Primary
National Strategy

Excellence and Enjoyment: learning and teaching for bilingual children in the primary years

Introductory guide:
supporting school improvement

department for
education and skills
creating opportunity, releasing potential, achieving excellence

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Excellence and Enjoyment: learning and teaching for bilingual children in the primary years

**Introductory guide:
supporting school improvement**

Defining terms

EAL stands for English as an additional language and recognises the fact that many children learning English in schools in this country already know one or more other languages and are adding English to that repertoire.

Bilingual is used to refer to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.

Advanced learner of EAL is a term used by Ofsted to describe children who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are children, often born in this country, who appear to be fluent in ordinary everyday conversational contexts, but who require continued support in order to develop the cognitive and academic language necessary for educational success.

Minority ethnic group is used in this publication for all those groups other than the white British majority. Although children from these groups may well form the majority in some school contexts, they are still members of groups in a minority nationally and will continue to be referred to as children from minority ethnic groups. Most children learning EAL are from minority ethnic groups. School Census data shows that only a very small percentage of EAL learners are white.

Acknowledgements

Preface

This publication aims to support schools and settings in promoting the progress and achievement of all learners.

It is underpinned by the three principles of the National Curriculum inclusion statement:

- Setting suitable learning challenges

- Responding to pupils' diverse learning needs

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The Primary National Strategy model of three circles of inclusion illustrates these three principles in practice, and has been used to ensure that this publication will support the learning of children with diverse needs.
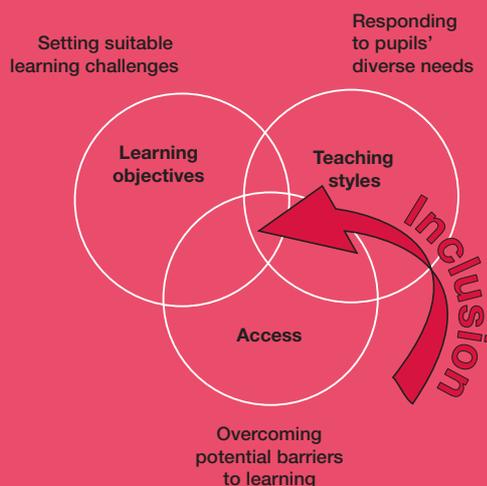
Teachers will need to further adapt the materials for individual children. Some examples of how teachers who have used the materials have done this for their classes have been provided. These are examples only – the particular choice of appropriate learning objectives, teaching styles and access strategies lies with the informed professionalism of the teacher, working with teaching assistants, other professionals, parents/carers and the child.

General introduction

This is the Introductory guide to a set of materials: *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years.*

The materials consist of the following:

> **Introductory guide: supporting school improvement**
>
> Unit 1: **Planning and assessment for language and learning**
>
> Unit 2: **Creating the learning culture: making it work in the classroom**
>
> Unit 3: **Creating an inclusive learning culture**
>
> Unit 4: **Speaking, listening, learning: working with children learning English as an additional language**
>
> **Professional development modules** (PDMs) linked to the units and designed to support school-based CPD
>
> Three fliers: **First language for learning**, **ICT for EAL** and **Information for school governors**
>
> A '**route map**' providing an overview of and some guidance for using these materials
>
> A **CD-ROM** containing a variety of additional materials which are referred to throughout the pack
>
> A **DVD** providing some exemplification, particularly of the material related to speaking and listening
>
> An apple symbol is used to highlight practical strategies for teachers.

Contents

The current context

In recent years significant progress has been made in raising standards for children in primary schools. Many individual children from minority ethnic groups, including those for whom English is an additional language, are achieving impressive results. However, this is not true for all children who are learning EAL or learning through EAL.

There is a strong emphasis in *Excellence and Enjoyment: A strategy for primary schools* (which outlines the Primary National Strategy) on personalising learning to meet individual children's needs and on ensuring that the education system is not discriminating against any particular group of children.

Ensure every child succeeds: provide an inclusive education within a culture of high expectations.

Excellence and Enjoyment: A strategy for primary schools (DfES 2003)

Children and young people have told us that five outcomes are key to well-being in childhood and later life – being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well-being. Our ambition is to improve those outcomes for all children and to narrow the gap in outcomes between those who do well and those who do not.

Every Child Matters (2004)

Our vision is simple: real equality of opportunity and the highest possible standards for all pupils in all schools. We have argued the case here for seeing the needs of minority ethnic pupils as an integral part of all mainstream policies and programmes, rather than simply an add-on. The requirements of the Race Relations (Amendment) Act and improved national data collection provide both an opportunity and a challenge.

Aiming High: Raising the achievement of minority ethnic pupils (DfES 0183/2003)

Personalisation is the key to tackling the persistent achievement gaps between different social and ethnic groups. It means a tailored education for every child and young person, that gives them strength in the basics, stretches their aspirations, and builds their life chances. It will create opportunity for every child, regardless of their background.

Higher Standards, Better Schools for All (2006)

The cycle of school improvement

How well are we doing?
How well should we be doing?
What more can we aim to achieve?
What must we do to make it happen?
What will it look like when we have succeeded and how will we know?

Excellence and Enjoyment: learning and teaching for bilingual children in the primary years will help schools answer these questions. The materials contained in this Introductory guide and the accompanying practical units, fliers and CD-ROM will provide support for the process of identifying priorities, considering the key features of effective practice, agreeing priorities for action, defining success criteria and monitoring progress – with the ultimate aim of ensuring that bilingual learners receive the support they need to reach the standards of which they are capable.

The well-known five-stage model for using self-evaluation and CPD to address areas for improvement can be used to address the achievement of bilingual learners.

1. How well are we doing?

School self-evaluation including use of assessment data analysed with reference to ethnicity, and of EAL diagnostic tools to gather evidence of current practice and its effectiveness.

2. How well should we be doing?

Use of school self-evaluation to compare current practice with best practice. Comparison of standards and progress with national standards and similar schools.

3. What more can we aim to achieve?

Identification of strengths and areas for development, focusing on learning and teaching. Agreeing of priorities for improvement and outcomes with stakeholders.

4. What must we do to make it happen?

Formulation of focused action plans with clearly defined outcomes and explicit CPD links to these materials.

5. What will it look like when we have succeeded and how will we know?

Evaluation of progress and impact against success criteria.

The background

In 1996 a review of research undertaken in this country on behalf of Ofsted revealed that schools were consistently failing children from some minority ethnic groups (Gilbourne and Gipps 1996). In response the DfES drew up an action plan to address this, which included commissioning more research into the most effective ways of managing support and the characteristics of those schools that were effective for minority ethnic pupils (Blair and Bourne 1998).

Characteristics of effective schools

Research into the characteristics of effective schools (DfES 1998, Ofsted 2004) and of effective leadership in multi-ethnic schools (NCSL 2005) found that schools which have successfully implemented strategies to raise the achievement of children from minority ethnic groups are schools with:

- **leadership and management which demonstrates:**
  - a strong and determined lead on race equality;
  - evaluation-led improvement;
  - development of the school as a professional learning community which recognises the benefits of collaboration;
  - a focus on data collected and analysed by ethnicity, gender and first language;
  - ambitious targets for attainment and achievement;
  - data used to inform effective use of resources;

- **an approach to learning and teaching which demonstrates:**
  - a curriculum which is broad and rich, inclusive and relevant;
  - high reliability in teaching the core subjects;
  - a clear focus for developing language across the curriculum;
  - appropriately scaffolded and cognitively demanding learning opportunities;
  - effective use of assessment for learning;
  - effective use of specialist expertise within the classroom;
  - use of children's linguistic, cultural and ethnic heritages to enhance learning;

section 1

- **a culture and ethos within which the following are demonstrable:**
  - everyone feels safe and valued;
  - a commitment to tackling underachievement and achieving high standards for all;
  - linguistic, cultural, religious and ethnic diversity are valued and celebrated. Diversity is seen as an opportunity, not a reason for underachievement;
  - practitioners have high expectations of children and encourage them to have high expectations of themselves;
  - children are encouraged to believe in themselves and take responsibility for their learning;
  - parents, carers and families are seen as partners and actively involved in their children's learning.

Aiming High

In 2004, following wide consultation, the DfES launched its strategy for ethnic minority pupil achievement – Aiming High – which included working in partnership with the Primary National Strategy to develop, through a pilot initiative, a programme to focus on meeting the needs of those children defined by Ofsted as 'advanced' learners of EAL. This referred to children who are beyond the initial stages of acquiring English as an additional language – those children, often born in this country, who appear to be appropriately fluent for their age in everyday face-to-face conversational contexts but who require continued support in order to develop the cognitive and academic language necessary for academic success.

The introduction of the School Census and the updated ethnicity codes (2001) make available extensive data on differential attainment by ethnic group and other pupil characteristics. Data from the School Census continues to show a disparity between ethnic groups which increases over the course of schooling, as well as underachievement for some groups of bilingual learners who are beyond the initial stages of learning English. The statistical information available nationally, together with the tools available for recording and analysing school data (Pupil Achievement Tracker), supports headteachers, governors and leadership teams in the process of school improvement and leads to a much better understanding at school level of the needs of different ethnic groups, including those for whom English is an additional language.

Schools and local authorities (LAs) have a legal duty, under the Race Relations (Amendment) Act 2000, to promote race equality. This includes making sure that every child has the opportunity to achieve the highest possible standards and leaves primary school equipped for the next stage of his or her education. Central to this duty is a requirement to collect and analyse attainment and other data by ethnic group and put in place strategies, including target setting and monitoring, to close gaps in achievement.

The importance of ethos

Successful schools work hard to create a positive school ethos which actively creates, develops and maintains a culture of mutual respect for its learners, staff and the community that it serves. In these schools there is a clear focus on analysis of individual pupil data and provision of high levels of support and challenge to enable all children to achieve their best. Current figures (2006) show that 12.5% of children in our primary schools are learning EAL and that British Asian children make up over 40% of these. Within this the largest group is of Pakistani heritage (3.3%) and the remaining 9.2% is made up of diverse groups from many minority ethnic backgrounds. The demographic context is ever changing and therefore demands that all schools are aware of strategies to support children learning EAL.

While no school intentionally sets out to discriminate against a particular group of children, if a group or groups of children feel that they do not belong or have a share in the school's culture, this impacts significantly on their attainment and ultimately, their life chances. A survey commissioned for Islam awareness week in 2002 by the Islamic Society of Great Britain, conducted by YouGov, reported that many Muslim young people do not feel a 'sense of belonging' in British society.

Many of the children learning EAL who are currently underachieving in British schools include children from Pakistani and Bangladeshi heritage families. These materials keep this particular underachieving group in mind because they are the majority group at risk. However, the principles can and should be applied in schools' own contexts. It is essential that schools also pay heed to the many bilingual learners who, while achieving national standards, are still underachieving in comparison to their own potential.

Schools have statutory duties under the **Race Relations (Amendment) Act 2000** to:

- **provide equality of opportunity**;
- **tackle unlawful racial discrimination**;
- **promote good relations between members of different ethnic communities**.

Each one of these three duties supports the other two.

Learning to recognise and resist bias, prejudice, racism and stereotyping within a school ethos where everybody feels safe, secure, valued and respected supports the achievement of pupils from minority ethnic groups and prepares all children to participate in an ethnically, culturally, linguistically and religiously diverse society. In addition to learning more effectively, children who feel secure and valued are also more likely to have a sense of personal and cultural identity which is confident and open to development. They will also be more accepting of other diverse identities.

For further exploration of this important aspect, see the work of Robin Richardson (1999, 2004) and both Unit 3 and PDM 7 of these materials.

Learning and teaching for bilingual children in the primary years

These materials aim to support primary schools to secure an appropriate context for raising the achievement of children learning EAL.

The intended outcomes for children are:

- greater progress, higher achievement and attainment;

- acquisition of the language, literacy and mathematical skills necessary to equip themselves for life in secondary school and beyond;

- increased recognition and understanding of their own bilingualism, and confidence in using their whole language repertoire for learning;

- raised awareness of the range of strategies they can use for their linguistic, cognitive and academic development.

The materials have really helped us identify which of our pupils have not been reaching their potential … because they have helped all the staff understand the difference between conversational fluency and cognitive and academic proficiency and to identify key areas which require attention in terms of planning for teaching and learning.

The materials, including the CPD sessions summarised in Appendix 1, are designed to support improvement in schools where raising the achievement of children learning EAL is a priority. They will help schools to:

- develop the role of the leadership team in leading this school improvement priority;

- develop and establish effective school self-evaluation processes which will foster sustainable high standards and excellence for children learning EAL;

- develop the coordination of provision for EAL as part of the responsibility of a distributed leadership team;

- collect, analyse and interpret data in order to target action and resources effectively;

- review their current practice in order to set priorities and develop a cycle of continuing self-review and improvement;

- provide materials and approaches to support school-based CPD to develop key knowledge, understanding and skills for all staff.

The guidance and resources provided by these materials build further on the Primary National Strategy CPD materials: *Excellence and Enjoyment: learning and teaching in the primary years* (DfES 0518-2004 G).

These materials aim to support practitioners and schools to:

- understand and apply the key principles of EAL pedagogy in their daily practice;

- understand the opportunities afforded by the broad curriculum for the development of the additional language;

- explore learning and teaching approaches, including bilingual strategies and the use of ICT, which facilitate access to the curriculum and additional language development for children learning EAL;

- provide conditions for learning which value diversity, and promote confidence and a sense of belonging;

- develop effective partnerships with parents, carers, families and communities.

The greater part of the guidance refers to learning and teaching within Key Stages I and 2; there is also, throughout the guidance, exemplification from and reference to the Foundation Stage as a part of the Primary National Strategy.

School leaders and practitioners should refer to curriculum guidance for the foundation stage, 'Communicating Matters' and the Early Years Foundation Stage (EYFS), a statutory framework for childcare and education, which all providers working with children from birth to compulsary school age will be required to deliver from 2008.

Also referenced are the *Independent review of the teaching of early reading* (The Rose Report), DfES, 2006 and the *Primary Framework*, DfES, 2006.

All aspects addressed in these materials are relevant to schools with few EAL learners, or could be used as part of an induction programme for teachers joining a school where the other staff have already undertaken CPD.

A 'route map' has been provided as an A3 poster to guide schools through these materials. By using this map, which shows possible starting points, schools will be able to identify their own pathways through these materials to match their own circumstances and priorities.

Section 2 Personalised learning: inclusive pedagogy

This section summarises the research base and background for the development of these materials and outlines the key features of EAL pedagogy.

Planning learning experiences and matching teaching approaches and children's learning needs is at the heart of personalised learning and is inclusive of all children. However, there are further factors that will influence the pedagogic approaches adopted by teachers when planning to meet the needs for specific groups of children.

Excellence and Enjoyment: learning and teaching in the primary years, Creating a learning culture: Classroom community, collaborative and personalised learning (DfES 0522-2004G).

Personalisation is the key to tackling the persistent achievement gaps between different social and ethnic groups. It means a tailored education for every child and young person, that gives them strength in the basics, stretches their aspirations and builds their life chances.

Higher standards, better schools for all (HMSO 2006)

EAL pedagogy: an overview of the research

Research over the past two decades into the development of young bilingual learners has resulted in the development of a number of theories and principles that underpin the distinctive pedagogy for children who are learning EAL – children for whom the additional language being learned is also the medium of education.

The development of EAL pedagogy has been influenced by social constructivist theories which emphasise the importance of scaffolding learning, and those which highlight the importance of socio-cultural and emotional factors. Children learning EAL will be affected by attitudes towards them, their culture, language, religion and ethnicity.

A distinction needs to be made between interpersonal communicative skills and cognitive and academic language proficiency. Generally speaking, children learning an additional language can become conversationally fluent in the new language in two to three years, but may take five years or longer to catch up with monolingual peers in the development of cognitive and academic language. The distinction between these two types of language and their rates of development is recognised in the Ofsted framework for inspecting EAL in primary schools.

There is research evidence that bilingualism confers intellectual advantages. It also highlights the important role of the first language in the child's learning and in their acquisition of additional languages. Once children have developed cognitive and academic language, they can transfer much of this learning to additional languages. Children benefit enormously if they are given opportunities to continue to develop their first language alongside English.

continued

Bilingual learners face two main tasks in the school or setting: they need to learn English and they need to learn the content of the curriculum. Learning a language is more than just learning vocabulary, grammar and pronunciation; it involves using all these appropriately for a variety of real purposes or functions. There are language functions (such as questioning, analysing, hypothesising) that children will need for mathematics, science, history and so on. These functions are clearly linked to thinking and learning skills and should be explicitly taught.

It is important to recognise that children learning EAL are as able as any other children, and the learning experiences planned for them should be no less cognitively challenging. High challenge can be maintained through the provision of contextual and linguistic support.

Excellence and Enjoyment: learning and teaching in the primary years, Creating a learning culture: Classroom community, collaborative and personalised learning (DfES 0522-2004 G)

Learning and teaching for bilingual children in the primary years: the research base

There has been a great deal of research over the past two decades into the development of young bilinguals – international, national and local including classroom-based action research. This has resulted in the development of important theories, principles and knowledge that have underpinned the development of these materials. The practical ideas, supporting materials and approaches included have been developed and trialled with the support of LAs and a large number of schools as part of the Primary National Strategy during 2004–06.

Research undertaken has looked at:

- **how well children from ethnic minority backgrounds are actually doing in our schools**

  Including:

  – Gilbourne, D. and Gipps, C. (1996) *Recent research on the achievements of ethnic minority pupils*, HMSO

  – Gilbourne, D. and Mirza, H. (2000) *Educational inequality: mapping class, race and gender*, Ofsted

  – Bhattacharyya, G., Ison, L. and Blair, M. (2003) *Minority ethnic attainment and participation in education and training*, DfES

- **the characteristics of effective schools**

  Including:

  – Thomas, W.P. and Collier, V.P. (1997a) *School effectiveness for language minority students*. National Clearinghouse for Bilingual Education (NCBE) Resource Collection Series, No. 9, December, 1997

  – Blair, M. and Bourne, J. (1998) *Making the difference: teaching and learning in successful multi-ethnic schools,* DfEE

  – *Raising the attainment of minority ethnic pupils* (Ofsted 1999)

  – *Achievement of Bangladeshi heritage pupils* (Ofsted/HMI 2004)

  – *Effective leadership in multi-ethnic schools* (NCSL 2005)

– *Removing the barriers: Raising achievement levels for minority ethnic pupils,* DfEE 0012-2000

– *Aiming high: supporting the effective use of EMAG,* DfES 0238-2004

• **the language and literacy skills and academic achievement of bilingual learners**

Including:

– Cummins, J. (1986) Language proficiency and academic achievement. In J. Cummins and M. Swain, *Bilingualism in Education*, Longman

– Collier, V.P. and Thomas, W.P. (1988) *Acquisition of cognitive-academic second language proficiency: a six-year study*

– Collier, V.P. (1989) *How long? A synthesis of research on academic achievement in second language*

– Cameron, L. (2003) *More advanced learners of English as an additional language in schools and colleges*, Ofsted. This research looked at students in Key Stage 4 and post-16

– Cameron, L. (2004) *Writing in English as an additional language at Key Stage 2*, DfES (Research report 586)

– *Could they do even better?* (Ofsted 2005)

Section 3 The role of the leadership team

This section outlines the pivotal role played by the school's leadership team in supporting the achievements of bilingual children in schools. While it is essential that the headteacher drives the improvement agenda, it is anticipated that the team will draw upon the expertise of the literacy and mathematics coordinators as well as the coordinator of provision for children learning EAL, in driving a whole-school agenda for raising the achievements of children learning EAL.

> Leadership is critical to school success. No part of our strategy for primary schools will be successful without excellent leadership from headteachers and their leadership teams.
>
> *Excellence and Enjoyment: A strategy for primary schools*
> (DfES 2003)

Research published in 2005 by the National College for School Leadership (NCSL) into the characteristics of effective leadership in multi-ethnic schools also highlights the articulation and implementation of explicit values that promote an agenda of equality, fairness and respect as an important aspect.

The headteachers in the schools involved in the study held a clearly articulated and unwavering commitment to attacking ingrained societal inequalities, particularly racism and poverty, and saw this as inexorably linked to their students' achievements. They did not rest on their laurels or the rhetoric of their values and beliefs but loudly proclaimed them and expended considerable strategic and practical energy toward their realisation.

Effective Leadership in Multi-Ethnic Schools
(National College for School Leadership 2005)

Six key priorities for embedding their values in the life of their schools emerge from the NCSL research.

- All staff should be equally committed to redressing inequalities.

- All staff should demonstrate a willingness to learn about the cultures and background realities of the children and their families.

- Improving the quality of learning and teaching is crucial to raising achievement and addressing inequality.

- Every effort should be made to recruit staff who come from the same ethnic, linguistic and cultural background as the children in school.

- Developing partnerships with parents, carers and communities is essential if children are to achieve their potential.

- Realising these values requires the construction of an inclusive school culture.

These priorities reinforce the key findings of other research into effective multi-ethnic and multilingual schools.

All our case study schools, primary and secondary, had a number of features in common. The most obvious was a common vision and a committed approach to the ideal and practice of equality of opportunity for all. This ethos was considered a necessary condition by heads and senior management of schools for creating an effective learning and teaching environment for all students. The underlying principles of this vision could perhaps be found in the aims of many schools, but it was the steps taken to realise these ideals in practice which made some of the schools we visited exceptional. Headteachers in effective schools had an understanding of, and empathised with, the social and political factors affecting the lives of the children and their families. They listened to their staff, to parents and to children and established an ethos where children felt respected and valued.

Making the Difference: Teaching and Learning Strategies in Successful Multi-ethnic Schools (Research report 59, DfEE 1998)

We have some very able pupils who are learning English as an additional language who achieve national expectations … we also have some EAL learners who are underachieving. Our challenge is to help both groups achieve their potential and these materials have helped us focus on learning and teaching strategies that benefit all our children.

Summary

A strong and determined lead, which focuses on raising the achievement and attainment of minority ethnic pupils, prioritises the learning and teaching of EAL across the school and is based on the belief that an effective school is an inclusive school, is crucial to the success of bilingual learners.

This lead is given by the headteacher and supported by the whole leadership team. Expectations for minority ethnic and bilingual children are high and continued effective support for children learning EAL is seen as a whole-school responsibility and not dependent on additional funding. A policy for race equality is implemented, monitored and reviewed. Leadership responsibilities are distributed and the teacher responsible for coordinating EAL plays a key role.

Leaders in these schools recruit staff who have key knowledge and expertise in ethnic minority achievement, EAL and bilingual skills and provide comprehensive CPD for all staff. Staff in these schools are also expected to develop knowledge of the linguistic, social, cultural and religious background of the diverse school community and to empathise with the political, social and cultural factors that affect the lives of their learners.

Appendix 1 provides an overview of key information for headteachers and school leaders. These successful schools support parents by ensuring that the timetable responds to communities' religious and cultural events; that parents and carers are consulted regularly about issues that affect their children's learning and that supportive admission and transition arrangements are in place. All stakeholders, including the school governors have a key role in leading this whole-school approach and all understand the value of bilingualism and recognise the central role of relationships in learning and teaching.

Coordinating provision for EAL

The member of the leadership team responsible for coordinating provision for EAL will play a critical role in developing and supporting staff expertise and understanding of EAL pedagogy and the use of bilingual strategies in schools. In schools where there are few bilingual learners this role will be undertaken by a senior member of the school staff. The role of the EAL coordinator should encompass:

- a strategic and leadership role;

- a learning and teaching role;

- a curriculum development role;

- a role in building partnerships with parents, carers, families and the community.

Appendix 2 identifies the key tasks and duties within each of these areas, which schools may find useful.

Setting school performance targets

School performance targets should be ambitious. The national targets are a clear signal of the high expectations that schools should have for the progress of individual learners. Schools should set targets which build on their previous performance and aim for year-on-year improvements.

Targets should be set with equity as well as excellence in mind. Nationally we know the improvement in children's attainment over the last five years has not been evenly spread across all groups of children. The achievement gap for some groups of children learning EAL remains too wide.

Recent research into how well children from minority ethnic groups and children learning EAL are doing in schools suggests that, although their prior attainment may be at a lower level and they are 'chasing a moving target' in terms of closing the gap with monolingual peers, bilingual learners in particular tend to progress at a faster rate than monolingual learners. High expectations should be reflected in the ambitious targets set for these children. The main challenge for schools is to focus on closing achievement gaps as well as raising overall standards when setting their targets.

Data collected by the School Census

The Race Relations (Amendment) Act 2000 places a duty on schools to 'monitor and assess how their policies affect ethnic minority pupils, staff and parents'. Monitoring by ethnicity and language allows us to compare the performance of different ethnic groups and assess the needs of those who seem to be underachieving.

Collecting data by ethnicity is a purely mechanical exercise. Monitoring by ethnicity involves the analysis and understanding of the data that has been collected. Monitoring by ethnicity is a process whereby information gathered is analysed in order to see whether ethnicity is a factor in learners' academic performance and what patterns emerge in such analysis. It is similar to monitoring by gender where statistics are broken down in order to see whether differences emerge for boys and girls.

The School Census, introduced in 2002 and renamed in January 2006, collects data about learners including data about ethnicity. The categories for ethnicity are the same as the categories used in the census.

The School Census also collects information about whether or not English is a child's first language, and from 2006, for the first time, gives schools the option to collect data by first language. Because we know that children learning EAL are among the highest and the lowest achieving groups nationally, it is important that schools look at the achievement of children from different ethnic groups who are learning EAL. Looking at the *overall* achievement of children learning EAL could mask significant underachievement of EAL learners from one particular ethnic group. Children learning EAL come from a wide range of backgrounds including, of course, different socio-economic backgrounds. It was noted in the NCSL research into effective leadership in multi-ethnic schools (2005) that, although staff in the case study schools talked a lot about white working-class and white middle-class pupils, minority ethnic groups were only described in terms of their ethnicity.

Proper analysis and understanding of data will make it possible to gain a better insight into the many and complex issues that may contribute to variations in attainment by different groups of learners.

Appendix 3 highlights key questions that will help schools evaluate how different groups are performing in their school in order to help identify how gaps in achievement can be closed.

> *Some of our bilingual pupils had not been highlighted in the past as they were already achieving national standards … but the materials have supported us in looking beyond these … to looking at what our more able pupils could and should achieve.*

Identifying priorities and planning for action

Once the school has identified how well it is doing in meeting the needs of bilingual learners through its own school self-evaluation process using data analysis tools, and having carried out a review of its current practices, it will be ready to identify key priorities and actions for improvement. One way of linking key priorities together is through the development of a termly Raising Attainment Plan (RAP). The RAP is a key instrument that links together, operationally, the areas of a school's focus within four areas:

- raising standards and accelerating progress (in this case, for bilingual learners);

- improving the quality of teaching and learning to meet the needs of bilingual learners;

- improving the conditions for learning;

- developing the school as a learning community.

As a focused short-term operational plan identifying specific improvements at classroom and whole-school levels to support children's achievements in a discrete area such as this, the RAP effectively underpins the school improvement plan. In order to achieve this, RAPs include:

- specific **targets** related to children's learning, progress and attainment (whole-school and specific group level);

- a limited number of **objectives** and **actions** linked to the target. **Objectives** identify what has to be achieved by the end of the term. **Actions** identify the tasks which need to be undertaken (by whom and by when) to achieve success;

- **success criteria** which are linked to the targets and used to evaluate **outcomes/impact** of the actions. The **success criteria** describe what the outcomes will look like when they are achieved;

- the **monitoring arrangements**, timescale and who is to be involved. Monitoring focuses on making sure actions agreed are undertaken;

- **evaluation** at the end of term by considering the evidence to check how well objectives are being achieved.

An example RAP is included on the accompanying CD-ROM, which also includes audit tools and a self-evaluation grid.

Realising priorities through collaborative professional development

There is now a strong consensus, emerging from research and practice, about how important it is that all those who work in schools and other settings learn and develop their professional expertise throughout their careers. It is recognised that engaging staff in collaborative enquiry can be a powerful factor in school improvement and raising standards. Continued professional development is an important element of the Primary National Strategy's commitment to raise the quality of learning and teaching and standards of achievement within a broad and rich curriculum; it is an integral feature of the support for school improvement offered by the Primary National Strategy programmes and materials. The most effective schools recognise fully the value of good CPD for their staff and ensure that all staff have regular access to a range of suitable opportunities.

Excellence and Enjoyment: learning and teaching in the primary years, Introductory guide: continuing professional development (DfES 0243-2004 G)

The CPD approach within these materials includes:

- professional development modules (PDMs) designed to be delivered in meetings for the whole staff;

- the leadership team working collaboratively to develop their expertise in areas such as data collection and analysis, action planning, supporting and monitoring planning, learning and teaching, and evaluation of the impact of actions;

- the inclusion (EAL) coordinator working with all staff through partnership teaching, modelling and coaching.

This model of CPD is one found by research to be most likely to result in sustainable improvements. By engaging the whole staff in a cycle of audit, action planning, CPD and review, an ethos of collaborative learning and a reflective approach to practice are engendered which can really make a difference.

Timetabled professional development meetings, held regularly, are at the heart of this work as they will help to maintain a high profile for

the initiative and all staff should be enabled to attend. The themes for the PDMs are drawn from the key strands of the piloted EAL programme and are designed to establish essential aspects of practice which should be in place.

PDMs will require further development and tailoring at school level to take account of schools' varied starting points, individual characteristics and priorities identified in the RAPs.

The delivery of PDMs may be supported by colleagues from the Local Authority Advisory Service (Primary Strategy or EMA teams).

The actual number and range of PDMs which are delivered may also vary depending on schools' priorities identified in the RAPs. However, schools are recommended to identify at least three PDMs each term in their RAP. Additional professional development meetings will provide opportunities for drawing together and consolidating learning outcomes from related work undertaken across the school.

The decisions that have been made about the order in which the PDMs will be developed are intended to ensure that there is early and significant impact on learning and teaching in the classroom.

Details of the content of each PDM can be found on the fliers included in these materials. A suggested programme to support CPD is outlined below:

Learning and teaching: assessment for learning			
PDM 1 Establishing layered curriculum targets as a context for language development		**PDM 6** Day-to-day assessment	
Learning and teaching: language development and curriculum access			
PDM 2 EAL principles, pedagogy and practice: first language as a tool for learning	**PDM 3** Integrated planning for language development and curriculum content	**PDM 4** Supportive contexts: scaffolding language and learning	**PDM 5** Speaking and listening: guided sessions for language development
Conditions for learning			
PDM 7 Culture and identity: ethos, environment and curriculum			
Partnerships beyond the classroom			
PDM 8 Developing learning partnerships with parents, carers, families and communities			

Appendix 1
Key information for headteachers and schools

Key principles

- **Bilingualism is an asset, and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages.**

- **Cognitive challenge can and should be kept appropriately high through the provision of linguistic and contextual support.**

- **Language acquisition goes hand in hand with cognitive and academic development, with an inclusive curriculum as the context.**

Key messages

These materials have been produced as part of the Department for Education and Skills focus *Aiming High: Raising the achievement of minority ethnic pupils* as well as *Excellence and Enjoyment: A strategy for primary schools*.

They support schools in meeting the requirement of the Race Relations (Amendment) Act 2000 to provide equality of opportunity.

The aim is to raise standards and accelerate progress of *advanced* bilingual learners and improve teaching and learning to meet their needs within a culture of professional dialogue and development.

The materials aim to support schools in raising the confidence, skills and expertise of mainstream practitioners to meet the needs of bilingual learners. This will be through a series of professional development modules which will include some expert input, opportunities to share effective practice, try out new strategies, reflect on progress and identify next steps for development.

The key strands of the programme are:

- **leadership and management** focusing on roles and responsibilities of the leadership team

- **learning and teaching** incorporating assessment for learning, access to the curriculum and language development

- **conditions for learning** focusing on creating an environment where children feel safe, valued and have a sense of belonging, as well as an inclusive curriculum

- **partnerships beyond the classroom** focusing on working with parents, families and the wider community to raise standards.

The professional development programme will support staff in maintaining a high level of cognitive and academic challenge through a range of linguistic and contextual support. It will also link to the school priority identified in the school improvement plan, for example, standards in reading, writing or mathematics.

The programme will build on what the school already does well, and the diagnostic audit will support the school in identifying, with supporting evidence, what everyone does well.

The CD rom contains a self evaluation grid to support the leadership team in evaluating progress on effective practice for bilingual learners.

One tool that Senior Leadership Teams will find useful is the online self evaluation toolkit (http://supportingselfevaluation. org.uk). This addresses four main themes: leadership and management, teaching and learning, school culture, and partnerships with parents, carers and the community. The toolkit supports the process of checking for evidence to verify judgements and planning for improvement.

Appendix 2
Coordinating the provision for children learning EAL

The EAL coordinator will play a leading role, as part of the school's distributed leadership team, in establishing EAL policy and practice and in developing priorities to raise standards and accelerate progress for children learning English as an additional language across the school.

Leadership and management role

- Working with the leadership team to monitor provision for all children for whom English is an additional language

- Data collection, interpretation and analysis in order to know about the standards and progress of children from different ethnic groups and those learning English as an additional language

- Using data to inform priorities for action designed to raise standards and address gaps in achievement including by:

  - working with the leadership team to ensure that ambitious attainment targets are set for bilingual learners

  - working with colleagues in the leadership team to develop a RAP which sets out focused time-limited priorities for action with clear success criteria and strategies for monitoring and evaluation (this plan should sit within the school's Race Equality Plan and link to priorities in the School Improvement Plan)

- Advising on specific provision for underachieving children learning EAL – targeting resources including the deployment of bilingual and EAL support staff, the organisation and design of interventions, etc.

- Working with the leadership team to evaluate the impact of provision

- Advising on CPD for all staff relevant to the needs of children learning EAL in order to ensure that whole-school responsibility is taken for supporting the needs of children learning EAL

- Keeping up to date with current developments in EAL pedagogy and practice
- Meeting the needs of children newly arrived from overseas including:
  - liaising with parents, carers and families to develop profiles which inform the development of strategies to meet children's social, emotional, language and learning needs
  - using a range of assessments to inform planning
  - planning and organising an induction programme, including where necessary an early stage EAL programme
  - advising colleagues on ways to include children in the mainstream curriculum as soon as possible.

Learning and teaching role

- Working with other curriculum coordinators to use a range of quantitative and qualitative data to identify specific aspects of language development which require focused work
- Planning and teaching with colleagues in order to develop expertise in meeting the language and learning needs of bilingual children including developing colleagues' knowledge and ability to:
  - identify language demands and language development opportunities in planning
  - ensure learning builds on children's previous experience
  - use bilingual strategies
  - use a range of strategies for scaffolding language and learning
  - provide opportunities for speaking and listening for a range of purposes and audiences across the curriculum
  - use a range of day-to-day assessment strategies to assess progress and identify next steps for EAL learners
- Supporting the adaptation of intervention programmes as appropriate to meet the needs of bilingual learners
- Supporting colleagues in planning to meet any gaps in learning when children return from extended visits to heritage countries
- Modelling and promoting values, attitudes and behaviour supportive of race equality.

Curriculum development role

Supporting the design and delivery of a culturally inclusive curriculum and the development of a whole-school ethos and environment which reflects the ethnic, linguistic, cultural and religious diversity of the school and promotes a sense of belonging by:

- working alongside other coordinators to ensure that:
  - choices are made from the programmes of study which reflect and value the diversity of the school
  - schemes of work and medium- and short-term plans reflect the diversity of the school and local communities
  - opportunities are found across the curriculum to emphasise the achievements of people from diverse backgrounds, teach about global issues, human rights, bias, prejudice, racism and stereotyping;
- working with colleagues to develop appropriate resources for the above for use across the curriculum;
- advising on the purchase of materials for use across the curriculum and in displays;
- supporting colleagues to develop their knowledge of the linguistic, cultural and religious backgrounds of children and their families and the social and political factors which affect their lives.
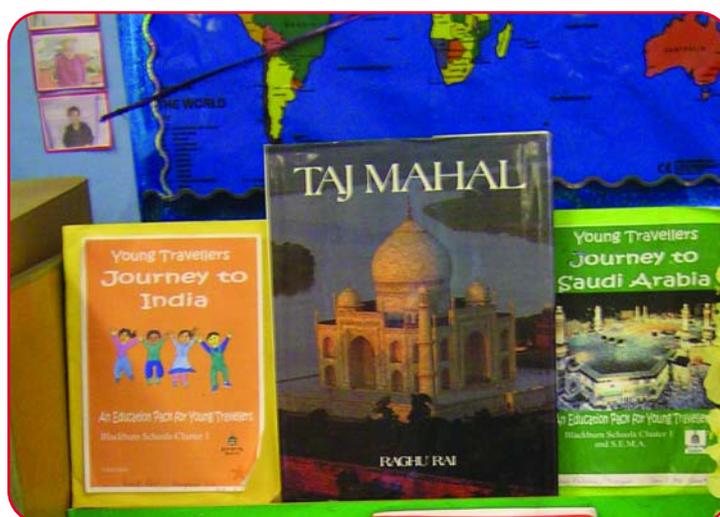
Partnership role with parents, carers, families and communities

Developing partnerships, including:

- advising the school on a range of ways to make sure that parents and carers from diverse cultural, linguistic and religious backgrounds feel welcome and respected, and to ensure effective two-way communication

- devising and enacting strategies to ensure that parents and carers understand the school's approach to learning and teaching and can participate as key partners, e.g. organising Better Reading Partnership training

- providing children with learning activities and ideas, including use of e-mail and the Internet, when they go on extended visits to heritage countries, and working with subject coordinators to make sure that their experiences are incorporated into the curriculum on their return

- supporting the development of links with supplementary and community schools including madrasahs

- ensuring that parents and carers from minority communities know that the first language has a significant and continuing role in their child's learning, that the school values bilingualism and considers it to be an advantage.

Our school now celebrates diversity in a much more meaningful way … we take pride in all our children's heritage languages

Sharing research findings with parents has created new and varied opportunities for talking about learning. Many of our parents who previously wanted their children to just speak English at school, now understand how important it is for a child to learn through his or her first language alongside developing their proficiency in English

Appendix 3
What schools need to know about standards and progress

Parents and carers may be unwilling to tell the school that their child speaks another language at home if they believe this will marginalise the child and restrict their opportunities in school. Parents and carers are more likely to state that English is an additional language for their child if they know the school values bilingualism, has high expectations of bilingual children and can offer their child the appropriate support they need to develop English and achieve high standards.

It is good practice to make the most of the recently provided option by the DfES and to collect information about children's other languages. This information will support school leaders in recruiting staff bilingual in relevant languages, providing appropriate resources, grouping children for particular purposes, arranging for interpreters and written translations for parents and carers, and taking account of special times such as festivals when planning.

Schools need to know exactly how the different ethnic groups are performing in order to be able to narrow any gaps in achievement.

National Curriculum test data and data from optional tests should be analysed by ethnicity as well as by gender.

School Census data enable schools to map EAL onto their ethnicity data and to raise questions such as:

- In this school how many of the Indian heritage children speak English as an additional language?
- How many of the Pakistani heritage children speak English as an additional language?
- Are these children achieving national standards?
- Are these children achieving high standards matching their abilities?
- Are we looking beyond the headline data at the attainment data for groups in our school?

Gender should be mapped onto the data:

- Do boys perform less well than girls in particular ethnic groups?
- Are the gaps between girls and boys wider in some groups than in others?
- Are the gaps wider for some subjects than for others?

Free school meals (FSMs) can be mapped onto the data:

- Is there a higher incidence of FSMs in one of these groups?
- Is this true year on year?
- Do the children on FSMs achieve as well as other children in this group?
- Is that true for all groups?

At the end of Key Stage 1 schools need to pay attention to whether children achieve 2a, 2b or 2c.

Schools also need to consider value-added data – data that show the progress between Key Stages 1 and 2 of different ethnic groups:

- Are the rates of progress different for children from different ethnic groups? What about children learning EAL?

- Do children from minority ethnic groups do less well in some years or classes?

- Do children learning EAL do better in literacy than mathematics?

- Do children learning EAL do better in reading than writing, or vice versa?

- Are there gender differences between reading outcomes and writing? Are these the same across all ethnic groups?

- What percentage of pupils convert their end-of-Key Stage 1 attainment to level 4+ compared to national norms?

- Does curriculum analysis reveal difficulties in particular aspects of reading, writing and/or mathematics for EAL learners?

- What about progress towards curriculum targets?

Rolling averages over three or five years give a more reliable picture of any patterns emerging than does a snapshot of a single year's results.

Schools need to continually interrogate their data in this way in order to use them effectively to inform action, direct resources, target interventions and adjust learning and teaching. Children's attainment should be tracked continuously and challenging targets set for individual children in order to raise attainment and close gaps.

See The Pupil Achievement Tracker handout and slides on the accompanying CD Rom, as well as raiseonline, introduced in Autumn 2006.

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The Primary Leadership Programme (DfES 0236-2003)

Removing the Barriers: Raising Achievement Levels for Minority Ethnic Pupils (DfES 0001-2002)

Supporting pupils learning English as an additional language (revised edition) (DfES 0239-2002)

Pupil Achievement Tracker (PAT) software (QCA)

www.standards.dfes.gov.uk/ethnicminorities for useful resources

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