <https://www.ruthmiskin.com/en/find-out-more/parents>

To visit Oxford Owl (more help for Read Write Inc)

- <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

To watch phonics videos using Set 1, 2 & 3 sounds:

- https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ

What is Read Write Inc?

Read Write Inc (RWI) is a phonics complete literacy programme which helps **all** children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, at Terrace Road we begin the programme in Nursery and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

RWI was developed by Ruth Miskin and more information on this can be found at <https://www.ruthmiskin.com/en/find-out->

Read Write Inc information all about it, training and support for all involved with EAL (Bell foundation,2020)

How will RWI be taught?

All children are assessed regularly by our RWI lead teacher so they work with children at the same level. This allows complete participation in lessons.

Nursery

When appropriate, children will be introduced to the initial sounds in short sessions. To begin with we learn a sound a day. We use pure sounds so that your child will be able to blend the sounds into words more easily.
e.g. mmmaise mmmountain is morphed into m, t-t-t-tower is morphed into t

Reception

In Reception all children will learn how to 'read' and 'write' all of the sounds in Set 1 and then taught how to blend these into words. Fred the frog helps the children to blend the sounds together which is then used to help children read. The teachers will often use the phrase 'fred talk' to sound out words.



The children take part in lessons every day progressing to reading books by the end of the Summer term. They also learn how to spell red words (words that cannot be sounded out) and 3/4 letter words during these lessons.

Year One & Year Two

Children follow the same format as Reception but will work on complex sounds (Set 2 and 3 sounds) and read books appropriate to their reading level. Daily sessions of RWI phonics last for one 40 minutes. Once children become fluent speedy readers they will move onto the Language and Literacy programme.

Speed Sounds Sets 2 and 3: The long vowels:

Once your child knows all Set 1 sounds by sight and sound and uses them to blend to read words, we start teaching Set 2 initially and then Set 3 long vowel sounds. Your child will need to learn that most vowel sounds have more than one spelling.

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high. It is important that your child does not pronounce these as 2 or 3 separate sounds. When your child sees the 'speed sound' letters together in a word, they must say just one sound for these letters.

For any resources: Go to the downloads section to download cards, resources etc

Set 1 Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

Set 1

Sound Rhyme

m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower,
i	Down the insects body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroos body, tail and leg
u	Down and under the umbrella, up to the top and down to the puddle
b	Down the laces, over the toe and touch the heel
f	Down the stem and draw the leaves
e	Slice into the egg, go over the top, then under the egg
l	Down the long leg
h	Down the horse's head to the hooves and over his back
sh	Slither down the snake, then down the horse's head to the hooves and over his back

Set 2 & 3 Sounds:

The children are then taught **Set 2 Sounds** - the long vowels. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

Long vowel sound	Set 2 Speed Sound cards Teach these first	Set 3 Speed Sound cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	

Colour Groups:

Books	Year Group Expectations
Red Ditty 1-10	Reception
Green 1-10	Reception
Purple 1-10	Reception
Pink 1-10	Reception/Year One
Orange 1-12	Year One
Yellow 1-10	Year One
Blue 1-10	Year One
Grey 1-13	Year Two



Oxford Owl

Fantastic Help for parents:

Link: <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Oxford Owl has lots of free *Read Write Inc. Phonics* resources to help your child continue learning, including eBooks, practice sheets, Ditty sheets, slideshows, and parent films.

Your teacher will give you a class log in to log in and access the books or sign up yourself!

Follow the link: <https://www.oxfordowl.co.uk/>

A video to show you how to log in and access Read Write Inc books



The primary school I went to research EAL , these are all the strategies they incorporate in every day learning so children reach their educational outcomes in school and outside as a community from age 3 years to age 11 years old, (Terrace road primary,2019).

PDF Viewer | chrome-extension://oemmndcbldboiebfnladdacbfmadadm/https://hwb.gov.wales/storage/14e54da5-1255-4150-bded-556c2069d14d/needsassessments

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Welsh as an additional language

Although WAL does not appear on the PLASC system, the PLASC can identify from the data collected that the child is learning through the medium of Welsh but does not have English/Welsh as their first language. We hope that this guidance will be equally helpful to teachers assessing Welsh language acquisition. Therefore, although your data management system will not have a WAL identifier, learners' Welsh language acquisition will need to be assessed and recorded.

The WG guidance on language put out in 2011 indicates that EAL/WAL are classed as the same thing for data recording purposes.

2.2 ... a bilingual education system already exists in Wales and all children and young people learn both English and Welsh. The education system also provides for pupils to receive their education principally through the medium of English or Welsh. In addition, PLASC data on fluency and the use of Welsh is already collected. For those reasons, 'English and/or Welsh' is presented as a single option choice for first language for PLASC data entry, not as two separate options.

<https://gov.wales/docs/dcells/publications/110113dataen.pdf>

Currently there is no facility for recording both an EAL and WAL stage for a learner. Welsh Government expect that if the main language of instruction and assessment is Welsh, then a learners' WAL stage may be assessed and recorded in the EAL box on the school's data management system.

How the PLASC help with all the data of EAL pupils and manage it with guidance from the Welsh Assembly Government and the purpose of it all , (Gov, 2019)

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3. Purpose of the Needs Assessment Survey (NAS)

The EAL/WAL annual Needs Assessment Survey is a data collection survey. It is to be completed in preparation for the submission of English/Welsh as an additional language data to the Welsh Government as part of the annual **PLASC** return. PLASC is mandatory for all sectors including nursery, primary, middle, secondary and special. Refer to the WG's website for additional information on PLASC.

The purpose of the annual Needs Assessment Survey is to identify **all** learners from ethnic minority backgrounds attending both **English and Welsh medium** schools and to record an up-to-date stage (A-E) of **English/Welsh as an additional language acquisition**. The EAL/WAL stages are used by Local Authorities and by Welsh Government for statistical purposes. (Refer to WG's 5 Stage model of English as an Additional Language Acquisition – General Descriptions & 5 Stage Model of English as an Additional Language Acquisition – support material - Annex 1)

In order to complete the survey you will need to:

- **Identify all ethnic minority pupils** within your school
- Identify all minority ethnic pupils learners who have EAL/WAL
- **Assess the EAL/WAL learners** and **assign an up-to-date stage of EAL/WAL (A-E)**
- **Enter the stage (A-E) of EAL/WAL into your data management system**

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5. Assess the EAL/WAL learners and assign an up-to-date stage (A-E)

The 5 stage model of English/Welsh language acquisition has broad descriptors to be applied on a **'best-fit' basis**. Progression from stage A (New to English/Welsh) to stage E (Fluent) can take up to 10 years and individuals are likely to show characteristics of more than one 'stage' at a time. Refer to the conversational/academic distinction commonly referred to as BICS and CALP below for additional information.

Basic Interpersonal Communication Skills (BICS)

These are conversational language skills needed in social situations. It is the day to day language needed to interact socially with other people. Examples of situations where pupils would use BICS are; in the playground, dinner hall, school clubs, telephone conversations etc. Social interactions are not demanding cognitively, tend to be context embedded and usually develop within 6 months to 2 years after arriving in the UK.

Cognitive Academic Language Proficiency (CALP)

CALP refers to formal, abstract language abilities required for academic learning. Pupils need time and support to become proficient in academic areas. This usually takes from 5 to 7 years. Research (Thomas and Collier, 1995) has shown that if a child has no prior schooling or has no support in home language skills, it may take 7 to 10 years to catch up with their peers.

Academic language acquisition includes the following skills; listening, speaking, reading and writing about subject area content material, comparing, classifying, synthesising, evaluating and inferring. They tend to be context reduced. The language is more cognitively demanding.

With help from CALP theories and different skills for EAL pupils to have academic acquisition, (CALP,2019)

Moderation of the Needs Assessment Survey - Secondary setting			
EXAMPLE: Key Points - Suggested Timeline/ Procedure			
	Date	Person in charge	Notes
1	September October	NAS staff training (English/Welsh department teachers/member of SMT/NAS lead person/Admin or data lead)	Use MEALA Group Training pack
		Admin/data lead to ensure accuracy of data (ethnicity/first language) on school management system e.g. SIMS	
		Admin/data lead/NAS lead person to make this information available to the person responsible for ascribing a NAS stage.	This can be done via an electronic database or on paper class lists
2	October/ November	Class teacher to assess language acquisition of all EAL/WAL learners by using ' WG 5 stage model of language acquisition '	
		Class teacher to ascribe NAS stage (to take into consideration all skills – oracy, reading and writing) and record on key document	This can be done via an electronic spreadsheet or on printed out class lists. Consider gap between EAL/WAL learner & an average 1 st Eng/Welsh lang. child of the same age
		Class teacher to consider other data sets e.g. NC levels/National Tests/Teacher Assessment before ascribing a NAS stage	
		Class teacher/support staff to collate samples of written work that are suitable for moderation and keep as an electronic or paper file	Cross section of samples from different stages to be kept
		Departmental internal moderation to take place – class teachers/support staff to arrange meeting to share samples, and agree on ascribed stages	One hour departmental mtg. to be in school diary
		If amendments are necessary, following moderation process, class teacher/support staff to amend stages on recording	

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THE NATIONAL ARCHIVES

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Title: Year: Number: Type: All UK Legislation (excluding originating from the EU) Search

Advanced Search

Education Act 1996

UK Public General Acts 1996 c. 56 Table of contents

Table of Contents Content More Resources

Plain View Print Options

What Version

☒ Latest available (Revised)

☐ Original (As enacted)

Opening Options

Changes to legislation: Education Act 1996 is up to date with all changes known to be in force on or before 26 May 2020. There are changes that may be brought into force at a future date.

Collapse all -

Introductory Text

Legislation education act all must comply
with in schools (GOV,1996)



Improving teaching and learning
for EAL, Black and minority ethnic pupils

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EAL Assessment Framework

EAL ASSESSMENT FRAMEWORK



The NASSEA EAL Assessment Framework has been made to support practitioners and their pupils. This highly popular and effective tool is easy to use for mainstream teachers and specialist EAL staff alike.

Even if you have no previous EAL experience, our Framework will help you track pupil progress, set appropriate targets and accelerate learning.

You can purchase the framework from our online shop.

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d1eeqy5w9fvriv.cloudfront.net/app/uploads/2019/03/16105709/ITE-Executive-Summary-FV.pdf

Professional Roles and Responsibilities in Relation to EAL

Teacher Educators' Perceptions

The teacher educators we interviewed gave a clear sense that they had taken on board the message that EAL learners were the responsibility of *all* members of the teaching profession and believed that this message needed to be conveyed to their student teachers. It was noted that EAL, in their terms, was about 'permeation', i.e. absorbed to become an everyday feature of their practice and should be 'implicit' to all practitioners. The main thrust of their expectations concerning students' responsibilities to address EAL learners' needs is captured in the following quotation:

...we want our students to create an EAL-friendly learning environment, regardless of – they might never teach a child who would be identified within the school as a child with EAL. But if they did, if that child did arrive, that learning environment would already be set up.

They recognised that they themselves had responsibilities in relation to EAL, but many of them expressed a lack of confidence in their own expertise in guiding their students in EAL practice.

The *Recommendations* consider how teacher educators can address the issue of lack of confidence in their expertise in their own professional development.

Student Teachers' Perceptions

Key questions for the education of EAL pupils are where the responsibility for meeting their needs lies; and to what extent individual teachers see themselves as having a central role to play in ensuring that pupils' needs are met. Accordingly, we explored in both surveys where student teachers saw the responsibilities for meeting the needs of EAL learners as being located. Using a five-point scale (very large responsibility, large responsibility, some responsibility, little responsibility, no responsibility), they were asked to rate the degree of responsibility in relation to EAL learners of: ITE providers, EAL specialist services, English teachers, class teachers of subjects

The framework for all schools with EAL pupils and support for all staff in the school environment to help children with EAL reach educational outcomes (NASSEA,2020)

d1eeqy5w9fvrv.cloudfront.net/app/uploads/2018/10/16105719/EAL-PIE-and-Educational-Achievement-Report-2018-FV.pdf

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Missing data

Table 2 summarises the proportion of missing data in the whole sample for each variable. Overall the level of missing data was very low.

Table 2: Missing data in whole dataset by variables

Variable	Number of missing values	Percent of whole data
EAL status	348	0.4
Ethnicity	94	0.2
FSM eligible	291	0.2
FSM eligible last 6 years	3,493	2.5
Gender	0	0.0
Language	212	0.2
EYFSP Point Score	9	0.0
EYFSP Achieved GLD	0	0.0
KS1 Maths Score	77	0.2
KS1 Reading Score	80	0.2
KS2 Reading Scale Score	427	1.3
KS2 Maths Scale Score	398	1.2
KS2 Reading Progress Score	963	2.8
KS2 Maths Progress Score	977	2.9
KS4 English Language grade ^(a)	0	0.0
KS4 English Literature grade ^(a)	0	0.0
KS4 English grade ^(a)	0	0.0
KS4 Maths grade ^(a)	0	0.0
KS4 Attainment 8 Score	3	0.0
KS4 Progress 8 Score	1,143	3.9

statistics show the unknown or not stated EAL pupils ages 5 years and over are at a high level and in danger of not having an education for example in south west Wales (Gov,2019)

1eeqy5w9fvriv.cloudfront.net/app/uploads/2018/02/16105734/Educational-Outcomes-of-Children-with-EAL.pdf

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Low attainment by pupils with EAL

The following pair of heat maps displays the geographic areas with the highest concentrations of schools with low attainment for EAL pupils. Low attainment at Key Stage 2 refers to those schools in the bottom 10 per cent according to the percentage of their pupils with EAL attaining the expected levels in reading, writing and maths; at Key Stage 4, it refers to schools in the bottom 10 per cent according to the average Attainment 8 score of pupils with EAL.

At Key Stage 2, the heat map reveals clustering in urban areas:

- London
- West Midlands (Birmingham & Stoke)
- West and South Yorkshire (Leeds, Bradford & Sheffield)
- Greater Manchester
- East Midlands (Nottingham & Derby, Northampton, Kettering & Corby)
- South East (Luton, Bedford & Milton Keynes)

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bell-foundation.org.uk/research-report/english-as-an-additional-language-proficiency-in-english-and-pupils-educational-achievement-an-analysis-of-local-authority-data/

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Related Reports

English as an Additional Language, proficiency in English and pupils' educational achievement: An analysis of Local Authority data

English as an Additional Language: Proficiency in English, educational achievement and rate of progression in English language learning

English as an Additional Language and Initial Teacher

English as an Additional Language, proficiency in English and pupils' educational achievement: An analysis of Local Authority data

The [University of Oxford](#), with The Bell Foundation and [Unbound Philanthropy](#), has published a report which finds that it is proficiency in English that is central to understanding achievement and levels of need among pupils with English as an Additional Language (EAL). As the research demonstrates, proficiency in English can explain 22% of the variation in EAL pupils' achievement compared to the typical 3-4% that can be statistically explained using gender, free school meal status and ethnicity.

The report, written by Professor Steve Strand and Annina Hessel, [Department of Education](#), University of Oxford, analyses data from six Local Authorities on the Proficiency in English (PIE) of pupils with English as an Additional Language (EAL) as recorded in the January 2017 School Census. The analysis answers three questions:

Reports on EAL children's proficiency (Bellfoundation,2019)

The reports – funded by the Education Endowment Foundation, Unbound Philanthropy and The Bell Foundation – find that:

- On average, EAL pupils catch up with their peers by age 16. At age 5 only 44% of EAL pupils have achieved a good level of development compared to 54% of other pupils. By age 16, this gap has narrowed significantly with 58.3% achieving five A*- C GCSEs including English and maths compared to 60.9% of other pupils.
- Average attainment figures mask a huge range of results for different groups of EAL pupils. Speakers of Portuguese, Somali, Lingala and Lithuanian have especially low outcomes at age 16 but Russian and Spanish speakers do particularly well.
- Pupils recorded as EAL are very unevenly distributed and concentrations of EAL students can be very specific to a small local area. A quarter of schools (22%) have less than 1% EAL pupils but in 8.4% of schools, EAL pupils make up over half of the school population.
- There is no evidence that pupils whose first language is English suffer from attending a school with a high proportion of EAL pupils, an outcome that is consistent at both Key Stage 2 (age 7-11) and Key Stage 4 (age 14-16).

Reports on evidence EAL pupils have not
 suffered or lack of evidence they suffer
 from high attending EAL pupils
 (Bellfoundation,2019)

None									
Drop Filter Fields Here									
		Subject		Description					
		English		Maths		Science		Core Subject Indicator	
Year	Stage of EAL development	Cohort	Percentage achieving the expected level (L5+)	Cohort	Percentage achieving the expected level (L5+)	Cohort	Percentage achieving the expected level (L5+)	Cohort	Percentage achieving the expected level (L5+)
2017	New to English	101	31.7	101	65.3	101	61.4	101	31.7
	Early acquisition	199	57.3	199	74.9	199	77.9	199	50.8
	Developing competence	607	87.6	607	89.5	607	93.9	607	83.5
	Competent	581	98.3	581	97.1	581	99.3	581	95.9
	Fluent	468	97.2	468	97.4	468	98.5	468	96.4
	Not applicable	29,012	92.2	29,012	92.4	29,012	95.1	29,012	89.2
2018	New to English	73	31.5	73	67.1	73	58.9	73	30.1
	Early acquisition	208	62.0	208	76.9	208	77.4	208	55.8
	Developing competence	670	90.9	670	93.9	670	95.5	670	87.9
	Competent	612	97.7	612	98.2	612	98.0	612	95.4
	Fluent	434	98.6	434	97.9	434	99.3	434	97.0
	Not applicable	29,393	92.8	29,393	93.0	29,393	95.3	29,393	89.8
2019	New to English	77	44.2	77	63.6	77	53.2	77	31.2
	Early acquisition	192	55.2	192	66.7	192	70.8	192	50.0
	Developing competence	651	88.0	651	90.2	651	89.6	651	81.7
	Competent	761	97.6	761	97.5	761	97.4	761	95.5
	Fluent	522	97.9	522	98.5	522	97.9	522	97.1
	Not applicable	29,900	91.8	29,900	91.8	29,900	94.1	29,900	87.8

Metadata

stats.wales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Examinations-and-Assessments/Key-Stage-3-Core-Subjects/nationallevelresults-by-subject-ye...

Title
Key Stage 3 achievement, by stage of EAL development

Last update
30 January 2020

Next update
January 2021

Publishing organisation
Welsh Government

Source 1
National teacher assessment data collection, Welsh Government

Source 2
Pupil Level Annual School Census (PLASC), Welsh Government

Contact email
school.stats@gov.wales

Designation
National Statistics

Lowest level of geographical disaggregation
Wales

Geographical coverage
Wales

Languages covered
English and Welsh

Data licensing
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The new EAL development in schools in Wales (Gov,2020)

Drop Filter Fields Here									
		Subject		Description					
		English		Maths		Science		Core Subject Indicator	
Year	Stage of EAL development	Cohort	Percentage achieving the expected level (L4+)	Cohort	Percentage achieving the expected level (L4+)	Cohort	Percentage achieving the expected level (L4+)	Cohort	Percentage achieving the expected level (L4+)
2017	New to English	143	25.2	143	42.0	143	33.6	143	24.5
	Early acquisition	357	61.1	357	75.1	357	68.1	357	59.4
	Developing competence	784	92.9	784	93.5	784	93.6	784	90.7
	Competent	591	98.8	591	99.0	591	99.2	591	98.6
	Fluent	412	99.3	412	99.3	412	99.5	412	99.3
	Not applicable	30,882	92.3	30,882	92.6	30,882	93.4	30,882	90.7
2018	New to English	126	36.5	126	54.8	126	38.1	126	34.9
	Early acquisition	353	62.9	353	75.1	353	70.0	353	60.6
	Developing competence	843	91.1	843	93.6	843	92.5	843	90.4
	Competent	745	99.1	745	98.9	745	99.1	745	98.7
	Fluent	485	98.4	485	98.6	485	98.6	485	98.4
	Not applicable	31,367	92.2	31,367	92.7	31,367	93.2	31,367	90.5
2019	New to English	158	33.5	158	51.9	158	40.5	158	32.3
	Early acquisition	363	59.8	363	69.4	363	66.4	363	57.3
	Developing competence	861	88.9	861	93.3	861	90.5	861	86.9
	Competent	837	98.6	837	98.3	837	98.2	837	97.5
	Fluent	599	98.7	599	97.8	599	98.7	599	97.3
	Not applicable	32,636	91.0	32,636	91.8	32,636	92.2	32,636	89.2

Statistics all around wales on EAL pupils
(Gov,2020)

Jur reform ourney

As Wales embarks on a renewed vision of success for all learners, we can reflect on our rich heritage and proud history for promoting access to education: from Griffith Jones and his circulating schools in the eighteenth century; to the donations of the rural and working classes that helped establish our universities and colleges; through to leading the way in publicly funded secondary education.

Our transformational reforms are taking place within a challenging environment. This includes continuing UK-wide austerity, the uncertainties associated with Brexit, the technological information of economic and working lives, and the growing divergence in the qualification systems across the home nations. These are all challenges, and opportunities, that we can and must meet.

Though these challenges are great, they underline that education reform is essential to Wales' future as a strong, prosperous and socially cohesive society. We may be a small nation but our innovative approach, high ambitions and willingness to work and learn with the best in the world is attracting attention. We can be proud that the international community is looking with

In 2014, the previous Welsh Government published *Qualified for life: An education improvement plan for 3 to 19-year-olds in Wales*. In the plan, we committed to building an improved, collaborative education system for Wales. Three years later it is now clear that the schools' community and their partners have made progress in several key areas. These include improved GCSE outcomes and a narrowing of the performance gap between learners from poorer backgrounds and their peers.

Our national mission does not stop at the school gates. Our reform journey, focused on raising standards and reducing the attainment gap, is further strengthened by improvements to student support and the post-compulsory



Percentage of learners in Wales, in Year 11/aged 15 achieving the Level 2 inclusive (five A*-C GCSEs/equivalent including English/Welsh and mathematics)

Our education system in 2021

By 2021, our transformation will be well underway. Schools will have significant experience of working together to take the new curriculum forward, and our reforms to ITE and additional learning needs (ALN) will be well established. Likewise, the growing contribution of the National Academy for Educational Leadership will be generating future leadership capacity and the culture and principles of the self-improving school system will be further embedded.

The Welsh education system three-tier model

Tier 1

Welsh Government

- Planning and policy making – through evidence-based collaboration.
- Managing models of accountability within the democratic process.
- Engaging with all tiers and supporting capacity-building for system improvement.

Tier 2

Four regional consortia, local authorities, diocesan authorities, Estyn, Qualifications Wales, Education Workforce Council (EWC), examination boards and higher education

- Using their knowledge of schools and research to facilitate and support the sharing of best practice and collaboration to improve learner outcomes, within a self-improving school system.

It is our intention that our **learners** will:

- benefit from experiences at school that will support them in becoming young adults that are:
 - ambitious, capable learners, ready to learn throughout their lives
 - enterprising, creative contributors, ready to play a full part in life and work
 - ethical, informed citizens of Wales and the world
 - healthy, confident individuals, ready to lead fulfilling lives as valued members of society

- have relevant high-level digital, literacy and numeracy skills

- be increasingly bilingual with a strong grasp of other languages.

If our learners are to be developed in these ways, the **teaching profession** will be:

- high-quality, collaborative and driven by a deep understanding of pedagogy and subject knowledge
- research-engaged, well informed and learning from excellence at local, national and international levels

The new policies and legislations in Wales (Gov,2020)

1.3.5 In October 2014, the Welsh Government published *Qualified for life: An education improvement plan for 3 to 19-year-olds in Wales*⁴ which sets out the Welsh Government's reform plan to 2020 and the vision that pupils in Wales will enjoy learning and teaching that inspires them to succeed, and where the potential of every child and young person is actively developed. *Qualified for life* also builds upon the work identified in *Improving schools*.

1.3.6 The principles of inclusive education underpin each of the four strategic objectives set out in *Qualified for life*, with literacy and numeracy and breaking the link between disadvantage and poor educational attainment remaining a priority and integral to each objective.

1.3.7 Educational achievement has a crucial contribution to make to each of these priorities. We seek to support all pupils, especially those who are disengaged or disadvantaged, to enable them to fully access and enjoy equality of opportunity in learning, and ultimately in each of our strategic priorities.

United Nations Convention on the Rights of the Child

1.3.8 The Welsh Government's vision is that all children have access to their rights, as set out in the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC can be summarised into seven core aims which seek to ensure that all children and young people:

The importance of change for EAL pupils in Wales and the impacts of different backgrounds outside of education like poverty and how they affect them outside of school and how they look at the whole child and not just education (GOV,2020)

gov.wales/sites/default/files/consultations/2018-01/151216-inclusion-and-pupil-support-draft-guidance-en.pdf

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- are not disadvantaged by poverty.

The impact of poverty

1.3.9 Significantly fewer pupils from low-income households achieve expected levels compared with their better off peers, and the difference in educational attainment grows as they progress through their school career. The difference at the end of Foundation Phase is 18 percentage points and this grows to 32 percentage points by the time they are sitting their GCSEs.

⁴ learning.wales.gov.uk/news/sitenews/qualified-for-life-an-educational-improvement-plan-for-wales/?lang=en

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gov.wales/sites/default/files/consultations/2018-01/151216-inclusion-and-pupil-support-draft-guidance-en.pdf

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2. Planning for inclusion

2.1 Working together for inclusion

2.1.1 Meeting the educational needs of all children and young people may at times require collaborative working arrangements within and between the statutory agencies. There is a need to communicate and agree policies and protocols that ensure an effective, fully integrated, 'seamless service'. Working supportively and in partnership with parents/carers and the children and young people themselves will help to ensure that everyone involved understands the responses of the professionals concerned. This, in turn, will help to enhance inclusive practices.

Data for individual learners

2.1.2 Collecting information on individual pupils, and sharing it across services, is key to ensuring that we have sufficient information on individuals to focus delivery of suitable provision. Collecting information occurs through several processes including:

- the Pupil Level Annual School Census (PLASC)
- the Lost Pupil Database
- integrated children systems.

gov.wales/sites/default/files/consultations/2018-01/151216-inclusion-and-pupil-support-draft-guidance-en.pdf

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inclusive strategies, is provided at Annex 1.

2.3 The role of schools

2.3.1 Schools, supported by local authorities and others, should actively seek to remove the barriers that can hinder or prevent pupils with high support needs from learning and participating. They do this in a positive and proactive way by employing strategies that contribute to the wider school improvement agenda.

Special schools, specialist resource bases and education otherwise than at school

2.3.2 Within an inclusive framework, the majority of children and young people will attend their local mainstream school. However, special schools and resourced provision attached to mainstream schools continue to play an important role for those children and young people requiring very specialist specific support.

2.3.3 Special schools specifically have an important role to play in establishing effective inclusive practice by:

- promoting effective partnership working between special and mainstream schools, the wider community and across the statutory agencies
- being innovative in the development of an appropriate curriculum which matches the needs of pupils with a variety of special educational needs (SEN), and facilitates their inclusion into mainstream education
- having high expectations of all pupils with SEN, to raise levels of attainment and achievement and to measure these
- effectively integrating specialist staff and SEN pupils into the wider community.

2.3.4 It will also at times be necessary to provide education outside all school settings for those pupils who may not otherwise receive suitable education. Where this is necessary the emphasis should be on ensuring, where possible, that pupils are reintegrated as soon as is practicable in schools, that the provision is regularly

The importance of inclusive schools and the role of the schools and the importance of it within the current framework and reaching out to the wider community and the importance of this to be inclusive from the whole child's perspective (Gov,2020)

law.gov.wales/publicservices/education/school-and-other-education-for-children/?lang=en#/publicservices/education/school-and-other-education-for-children/?tab=ove...

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Schools and other education for children

OVERVIEW

Under section 14 of the [Education Act 1996](#) (EA 1996) local authorities are under a duty to ensure that there are sufficient primary and secondary schools in their area to provide all pupils with the opportunity of an appropriate education.

An appropriate education is defined in section 14 as one which offers instruction and training which may be desirable in view of pupils' different ages, abilities and aptitudes, and the different periods for which they may be expected to remain at school.

Section 14(6) requires that in carrying out their functions under section 14, local authorities must ensure that special educational provision is made for pupils who have special educational needs.

Maintained schools are, broadly, schools which are wholly or substantially financially maintained by a local authority.

It is possible to establish an independent school in Wales. Independent school is defined in section 563 of EA 1996 and means any school which is not a maintained school and at which full-time education is provided for five or more pupils of

Schools and other education for children

- > Schools maintained by local authorities
- > Standards and compliance

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It is possible to establish an independent school in Wales. Independent school is defined in section 563 of EA 1996 and means any school which is not a maintained school and at which full-time education is provided for five or more pupils of compulsory school age, or at least one pupil of that age for whom a statement of special educational needs is maintained. All independent schools must be registered with the Welsh Government and it is a criminal offence to operate an independent school without being so registered. In addition all registered independent schools must comply with the standards set out in the [Independent School Standards \(Wales\) Regulations 2003](#). The main legislative requirements in this respect are set out in Part 10 of the [Education Act 2002](#).

A pupil may be educated in a pupil referral unit if for reason of illness, exclusion or otherwise they cannot be educated at a mainstream school. Pupil referral units are maintained by local authorities and are provided for in section 19 of, and Schedule 1 to, EA 1996. Because of the particular nature of pupil referral units the full range of education law does not apply to them in the way it would apply to a mainstream school. Those aspects of education law which do apply are set out in Schedule 1 to the EA 1996.

It is not a legal requirement that pupils be educated at a school. The legal requirements on parents in relation to the education of their children are set out in section 7 of EA 1996. That section provides that every parent of every child of compulsory school age must ensure that he or she receives efficient full-time education at a school or otherwise. Such education must be suitable to his or her age, ability, aptitude, and to any special educational needs he or she may have.

Parents may satisfy their duty under this section by providing efficient full-time education, suitable to the child (within the meaning of section 7), otherwise than at a

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Education act 1996 (Gov, 2020)

8

EDUCATION FOR REFUGEE AND ASYLUM SEEKING CHILDREN:
ACCESS AND EQUALITY IN ENGLAND, SCOTLAND AND WALES

The Welsh Government also funds Minority Ethnic Achievement Service teams in Local Authorities, which provide additional educational support for UASC in schools (AWCPPRG 2015), and Local Authorities are required to make counselling services available for children aged 11-18 regardless of immigration status (Trevena and MacLaughlan 2017). In Scotland, The New Scots Refugee Integration Strategy 2018 - 2022 (Scottish Government 2018) explicitly states that it is the right of every child of school age, including refugees and asylum seekers, to be provided with a school education. It is presumed that all looked-after children in Scotland will need additional support in school, and a duty on the Local Authority to make adequate tailored provision for each child is enshrined in the Education (Additional Support for Learning) (Scotland) Act 2004 (Scottish Government 2004), with EAL an explicitly recognised additional support need. The establishment of the Scottish Guardianship Service (funded by the Scottish Government and provided by the charity Aberlour), enables UASC to access individualised support, including around access to education, from the point of arrival. The role of the Independent Child Trafficking Guardian (ICTG) was incorporated into law under the Human Trafficking and Exploitation (Scotland) Act 2015, placing a duty on Local Authorities to make referrals to the service (Scottish Government 2015).

their academic progress and integration into the school environments. The same review found that whilst teachers have reported valuing the contribution made by Syrian children to their new schools, some schools appear to be unaware of additional funding they can receive for accepting a child.

Children in families - asylum seekers

The situation for asylum seeking families who arrive in the UK independently and apply for asylum is significantly different. Local Authorities in England, Wales and Scotland have a duty to provide a school place for all school aged children resident in their area, whether or not they have legal status in the UK (Coram, 2017; Welsh Government 2016; Scottish Government 2000). There is little information available on how long children who arrive in asylum seeking families wait for a school place. Significant numbers are reported to experience difficulties obtaining school places whilst in initial accommodation provided by the Home Office, as they are not classed as resident in that area (The Guardian, 2016). Other aspects of the asylum process in the UK that have been widely cited as detrimental to children's education include the impact of dispersal (Arnot and Pinson 2005); cuts in EAL provision (Coram 2017); and the limited financial resources available to asylum seekers (BBC 2016).

Some children are asylum seekers and these are the policies and regulations the Welsh assembly Government must follow with each child, and the actions they will take to ensure support and transition is steady and smooth (Gov,2020)

gov.wales/sites/default/files/publications/2019-03/nation-of-sanctuary-refugee-and-asylum-seeker-plan_0.pdf

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Actions	Organisation	Link to Objectives
1. Ensure refugees are supported to transition from asylum accommodation to sustainable accommodation. Welsh Government will: » Fund support for new refugees to transition to new accommodation and access services during the 'Move On' period. (The 'Refugee Well Housing' project delivered by the Welsh Refugee Council is currently funded to deliver this support). » Seek to influence the UK Government's Asylum Accommodation and Support Services Contract (AASC) and Advice, Issue Reporting and Eligibility (AIRE) processes to ensure the new contracts for asylum accommodation (beyond 2019) support new refugees in the 'Move On' period. » Ensure that forthcoming AIRE providers have knowledge of Welsh legislation including the Social Services and Well-being (Wales) Act 2014, the Well-being of Future Generations (Wales) Act 2015, the Housing (Wales) Act 2014, and the Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015. » Work with the four dispersal areas to ensure their Homelessness Prevention Strategies take account of the vulnerability of new refugees to homelessness. » Explore opportunities to reduce refugee homelessness by working with Registered Social Landlords, local authorities, credit unions and others to identify clearer pathways into accommodation during the 'Move On' period.	Welsh Government – Housing Division Communities Division	Prosperity for All objective ('PFA Obj.') 5; 10 Strategic Equality Plan objective ('SEP obj.') 1; 7 Prosperity for All – Priority Area – Housing

bell-foundation.org.uk/news/blog-eal-learners-five-facts-five-things-you-need-to-know-and-five-things-you-can-do-to-support-them/

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BLOG: EAL learners – five facts, five things you need to know and five things you can do to support them

Blog: Quality Teaching for EAL Learners in the ITT Core Content Framework

News: New guidance for Senior Leaders and EAL specialists participating in allocation of exam grades to pupils with EAL

Blog: Working with parents to support the learning of EAL pupils

Blog: Expert advice on supporting the learning of EAL pupils during and after school closures

Blog: Prison learning in lockdown

BLOG: EAL learners – five facts, five things you need to know and five things you can do to support them

This post discusses the recent research report from the [Education Policy Institute \(EPI\)](#) with The Bell Foundation and [Unbound Philanthropy](#), 'Educational Outcomes of Children with English as an Additional Language' [1] and looks at how teachers can use this research to help English as an Additional Language (EAL) learners to access the curriculum and fulfil their potential.

Behind the headlines of overall 'average statistics' about learners who have English as an Additional Language is huge complexity, meaning that making assumptions based on averages can be misleading to the point of being meaningless, and it fosters a lack of understanding of the complexity of this group. This post will start by looking at five facts about this cohort which are not widely understood, these facts will be explored in more detail in the second section and finally practical solutions to support EAL learners will be provided in the third section.

Five facts

1. Any pupil that speaks a language in addition to English at home falls into the EAL category[2]
2. There are currently over 1.5mn EAL learners in England (21.2% state funded primary and 16.6% state funded secondary school pupils)[3]
3. The percentage of pupils recorded as speaking EAL has more than doubled since 1997
4. EAL learners are a truly heterogeneous group, their attainment is affected by many disparate factors, but principally by their proficiency in English
5. All learners are different, all learners have a range of outcomes and the EAL cohort is no

A need to know discussion about EAL pupils and the facts to consider when involved with EAL pupils (Bellfoundation,2020)

October 2, 2019

Removing Barriers to Learning for EAL Children

by  Tabitha Dunn

Having a diverse school can bring some wonderful benefits, but it can be a challenge to ensure that pupils from all backgrounds have the specialist support and resources they need. These challenges can stem from the lack of guidance and funding from the government, which results in the extra added pressure on schools to not only adjust the national curriculum to better suit the needs of EAL children but to help learners acquire both colloquial and academic English. This post will go through some of the challenges that teachers have told us they face when providing the best care and learning for EAL students and most simple ways to overcome them.



Creating an Inclusive Atmosphere for Newly-Arrived EAL Children

As educators, we should be concerned with breaking down any potential barriers to learning. With a pupil who is experiencing their first encounter with a British school, there are many obstacles to successful integration, above and beyond simply learning a new language. There can be the desire to make new friends, misunderstandings about behavioural or cultural norms, being overwhelmed by unfamiliar settings, and in some cases there may be past traumas that contribute to behavioural issues.



How to overcome these challenges

- It is fundamental to keep EAL pupils in a class with non-EAL students as much as you can. Targeted interventions with learners are fine, however, this should be kept to a minimum.
- Playing games at the beginning of lessons to allow pupils to interact at a social level with non-EAL children is a great way to foster friendships amongst all students.
- Start the lessons with a fun discussion to generate conversation amongst EAL learners and non-EAL learners. Dee Malouf (Teacher) suggest that *"Instead of making it look like a lesson, start off by asking questions and getting others to ask each other"*



Statistics have shown EAL pupils can have many barriers to education (Flashacademy,2020)

The Teaching of Different Sounds

15% of the English Language isn't pronounced as it's written or written as it's pronounced. Often this makes it very difficult for EAL children to grasp the concept of new letter sounds and understanding the principles of phonics.

Don't let the reputation of the English language scare you! Remember that there's still 85% of the letters we use in English that do represent the sounds we make when speaking.

How to overcome these challenges

- Ensure that you are teaching basic letter and sound combinations from day one! This is crucial in order to avoid confusion later down the line.
- Teaching minimal pairs is a good strategy to help pupils identify and compare sounds. Minimal pairs are words that vary by just a single sound. For example- sleep and sip; wet and wait; not and note and etc.
- Target the sounds that your pupils need to focus on by keeping an eye on pronunciation. Support further learning without discourage pupils efforts to attempt

Introducing the Mainstream Classroom

EAL learners may want to distance themselves from the class due to differences or may choose not to participate because they are afraid of saying the wrong thing. Whilst this is completely normal, it is a teacher's responsibility to try and combat this and make an extra effort to integrate the learners into the class. This way, they can begin to understand some concepts from a variety of curriculum subjects to help provide a more rounded education beyond language learning.

How to overcome these challenges

- Include more group work into lessons. This way, EAL children would be able to practice their pronunciation in a low-risk setting so that if mistakes are made, they aren't discouraged from contributing.
- Do not be alarmed if EAL children appear to be quiet. This is a normal stage in the English learning process; many English learners want to make as few mistakes as possible when speaking, so this quiet period may mean they are not yet ready.
- Try to make learning more visual; EAL children can find it difficult to process spoken language. This could include things like writing instructions on the board after being read aloud to the class. This way, EAL children will still be able to understand what they

Introducing transitions into mainstream classroom as some children have never been in a school environment or even had any education at all, this allows smooth transition and how to help with that (Flashacademy, 2019)

naldic.org.uk/eal-advocacy/eal-news-summary/180213.html

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NALDIC Project Officer post

NALDIC Seminar- EAL Teaching - What Works?

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Pupil premium money filling the gaps left by EAL funding cuts

18 February 2013

A new report from Ofsted cites case study after case study where pupil premium funding is being used to provide EAL language teaching and EAL related literacy support. In the report [The Pupil Premium How schools are spending the funding successfully to maximise achievement](#) (Ofsted 2013), the vast majority of the case studies of effective practice are drawn from schools with high numbers of ethnic minority learners and high proportions of bilingual learners. A number of the case studies show work with relatively newly arrived bilingual learners, for example:

A boy from Romania joined the school in 2010. He was a Year 4 pupil and spoke no English. The school recruited a multilingual assistant for two hours each week, using funding from the Pupil Premium. In addition, the boy was given targeted support by the school's specialist 'English as an additional language' teaching assistant. This allowed the pupil to receive one-to-one English and reading tuition five times per week, and he made good progress. When he joined Year 5 the pupil received four phonics sessions a week, four one-to-one reading sessions and 90 minutes of additional English support. The school recognised the boy's good potential and set challenging targets. Termly targets were shared with the pupil and also his parents, using a translator. (p20)

In autumn 2012, Her Majesty's Inspectors visited 68 primary and secondary schools to see how effectively they were spending their Pupil Premium funding to maximise achievement. This report draws together some of the effective practice that inspectors saw. (Ofsted, 2013) It is accompanied by a pupil premium 'toolkit' to help schools analyse gaps in achievement and plan their actions effectively. The Pupil Premium: how schools are spending the funding successfully to maximise achievement. In autumn 2012, Her Majesty's Inspectors visited 68 primary and secondary schools to see how effectively they were spending

naldic.org.uk/eal-teaching-and-learning/faqs/doschoolsget_extra_moneyto_support_eal_learners/

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Do schools get extra money to support EAL learners?

Must EAL pupils who are new to English take national tests and assessments?

Is synthetic phonics teaching helpful to bilingual learners?

Is there an EAL curriculum?

Is there a nationally agreed EAL assessment system?

Should I be using 'P' scales to record the progress of early stage EAL learners?

How do I become an EAL teacher?

FAQ Podcasts

EAL guidance

EAL glossary

EAL Links

From April 2013, whether or not schools in a local authority area get extra money to support EAL learners will be decided by the local Schools Forum. An 'EAL' factor can be included in the local funding formulae for schools but this factor is limited to bilingual pupils who have been enrolled in English schools for a maximum of 3 years. Local schools can decide:

- whether to include an EAL factor in their formula;
- whether this factor will 'count' bilingual pupils who have been enrolled in a school in England for one, two or three years
- the cash value of this factor for primary aged pupils and for secondary aged pupils.

Whether or not schools get additional money for EAL learners will therefore vary by local area, as will the monetary value of the EAL factor. Academies in areas which have approved an EAL factor will have equivalent EAL funds included in their budgets, depending on the number of eligible pupils they have on roll.

Until 2011, local authorities received an Ethnic Minority Achievement Grant (EMAG) and were required to use this to support the learning of EAL and bilingual pupils and the achievement of ethnic minority learners. This bulk of this grant was devolved to schools based on a locally agreed formula, although many local authorities retained some of the money to provide a central EAL service. In April 2011, this grant was mainstreamed into general school funding and there was no requirement for it to be spent on supporting EAL and bilingual learners. So whilst all schools with EAL and bilingual learners on roll had some monies within their budgets for EAL, they could spend this in a variety of ways. EAL and bilingual learners therefore no longer had specific funds attached to meeting their particular language learning needs.

In 1966, Section 11 of the Local Government Act made funds available to local education authorities and other agencies "to help meet the special needs of a significant number of people of commonwealth origin with language or customs which differ from the rest of the community."

In 1999, the DfEE Ethnic Minority Achievement Grant (EMAG) replaced Home Office 'Section 11' funding. This grant was distributed to local authorities on a formula basis relating to the number of EAL learners and the number of pupils from 'underachieving' ethnic minority groups in local authorities, combined with a free school meals indicator. The EMA grant was intended to 'narrow achievement gaps for those minority ethnic groups who are underachieving and to meet particular needs of pupils for whom English is an additional language'.

The bulk of this grant was required to be devolved to schools in a local authority area and was required to be spent only on the purposes outlined above, whether by local authorities or by schools.

The government legislations and acts and
how it has changed over the years
(NALDIC,2020)

bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/
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parents to show real progress." EAL co-ordinator

Research demonstrates how proficiency in English can provide essential information about an EAL learner's likelihood to succeed in school and potential need for support (Strand & Demie, 2005; Strand, Malmberg, & Hall, 2015, Strand & Hessel, 2018). To assist teachers conducting proficiency in English language assessment, The Bell Foundation has worked with leading EAL assessment experts at King's College London and the University of Cambridge to design straightforward, easy-to-use EAL Assessment Framework for Schools, Support Strategies and new interactive digital EAL Assessment Tracker, all of which are free to download.

These resources have been designed with busy teachers in mind, to support the teaching and learning of EAL pupils and to enable teachers to generate targets to guide progress. Through this on-going cycle of assessment, target setting and tailored support, English language skills can be improved to enable the learner to fully access the curriculum and fulfil their academic potential. The EAL Assessment Framework and Tracker provide teachers with the tools they need to achieve this goal.

The Assessment Framework includes early years foundation stage, primary and secondary support strategies and provides practical ways to support EAL learners at each stage of their language development. The new EAL Assessment Tracker fits alongside other termly assessments and provides reports which shows progress which can be shared with teachers, pupils and parents and ensures accurate records of language development are maintained.

Infants and primary statistics of all EAL pupils attending the school in 2019 to 2020, from the researched primary school I attended given to me by the head teacher of, English , maths and PSD development, this shows that all the pupils are above average and above pupils who do not have EAL

Infants FP PSD

Appendix 5c
Progress from Reception Sep 2016 – Year 2 July 2019
Personal and Social Development

	PSD 1 level progress	PSD 2 level progress	PSD 3 level progress	PSD 4 level progress	PSD 5 level progress	% making 3+ level progress	% making 4+ level progress
All pupils 39		2 (5%)	7 (18%)	19 (49%)	11 (28%)	95%	77%
Boys (20)		2 (10%)	3 (15%)	12 (60%)	3 (15%)	90%	75%
Girls (19)		0	4 (21%)	7 (37%)	8 (42%)	100%	79%
FSM (13)		1 (8%)	1 (8%)	5 (38%)	6 (46%)	92%	84%
nFSM (26)		1 (4%)	5 (19%)	13 (51%)	7 (26%)	96%	77%
SEN (12)		2 (17%)	3 (25%)	6 (50%)	1 (8%)	83%	58%
nSEN (27)			3 (12%)	12 (44%)	12 (44%)	100%	88%
EAL (13)			2 (15%)	5 (39%)	6 (46%)	100%	85%
nEAL (26)		2 (8%)	4 (15%)	13 (50%)	7 (27%)	92%	77%

Infants and primary statistics of all EAL pupils attending the school in 2019 to 2020, from the researched primary school I attended given to me by the head teacher of, English , maths and PSD development, this shows that all the pupils are above average and above pupils who do not have EAL



Infant F.P.

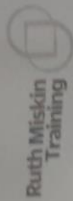
Maths

Appendix 5b

Progress from Reception Sep 2016 – Year 2 July 2019
Mathematical Development

	MD 1 level progress	MD 2 level progress	MD 3 level progress	MD 4 level progress	MD 5 level progress	MD 6 level progress	% making 3+ level progress	% making 4+ level progress
All pupils 39		1 (2.5%)	8 (21%)	25 (64%)	4 (10%)	1 (2.5%)	97.5%	76.5%
Boys (20)		1 (5%)	4 (20%)	13 (65%)	1 (5%)	1 (5%)	95%	75%
Girls (19)			4 (21%)	12 (63%)	3 (16%)		100%	79%
FSM (13)			2 (15%)	10 (78%)	1 (7%)		100%	85%
nFSM (26)		1 (4%)	6 (23%)	15 (57%)	3 (12%)	1 (4%)	96%	73%
SEN (12)		1 (8%)	2 (17%)	8 (67%)	1 (8%)		92%	75%
nSEN (27)			6 (22%)	17 (63%)	3 (11%)	1 (4%)	100%	78%
EAL (13)			3 (23%)	8 (62%)	2 (15%)		100%	77%
nEAL (26)		1 (4%)	6 (23%)	17 (65%)	1 (4%)	1 (4%)	96%	73%

Case studies with Read Write Inc
That say it is an amazing tool for EAL
pupils across the world (Maskin,2017)



Case Study

"The expectations of the programme are high, and rightly so."

We spoke to Headteacher, Tracy Hazel, about the effect Read Write Inc. has had on Waunceirch Primary School.

School Name: Waunceirch Primary School
Location: Neath, Wales
Pupils on roll: 220
Age range: 3 - 11
FSM: 33.3%

"When I started at Waunceirch Primary School, phonics teaching involved bits and bobs from various different programmes and as a consequence, children weren't learning to read. Across Years 2 - 6, 54% read at expected levels and 70% of children were scoring 84% or above in national tests - most were only on the boundary and weren't secure. Our teaching was not giving the children the best foundations so it needed to change."

"I looked around many programmes and concluded Read Write Inc. Phonics was the only programme that offered the depth and quality of teaching that our children deserved. We started the programme in September 2015 and have seen rapid progress. The expectations of the programme are high, and rightly so. On average, children increased their reading age by 27 months in one year. Our children flew."

"More than anything, Read Write Inc. Phonics gives us a consistent whole school approach. Every member of staff - teachers, teaching assistants, and leadership team - is tackling literacy in the same way, and everyone gets involved. We never miss a session. The role of the Reading Leader is vital to this consistency - they support and mentor our staff to make sure we all develop our teaching."

"The support we get from Ruth Miskin Training is outstanding. Our Consultant Trainer is amazing - it feels like she is part of the school. She is deeply interested and invested in us and wants to make a difference in our school and to our children."

"Children often start at our school with a low baseline, with limited vocabularies and poor sentence construction. Read Write Inc. Phonics promotes speaking and listening skills. When the teacher models sentences, it encourages children to use whole sentences too, which is reinforced by the 'build a sentence' and 'hold a sentence' activities. Reading to the children immerses them in stories, expanding their imaginative experiences, which enriches their talk and play."

"I fully recommend this programme. Wherever your school is you could benefit from Read Write Inc. Phonics. Whether you have a high or low percentage of children eligible for Free School Meals, all are fully supported by the programme."



Value Added Data

Infants
English

Appendix 5a

Progress from Reception Sep 2016 - Year 2 July 2019
Literacy and Communication

	LC 1 level progress	LC 2 level progress	LC 3 level progress	LC 4 level progress	LC 5 level progress	LC 6 level progress	% making 3+ level progress	% making 4+ level progress
All pupils 39		2 (5%)	6 (15%)	25 (65%)	6 (15%)		95%	80%
Boys (20)		2 (10%)	2 (10%)	12 (60%)	4 (20%)		90%	80%
Girls (19)			4 (21%)	13 (68%)	2 (11%)		100%	79%
FSM (13)		2 (15%)	4 (15%)	17 (65%)	3 (23%)		100%	85%
nFSM (26)		2 (8%)	1 (8%)	7 (58%)	2 (17%)		92%	77%
SEN (12)		2 (17%)	5 (19%)	18 (66%)	4 (15%)		100%	81%
nSEN (27)			1 (8%)	8 (61%)	2 (8%)		92%	69%
EAL (13)		2 (8%)	6 (23%)	15 (61%)	2 (8%)		92%	69%
nEAL (26)								



EAL Nexus

the bell foundation

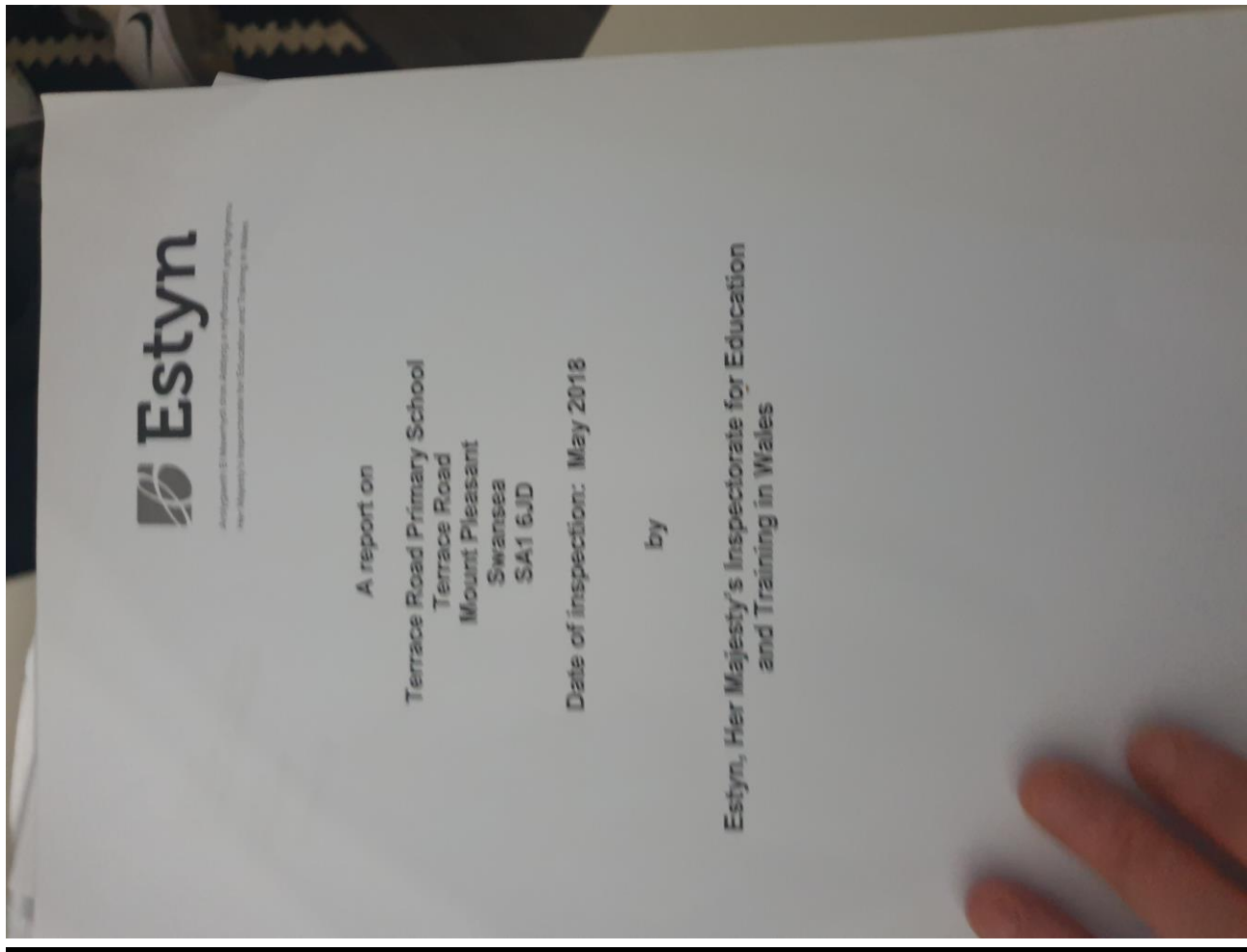
Key EAL research
This section gives a brief overview of some of the key research on which our understanding of EAL pedagogy and good practice is based. You will find more comprehensive information about key research on the NALDIC website

Aspect of good EAL practice	Theoretical basis	Research, report, etc.
Activating prior knowledge in the learner by relating content to their own experience and facilitating links with previous education	Meaning is derived from context	- Halliday - B.F. Skinner
Providing real opportunities for communication, e.g. through collaborative activities	Need for interaction and negotiation of meaning	- Halliday - Bruner - B.F. Skinner
	Importance of exploratory talk	- Mercer - Wells
	Dialogism	Bakhtin
The provision of a rich context to make the input comprehensible	Exposure to comprehensible input	- Cummins - Krashen
Integrating content and language / CLIL	All teachers are language teachers Content and Language Integrated Learning (CLIL)	- Mohan - Constant Leung
Actively encouraging comprehensible output	Comprehensible output hypothesis	Merrill Swain
Scaffolding learning	Role of teacher in scaffolding learning	- Vygotsky - Pauline Gibbons
	Noticing the form	- Schmidt - Krashen
Drawing learner's attention to the relationship between form and function, making key grammatical elements explicit	Analysis of key differences between EAL and EMT writing	Lynne Cameron
	Meaning is derived from context	Halliday

the bell foundation 2017

Theorist that help with understanding EAL
(Foundation,2020)

Estyn report for the school I was
 researching EAL
 (Terraceroadprimaryschool,2018)



Infants and primary statistics of all EAL
 pupils attending the school in 2019 to 2020,
 from the researched primary school I
 attended given to me by the head teacher
 of, English , maths and PSD development,
 this shows that all the pupils are above
 average and above pupils who do not have
 EAL



*Disjunctive -
Spelling -
Wrt - has out*

School	94.77% (1)		94.27%
LA	94.78%		94.42%

Year group	2016/2017	2017/2018	2018/2019
Year 1	94.6%		93.55%
Year 2	95.8%		94.24%
Year 3	96.0%		94.29%
Year 4	94.7%		94.71%
Year 5	94.2%		94.01%
Year 6	93.6%		94.92%

Gender	2016/2017	2017/2018	2018/2019
Boy	94.7%		93.83%
Girl	94.9%		94.73%
Difference	-0.2		0.9%

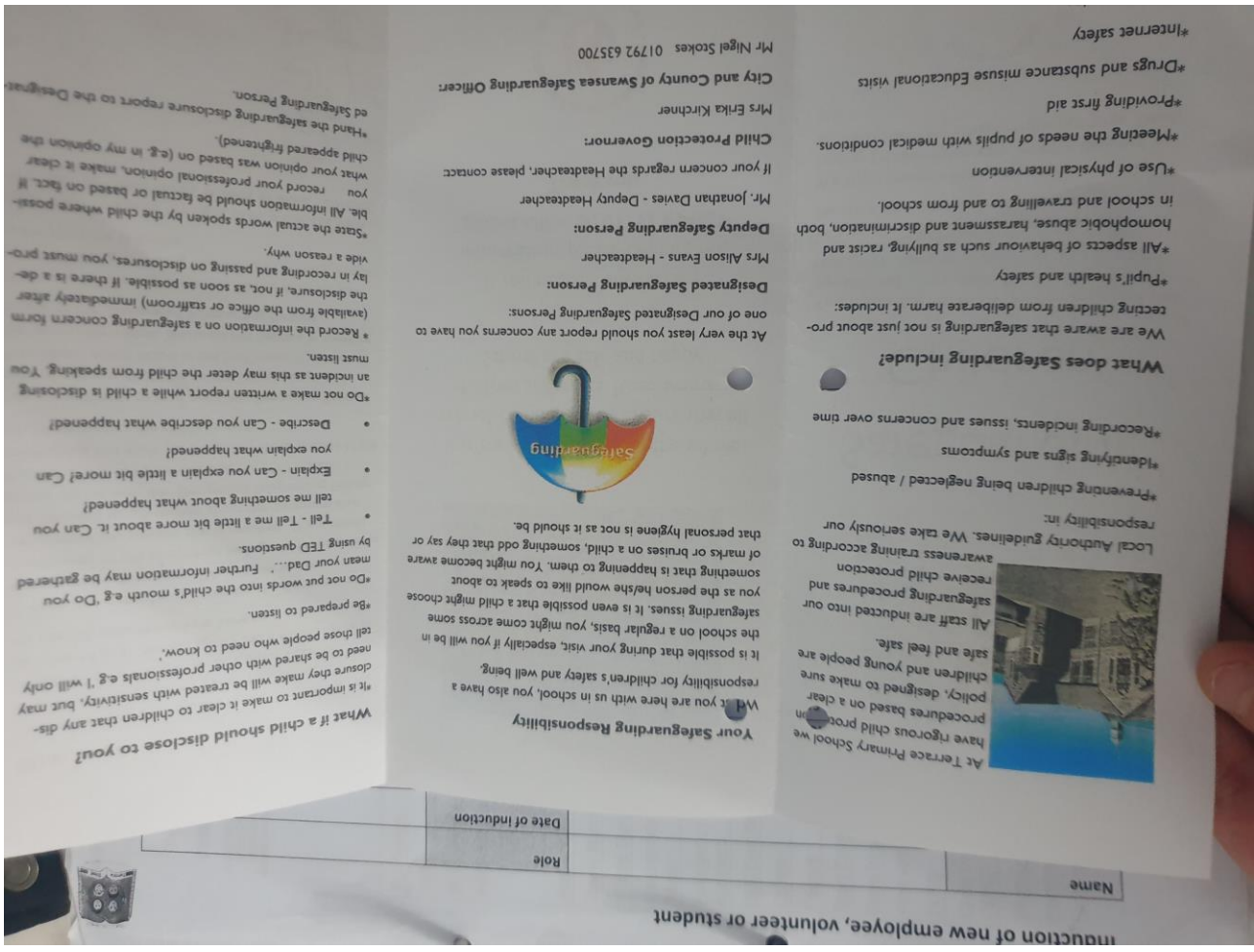
	2017/2018	2018/2019
ALN		94.23%
nALN		94.44%
Difference		0.21%

English as an Additional Language
National Tests
Reading

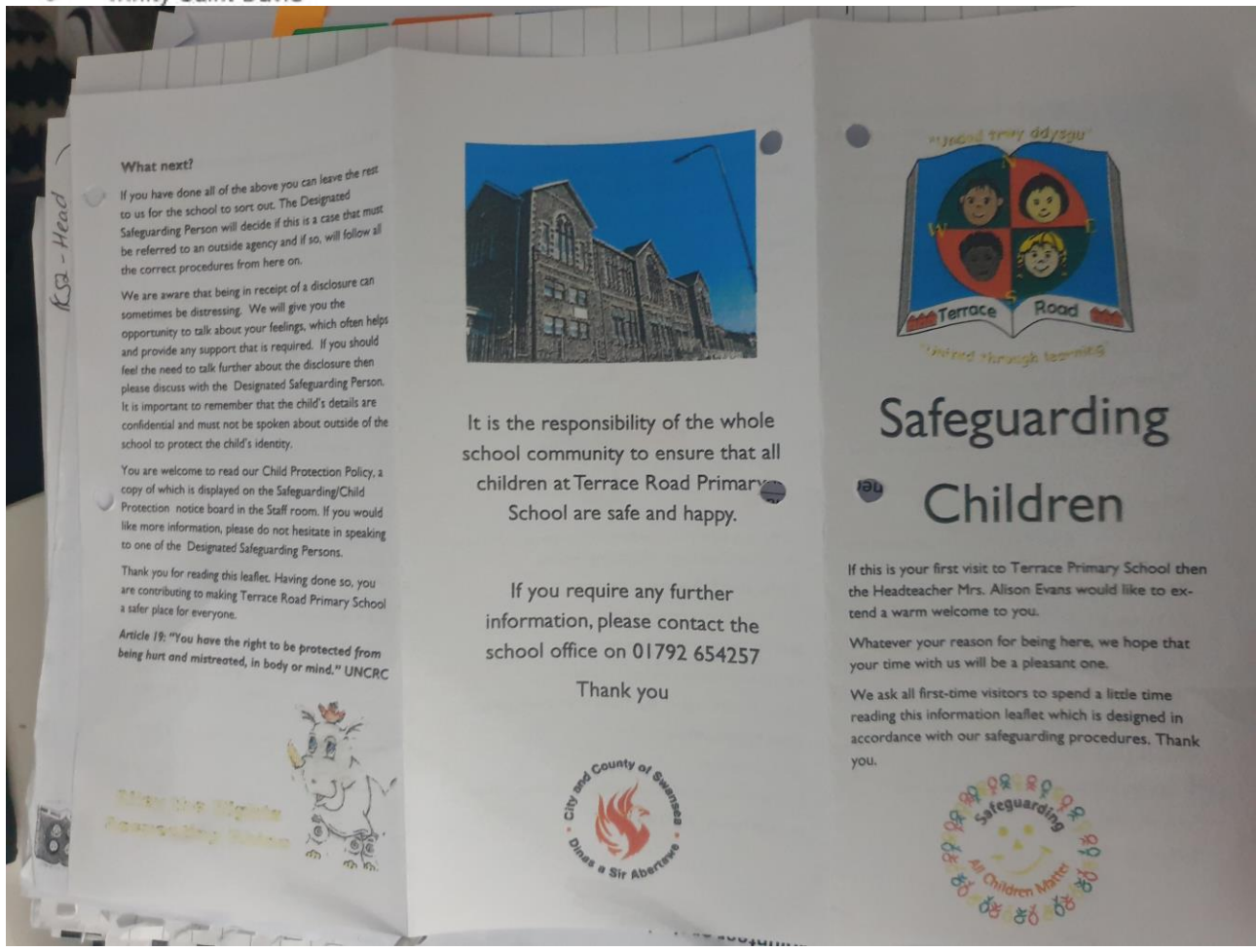
Average

Year group		Below 85		85-115		Above 115		Average SS
		Number of pupils	%	Number of pupils	%	Number of pupils	%	
Year 2	EAL ²⁰	4	20%	16	80%	0	0%	95.3
	nEAL ²⁹	4	14%	22	76%	3	10%	99.9
Year 3	EAL ²¹	2	10%	18	86%	1	5%	96.6
	nEAL ²⁴	2	8%	21	88%	1	4%	97.6
Year 4	EAL ¹⁵	3	20%	12	80%	0	0%	96.3
	nEAL ¹⁹	3	16%	14	74%	2	11%	98.6
Year 5	EAL ¹¹	3	27%	7	64%	1	9%	94.7
	nEAL ²⁰	4	20%	12	60%	4	20%	102.3
Year 6	EAL ¹⁴	3	21%	8	57%	3	21%	100.3
	nEAL ²⁴	4	17%	15	63%	5	21%	100.4
School total	EAL ⁸¹	15	19%	61	75%	5	6%	96.6
	nEAL ¹¹⁶	17	15%	84	73%	15	13%	99.7
								101.7
								99.6

Infants and primary statistics of all EAL pupils attending the school in 2019 to 2020, from the researched primary school I attended given to me by the head teacher of, English, maths and PSD development, this shows that all the pupils are above average and above pupils who do not have EAL



A safe guarding leaflet I was given in the school I was doing research on EAL, this explains everyone's responsibility on safe guarding



The next four pictures ,These are the stages a to e that the school have in place for EAL pupils to have the same outcomes as children without EAL
This was given to me by the school for speaking, maths, English and reading and viewing

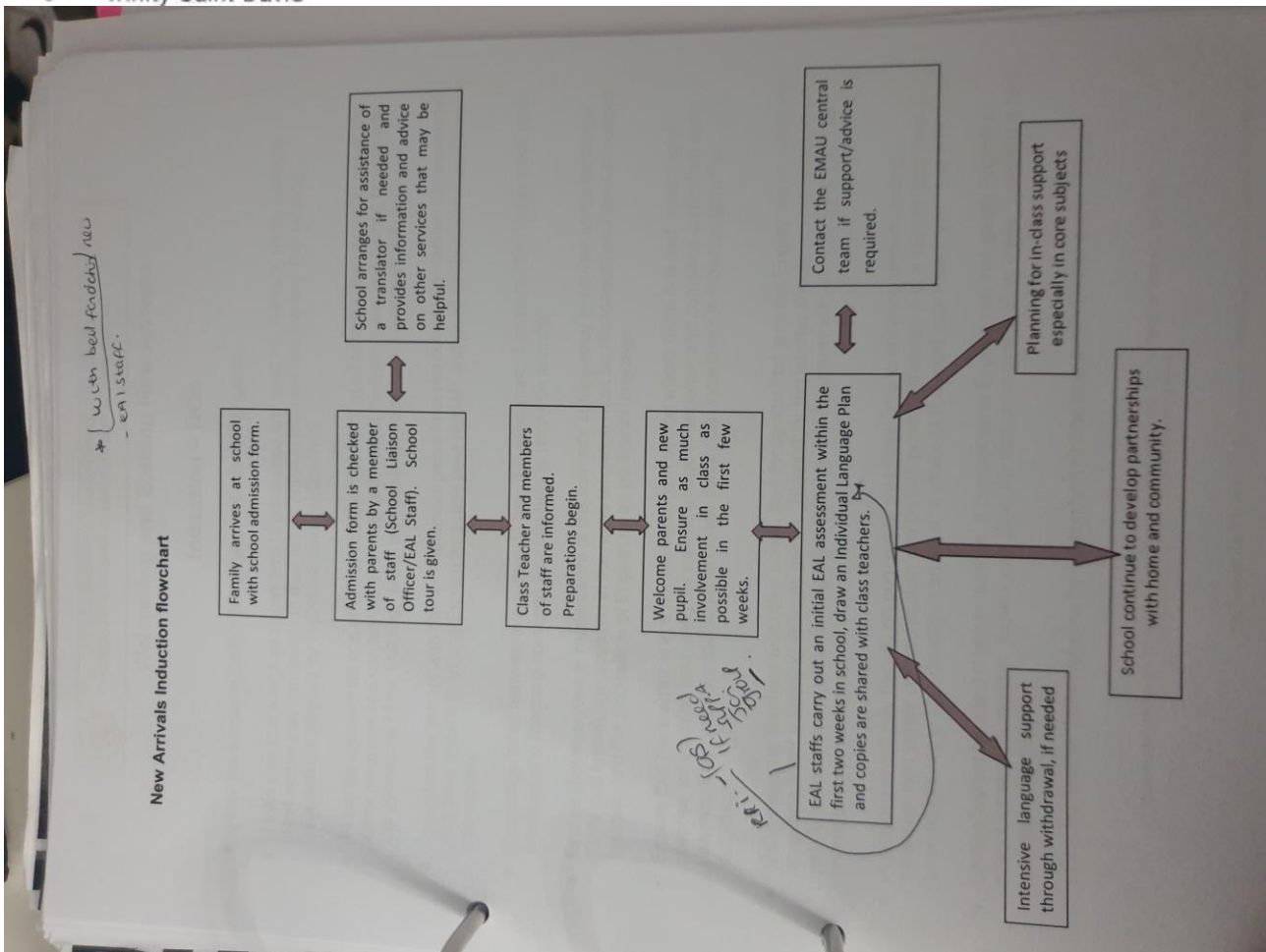
[illegible][illegible]



PRIMARY READING & VIEWING				
BAND A	BAND B	BAND C	BAND D	BAND E
Showing little or no knowledge of written language, taking first steps to engage with written and digital texts in English	Making sense of written language and using visual information to help decipher meaning	Drawing on growing knowledge of vocabulary and grammar to engage with related texts and tasks	Working with written language and accompanying visual and aural material productively, using different strategies in response to curriculum tasks	Engaging with curriculum-related reading activities independently and productively in different subject areas
Can make use of their cultural and social knowledge to try to make sense of words, phrases and sentences in English	Can recognise words with familiar phonemes or expressions (e.g. 'There's a bee in the room')	Can recognise and read regular patterns (e.g. 'we're here')	Can recognise written materials to understand their purpose and content (e.g. 'This is a recipe for a cake')	Can process information in written texts that are structured differently from that passed through spoken language (e.g. 'This is a recipe for a cake')
Can follow simple instructions and respond to basic questions	Can use awareness of phonemes, syllables and words to try to make sense of written language	Can recognise common prefixes and suffixes and use this awareness and knowledge to make sense of text	Can recognise meaning of words/phrases expressing degrees of politeness, probability and possibility (e.g. 'I might go', 'I should go', 'I must go')	Can understand and interpret meaning in written texts representing a range of genres and purposes
Can distinguish and understand different forms of writing (e.g. letters, emails, text messages, etc.)	Can understand that written text and visual images have different purposes and functions	Can make sense of taught curriculum texts but may need support to comprehend unfamiliar content (e.g. 'The engine is on the back of the lorry')	Can recognise meaning of words/phrases expressing degrees of politeness, probability and possibility (e.g. 'I might go', 'I should go', 'I must go')	Can understand the meaning in a range of written texts representing a range of genres and purposes
Can distinguish and understand different forms of writing (e.g. letters, emails, text messages, etc.)	Can use own growing knowledge of language to produce text at the appropriate level, showing some awareness of audience and purpose	Can attempt to identify and interpret information from visual images, tables, charts and graphs, and make it fit the task at hand	Can use growing knowledge of grammar to try to make sense of complex expressions (e.g. 'The car is on the back of the lorry')	Can recognise complex sentences and use them to link ideas across paragraphs and sections of text
Can recognise simple sentences and use them to link ideas across paragraphs and sections of text	Can attempt to identify and interpret information from visual images, tables, charts and graphs, and make it fit the task at hand	Can identify main details in curriculum material and use own prior experience and learning to assist understanding where appropriate	Can follow written materials to do tasks such as classifying and sequencing events in narratives, descriptions and processes in subject content texts independently	Can find specific information in detail from written texts to respond to 'how', 'why' or 'what' questions
Can recognise simple sentences and use them to link ideas across paragraphs and sections of text	Can attempt to identify and interpret information from visual images, tables, charts and graphs, and make it fit the task at hand	Can understand most subject content texts, including factual accounts, narratives, opinion pieces, although may need support with unfamiliar vocabulary and complex sentences and writing styles	Can identify specific speech (e.g. 'I don't want to') and non-verbal expressions (e.g. 'The teacher is angry') in curriculum texts, and seek help if necessary	Can identify explicit and implicit messages in international and national texts (e.g. news, opinion, indirect judgments, statements)
Can make sense of familiar words in basic, on signs and posters in school and in frequently visited digital environments	Can identify and extract information from texts and passages in response to concrete questions (e.g. 'What's the main idea?')	Can comprehend curriculum-related English literature mostly at the basic level, but may need support with unfamiliar vocabulary and complex sentences and writing styles	Can recognise different text types/purposes, understanding that purpose of content texts can change (e.g. 'This is a recipe for a cake')	Can evaluate an informational or factual text in terms of its content, relevance and credibility
Can recognise and use grammar to make sense of written language	Can follow and make use of similar words to extract basic meaning from a familiar text	Can identify relevant details from content texts and use them to assist understanding where appropriate	Can use a developing range of reading strategies, especially when reading texts for the task at hand, using dictionaries or other references	Can draw on curriculum texts to support understanding when participating in class and group discussions
Can follow and make use of similar words to extract basic meaning from a familiar text	Can begin to make use of similar words to extract basic meaning from a familiar text	Can begin to differentiate between information and fictional statements/texts independently	Can identify main ideas and specific information in curriculum-related texts for reading, participating and answering questions	Can make connections between specific information in curriculum-related texts for reading, participating and answering questions
Can follow and make use of similar words to extract basic meaning from a familiar text	Can begin to make use of similar words to extract basic meaning from a familiar text	Can use contextualised and design features of print and digital material to support understanding (e.g. content pages, links, tabs, search functions)		

BAND A	BAND B	BAND C	BAND D	BAND E
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This is the schools policy given to me by the head teacher that the whole school follows on EAL pupil arrival to ensure a smooth transition for everyone involved



Handwritten notes on lined paper, likely a continuation of the induction process or a reflection on the experience. The text is mostly illegible due to blurring and handwriting.

This is the plan they have over the next few pictures for new commers to English
This was given to me by the class teacher
It shows stages with how the curriculum is incorporated in to EAL teaching in the classroom as a guide for teachers and stages they can record on their EAL profile for each child and see what to do next if needed



General Advice

Learners who are new to English often go through what is known as a 'silent period' when they say almost nothing at all. For some learners this period lasts a matter of hours, for others it can go on for 2 or 3 months. This is a normal reaction to an extraordinary situation! During this silent period the learners are adjusting to their new situation and are attuning their ears to the new language, so:-

Don't Worry

- Don't worry if they are shy and seem unwilling to join in, they need plenty of listening time first.
- Don't worry if they will only speak in their home language; this is natural and helpful. Even advanced learners of English can benefit from using their first language – it can enhance their understanding and their acquisition of new concepts.

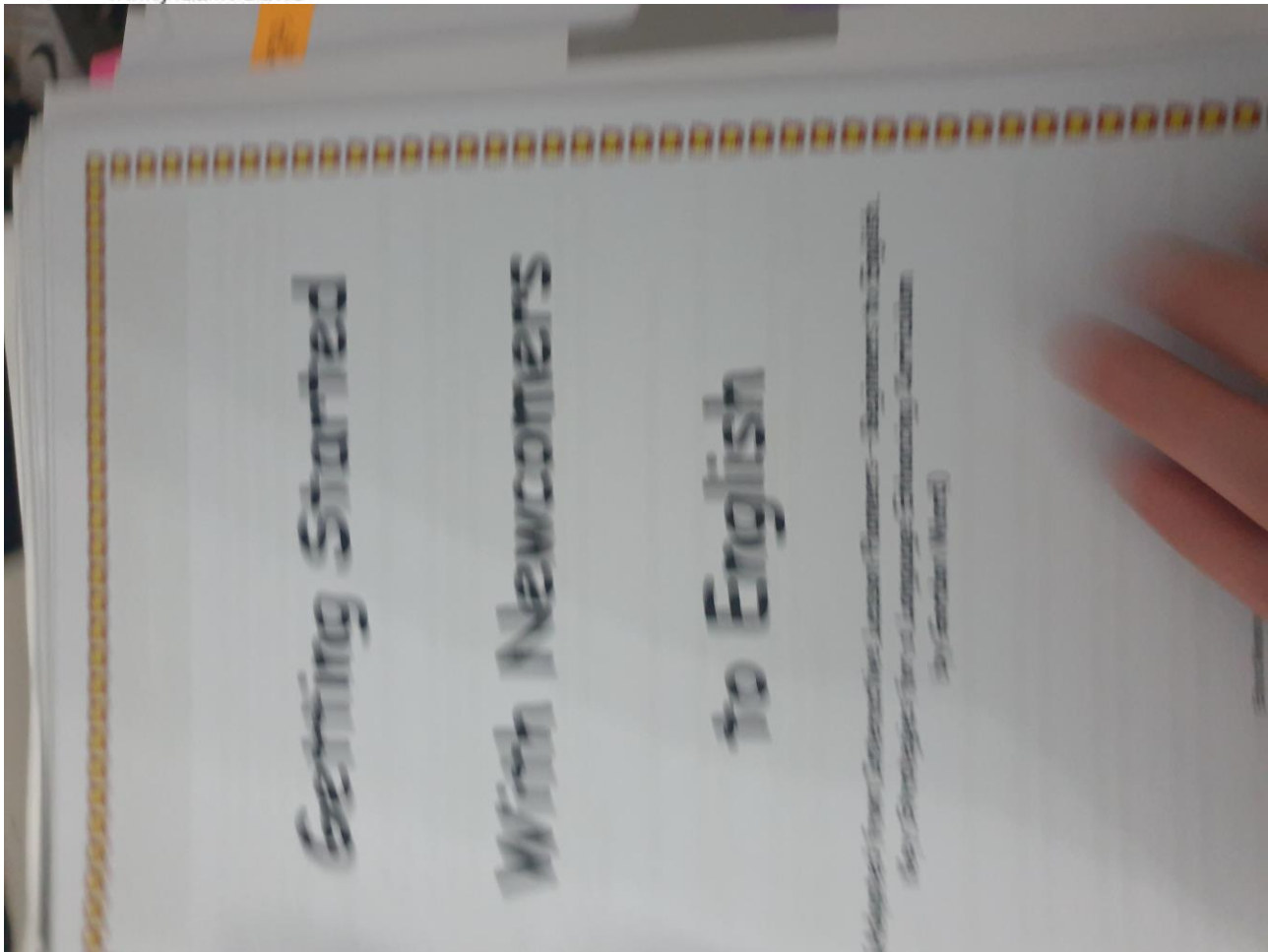
Do

- Do ensure that the learners work with other children who are sympathetic and helpful. At least one of these children should be able to speak their home language if at all possible.
- Do encourage the learners to speak, read and write in their home language.
- Do draw on the learners' knowledge of the language, religion, customs, food, etc. of their (or their families) country of origin.
- Do use other learners to help and teach the newcomers – children are often good teachers and teaching someone else often helps to reinforce learning. The use of small group work will encourage this.
- Do ask the learners' parents to talk about school work in their home language.

Don't

- Don't talk too much – the learners can only understand a little at a time.
- Don't force the children to speak English – many children need a long time listening to a new language before they are ready to speak it.
- Don't think they are disobedient if they don't do what you tell them – they may not understand even quite simple instructions for several months.
- Don't correct the children if they are telling you something important – just repeat what they have told you in correct English.
- Don't ask parents to speak to their children in English at home – parents may not be good models of English and learners need to continue developing their home language as well as English.

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Activities

1. The following is a list of resources that teachers will be using in the PG2 / E1 FORM

Resources

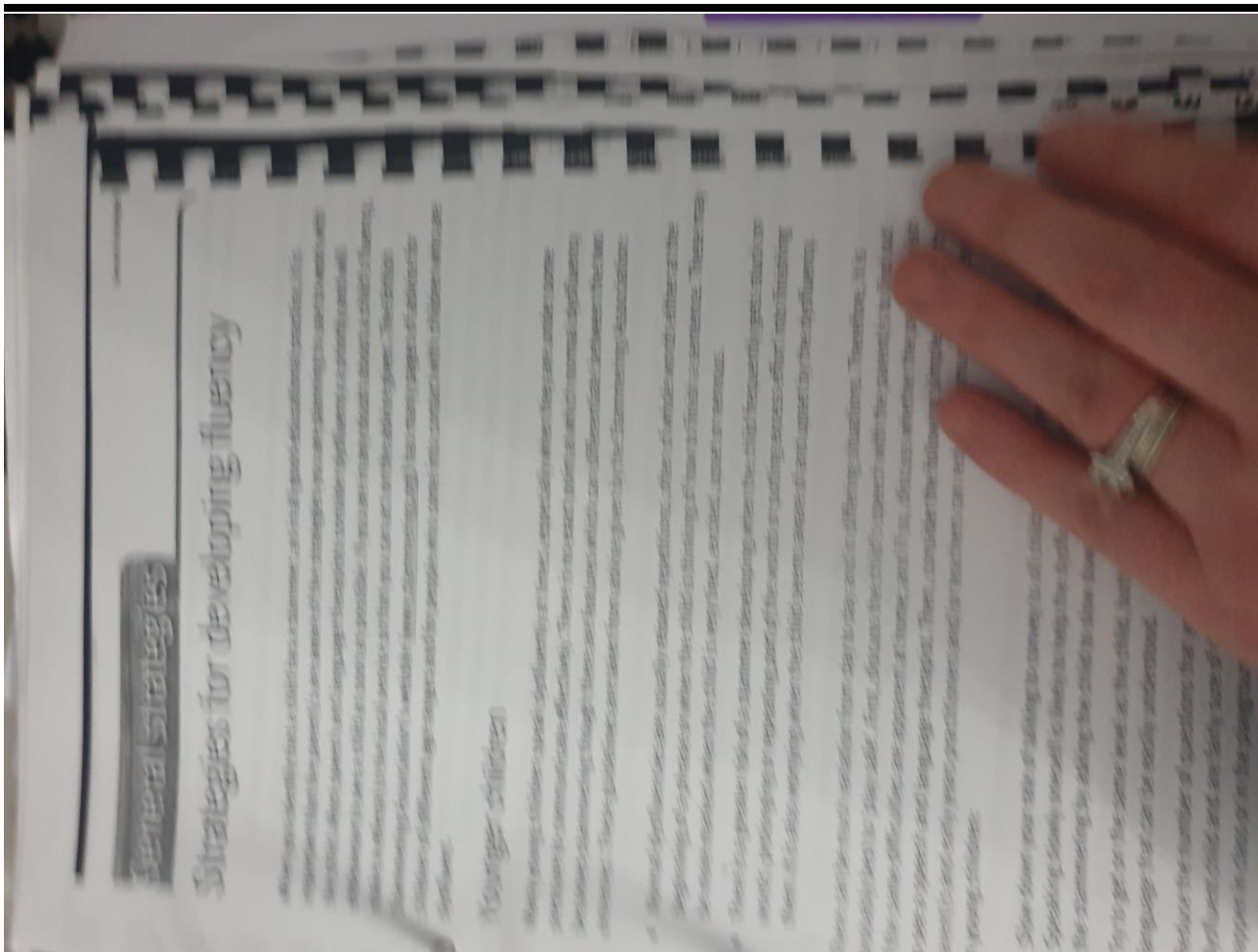
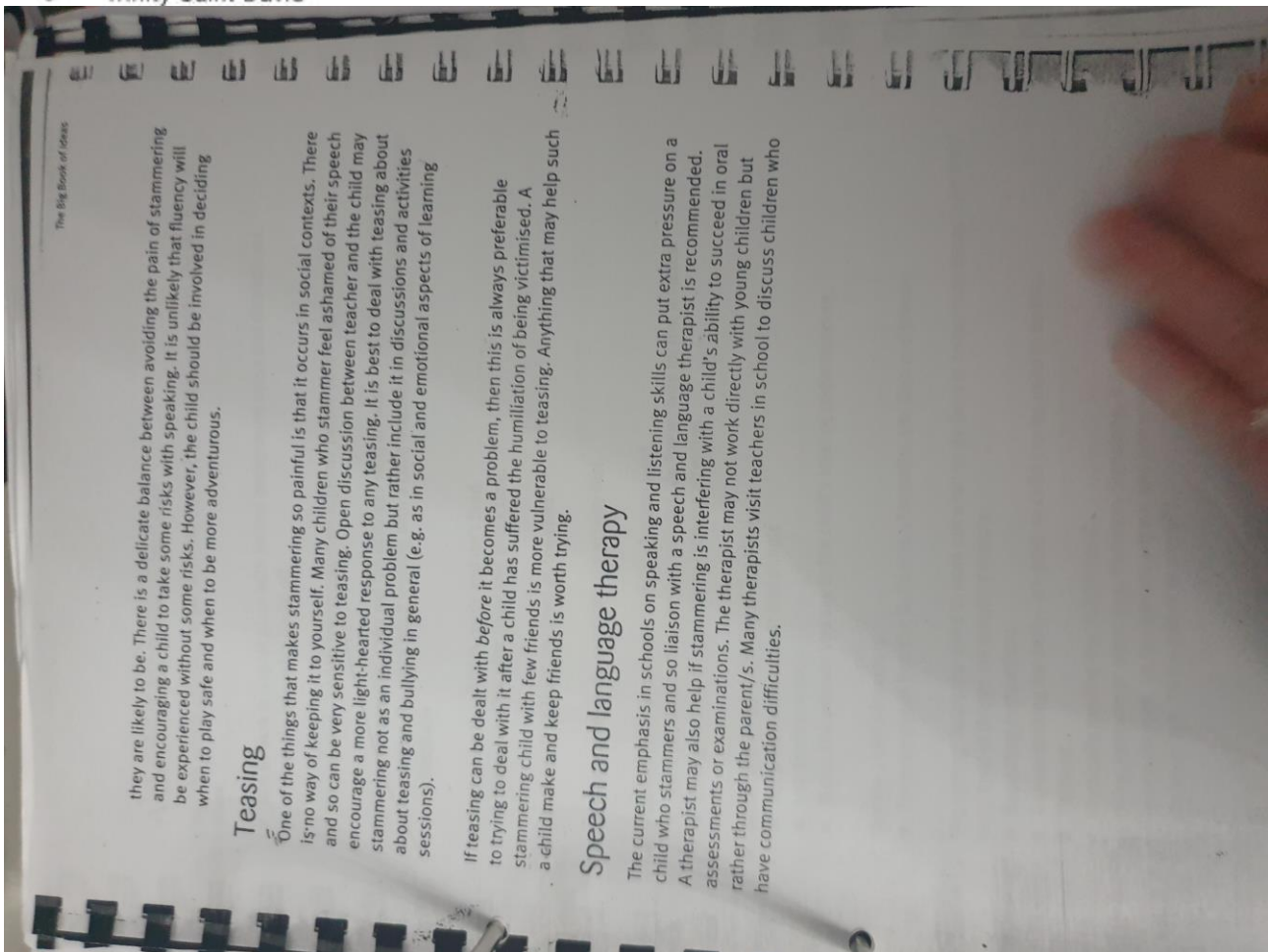
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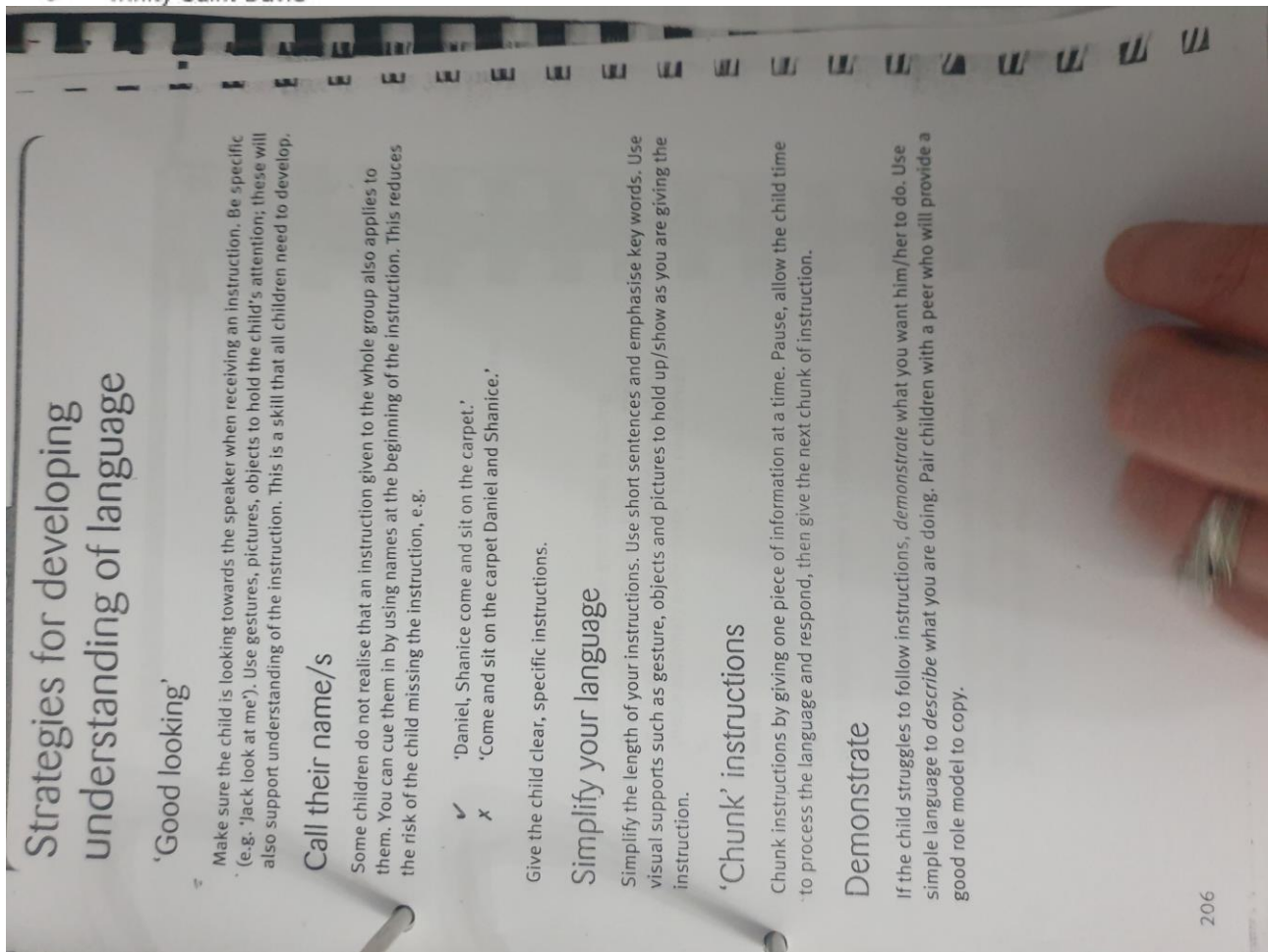
Functions and Sentence Patterns

Functions	Sentence Patterns
Identifying objects	What is this? / What are these? This is a... / These are...
Identifying actions	What is he doing? / What are they doing? He is... / They are...
Identifying locations	Where is he? / Where are they? He is... / They are...
Identifying objects	What is this? / What are these? This is a... / These are...
Identifying actions	What is he doing? / What are they doing? He is... / They are...
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Read Write Inc. Phonics resources			
Phonics (Speed Sounds)	Reading	Writing	
- Speed Sounds Cards Set 1 - Speed Sounds Picture Frieze - Simple Speed Sounds Poster - Green Word Cards Set 1 - Red Word Cards - Magnetic Board and Magnetic Sound Cards - Picture-Sound Cards	  Red Ditty Books	 Get Writing! Red Ditty Books	
- Speed Sounds Cards Set 2 - Speed Sounds Picture Frieze - Simple Speed Sounds Poster - Green Word Cards Set 2 - Red Word Cards - Magnetic Board and Magnetic Sound Cards	  - Storybooks Sets 1-4 - Speed Sounds and Words Slideshow CD-ROM	 Get Writing! Books 1-4	
- Speed Sounds Cards Sets 1, 2 and 3 - Complex Speed Sounds Poster - Green Word Cards Set 3 - Red Word Cards	  - Storybooks Sets 5-7 - Speed Sounds and Words Slideshow CD-ROM	 Get Writing! Books 5-7	
 Speed Sounds Lesson Plans Interactive Software Speed Sounds Sets 1, 2 and 3 CD-ROM for all interactive whiteboards		 Phonics Handbook	





This is approaches to education A report for language development and social integration and achievement and all the key findings that has been found in this article (Bellfoundation,2019)



School Approaches to the Education of EAL Students

Language development, social integration and achievement

This report presents interim findings from a three year research project by a multi-disciplinary team at Cambridge University and Anglia Ruskin University. The first phase of the project aimed to extend the understanding of pedagogic and social issues relating to language development, social integration and educational achievement of children with English as an Additional Language (EAL). The project explored the approaches to the education of children with EAL at two case study schools in the East of England.

Some key findings include:

Educational achievement: There is an absence of appropriate and sufficient pupil achievement data (at national, regional and school level) which measure the link between achievement and factors such as English proficiency, length of stay in UK school, national origin, economic and social disadvantage and prior academic achievement.

Language development: There appears to be a variety of different multilingual practices and strategies to enhance the language development of EAL learners. School staff, parent and student views on the use of English and home language vary considerably, with lack of language policy and guidance contributing to disparate classroom practice.

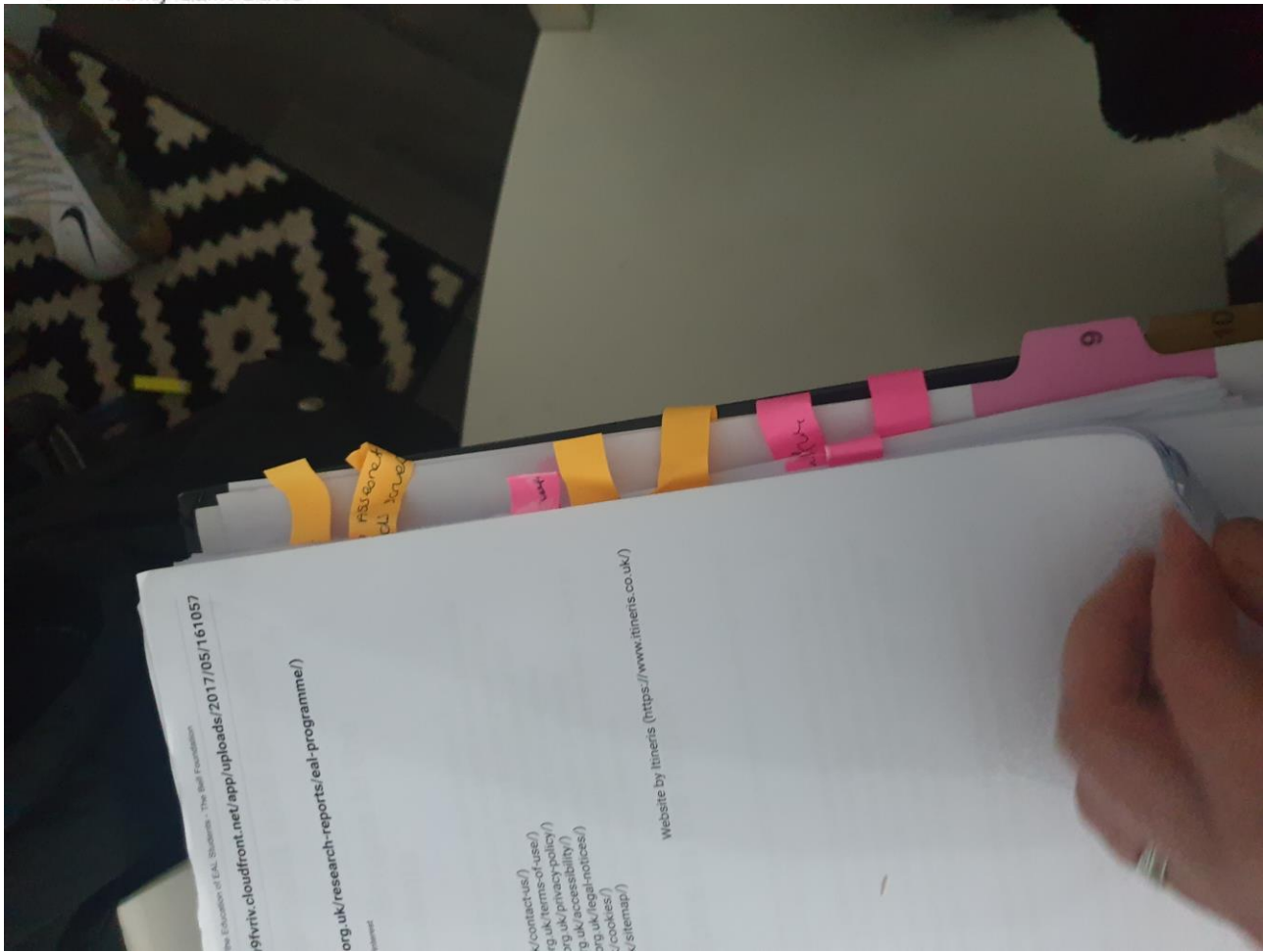
Social integration: Staff in both case study schools expressed their support for a multilingual and multicultural school environment. A range of strategies are in place to meet the goals of social integration, but it is challenging to conceptualise social integration and to monitor the progress towards it.

Further findings are presented in brief in the Executive summary and in the full report.

Hard copies are available on request.

Download Executive Summary (<https://trinitysaintdavid.cloudfront.net/app/uploads/2017/05/20170520-Executive-Summary.pdf>)

These are the list of multi agencies that on the government website for the Welsh assembly for schools in Wales, these can help various people from schools to the families and the caregivers of the EAL pupils (NALDIC,2019)



This is a report on language development and school achievement different opportunities and challenges with in education with EAL students and how schools should be part of a national framework support children with EAL (Borysiewicz,2019)

Language Development and School Achievement

Opportunities and challenges in the education of EAL students

This report presents the findings from a three year research project by a multidisciplinary team at the University of Cambridge and Anglia Ruskin University. This research builds on the interim research findings from the first phase of the project, as published in the report School approaches to the education of EAL students. The second phase of the project investigated the role of school assessment, pedagogy and student support in developing the academic achievement of socially disadvantaged, newly arrived migrant children with a view to match their academic and cultural needs to educational provision.

Key recommendations in the report include:

'EAL coordinators' within schools should be part of a national framework of support specialists for children for whom English is an additional language

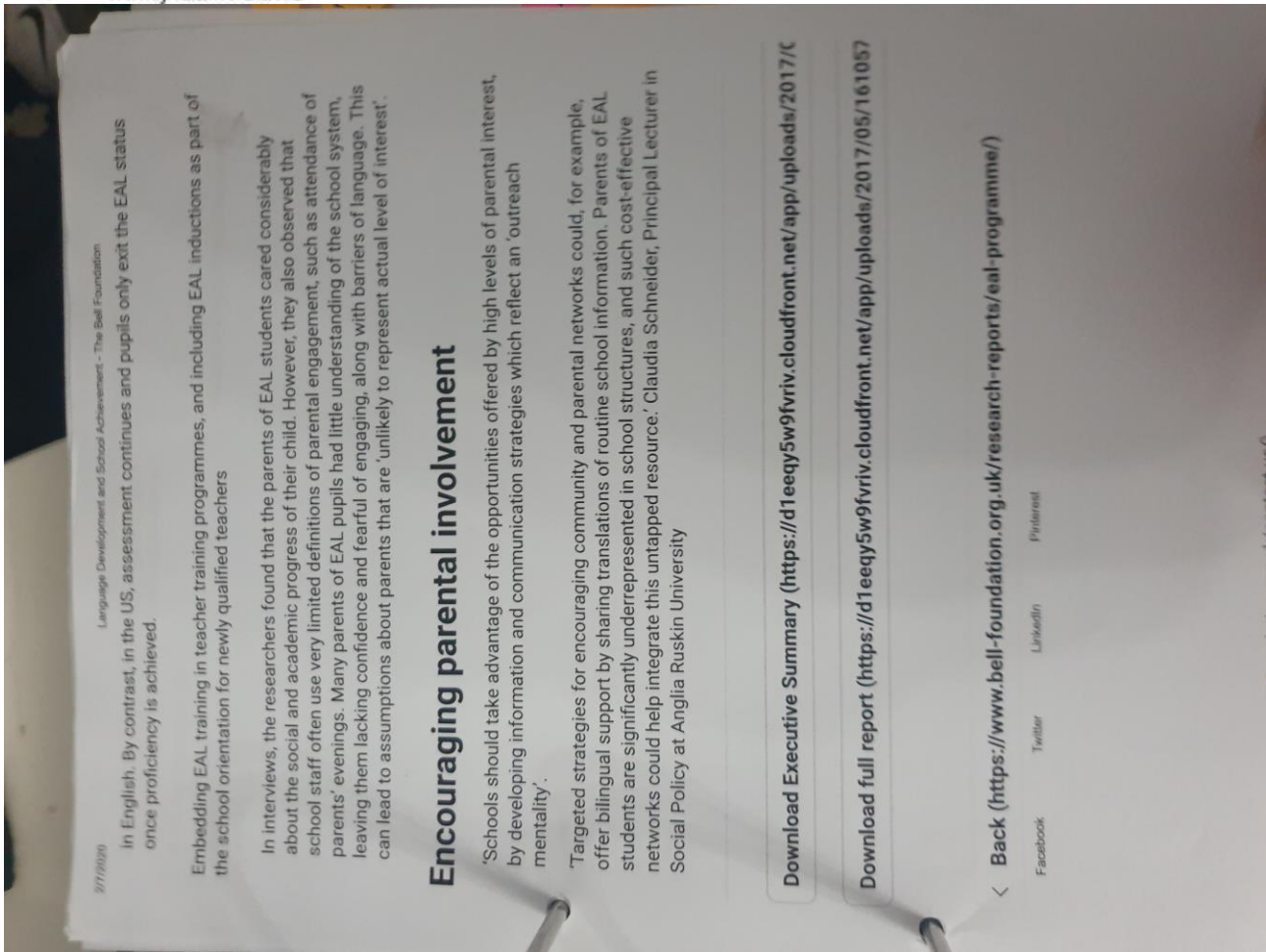
'There is a need to develop high quality, Masters level accredited training for the EAL co-ordinator role, akin to the requirements for the new Special Education Needs co-ordinators. The role of the EAL Coordinator should be professionalised. Networks could be established and guidelines developed and shared to raise the status of EAL support, and the prominence of those who coordinate it within individual schools, as well as the wider system.' Michael Evans, Reader in Education at Cambridge's Faculty of Education

A model of accountability should be established, similar to Pupil Premium support for those eligible for free school meals, in which resource from the national budget is contingent on pupil progress

The report warns that there is a lack of accurate information on linguistic proficiency, which can mask EAL pupils' academic potential. While pupils within the study developed functional oral proficiency within a year, many continued to struggle to use appropriate "academic" English.

Currently, recorded data gives no indication of an EAL pupils' proficiency and funding is for three years only, after which there is no additional support, regardless of the pupil's proficiency.

This report shows that encouraging parental involvement is a very important part of the outcomes and the progression of the EAL pupil and how the school and community should work together and also have noted write ink works well what is the AL pupil (NALDIC,2019)



This report shows policy pedagogy and people's perceptions from their own experiences while learning English as a second additional language, help pressure and different culture differences including poverty can have a big effect on their learning English is a second language (NALDIC,2019)



Policy, Pedagogy and Pupil Perceptions - The Bell Foundation

Policy, Pedagogy and Pupil Perceptions

A research partnership between The Bell Foundation and the Centre for Education for Racial Equality (CERES), University of Edinburgh

Research aim:

To give children with English as an additional language a voice in shaping and informing their learning opportunities and experiences and identify ways in which their perceptions can be used to improve how UK schools work.

About the project:

As numbers of children with English as an additional language in UK schools have nearly doubled over the last decade, increasing attention is paid to the teaching and learning of English as an additional language. However, few projects have presented a focus on EAL learners' own accounts of their experiences. This project, led by Dr Yvonne Foley, captured EAL learners' voices in relation to the following three questions:

What are EAL learners' perceptions of their language learning experiences?

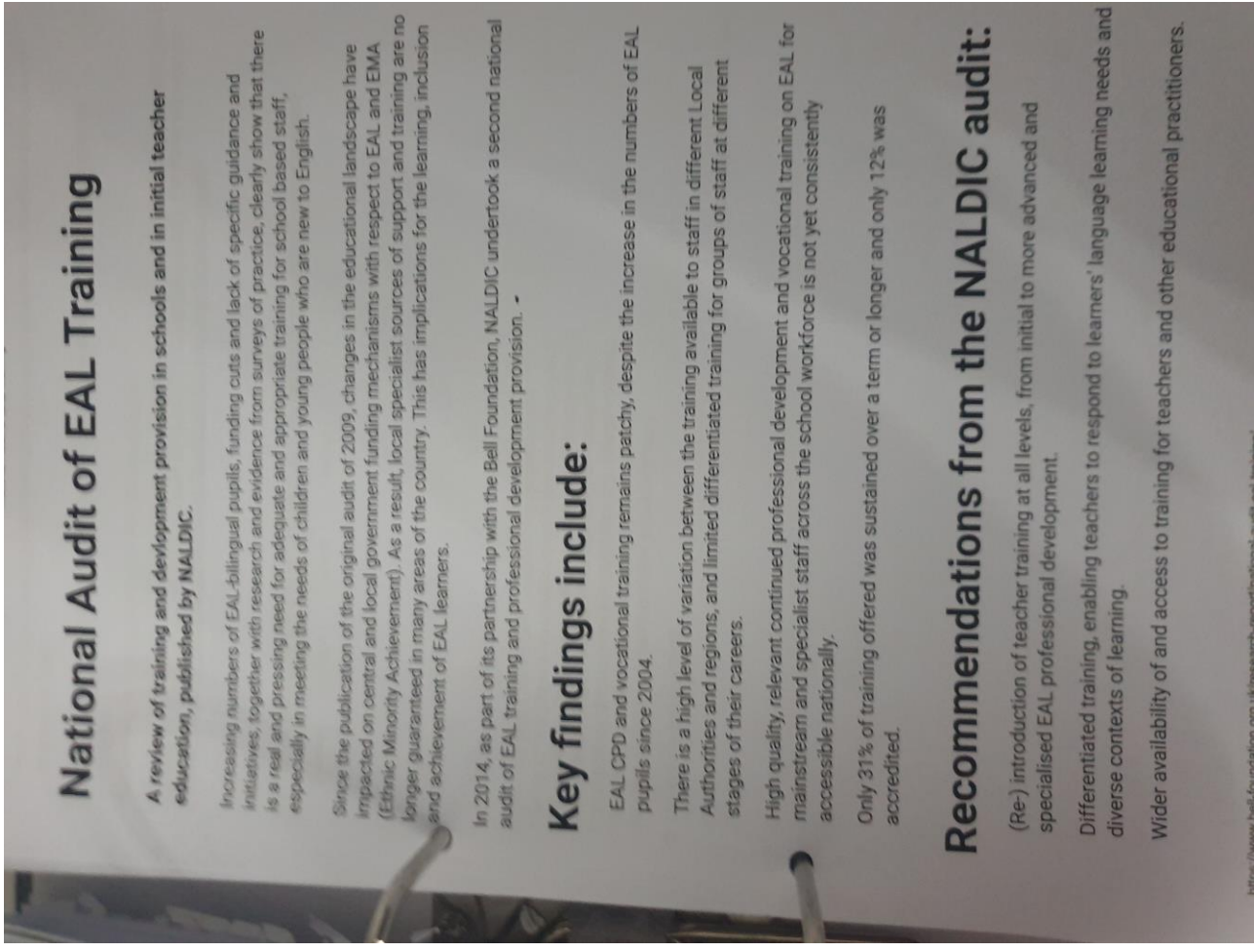
How do these perceptions differ from those of their teachers?

How are the differing national EAL policies in England and Scotland enacted at the level of the secondary school, the department and the classroom in relation to individual learners? Are the different emphases in national policy reflected at these various levels?

The team used a case study approach drawing on two secondary schools (in Scotland and England) to seek responses to the above questions, analysed policy documents and practices and carried out interviews with children and teachers.

Download Executive Summary (<https://d1eeqy5w9fvriv.cloudfront.net/app/uploads/2017/02/Policy-Pedagogy-and-Pupil-Perceptions-Executive-Summary.pdf>)

This report shows National Audit of EAL training and the key findings was the number increase of EAL pupil since 2004 there is a high level of variation between the training available to staff and different location And local authorities throughout their careers and the recommendations that should be implied in schools today (NALDIC,2019)



National Audit of EAL Training

A review of training and development provision in schools and in initial teacher education, published by NALDIC.

Increasing numbers of EAL-bilingual pupils, funding cuts and lack of specific guidance and initiatives, together with research and evidence from surveys of practice, clearly show that there is a real and pressing need for adequate and appropriate training for school based staff, especially in meeting the needs of children and young people who are new to English.

Since the publication of the original audit of 2009, changes in the educational landscape have impacted on central and local government funding mechanisms with respect to EAL and EMA (Ethnic Minority Achievement). As a result, local specialist sources of support and training are no longer guaranteed in many areas of the country. This has implications for the learning, inclusion and achievement of EAL learners.

In 2014, as part of its partnership with the Bell Foundation, NALDIC undertook a second national audit of EAL training and professional development provision.

Key findings include:

- EAL CPD and vocational training remains patchy, despite the increase in the numbers of EAL pupils since 2004.
- There is a high level of variation between the training available to staff in different Local Authorities and regions, and limited differentiated training for groups of staff at different stages of their careers.
- High quality, relevant continued professional development and vocational training on EAL for mainstream and specialist staff across the school workforce is not yet consistently accessible nationally.
- Only 31% of training offered was sustained over a term or longer and only 12% was accredited.

Recommendations from the NALDIC audit:

- (Re-) introduction of teacher training at all levels, from initial to more advanced and specialised EAL professional development.
- Differentiated training, enabling teachers to respond to learners' language learning needs and diverse contexts of learning.
- Wider availability of and access to training for teachers and other educational practitioners.

This is report on educational outcomes of children with English as an additional language and the findings of language proficiency from children who are have spoken English before and I've never ever spoken English with their childhood and how they arrive in an education system with or without any education at all it also includes the severe attainment penalty for pupils and also if they arrive in school from year 3 on, (NALDIC,2019)

Educational Outcomes of Children with English as an Additional Language

The Education Policy Institute (<https://epi.org.uk/>), The Bell Foundation and Unbound Philanthropy (<https://www.unboundphilanthropy.org/>) have published a new report which analyses current policies and funding for EAL learners and provides recommendations on how they can be supported to fulfil their potential.

The report, written by Jo Hutchinson, Director for Social Mobility and Vulnerable Learners at EPI, is a comprehensive analysis of the current policy and funding regime available to support children with EAL in England.

This report highlights the significant disparities in EAL learners' performance.

Although headline figures published by the Department for Education (<https://www.gov.uk/government/organisations/department-for-education>) show that, on average, in 2016 EAL pupils performed well, the data used is distorted by missing or misleading prior attainment records.

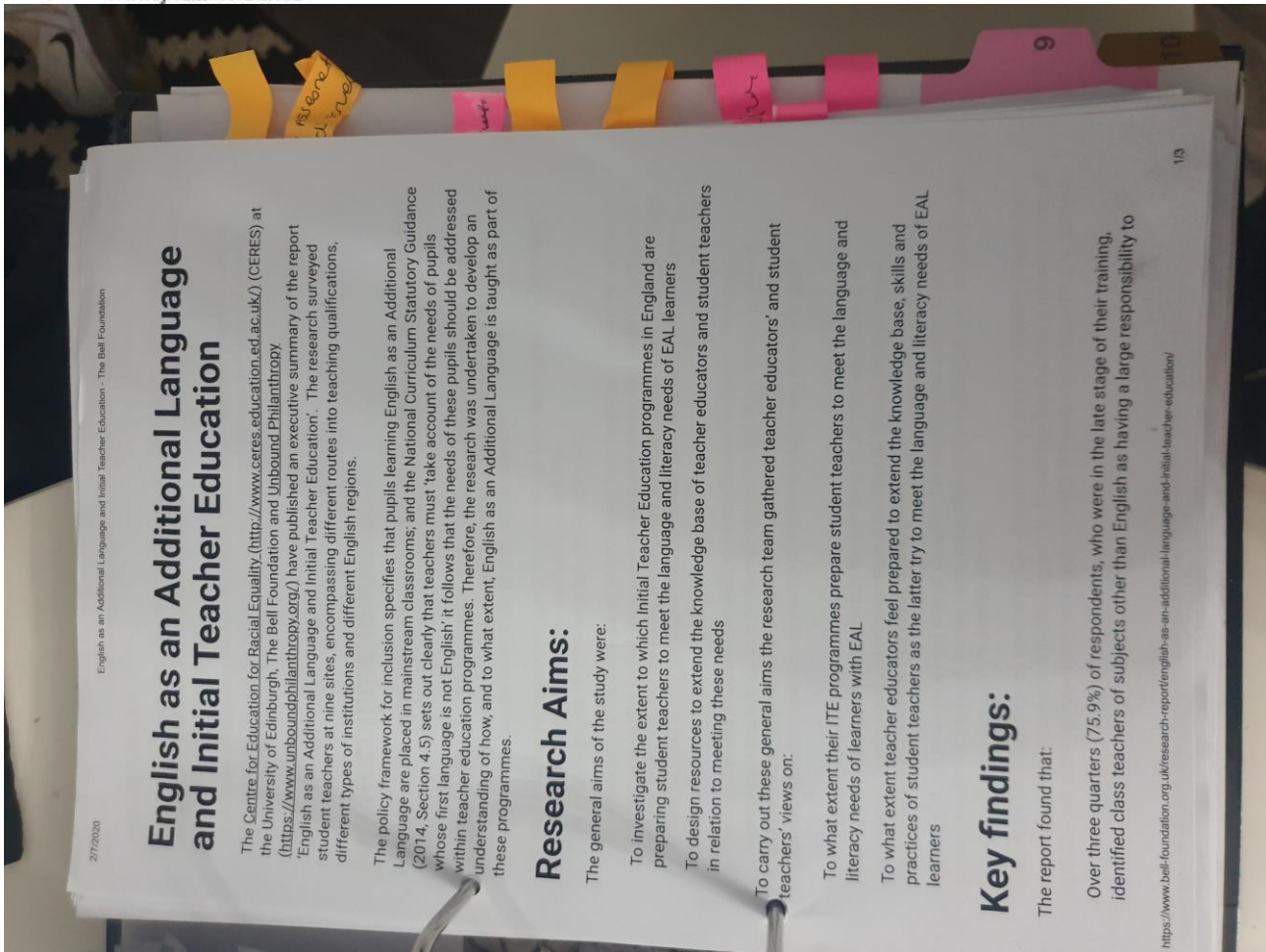
Key Findings include:

- Attainment is affected by English language proficiency. Children with EAL have widely varying levels of English proficiency; some have no English and some are fluent multilingual English-speakers; some may have lived in English-speaking countries or have been educated in English throughout their childhood.
- Attainment is affected by first language. There are marked differences between, for example, Tamil and Chinese speakers who perform better than Pashto and Turkish speakers irrespective of when they arrive in the system. Prior education and where they live in England all impact on attainment.
- Attainment is also affected by arrival time. There is a severe attainment penalty for pupils arriving late into the English school system. For example, at GCSE level, pupils with EAL scored an average grade of a C if they arrived between reception and Year 7. This decreased to a grade of around a D if they arrived in Year 8, 9 or 10 – falling further to below an E if they arrived in Year 11.
- There is a lack of specialist expertise compared to other countries – with England's system for developing support for EAL pupils through specialist roles insufficient.

Key Recommendations the Government should consider:

<https://www.bellfoundation.org.uk/research-report/educational-outcomes-of-children-with-english-as-an-additional-language/>

This report shows is English as an additional language and initial teacher education the research aims were the extended knowledge base of teachers educators and student teachers too and how they meet the needs of the paper with statistics and findings that match with the placement I was in And stating that EAL pupils exceed the average that is expected of them (NALDIC,2019)



This is research from the 1960s an earlier of theorists but the battle foundation Have provided everyone with to explain The different aspects from cognitive to play of an EAL pupil (Bellfoundation,2019)

Research from the 1960s and Earlier | EAL Research

Home EAL Specialists Research and Reports Key EAL Research
Research from the 1960s and Earlier

Research from the 1960s and Earlier

Mikhail Bakhtin

Bakhtin was a Russian philosopher whose work has been influential in a range of fields. In terms of language learning, he was interested in human communication and emphasised dialogism, saying that we learn words from people, not dictionaries, and words carry the meanings of people who have spoken them before.

Jerome Bruner

Bruner was an educational psychologist whose work, particularly in the 1970s, focused a lot on language development. Bruner stressed the importance of social interaction in learning in general and in language development in particular. A lot of his research was based on filming and analysing interactions between children and adults in the home. He suggested that children learn language in order to communicate, and that language is acquired in the context of meaningful interaction between parents and children. This learning is scaffolded by what he termed the child's Language Acquisition Support System (LASS).

Noam Chomsky

One of the most influential researchers on language acquisition was Chomsky, in the 1960s and 70s. His view was that children are born with an innate ability to acquire language, which he called a Language Acquisition Device (LAD), which led to the concept of Universal Grammar (UG). This view of language development sees learning a particular language in terms of grammar rules and structures, which the child needs to be exposed to in order to trigger learning. According to this view, language development work in the classroom context would need to focus on grammatical structures.

More recently Chomsky's ideas have been criticised by researchers arguing from a psycholinguistic viewpoint who emphasise the importance of children's interactions with their main carers and the language models they provide. Chomsky also suggests that children learn their first language very quickly, but this view was challenged by Putnam (1967), who pointed out that children spend many more hours learning their first language than learners are usually in a position to spend acquiring a second or additional language.

Abraham Maslow

The psychologist Abraham Maslow proposed his well-known 'hierarchy of needs' in 1943 and it has often been used in education to encourage schools and education professionals to consider

<https://ealresources.bell-foundation.org.uk/eal-specialists/research-1960s-and-earlier>

1/4

This show is Abraham Maslow's hierarchy of needs triangle shows step by step what is needed for a child to become the best they can be, and he looks at every aspect of the Child's life (Maslow, 2016)

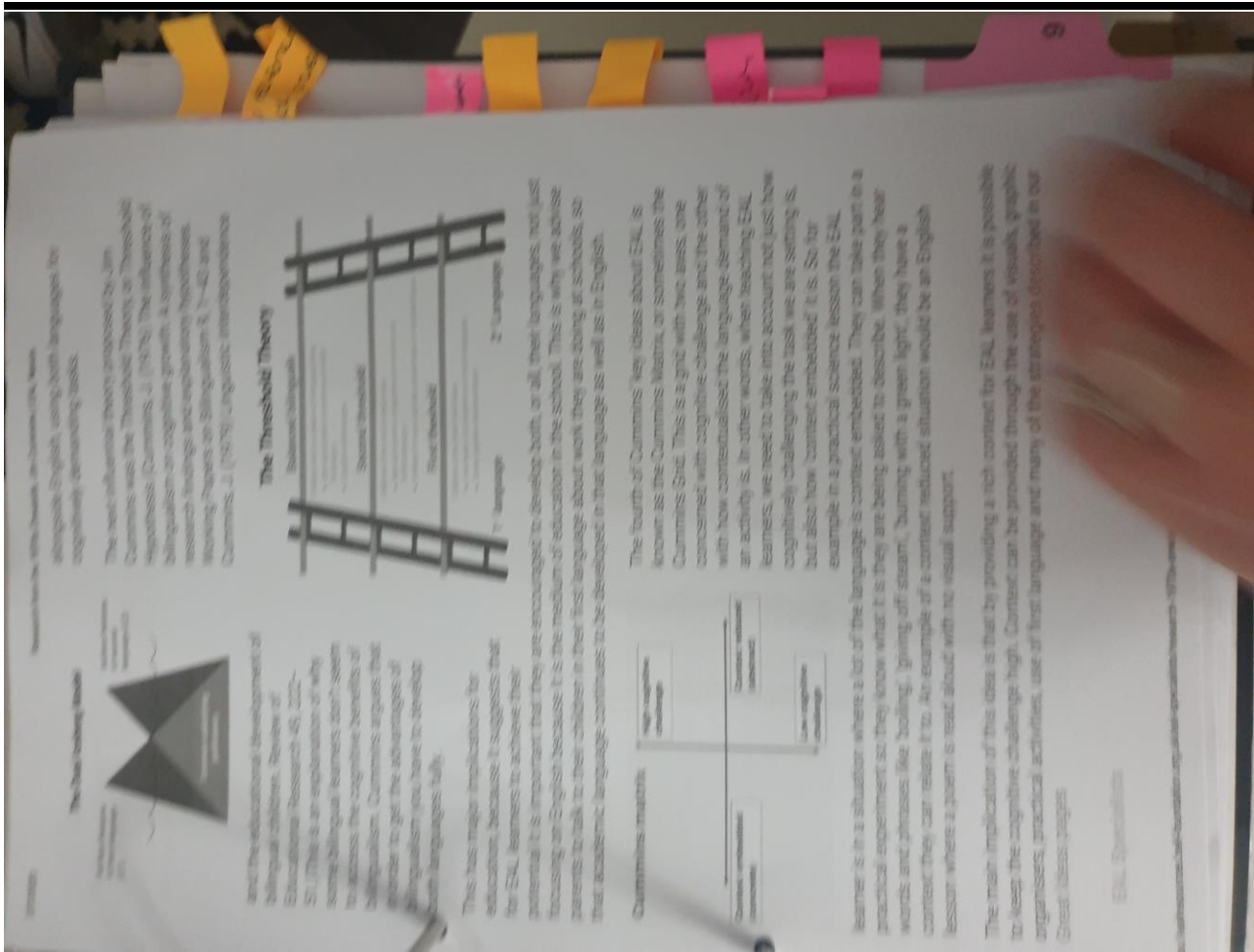
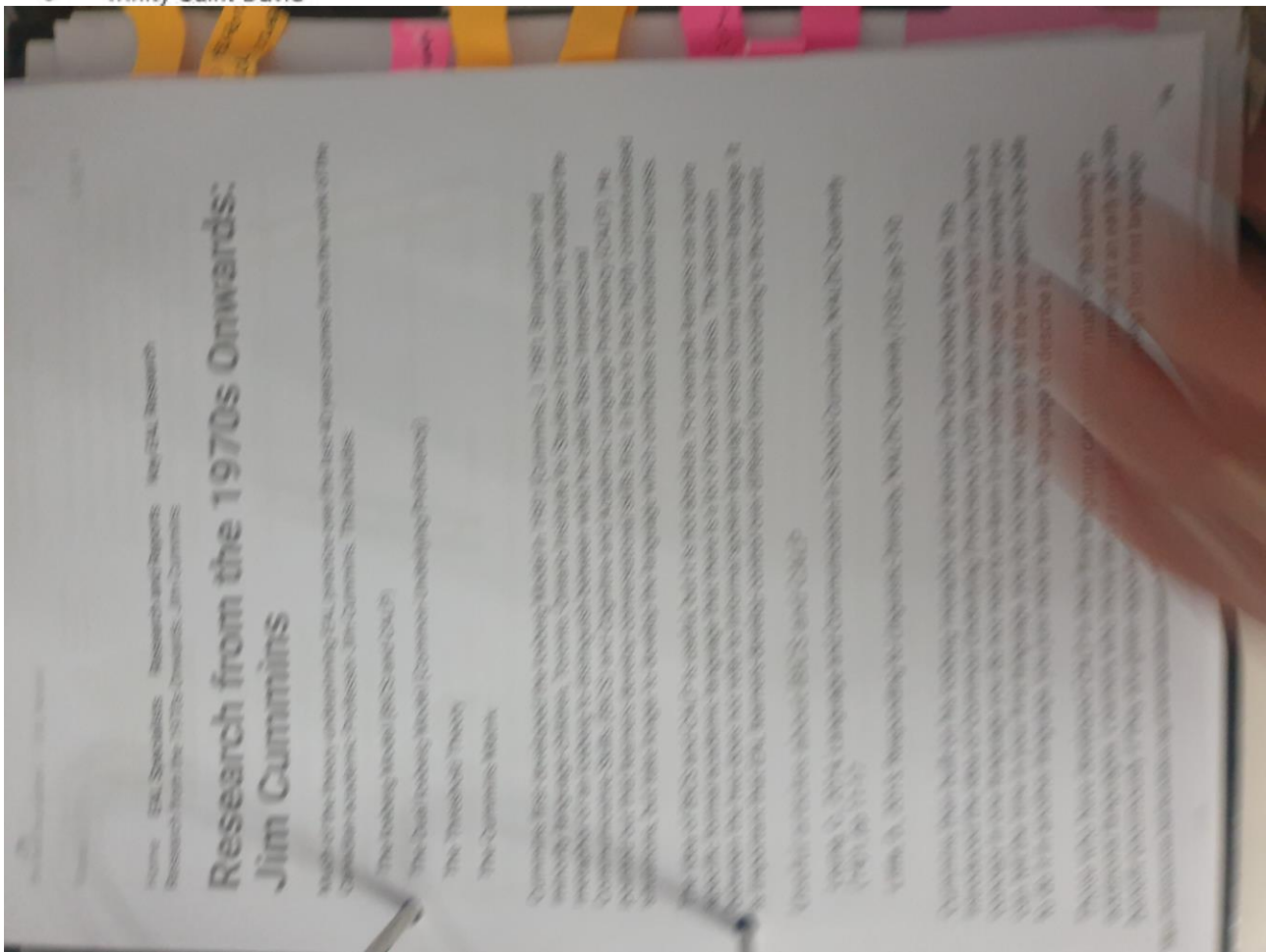
Self-actualization	morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts
Esteem	self-esteem, confidence, achievement, respect of others, respect by others
Love/belonging	friendship, family, sexual intimacy
Safety	security of body, employment, resources, morality, the family, health, property
Physiological	breathing, food, water, sex, sleep, homeostasis, excretion

Jean Piaget
In the 1960s and 70s the work of the cognitivist Jean Piaget on how children learn was instrumental in the development of active learning and child-centred 'progressive' education. His view was that children have to learn according to the stage they are at, and that language development is a part of general development and follows the same process. Piaget saw language development as a personal and individualistic process. This view was later challenged by sociolinguistic researchers who place more emphasis on interaction.

B. F. Skinner
The work of the behaviourist psychologist B.F. Skinner in the 1970s had an impact on education generally but also contributed to theories relating to language acquisition. Skinner felt that children learn language from their experiences. He talked about 'mands' (a term derived from commands and demands) and 'tacts' (from contacts). Mands are to do with meeting the child's needs and tacts are comments on the world. This implies that language develops as a result of 'reinforcement'. In other words when children use mands, their needs are met, for example the child says 'drink please' and is given a drink. Likewise when...

<https://ealresources.bell-foundation.org.uk/eal-specialists/research-1960s-and-earlier>

This is an article by the Bell foundation
That shows Jim Cummins theory from the
1970s onwards an how it helps children
with EAL (bellfoundation,2019)



This is another research report from the Bell foundation from the 1970s to 1980s showing the different theorists that explain the communication between EAL pupils and what is needed (Bellfoundation,2019)



Research from the 1970s and 80s | EAL Nexus

Home EAL Specialists Research and Reports Key EAL Research
Research from the 1970s and 80s

Research from the 1970s and 80s

Douglas Barnes
Douglas Barnes, a former teacher, was based at the University of Leeds and carried out research into language, communication and learning in the classroom. In 1975 he coined the term 'exploratory talk' which was widely adopted by later socio-cultural researchers to describe the kind of speaking and listening that is particularly effective in integrating language development and learning. This is the kind of talk which enables learners to use language to hypothesise, synthesise and explore ideas, not simply to produce 'the right answer'.

Michael Halliday
From the mid-1970s onwards, a lot of researchers into EAL pedagogy and good practice have been influenced by the ideas of the functional linguist and grammarian M.A.K. Halliday. Halliday suggested that children learn language and learn through language simultaneously. His theoretical position is that people have a primordial desire to communicate, and that language is semiotic, it is all about making meaning. He takes the view that context makes new meanings for a word, and that meaning isn't inside our heads, it is derived from context. This has led to the theory that EAL learning should take place in context, the context being the mainstream curriculum.

Stephen Krashen
Based in California, Stephen Krashen's research into second language acquisition has been very influential and he has also been a leading campaigner for bilingual education programmes. He has contributed five important ideas relating to second language acquisition.

The acquisition-learning hypothesis: This is the idea that there are two distinct ways of developing language acquisition (subconsciously building up knowledge about the language) learning (conscious learning about the language e.g. about grammar or particular forms or structures)

Research from the 1970s and 80s | EAL Nexus

The input hypothesis: The important idea here is that EAL learners need exposure to comprehensible input and that this is enough for them to acquire language, with grammar developing automatically. He argued that learners move from their current level of language 'i', to the next level, 'i+1' by being exposed to i+1 in the form of comprehensible input.

The monitor hypothesis: This builds on the acquisition-learning hypothesis, suggesting that learning 'monitors' language that is being acquired. So for example the learner considers the language they are using as they learn particular rules and employs the rules to correct errors.

The affective filter hypothesis: This idea relates to emotional or environmental barriers to language learning, such as the learner feeling uncomfortable, anxious, stressed, unwelcome etc.

The natural order hypothesis: This suggests that learners acquire some aspects of a language earlier than others in a kind of natural order.

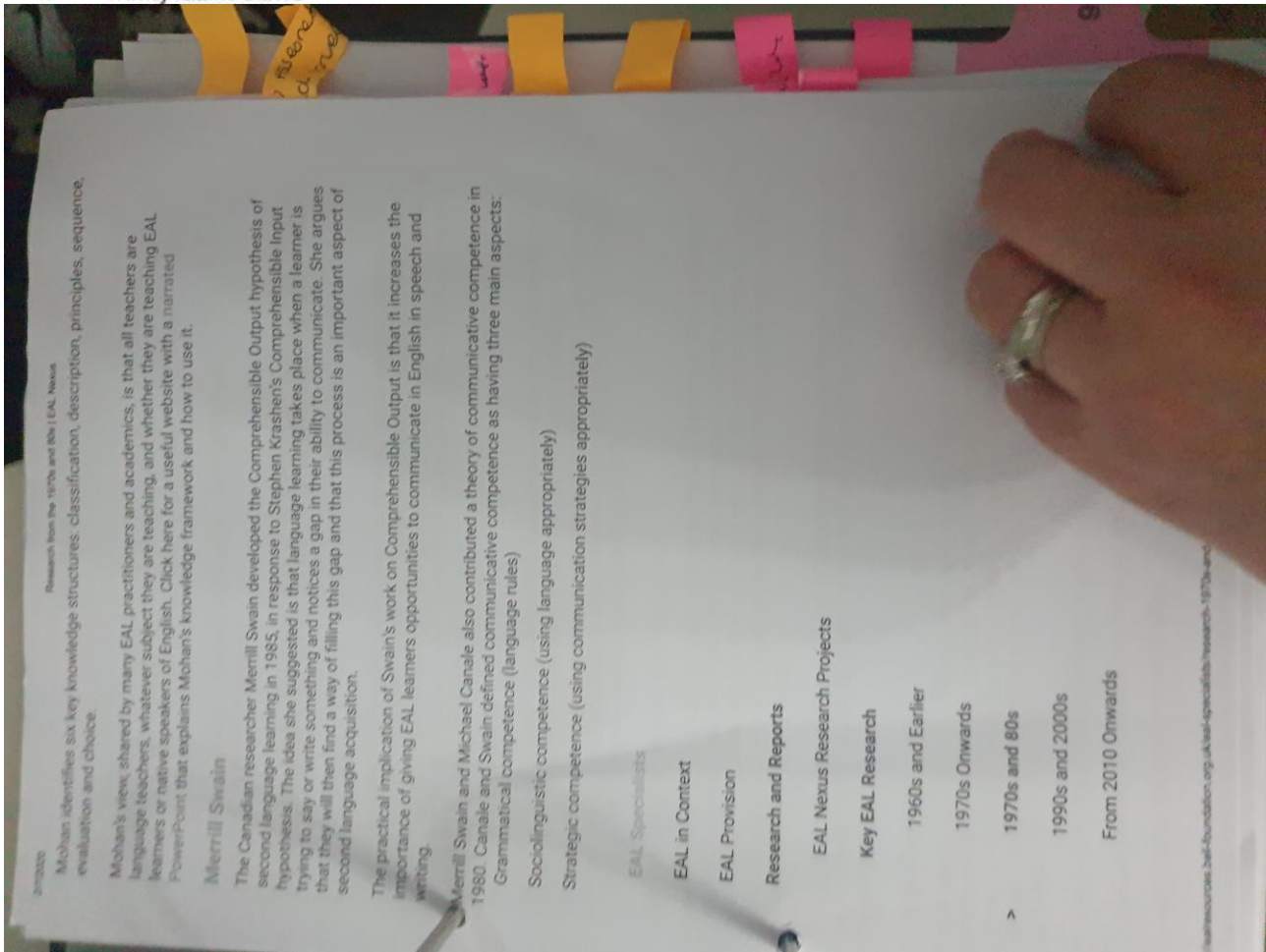
Krashen later modified his input hypothesis to include the need for the learner to notice the i+1 form. This considerably alters the implications for EAL pedagogy, as the original hypothesis would imply focusing on providing the appropriate level of input (which would place a lot of importance on assessment, so as to constantly reassess what 'i' was for an individual learner at a given point in time), whereas the revised idea implies the need to design activities to make sure that the learner 'notices' the form, in other words point out key features of language explicitly.

The practical implications of Krashen's views on second language acquisition and bilingualism are have contributed to people's understanding in a range of ways. Some of the key points are:

- It is important to create real opportunities for meaningful communication so that language is internalised
- Fluency and accuracy are both important, and teachers need to be clear about which the focus is for each task or activity
- Opportunities need to be provided to point out key features of language explicitly
- It is important to provide as much comprehensible input as possible in the classroom
- Creating a positive welcoming environment in the classroom where learners are encouraged and supported to communicate is vital to effective language acquisition

Bernard Mohan
Bernard Mohan introduced his 'knowledge framework' in his book 'Language and Content' in 1986. The idea of the knowledge framework is to be a systematic way of making links between the kinds of thinking that are needed in different areas of the curriculum, and the forms of language used to express each way of thinking. He also made links with different types of key visuals that can be used to provide contextual support. It integrates language with content through three elements:

- Knowledge structures (and associated thinking skills)
- Specific language related to these knowledge structures
- Key visuals (graphic organisers) linked to these knowledge structures



This is another paper of research from the 1900s to 2000 and underlines the important role of dialogue and learning as an EAL pupil (Bell,foundation,2019)



Home EAL Specialists Research and Reports Key EAL Research
Research from the 1990s and 2000s

Research from the 1990s and 2000s

Robin Alexander

Robin Alexander's research underlines the importance of the role of dialogue in learning. He criticised both the model of the teacher as a facilitator and that of the teacher as a transmitter of knowledge and argues for the importance of learners having an opportunity to talk in order to develop their thinking. There is a short extract from his 2008 book *Towards Dialogic Teaching* on the Collaborative Learning Project's website.

Adrian Blackledge

Adrian Blackledge is based at the University of Birmingham, and has often collaborated with Angela Creese (see below). A particular area of interest has been multilingualism in complementary schools, and looking at the complexity of multilingual young people's language use. See Blackledge, A. and Creese, A. 2008, *Contesting 'language' as 'heritage': Negotiation of identities in late modernity*. *Applied Linguistics* 29 (4) 533-554

Jill Bourne and Joanna McPake

Bourne and McPake produced a training pack on partnership teaching in 1991, published in response to a lack of specialist EAL staff in schools and uneven provision across local authorities. The partnership teaching model is one where the EAL teacher's role is to provide professional development for mainstream teachers through working in partnership with them, and modelling EAL good practice.

This pack of training materials and videos of classroom practice was intended as professional development for mainstream teachers. It is now available online on the Collaborative Learning Project website.

Lynne Cameron

At the beginning of the 21st century Lynne Cameron carried out important research into the needs advanced EAL learners, by analysing samples of writing (Cameron 2002, Cameron 2003, Cameron and Besser 2004). She found the following features of writing were specific areas of difficulty that EAL learners tended to have that were not shared with their peers who had English as a Mother Tongue (EMT):

- Accuracy in subject-verb agreements, articles, prepositions
- Choosing the correct preposition in formulaic phrases, e.g. *I am interested in...*
- Using source materials to generate ideas

<https://ealresources.bell-foundation.org.uk/eal-specialists/research-from-1990s-and-2000s>

reader relationship
Consistency in use of modal verbs in conditional sentences
Finding a specific vocabulary item: compensation strategies include blending, circumlocutions, creations
Qualified comparatives, e.g. *more easier*
Accuracy in noun-pronoun agreements and plurals, endings for tense, person etc.
Differences in clause structure – specifically using more short clauses, and concentrating information towards the end of the clause
Fewer adverbials
EAL learners used more metaphors and similes

A specific issue she found was that EAL learners have difficulties with **formulaic phrases**, which she defines as 'a group of words that are 'bound' together, in that certain words must, or tend to be, accompanied by other words'. In some cases these are errors, e.g. 'his best of all friend' for 'his best friend', and in others they are simply a matter of usage 'white and black cat' for 'black and white cat'.

In terms of implications for practice, Cameron's findings underline the importance of pointing out key features of English explicitly, and providing opportunities to communicate in speech and writing. The features that Lynne Cameron identified in the writing of EAL learners are also present in speech, and teaching methodologies that encourage exploratory talk and active listening are also likely to have an impact on writing.

Angela Creese

Angela Creese has published research on a range of aspects of EAL pedagogy and practice. One particular area of focus has been partnership teaching in multilingual classrooms. She has looked at the interactions between mainstream teachers and teachers of EAL and at how they were perceived differently by the learners. She noted that there was often a difference in status, with the mainstream teacher being seen as the 'proper teacher'. She has often collaborated with Adrian Blackledge.

Pauline Gibbons

Pauline Gibbons is an Australian EAL practitioner whose work has been very influential in terms of classroom practice. In 1993 she published *Learning to Learn* in a Second Language, which contained a lot of practical advice for teachers in how to support EAL learners. This was followed in 2002 by *Scaffolding Language, Scaffolding Learning: teaching ESL students in the mainstream classroom*, and in 2009 by *English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone*. All her guidance is concentrated on working with EAL learners in the mainstream classroom and on how to keep the cognitive challenge high while providing scaffolding for the development of language and literacy across the curriculum.

Maggie Gravelle

<https://ealresources.bell-foundation.org.uk/eal-specialists/research-from-1990s-and-2000s>

This is a research paper that they found
different theorists that can help with the
EAL PUPIL from 2010 onwards
(Bellfoundation,2019)



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Research from 2010 Onwards

Research from 2010 Onwards

The Bell Foundation

The Bell Foundation work with a range of partners to produce robust, evidence based research which further the key objectives of the EAL Programme. For example, a report, published February 2018, from the Education Policy Institute with The Bell Foundation and Unbound Philanthropy, 'Educational Outcomes of Children with English as an Additional Language' provides a comprehensive analysis of the current policy and funding regime available to support this cohort.

Colin Baker

Professor Colin Baker from the University of Wales, Bangor, has published a number of influential books on the subject of bilingualism and bilingual education. In Foundations of Bilingual Education and Bilingualism (originally published in 2001, now in its 6th edition) he coined the term 'translanguaging', which he later developed into the concept of translanguaging. His books are frequently re-printed, and have been translated into many languages, as they are very accessible and give practical advice to education professionals and parents, for example A Parents' and Teachers' guide to bilingualism the fourth edition of which came out in 2014.

Valerie Coultas

Valerie Coultas's research interest is in promoting oracy, and builds on the work of researchers like Neil Mercer and Gordon Wells. She recognises that many teachers find promoting pupil talk in the classroom a daunting task; and this is often linked to a concern about losing control of a lively class.

She argues that as well as setting ground rules for group work it is crucial to set an appropriate task that not only engages the learners but must also generate a real opportunity for exploratory talk, for example a task involving ranking, solving a problem solving or making some other kind of decision.

Ofelia Garcia

Ofelia Garcia is based at the City University of New York, where she is Professor of Urban Education and of Hispanic and Luso-Brazilian Literatures and Languages. She has written extensively about bilingual education and is one of the most important proponents of translanguaging, which refers to pedagogical practices that allow and encourage EAL learners to use their full linguistic repertoire in order to empower them and help them to realise their full potential.

<https://ealresources.bell-foundation.org.uk/eal-specialists/key-es/>

Research from 2010 Onwards | EAL Needs

Among Garcia's many publications are Bilingual Education in the 21st Century: a global perspective (2008), Translanguaging with multilingual students: Learning from classroom moments (2016), followed by The Translanguaging classroom: leveraging student bilingualism for learning (2017). She has also co-written several publications with Lei Wei, including Translanguaging: Language, bilingualism and education (2014).

Victoria Murphy

In January 2015 Victoria Murphy who is based at the University of Oxford produced a report funded by the Education Endowment Foundation, Unbound Philanthropy and The Bell Foundation. It was entitled 'A systematic view of intervention research examining English language and literacy development in children with English as an Additional Language (EAL)'. All except two of the interventions examined were in the United States and the majority were of primary school children. A key finding of this report was to identify a need for further research in a UK context and that more research is needed to secure better outcomes for EAL learners.

Steve Strand

Steve Strand, who is also based at the University of Oxford, produced a report funded by the same bodies as Victoria Murphy's entitled 'English as an additional language (EAL) and educational achievement in England: An analysis of the National Pupil Database'. This report analysed data from 2013 to see which groups of EAL learners are at highest risk of under-achievement and what the risk factors are. The report found considerable variation in outcomes for different groups of EAL learners. Risk factors for low attainment included:

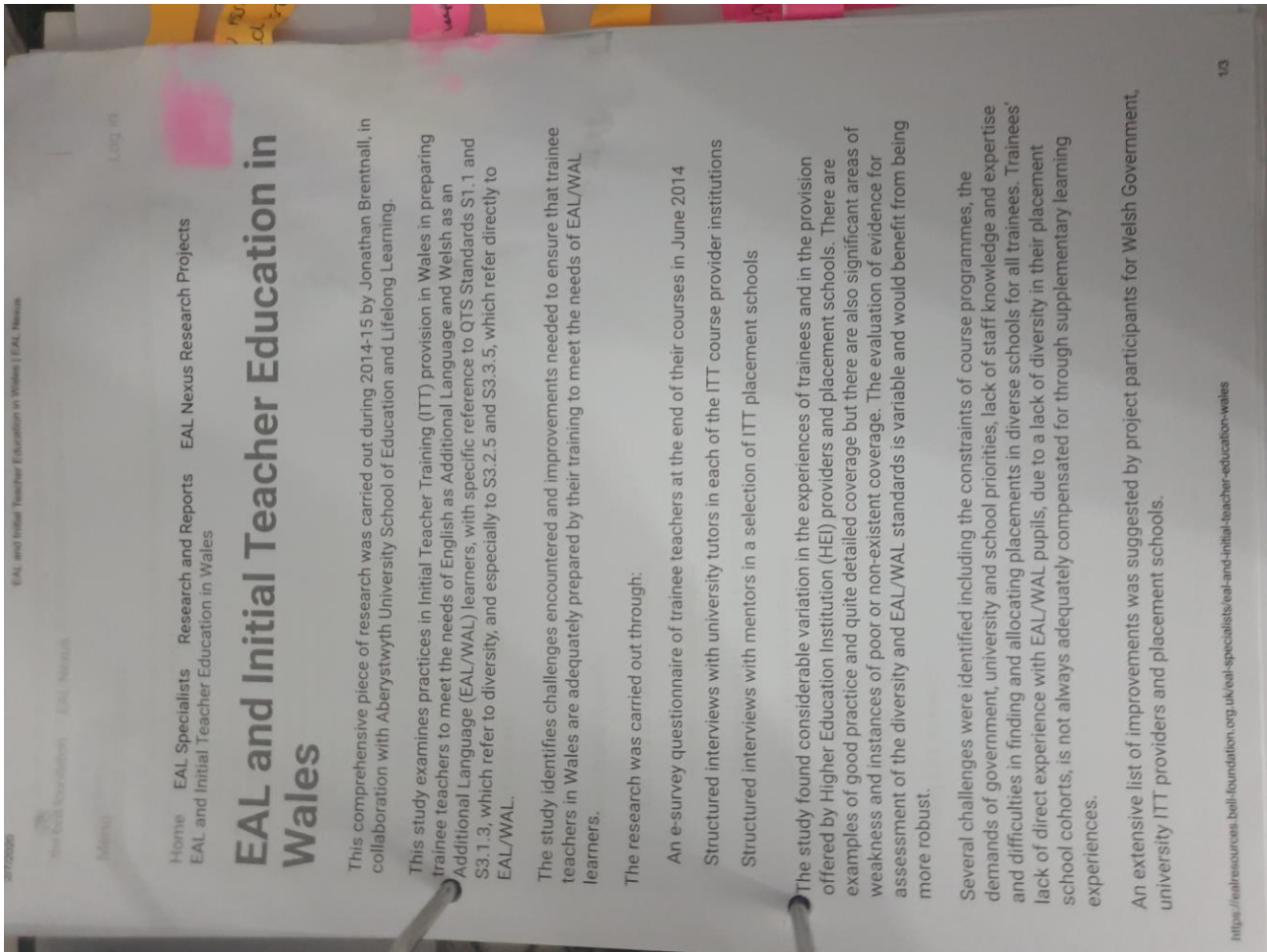
- Identified SEN
- Late arrival from abroad and consequent late entry into English education system
- Mobility between schools
- Ethnic group (especially White other, Black African and Pakistani)
- Entitlement to Free School Meals
- Neighborhood deprivation
- Living outside London
- Age (the younger the learner the wider the gap)
- Gender (boys were slightly more at risk than girls)

Another key finding was that the proportion of EAL learners in the school made no difference to the achievement of English as a First Language speakers in that school.

Li Wei

Li Wei is Professor of Applied Linguistics at the Institute of Education, University College London (UCL). His research interests are in language development of bilingual and multilingual children, family language policy and creativity and criticality of bilingual and multilingual learners. He is the Principal Editor of the International Journal of Bilingualism. He has co-edited several books with Ofelia Garcia, including Translanguaging: Language, bilingualism and education (2014). He also advocates co-learning, for example, for EAL learners and their monolingual peers. He has also co-edited a book on whom? Co-learning in multilingual classrooms (2013).

This Journal article shows the nature of the initial teacher training an education Throughout Wales for EAL pupils (Miskin,2020)



Search paper explains who is who an EA L in the United Kingdom and how you can build captivity, developing and evaluating models of good practise throughout leadership (Kozilun,2012)



Home EAL Specialists EAL in Context Who is Who in EAL in the UK

Who is Who in EAL in the UK

Not for profit organisations

The Bell Foundation is a charity based in Cambridge working to overcome exclusion through language education. Having started as one of the original partners, The Bell Foundation has now taken over responsibility for the EAL Nexus website as part of the EAL Programme.

The Programme aims to work across the education system providing training, resources and thought leadership to improve the educational outcomes of children in the UK who have English as an Additional Language in order to benefit the individual child and society as a whole.

The Foundation works in partnership with a range of organisations, to achieve the Programme's three objectives:

- Capacity building
- Developing and evaluating models of good practice
- Thought leadership

The Collaborative Learning Project (CLP) is an on-line teacher network to disseminate accessible talk for learning resources. They also run training workshops all over the country.

National organisations:

NALDIC, the National Association for Language Development in the Curriculum, is the national subject association for English as an Additional Language. It represents all staff working with bilingual learners. NALDIC organise an annual conference in November every year and provide guidance and professional development to staff all levels of the profession.

EALAW is a not-for-profit national professional association committed to promoting good practice in language and curriculum development for pupils learning English as an Additional Language, and to representing the professional interests of those working with additional language learners in Wales.

SATEAL is the Scottish Association for teaching English as an Additional Language. They hold an annual conference in March each year and represent teachers and learners of EAL.

Local Authority Teams

Please let us know via the contact form if you want us to add a link to your team here.

England: There are 152 local authorities in England (2018). At the time of writing over a hundred still employ at least one EAL professional teacher, adviser or consultant whose role

<https://ealresources.bell-foundation.org.uk/eal-specialists/who-who-eal-uk>

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Basic Interpersonal Communicative Skills (BICS)

These are conventional language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. Examples of situations where pupils would use BICS are: in the playground, dinner talk, school rules, language conventions etc. Social interactions are not demanding cognitively, tend to be context embedded and usually develop within 6 months to 2 years after arriving in the UK.

Cognitive Academic Language Proficiency (CALP)

CALP refers to formal, abstract language abilities required for academic learning. Pupils need time and support to become proficient in academic areas. This usually takes from 5 to 7 years. Research (Thomas and Collier, 1996) has shown that if a child has no prior schooling or has no support in home language skills, it may take 7 to 10 years to catch up with their peers.

Academic language acquisition includes the following skills: listening, speaking, reading and writing about subject area content material, comparing, classifying, synthesising, evaluating and inferring. They tend to be context reduced. The language is more cognitively demanding.

CALP is more easily acquired when the pupil has prior school experience using complex language and literacy skills in first language.

A judgement is usually needed over which stage best describes an individual's language development, taking into account **age, ability and length of time learning English/Welsh**. Schools need to be aware that the EALWAL stage is a measure of a learner's acquisition of English/Welsh and will not necessarily reflect their academic ability.

Further considerations:

- Schools need to be mindful of other curriculum assessments (e.g. Teacher Assessment, LNF, PPI, CSI, GCSE), when assigning a language acquisition stage so there are not significant mismatches between EALWAL stage and a pupil's attainment within the curriculum. For example, stage A learners will not be achieving Level 2 threshold at Key Stage 4.
- Learners may not necessarily change stages on an annual basis. Progress through stages A and B is usually quicker than through C and D.
- Gaining an understanding of the learners' ability in the first language will help ascertain English/Welsh language progression. A learner that has a good level of age appropriate skills in their first language will often acquire English/Welsh more quickly than a learner that has underdeveloped skills.

Access to Welsh language education is not limited by Welsh Government

This is a page given to me by the head teacher suggested progression primary school setting From the start and the end of term for teachers and supporting staff

Moderation of the Needs Assessment Survey - Primary setting EXAMPLE: Key Points - Suggested Timeline Procedure				
Date	Person in charge	Notes		
1 September October	NAS school staff training	Admin/class teacher/lead person/data lead to ensure accuracy of data (ethnically/first language) on school management system e.g. SIMS		Use MEALA Group Training pack
	Admin/class teacher/lead person/data lead to make this information available to the person responsible for ascribing a NAS stage.			This can be done via an electronic database or on paper class lists.
2 October/ November	Class teacher to assess language acquisition of all EAL/WAL learners by using 'WG 5 stage model of language acquisition'	Class teacher to consider other data sets e.g. NC levels/National Tests/Teacher Assessment before ascribing a NAS stage		This can be done via an electronic spreadsheet or on printed out class lists.
	Class teacher/support staff to collate samples of written work that are suitable for moderation and keep as an electronic or paper file	Whole school internal moderation to take place - class teachers/support staff to arrange meeting to share samples, and agree on ascribed stages		Consider gap between EAL/WAL learner & an average 1st Eng/Welsh lang. child of the same age
	If amendments are necessary, following moderation process, class teacher/support staff to amend stages on recording document	Admin/support staff/class teacher to add NAS stage to school data management system e.g. SIMS		Cross section of samples from different stages to be kept
	LA representative/School Cluster group moderation	LA representative/Cluster group lead to: - create list of learners to be moderated - use Moderation Report pro forma - send list to school (to NAS lead person) - agree time to visit school to moderate - complete Moderation Report pro forma - check permission to share samples with MEALA Virtual Group Following external moderation and feedback: - school to make amendments where necessary - update school management system		One hour after school slot to be in the school diary
3 November December	LA representative/MEALA Group Virtual Group members to carry out all Wales sample moderation	MEALA members to discuss findings and feedback to LA representatives and schools if necessary		Can be updated throughout the year but must be accurate in time for PLASC
4 December	School based admin/lead person to ensure that all stages are accurate on the school management system in time for PLASC			Samples to include a selection from each NAS stage and each year group - depending on size of school and EAL/WAL cohort.
5 January				Could use Annex B Moderation Report pro forma
				This may result in additional staff training if may inaccuracies
				This could result in amendments being made to the Guidance document and Training Pack

This is another research paper on parental engagement and how important it is in all aspects EAL this is done by two case studies and then reported into this report (oxford,2019)



Home EAL Specialists Research and Reports EAL Nexus Research Projects
Research on Parental Engagement

Research on Parental Engagement

In 2014 a multi-disciplinary team at Cambridge University and Anglia Ruskin University published the findings from a three year research project 'School Approaches to the Education of EAL Students'. The first phase of the project aimed to extend the understanding of pedagogic and social issues relating to language development, social integration and educational achievement of children with English as an Additional Language (EAL). The project explored the approaches to the education of children with EAL at two case study schools in the East of England.

The report recommends that schools should create more effective partnerships with parents of EAL students, more transfer of knowledge about families, their motivations and aspirations, levels of support and their concerns for their children's education if stereotyping is not to restrict the schools' view of such families. The report goes on to suggest strategies to achieve this.

Also in 2014, Dr Patricia Walker, from CASS School of Education and Communities, University of East London, carried out a research project which investigated ways in which education professionals might better harness the power of parental engagement in support of EAL children's learning. The study was conducted in the London Borough of Ealing, home to the highest number of Poles, Somalis, Afghans and Serbians in the country and the second highest number of Japanese. National Insurance registrations consistently show Ealing to have a higher level of international migration than London overall.

There are 150 different languages spoken in Ealing schools. Currently Somali is the most frequently spoken language after English, after which the most common are Panjabi, Polish, Urdu, Arabic and Tamil.

The purpose of this small-scale study therefore was to listen to the voices of parents themselves and learn from them: to identify the barriers to helping children learn effectively, and use that information to develop strategies, policies, materials and practices to offer effective partnership and support.

Seventy-three parents in three separate research locations – two primary schools and an ESOL community literacy project – engaged with the principal investigator (PI), 53 of whom completed written submissions. Questionnaires investigated a range of topics around parental involvement; subsequent buzz groups and practical activities explored issues relating to education in the country of origin and fears and hopes for their children. It was found that the perceived disinclination of some minority parents to become actively involved in their children's education was the result of a lack of understanding and knowledge of the curriculum, teaching

<https://ealresources.bell-foundation.org.uk/eal-specialists/eal-nexus-research-parental-engagement>

1/3

This paper shows the information That's complaining sponsor lines of enquiries for education improvement grant in how the grant will help Roman gypsy families and minority ethnic children With reference to improving their educational outcomes (Government,2020)



30/11/16.

The information below has been compiled in response to the lines of enquiry outlined above.

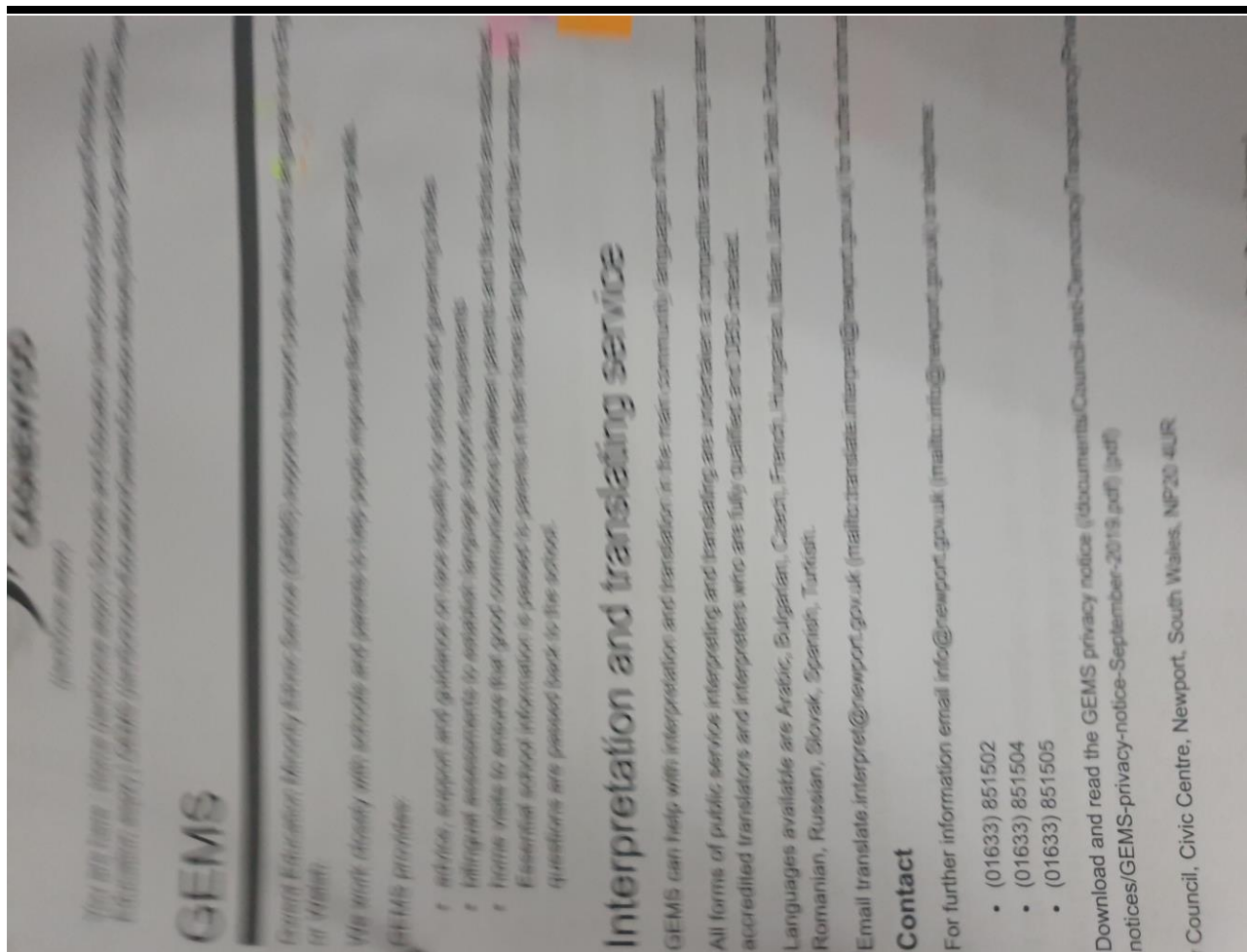
1. Education Improvement Grant and how the new, amalgamated grant supports Gypsy, Roma and Traveller, and Minority Ethnic children, with specific reference to improving educational outcomes;

- Gwent Education Minority Ethnic Service (GEMS) is a support service that operates across Newport, Caerphilly, Blaenau Gwent, Torfaen and Monmouthshire funded entirely through the Education Improvement Grant. The service is primarily staffed by teachers and teaching assistants who provide support to pupils within main stream settings. Additionally, GEMS staff work alongside school based staff to build capacity to support pupils who speak English as an Additional Language (EAL)
- GEMS have devised an EAL assessment document linked to the Literacy and Numeracy Framework (LNF) and based upon the WG stages of language development. This document contains strategies for all professional to utilise with EAL learners.
- EAL pupils in need of support are identified through liaison with pupil admissions, schools and the GEMS referral system. The outcomes of any such monitoring is shared via engagement with Additional Educational Needs Co-ordinators (AENCOS)/nominated Teachers.
- GEMS have adapted the WG five stage model that tracks EAL pupil's progress and attainment. The adaptation is called the Language Acquisition Records (LARs) are updated in a collaborative manner involving all stakeholders.
- Schools are aware of training packages available (more detail) related to all aspects of making provision for EAL/Gypsy Roma Traveller (GRT) learners and the numbers of schools undertaking training is monitored.
- On-going liaison between GEMS staff and school based staff to update on progress, share ideas concerning resources and strategies and the pupils ability in L1.
- Close working with AENCOS in schools is evident on a termly basis to ensure that EAL learners are being monitored and assessed at regular intervals during the academic year. This information can then be shared with the relevant staff via the staff shared area or in class files.
- Increasing First Language (L1) qualification figures year on year.

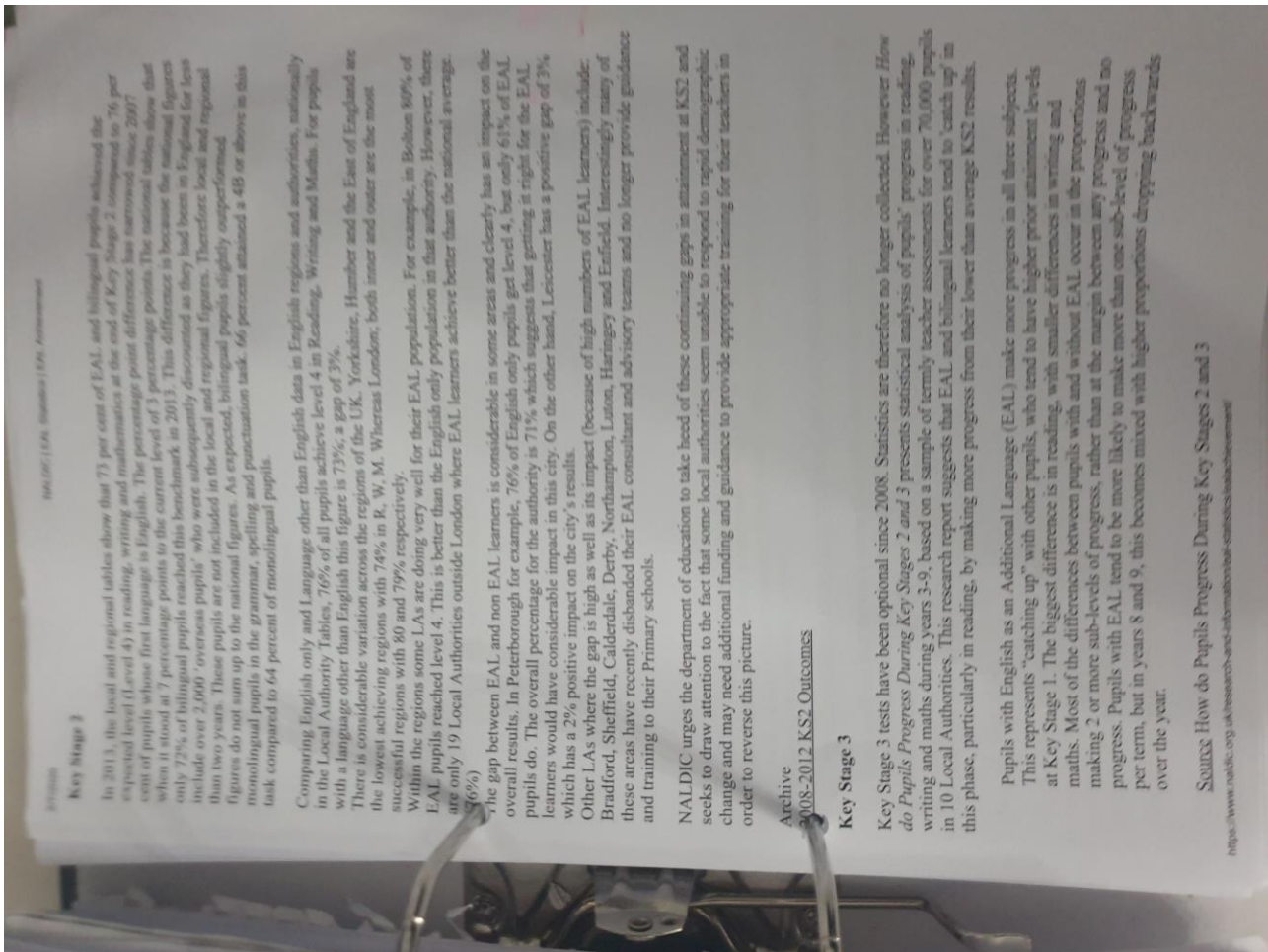
2

Martin Dacey (Head of GEMS) 8/11/16

This is Gwent education minority ethnic service known as GEMS structure to help pupils and families with and schools with translation (GEMS,2020)



This is a report on key stage 2 key stage one and key stage 3 on the outcomes that was expected in schools for children Who have English as an additional language (GOV,2019)



This isn't a report for children with English as an additional language and they are academic achievement throughout education. And it states that papers without English as a first language should be better targeted and it shows the differences in results and shows who the battle foundation is funded by and how it all started (Bellfoundation,2019)



EAL and Educational Achievement - The Bell Foundation

EAL and Educational Achievement

Cash for pupils without English as a first language should be better targeted, as research shows big difference in results.

There is a huge variation in the results achieved by pupils classified as EAL (English as an Additional Language).

Professor Steve Strand and Professor Victoria Murphy of the University of Oxford are calling on local authorities to continue prioritising EAL funding, and urging schools to use this new evidence to target EAL funding more effectively at those most at risk of underachievement. The authors believe that schools should be held accountable for spending their resources in ways that reduce the attainment gap of pupils within the EAL category.

In 2014, over one million children were defined as having EAL. During the same year local authorities allocated £243 million to schools through their locally determined arrangements, to support EAL pupils. Under the current system, the EAL category encompasses any pupil that speaks a language in addition to English and has entered compulsory education within the last three years – the bilingual child of a French banker is grouped together with a Somali refugee who may not speak English at all. Crucially, the EAL classification gives no indication of proficiency in the English language.

The reports – funded by the Education Endowment Foundation, Unbound Philanthropy and The Bell Foundation – find that:

On average, EAL pupils catch up with their peers by age 16. At age 5 only 44% of EAL pupils have achieved a good level of development compared to 54% of other pupils. By age 16, this gap has narrowed significantly with 58.3% achieving five A*-C GCSEs including English and maths compared to 60.9% of other pupils.

Average attainment figures mask a huge range of results for different groups of EAL pupils. Speakers of Portuguese, Somali, Lingala and Lithuanian have especially low outcomes at age 16 but Russian and Spanish speakers do particularly well.

Pupils recorded as EAL are very unevenly distributed and concentrations of EAL students can be very specific to a small local area. A quarter of schools (22%) have less than 1% EAL pupils but in 8.4% of schools, EAL pupils make up over half of the school population.

There is no evidence that pupils whose first language is English suffer from attending a school with a high proportion of EAL pupils, an outcome that is consistent at both Key Stage 2 (age 7-11) and Key Stage 4 (age 14-16).

This report shows partnerships papers with English as an additional language for schools, centres of enterprise and it shows the charitable partners and all the University partners that have done research on pupils with English as an additional language (Bellfoundation, 2019)



Partnerships

EAL programme partners

Working in partnership is important to us, and we have developed strong partnerships with a range of academic institutions, charities, specialist EAL organisations and schools to support our work. Together, we aim to build a body of evidence and practical initiatives which support schools in improving the attainment of children with English as an Additional Language.

We are currently working in partnership with organisations including:

Schools partners and Centres of Expertise

- Co-op Academies Trust
- Shireland Collegiate Academy and Shireland Research School
- Luton First Teaching School Alliance and Luton Borough Authority
- Hartdown Academy
- Connect Teaching School Alliance

Charitable partners

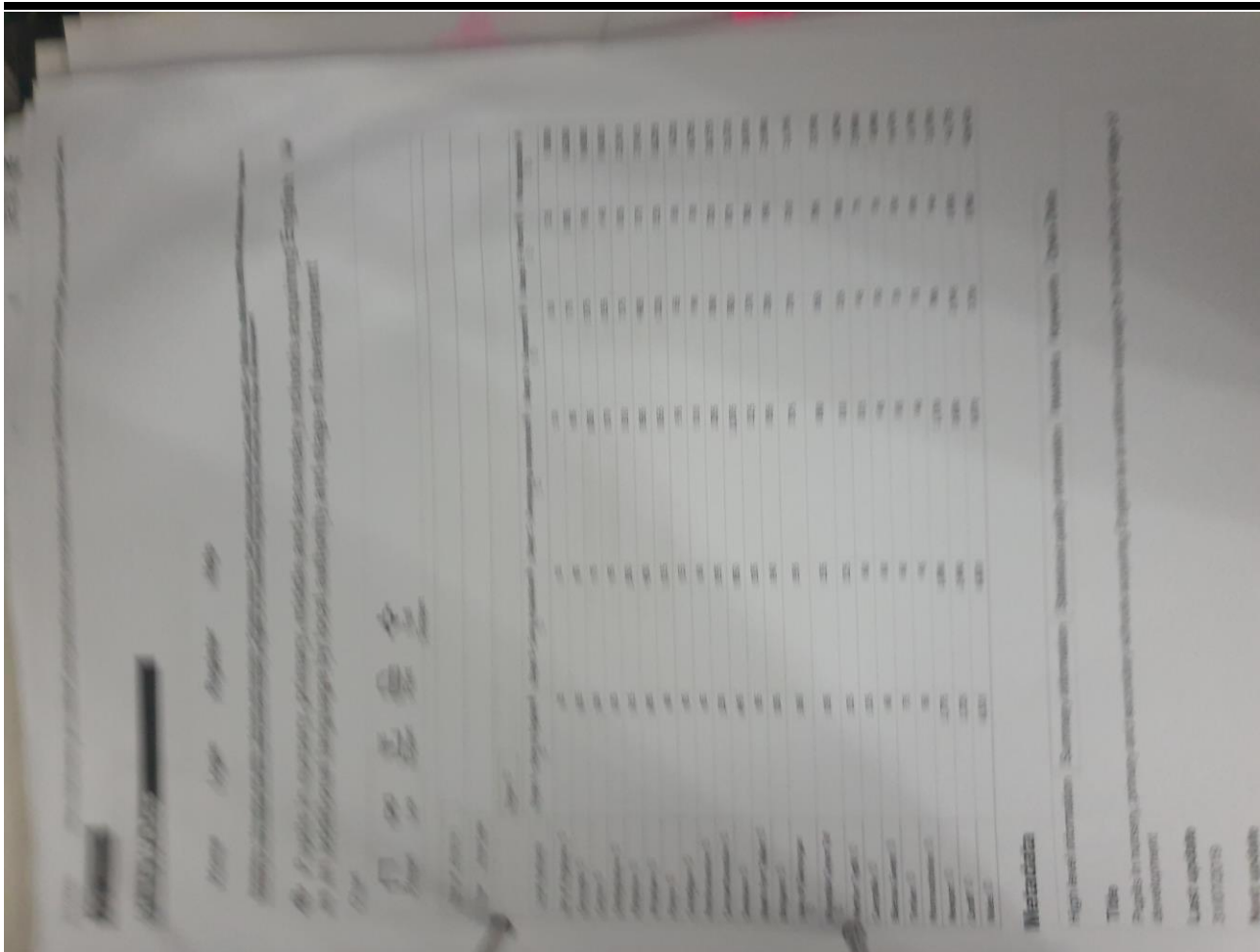
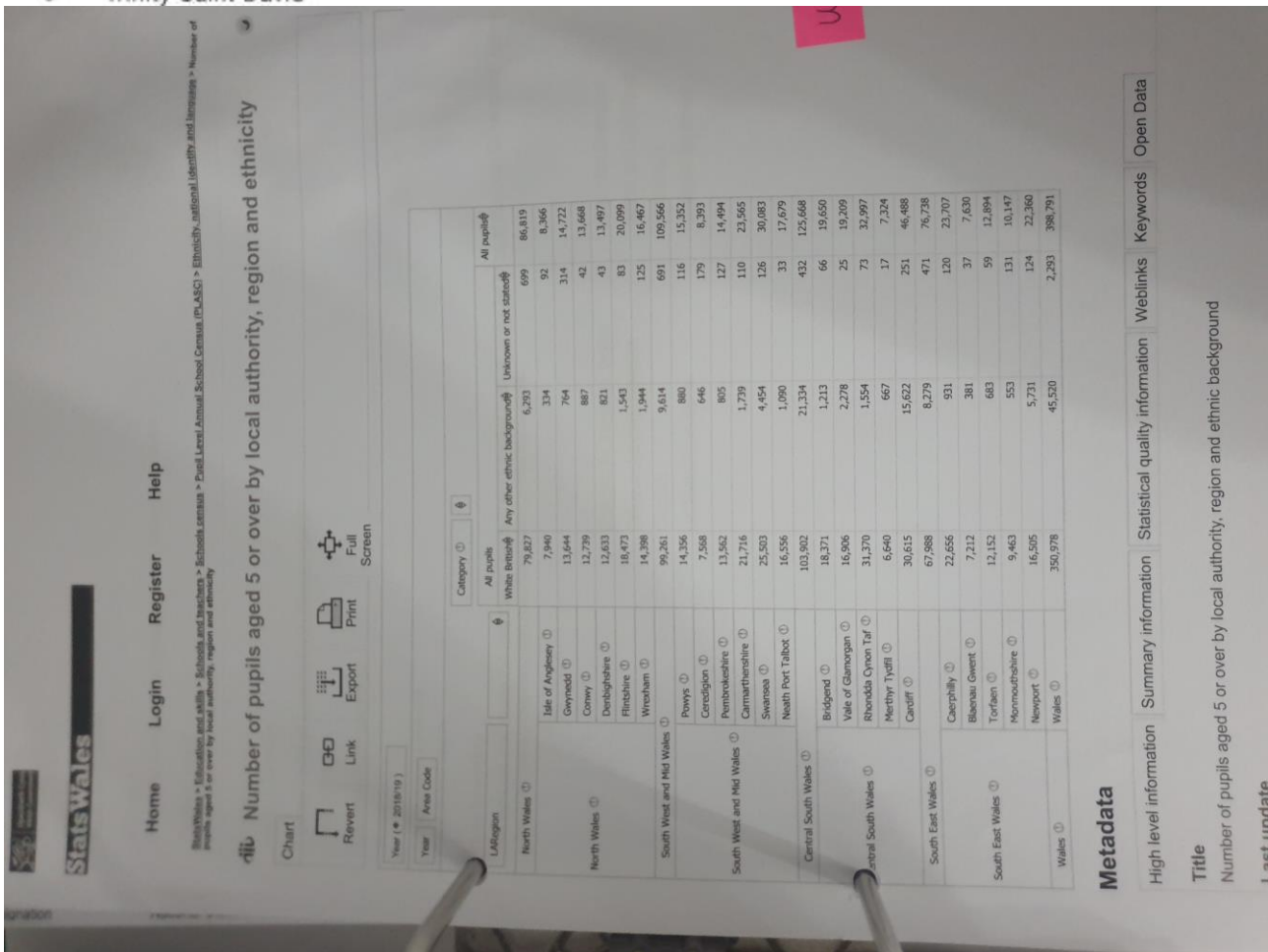
- NALDIC
- National Deaf Children's Society
- Education Endowment Foundation
- Unbound Philanthropy

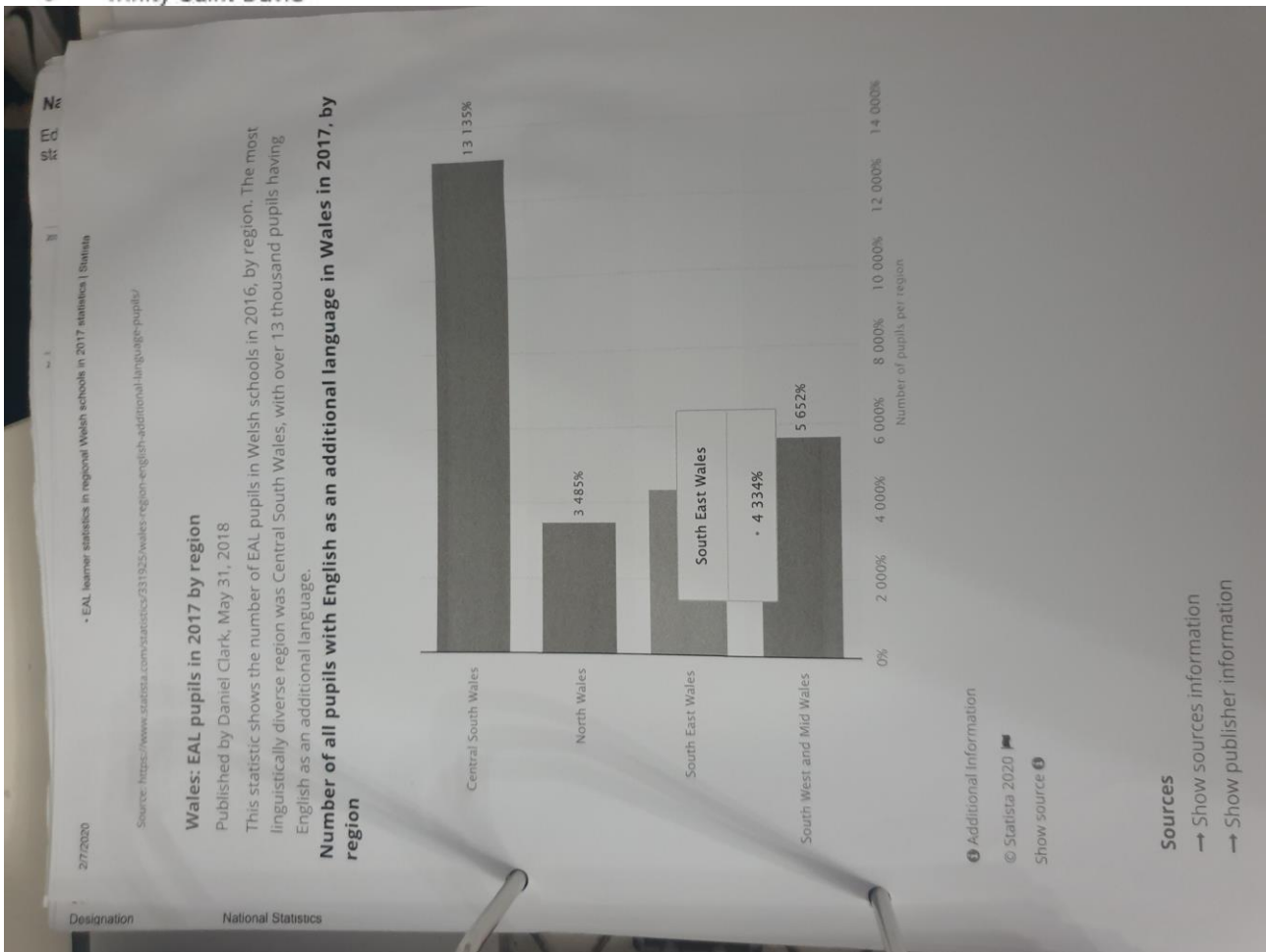
Research and university partners

- Anglia Ruskin University
- University of Cambridge
- University of Oxford
- University of Edinburgh and Centre for Racial Equality in Scotland
- Education Policy Institute
- King's College London

<https://www.leell-foundation.org.uk/eal-programme/partnerships/>

The next 3 pages are there stats in Wales on all the different regions and places in Wales what papers is English as an additional language papers were aged over 5 by local authority stating their religion and ethnicity (Statswales,2020)





This is test sticks in Wales that the number of papers with EA L the actual rising (Walesstatistics,2019)

The page below shows the national levels and results by the area of learning and view an stage of English as an additional language development

National level results, by area of learning, year and stage of EAL (English as an additional language) development

Education and skills > Schools and teachers > Examinations and assessments > Foundation phase > National level results, by area of learning, year and stage of EAL (English as an additional language) development

Area of learning	Year	Stage of EAL development	Personal and social development, well-being and cultural diversity		Language, literacy and communication skills - English		Mathematical development		Foundation Phase Indicator (2)	
			Cohort	Percentage achieving the expected Outcome (Outcome 5B4F3.1)	Cohort	Percentage achieving the expected Outcome (Outcome 5B4F3.1)	Cohort	Percentage achieving the expected Outcome (Outcome 5B4F3.1)	Cohort	Percentage achieving the expected Outcome (Outcome 5B4F3.1)
New to English	2018	Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
Early acquisition	2018	Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
Developing competence	2018	Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
Competent	2018	Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
Fluent	2018	Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
Not applicable	2018	Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5
		Not applicable	31,207	95.5	24,367	95.5	24,367	95.5	24,367	95.5

Footnotes

Following changes to the Foundation Phase Areas of Learning comparisons between 2018 and earlier years should be avoided.

The Foundation Phase Indicator represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW and MOT in combination.

Stage of EAL development Special schools are not included in the EAL data as they do not provide this information.

Metadata

Title: Foundation Phase achievement, by stage of EAL development

Last update: 30 January 2020

Next update: January 2021

Publishing organisation: Welsh Government

Source 1: National teacher assessment data collection, Welsh Government

StatsWales

Home Login Register Help

StatsWales > Education and skills > Schools and teachers > Schools census > Pupil Level Annual School Census (PLASC) > Ethnicity, national identity and language > Number of pupils aged 5 or over by local authority, region and national identity

Number of pupils aged 5 or over by local authority, region and national identity

Chart

Revert
 Link
 Export
 Print
 Full Screen

Year (2018/19)	Area Code	Category	All pupils	Welsh	English	Scottish/Trinidad	British	Other	Unknown or not stated	All pupils
		North Wales	43,438	10,260	303	27,799	3,531	1,898	86,819	
		Isle of Anglesey	5,726	464	18	1,930	105	113	8,366	
		Gwynedd	10,650	795	31	2,503	354	389	14,722	
		Conwy	6,357	928	52	5,956	311	64	13,668	
		Denbighshire	6,973	1,752	41	4,136	385	210	13,497	
		Flintshire	6,770	4,802	97	7,076	943	411	20,099	
		Wrexham	6,952	1,519	64	5,798	1,433	701	16,467	
		South West and Mid Wales	60,693	8,188	320	33,828	5,128	1,409	109,556	
		Powys	5,607	2,513	38	6,472	593	129	15,352	
		Ceredigion	4,993	901	27	1,910	387	175	8,393	
		Pembrokeshire	7,236	1,191	34	5,466	326	241	14,494	
		Cardigan	13,264	1,217	73	7,863	992	156	23,565	
		Swansea	17,163	1,448	100	8,259	2,445	668	30,083	
		Neath Port Talbot	12,430	918	48	3,858	385	40	17,679	
		Central South Wales	71,821	4,483	355	39,466	7,668	1,875	125,668	
		Bridgend	12,904	1,064	50	4,880	494	258	19,650	
		Vale of Glamorgan	8,989	606	58	8,837	589	130	19,269	
		Rhondda Cynon Taf	24,252	1,388	62	6,413	645	237	32,987	
		Merthyr Tydfil	4,251	139	20	2,103	511	300	7,324	
		Cardiff	21,425	1,286	165	17,233	5,429	950	46,488	
		South East Wales	41,269	4,354	166	26,149	3,552	1,248	78,738	
		Carmarthen	16,432	846	20	5,820	394	195	23,707	
		Blanaug Gwent	4,617	542	10	2,094	196	171	7,830	
		Torfaen	6,990	552	23	4,806	236	287	12,894	
		Monmouthshire	3,921	1,258	35	4,496	234	203	10,147	
		Newport	9,309	1,156	78	8,933	2,492	382	22,380	
		Wales	217,221	27,265	1,144	126,842	19,879	8,430	398,791	

Metadata

High level information

Summary information

Statistical quality information

Weblinks

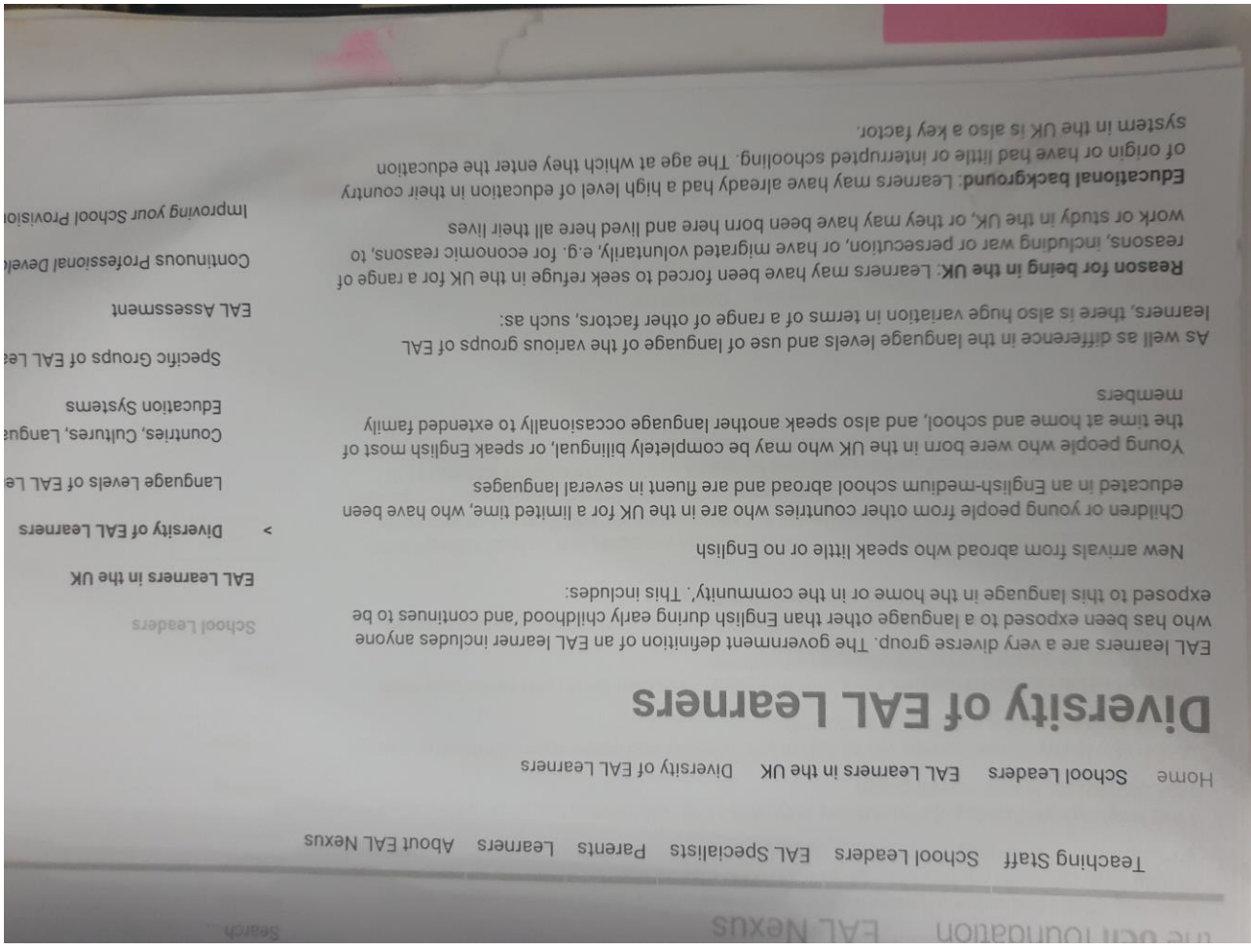
Keywords

Open Data

Title

Number of pupils aged 5 or over by local authority, region and national identity

This report shows the diversity of English as an additional language learners and how they are very diverse group and how Lane is include anyone who's been exposed to a language other than English during early childhood and are continuing to be exposed to this language in their homework in their community (Gov,2019)I don't know she is





This is a case study by Ruth Miskin training who is the founder of Read Write Ink that is in schools and how in Australia it is working for them. Football papers are not just English as an additional language paper. There are also other case studies to support Read Write Inc in schools that use the RRI programme and how well it is working for each pupil and how accessible it is for any stage of EAL.
(Maskin, 2019)



Ruth Miskin Training

Case Study

The Northern Territory Project, Australia

Since August 2016 we have been working with the Department of Education in the Northern Territory. Read Write Inc. has been implemented in 46 remote schools with more schools set to come on board in 2019. Remote schools in the NT are small and can have up to 100% of children with English as a second, third or even fourth language. The biggest challenge in these small, mostly indigenous communities is poor attendance, with student attendance rates as low as 30%. Schools teaching Read Write Inc. Phonics have achieved improved results in FELA (Foundations of Early Literacy Assessment) and PAT-R (Progressive Achievement Test in Reading) compared to non-Read Write Inc. schools. Teachers report that they thoroughly enjoy teaching the programme and that children are more engaged, which in turn is having a positive impact on attendance.

"We now have a common language about early literacy instruction."

Hayley Goldsworthy, our trainer, was so passionate about phonics and the difference that it can make to children's lives. The training was comprehensive and we really appreciated the hands-on activities that gave us instant opportunities for practice. All our questions were answered and we have connects with Hayley since then via Skype workshops.

School Name: Dundee Beach School
Town: Dundee Beach, Northern Territory, Australia
Number of pupils: 25
Age group: Preschool-Year 6

additional needs.
The systematic, sequential nature of the lessons means they understand what it takes for them to be successful.

Do it! RWI is a terrific programme for teaching high quality phonics and early reading.

We love that there are so many elements of reading and writing instruction built in and that once it is all set up there is little preparation involved.
It has meant that we have maintained our lessons right up until the last week of the year.
It sends a really powerful message to our students about our work here at school and our high expectations.

We now have a common language about early literacy teaching.

We are able to group students confidently and be responsive to their needs based on a common understanding of their progress. Our planning time has also drastically reduced.
Once everything was set up, a week's planning and preparation only takes us about 20 minutes.
For a small school with very limited time, that's really important.

The children have responded very well to the programme.

We saw an immediate improvement in the engagement levels for children with

7 Candis Row | E1 7HW | 01275 331 230 | ruthmiskin.com



Case Study | 2018

"I wasn't expecting this level of support with a phonics program."

We spoke to Learning Specialist, April Shores-Endrigot, at Le Jardin Academy in Hawaii about Read Write Inc. Phonics in an International Baccalaureate school.

School Name: Le Jardin Academy
Location: Kailua, Hawaii, USA

The children find comfort in the predictability of Read Write Inc. Phonics, they like knowing what is coming next. They easily see their progress, which makes a huge difference. Grouping by progress has also been successful for us. We are constantly changing the groups around – previously groups would have remained static. The children enjoy being mixed up and don't feel like they are pigeon-holed into a group they don't belong.

Our Consultant Trainer, Colleen Somich, has been beyond helpful. She is always available to support and easy to talk to. She came out to Hawaii for our initial training and since then we have had numerous online meetings to problem solve. I wasn't expecting this level of support with a phonics program. Colleen's help makes the program come alive in our school.

Regardless of your approach to education, a solid foundation in reading is necessary for all future learning. We are an International Baccalaureate (IB) school and our lessons are 'inquiry-based', meaning no pre-cut lesson plans – we let the children take a more leading role in their education.

While we knew we were putting out amazing thinkers into the world, we realized we needed a different approach to teaching reading and writing. We needed a formal approach that was more sequential and structured. It was at this point that we started searching for a phonics program.

I looked into different phonics programs but none were quite right for our needs until I came across Read Write Inc. Phonics. I was at an IB conference in Hong Kong and met many other teachers who were struggling to mesh the inquiry-based system with an effective system of teaching reading and writing. One teacher, who was already using Read Write Inc. Phonics at their IB school in Hong Kong, sung its praises to me. I learned more about the program and what it would mean for us and, well, it was not hard to sell to our Principal. We haven't looked back. Read Write Inc. Phonics slots perfectly into our inquiry-based units.

Before implementing Read Write Inc. Phonics, our teaching assistants hadn't been used for the level of precise teaching that you need for Read Write Inc. Phonics' system to run. The expert training from Ruth Miskin Literacy Inc. has empowered our teaching assistants and they have risen to the challenge.

Case Study | 2016

Leading the way in Qatar - our first International Badge School

The Phoenix Private School
Doha, Qatar

What has the role of the reading leader had an impact on teaching and pupil progress?

The Reading Leader uses the easy-to-follow teaching steps to ensure that the programme is taught with fidelity. Teachers have become confident teaching literacy and use Read Write Inc. behaviour signals in all lessons. The school has achieved a 100% satisfactory improvement in reading.

Have you had positive responses from parents and pupils?

Parental support has grown since the introduction of Read Write Inc. Phonics. Students are always engaged and behaviour during lessons is excellent.

What would you say to other schools in Qatar considering adopting Read Write Inc. Phonics?

"Read Write Inc. truly works when delivered properly and with fidelity. It has helped our school to improve in reading, writing and literacy. 80% of our students are EFL and have differing levels in reading, writing and comprehension. Read Write Inc. has helped to improve all student's progress and attainment in a very short space of time."

Naveed Iqbal, Principal

Age Group: 6-10
Pupils on the programme: 125

Quotes from teachers

"I have found that the children are more confident in their reading and writing skills. They are also more motivated to learn and are happy to take on challenges. The programme has helped to improve the children's reading and writing skills and has helped to build their confidence in their own abilities."

"I have found that the children are more confident in their reading and writing skills. They are also more motivated to learn and are happy to take on challenges. The programme has helped to improve the children's reading and writing skills and has helped to build their confidence in their own abilities."

"Following Read Write Inc. steps when reading, writing and spelling has helped them to be more confident and happy to take on challenges. The programme has helped to improve the children's reading and writing skills and has helped to build their confidence in their own abilities."

Case Study | 2017

"Read Write Inc. Phonics is by far the most successful programme we have used for teaching children to read."

The impact of the Reading Leader role

Association to Read Write Inc. from parents

Free School Meals: 26.5%

Pupils with EAL: 23%

"We are a part of the Read Write Inc. community."

we have positive feedback from parents, so often tell us their children come home excited to read their next book. We run





Ruth Miskin
Training

Severn Primary School, Cardiff: A Read Write Inc. Model School

Severn Primary School was recently cited in The Chief Inspector's Annual Report as an example of excellence.

Meilyr Rowlands, Chief School Inspector for Wales, praised the school: "Senior leaders have developed excellent teamwork within the school, through strong lines of communication, a common vision and sharing good practice. Staff feel empowered and motivated to be innovative, to challenge current practice and to reflect on how best to improve teaching within the school. This has led to high-quality teaching throughout the school." [Click here to see a news article featuring Severn Primary School on ITV.](#)

We talked to Julie Morris, the Headteacher.



Why Read Write Inc. programmes?

We chose to invest in Read Write Inc. programmes to improve standards. We wanted a whole-school approach to literacy teaching. Our school has a high percentage of pupils who speak English as an Additional Language and high pupil mobility. We wanted a programme that would address their specific needs and we found it in Read Write Inc.

Professional development - training for the whole staff and half-termly Development Days

Estyn said, "the arrangements for professional development are excellent and result in innovative approaches to learning and teaching." (p.11, A report on Severn Primary School, May 2016)

School Name: Severn Primary School
Town: Cardiff
Number of pupils: 407
(+ 146 nursery pupils)
Age range: 3-11
Estyn Rating: Double Excellent
Free School Meals: 24%
Pupils with EAL: 76%
Additional Learning Needs: 25%

The training has always been excellent. Our trainer has worked closely with the SLT to understand the unique nature of our school. This knowledge enables her to give us excellent support.

The training days are very well organised and delivered passionately. They have clear objectives, are well paced and

Could you summarise the impact Read Write Inc. has had?

Read Write Inc. Phonics has had a huge impact on the literacy standards within our school. Its whole school approach has particularly suited the diverse nature of our community and promoted excellent team work amongst our staff. It has provided a wide range of professional learning opportunities for all of our staff and helped to raise the profile of teaching assistants in our school.

"The school's high quality provision for developing literacy and communication skills is a result of the rigorous training of teachers and support staff, regular, robust monitoring of teaching and learning and highly effective tracking of pupils' progress." (p.10, Estyn, A report on Severn Primary School, May 2016)

How have pupils reacted to Read Write Inc. Phonics?

Amir said, "Read Write Inc. makes it fun to read. I like the stories and my favourite is Dear Vampire".

Alyiah said, "I like it because it helps me to spell lots of words and makes me feel proud of myself".

Sakaria said, "It's fun and you learn new words. It feels exciting because I can tell my mum all about the new words I have learnt".

Tell us about the role of the Reading Leader

Our two new Reading Leaders have been extremely well supported by our trainer and have grown in confidence. The Reading Leaders have organized the phonic sessions to ensure all children are in appropriate groups and at their appropriate stage of learning. They regularly assess the children ensuring they are progressing and plan one-to-one catch up sessions for those who need additional support. This approach is having a very positive impact on standards.

Year	Foundation Phase	Foundation Phase	Year 6	Year 6
	Outcome 5+	Outcome 6+	Achieving NCL 5+	Achieving NCL 6+
2014	79%	9%	83%	0%
2015	81%	16%	85%	0%
2016	86%	21%	85%	5%

Severn Primary School is a Model School. You can arrange to visit the school by calling 02920 387 507.

Case Study

Ardler Primary becomes first Scottish Read Write Inc. Model School

Ardler Primary School
Dundee, Scotland

LA: Dundee
Age Group: 3 - 11
Pupils on roll: 157

What made you choose Read Write Inc. Phonics and how would you describe the training you received?

Read Write Inc Phonics was adopted by Dundee City Council to improve early phonics and reading. We continue to be enthused by the programme's approach to learning and teaching. Staff found the training "engaging and effective" and it has helped build confidence. Development days ensure our practice is up to date and Ruth Miskin trainers are always keen to offer advice and support.

What impact has Read Write Inc. Phonics had on pupil progress and staff confidence?

The programme has provided a consistent approach to teaching reading across school and children's experiences have improved significantly. Staff and children now have a clear structure and with increased staff confidence, the pace of learning and teaching is improving. This is evident in children's word reading skills. Progression in phonics development is now clear at an earlier stage. Children show an interest in books and there has been an increased use of a wider range of texts.

Have you had positive reactions from parents and pupils?

A parent survey found that parents were pleased with the progress their children had made.

What would you say to other schools considering adopting Read Write Inc. Phonics?

Read Write Inc Phonics is a positive approach to teaching phonics and ensures success in reading. The on-going assessments and homogeneous groupings mean teaching is focused and meets the needs of all children. One-to-one tutoring provides support for children who need it most.

One staff member said: "I can honestly say I have had to eat humble pie with regards to Read Write Inc. The children are better readers, writers and spellers. It has had a significant, positive impact on learning and teaching of reading." The children at Ardler are now enthusiastic and their love for reading and stories is amazing to witness.

"I cannot believe the progress my child has made in reading and writing since starting school. He will read at any opportunity."

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Case Study

Staff at Mexico City school see 'real impact on pupil learning' after Read Write Inc. Phonics training

The Edron Academy
Mexico City, Mexico

City: Mexico City
Age Group: 1 - 11
Pupils on roll: 670
EAL pupils: 99%
Ofsted rating: Good with excellent (International inspection equivalent)

What made you choose Read Write Inc. Phonics and how would you describe the training you received?

We needed a consistent approach to phonics teaching. On a visit to schools in England, we saw Read Write Inc. Phonics in action and were impressed. The training was great fun and ensured that all staff felt confident teaching the programme.

How has the role of the reading leader had an impact on teaching and pupil progress?

Our reading leader is crucial in ensuring continuity, progression and consistency. She has completely embraced the programme and is always on hand with help and advice.

Have you had positive reactions from parents and pupils?

Parents and pupils have been positive. Jerónimo in Reception has made great progress. He has become much more enthusiastic about learning sounds and the

mnemonic phrases have helped him form the letters correctly too.

He can now read CVC words using the assisted blending approach - moving his finger along the letters to read. He also uses magnetic letters to spell out simple English words independently.

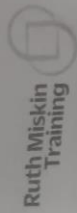
Jerónimo is ready to start reading the ditty books and is very excited!

What would you say to other schools considering adopting Read Write Inc. Phonics?

Time and time again teachers and Learning Support Assistants have identified Read Write Inc. Phonics as one of the biggest strengths in school this year. They enjoyed the training and after just a short time are seeing a real impact on children's learning.

Is there anything you would like to add?

Our trainer has been amazing. We feel totally supported and appreciate her realistic, personalised approach (and sense of fun!) When the teachers have fun, so do the children. The staff are all asking when she will return so they can continue on their learning journey.



Case Study | 2016

An Estyn Double Excellent dual stream school - 42% of children with additional learning needs

We spoke to the leadership at Parcyrhun County Primary School about...

Their Read Write Inc. Phonics journey

We scrutinised our data and children's work and identified a need to improve reading and writing. One of the biggest gaps was in phonic teaching. We found out about Read Write Inc. Phonics through Carmarthenshire LEA who subsidised initial training.

The 2-day training filled our teachers and teaching assistants with confidence and enthusiasm. We came away knowing the programme would provide progression and consistency in literacy across the school.

We gave Read Write Inc. Phonics high priority – within 2 terms we saw significant improvement. The children were very enthusiastic because they could see their own reading successes. Once they had the tools, their writing improved.

Estyn paid tribute to our pupils 'excellent literacy... skills' from 'a very early age' (2016).

Continuing Professional Learning Opportunities

We make sure all our staff are trained. The consistency and quality of the training is excellent and it has been vital to the continued success of our pupils. Our termly Development Days are tailored to the specific needs of our school, keeping our teachers up-to-date with the latest research

"In the Foundation Phase pupils...apply their literacy skills very effectively. This is a notable strength...Most pupils' oracy skills in the Foundation Phase are very good (and they) have a very good understanding of different writing styles."

Estyn, Dec 2016

School Name: Parcyrhun County Primary School
Town: Ammanford
Age group: 3-11
Pupils on roll: 196
Free school meals: 25%
Additional learning needs: 42%
Pupils at specialist hearing impairment unit: 12
Estyn rating: Double Excellent

and techniques. Our Consultant Trainer's coaching and guidance improves teaching, which gives our children better opportunities.

The Reading Leader

Our Reading Leader has had specific Reading Leader training so she can provide daily observation and coaching to our staff. Rhianwen analyses data to see where we need to provide one-to-one tuition to help students keep up.

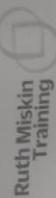
Adopting Read Write Inc. for a Welsh stream

Parcyrhun County Primary School is a dual stream school – Welsh and English. We teach Read Write Inc. Phonics to our Welsh stream of students from Year 3.

What would you say to a school unsure about how to improve their children's reading and writing?

Teach the programme with fidelity and give it high priority in your school. Take advantage of the continuing professional learning opportunities offered. Development Days are crucial and the Schools Portal provides bite-sized coaching videos. Do this and your pupils will learn to read, their confidence will grow and their results will improve.

Parcyrhun County Primary School is a Read Write Inc. Model School – came and see



Case Study

"Read Write Inc. teaches children not only to read, but to love reading."

We spoke to Reading Leader Beverley Dunne about the impact of Read Write Inc. Phonics.

We have been using Read Write Inc. for five years and haven't looked back. We initially used a different phonics programme and it simply didn't have the consistency or rigour we needed. At first, we didn't embed it fully in our school, and though we saw some progress, it was nowhere near the progress we saw with full commitment.

With Read Write Inc. you benefit from a winning combination of consistency within the programme and across the school. The children know what to expect, know where they are and are proud of their progress. Newly arrived children receive one-to-one tuition in addition to the hour-long daily Read Write Inc. lessons. This ensures they catch up with their peers. Read Write Inc. gives children the tools to decode. It teaches children not only to read, but to love reading.

The programme is so well structured – everything is there for the teachers. It is broken down into bite-sized chunks and the range of resources is excellent. The clear lesson plans mean our workload is more manageable.

Becoming a Read Write Inc. Reading Leader has seen me grow and develop as a practitioner. With the help of our Consultant Trainer, I have gained the confidence and the knowledge to scrutinise the data, analyse what each child needs and set targets. Her help has been invaluable and I feel empowered. We have

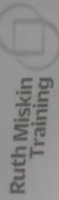
a positive and professional relationship. The staff know and respect her and look forward to her visiting for vital Development Days, which she fine-tunes to our needs.

One child joined us in Year 4, aged 9, and he was so far behind that he had no measurable reading age. His previous school didn't use Read Write Inc., he was disengaged and his behaviour was poor. We gave him a rigorous one-to-one programme of Read Write Inc. Phonics and by the end of Year 5, his reading age had risen to 12 months higher than his chronological age! He is now in secondary school and fully committed to taking part in school life, and is even on the school council. The transformation has been incredible – Read Write Inc. opened up his world.

Children are increasingly choosing to read library books outside of class. They have the skills and the confidence to tackle new books. They want to challenge themselves and are motivated to read more. From here, their enjoyment grows and grows – all thanks to Read Write Inc.

If you commit to the professional development and programme, children's results and teacher confidence will accelerate.

School Name: Caerau Primary School
Location: Bridgend, Wales
Free school meals: 45.8%
Pupils on roll: 435
Age range: 3 - 11



Case Study | 2015

Bridgend school rises from fourth to first quartile in national literacy results using Read Write Inc.

Abercerdin Primary School Bridgend, Wales

Abercerdin Primary School is in the top 11% of most deprived areas in the Welsh Index of Multiple Deprivation.

They received Read Write Inc. Phonics training in 2012. "Every member of staff felt truly inspired, buzzing and raring to go. Training was passionate and energetic - the best school training we have ever had."

Within a year Abercerdin was awarded Model School status. Read Write Inc. is embedded from Nursery. The fast-paced, rigorous and structured lessons have a dramatic effect on the development of children's literacy and communication skills. In a short space of time, the impact throughout the school has been phenomenal."

The school has closed the literacy gap between boys and girls. Reluctant writers, particularly boys, have become writing fans - "Children adore writing now - they choose to write because they are bursting with words and not worries. The activities provide them with structure and a real reason for writing. We now see children applying their literacy skills in the role-play areas and across Foundation Phase provision."

Regular development days are vital to Abercerdin's continuing success. "Investing in termly development days ensures the

programme is taught effectively and with fidelity."

"One little boy who joined our school at the start of year 1, had very little phonic knowledge and the few words he recognised he mispronounced. He said 'Look miss, I just haven't learned how to read or write yet because no one would help me in my old school'. At this point we made a 'pinkie promise' that I would teach him not only to read and write, but to do so well. I could tell by his face that he didn't believe me. He is now in our year 3 Read Write Inc. Literacy and Language group and has a reading age above his chronological age. Most days he pops into my class to see me and to tell me that I'm the best teacher he in the world because I taught him to read and write quickly."

Helen Gentle, Headteacher &
Sarah Walters, Reading Leader

Language, literacy and communication skills - English (LCE) [Foundation Phase]	2012	2013	2014	2015
Number of pupils	23	22	20	32
Achieving outcome 5+ (%)	82.6% (Benchmark 3)	100% (Benchmark 1)	100% (Benchmark 1)	97% (Benchmark 1)
Achieving outcome 6+ (%)	8.7% (Benchmark 4)	40.9% (Benchmark 1)	55% (Benchmark 1)	56% (Benchmark 1)

Abercerdin's LCE results after beginning Read Write Inc. Phonics in 2012

Section 3: Methodology

Action plan

Action Plan for Work Placement

In work placement as part of the module, Lines of Enquiry, I researched how English as an additional language (EAL) can benefit a child's development within their education. I used interviews to help gain a first-hand insight towards what interventions are in place and how effective they are. I intend to access the person I shall interview by identifying a staff member who works closely with EAL in the classrooms and the Head teacher within the facility and ask their permission, as well as handing them a participants consent form and letter as well as offering the chance to review and overlook the questions which I have written in advance of attending the placement and meeting in person before my placement starts. I shall make it clear they have each right to withdraw from the interview at any stage. As well as the interview I shall also be doing a structured observation over the course of ten days.

What bias have I got about the subject?

That the pupils will not be achieving in their language acquisition

How can I ensure that my bias will not be reflected in my research methods?

Using a triangulation method to obtain different information to give a comprehensive view. I expect to discover that children who have EAL are gaining more confidence and understanding towards their academic success and learn how the provision is implemented. On the other hand, I will keep an open mind to the idea that due to EAL that this could be limiting a child's engagement and inclusion with mainstream peers.

Developing my own knowledge towards ALN students, will be of great help towards my future career aspiration of working with children with ALN or EBD.

Objectives

Activity	Date	Status
Find out who the named teacher for child protection officer is in the school	<u>19.2.20</u>	<u>Complete</u>
On the first day of placement show my DBS certificate to the inclusion officer	<u>19.02.20</u>	<u>Complete</u>
Tour the facility	<u>19.02.20</u>	<u>Complete</u>
Meet members of staff	<u>19.02.20</u> <u>20.02.20</u> <u>21.02.20</u> <u>22.02.20</u> <u>23.02.20</u>	<u>Complete</u>
Find out how the teacher supports a child's development in EAL	<u>19.02.20 to 27.02.20</u>	<u>Completed</u>
Collect data from the classroom setting	<u>19.02.20 to 27.02.20</u>	<u>Completed</u>
Interview the class teacher staff member who works closely with ALN children who have EAL	19.02.20 to 27.02.20	<u>Completed</u>
Structured observation of both staff and children within the classroom setting	<u>19.02.20 to 27.02.20</u>	<u>Completed</u>
Interview the head teacher about EAL	<u>19.02.20</u>	<u>Completed</u>

Look at the school statistics on the progress with EAL	<u>19.02.20</u>	<u>Completed</u>
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Reflective Diary

- Please note that unfortunately, due to Welsh Government new guidelines about the current Covid-19 I was only able to conduct 7 days in a school placement for research.

Day 1

What Went Well	Spoke with head teacher and asked her the ten questions about how children with EAL are supported in schools Interview with the head teacher was productive and insightful on EAL in their school.
Day 1	
What were the main challenges/problems /difficulties you faced	Had to ensure that the questions were on topic and relevant to my proposed study on EAL
How did you react to the challenges?	I ensured that I had thoroughly researched the topic and the school beforehand.
How did you feel?	I felt nervous of meeting the head teacher and yet excited at the prospect of finding out all about what interventions are used in the school.
What surprised you?	How well-informed the Head Teacher was. She knew all relevant legislation and policy and was so passionate about supporting students with EAL.
What were you familiar with?	I was familiar with the Head Teacher's passion for the EAL support because I found that she shared my enthusiasm for the topic.
Have your beliefs and expectations changed or been changed?	Yes, my expectations have been changed because the figures for Wales showed that EAL pupils' language acquisition was low. (Statistics,2018) However, the school in question was

	experiencing results which showed their pupils were enjoying above average success.
How well do you think you managed the challenging situation?	Apart from being a little nervous about meeting the Head Teacher it was not what I would call a challenging situation. Ensuring I was well prepared mitigated any challenges I might have encountered.
Has this experience changed your mind or opinion in any way?	Yes it has taught me that not all EAL statistics are reflective of individual schools. They present the average for all schools.
Were you given any feedback (formal or informal)? Can you seek further advice from anyone in order to give you another perspective?	I was able to ask the class teacher's opinion as to how the EAL students were progressing. This was important as she works with the students daily and gets to know them individually.
Is there any other reading or research you could follow up regarding the subject matter?	Yes, I consulted case studies from around the world in order to compare their findings with those in Wales.
What skills do you need to develop to address this incident more effectively in the future?	The interview with the Head Teacher was the first interview I had ever done so I consider that I need to have more self-belief and confidence in the future. The interview went well because I had done my homework and was well briefed on the subject so self-belief is what was lacking.
Given the same event would you do anything different next time?	Instead of using a regular pen in future I would take my recording pen with me. This would have allowed me to focus on the interview more without worrying about taking copious notes
What are the key lessons learned for future use?	Always be well briefed Keep nerves in check Use the recording pen Have more self-belief

How might your learning feed into your assignments?	I have looked at statistics from the school, statistics Wales wide and statistics from other countries and compared them to EAL frameworks to identify what was working in schools and what was not working in schools with regard to different interventions.

Day 2

What Went Well	All went well. Teacher lovely, pupils lovely. Transition for me going into the class made me feel very welcome.
Day 2 With Class Teacher - meeting her and meeting the class pupils - spent the day with them	
What were the main challenges/problems /difficulties you faced	Challenge was whether the children would accept me. Would they play up, would they ignore me, would they carry on with their daily activities as children are always inquisitive.
How did you react to the challenges?	I tried to be as quiet as possible and at the outset I asked them if they had any questions for me to dispel the curiosity factor so that they could get on with their learning.
How did you feel?	I felt at home. I felt absolutely relaxed – it was amazing.
What surprised you?	What surprised me was how welcoming the children were and teachers too.
What were you familiar with?	I was familiar with the classroom setting because I had previously worked as a teaching assistant.
Have your beliefs and expectations changed or been changed?	Yes, my expectations have been changed. I was surprised because I found that in my research children with EAL were reported as having difficulties making friends because of the language

	barriers. When in fact I found the opposite. The teacher had set up an intervention called a 'friendship buddy' for every EAL pupil and therefore they could scaffold off the other pupil.
How well do you think you managed the challenging situation?	I think I handled it really well because I tackled the inquisitiveness factor straight away and asked if the children wanted to ask me any questions. From my experience as a teaching assistant I knew it was best to take the lead from the class teacher as she is the one who knows her pupils the best. The class teacher suggested the approach of allowing the pupils to ask questions and this turned out to be the correct choice.
Has this experience changed your mind or opinion in any way?	Yes it has changed my opinion. Considering the 'friendship buddy' intervention I noted that regardless of the language barrier children respond to help and friendship and do a lot of activities together. Children adapt really well.
Were you given any feedback (formal or informal)? Can you seek further advice from anyone in order to give you another perspective?	Yes, from the teacher who said that I would make a really good teacher which was a fantastic compliment. She also said that I had handled the initial meeting with the children in the best way possible. I also had feedback from the pupils who were excited for me to be there and they showed me how friends were important.
Is there any other reading or research you could follow up regarding the subject matter?	Yes, how do children adapt in class and make friends despite the language barrier. How do they overcome the barriers?
What skills do you need to develop to address this incident more effectively in the future?	I think I need to read more on the subject overcoming language barriers in the classroom and complete more classroom observations of children and how they interact when there is a language barrier.
Given the same event would you do anything different next time?	No, I would not do anything different next time. I would always take advice from the class teacher at the outset and then engage my classroom experience.

What are the key lessons learned for future use?	Take advice from the class teacher Use personal classroom experience Ensure my background research is up to date
How might your learning feed into your assignments?	How EAL barriers can be overcome in class through friendship and can scaffolding help their English language development from other children who have English as their first language.

Day 3

What Went Well Day 3 Met Teaching Assistant who is trained in EAL and head of department with EAL She did my introduction to how to do observations using the Readwrite Inc framework 40 minutes per day are spent with each child individually.	Before they actually did the 40 mins lesson she showed me the Read write Inc framework (ruth.2010) beforehand, how it is used, the importance of it and basically how it works, the different outcomes they were expecting each child to get, how they get to that level and what they use. This enabled me to understand what I was looking for in the pupil observation.
What were the main challenges/problems /difficulties you faced	The main challenges were meeting the children, and getting them understand why I was there, whether they minded me observing them and gaining their permission for me to observe them. It was time consuming and took about 20 minutes.
How did you react to the challenges?	I tried to blend in as well as I could and not get in the way. I followed the Teaching Assistants lead and followed her example so that I could understand how she was communicating with the pupils.
How did you feel?	I felt a bit sorry for the child because I took time away from his learning because of the time it took for us to explain why I was there and to get his permission and this made me sad.
What surprised you?	What surprised me was how amazing the Read Write Inc Phonics Framework programme actually was and how adaptable it was to each individual child. Also how quickly they understood and improved their language skills.
What were you familiar with?	I was familiar with one to one teaching from my experiences as a teaching assistant.

Have your beliefs and expectations changed or been changed?	Yes I was looking at the Read Write Inc research online. Loads of case studies and research reported how fantastic it was. I was quite sceptical because of the Wales statistics I had found on phonics and language development in EAL. My experiences exceeded my expectations.
How well do you think you managed the challenging situation?	Not very well. I think I did not know what to do. I felt helpless when the member of staff was trying to explain to the child who I was prior to the observation. I felt uncomfortable for the child because of the time it took to make the explanations and get permissions.
Has this experience changed your mind or opinion in any way?	Yes, it has changed my mind. Because although the children are excelling at language and vocabulary the children were struggling with basic intercommunication skills. As identified by Theorist, Jim Cummings (Cummings,2018) it takes two to four years for a child to have basic intercommunication skills.
Were you given any feedback (formal or informal)? Can you seek further advice from anyone in order to give you another perspective?	Yes, the teaching assistant gave me feedback. She helped explain the results of the Read write session and explained that if I spoke to the class teacher, they would then explain how the child's language levels would be incorporated into the lessons to help with further development.
Is there any other reading or research you could follow up regarding the subject matter?	Research into how teachers help language development through the curriculum to make it inclusive for all in mixed ability classes of both EAL and non-EAL pupils.
What skills do you need to develop to address this incident more effectively in the future?	I think I need to have more knowledge through conducting academic literature research.
Given the same event would you do anything different next time?	It is difficult to say because I did not know what to expect. I would hopefully

	be more relaxed next time but would still need to follow the lead of the member of staff.
What are the key lessons learned for future use?	Take advice from the staff Use personal classroom experience Ensure my background research is up to date
How might your learning feed into your assignments?	How teachers integrate EAL into the curriculum to make it an inclusive classroom. Jim Cummings and BICS Theory (Cummings,2019)

Day 4

What Went Well	The EAL group had a lot of basic knowledge of English. They quickly knew why I was there and gave permission for me to observe them. They were happy for me to be there and were welcoming so that was nice.
Day 4 Met Teaching Assistant who is trained in EAL and head of department with EAL Observation of a group of pupils	
What were the main challenges/problems /difficulties you faced	The main challenges were getting the children to focus on task and not on me because they all wanted to sit by me. Thankfully though it did not disrupt their learning.
How did you react to the challenges?	I said to them if they all sat together and I could sit behind them and they could show me their work. They appeared to put more effort into their learning. They were all sitting together which was nice.
How did you feel?	I felt like the session was flowing and it was natural. I felt that my increased knowledge from the first day had increased and I knew more about the Read Write inc.
What surprised you?	I think what surprised me was how much the children wanted to show me what they were doing, their progression and their excitement about learning and how quickly they accepted me into the classroom.
What were you familiar with?	I was familiar with the Framework itself, the staff and the pupils. I was familiar with how the staff made the learning fun.
Have your beliefs and expectations changed or been changed?	Definitely yes. My beliefs have been challenged by how excited the children

	were to learn because some report have shown that the children were not excited by the Framework.
How well do you think you managed the challenging situation?	I think I manged really well from the previous day. The more I was in the classroom situation the less challenging it became.
Has this experience changed your mind or opinion in any way?	Children love to learn if it is exciting and done calmly that is what the experience showed me.
Were you given any feedback (formal or informal)? Can you seek further advice from anyone to give you another perspective?	The staff told me how well I had handled the situation of the children wanting to sit by me. They told me that if I wanted any further information on EAL to go and speak to the EAL department.
Is there any other reading or research you could follow up regarding the subject matter?	Yes, research on what makes children learn better in an EAL environment.
What skills do you need to develop to address this incident more effectively in the future?	Researching different school settings and what they use to encourage learning.
Given the same event would you do anything different next time?	Probably research more on EAL group work in Read Write Inc in readiness.
What are the key lessons learned for future use?	Take advice from the staff

	Trust in my personal classroom experience Ensure my background research is up to date
How might your learning feed into your assignments?	Maslow's Hierarch of Needs (Maslow,2010) and consider how these fits in with EAL learning

Day 5

What Went Well	It all went well. How lovely she was, how she took time to explain everything about the frameworks they used and the funding.
Day 5 Meeting with Head of Department of EAL teaching assistants to discuss the frameworks they use and the funding situation	
What were the main challenges/problems /difficulties you faced	The main challenges were realising the problems the school faces with regards to funding. The legislation, the funding criteria that the government has set out for schools is complicated and challenging. It was difficult to see the problems the school had to overcome to fund a programme which was effective and producing better results that the Wales statistics indicated.
How did you react to the challenges?	I was quite horrified and shocked at the problems surrounding the funding.
How did you feel?	I felt powerless and sad for the children. For a school which has 50% EAL pupils the government do not seem to be stepping up and helping.
What surprised you?	It surprised me how much the school care about the EAL pupils. They spend their own time to fundraise for resources.
What were you familiar with?	I was familiar with the policies and the framework but not the funding criteria.
Have your beliefs and expectations changed or been changed?	Yes they have. They have been challenged. I find it hard to believe that the government do not appear to realise

	or care how much work goes into supporting children with EAL to get the expected outcomes. Lack of resources and government funding are needed. Makes me sad and upset for the children.
How well do you think you managed the challenging situation?	I was upset because the schools are not being supported by the government. I do not think I handled it very well by getting upset.
Has this experience changed your mind or opinion in any way?	Yes I actually think that teachers working with EAL are superheroes – the effort they put in to get the outcomes - from the work in the classroom to the fundraising they do in their own time for the children to reach their language outcomes despite the lack of government funding.
Were you given any feedback (formal or informal)? Can you seek further advice from anyone in order to give you another perspective?	They said that the interventions they use they get a lot of help for the charity the Bell Foundation. The Bell Foundation have a digital framework for the staff to input data so that each child's development can be tracked by the teacher. This can be used when they progress to secondary education.
Is there any other reading or research you could follow up regarding the subject matter?	Yes, research on Bell Foundation (Bellfoundation,2019) case studies and Read Write Inc case studies.
What skills do you need to develop to address this incident more effectively in the future?	Researching funding in schools and how it impacts the school and the pupils.
Given the same event would you do anything different next time?	Probably research more and take more notes because there was so much to learn.

What are the key lessons learned for future use?	That funding is difficult and time consuming to access. The staff go above and beyond to support the pupils.
How might your learning feed into your assignments?	Legislation is difficult to put into practice without sufficient funding.

Day 6

What Went Well	It went amazingly well. It was the most enjoyable day for me because all the class really loved and appreciated the day. It was linking home with school.
Day 6 Culture Day Parents/family invited into the classroom to promote the different cultures of the EAL pupils. Traditional dress, traditional food, and writing in the different languages were some of the activities	
What were the main challenges/problems /difficulties you faced	The main challenges were just the fact that this activity was new to me and I was more of an observer. Even though I was observing, the fun of the day overtook the observation and I had to put my notebook and pen down and join in with the children and the activities.
How did you react to the challenges?	I had to get involved because the children wanted me to get involved.
How did you feel?	I felt wonderful because they wanted me to be part of their culture. I felt really happy that everyone was celebrating different cultures and learning at the same time. It was such a wonderful day for everyone pupils and staff and I was happy to be a part of it.
What surprised you?	How much they celebrated the other cultures not just the Welsh culture and how amazing that was for me and the teachers.
What were you familiar with?	I was not familiar with any of it as I had never experienced anything like this before.

Have your beliefs and expectations changed or been changed?	Yes, they have. My beliefs that every child's culture is important and should be celebrated because it makes them feel important and accepted.
How well do you think you managed the challenging situation?	I think I managed it well because even though I was there to observe I did get involved at the request of the children.
Has this experience changed your mind or opinion in any way?	Yes because it has reinforced the fact that every culture that a child has should be celebrated in school with others not just at home.
Were you given any feedback (formal or informal)? Can you seek further advice from anyone in order to give you another perspective?	The class teacher and the head teacher both told me they were grateful that I had got involved and they mentioned how important it was for them as a school to have people from the outside to come in and experience what they were trying to achieve at the school.
Is there any other reading or research you could follow up regarding the subject matter?	Yes, Vygotsky's culture theory. How celebrating culture enhances learning in school. And how the ZPD (Zone of Proximal Development) is learned through scaffolding (Vygotski, 1986)
What skills do you need to develop to address this incident more effectively in the future?	How to understand that informal observations are just as important as formal observations. For example, by engaging with the children an overview of an event can provide useful anecdotal observational information.
Given the same event would you do anything different next time?	I think I would get involved sooner. This would have enhanced the experience for me and hopefully for the children.

What are the key lessons learned for future use?	Observations are not just about watching they are about becoming involved.
How might your learning feed into your assignments?	How important culture is in a learning environment and how it is used in the curriculum.

Day 7

What Went Well	The observation went a lot better. We were able to have the full session because introductions and permissions had been addressed at the first observation on Day2.
Day 7 Individual observation of Pupil from Day 2	I was able to note the child's improvement in language development even though only a few days had passed since I saw him the first time.
What were the main challenges/problems /difficulties you faced	I thought I was going to have to introduce myself again so this was a challenge that I thought I would have to deal with again. However, introductions were swift because the child knew/remembered me.
How did you react to the challenges?	I was calm and prepared.
How did you feel?	I felt more relaxed and was happy that introductions were quick which meant that the pupil had a full session which meant that I could have a full 40 min observation.
What surprised you?	How much he had his learning had progressed in a week.
What were you familiar with?	I was familiar with everything because I had done an observation of this individual pupil five days previously.
Have your beliefs and expectations changed or been changed?	Yes, Read Write Inc Framework has exceeded my expectations for EAL

	pupils after observing how quickly they adapt and learn.
How well do you think you managed the challenging situation?	I think I managed it really well due to having already worked with/observed the student previously.
Has this experience changed your mind or opinion in any way?	The more observations increased my knowledge and understanding so that I could assess changes in pupil development.
Were you given any feedback (formal or informal)? Can you seek further advice from anyone in order to give you another perspective?	Feedback came from the staff who showed me what they did to get time to progress from Stage A to Stage B. The staff also told me about the new phonics resources they have which they children take home to continue their learning at home.
Is there any other reading or research you could follow up regarding the subject matter?	How at home learning enhances learning in school.
What skills do you need to develop to address this incident more effectively in the future?	My observation skills and note taking need to develop over time. This would give me more confidence in my abilities.
Given the same event would you do anything different next time?	More note taking as well as observing.
What are the key lessons learned for future use?	Learn how to take effective notes whilst undertaking the observations.

How might your learning feed into your assignments?	The link between home learning and learning in the classroom and how it affects EAL outcomes and attainment.

Reflective diary

Reflection has enabled me to consider the placement as a whole in terms of how the information gathered from both the interview and observations were related to the research identified in the literature search. This was important because the findings from the interview with the Head Teacher and the observations of the students I made did not agree with the Welsh Government Statistics. EAL pupils' language acquisition is complex and according to the Welsh Government report 'academic competence in a language can be anything between 5 and 10 years. However, the placement school has, through its work, improved on these expectations (Estyn,2019)

The triangulation method (triangulation,2019) I used to allow me to get a full picture. The literature search gave a Wales perspective regarding results which was not the same as that experienced by the placement school. If I had gone to another school, I might be writing that the findings were in line with the Wales average. Therefore, the importance of the triangulation method highlighted that the school was not in line with the Welsh trends. This is important because triangulation is a way of assuring the validity of the research throughout and provides a structural overview reference. This shows why the use of average results is not providing a full picture and this is a limitation.

Reflection has permitted me to contemplate events in quite a different way. Using Kolb's model of reflection (Kolb,2018) would have enabled me to evaluate the methodology however because of my emotional responses to some of the events I turned to Gibbs Model of Reflection (Model,2018) because Gibbs allowed me to consider my feelings and how I would change my emotional responses in the future. Nevertheless, when I first met the children it required me to think on my feet and as identified by Schon (Schon,2018) this was an important evaluation of the situation. The class teacher allowed me to choose what I wanted to do to deal with the initial meeting. I quickly assessed the situation and responded accordingly. I received immediate feedback from the teacher who said that my response as identified in the Diary Day 2 report was the correct choice. I believe that my experience of working as a teaching assistant provided me with the experience and confidence to effectively respond to the event in situ.

I think that the Welsh Government need to look at each school individually as some schools are below average whereas the placement school was producing results which were above average. Furthermore, it should be made known that the staff at the placement school were going above and beyond and were doing work which they were not being paid for. The school sought their own funding to employ a Teaching Assistant who had extensive experience and knowledge of EAL and who ensures that all staff are sufficiently trained. In addition this TA researched and introduced Read Write Inc and the

Bell Foundation which is a digital framework so that the staff can input data to identify student progress and areas which need focus on (Bellfoundation,2019).

The success of the school is to be commended as is the fact the they have been actively sourcing funding however perhaps they need to promote what they have done so that the Welsh Government can support them and support the other schools and use what funding there is to support the work that has been identified as having the most impactful results for the students.

The Head Teacher is the driving force but perhaps she is guilty of not promoting the successes that the school has had. Parental engagement in the school is fantastic and that could also account for the success and why other schools have not been as positive. As identified in my research lack of parental engagement is a barrier to student attainment (Government,2019).

It makes me feel upset and disappointed because these students have the teachers who are sacrificing everything and the Welsh Government do not appear to have highlighted or responded to the work the staff, parents and children at the placement school have been doing. The UNCRC Rights (NALDIC,2019) are not being adhered to if other children are not having the support and teaching and learning experience as those at the placement school. All children have a right to education. Perhaps the Welsh government would respond by saying that all EAL students are getting an education however it is my view that not all EAL children are getting the best education possible.

Reflecting on the interview with Head Teacher, which was reported in the diary Report Day 1, I have now had time to reconsider this interview in the context of the whole research project. Specifically, I have thought that I would like to have canvassed her views on

whether she was sharing the school's successes with EAL with the Local Authority and with other schools in the area. Perhaps I was so focussed on the fixed interview questions that I did not think to ask her more information when she told me of the success that the school was having. I think in future I would try and be more reactive and not just ask a list of questions. Some of the questions I asked were not in depth enough. When I did the additional research, I realised I could have asked more or asked to elaborate more on areas that I subsequently identified as being important.

Turning my attention to the reflections of the before and after observations for the student Dairy reports Days 3 and Day 7. The first session was difficult. I felt helpless and uncomfortable because of the time it took for the staff to introduce who I was and to obtain pupil consent for me to observe. However, the second session was a lot better. I was able to notice an improvement in the child's language development even though it had only been a few days. I was calmer and more relaxed was able to get a better perspective of how the students learn. If I had only experiences the first observation it was have been quite unsatisfactory because I would not have been able to see Vygotsky's scaffolding (Vygotsky,1984) in practice, recognising my academic learning in practice begins to join up the dots.

Different reflective practices have enabled me to appreciate and put into context my placement research study. I am, I feel able to learn from this experience having reflected

on it but equally important I realise that I do not need to be too hard on myself in judging my actions. Overall, I believe that it was a successful and positive experience that I can build on.

In order to give myself a real sense of how I can make changes in order to take into account what happened and to take action for the future I set myself SMART Action Points to ensure that my future goals are realistic. SMART goals should be Specific, Measurable, Achievable, and Relevant (Osahon, 2017)

The interview with the Head Teacher identified that the placement school was producing good results with its EAL students above those of the Wales average due to an inclusive school environment with strong parental engagement.

Taking this into account to improve my interview technique I will endeavour to practice responding to questions. I will do this before I must do another formal interview by asking more questions in class and reacting to the answers. I will know that I have been successful in improving my technique when I reflect on my next formal interview.

In addition, to keep my nerves in check when working in the classroom, I will spend more time learning about what to expect from the classroom teaching staff. When I am next on placement, I will ensure that I spend more time with staff before going into the classroom and explain to them my concerns. I will know that I have been successful by asking the staff for feedback.

Interview questions and notes from interview with Head Teacher

Q1 What are the explicit and underlying assumptions of literacy teaching activities and materials in respect of EAL development?

Our school has adapted a technique of combining Read Write Inc Framework and the Bell Foundation online tracker Framework to make sure the children develop in the stages they should be with literacy. Underlying assumptions are that EAL pupils will not achieve language development at the same development stages as non-EAL pupils. But we have shown that this is not the case.

Q2 What happens in practice in and out of classes with large proportions of bilingual pupils, or indeed in classes with the isolated EAL?

What happens with large proportions of bilingual pupils is that the teacher incorporates Read Write Inc into the curriculum so that the classroom is inclusive of that. The EAL pupils each have 40 mins of one-to-one every day with the Teaching Assistant (TA). They are tracked with the Bell Foundation Digital network and then every week the teaching staff meet to see how each pupil is progressing and what needs to be put in place for them so that the lessons can be planned around the EAL pupils and the non-EAL pupils. To prevent isolation of individual pupils the school has put a buddy system in place so that each child has a friend and they are not on their own. The EAL pupils and their

buddies are on the table nearest the teacher so that they can scaffold off the buddy and the teacher. This makes the child feel included, safe and that they have a friend. They have TA's who will rotate from classroom to classroom so that they spend at least part of the day with the EAL pupil whose first language they can speak.

Q3 What is the relation between what pupils bring to becoming literate and the process, how do eal pupils use their English and their first language in learning to read and write?

The process is the Bell Foundation Framework and they have stages A-E depending on what age they come to school. The goal of literacy is to build pupils writing skills and communication and to allow multiple opportunities for pupils to discover these goals on their own. The EAL pupils learn how to understand by listening, reading and viewing and learn how to structure language by speaking, writing and creating. This is achieved by increasing knowledge about text, grammar, words and visuals.

Q4 Does a focus on phonics have anything to contribute to EAL development? If so, how and in what way?

With EAL pupil's phonics have a massive contribution to development. Having displays in the classroom for example photographs, diagrams and 3D models can assist in making the verbal curriculum visual. Using visuals is important because they provide context and meaning to the lessons and the interactions between the staff and the pupils. The use of graphic organisers is important because they allow the EAL pupil to access information which they can then put into their spoken and written language development. The school have developed interactive and collaborative teaching.

Q5 Do parents get involved in helping with EAL and how?

Every week parents come into the school and teach the class about their culture for half a day. It is one of the most important aspects of EAL and their development because school and home need to be connected. Parental support is one of the most important aspects of pupil's successful outcomes.

Q6 What training do the staff members go on?

The Bell Foundation provide training for teachers and TA's. They complete training every six months. This includes everything from learning how to use the Framework to ensure the pupils achieve their educational outcomes.

Q7 What tools are given to children and resources?

The children have a range of tools from Read Write Inc packs to take home and in school they make the verbal part of the curriculum more visual, they use graphic organisers to enable the pupils to relate the abstract part of the curriculum to something more definite and have pair or group discussions which create an interactive and collaborative environment.

Q8 What strategies work well in the school and how does the school meet the needs of the pupil?

Read Write Inc and the Bell Foundation Frameworks together with parental engagement and collaboration with teachers and other staff all contribute to successful outcomes. Staff who speak different languages also play an important part in meeting the needs of the pupils. All these elements have resulted in the school exceeding the government expectations.

Q9 Do you have teachers and teaching assistants that have language transition in the school, for the pupils ?

Yes, there are 17 members of staff who are bilingual in a range of languages. This emphasises the help that we, as a school, can give our multicultural students.

Q10 Are SEN and EAL linked ?

It is difficult to distinguish if pupils have SEN. Because they are EAL pupils it usually takes two years to establish whether or not they have SEN until their English language has developed sufficiently to make the correct assessment. This is something that we are aware of and that is why we monitor student progression in such a comprehensive way.

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