



Guidance

Curriculum
and Standards

Secondary
National Strategy
for school improvement

Ensuring the attainment of pupils learning English as an additional language

A management guide

**LA and school
strategy managers
and inclusion
managers**

Status: Recommended

Date of issue: 03-2007

Ref: 00011-2007BKT-EN

department for
education and skills

Creating Opportunity
Releasing Potential
Achieving Excellence

Contents

Definitions	2
Introduction	5
Section A: Collecting and using data to identify and tackle underperformance	10
Section B: Developing teaching and learning	13
Section C: Engagement, support and intervention	16
Appendix A: Useful resources	18
Appendix B: School self-evaluation	20

Definitions

In this guide, a **learner of English as an additional language (EAL)** is a pupil whose first language is other than English.

'First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. If a child acquires English subsequent to early development, then English is not their first language no matter how proficient in it they become.'

Source: *School census preparation and guidance for 2007* (DfES 2007)

In common with terms used by professionals in the field, the terms **learner of EAL** and **bilingual learner** are used interchangeably and neither term presumes any particular level of fluency in any language. *Aiming high: raising the achievement of minority ethnic pupils* (DfES 0183/2003) defines this usage as follows.

'Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages.'

The definition of **'more advanced learner'** is more complex and it is not helpful to ascribe either a minimum number of years' exposure to English or a particular National Curriculum assessment level to such pupils. More advanced learners may have spent as little as three years or as much as their whole lives in the UK. In their first language they might be literate or not. In the context of this guide, the Ofsted (2005) definition is helpful:

'...pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to their language background.'

Source: *Could they do better? The writing of advanced bilingual learners of English at Key Stage 2: HMI survey of good practice* (HMI 2452)

This definition does not include all the pupils we might wish to categorise as more advanced learners, but it is useful in shifting the focus to pupils who do not achieve their potential because their specific need for support in developing academic language is not being met.

Supporting the achievement of more advanced bilingual learners

Implicit throughout this guidance is that all learners have a right of access to the National Curriculum and that provision for underperforming advanced learners of EAL is not separate but integrated into all subject areas. The focus is therefore on learning and teaching in mainstream subjects and assessment of English language competence

using the scale in *A language in common – assessing English as an additional language* (QCA/00/584). Although this scale has not been made statutory, the DfES and Ofsted strongly recommend its use and suggest that other systems should not be imposed. The allocation of the Ethnic Minority Achievement Grant (EMAG) is now dependent upon levels of underperformance in minority ethnic groups and many LAs have adopted the scale in *A language in common – assessing English as an additional language* as a way to measure underattainment in pupils learning EAL. *Assessing pupils' progress in English – a practical guide* (DfES 1789-2005 CDO-EN) has now been adopted by many schools as a powerful tool for analysing Key Stage 3 pupils' strengths and weaknesses. It enables teachers not only to assign an overall National Curriculum level for reading and writing, but also to set curricular targets and decide upon appropriate intervention.

The three waves: a common approach to intervention support

The National Strategies advocate a systematic approach to teaching based on three waves of tailored support. Schools will need to use a waves approach to plan, design and tailor effective and appropriate provision. This guidance is aimed at the development of Wave 1 and Wave 2 intervention support.

The three waves are outlined below.

Wave 1 – Tailored teaching in classes

Wave 1 teaching is high quality inclusive teaching supported by effective whole-school policies and frameworks, clearly targeted on all pupils' needs and prior learning. This needs to be based on planning and schemes of work designed to move all pupils from where they are to where they need to be. Where large numbers of pupils share the same learning needs, the best solution is to adjust the planning to cater for them. It means setting a new trajectory for the learning programme to take pupils to where they need to be in terms of age-related expectations. Effective Wave 1 teaching anticipates the needs of pupils based on good use of yearly transition data and information.

Wave 2 – Wave 1 plus additional, time-limited, tailored intervention support programmes

Wave 2 teaching is designed to increase rates of progress and secure learning for groups of pupils that puts them back on course to meet or exceed national expectations. This usually takes the form of a tight, structured programme of small-group support, carefully targeted and delivered by teachers or teaching assistants who have the skills to help pupils achieve their learning objectives. This can occur outside (but in addition to) whole-class lessons, or be built into mainstream lessons as part of guided work. Critically, intervention support needs to help pupils apply their learning in mainstream lessons. Intervention programmes need to be closely monitored to ensure that they meet pupils' needs. The emphasis is on support for pupils who can get back to achieving age-related expectations. The outcome of Wave 2 intervention is for pupils to be back on track to meet national expectations at the end of the key stage.

Wave 3 – Wave 1 plus increasingly individualised programmes, based on independent evidence of what works

Expectations for Wave 3 teaching are to accelerate and maximise progress and minimise performance gaps. This will involve support provided by a specialist teacher, highly trained teaching assistant or academic mentor. This support for pupils will be one to one or with very small groups, to support pupils towards the achievement of very specific targets.

The waves model provides a useful tool to support efficient curriculum planning, inclusive teaching and personalised approaches to address diverse needs. It provides a common language that emphasises a curriculum response that can reduce the need for highly individualised strategies.

Introduction

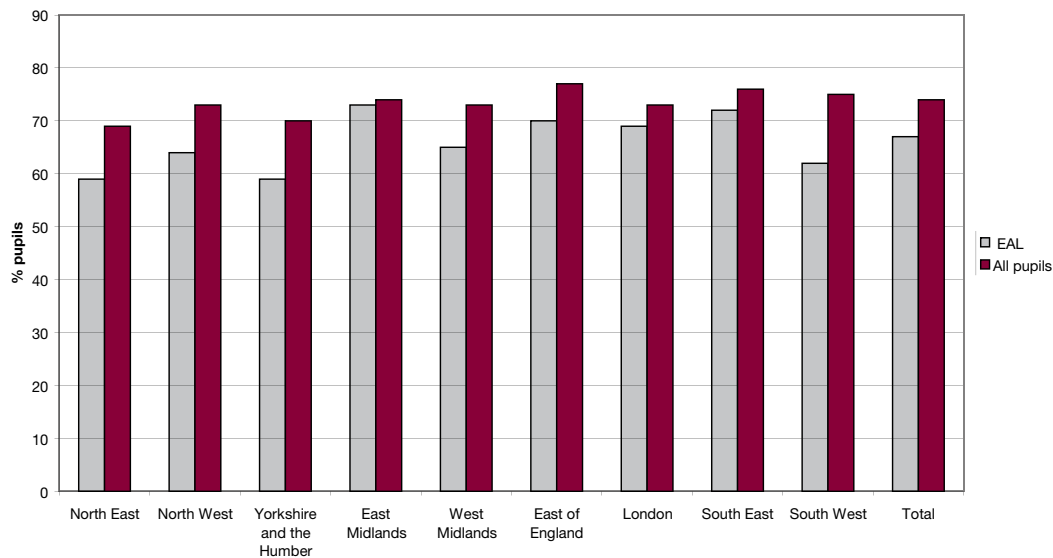
The Government's drive to improve secondary education is based upon high expectations for all pupils with appropriate support and intervention to reduce inequalities. This is reinforced by the five aims of *Every Child Matters* (ECM), most specifically that every child should:

- enjoy and achieve;
- achieve economic well-being.

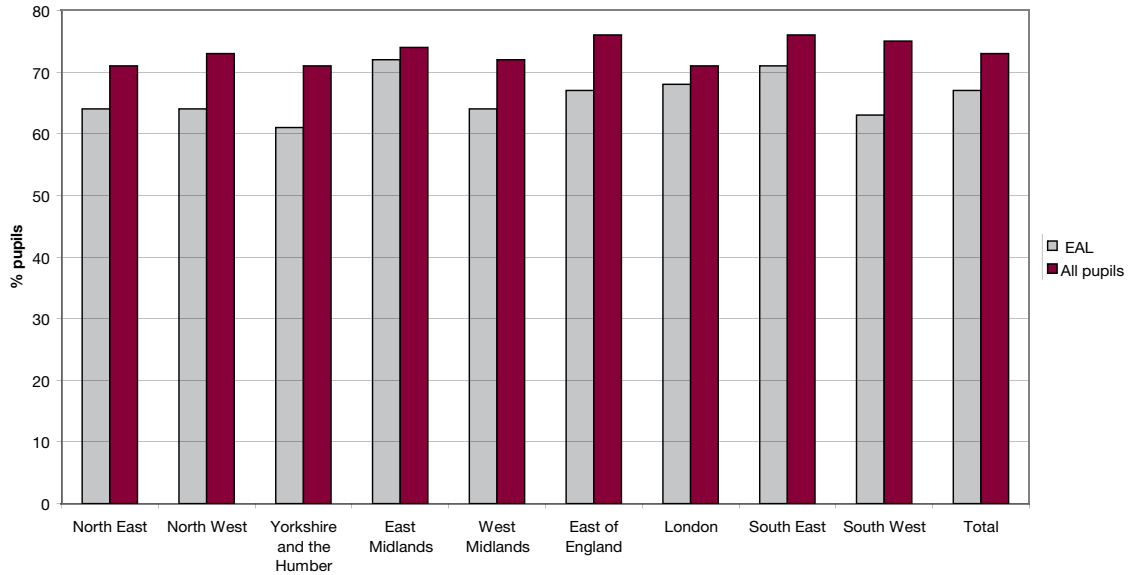
The vision for inclusive schools based upon high attainment was set out in *Aiming high: raising the achievement of minority ethnic pupils* (DfES 0183/2003) and is being implemented through various programmes, such as the Primary National Strategy EAL Programme, the Minority Ethnic Achievement Programme, the Black Pupils' Achievement Programme, the Black Children's Achievement Programme and the Gypsy, Roma and Traveller Achievement Programme. The secondary EAL programme builds on this work by helping schools to highlight the issues affecting the attainment of this group of pupils, develop a range of responses and embed these responses coherently into the school's systems and practices.

Data shows a mixed picture. Nationally, bilingual pupils perform below the level of their English as a mother tongue (EMT) peers across all regions and in all core subjects at Key Stage 3.

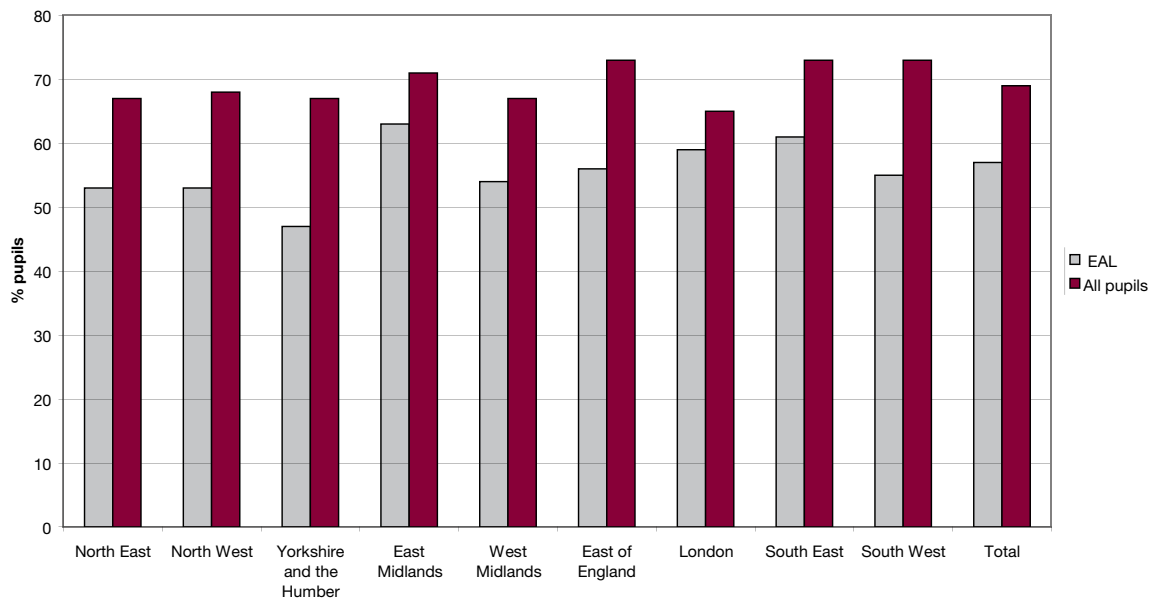
Achievements at Key Stage 3: English at level 5 and above in 2005 for regions, by English as an additional language



Achievements at Key Stage 3: Mathematics at level 5 and above in 2005 for regions, by English as an additional language

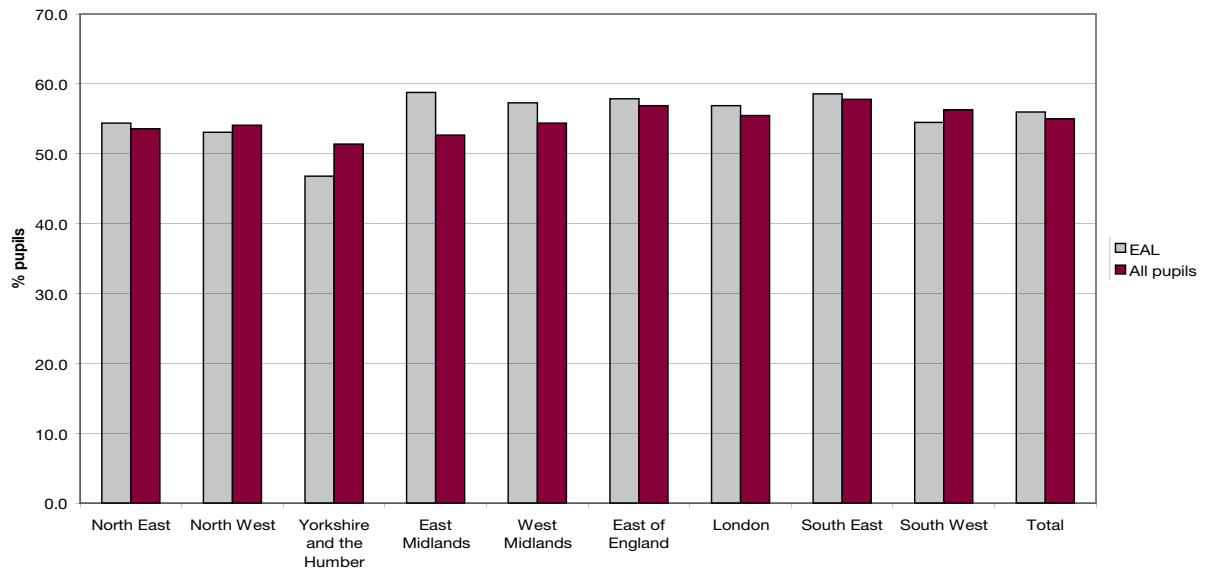


Achievements at Key Stage 3: Science at level 5 and above in 2005 for regions, by English as an additional language



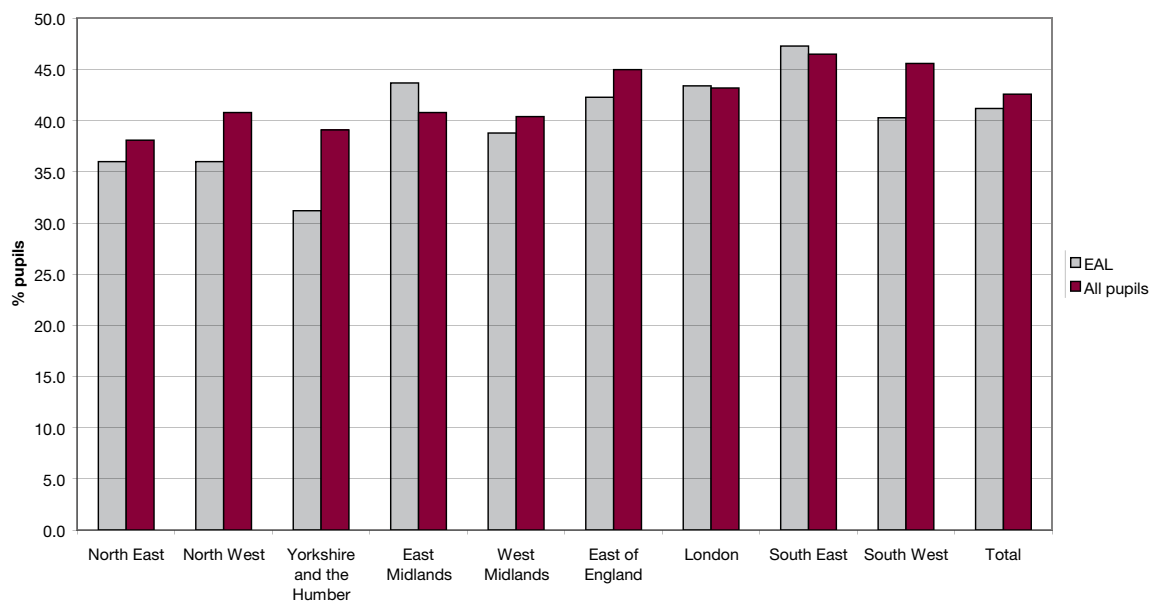
At Key Stage 4, the picture is less clear, with bilingual learners outperforming their EMT peers nationally and in six regions.

Achievement at Key Stage 4: Five A*–C grades in 2005 for regions, by English as an additional language



However, this position is reversed when the measure of 5 A*–C GCSE grades includes English and mathematics.

Achievement at Key Stage 4: Five A*–C grades (including English and mathematics) in 2005 for regions by English as an additional language



Although it might seem that bilingual learners have all but closed the gap both nationally and in many regions, the variation across LAs shows that there is still much to be done. Nationally, 56% of bilingual learners achieved five A*–C grades in 2005 (41.2% including results in English and mathematics). However, this varied from 88.2% (76.5% including results in English and mathematics) in one LA to 26.1% (17.4%) in another.

Bilingual learners are not a homogenous group: when considering them not only must English language acquisition be taken into account but also a complex interplay of factors such as first language development, culture, ethnicity, previous schooling history and socio-economic status.

Many pupils of Chinese and Indian background are performing well at a national level. Other groups such as Pakistani and Bangladeshi pupils are performing less well. The performance of Black African pupils varies from region to region and Black African is possibly too broad a category, with too many variables, to use with confidence. Many ethnic and language groups are too small to have their own category at a national level, but will form a significant enough group for individual schools or LAs to register.

How to use this guidance

This guidance is intended to support senior leaders in tackling underperformance through rigorous self-evaluation and targeted action, closely aligned to other aspects of school improvement. The major areas of focus for the guidance are:

- leadership and management;
- making effective use of data;
- developing teaching and learning.

This guidance should therefore be used in conjunction with other guidance materials such as:

- *Tracking for success* (DfES 1545-2005 FLR-EN);
- *Tackling underperformance: a guide for school leaders* (DfES 0758-2004 G);
- *Unlocking potential: raising ethnic minority attainment at Key Stage 3* (DfES 0579-2002);
- *A language in common – assessing English as an additional language* (QCA/00/584);
- *Assessing pupils' progress in English – a practical guide* (DfES 1789-2005 CDO-EN).

A full list of useful materials can be found in appendix A.

Before using the guidance, senior leaders will need to:

- complete the accompanying self-evaluation grid (see appendix B);
- identify priorities;
- agree a time line for tackling the priorities.

This guidance is divided into the following three sections.

Section A: Collecting and using data to identify and tackle underperformance

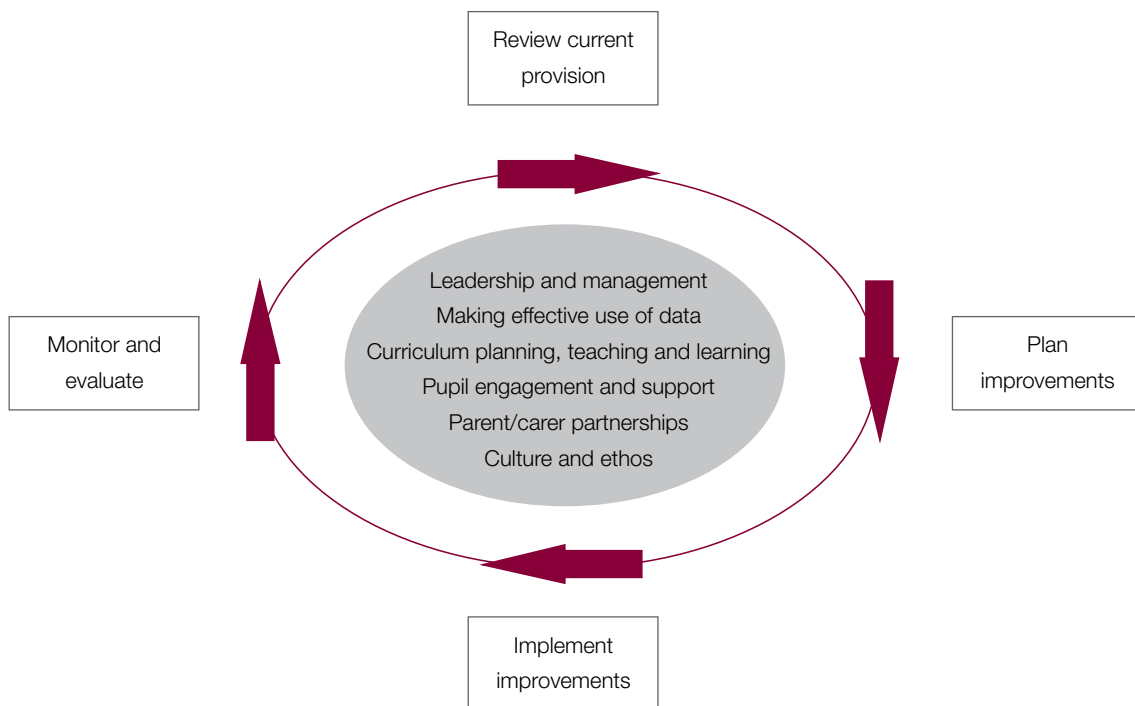
Section B: Developing teaching and learning

Section C: Engagement, support and intervention

In each section, advice is provided on how senior and middle leaders might identify priorities and improve systems and practice.

EAL and the school improvement cycle

The diagram below illustrates a school improvement cycle of: review, plan, implement and monitor and evaluate. Each section of this guidance shows how the process can be used to identify and tackle common priority areas and how these can be monitored and evaluated over time.



The cyclical process outlined is designed to lead schools from monitoring and evaluating impact into a further review of systems, processes and practices which in turn leads to planning and implementing further improvements.

Section A:

Collecting and using data to identify and tackle underperformance

Having used the self-evaluation tool, senior leaders will have a clearer view of:

- what data the school collects and how it is collected;
- how the data is currently used at senior and middle management levels.

Step 1 – Review

The first of the two areas to be reviewed is the **collection** of data. The questions to be asked are as follows.

- What data do we collect and how does it help us to:
 - identify groups of pupils who might be underperforming (based, for example, on ethnicity or first language data);
 - assess the individual needs of pupils at classroom level?
- Do we collect the data sensitively and in a way that ensures its accuracy?

The second area for review is the attainment of Black and minority ethnic (BME) and bilingual pupils over time to identify those who are not making the expected progress. To do this, the following data should be collected and analysed by subject, year and class:

- prior and current attainment data;
- attendance data;
- other data including exclusion, reward and sanctions data.

The following processes will help to ensure effective review and analysis of data.

Senior and middle leaders to:

- establish a time line for the collection and analysis of data;
- analyse the data by ethnicity, gender, first language and refugee/asylum seeker status and decide how well BME and bilingual pupils are doing in each year group;
- compare these pupils' performance in individual subjects and teaching groups and identify any significant differences;
- share feedback and analyse collated evidence on pupils' progress and attainment.

Middle leaders to:

- discuss analysis of results and any further evidence about BME and bilingual pupils' attainment, for example curricular targets;
- undertake work sampling and lesson observations to evaluate the progress of a selected cohort of pupils;
- collect a sample of BME or bilingual pupils' views on their own learning progress and attainment.

Step 2 – Plan

The following actions will support senior leaders in establishing a plan to tackle any underperformance identified in the review (above).

Senior leaders to:

- plan, discuss and agree with middle leaders a coordinated, whole-school approach to intervention;
- coordinate all group and individual pupil curricular and language targets;
- agree some key elements of the intervention plan, for example a focus on a particular group of bilingual learners at the same National Curriculum level in a particular subject or where there is a mismatch between cognitive development and literacy levels;
- ensure that the intervention plan is aligned to other whole-school initiatives.

Middle leaders (including EMA coordinators) to:

- review content and focus for target groups within their subject;
- plan a coordinated approach to the allocation of additional adults;
- ensure that schemes of work provide an appropriate level of cognitive challenge with appropriate language scaffolding for bilingual pupils;
- support staff in revising group and individual curricular and language targets in their subject.

Step 3 – Implement

Senior leaders to:

- ensure that appropriate continuing professional development (CPD) is provided;
- help subject teams and any additional staff to work collaboratively to implement the agreed actions from the intervention plan;
- prioritise the implementation of the plan during subject meeting time;
- meet the parents/carers of the targeted pupils to explain the purposes of the plan and to engage them actively in supporting its implementation.

Middle leaders (including EMA coordinators) to:

- engage subject colleagues in tailoring teaching plans to the needs of targeted BME and bilingual pupils;
- ensure collaboration between colleagues (including EMA staff) in planning for targeted BME and bilingual pupils;
- ensure that developing practice is shared;
- ensure that appropriate curricular and language targets are set;
- keep pupil groupings under constant review;
- gather and share information to maintain an overview of the support provided for the target group of pupils.

Having established the interventions, it is essential that they are kept under review to ensure maximum and continuing impact.

Step 4 – Monitor and evaluate

Senior leaders to:

- work with all appropriate staff to evaluate group and pupil targets to ensure that they remain both realistic and challenging;
- ensure that progress is monitored at both classroom and whole-school level;
- work with subject leaders to monitor the implementation of the plan through selective lesson observations, work sampling and pupil interviews;
- arrange review meetings with middle leaders to collate information, discuss impact and agree adjustments to the plan;
- consider any additional CPD needs in the light of review findings;
- share the findings of reviews with staff, parents/carers and pupils as appropriate.

Middle leaders to:

- work with subject and additional staff to ensure that targets are reviewed termly;
- regularly review with teachers the progress of the targeted pupils at subject level and across the curriculum;
- review plans and schemes of work through lesson observations, work sampling and discussions with teachers and pupils;
- collect and analyse attainment data regularly to measure the progress of BME and bilingual pupils.

Section B:

Developing teaching and learning

The key to success in developing tailored intervention for more advanced bilingual learners is in the extent to which mainstream pedagogical approaches are appropriately developed and the learners are empowered to move to independence. EMA and EAL specialists have a very important role to play in developing, sharing and embedding such approaches, although where these staff are not available, collaboration between subject specialists with access to external advice and support can achieve the same outcomes.

Implicit in this guidance is the assumption that schools will wish to adopt a developmental approach, trialling strategies with a small group of staff and a targeted cohort of pupils. Successful strategies will then be disseminated using various forms of CPD, particularly through partnership teaching and coaching.

Key principles

Underpinning the advice on teaching and learning are certain pedagogical principles drawn from many years' research on effective practice in the EAL field.

- Bilingual pupils at any level of fluency have a right of access to the National Curriculum.
- Language development arises from an oral and cognitive interplay between language and subject: de-contextualised language activities are rarely productive.
- Pupils acquire English from socialising and collaborating with peers as well as learning from explicit teaching.
- Talk and collaboration are essential elements in effective teaching and learning and in developing secure literacy skills.
- The aim of good teaching for bilingual pupils is to scaffold the learner's progress to independence.

Step 1 – Review

Senior leaders to:

- meet with middle leaders to organise a review of:
 - bilingual learners' access to and use of academic language;
 - any possible mismatch between oral fluency and written language skills;
 - opportunities to use and develop higher-order thinking skills;
 - opportunities to reflect upon learning individually or collaboratively;
 - explicit teaching of reading and writing skills in different genres;
 - teachers' understanding of the difference between cognitive development and language development;
 - use of scaffolding of academic language.

Middle leaders to:

- organise work sampling in their subject area;
- conduct lesson observations with a focus from the list above;
- conduct pupil interviews or surveys on pupils' learning experiences.

Step 2 – Plan

Senior leaders to:

- meet with middle leaders to agree subject and pedagogical foci for the intervention;
- consider and plan for the CPD implications of the pedagogical foci;
- identify a target group of pupils;
- consider the resource implications for the plan;
- draft a time line for agreed actions;
- consider future dissemination of actions and outcomes;
- agree desired outcomes.

Middle leaders to:

- plan for a collaborative approach between staff;
- discuss with staff the possible milestones on the way to achieving the desired outcomes;
- consider possible changes to schemes of work and lesson planning;
- plan any change of emphasis in resource allocation.

Step 3 – Implement

Senior leaders to:

- ensure that appropriate CPD is available to key staff;
- make internal CPD resources available, for example peer observation of effective practice;
- ensure that the programme informs performance management targets.

Middle leaders to:

- ensure that developments are shared in the subject area.

Step 4 – Monitor and evaluate

Senior leaders to:

- agree the monitoring and evaluation process with middle leaders;
- ensure that the processes align with other whole-school systems such as performance management and departmental review;
- carry out with middle leaders joint data reviews, lesson observations, work sampling and pupil interviews in order to moderate judgements;
- share the results of the evaluation with all appropriate stakeholders.

Middle leaders to:

- carry out the agreed monitoring processes and give feedback to staff;
- discuss learning progress with targeted pupils and give feedback to relevant staff.

Section C:

Engagement, support and intervention

While the major focus of this guidance is on the use of data to identify, target and track pupils' performance alongside the development of an appropriate pedagogy, there are many other factors that contribute to pupils' achievement and some of these are covered in this section.

Engagement refers to the way in which BME and bilingual pupils and their parents/carers are made to feel part of the school. This could be through:

- active involvement in learning;
- encouragement to participate in the life of the school, for example through team activities or other events;
- being asked their views;
- being involved in the development and operation of systems and policies;
- seeing their lives, languages and experiences reflected in all aspects of the school, from the corridor and classroom displays to the curriculum content;
- celebrating different forms of achievement, such as success in community language examinations;
- real partnership with community organisations, such as complementary schools.

It is recommended that senior leaders prioritise each of these aspects over a period of time for action in the school improvement plan. Some aspects, such as the content of displays, are relatively easy to review and act upon; others, such as partnerships with the community, take longer to develop in a meaningful way.

Support is the way in which the school recognises the different needs of BME and bilingual pupils and their parents/carers and provides additional input to allow equality of access. This could be through:

- use of different forms of meeting, or interpreters to encourage participation;
- variation or differentiation of the curriculum;
- use of staff such as bilingual classroom assistants to enable enhanced access to the curriculum;
- availability of resources such as bilingual dictionaries;
- clear policy for support for bilingual pupils in examinations;
See QCA KS3 assessment and reporting arrangements 2006, access arrangements, section 15 available from <http://www.qca.org.uk/eara/files/ks3ara06.pdf>
- clear procedures for the admission of pupils outside normal transfer times, including a welcoming induction process and forms of social and academic support such as class buddies.

These are tasks for senior and middle leaders in that both policy and operational issues are involved. For example, senior leaders will need to analyse the data on attendance at parents' meetings and develop policy guidelines, while middle leaders will need to develop the operational aspects such as how to book and organise the work of interpreters.

Intervention is the active targeting of a pupil or group of pupils at risk of underachievement. This would be Wave 3 tailored support and could take the form of:

- targeted teaching in different groupings;
- targeted support at homework or study support sessions;
- mentoring and/or academic tutoring for vulnerable pupils such as refugees and asylum seekers.

While the actual targeting of individual pupils will be organised by middle leaders, senior leaders need to develop clear policy guidelines on how and when intervention strategies are used. There will also need to be careful evaluation of the impact of such strategies with a regular review of how such resources are allocated. In the case of what can be a relatively large resource, such as EMAG funding, it is imperative that senior leaders ensure that any interventions are adding value to pupils' learning.

Appendix A: Useful resources

Access and engagement in art

DfES 0662/2002

www.standards.dfes.gov.uk/keystage3/respub/fs_art_eal

Access and engagement in design and technology

DfES 0663/2002

www.standards.dfes.gov.uk/keystage3/respub/fs_dt_eal

Access and engagement in English

DfES 0609/2002

www.standards.dfes.gov.uk/keystage3/respub/en_eal

Access and engagement in geography

DfES 0657/2002

www.standards.dfes.gov.uk/keystage3/respub/fs_ge_eal

Access and engagement in history

DfES 0656/2002

www.standards.dfes.gov.uk/keystage3/respub/fs_hi_eal

Access and engagement in ICT

DfES 0611/2002

www.standards.dfes.gov.uk/keystage3/downloads/ict_eal1061102.pdf

Access and engagement in mathematics

DfES 0251/2002

www.standards.dfes.gov.uk/keystage3/downloads/ma_eal.pdf

Access and engagement in music

DfES 0661/2002

www.standards.dfes.gov.uk/keystage3/respub/fs_mu_eal/

Access and engagement in physical education

DfES 0659/2002

www.standards.dfes.gov.uk/keystage3/respub/fs_pe_eal

Access and engagement in RE

DfES 0658/2002

www.standards.dfes.gov.uk/keystage3/respub/fs_mu_eal

Access and engagement in science

DfES 0610/2002

www.standards.dfes.gov.uk/keystage3/respub/sc_eal

Aiming high: raising the achievement of minority ethnic pupils

DfES 0183/2003

Aiming high: supporting effective use of EMAG

DfES 0283-2004

www.standards.dfes.gov.uk/ethnicminorities/links_and_publications/supportingemag/

Assessing pupils' progress in English – a practical guide

DfES 1789-2005 CDO-EN

www.standards.dfes.gov.uk/keystage3/respub/ass_eng/

The assessment of pupils learning English as an additional language

www.standards.dfes.gov.uk/keystage3/downloads/en_assess_eal.pdf

Grammar for writing – supporting pupils learning EAL

DfES 0581/2002

www.standards.dfes.gov.uk/keystage3/respub/eal_grammar

A language in common – assessing English as an additional language

QCA/00/584

www.qca.org.uk/3359.html

Literacy across the curriculum

DfES 0235/2001

www.standards.dfes.gov.uk/keystage3/respub/lit_xc

Literacy and learning

DfES 0651-2004 G

www.standards.dfes.gov.uk/keystage3/respub/ws_lal

Marking progress

www.standards.dfes.gov.uk/ethnicminorities/resources/markingprogress.pdf

More advanced learners of English as an additional language in secondary schools and colleges

Ofsted, HMI 1102 www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3229

Pedagogy and practice: teaching and learning in secondary schools

DfES 0423–0444/2004 DfES 0445-2004 and 0446-2004 (DVDs)

www.standards.dfes.gov.uk/keystage3/respub/sec_ppt10

Sustaining improvement: a suite of modules on coaching, running networks and building capacity

DfES 0565/2003

www.standards.dfes.gov.uk/keystage3/respub/ks3sustainimprove

Tackling underperformance: a guide for school leaders

DfES 0758-2004 G

www.standards.dfes.gov.uk/ts/docs/tu.pdf

Targeting for success: raising the attainment of minority ethnic pupils and pupils learning English as an additional language

DfES 0763-2003

Tracking for success

DfES 1545-2005 FLR-EN

www.standards.dfes.gov.uk/keystage3/downloads/sns0506launch154505track.pdf

Unlocking potential – raising ethnic minority attainment at Key Stage 3

DfES 0579-2002

www.standards.dfes.gov.uk/keystage3/respub/em_unlockingpotential

Appendix B: School self-evaluation

The attached table is a tool designed to support school self-evaluation and is referenced to the Secondary Self Evaluation Form (SEF), Ofsted May 2006, available at www.ofsted.gov.uk.

The 'Aspect' headings are organised in such a way that they reflect the three main sections of this guidance:

A: Collecting and using data to identify and tackle underperformance (Self-evaluation tool, Aspect A2)

B: Developing teaching and learning (Aspect B)

C: Engagement, support and intervention (Aspects C1–C4).

There is an additional aspect – A1 – covering the leadership and management responsibilities that are a thread through all three sections.

In the table the column headed 'SEF' is the reference to the relevant part or section in the self-evaluation form. If the reference is placed alongside the 'Aspect' heading, it refers to all the aspects in that section. Where there is a reference alongside a single numbered aspect, that reference is in addition to the 'Aspect' heading.

The boxes headed 'Not yet in place', 'Developing', and 'Well established' are designed so that you might make a judgement on your school's progress against the various aspects that contribute to the achievement of more advanced learners of EAL and consider what you might need to do to make further progress.

Your judgements should be supported by evidence that can be inserted at the appropriate places in the grid and copied and pasted as required into your school's SEF.

Ensuring the attainment of more advanced learners of EAL: self-evaluation

Aspect		SEF Evidence of practice		
A1: Leadership and management: senior leaders	6a	Not yet in place	Developing	Well established
1. The headteacher provides an active lead on raising the attainment of EAL learners				
2. The school development plan has clear objectives and strategies for raising the attainment of EAL learners	3c			
3. The school's CPD cycle includes regular provision for training for all staff related to the achievement of BME and bilingual pupils				
4. Performance management targets include targets related to raising the achievement of BME and bilingual pupils				
5. EMAG funding is deployed strategically and is used to support more advanced learners as well as new arrivals	F2, F3, F6			
6. The school monitors the deployment of all additional funding such as the EMAG and Excellence in Cities (EiC) to ensure that it is adding value				
7. The school actively recruits governors representative of local community groups				

Aspect	SEF Evidence of practice			
	1a, 1c-e	Not yet in place	Developing	Well established
A2: Leadership and management: collecting and using data				
8. The school has robust and sensitive systems for collecting contextual data for EAL learners, such as first language (L1), other languages spoken, literacy in L1, refugee status and length of schooling inside and outside the UK				
9. The school has an established time line for the collection and analysis of attainment data				
10. The school analyses attainment data by ethnicity and L1 to ensure an accurate picture of progress and attainment across all years				
11. The leadership team analyses the attainment data to identify trends in relation to subjects, key stages, year groups or classes and ensures that targeted action is taken as a result	3a			
12. The school has clear systems for communicating findings from ethnicity and language data analyses to all stakeholders	2b			
13. Targets are set for the attainment of all groups of BME and bilingual pupils overall and progress is rigorously monitored	3c			
14. Composition of pupil groups is monitored to ensure that bilingual pupils are not placed inappropriately or over-represented in lower sets	6a, C6, C7			
15. The school ensures that CPD is provided so that middle and senior managers are skilled and confident in interpreting and making use of data	6a			

Aspect	SEF			Evidence of practice	
	5a-c, 5e	Not yet in place	Developing	Well established	
B: Developing teaching and learning: curriculum planning, teaching and learning					
16. Teachers are aware of the difference between conceptual development and English language development and plan accordingly					
17. Schemes of work and lesson plans show evidence of high expectations of EAL learners					
18. Lesson plans show evidence of the development of higher-order thinking skills					
19. Lesson plans show evidence of explicit teaching of academic language skills					
20. Schemes of work and lesson plans show evidence of use of active reading strategies					
21. Schemes of work and lesson plans show evidence of support for developing extended writing, e.g. through modelling, oral rehearsal, shared writing					
22. Pupils are encouraged to use L1 to support their learning and English language development					
23. Pupils are grouped within classes in such a way as to support both their progress in the subject and their language development					
24. Targeted pupils have agreed language development as well as challenging curricular targets and these are used to inform planning					
25. Schemes of work and lesson plans show evidence of opportunities for pupils to reflect on their own learning and evaluate their work and progress					

Aspect	SEF			Evidence of practice		
	5c, 6a	Not yet in place	Developing	Well established		
C1: Engagement, support and intervention: pupils						
26. The school staff is clear on the differences between SEN and EAL, and bilingual pupils are not grouped or taught inappropriately	Part C6-8					
27. Any withdrawal arrangements are carefully monitored for impact and to ensure full access to the curriculum	Part C1					
28. The school makes effective provision for pupils to take examinations in home, community and heritage languages	Part C6-8					
29. Underachieving bilingual pupils are targeted for support at key enrichment activities such as homework clubs and revision clubs and their attendance is monitored						
30. Vulnerable BME and bilingual pupils, including asylum seekers and refugees, are identified and appropriate provision is made for them	Part B5-6, Part C6-8					
31. The school actively engages BME and bilingual pupils by involving them in all aspects of school life and seeking their views in a variety of ways	Part C6-8, 2a-d					

Aspect	SEF			Evidence of practice		
	5a, 5b,6a	Not yet in place	Developing	Well established		
C2: Engagement, support and intervention: admission and transfer						
32. The school collects and uses a range of information from primary school and parents/carers to maintain the progress of BME and bilingual pupils from primary to secondary school						
33. There are clear policies and procedures for pupils arriving outside the normal admission times including information gathering, induction, pupil support and feedback to parents/carers	B10a					
34. The school provides support, e.g. academic tutors, enrichment activities or buddy systems for pupils identified as at risk of underachieving during their transfer or admission to secondary school						

Aspect	SEF			Evidence of practice	
	2a-d	Not yet in place	Developing	Well established	
C3: Engagement, support and intervention: parent/carer partnerships					
35. The school creates opportunities to ensure that parents/carers of BME and bilingual pupils are equipped to support their children's education, e.g. by providing information evenings, workshops, support packs	Part C6-7				
36. The school engages the parents/carers of BME and bilingual pupils by actively seeking their views; reaching out to parents/carers less confident in speaking English through use of translators and interpreters as well as targeted meetings					
37. BME and bilingual parents/carers are well informed about a range of school developments, e.g. procedures for national tests, examination entry policy, enrichment classes					
38. The school actively develops links and effective partnerships with the wider BME and bilingual communities, e.g. through complementary schools, local arts groups, religious organisations, local businesses					

Aspect	SEF			Evidence of practice		
	4b-c, Part C 6-8	Not yet in place	Developing	Well established		
C4: Engagement, support and intervention: culture and ethos						
39. The school actively secures representation of the BME and bilingual communities at all levels of non-teaching and teaching staff						
40. Classroom and corridor displays positively reflect the languages, experiences and heritage of BME and bilingual pupils						
41. The school ensures that all pupils are aware of the race equality policy and their role in ensuring that it works						
42. BME and bilingual pupils are represented in all aspects of school life, e.g. in the school council, school teams, gifted and talented initiatives						

This publication is available for download from:

www.standards.dfes.gov.uk

www.teachernet.gov.uk/publications

Copies may be available from:

DfES Publications

Tel: 0845 60 222 60
Fax: 0845 60 333 60
Textphone: 0845 60 555 60
e-mail: dfes@prolog.uk.com

Ref: 00011-2007BKT-EN

© Crown copyright 2007

Produced by the
Department for Education and Skills
www.dfes.gov.uk

The content of this publication may be reproduced free of charge by schools and local authorities provided that the material is acknowledged as Crown copyright, the publication title is specified, it is reproduced accurately and not used in a misleading context. Anyone else wishing to reuse part or all of the content of this publication should apply to OPSI for a core licence.

The permission to reproduce Crown copyright protected material does not extend to any material in this publication which is identified as being the copyright of a third party.

Applications to reproduce the material from this publication should be addressed to:

OPSI, Information Policy Team,
St Clements House,
2-16 Colegate, Norwich NR3 1BQ
Fax: 01603 723000
e-mail: hmsolicensing@cabinet-office.x.gsi.gov.uk

Disclaimer

The Department for Education and Skills wishes to make it clear that the Department and its agents accept no responsibility for the actual content of any materials suggested as information sources in this document, whether these are in the form of printed publications or on a website.

In these materials icons, logos, software products and websites are used for contextual and practical reasons. Their use should not be interpreted as an endorsement of particular companies or their products.

The websites referred to in these materials existed at the time of going to print.

Tutors should check all website references carefully to see if they have changed and substitute other references where appropriate.