

### **Reasons for choosing this intervention**

I have chosen to conduct this intervention because I have not yet experienced teaching students who have English as an Additional language (EAL). Therefore, I wanted to choose research strategies to support this specific group. Additionally, I have not been able to achieve the Standard 3.3.5 which is 'teaching students in a different language to their home language'. Resultantly, this is a fantastic opportunity for my personal development in discovering possible interventions to support this specific group of pupils.

### **Intervention and Theory**

This intervention is grounded in many theoretical perspectives to ensure that excellent teaching is provided to enable pupil progression. The Czech pupils that require the intervention are transitioning into a new school with limited English language skills and so are likely to feel daunted by the experience. Symonds (2015) describes transition in school as being "a life changing event" (Symonds, 2015, p.1), whether this be transitioning through phases or into a new school environment. During Professional Teaching Experience (PTE), a child who was new to the school showed signs of reluctance to become involved in sessions. Therefore, this fear could be heightened for the Czech students due to the language barrier. Consequently, before any learning can take place the children must feel secure and safe in their new environment. The children's well-being and involvement must be monitored, particularly in the early stages of their transition because it is at this point that they are at their most vulnerable. Pound (2009) reiterates Laevers' theory, whereby children are scored based upon their involvement and well-being in sessions. Following this monitoring method will allow children to be observed and assessed throughout the whole school day. This will allow for the children to be overseen throughout all aspects of the school day. For example, during PTE Laevers' 'Leuven Scale' was implemented in the Foundation Phase to ensure that the new child was well integrated amongst peers in the playground.

The intervention should be made specific in its aims and objectives. Lingard (2005) echoes this, stating that any intervention must have a clear objective if it is to be successful. The teaching assistant that delivers the intervention will, as Vygotsky

recommends, model excellent language structure and vocabulary to support the children (Pound, 2005). This is so that the children will become immersed in accurate English language and a wide range of vocabulary. Furthermore, it is imperative that the intervention is held in a “relaxed environment” (Brooks, 2015, p.33) in order to provide children with the opportunity to openly talk in a space. Austin (2007) reiterates this, explaining that children are naturally drawn to their favoured areas. However, on PTE, it seemed that interventions were conducted in a library or kiva because it was the only spare space in the school. Additionally, outdoor activities will be implemented in the intervention to allow the children to become stimulated by the great outdoors. Pound (2005) draws attention to Montessori’s passion for learning outdoors and the abundance of stimuli readily available. Thus, the children can develop their oracy skills by expressing their opinions and feelings about what they discover when exploring the outdoors.

Moreover, the length and frequency of an intervention is another important factor to consider. NEPS (2012) suggest that interventions should be in short bursts over a half term period to provide frequent support to build on. Conversely, during PTE it was observed that interventions did not take place weekly or for a regimented time and instead it was sporadically conducted in spare time. Therefore, it is not practical to suggest short daily bursts of intervention due to other factors in the school such as guest speakers or assembly practice. Alternatively, it might be more productive to conduct a longer session once a week so that the children can have a more in-depth learning experience. Furthermore, children must be making some progress in the intervention, either academically or in their capability to achieve. This echoes what Pound (2009) comments about Dweck’s ‘Growth Mind-Set’, whereby children should be praised on their efforts, not achievement, as otherwise children will not want to step out of their comfort zone and without active contribution they may potentially fail. As a result, children should be praised for their efforts not just their academic success.

Additionally, Shinn et al. (1997) asserts that both student and teacher must evaluate the achievement attained by the student to recognise what is working and what aspects could be developed further. On the contrary, Brooks (2016) highlights that student evaluation is not effective because the children will look to please the teacher in their judgement. Therefore, when evaluating the intervention both the student and the teacher should evaluate the success of the intervention. Additionally, Richardson (2015)

emphasises that teachers already have an extensive workload, and so perhaps conducting an intervention is adding too much pressure onto teachers. On PTE, it became clear that there was sometimes not enough time or resources to conduct an intervention and consequently, the children went without. Therefore, as Pound (2009) notes in her discussion of Bronfenbrenner's theory of ecological system, teachers must seek support from wider specialist agencies to create a network to address any particular needs that the child may have and. Thus the child will be placed at the heart of the intervention.

### **Transitions and Progression in Schools**

#### **Transitions**

One important factor which all children have to experience in their school journey is transitioning from schools. Most children will only have one 'main' transition which is the change from primary to secondary school. PHE (2014) can recognise that any sort of transition for a child can be daunting and impact their mental state. Therefore, to achieve a positive transition plans must be implemented. Estyn (2013a) compliments one school for having created strong links between the primary and the secondary settings. The school discovered that students were feeling nervous to begin secondary school and this impacted their concentration in the classroom. Their intervention was the creation of open days and questionnaires to hear from the pupils what changes were required. Resultantly, this has transformed the transition into an effortless movement and relieved the students of their worries. Moreover, it is paramount that children are provided with an aspect of continuity between the schools. This can be achieved, as CEDC (2000) explain, by ensuring that bridging workshops take place between the schools to allow for a continuum of teaching styles. Furthermore, schools are beginning to act more like businesses by advertising their places in the classroom because parents have more choice of where to send their children. For instance, Williams (2018) describes the positive aspects of the school in the hope of appealing to new parents for their transition to secondary school. Additionally, it is imperative that students should not be discussed as pieces of data within the transition process and instead, as the Welsh Assembly Government (WAG) (2006) asserts, schools should discuss pupils in a holistic approach which provides descriptive information. This is echoed from an observation during PTE, whereby the teacher, who knew the pupils requirements, was able to provide the high school with a personal reference rather than just their academic achievements.

### Progression

It is important that during an intervention children make progress, whether it is academic, social or both. Progression is “the building blocks of students’ learning” (Hayward et al., 2018, p.47) which indicates that certain skills need to be developed before effective learning can take place. This is echoed by Donaldson (2015) who comments that these progression steps allow a greater depth of learning. Resultantly, an intervention can allow for students to gain a deeper understanding which will be tailored to their specific needs to help them to catch up with their peers and make progress. Additionally, Donaldson’s (2015) outlook of the stages of progression is outlined in Scotland’s curriculum (2013).

### Well-being

Welsh students should be “healthy, confident individuals” (Donaldson, 2015, p.31), however, students will not achieve this if they are anxious. Therefore, children who are from a different minority ethnic group might feel segregated from their peers. Arshad et al (2012) asserts that teachers must support students in recognising that each person is an individual who should be respected. Another strategy which can assist with the children’s transition into the school is the use of social stories. Briody and McGarry (2005) both state that simple, descriptive stories can provide children with relevant information. Therefore, the children transitioning into the school could be supported through photographs and simple sentences about the structure of the school day. Moreover, teachers should be “monitoring the well-being of the pupils” (GCR, 2018, p.26) in their class. This should take place daily to ensure that all pupils are happy. Additionally, the financial background of any new pupils must be recognised because this could potentially have a negative impact on the pupils. For example, the pupils may want to be absent from school if they are not wearing the correct uniform. Also, pupils who live in poverty possess “disadvantages and increased vulnerabilities” (JRF, 2016, p.4) and could consequently not perform as high as their peers. Living in poverty is a consistent theme across the whole of Wales. In Powys, there are 12% of 0-19 year olds living in poverty (StC, 2012). However, Powys (2017) assures families that there is an extensive range of support available for vulnerable students. During PTE, families were supported by being shown how to make an application for free school meals which benefited the families tremendously.

### Children's Rights

The Equity Act (2010) states that it is paramount that Wales is a more equal country. This is supported by the Salamanca statement (1994) which highlights the importance of equal opportunities for all. Therefore, every child should be individually monitored to ensure that they are provided with an high quality education. The United Nations Convention on the Rights of the Child (1989) echoes this, asserting in Article twenty-eight that all children have the right to receive an equal education. The children will have their voice valued in the out-of-hours club by using their pupil voice to choose which story they want to read, as recommended by the Children's Commissioner for Wales (2017). Kirsty Williams (2017) is placing a high emphasis on the importance of children receiving equal opportunities, particularly learners from specific groups. Estyn (2012) encourages schools to provide children with opportunities to lead the learning and, thus, improve their wellbeing by becoming a valued member of the class. Furthermore, schools must provide "good race relations" (WAG, 2002, p.7) which could be extended to the parents and wider community who feel worried about the potential of racial abuse.

### Stakeholders

Stakeholders are the group of people and services which all support the running of the school which the NCTL (2018) have illustrated in their diagram. As observed on PTE, one aspect of the stakeholders is the Governing Body who can provide funding for relevant initiatives. Moreover, schools must have the confidence to use their professional opinion to recognise and provide intervention. The local authority's role is a "facilitator not as an instigator" (NFER, 2006, p.23). Therefore, it is dependent upon schools which intervention they provide for their pupils. However, the local authority can support schools by providing them with external agencies for specialist support. Powys (2018) offers their schools 'Language and Inclusion Support Team' (LIST) which helps schools in ways such as supporting "Teaching Assistants to be most effective in delivering interventions and monitoring outcomes" (Powys, 2018, p.1).

### **Creation of the Clip**

One question that all educators strive to discover is "What is the key to a successful education system?" (McClatchey, 2013, p.1). During PTE, it was clear that successful teaching provides individualised support to each pupil. Therefore, a mind-map

was created to decide upon which group of pupils to devise an intervention for (Appendix A). Before deciding upon the intervention more research was conducted into the groups of pupils. Mount Street school (2016), highlights that they have students who require both EAL support and are from military families which was an interesting combination. Brendel et al. (2013) comments that military children often require pastoral support. However, Brendal et al. (2013) writes from an American perspective so this limits the accuracy for Welsh schools. Consequently, the intervention will focus solely on English as an Additional language (EAL) students. The number of EAL students has risen significantly within schools, for example in England where the number of students increased from “7.6% in 1997 to 16.2% in 2013” (EEF, 2015, p.5). This rise in EAL students is also evident in Wales. A school in Cardiff has “77% of pupils [who] speak English as an Additional language” (Estyn, 2015, p.1). Additionally Bronllys School in Powys (2013b), where the fictional St Gwendoline’s school is set, has seen a significant increase in the number of EAL students. This reinforces that EAL teaching is not restricted to cities in Wales, and so all teachers must be competent in supporting EAL students. Additionally, Estyn (2018a) writes in their new inspection guidance that EAL students must be provided with specialist support provided by local authorities to teachers. Therefore, the teaching of EAL students is a current scenario for many teachers in Wales, hence the needs for such an intervention to be developed.

One possible intervention to support the students is ‘Get Ready for Learning’. However, teaching assistants criticised this programme, commenting that the “programme was not suited for children with the lowest language skills” (Bowyer-Crane, Fricke and Hulme, 2016, p.3). Consequently, deeper analysis into possible interventions revealed that the most suited approach for the students at St. Gwendoline’s would be the WAG’s (2012) recommended intervention ‘Talking Partners’, whereby learners make “an average gain of 18 months” for their grammar and vocabulary (WAG, 2012, p.2). Talking Partners aims to provide children with “basic life skills of how to be good communicators” (TPP, 2015, p.1). The script of the clip outlines the intervention proposed for the school (Appendix B). Additionally, the school development plan assesses the current scenario of the school (Appendix C) based from the recommendations from the Estyn report (Appendix D). Before the intervention can take place the children will sit an English language test (Appendix E) to provide an understanding of the specific EAL support required. Moreover, by utilising the British Dyslexia Associations (2018) ‘Model of Fluency’ the Czech pupils can be categorised as Stage B, meaning they require an

extensive amount of language support. Also, the pupils will be tested at the beginning and end of the programme using the ‘Renfrew Action Picture Test’ (RAPT). The DfE (2017) describes the RAPT format suitable for low EAL pupils. Therefore, this will be an excellent method to measure the value added data from the beginning to the end of the intervention, which will provide evidence for the teacher’s reflection when evaluating the impact of the intervention. Moreover, a study from an English primary school (Demie, F. and Bellsham-Revell, A. (2013) revealed that Talking Partners was effective in supporting their EAL students. Their students scored 48% in their English test in 2005, before the intervention was implemented, and this figure rose to 88% in 2011 after introducing the intervention. Additionally, Demie and Bellsham-Revell, (2013) depicts a case study which underpins the impact that the ‘Talking Partners’ had on an EAL child’s language acquisition. However, this is only from a finite number of schools so the validity of the data is weaker. The Talking Partners intervention that will take place in St. Gwendoline’s school is detailed in the intervention information (Appendix F) supported by an overview of the ten week programme (Appendix G) in order to show the weekly progression. Furthermore, the students will be new to St. Gwendoline’s to highlight that this is a new scenario for the school to investigate. This has stemmed from a real school scenario, in which EAL students had “only recently joined the school” (Estyn, 2017, p.1) and indicates that although this is a new group of students, the school must provide support for the specific group. Therefore, in the creation of the clip, a school context (Appendix H) and pupil context (Appendix J) was created to set the scenario for the intervention.

To ensure that the schools inclusive ethos is adhered to, all families will be invited to join the after school session. This is to improve the Czech parent’s own English language skills but also to encourage all parents to welcome new families into the community. Therefore, an English newsletter will be sent home to all parents (Appendix K) and a Czech newsletter sent out to the Czech parents (Appendix L). Additionally, to embed the Talking Partners initiative into the school, an EAL policy can make the practice statutory in the school. Many of the ideas behind the creation of the intervention branch from researching into specific EAL policies in schools. Ultimately, EAL students must be “provided with the best opportunities to enable them to make progress” (Brendon School, 2017, p. 1). St Clare’s school (2017), recognises that EAL pupils’ language knowledge is on a continuum and that pupils require teaching tailored to them. Additionally, Ysgol Dôlafon (2017) highlights the support that is easily available from the

local authority. Therefore, an EAL policy for St Gwendoline's has been created in both English (Appendix M) and in Czech (Appendix N).

To provide the pupils with pastoral support for their transition into the school, a guide has been created for each of the Czech students (Appendix O) which will allow students to feel confident that they understand the running of the school day. In addition to this, during one of the weekly sessions the children will be encouraged to stay behind after school. This is to inspire parents to also attend and, consequently, improve their own language knowledge so that they can support their children. DfES (2004) comments that there is not enough out-of-hours learning taking place, and that it is an effective tool to gain more learning time and also to encourage parents to attend. During PTE, extra-curricular clubs, like coding clubs, were run to develop key skills when they had to be brushed over quickly during lesson time. However, on PTE it was clear that many parents did not pick their children up from school and so it might be inconvenient to expect parents to attend the session. Moreover, the environment itself is an important resource to enhance teaching. Donaldson (2015) believes that children are provided with a deeper understanding of a skill if the learning is conducted in meaningful and authentic contexts. Hence, five of the ten after-school sessions will be outside of the school premises to ensure that the children are actively involved by exploring and investigating. This philosophy is echoed by the DCW (2007) who assert the importance of children knowing their local area so that they are able to make the most of it.

Excellent schools provide students with “exceptional individualised help [...] makes a significant contribution to their outstanding performance and wellbeing” (Estyn, 2018b, p.8). This provision is supporting the children to reach their potential. However, this source is from a private school, and so its practice is not perhaps realistic with state-funded schools. However, it is imperative that the children at St. Gwendoline's school are provided with high levels of support to ensure that the relevant progress is made. Furthermore, it is paramount that the children within the intervention are monitored across the ten week period. The schools 'Incerts' assessment tool (2018) will continue to monitor the progression and depth of learning from the students across the curriculum. Moreover, to monitor the children's well-being a form has been created to be filled in by the teaching assistant to monitor the children's well-being and involvement in sessions (Appendix P). This will ensure the children's best interest is at the forefront of the intervention. In conclusion, a personal assessment and critical evaluation into the creation

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of this intervention (Appendix Q) highlights where alterations could potentially be considered if redesigning and recreating the clip.

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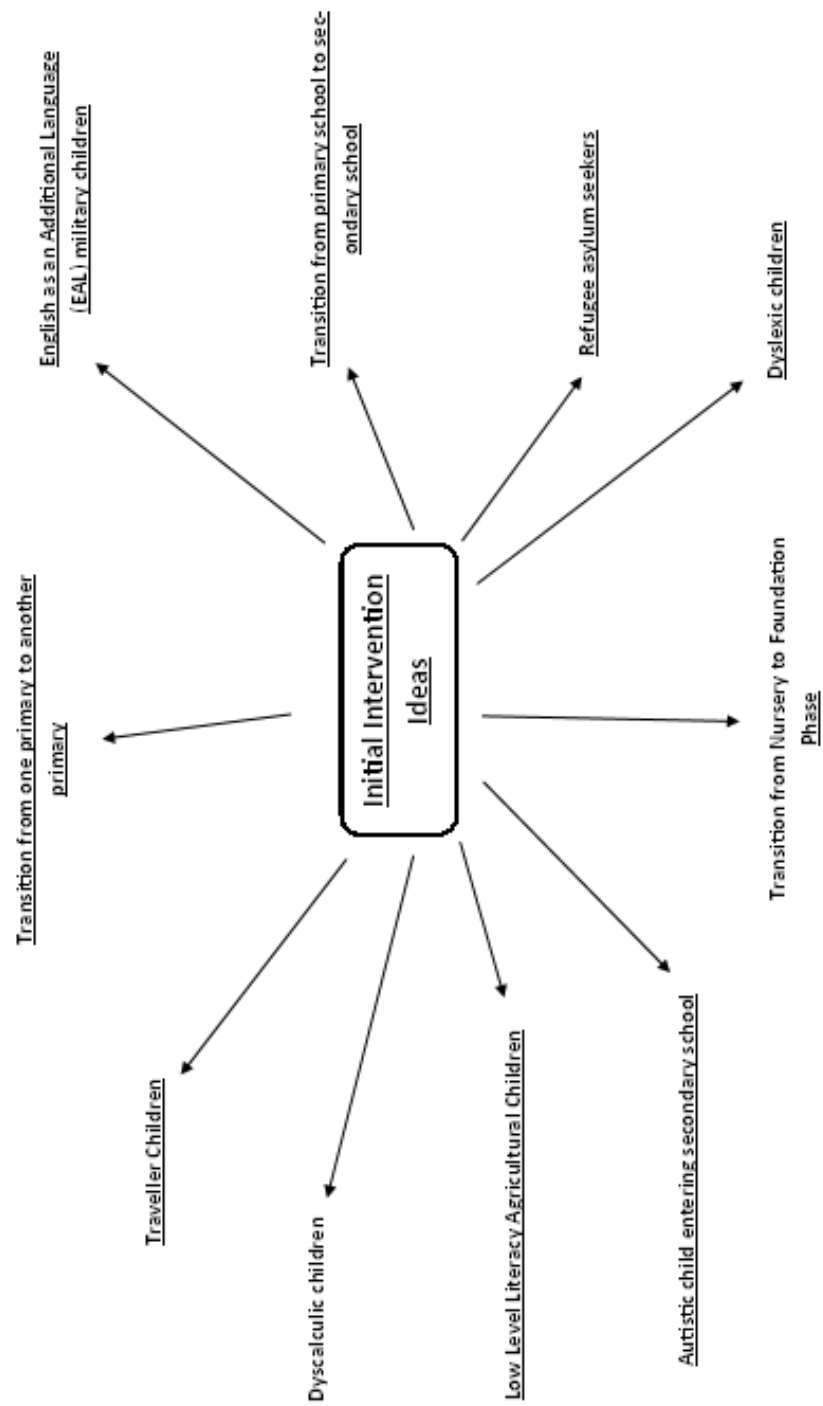
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Appendix A

## Appendix C

### School Development Plan (September 2018)

#### **Summary of Key Issue**

To provide four Czech students with an intervention to improve their language skills

- I: To run an oral intervention (Talking partners [TP]) to improve the student's language skills.
- II: To appoint an EAL coordinator to obtain the necessary training and monitor the EAL students' progression.
- III: To welcome the students and families into the community.
- IV: To diminish the achievement gap between students with EAL and their peers.
- V: To ensure that parents are kept informed about their children's intervention and progression made.

| Explain the Context: 4 new students have entered our school with Czech origins. As Estyn have acknowledged in their report, the students have a limited knowledge of English language and require urgent intervention in order to catch up with their peers. |                                                                               |                                                                                      |                                                                                   |                                                                  |                                                                                              |                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>What? Aim</b>                                                                                                                                                                                                                                             | <b>What? Objectives</b>                                                       | <b>When? Timeline</b>                                                                | <b>Who? Stakeholders</b>                                                          | <b>How much? Cost</b>                                            | <b>How effective? Measure/Review</b>                                                         | <b>How? Success Criteria</b>                                          |
| To support EAL students by providing them with an oracy programme to                                                                                                                                                                                         | To partake in TP Training.<br>To raise children's level of fluency in English | 10 weeks of intervention.<br>Tuesday: 25 minutes of TP intervention<br>Wednesday: 60 | Class Teacher<br>Miss Jones will take on the role of EAL Coordinator.<br>Teaching | Training: £1500<br>Assessment pack: £167.50<br>RAP cards: £35.50 | The gap between EAL students and their peers will have closed or decreased.<br>Review at the | Completion of RAP at beginning and end of 10 week period will provide |

|                                |                                                                                                                                                                                                            |                                                                                                                                                                  |                                                                                                                                                         |                                                                      |                                                                                |                                                                                                                                          |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| improve their language skills. | language.<br>To have one session a week this involves parents (to improve communication links and their personal literacy).<br>To hold regular meetings with parents to discuss their children's progress. | minutes of TP intervention with parents.<br>Thursday: 25 minutes of TP intervention.<br>Total of 30 intervention sessions to take place over the 10 week period. | Assistant Mike Evans will take on responsibility of delivering the intervention. Governing Body to provide the funds for the intervention from the PDG. | Best practice CD: £25 2 days of supply cover: £300.<br>Total: £2028. | end of the ten week period, will continue programme if progress is being made. | measurable data of value added. If limited progress is made, altering the method of running the intervention will need to be considered. |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|

**Appendix D**

St. Gwendoline's Church in Wales Primary School

September 2018

**Overall Judgement: Adequate****TEACHING**

The teaching in the school is of a fairly consistent standard, but does sometimes show a weakness in pupil led learning. Teacher's use a range of Assessment for Learning strategies to enhance their teaching. Additionally, the whole school uses the monitoring and assessment programme 'Incerts' which all teachers believe has had a positive impact on learners progress. However, for specific groups, the teaching is not meeting their particular needs and consequently, urgent action is required for this area.

**WELL-BEING**

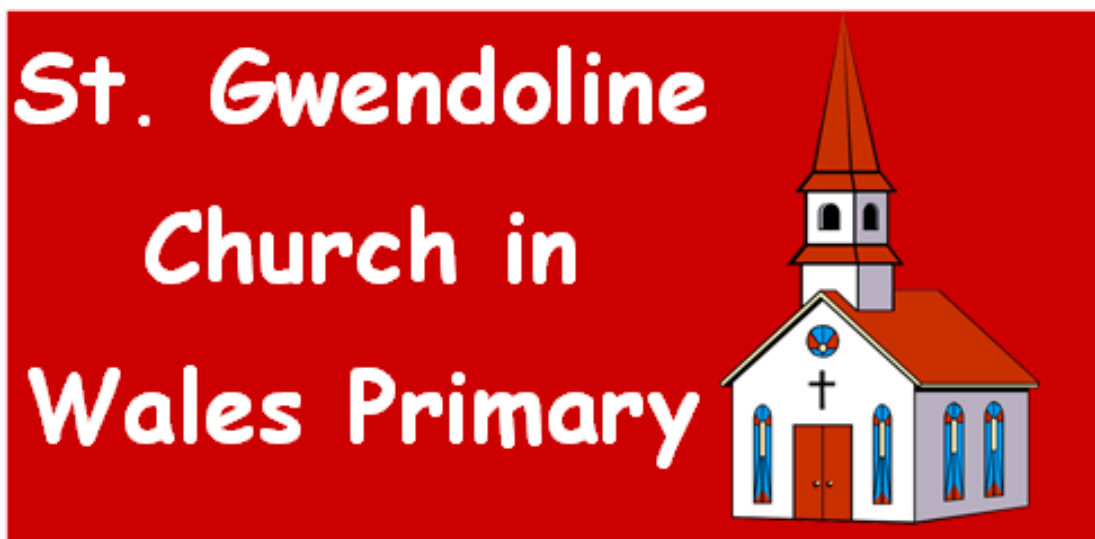
Nearly all pupils feel safe and secure in the school environment. The majority of pupil's well-being is nurtured in the school. However, for a minority group of students, they require support in their understanding the school routine due to a language barrier. Children in Key Stage Two, are not provided with enough opportunities to use the whole of the school environment in their learning, and instead are restricted to their tables and chairs in their own classroom.

**CARE, SUPPORT AND GUIDANCE**

The school has an open door policy to improve the relationship between staff and parents. However, some parents feel intimidated to enter the school through a lack of seeing the teachers, for example for parents whose children use school transport. The children do have a limited number of opportunities to use the outdoor environment in their learning.



Appendix E



**English Language Test**  
**Year Three**  
**September 2018**

*WAG. (2013) Reading sample materials: Learners' version Guidance. Cardiff: Welsh Assembly Government (WAG).*

---

## Sentence Completion

Look at the sentences below. Each one has a word missing.

Tick the box next to the word that **best** fits the gap.

You do not need to write the word in the gap.

- 1 The fox \_\_\_\_\_ past the gate.  
run ☐ ran ☐ sat ☐ sit ☐ rat ☐



- 2 Dylan's lucky number is \_\_\_\_\_.  
tree ☐ free ☐ these ☐ there ☐ three ☐



- 3 The \_\_\_\_\_ had to sweep up all the leaves.  
teacher ☐ plumber ☐ builder ☐ gardener ☐ doctor ☐



- 4 They all lived \_\_\_\_\_ ever after.  
heavier ☐ highest ☐ happily ☐ hardly ☐ happening ☐



*please turn over*

Now read all of the **boxed text** on pages 4–6.  
Then turn back to this page to start answering the questions.

### The Big Freeze

Cerys sat in the kitchen on Friday morning and stared out of the window. The winter sun stared back at her and warmed her cheeks. But this didn't make Cerys feel happy.

It was a frosty December morning and she had been waiting for a long, long time.

It didn't come every year, but it was supposed to come this year.

She had her sledge, hat and gloves ready. But she was getting impatient.

Still the snow hadn't come. Where was it?

"Staring out of the window won't make it snow any quicker. I'm sure it will be here soon. Don't worry," Mum said patiently.

"It's taking ages!" Cerys snapped back. "I just want to go sledging. And I want to build a snowman with Harvey from next door."



- 1 What was Cerys waiting for?

Tick one.

sunshine ☐

Harvey ☐

snow ☐

the postman ☐



- 2 What did Cerys get ready before playing outside?

Tick three.

coat ☐ hat ☐

scarf ☐ gloves ☐

sledge ☐



Cerys woke up very early the next morning and she knew something was different even before she jumped out of bed. It felt very, very cold and the light was brighter.

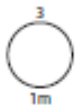
"Mum, muuuuuuum!" she screamed with excitement.

It was here, finally!



- 3 Find and copy one word which shows that Cerys had waited a long time for the snow.

\_\_\_\_\_



*please turn over*

Cerys peeped out of her bedroom window which was frosted with snowflakes. The garden was carpeted with snow and all of the cars on the road were covered in a thick blanket of snow. Just the right amount for making snowballs to throw at Harvey, she thought.

She spotted Harvey heading towards the house and quickly dressed in her warmest clothes.

It had all been worth the wait. It was Saturday and that meant hours and hours of fun outside!



- 4 In the morning, everything looked different outside.  
Draw **three** lines to show what had happened overnight.

window

covered in a thick blanket of snow

garden

frosted with snowflakes

cars

carpeted with snow

4  
1m

- 5 Put these events in the order that they happened in the story, numbering them from 1 to 5.

One has been done for you.

Mum tried to cheer Cerys up.

☐

Harvey came to play.

☐

Cerys looked out of the kitchen window.

1

Cerys put on her hat and gloves.

☐

The snow arrived.

☐

5  
1m

- 6 Put ticks to show which statements are **true** and which are **false**.  
One has been done for you.

|                                                  | True | False |
|--------------------------------------------------|------|-------|
| Cerys waited for a long time.                    | ✓    |       |
| It snowed every year.                            |      |       |
| It had snowed during the night.                  |      |       |
| The snow made it darker outside.                 |      |       |
| Cerys ran to Harvey's house to play in the snow. |      |       |



## Appendix F

### Description of my Talking Partners Intervention

#### **What?**

Talking partners is an oracy intervention which supports children with low levels of English language knowledge. It does this by providing children with opportunities to contribute to a group discussion in a safe, nurtured environment. Before the children embark on the intervention, they will need to be assessed to understand their particular needs. This should be done with any written work the children have completed along with an internal Language test. The children will be scaled from A-E (A being no language at all and E being fluent in English). The four Czech pupils have been categorised as being Scale B in their fluency and so consequently require the intervention.

#### **Who?**

The four children who are originally from the Czech Republic are the focus group. MJ will take on the responsibility of EAL Coordinator to oversee the progress that the children make. MJ will also run the Wednesday after school sessions. ME will deliver the intervention to the pupils on the Tuesday and Thursday.

The specialist support from the local authority will be: Language and Inclusion Support Team (LIST) and also Imtiaz Bhatti (an EAL Specialist Support worker for Powys).

#### **Resources**

The children's stories will be required for the three weekly sessions. Additionally the Leuven Scale form will be required to be completed at the end of every session. The RAPT picture cards will be needed at the beginning and end of the programme.

#### **Location**

The Tuesday and Thursday sessions will be held on the carpet in Class 3. Half of the Wednesday sessions will be held in the school hall. The other half of the Wednesday sessions will be held outside of the schools premises. MJ will take the children (accompanied by their parents) on an exploratory walk around the local area.

#### **Time**

The programme will run for ten weeks (although this is subject to change if, by the end of the ten weeks, children have not made as much progress as their peers). The Tuesday and Thursday sessions will be from 10.00-10.25am during the school day. The Wednesday sessions will be from 3.30-4.30pm.

### **Measurable**

From the children completing the language test at the beginning and the end of the programme, there will be measurable data produced to show the value added by this intervention. The Renfrew Action Picture Test (RAPT) will be used at the beginning and end of the programme to support an understanding as to the value added from this intervention. The RAPT involves children describing both orally and written the action taking place in a photo card.

### **Links to WG and Estyn initiatives**

Donaldson wants "healthy, confident individuals" - this initiative will allow for the Czech students to feel confident in using the English language.

Kirsty Williams wants to ensure that schools are providing equal opportunities for all of their students.

Estyn's new inspection guidance requires specific groups of students to show progress. As outlined in our Estyn report, there is a necessity to create an intervention to ensure the EAL pupils make good progress.

### **Cost**

Training: £1500.00

Assessment pack: £167.50

Renfrew Action Picture Test: £35.50

Talking Partners Best Practice CD: £25.00

Two days of supply cover: £300

Total Cost: £2028.00

## Appendix G

### Layout of Talking Partners Intervention

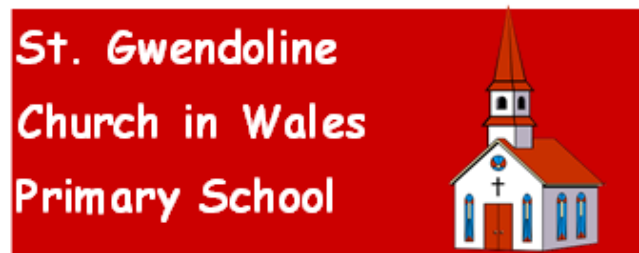
| <u>Day and Time</u>                                    | <u>Session Overview</u>                                                                                                                                                                                                                                                   |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week One</b>                                        |                                                                                                                                                                                                                                                                           |
| Tuesday 18 <sup>th</sup> September<br>10.00am-10.25am  | The children will be introduced to the book 'The very hungry caterpillar' by Eric Carle. After reading the story with the Teaching Assistant, the children will discuss what they liked about the book and what they would change.                                        |
| Wednesday 19 <sup>th</sup> September<br>3.30pm-4.30pm  | The book I will be covering is 'Room on the Broom' by Julia Donaldson. A group discussion, led by the children will develop throughout the session. A selection of books will be laid out for the children to read with their parents if they want to work independently. |
| Thursday 20 <sup>th</sup> September<br>10.00am-10.25am | The children will re-visit the book 'The very hungry caterpillar' by Eric Carle. After re-reading, the children will pick their favourite bit of the story and draw a picture. Under their picture, they will try and write a sentence in English.                        |
| <b>Week Two</b>                                        |                                                                                                                                                                                                                                                                           |
| Tuesday 25 <sup>th</sup> September<br>10.00am-10.25am  | The children will be introduced to the book 'Owl babies' by Martin Waddell. After reading the story with the Teaching Assistant, the children will discuss what they liked about the book and what they would change.                                                     |
| Wednesday 26 <sup>th</sup> September<br>3.30pm-4.30pm  | Outdoor walk: from the school, down to the park, around the rugby pitches and back to the school.                                                                                                                                                                         |
| Thursday 27 <sup>th</sup> September<br>10.00am-10.25am | The children will re-visit the book 'Owl babies' by Martin Waddell. After re-reading, the children will pick their favourite bit of the story and draw a picture. Under their picture, they will try and write a sentence in English.                                     |
| <b>Week Three</b>                                      |                                                                                                                                                                                                                                                                           |
| Tuesday 2 <sup>nd</sup> October<br>10.00am-10.25am     | The children will be introduced to the book 'The highway rat' by Julia Donaldson. After reading the story with the Teaching Assistant, the children will discuss what they liked about the book and what they would change.                                               |

|                                                      |                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Wednesday 3 <sup>rd</sup> October<br>3.30pm-4.30pm   | The book I will be covering is 'The Tiger who came to tea' by Judith Kerr. A group discussion, led by the children will develop throughout the session. A selection of books will be laid out for the children to read with their parents if they want to work independently.    |
| Thursday 4 <sup>th</sup> October<br>10.00am-10.25am  | The children will re-visit the book 'The highway rat' by Julia Donaldson. After re-reading, the children will pick their favourite bit of the story and draw a picture. Under their picture, they will try and write a sentence in English.                                      |
| Week Four                                            |                                                                                                                                                                                                                                                                                  |
| Tuesday 9 <sup>th</sup> October<br>10.00am-10.25am   | The children will be introduced to the book 'Giraffes can't dance' by Giles Andreae. After reading the story with the Teaching Assistant, the children will discuss what they liked about the book and what they would change.                                                   |
| Wednesday 10 <sup>th</sup> October<br>3.30pm-4.30pm  | Outdoor walk: from the school, up to the church, past the museum and back to the school.                                                                                                                                                                                         |
| Thursday 11 <sup>th</sup> October<br>10.00am-10.25am | The children will re-visit the book 'Giraffes can't dance' by Giles Andreae. After re-reading, the children will pick their favourite bit of the story and draw a picture. Under their picture, they will try and write a sentence in English.                                   |
| Week Five                                            |                                                                                                                                                                                                                                                                                  |
| Tuesday 16 <sup>th</sup> October<br>10.00am-10.25am  | The children will be introduced to the book 'Winnie the Pooh' by A.A Milne. After reading the story with the Teaching Assistant, the children will discuss what they liked about the book and what they would change.                                                            |
| Wednesday 17 <sup>th</sup> October<br>3.30pm-4.30pm  | The book I will be covering is 'We're going on a bear hunt' by Michael Rosen. A group discussion, led by the children will develop throughout the session. A selection of books will be laid out for the children to read with their parents if they want to work independently. |
| Thursday 18 <sup>th</sup> October<br>10.00am-10.25am | The children will re-visit the book 'Winnie the Pooh' by A.A Milne. After re-reading, the children will pick their favourite bit of the story and draw a picture. Under their picture, they will try and write a sentence in English.                                            |
| Week Six                                             |                                                                                                                                                                                                                                                                                  |

|                                                               |                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tuesday 23 <sup>rd</sup> October<br>10.00am-10.25am           | The children will be introduced to a chapter from the book 'Esio trof' by Roald Dahl. After reading the chapter with the Teaching Assistant, the children will discuss what they liked about the book, what they would change and what they think will happen next.                   |
| Wednesday 24 <sup>th</sup> October<br>3.30pm-4.30pm           | Outdoor walk: from the school, through the hospital, past the police station and back to the school.                                                                                                                                                                                  |
| Thursday 25 <sup>th</sup> October<br>10.00am-10.25am          | The children will re-visit the chapter from the book 'Esio Trof' by Roald Dahl. After re-reading, the children will pick their two favourite bits of the story and draw a picture of it. Under their picture, they will try and write two sentences in English.                       |
| HALF TERM (29 <sup>th</sup> October-4 <sup>th</sup> November) |                                                                                                                                                                                                                                                                                       |
| Week Seven                                                    |                                                                                                                                                                                                                                                                                       |
| Tuesday 6 <sup>th</sup> November<br>10.00am-10.25am           | The children will be introduced to a chapter from the book 'Cat Mummy' by Jacqueline Wilson. After reading the chapter with the Teaching Assistant, the children will discuss what they liked about the book, what they would change and what they think will happen next.            |
| Wednesday 7 <sup>th</sup> November<br>3.30pm-4.30pm           | The book I will be covering is 'Guess how much I love you' by Sam McBratney. A group discussion, led by the children will develop throughout the session. A selection of books will be laid out for the children to read with their parents if they want to work independently.       |
| Thursday 8 <sup>th</sup> November<br>10.00am-10.25am          | The children will re-visit the chapter from the book 'Cat Mummy' by Jacqueline Wilson. After re-reading, the children will pick their two favourite bits of the story and draw a picture of it. Under their picture, they will try and write two sentences in English.                |
| Week Eight                                                    |                                                                                                                                                                                                                                                                                       |
| Tuesday 13 <sup>th</sup> November<br>10.00am-10.25am          | The children will be introduced to a chapter from the book 'Horrid Henry Stinkbomb' by Francesca Simon. After reading the chapter with the Teaching Assistant, the children will discuss what they liked about the book, what they would change and what they think will happen next. |
| Wednesday 14 <sup>th</sup> November<br>3.30pm-4.30pm          | Outdoor walk: from the school, walk down the high street, through the library and back to the school.                                                                                                                                                                                 |

|                                                       |                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thursday 15 <sup>th</sup> November<br>10.00am-10.25am | The children will re-visit the chapter from the book 'Horrid Henry Stinkbomb' by Francesca Simon. After re-reading, the children will pick their two favourite bits of the story and draw a picture of it. Under their picture, they will try and write two sentences in English.  |
| Week Nine                                             |                                                                                                                                                                                                                                                                                    |
| Tuesday 20 <sup>th</sup> November<br>10.00am-10.25am  | The children will be introduced to a chapter from the book 'A mouse called Wolf' by Dick King-Smith. After reading the chapter with the Teaching Assistant, the children will discuss what they liked about the book, what they would change and what they think will happen next. |
| Wednesday 21 <sup>st</sup> November<br>3.30pm-4.30pm  | The book I will be covering is 'Handa's Surprise' by Eileen Browne. A group discussion, led by the children will develop throughout the session. A selection of books will be laid out for the children to read with their parents if they want to work independently.             |
| Thursday 22 <sup>nd</sup> November<br>10.00am-10.25am | The children will re-visit the chapter from the book 'A mouse called Wolf' by Dick King-Smith. After re-reading, the children will pick their two favourite bits of the story and draw a picture of it. Under their picture, they will try and write two sentences in English.     |
| Week Ten                                              |                                                                                                                                                                                                                                                                                    |
| Tuesday 27 <sup>th</sup> November<br>10.00am-10.25am  | The children will be introduced to a chapter from the book 'The Vile Victorians' by Terry Deary. After reading the chapter with the Teaching Assistant, the children will discuss what they liked about the book, what they would change and what they think will happen next.     |
| Wednesday 28 <sup>th</sup> November<br>3.30pm-4.30pm  | Outdoor walk: Children to devise their own walk - where would they like to go?                                                                                                                                                                                                     |
| Thursday 29 <sup>th</sup> November<br>10.00am-10.25am | The children will re-visit the chapter from the book 'The Vile Victorians' by Terry Deary. After re-reading, the children will pick their two favourite bits of the story and draw a picture of it. Under their picture, they will try and write two sentences in English.         |

## Appendix H



September 2018

### School Context

St. Gwendoline Church in Wales Primary School is situated on the outskirts of the old market town on Brecon, in Mid Powys.

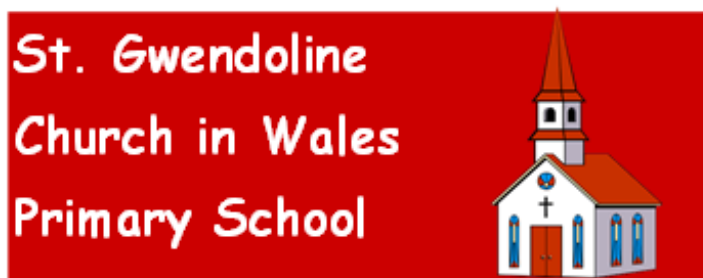
There are 125 pupils currently on roll aged between 4 and 11 into 6 classes. Currently, only a small group of pupils are eligible for free school meals.

The school has recently received a small selection of pupils who "speak English as an additional language" (Estyn, 2014, p.1) and the school must plan an appropriate action to ensure that this group of pupils are provided with the upmost support to succeed.

The head teacher has been in this post since September 2014. The leadership team is made up of a deputy head and an ALN Coordinator. This team is new since the last inspection in 2012.

The individual school budget per pupil for St. Gwendoline Church in Wales Primary School in 2018-2019 means that the budget is £4078 per each pupil. St. Gwendoline Church in Wales Primary School is 25th out of the 88 primary schools in Powys in terms of its school budget per person.

## Appendix J



September 2018

### Pupil Context

As outlined in the school context, St. Gwendoline Church in Wales Primary School has had four new pupils starting the school who speak English as an additional language. The group of four children are made up with three girls and one boy.

This students are all in Year Three and in Dosbarth Melyn. Their class teacher is Miss Jones.

The students have previously been in one Welsh school for the half term before the summer holidays. Before this, the children were living in the Czech Republic with their families. The children come from three families who have all moved over together. Two of the four children are twins.

The children have completed an internal English Language test and have all been categorised as Stage B in the Five Stage Model of Fluency.

Therefore, a plan must be put into place immediately to ensure that these children are able to receive the support they need with their language to catch up with their peers.

Appendix K

**St. Gwendoline  
Church in Wales**



St. Gwendoline Church in Wales Primary School,  
Gwendoline close, Black Mountains, Powys,  
LD3 123

**Literacy Club**

Monday 16th September 2018

Dear Parent/Guardian,

We have created a Literacy Club which will be running in school to help with children's literacy and language skills. In particular, this club will target children's reading and understanding of the text skills.

Also, as a few parents have raised questions about how best to support their children with their literacy learning, we would like to invite you to our new Literacy Club so as we can provide you with advice about how to support your children at home.

**The Literacy Club is scheduled to take place every weekly on a Wednesday from the 19th September up until and including the 28th November. The sessions will be held from 3.30-4.30 in the School Hall and in our local area. More information regarding this will be explained in our first session.**

Yours Sincerely,

-----  
**Please cross as applicable.**

I do/ do not give permission for, .....,  
to attend the 'Literacy Club' for the week beginning Wednesday 19th September up until  
28th November.

Signed ..... (Parent/Guardian)

Date .....

Contact number in case of emergency .....

Telephone: 01874 654 321 Fax: 01874 654 123

Email: [enquiry@stgwendolineciw.powys.sch.uk](mailto:enquiry@stgwendolineciw.powys.sch.uk)

Appendix L

**St. Gwendoline  
Church in Wales**



St. Gwendoline Church in Wales Primary School,  
Gwendoline close, Black Mountains, Powys,  
LD3 123

### **Klub pro gramotnost**

Pondělí 16. Září 2018

Milý rodič / opatrovník,

Vytvořili jsme klub pro gramotnost, který bude probíhat ve škole, aby pomohl s gramotností dětí a jazykovými dovednostmi. Tento klub se zejména zaměří na čtení dětí a jejich čtení pochopení textových dovedností.

Také, jelikož několik rodičů vzbudilo otázky o tom, jak nejlépe podpořit své děti pomocí jejich vzdělání v oblasti gramotnosti, rádi bychom vás pozvali do našeho nového klubu pro gramotnost, abychom vám mohli poskytnout rady, jak podporovat vaše děti doma.

**Klub pro gramotnost se má konat každý týden ve středu od 19. září do 28. listopadu včetně. Zasedání se bude konat ve dnech 3.30-4.30 ve školní síni a v našem okolí. Více informací o tomto bude vysvětleno v našem prvním zasedání.**

S úctou,

-----  
**Prosím, překračujte platnost.**

Dělám / nedávám povolení, .....  
se zúčastnit "Klubu literacy" pro týden začínající od středy 19. září do 28. listopadu.

Podepsaný ..... (Rodič/Opatrovník)

Datum .....

Kontaktní číslo v případě nouze.....

Telephone: 01874 654 321 Fax: 01874 654 123

Email: enquiry@stgwendolineciw.powys.sch.uk

Appendix M



# English as an Additional Language (EAL) Policy September 2018

**Adapted from:**

Bredon School. (2017) *Bredon School- English as an Additional Language (EAL)*. Tewkesbury: Bredon School.

Dôlafon C.P. (2017) *Ysgol Dôlafon- Policy for English as an Additional Language*. Llanwrtyd Wells: Ysgol Dôlafon.

St. Clare's School. (2017) *St. Clare's School- English as an Additional Language (EAL) Policy*. Porthcawl: St. Clare's School.

### **Introduction**

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language. i.e. pupils who have a home language other than English/Welsh and who are in the process of learning to use English as an additional language through immersion in the National Curriculum and the broader life of the school. Throughout this policy, and in other related policies and documents, these pupils are referred to as "EAL pupils" or "EAL learners". (This term is used to avoid confusion with the term "bilingual pupils" which W.A.G has adopted to mean users of both English and Welsh).

### **EAL pupils may be:**

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English speaking school;
- Born abroad, but moved to the UK at some point before starting school; or
- Born in the UK, but in a family where the main language is not English.

An EAL pupil encompasses pupils who are fully bilingual and those at different stages of learning English. Therefore, EAL pupils will need varying levels of provision.

### **Aims**

#### **EQUALITY**

To be proactive in removing barriers that stand in the way of our EAL pupils learning and success. Bilingualism is viewed as a positive and life enriching asset.

#### **DIVERSITY**

To meet our responsibilities to our EAL pupils by ensuring their equal access to the National Curriculum (and other educational opportunities) to ensure that they can achieve their educational potential.

#### **BELONGING and COHESION**

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate. The school environment promotes language development through the rich use of language.

#### **INCLUSION**

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. The school structure, pastoral care and overall ethos help EAL pupils integrate into the school whilst valuing diversity.

### **Identification and assessment**

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil.

In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- Information from the application form;
- Information from interviews with parents/guardians;
- Information from initial assessment papers; and/
- Information from previous school.

In assessment of EAL pupils, competence in English is categorised on a five point scale.  
(Over Page)

### **Provision**

EAL pupils will be provided with opportunities to make good progress. Classroom teachers have a responsibility to ensure that pupils can participate in lessons. Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.

The LEA may provide extra funding for EAL pupils to supplement the school's provision. The school will contact Powys' Learning and Inclusion Support Team to provide necessary support. This will be upon an individual basis.

Imtiaz Bhatti Systems Leader has key responsibilities for all matters relating to English as an Additional Language, within Powys Schools.

### **Monitoring and recording**

The class teacher must maintain up to date records of EAL pupils in their class whilst they are in their care.

The EAL Coordinator collates information about the student's achievement to ensure the best provision going forward.

### **Communication**

Parents and teachers will work together in the best interest of pupils with EAL.

Teachers will meet with parents on a termly basis to inform them of progress made.

The school will continue with its 'open door' policy and be willing to answer any questions parents may have.

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>New to English</b></p> <p><b>A</b></p>        | <p>The pupil may:</p> <ul style="list-style-type: none"> <li>• Use first language for learning and other purposes.</li> <li>• Remain completely silent in the classroom.</li> <li>• Be copying/repeating some words or phrases.</li> <li>• Understand some everyday expressions in English but may have minimal or no literacy in English.</li> </ul> <p><b>Needs a considerable amount of EAL support.</b></p>                                                                                                                                                        |
| <p><b>Early acquisition</b></p> <p><b>B</b></p>     | <p>The pupil may:</p> <ul style="list-style-type: none"> <li>• Follow day-to-day social communication in English and participate in learning activities with support.</li> <li>• Begin to use spoken English for social purposes.</li> <li>• Understand simple instructions and can follow narrative/accounts with visual support.</li> <li>• Have developed some skills in reading and writing.</li> <li>• Have become familiar with some subject specific vocabulary.</li> </ul> <p><b>Still needs a significant amount of EAL support to access curriculum.</b></p> |
| <p><b>Developing competence</b></p> <p><b>C</b></p> | <p>The pupil may:</p> <ul style="list-style-type: none"> <li>• Participate in learning activities with increasing independence.</li> <li>• Be able to express self orally in English, but structural inaccuracies are still apparent.</li> <li>• Be able to follow abstract concepts and more complex written English.</li> <li>• Literacy will require ongoing support, particularly for understanding text and writing.</li> </ul> <p><b>Requires ongoing EAL support to access curriculum fully.</b></p>                                                            |
| <p><b>Competent</b></p> <p><b>D</b></p>             | <ul style="list-style-type: none"> <li>• Oral English developing well, enabling successful engagement in activities across the curriculum.</li> <li>• Can read and understand a wide variety of texts.</li> <li>• Written English may lack complexity and contain occasional evidence of errors in structure.</li> <li>• Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.</li> </ul> <p><b>Needs some/occasional support to access complex curriculum material and tasks.</b></p>                  |
| <p><b>Fluent</b></p> <p><b>E</b></p>                | <ul style="list-style-type: none"> <li>• Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as a first language.</li> </ul> <p><b>Operates without EAL support across the curriculum.</b></p>                                                                                                                                                                                                                                                                                                                           |

Appendix N

**St. Gwendoline  
Church in  
Wales Primary**



**Angličtina jako doplňková  
jazyková politika**

**Září 2018**

## Úvod

Tato politika podrobně popisuje naše způsoby, jak uznat a uspokojit potřeby žáků, kteří se učí angličtinu jako další jazyk, tj. žáků, kteří mají jiný domovský jazyk než angličtinu / veštinu a kteří se právě učí používat angličtinu jako další jazyka prostřednictvím ponoření do národního vzdělávacího programu a širšího života školy. V rámci této politiky av dalších souvisejících zásadách a dokumentech jsou tito žáci označované jako "žáci EAL" nebo "žáci EAL". (Tento termín se používá, aby se zabránilo záměně s pojmem "dvojazyčné žáky", které W.A.G přijal jako uživatele angličtiny a veštiny).

### Žáci mohou být:

- Nově přijížděli z cizí země a školy;
- Nově přijížděli z cizí země, ale anglicky mluvící škola;
- Narodil se v zahraničí, ale v určitém okamžiku se přestěhoval do Velké Británie před zahájením školní docházky, nebo
- Narodil se ve Velké Británii, ale v rodině, kde hlavní jazyk není angličtina.

Žák EAL zahrnuje žáky, kteří jsou plně dvojazyční, a ti, kteří jsou v různých stádiích výuky angličtiny. Žáci žáků EAL proto budou potřebovat různé úrovně poskytování.

## Cíle

### ROVNOST

Být produktivní při odstraňování překážek, které stojí v cestě učení a úspěchu našich žáků EAL. Bilingvismus je považován za pozitivní a životní obohacující majetek.

### ROZMANITOST

Abychom splnili své povinnosti vůči našim žákům EAL tím, že zajistí jejich rovný přístup k národním kurikulum (a dalším vzdělávacím příležitostem), abychom zajistili jejich dosažení vzdělávací potenciál.

### PODPORA A SOUDRŽNOST

Poskytnout žákům EAL bezpečný, uvítací prostředí, kde se nacházejí přijali, oceňovali a povzbuzovali k účasti. Prostředí školy podporuje jazykový rozvoj prostřednictvím bohatého používání jazyka.

### ZAŘAZENÍ

Naše škola se snaží zajistit, aby měli všichni žáci přístup k rozsáhlým, vyváženým a relevantním učebním plánům. Struktura školy, pastorační péče a celkový etos pomáhají EAL žáci se začleňují do školy a oceňují rozmanitost.

### **Identifikace a hodnocení**

Identifikace a hodnocení jsou prováděny za účelem zajištění co nejvíce příslušné ustanovení pro každého žáka.

Při posuzování povahy a rozsahu uchopení žáka angličtiny mohou být použity následující metody:

- Informace z přihlášky;
- Informace z rozhovorů s rodiči / opatrovníky;
- Informace z dokladů o počátečním hodnocení; a/
- Informace z předchozí školy.

Při hodnocení žáků EAL je kompetence v angličtině zařazena do pětistupňové škály. (Přes stránku)

### **Ustanovení**

Žáci EAL budou mít příležitost dosáhnout dobrého pokroku.

Učitelé učeben mají odpovědnost za to, aby se žáci mohli účastnit výuky.

Cílem naší školy je řešit potřeby žáků EAL ve třídě.

Budou však existovat časy, kdy bude vhodné, aby děti byly z výuky staženy získat cílenou podporu.

LEA může poskytnout dodatečné finanční prostředky žákům EAL k doplnění školní péče.

Škola bude kontaktovat podpůrný tým společnosti Powys pro vzdělávání a začleňování, který bude potřebný

Podpěra, podpora. Bude to na individuálním základě.

Společnost Imtiaz Bhatti Systems Leader má klíčovou odpovědnost za všechny záležitosti týkající se angličtiny jako dalšího jazyka v rámci škol Powys.

### **Monitorování a nahrávání**

Třída učitel musí udržovat aktuální záznamy žáků EAL ve své třídě, zatímco jsou v péči.

Koordinátor EAL shrnuje informace o dosaženém výsledku studenta, aby bylo zajištěno co nejlepší řešení.

### **Sdělení**

Rodiče a učitelé budou spolupracovat v nejlepším zájmu žáků s EAL.

Učitelé se s rodiči setkávají s termínem a informují je o dosaženém pokroku.

Škola bude pokračovat v politice "otevřených dveří" a bude ochotna odpovědět na všechny otázky, které mohou mít rodiče.

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Nové do angličtiny</b></p> <p><b>A</b></p>   | <p>Žák může:</p> <ul style="list-style-type: none"> <li>• Používejte první jazyk pro učení a pro jiné účely.</li> <li>• V učebně zůstávají úplně tiché.</li> <li>• Zkopírujte / opakujte několik slov frází.</li> <li>• Pochopte některé každodenní výrazy v angličtině, ale v angličtině může mít minimální nebo žádnou gramotnost.</li> </ul> <p><b>Vyžaduje značné množství podpory EAL.</b></p>                                                                                                                                                                                  |
| <p><b>Předčasné nabytí</b></p> <p><b>B</b></p>     | <p>Žák může:</p> <ul style="list-style-type: none"> <li>• Sledujte každodenní sociální komunikaci v angličtině a zapojte se do vzdělávacích aktivit s podporou.</li> <li>• Začněte používat mluvenou angličtinu pro sociální účely.</li> <li>• Pochopte jednoduché pokyny a můžete sledovat vyprávění / účty s vizuální podporou</li> <li>• Rozvíjeli některé schopnosti v čtení a psaní.</li> <li>• Zjistěte se s některými slovníky pro konkrétní předměty.</li> </ul> <p><b>Stále potřebuje značné množství podpory EAL pro přístup k učebním plánům.</b></p>                     |
| <p><b>Rozvíjení kompetencí</b></p> <p><b>C</b></p> | <p>Žák může:</p> <ul style="list-style-type: none"> <li>• Účast na učicích se aktivitách s rostoucí nezávislostí.</li> <li>• Být schopen se vyjádřit sebe ústně v angličtině, ale strukturní nepřesnosti jsou stále zřejmé.</li> <li>• Gramotnost bude vyžadovat trvalou podporu, zejména pro pochopení textu a psaní.</li> </ul> <p><b>Vyžaduje trvalou podporu EAL, aby plně osvojila učební plán.</b></p>                                                                                                                                                                         |
| <p><b>Kompetentní</b></p> <p><b>D</b></p>          | <ul style="list-style-type: none"> <li>• Ústní angličtina se dobře rozvíjí a umožňuje úspěšné zapojení do aktivit v rámci učebních osnov.</li> <li>• Dokáže číst a rozumět široké škále textů.</li> <li>• Písemná angličtina nemusí být složitá a obsahuje příležitostné důkazy o chybách ve struktuře.</li> <li>• Potřebuje určitou podporu pro přístup k jemným nuancům významu, ke zdokonalení anglického užívání a k rozvoji abstraktní slovní zásoby.</li> </ul> <p><b>Potřebuje nějakou / příležitostnou podporu pro přístup ke složitému materiálu a úkolům kurikula.</b></p> |
| <p><b>Plynulý</b></p> <p><b>E</b></p>              | <ul style="list-style-type: none"> <li>• Může pracovat v rámci učebních osnov na úrovni kompetence což odpovídá žákovi, který používá angličtinu jako první jazyk.</li> </ul> <p><b>Operuje bez podpory EAL v učebních osnovách</b></p>                                                                                                                                                                                                                                                                                                                                              |

Appendix O



# Guide around our School!

Průvodce po naší škole!



This is the way you will  
come into the school.

Takto přijdete do školy.



This is the cloakroom  
to hang your bag and  
coat.

Jedná se o šatnu, kde můžete zavěsit  
tašku a kabát.



These are the toilets  
for our class.

To jsou toalety naší třídy.



This is the carpet to  
sit on when told to.

To je koberec, na který sedíte, když je  
to řečeno.



These are our tables.  
We sit at these to do  
our work.

To jsou naše tabulky. Sedíme u nich,  
abychom vykonali naši práci.



This is where you can  
play outside.

Zde můžete hrát venku.



This is where we eat  
our lunch.

To je místo, kde jedíme náš oběd.

Appendix P

**Observation of involvement**      Date:

Group:                      Number of Children:                      Number of Supervisors

Rank the children 1-5 for their well being and involvement.

1—Extremely Low, 2—Low, 3—Moderate, 4—High, 5—Extremely High

| Name of child |  | Observation | Involvement and Wellbeing   |                              |
|---------------|--|-------------|-----------------------------|------------------------------|
| 1             |  |             | <input type="radio"/><br>WB | <input type="radio"/><br>INV |
| 2             |  |             | <input type="radio"/><br>WB | <input type="radio"/><br>INV |
| 3             |  |             | <input type="radio"/><br>WB | <input type="radio"/><br>INV |
| 4             |  |             | <input type="radio"/><br>WB | <input type="radio"/><br>INV |

## Appendix Q

### Critical Evaluation of my Clip

#### **Positives**

Overall, I am pleased with the outcome of my clip because I think I have achieved the learning objective of answering the who, what, when, where, why and how of my intervention. I am glad I used a Power Point presentation to support my clip and enhance the statistics and key references mentioned. Without explicitly naming theorists, I believe I have alluded to their theoretical perspectives and embedded them into my intervention. From analysing the Estyn background reports, I have chosen a specific group of pupils that are prominent in many schools. Therefore, this intervention might possibly be used once I am qualified. However, as I currently have not taught any EAL students during my Professional Teaching Experience, I thought this would be an interesting area of research to conduct. Furthermore, it links to the Standard 3.3.5 of teaching students whose language spoken in school is different to that at home. I would therefore, like to use this research in my Professional Development Profile in achieving the Qualified Teacher Status. Within my clip itself, I have ensured that although I have found critics that support my view of implementing Talking Partners, I have also discussed the possible limitations of such an intervention. Therefore, I believe I have shown the practicalities of implementing this intervention into a school.

#### **Areas for development**

I am disappointed that although I did contact a school to observe EAL provision at the beginning of the module, they were unable to fit me in due to a busy schedule. I would have liked to have viewed a school, but instead of dwelling on my disappointment, I decided to ensure that I researched incredibly widely to gain various perspectives of EAL provision. In my reading, although I have read widely, I think in hindsight that I would have liked to have read more journals to balance the literature analysed. Moreover, my script for the video was lengthy and, as such, I did have to speak quickly to ensure that I met the ten minute deadline. I hope that even though I spoke quickly, I did not confuse my audience with the information about the intervention. Additionally, I made the choice to not begin filming until after the penultimate lecture to ensure that I had all of the content from the lecturers. Perhaps I could have left more time to film my video; however, I think that my choice to wait outweighed any negatives for not doing so. In addition to this, I chose to record my clip in its entirety rather than smaller pieces and editing them together. This is because I have previously been criticised for not executing the editing to a high enough standard. Therefore, I thought my clip would appear completed to a higher standard if filmed in one smooth video.

#### **Moving forward**

To ensure that I would not have to speak too fast in my video, I need to become more concise in my writing. This would allow me to speak at a slower pace and, thus, take my time in expressing my ideas. Furthermore, as mentioned earlier, I believe that I need to read from a wider literature base, for example from journals, to ensure that both past and present perspectives are considered. Finally, when writing an essay I would write a first draft and after any lectures, add to the content with relevant information. Therefore, I should take this on board in regards to a video. I could have filmed the video earlier on, which would ensure that I had something to hand in, and then if required at a later date, re-filmed the clip with an updated version of the script. I think this would have made me feel less pressure that everything was being finished at the last minute because I am usually very conscious of finishing first drafts in advance of the deadline.

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**Link to Youtube Video of my clip**

<https://youtu.be/E5ZmSMrdxE>

## STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

| Generic Assessment Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks available | Marks awarded |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------|
| <b>1. Engagement with Literature Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 20              |               |
| I have read an extensive range of relevant literature relating to transition and progression in schools. In my file, I have annotated every piece of literature with my thoughts and ideas. I have varied the literature from grounded theoretical perspectives (like Vygotsky) to specific policies and practice (Estyn recommendations). Additionally, I have shown how my intervention will be effective through triangulating the theory, with policies and current practice. I have made every effort to ensure that I have followed the Harvard Referencing Guidelines correctly and so consequently have referenced accurately.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |               |
| <b>2. Knowledge and Understanding Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20              |               |
| I believe I have shown a clear and wide understanding of the key aspects relating to pupil progress. Also, I have illustrated how my ideas have developed from a range of ideas to honing in on my specific intervention. For my chosen intervention, I have highlighted that there might be potential limitations when implementing this intervention. In doing this, I have offered alternative solutions or viewpoints to consider.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |               |
| <b>3. Cognitive and Intellectual Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 20              |               |
| I have stated the reasons behind why I have chosen this particular intervention, e.g. there are a growing number of students who require this sort of support. Also, it is of personal interest to me as I have not experienced teaching students with English as an Additional language of Professional Teaching Experience in my first two years and so I wanted to conduct some research into this area in case I didn't come across any students in this particular group on my final PTE. Also, I have not been able to achieve the Standard 3.3.5 of teaching students where their home language is different to the language they are begin taught in at school and so I thought this research could perhaps become a piece of evidence indicating my newfound knowledge. Additionally, I have backed up my intervention with tried and tested practice, and have the data to justify this improvement for my intervention. The aspect which is an original idea (going on an outdoor walk as part of the intervention) is back up with theoretical evidence about the importance of outdoor learning (Montessori). I believe that I have been convincing in the whole of my proposals for the intervention through backing up all of the aspects with relevant evidence. I believe I have made a very good link to current and future practice also (Donaldson). In my video, I have spoken about evaluating the potential impact for the students and also acknowledged that it is unlikely that all students will make the same progress. Finally, I have noted where, in my research, the author of some of |                 |               |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--|
| the articles might change the aspect of the article, for instance, where I have found research out about English schools, I have mentioned this to ensure accuracy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |  |
| <b>4. Practical Application Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>20</b> |  |
| I believe that my clip targets the specific audience of governors/staff, e.g. there are no theorists in explicitly in my video, yet I have used their research to underpin my practice. I have included a small aspect of Donaldson in my video as it is current and I think that staff would like to know how this intervention links to Donaldson (because it is so imperative in schools presently!). I think that the tone of my voice is appropriate from the perspective of a teacher and presenting to fellow professionals. I have kept my language formal and academic. I think I have shown a clear knowledge of the intervention with a specific aim. I have looked into the practicalities and limitations that might arise when integrating this intervention into a school with a whole school approach. I strongly believe that I have addressed the who, what, when, where, why and how in my presentation to the governors. |           |  |
| <b>5. Transferable Skills for Life and Professional Practice</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>20</b> |  |
| I have ready very widely to provide myself with a larger platform of background knowledge. However, I have carefully selected the relevant information to put into my file and to consequently mention in my video. I have used formal language in my presentation. In my reading, I believe that through my annotations on my articles show my thought process in selecting and devising my intervention. I have accompanied the articles with longer pieces of writing which have been written in an academic way. A bibliography can be found at the back of my file.                                                                                                                                                                                                                                                                                                                                                                     |           |  |

| Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed. ) | Late Submission Penalties (tick if appropriate) |  | % |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--|---|
|                                                                                                                                                                                                     | Up to 1 week late (40% Max)                     |  |   |
|                                                                                                                                                                                                     | Over 1 week late (0%)                           |  |   |

