

## **Proposed Agenda for EAL Learning Walk**

### **Purpose of the Learning Walk:**

A learning walk is a focused journey around the school to

- Find evidence to support the identification of an area for development
- Enable visioning for further improvement
- Observe the putting into practice of a new approach
- Assess the impact of the implementation of the new approach, whether it be an agreed initiative and/or strategy, and to identify what else needs to be done
- Present evidence to show the consistency of the implementation of this new approach

### **Expectations for teaching and learning of pupils for whom English is An Additional Language**

Ofsted has a very clear view of how pupils with EAL should be supported to develop their English language skills and access the curriculum, in order to achieve good learning and progress. The key advice is;

1. Learners will be at different stages of English language acquisition (from complete beginner to advanced bilingual), but even those at the same stage of English language acquisition will have different backgrounds and needs. For example, they will have had different experiences of schooling overseas. Some will be literate in other languages and might already have developed concepts in other subjects, such as science and mathematics, through another language. Others will have had little or no formal education and might not be literate in any language. Some will be gifted or talented; others will have learning difficulties and/or disabilities.

Ofsted has published a number of guidance materials recently that should inform the learning walk. They advise that;

2. Specialist EAL support should be available for new arrivals from qualified teachers or teaching assistants who have received appropriate training and support. More advanced learners of English should have continuing support in line with their varying needs as they develop competencies over time.
3. Class/subject teachers should plan collaboratively with EAL support teachers or teaching assistants. There should be a focus on both language and subject content in lesson planning.
4. The progress and attainment of all EAL learners, including those who are advanced bilingual learners, should be closely monitored so they are doing as well as they can. The cognitive challenge should remain appropriately high and not be reduced because the English language demand has been reduced. EAL learners' conceptual thinking may be in advance of their ability to speak English.
5. All EAL learners have a right to access the National Curriculum and the Early Years Foundation Stage. This is best achieved within a whole school context. Pupils learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models.

6. Any withdrawal of EAL learners from a mainstream class should be for a specific purpose, time limited and linked to the work of the mainstream class; the subject/class teacher should be involved in all the planning.
7. The school development plan should have clear objectives and strategies for the needs of EAL learners.
8. There should be regular training for all staff on the needs of EAL learners.
9. Any additional funding for EAL learners should be deployed strategically to support new arrivals as well as advanced bilingual learners.

***(English as an additional language: Briefing for section 5 inspection, Ofsted, January 2013)***

So an EAL learning walk will need to focus on the school's ability to provide high quality teaching & learning and support through

- ✓ Assessment & Identification processes
- ✓ Target setting for English language(reading, writing, speaking & listening) skills acquisition
- ✓ Quality of subject teachers' planning for ensuring access to the language and subject content requirements of the lesson
- ✓ Quality of planning and delivery for in-class support and withdrawal sessions
- ✓ Quality of assessment for learning for students' at the early stages of English language acquisition
- ✓ Quality of monitoring and tracking of this group of students' acquisition of English language skills
- ✓ Arrangements for support and access to in-school and external tests and examinations
- ✓ Professional development of all staff relating to development of English as an Additional Language (both for the EAL team, and subject teachers)
- ✓ The strategies the school uses to develop the writing skills of EAL students from Level 4 (En) and above

Evidence will include;

- Lesson observations
- Scrutiny of policy & planning
- Brief visits to lessons
- Walks around the school during non-lesson time
- Discussions with relevant staff
- Scrutiny of student's work
- Scrutiny of the learning environment
- Discussions with EAL students (in receipt of additional provision)

Suggestions for format of the day:

Focus	With whom?	Comment
Review of lesson observation evidence		What evidence is there in recent lesson observations that all adults are promoting reading/writing/speaking & listening skills of EAL students?
Scrutiny of policy & planning		Is there a school EAL policy? How does the school know it is being implemented across the curriculum?  Discussion with EAL lead – to include focus on development of higher level writing skills.  Analysis of sample of curriculum planning across subjects and key stages  How is EAL planned across the curriculum?
How are identified students' EAL targets addressed in lesson?		Scrutiny of sample of EAL students' targets and lesson plans. Is there a match? Is differentiation good enough?
How well are the staff trained in the teaching and learning of students with EAL – and what is the evidence that this training is implemented and having an impact on progress and achievement for students with EAL?		Review of CPD programme for literacy for groups of staff (teaching and non-teaching)
What is the contribution of ICT to promote & develop language acquisition for EAL learners		Discussion with ICT co-ordinator(s)
Brief visits to lessons		This is to note how many opportunities there are in brief lesson visits to promote learning for students at different stages of EAL acquisition
Walks around the school during non-lesson time		Break and lunch times are good times to talk to EAL students about how the school helps them with their learning
Discussions with relevant staff		Have a think about which staff could contribute re EAL development activities in the school
Scrutiny of student's work		Scrutiny of En, Ma, Sc workbooks of sample of EAL learners – does the evidence support the EAL

		targets?
Scrutiny of the learning environment – how does it promote language acquisition for EAL learners?		A walk around the school would be useful here.
Discussions with students		A short discussion where the students talk about their experiences of the support provided by the school for the development of their English language skills?
Language skills in the wider community		How does the school support parents and the local community to develop English language skills and literacy? Can we audit the opportunities for EAL students to participate in communication in the wider community and extracurricular activities?
Equalities and discrimination		Do all EAL students in the school have good access to high quality teaching that enables them to develop their English language skills?

**Programme will therefore need to include;**

1. Meetings with
  - a. Lead for Progress & Achievement
  - b. Lead for Teaching & Learning
  - c. Lead for EAL provision
  - d. Group of teachers
  - e. EAL TAs
  - f. Group of EAL students in receipt of additional EAL provision
2. Scrutiny of planning, students' workbooks
3. Learning walk during lessons
4. Learning walk at lunchtime / break time
5. Feedback to SLT