

Appendix B

Script for video

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WHO?

Good afternoon and welcome to St Gwendoline's first Governor's meeting since our Estyn inspection. Please feel free to ask any questions at the end of the presentation. As pointed out in Estyn's report, the four new students in my class must be provided with significant support. Here is a school development plan I have created which outlines targets for supporting these students, and will address both the Estyn advice and ensure a "more equal Wales" as described in the Equity Act. I have contacted the primary school they enrolled at after leaving the Czech Republic and found that they only spent a half term there.

Synthesising the data from their literacy books with our internal literacy test has allowed me to categorise the children, using the five stage model, as Stage B for English as an Additional Language (EAL). This means that the children have minimal knowledge of the English language. To enhance my pedagogical knowledge for teaching EAL pupils, I attended a professional network meeting which provided me with ideas that we could use in our school. Therefore, I have chosen to implement the intervention 'Talking Partners' (TP). The Welsh Government promotes this intervention and have found that learners achieve an "average gain of eighteen months in terms of grammar structure and vocabulary".

WHAT?

So what is the TP intervention? The programme is an oracy driven intervention which supports students in the basics of language. Two of the sessions will be led by the teaching assistant, who will read one story per week and discuss the narrative with the pupils, getting them to express their personal opinions and draw pictures and write a caption. I am of the opinion that any vocabulary that the children can acquire will be beneficial to their journey to fluency. The teaching assistant delivering the sessions will model exemplary vocabulary to immerse children in accurate and enriching language. I have confidence that executing TP as an intervention will be successful in providing our students with English language knowledge. For instance, an English primary school called

Allen Edwards have used TP as their intervention to support EAL students and found it worked well. In 2005, before the intervention was implemented, the EAL students scored on average 48% in their literacy test compared to 88% in 2011 once the intervention was embedded. Therefore, the intervention proved successful in providing children with English language knowledge. To provide us with measurable 'value added' data, our students will sit a Renfrew Action Picture Test at the beginning and end of the programme which will assess their English description of the picture. This information will be crucial when evaluating the impact of this intervention for our students.

WHEN?

When will the intervention be held? The intervention will be split into three sessions. Two of the sessions will be held during my guided reading sessions on a Tuesday and Thursday morning for twenty-five minutes. Although it is not ideal to remove the children from the class, this intervention will be integral in supporting the children holistically.

Short bursts of twenty-five minutes per session is recommended by the National Education Psychology Service who state that interventions "should be in short bursts over a half term period". To further enhance the intervention, a third session will be run by myself, on a Wednesday after school in the hope that parents will attend and improve their own English so that they can support their children.

WHERE?

Where will the intervention be held? The two twenty-five minute sessions will be conducted in the kiva because research shows that children feel safer and are consequently more productive when working on the carpet compared to anywhere else. The hour after school which is an original idea and will give children the opportunity to either listen and contribute to a group discussion about a story with myself, or pick their own story and read it with their parents. To accommodate for the number of participants anticipated to come, the school hall will be used for the session. This 'Literacy Club' could support all children at our school and not only will a newsletter be sent in Czech home to the families, but also an English letter will be sent out to all of our families inviting them to attend. The Welsh Government asserts that we should value diversity by tackling inequality and I believe that by inviting all families together, it should

encourage a positive and inclusive atmosphere. It is unknown how many parents will attend from the wider school community, but I would prefer to invite them than to make the club exclusive.

During five of the after-school sessions, I want to take the families on an exploratory walk around the local area to encourage collaborative discussion with their peers. Also, they will be in their locality which will develop their investigative skills as they understand what is on their doorstep. The children will be actively participating through this hands-on learning experience of the environment, a philosophy which is reinforced by Donaldson who believes that children should be provided with meaningful contexts in order for deeper learning to take place.

WHY?

Wider themes must also be considered in this intervention. For example, transitioning can be a daunting experience for any child. To ensure that all four students feel confident, I propose providing each child with a 'social story' which shows a picture of an area in the school with a simple caption in both English and Czech to diminish any fears of exploring unknown places. Additionally, it is important that the parents are kept aware of their children's progression and so I will set up meetings to discuss the progress the pupils make.

It is also paramount that children are able to make progress throughout the TP programme. Estyn states within their Strand 1.2 that specific groups, like EAL students, must be supported to show progression. Therefore, this intervention will allow for an accelerated progression in their English. I will continue to use the school's 'Incerts' assessment tool to monitor the progress of the four children across the curriculum which can also be evaluated at the end of the programme. It is, however, crucial for us to recognise that these students are all individuals who potentially may not make equal levels of progress. However, students must be praised throughout the programme for their efforts which will promote an 'I can' attitude and thus develop a growth mind-set. The children may become more positive about their achievements when self-evaluating, even if it is less than their peers. Additionally, Estyn states that staff must "review learner's progress regularly" to ensure that sufficient progress is achieved. These

formative assessments will be made through observations by myself and the teaching assistant.

It is crucial that the children's wellbeing is at the forefront of teaching.

Therefore, to ensure Donaldson's purpose of having "healthy, confident individuals", I will use the Leaven Scale to assess the extent to which the pupils are integrating themselves into the class and address these individuals' needs if required.

Within Article 12 of the UNCRC it states that children have the right to express opinions which must be valued. Therefore, during the Wednesday session the children can use their pupil voice to decide which story to read. This is practice that is echoed by the Child's Commissioner for Wales. Additionally, at no point will any of the children be treated differently to each other. The Cabinet Secretary for Education in Wales, Kirsty Williams, emphasises that all children are entitled an equal and high quality education.

In addition to this, we can collaboratively work with our network of support which is available through our local authority. Two outside agencies that I have contacted for support are the 'Learning and Inclusion Support Team' who provide support to teaching assistants in the delivery of the intervention, and also the systems leader for Powys, Imtiaz Bhatti, who is the point of call for any assistance regarding supporting EAL students. It is vital to recognise that there is specialist help available for us to utilise.

HOW?

Now for the practicalities of the intervention. Firstly, I would like to take on the new role of 'EAL Coordinator' and monitor the overall progress of these four students. I would like Mr Evans and I to complete the two day course to qualify in delivering the TP Intervention. Although this intervention will need setting up, I feel passionate that the impact will outweigh any negatives. I want to take on this responsibility and seek support from outside agencies where necessary to ensure the highest quality provision. The specific costs, which total to £2028 are detailed in the School Development Plan. However, I would like to use the funds from the Pupil Development Grant to embed this whole-school initiative in our community. Although this intervention does require funding, I believe that it is well worth our investment. The 'value added' data from Allen Edwards Primary School that I referred to earlier, reinforces the potential that this intervention has

to support our EAL students. Moreover, teaching EAL students is a rising scenario for many schools, as in England where the number rose from “7.6% in 1997 to 16.2% in 2013”. Therefore, I think this intervention is worth implementing as potentially future pupils might also benefit from this provision. To embed this practice into our school I have created an EAL policy in both English and in Czech for families to read; please take a copy. I hope you agree with me that it is paramount that we support our four new students through conducting this intervention. Thank you very much. I welcome any questions.