

London Schools Excellence Fund

Self-Evaluation Toolkit

Final report

Contact Details

educationprogramme@london.gov.uk

Evaluation Final Report Template

Project Oracle: Level 2

Report Submission Deadline: English for Integration - 9 June 2015

Report Submission: Final Report to the GLA

Project Name: English the Key to Integration (Waltham Forest)

Lead Delivery Organisation: Burnside Secondary School

London Schools Excellence Fund Reference:

Author of the Self-Evaluation: Carolyn Crampin

Total LSEF grant funding for project: £161,012.53

Total Lifetime cost of the project (inc. match funding):

Actual Project Start Date: September 2014

Actual Project End Date: May 2015

1. Executive Summary

English the Key to Integration (Waltham Forest) developed a range of materials in Maths, Science, English and Geography to support teachers to provide integrated content and language teaching for EAL students at Key Stage 4. This was identified as an area of need from the professional experiences of the lead organisation. Strategies to support EAL learners often need additional resources which teachers do not always have time to produce and EAL professional working together with subject specialists to produce those materials had been found to be an effective way of improving practice at Forest Pathway College.

The Project took place in 6 secondary schools in Waltham Forest between May 2014 and May 2015.

The trialling of the materials to support specific topics and lessons in the above subjects in conjunction with input from EAL experts on appropriate associated strategies was then used as a means to develop teachers' knowledge of how to support the learning of EAL students in their respective subject areas.

The impact of this approach was evaluated using confidence surveys, strategies surveys, materials evaluation forms and lesson observations.

The confidence surveys demonstrated that the mean teacher confidence score with regard to knowledge of how to support the learning of EAL pupils increased by 0.95 and a variety of qualitative measures confirmed that the range of strategies used had increased.

However, due to problems with releasing teachers to participate in departmental training sessions the Project had less impact on disseminating good practice to a wider audience in the partner schools.

Nevertheless, the alternative method of delivery employed namely to focus on the planning of specific lessons, the production of resources to be used in those lessons and the subsequent evaluation, sometimes via lesson observations, of the materials and strategies used, proved to be a particularly effective approach. This was because it was highly focused and immediate. Materials were produced in context of the normal lesson planning process and with specific students in mind. They were trialled by the subject specialist and feedback and suggestions for improvement were received within a short time scale. Sometimes through lesson observations the EAL specialist was also able to make their own judgement as to whether the particular approach was successful.

Methodological issues particularly around sample size limited the validity of the research but the processes, evaluation tools and experience gained have equipped the partner schools to collaborate on future evidenced based work to develop effective practice whilst the website, that will now be launched in March 2016 will form a basis for the on-going dissemination of good practice and resources.

2. Project Description

The project was set up to increase the ability of subject teachers to support non-EU EAL pupils improve their academic performance by developing their academic language skills. This was to be done by building capacity within participating schools to deliver high quality teaching and learning experiences for non-EU EAL students that focused on integrated content and language teaching. Objective 1 was primarily aimed at students in the later stages of learning English in Key Stage 4 and consequently overlapped with literacy across the curriculum initiatives. Objective 2 aimed to build capacity in participating schools to deliver Science to students in the earlier stages of English language development. Through the process of delivering the project we aimed to forge creative partnerships between EAL and subject specialists and between the participating schools in order to act as an on-going hub of expertise within the borough of Waltham Forest. The project also aimed to develop a website of on-line and downloadable subject based materials as a key part of our capacity building and sustainability strategy.

At the pupil level the need the project aimed to address was the well-researched and documented fact that whilst EAL learners quickly acquire basic interpersonal communication skills (BICS) it can take up to 7 years to develop cognitive academic language proficiency (CALP) i.e. the language they need for academic study. Further the development of this academic language cannot be left to chance but needs to be

explicitly taught within the context of the appropriate academic disciplines. At a teacher level the project acknowledged that whilst most teachers in Waltham Forest have experience of working with EAL learners they may not be aware of appropriate methodologies; have a sufficient repertoire of strategies or have access to a sufficient range of subject and exam related materials to fully meet the pupils' learning needs.

Consequently the project aimed to promote an integrated content and language teaching approach similar to English for Specific Purposes/English for Academic Purposes but adapted to suit the specific requirements of school based subjects and KS4 students. It, therefore, aimed to create close working partnerships between EAL teachers and subject specialists. It also aimed to create materials related to the requirements of the national examination boards and utilise e-learning to motivate and encourage rapid acquisition of academic language. In addition it aimed to ensure that teachers of the selected subjects were equipped with sufficient linguistic awareness, knowledge of how language is acquired and a range of tried and tested teaching and learning strategies for EAL learners to enable them to fully utilise the materials on line and as downloads for use in class.

The project was delivered by the Hawkswood Group in partnership with Lammas and Kelmscott Secondary Schools. The Hawkswood Group is a group of Pupil Referral Units in the London Borough of Waltham Forest including a unit, Forest Pathway College, which specialises in delivering ESOL courses and one-year GCSE courses to EAL students, in year 11, newly arrived from overseas. In the latter half of the Project the number of schools involved was increased to include Buxton, Willowfield and Rushcroft.

Whilst Forest Pathway College (FPC) has a particular expertise in working with EAL students, all schools involved have extensive experience of working with EAL students. However, the grouping was not pre-existing and was put together for the purposes of the project.

The project:

- 1) Developed a website with guidance, resources (on-line and downloadable) to help support the capacity of teachers to develop the academic English and literacy skills of non-EU EAL pupils at KS4 in Science, Geography, English/Literacy and Mathematics/Numeracy (now due for launch in September);
- 2) Provided consultancy to selected members of the teaching staff in participating schools with a focus on developing and trialling materials to support the development of appropriate EAL strategies;
- 3) Delivered associated INSET to support a wider group of teachers utilise the website and equip them with the necessary skills and teaching strategies to support EAL learners' language development through the medium of their own subject areas;
- 4) Developed and delivered a programme of study for Science with associated on-line resources and guidance to support students in the early stages of learning English to progress to GCSE in a subsequent year (Objective 2).

The project was delivered exclusively in the London Borough of Waltham Forest.

The project was delivered by 3 consultants managed by the lead partner school and supported by EAL Co-ordinators in participating schools. Additional support for the materials and website development was provided by the deputy head of Forest Pathway College with technical support from Strictly Education.

The pupil target group (i.e. indirect beneficiaries) for Objective 1 were non-EU EAL students in Key Stage 4 who are in the later stages of learning English. The pupil target group for Objective 2 were non-EU EAL students in Key Stage 4 in the earlier stages of learning English.

The teacher target group (i.e. direct beneficiaries) were teachers delivering Science, Maths, English/Literacy and Geography to the above group of students in the partner schools.

2.1 Does your project support transition to the new national curriculum? Yes/No

However, the strategies advocated and models provided by the materials developed could be applied to any curriculum content e.g. a dictogloss (a note taking and text reconstruction activity that helps to develop

listening and writing skills) could be based on a text from any subject, or a “home and expert groups” activity where students research and prepare different sets of information in their “expert” groups and then return to share that information with their “home” group could be based on any sets of subject specific information. In short once a teacher has acquired a range of strategies and the type of resources necessary to support them they can apply those techniques to their own subject areas.

2.2 Please list any materials produced and/or web links and state where the materials can be found. Projects should promote and share resources and include them on the [LondonEd website](#).

The materials developed as part of this project can be found on the following website: <http://keystointegration.weebly.com/>. However, the process of uploading the materials will not be completed until March 2016.

3. Theory of Change and Evaluation Methodology

The theory of change diagram is attached as Appendix 1.

The LSEF – Evaluation Framework is attached as Appendix 2.

3.1 Please list all outcomes from your evaluation framework in Table 1. If you have made any changes to your intended outcomes after your Theory of Change was validated please include revised outcomes and the reason for change.

Table 1- Outcomes

Description	Original Target Outcomes	Revised Target Outcomes	Reason for change
1. Improved pedagogical knowledge of how to develop the academic language skills of non-EU EAL pupils across the curriculum.	Increased range of strategies in strategy utilisation survey.		
2. Increased teacher confidence to teach all 4 language skills through the medium of their subject areas.	Increased teacher scores in confidence surveys.		The use of the confidence survey was also extended to provide quantitative evidence for outcomes 1 and 3.
3. Teachers have developed an increased capacity and are able to utilise a wider range of effective strategies to deliver improved lessons that develop academic English language skills of non-EU national EAL pupils at Key Stage 4.	Pupil focus groups demonstrate a wider range of EAL/e-learning teaching and learning strategies being used and Staff feedback from trialling the Objective 1	Outcomes 1 & 3 have been combined.	In reality the outcomes are very similar. Due to the difficulties experienced in collecting data from schools we needed to combine a range of qualitative sources to demonstrate impact.

	materials demonstrate a wider range of EAL/e-learning strategies are being successfully used.		
4. Teachers use a wider range of subject specific downloadable and interactive resources (including their own ideas and adaptations) to support EAL learners develop their linguistic skills.	Feedback from the trialling of Objective 1 materials reveals that teachers are using a wider range of resources in their respective subject areas Number of resources downloaded from the website.	The number of resources downloaded from the website has not been monitored.	Although the resources have been made the website will not be ready until March 2016.
5. Improved performance in academic reading and writing in Science, Geography, Maths and English for non EU-EAL pupils in KS4.	Scores on internal tests in each subject involved in project have increased. Analysed writing samples show an improvement in academic writing skills.	Students report that the resources and strategies have assisted their learning.	The time scales involved made it unrealistic to expect evidence of pupil progress to be available.
6. More students starting at E2 Consolidating or below reaching a level whereby they can achieve at least a grade E in Science the following GCSE year.	Scores on Science GCSE papers.		
7. Teachers outside the intervention group have access to successful resources and strategies to support the development of academic language skills by non EU EAL students.	Number of training & consultancy sessions offered by project participants to other schools. Hits on website On-line feedback on usefulness of resources.		This output cannot be monitored and evaluated until the next academic year. (However, one training session has already been organised.)

3.2 Did you make any changes to your project's activities after your Theory of Change was validated?

Yes/No

The actual nature of the activities was not changed but we added a lesson planning and lesson observation element to our sessions in the schools that joined the Project in the latter stages. We were also not able to deliver our departmental INSET sessions although we did run 4 whole school INSETS for a total of 3 schools.

3.3 Did you change your curriculum subject/s focus or key stage? Yes/No

We reduced the amount of work we did on Maths resources. This was due to the lack of subject expertise amongst the consultants that we employed. Without a level of support from subject specialists in schools that was not possible to obtain (due to their other commitments) it was not possible for our consultants to produce materials that were mathematically accurate. We also included Business materials as exemplars of literacy across the curriculum.

3.4 Did you evaluate your project in the way you had originally planned to, as reflected in your validated evaluation plan?

We were not able to evaluate the impact on pupil progress. This was due to general difficulties incurred with collecting data from schools, combined with the knowledge that the short time scales involved would make it impossible for the interventions to have an impact on pupil progress in the short term. The analysis of before and after writing samples might have yielded some data but it was felt that with time constraints the work with teachers needed to take priority over the analysis of writing samples even had we been able to systematically collect them across participating schools.

The completion of teacher confidence surveys went partly according to plan. This was almost certainly due to the fact that the survey was short and quick to complete. However, changes in the way the project was delivered reduced the anticipated sample size. It was our plan to ask teachers to complete confidence surveys as part of our departmental training sessions but as these did not take place we were not successful in collecting surveys from those teachers who were not directly involved with working with the consultants. This limited our ability to measure whether the ideas were being embedded in the wider school population.

We also increased the range of issues on which teachers were asked to indicate confidence levels to cover outcomes 1 and 3. It should also be noted that the Project did not provide any direct input on the issue of “understanding the social and cultural background of EAL students” and, therefore, this issue shouldn’t have been included in the confidence survey.

Obtaining the completion of our other evaluation tools namely the strategies survey, the materials evaluation form and the use of pupil focus groups was less successful. In the case of the strategies survey and the pupil focus groups this was probably due to the fact that they were more time consuming to complete than the confidence surveys.

With regard to the feedback on the materials, in practice this was often given informally face to face or via e-mail. Thus the number of responses we received using our feedback tool were limited.

With regard to the pupil focus groups we do not feel that these were conducted systematically enough to form part of our evidence base so although the students’ perceptions will be reported they will not be used as part of our evaluation. 12 students were “interviewed” as part of the focus groups and their comments are informative in their own right. However, the sessions were not conducted systematically both before and after the interventions and were, therefore, not effective in determining if the students had noticed any discernible changes in the range of teaching and learning strategies deployed.

In the latter part of the project we also introduced lesson observations which yielded clear evidence of strategies and materials being used but were only conducted with a small number of teachers.

Consequently, we have used a combination of strategies surveys, materials evaluation forms and records of lesson observations as our qualitative evidence.

As our website will not be ready until March 2016 we were also not able to monitor the number of hits. During the course of the project the materials were either sent directly to teachers or accessed via Google Drive.

4. Evaluation Methodological Limitations

4.1 What are the main methodological limitations, if any, of your evaluation?

Please see discussion in Section 3.

The first limitation was that we were not able to evaluate the impact of our interventions on pupil progress. We were not able to collect sufficient data from schools to carry out an analysis and a key data source i.e. GCSE results will only be available after the end of the project. However, even had we managed to secure the data it is arguable that a) the time scales of the interventions were not sufficient to have any measurable impact on pupil progress and that b) given the wide range of other teaching and learning activities going on attribution would have been problematic.

Nevertheless, if we were to repeat the Project we would ask schools to provide the necessary data as part of an initial “contract”. If the project was of a similar length we would collect writing samples both before and after the interventions and budget for extra time to analyse them. Ideally, however, we would want the project to run over a longer period of time so that we could utilise end of year assessments and GCSE results.

The second limitation was that the sample size of teachers was too small for results to be deemed statistically significant. It was our original intention to work with whole departments in each subject area in each school. However, it proved impossible for schools to release that number of staff for training without causing unacceptable disruption to curriculum delivery. Consequently, we had to change our method of delivery and work with a smaller number of teachers. In addition as discussed above rates of return on our qualitative data tools were lower than we had hoped.

We also felt that we should have made the categories in the strategies survey more directly related to the categories in the confidence survey to make it more useful and effective in supporting any reported increases in confidence. This would have enabled the qualitative data collection tools to more reliably confirm the data from the confidence surveys. This problem was compounded by having to utilise different sources of qualitative data from different teachers due to difficulties in securing returns.

Furthermore, the design of the materials evaluation forms did not require teachers to comment directly on what they were learning although this could often be inferred. Consequently, the tool was effective for giving us feedback on the materials and how to improve them but it was not so effective in allowing us to determine the impact of trialling the materials on the teachers. However, those that were returned do form part of our evidence base that particular strategies were utilised.

A lot of the issues with regard to the collection of data were due to difficulties we had in implementing our delivery model rather than methodological issues per se. However, if we were to run a similar project we would as with the pupil data request schools to sign a “contract” outlining what they needed to provide. More importantly, we would also want to redesign our tools, perhaps with professional help, to ensure that they reliably measured the impact of our interventions on teachers and were also easier and quicker to complete. (It should be noted that most of the strategies surveys that were completed were done so with the consultants. This was an intervention in its own right and one that all parties found useful, however, the length of the process meant it was not a suitable tool for those teachers working less intensively with the consultants.)

If we were to run the Project again we would also want to seek more pupil feedback, however, we would probably look to get immediate feedback on the success or otherwise of particular lessons or materials rather than trying to determine from pupil reports if there had been significant changes in the methodology used by their teachers.

Finally, there is the issue of whether changes can be attributed to the project interventions. In the short term it was clear and perhaps unsurprising that the strategies focused on in the sessions with the consultants or promoted from the materials being trialled were then subsequently displayed in lessons and in strategies surveys. However, had we been able to conduct the research with a wider sample of teachers receiving only training and not involved in the trials with the consultants there would have been other variables at play making it difficult to assume that any changes were the direct result of the Project interventions. The short time scales involved have not enabled us to evaluate whether the materials and strategies we were advocating will become embedded.

4.2 Are you planning to continue with the project, once this round of funding finishes? Yes/No

We are planning to continue to develop the website as a source of materials and guidance on how to support EAL students. We will evaluate its effectiveness through the number of hits and the feedback we receive via an on-line forum. The website is due to be launched in September.

At FPC we are also intending to continue to utilise an adapted version of the intervention model we used in the latter stages of the project to focus on particular skills areas that particular teachers need to develop in order to be fully effective teachers of EAL students. This will be evaluated using the revised strategies survey, materials evaluation and lesson observation tools developed for the project complimented by pupil focus groups and the analysis of writing samples that we had hoped to use during this stage of the project. However, it should be noted that the majority of our current students are from the EU.

Whether the project continues in other schools in the Borough will depend on our marketing and probably their willingness to pay. Any on-going work is most likely to take the form of INSET on effective materials and strategies to support the learning of EAL students. If this happens it would be evaluated by the materials feedback tool and also evaluations of the actual INSET sessions. Two of our partner schools have also expressed an interest in bidding jointly for further funds to continue the work.

5. Project Costs and Funding

5.1 Project Income and Expenditure

Table 2 - Project Income

	Original ¹ Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance [Revised budget – Actual]
Total LSEF Funding	161,012	0.00	161,012	161,000	
Other Public Funding	0.00	0.00	0.00	0.00	
Other Private Funding	0.00	0.00	0.00	0.00	
In-kind support (e.g. by schools)	0.00	0.00	0.00	0.00	
Total Project Funding	161,012	0.00	0.00	161,000	

List details in-kind support below and estimate value.

Table 3 - Project Expenditure

	Original Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance Revised budget – Actual]
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¹ Please refer to the budget in your grant agreement

			Additional Funding]		
Direct Staff Costs (salaries/on costs)	72,579		72,579	86,715	
Direct delivery costs e.g. consultants/HE (specify)	50,800		50,800	26,052	
Management and Administration Costs	7,900		7,900	2,313	
Rental Cost	7,600		7,600	9,135	
Participant Costs (e.g. Expenses for travelling to venues, etc.)	2,200		2,200	244	
Publicity and Marketing Costs					
Teacher Supply / Cover Costs					
Other Participant Costs	9,400		9,400	5,280	
Overheads	10,533		10,533	5,800	
Period 5 to be claimed				25,472	
Total Costs	161,012		161,012	161,011	

5.2 Please provide a commentary on Project Expenditure

This section should include:

- *commentary on the spend profile*
- *budget changes that have occurred, including the rationale for any changes*

(Maximum 300 words)

6. Project Outputs

Table 4 – Outputs

Description	Original Target Outputs	Revised Target Outputs <i>[Original + any Additional Funding/GLA agreed reduction]</i>	Actual Outputs	Variance <i>[Revised Target - Actual]</i>
No. of schools	3	6	6	0
No. of teachers	65		127	+ 62
No. of pupils	1,000		185	-815
No. of resources	60	40	44	+4

Due to the lack of data the number of pupils is an estimate. The original figure was based on the number of non-EU EAL students in the partner schools. The estimate is based on the assumption that each of the groups of 37 teachers (see below) used the materials with at least one class and that the average number of non-EU pupils in each class was 5. In reality some teachers trialled the materials and strategies in more than one class but some of the classes were also taught by more than one teacher participating in the Project.

7. Key Beneficiary Data

7.1 Teacher Sub-Groups

The number of teachers involved requires clarification. The 127 figure above refers to the number of teachers who attended 1 or more whole school INSET sessions related to the Project and/or trialled one or more units of materials.

The number of teachers involved with trialling one or more units of materials across all 6 schools was 37. 26 of these teachers worked more closely with the consultants on developing the use of appropriate strategies to utilise the materials whilst a smaller group of 8 were involved with working with the consultants on detailed lesson planning. The latter involved the consultants preparing materials for use in the lessons.

The data was collected as teachers joined the project from June 2014 – January 2015.

Table 5 – Teachers benefitting from the programme

	No. teachers	% NQTs (in their 1st year of teaching when they became involved)	% Teaching 2 – 3 yrs (in their 2nd and 3rd years of teaching when they became involved)	% Teaching 4 yrs + (teaching over 4 years when they became involved)	% Primary (KS1 & 2)	% Secondary (KS3 - 5)
Project Total	37	13.5%		86.5%		100%

7.1.2. Please provide written commentary on teacher sub-groups e.g. how this compares to the wider school context or benchmark

I only have access to this information for FPC where 29% of the total staff were in their first year of teaching and 71% had been teaching for over 4 years when they became involved with the Project.

7.2 Pupil Sub-Groups

Although some teachers provided us with details of the numbers of non-EU EAL students in their classes this information was not systematically provided for all classes involved. However, the data that was provided is detailed below to give a flavour of the nature of the pupils involved. A blank means the data was not provided a 0 shows the number was actually 0. For FPC the data is complete.

Tables 6-8 – Pupil Sub-Groups benefitting from the programme

	No. pupils	% LAC	% FSM	% FSM last 6 yrs	% EAL	% SEN
Project Total						
FPC	20	5%	5%		100%	0%
Lammas (3 classes)	35				100%	9%
Rushcroft	4				100%	0%
Willowfield (1 class)	4				100%	0%

	No. Male pupils	No. Female pupils	% Lower attaining	% Middle attaining	% Higher attaining
Project Total					
FPC	11	9	25%	55%	20%
Lammas (1 class)	2	4			
Rushcroft	3	1	50%	25%	25%
Willowfield (1 class)	2	2	75%	25%	0%

	% Asian Indian	% Asian Pakistani	% Asian Bangladeshi	% Asian Any Other background	% Black Caribbean	% Black African	% Black Any Other Background	% Mixed White & Black Caribbean	% Mixed White & Black African	% Mixed White & Asian	% Mixed Any Other Background	% Chinese	% Any other ethnic group
Project Total													
FPC	0	15	0	5	15	20	10	0	0	0	0	0	35
Rushcroft		25							25				

	% White British	% White Irish	% White Traveller of Irish heritage	% White Gypsy/Roma	% White Any Other Background
Project Total					
FPC	0	0	0	0	0
Rushcroft					50

7.2.1 Please provide a written commentary on your pupil data e.g. a comparison between the targeted groups and school level data, borough average and London average (*maximum 500 words*)

Useful links: [London Data Store](#), [DfE Schools Performance](#), [DfE statistical releases](#)

8. Project Impact

8.1 Teacher Outcomes

Date teacher intervention started: October 2014 (Lammas, FPC and Kelmscott); January 2015 (Buxton and Willowfield).

Table 9 – Teacher Outcomes: teachers benefitting from the project

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection
Increased teacher confidence to teach all 4 language skills through the medium of their subject content Improved pedagogical knowledge of how to develop the	Paper based survey	25 teachers from a total of 37 responded (25 from 26 of those who worked most closely with the consultants) Of the 37 19 were female and 18 were male.	The mean score based on a scale of 1 – 6 with 1 = very confident and 6 = not confident at all	Collected in either October 2014 or January 2015 Mean score: 3.11	Collected in May 2015 Mean score: 2.16

<p>academic language skills of non-EU EAL pupils across the curriculum.</p> <p>Teachers have developed an increased capacity and are able to utilise a wider range of effective strategies to deliver improved lessons that develop academic English language skills of non-EU national EAL pupils at Key Stage 4</p>					
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Please note that because the lower figures on our scale represented higher levels of confidence this results showed that the mean confidence score increased by just under 1 point (0.95). Our data was based on pre and post intervention. We did not use a comparison group. There were no statistically significant differences between the NQTs and the more experienced teachers in our sample.

Table 10 – Comparison data outcomes for Teachers [if available]

We did not have a comparison group.

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection

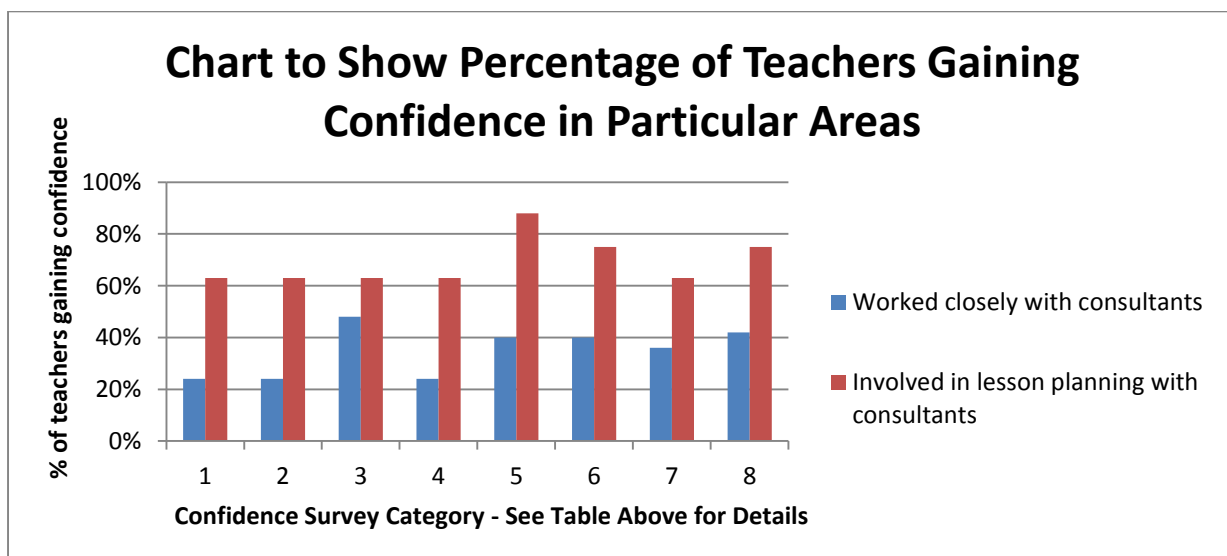
8.1.1 Please provide information (for both the intervention group and comparison group where you have one)

The group who completed the confidence surveys was not a sample as such but represented all but one of the teachers who worked closely with the consultants. It had been our intention to monitor the impact of the Project on members of the relevant departments, however, as we were unable to run our planned departmental training sessions and thus provide structured interventions that could be evaluated we decided only to ask those teachers who had worked directly with the consultants or who had been involved with trialling the materials to complete the after-intervention version.

In addition to overall confidence we also analysed the areas in which the teachers felt they had made gains.

Table to Show the Percentage of Teacher Gaining Confidence in Particular Areas

Confidence Survey Category	Results for Teachers Working Closely with the Consultants (25)	Results for Sub-Group of Teachers Involved with Lesson Planning with the Consultants (8)
1. Understanding the social and cultural background of their EAL students	24%	63%
2. Understanding the linguistic needs of their EAL students	24%	63%
3. Ability to scaffold the learning of their EAL students	48%	63%
4. Ability to provide a cognitively challenging but linguistically accessible learning environment	24%	63%
5. Ability to integrate the teaching of language and content in their subject area	40%	88%
6. Ability to model spoken and written academic language making the key language feature explicit	40%	75%
7. Ability to promote collaborative talk to enhance learning	36%	63%
8. Ability to use e-learning to support the learning outcomes of EAL students	42%	75%



Finally we looked at a combination of strategies surveys, materials evaluation forms and lesson observations to see if there was any evidence of a wider range of strategies to develop language skills being used. Only 14 participants returned one or more of the above. The results are as follows:

Teacher	Additional Strategies Indicated from Strategies Survey, Material Evaluation Forms or Lesson Observations
1	<ul style="list-style-type: none"> • Collaborative group work – greater use of peer to peer explanations based on home and expert groups; • Use of literacy marking codes to support students with improving the accuracy of their work at word and sentence level.
2	<ul style="list-style-type: none"> • Modelling – providing a model structure to support students in answering exam style questions; • Active listening – using digitally recorded clips to encourage students to listen and then explain what they have heard to their peers.
3	<ul style="list-style-type: none"> • Comprehensible input – extended use of visuals and demonstration to enhance understanding; • Questioning techniques – use of “basketball” technique and extensive use of wait or thinking time.
4	<ul style="list-style-type: none"> • Active listening – providing students with specific words and concepts (advantages and disadvantages) to listen for; asking students to assess the accuracy of their peers answers; • Modelling academic writing – providing a model answer for analysis; using an animated writing frame on the IWB to discuss the structure of an answer and subsequently using visual components as an aide memoire; whole class brainstorm of suitable topic sentences; • Integrated content and language teaching – specific and explicit highlighting of language required to complete the task; task involving agreeing and disagreeing with statements with no right answers to highlight the need for language in Science to be specific and provide cognitive conflict; use of analogy to explain key concepts; • DARTS – sentence starters, highlighting relevant key words for writing task in a text; sorting activity (advantages/disadvantages); text reproduction in different format.
5	<ul style="list-style-type: none"> • Developing academic writing skills – use of a graphic organiser to scaffold writing.
6	<ul style="list-style-type: none"> • Academic writing – use of a video clip and collaborative group work to prepare for writing (“Students were motivated and able to complete a 6 point question.”).
7	<ul style="list-style-type: none"> • E – learning – being able to access subject specific materials on-line “helped students work independently”.
8	<ul style="list-style-type: none"> • Collaborative talk – use of home and expert groups to encourage everybody to participate; peer to peer questioning.
9	<ul style="list-style-type: none"> • Basic skills support – use of substitution tables to support learners struggling with sentence construction.
10	<ul style="list-style-type: none"> • Vocabulary development and key words – teaching vocabulary in

	context using contextual and visual clues (as opposed to lists of new words).
11	<ul style="list-style-type: none"> • Scaffolding – breaking down the components of a task and making it explicit what is required and what language is needed to complete the task.
12	<ul style="list-style-type: none"> • Dictogloss – active listening, collaborative talk, text reconstruction (writing skills); • E-learning tools – Socrative, Task Magic, Quizlet.
13	<ul style="list-style-type: none"> • No discernable impact
14	<ul style="list-style-type: none"> • No discernable impact

The 2 teachers whose returns showed no discernable impact were both English teachers and, therefore, may have already had a wide repertoire of strategies to develop pupils' language skills.

We did not collect sufficient data from pupils (only 12 were interviewed) to be able to use it as part of our evaluation. However, some of the comments made by pupils in the focus groups that we did carry out are interesting and worth noting.

In the case of supporting successful reading the top strategies from the focus groups were visuals to support the text, knowing they had a task to do at the end or while they were reading and talking about the content before they read it. Some students liked to have words explained before they read while some liked to try to work out what the words meant from context. Very few seemed to find using dictionaries useful.

The pupils interviewed said that talk helped them learn but that they preferred to work in pairs rather than groups. They also identified asking questions and explaining to somebody else as successful learning strategies.

When asked what helped them understand when they had to listen to the teacher or other oral input the pupils identified supporting visuals, having a specific task to complete at the end and knowing in advance what you are listening for as the top strategies. Some also liked to have words explained before they listened.

In the case of writing the pupils said they liked to talk about the topic first. They also found seeing or analysing a similar text to the one they were being asked to produce helpful and/or being given clear guidelines as to what to include. Some also identified working with a partner as being helpful.

One pupil specifically said that the card sorting activities and "dictogloss" (a particular teaching strategy involving listening and text reconstruction) that had been trialled as part of the Project had made the lesson interesting. Whilst another felt that the strategy of learning words in context (discussed with the teacher as part of the Project) was more helpful than learning lists of words. Another pupil commented that a text sorting activity had really helped him understand the text because he had had to read it over and over again to try to get the order correct. Another pupil said the "Task Magic" tasks were really helpful because you could do them and then check what you got wrong and try again. Most of the pupils interviewed appeared to enjoy sorting activities both using cards and on-line.

Overall the evidence suggests that having even brief discussions with consultants about strategies combined with trialling materials did lead to an increase in the teachers' confidence to support the learning of EAL pupils. The increase was fairly small but this could be a reflection of the short period of time that was available and also because the work with each individual teacher did not focus on all 8 areas identified in the confidence survey but rather on one or two mutually agreed aspects e.g. collaborative talk, or modelling academic writing. For the larger group of 26 the average number of areas out of the 8 showing an increase was 2.8 with 9 teachers only identifying an increase in confidence in one area. For the teachers involved with the lesson planning the average number of areas showing an increase in confidence was 5.5. Nevertheless, this result is encouraging in that it could quickly lead to an increase in the range of strategies being used with minimal effort (so long as the materials are available). The qualitative analysis

confirms the findings of the confidence surveys and gives an indication of the strategies that teachers were trying, retrying or focusing on as a result of the Project.

However, it was interesting to note that larger percentages of the group that worked more intensively with the consultants including planning for specific lessons felt more confident in the areas of integrating language and content in their subject area and being able to model spoken and written academic language (making the key language feature explicit). The numbers involved are too small for a reliable statistical analysis. However, it seems likely that this more complex area of making the language content explicit and integrating the teaching of language with the teaching of content that often meets with resistance from secondary school teachers needs a more intensive approach if it is to be achieved.

The result with regards to e-learning which was another key focus of the Project also needs to be clarified. There were software and technical issues which will be discussed below. Many teachers were already enthusiasts who didn't need any boost in confidence to use on-line resources. Those who weren't so confident did require more intensive input to get them started which is also borne out by the comparison between the two groups of teachers who received different levels of input.

8.2 Pupil Outcomes

We were not able to collect sufficient or appropriate data to comment on pupil progress. However, for Objective 2 at FPC, which was the only school in which the Science access course was trialled, 4 out of the 6 non-EU students who undertook the course are predicted to get an F which means they should be able to achieve an E or above next year. This intervention started in September 2014.

Table 11 – Pupil Outcomes for pupils benefitting from the project

The 1st Return will either be your baseline data collected before the start of your project, or may be historical trend data for the intervention group. Please specify what the data relates to.

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection
<i>e.g. Increased educational attainment and progress in Writing</i>	<i>e.g. Pupil assessment data</i>	<i>e.g. Characteristics and assessment data collected for 97 of 100. The profile of respondents matches that initially targeted in the Theory of Change.</i>	<i>e.g. mean score or percentage at diff National Curriculum Levels or GCSE grades</i>	<i>e.g. Mean score- 3.7, collected September 2015</i>	<i>e.g. Mean score- 4.5, collected June 2015</i>

Table 12 - Pupil Outcomes for pupil comparison groups [if available]

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection
<i>e.g. Increased educational attainment and progress in</i>	<i>e.g. Pupil assessment data</i>	<i>e.g. Characteristics and assessment data collected for 97 of 100. The profile of</i>	<i>e.g. mean score or percentage at diff National Curriculum Levels or GCSE grades</i>	<i>e.g. Mean score- 3.7, collected September 2015</i>	<i>e.g. Mean score- 4.5, collected June 2015</i>

Writing		respondents matches that initially targeted in the Theory of Change. Please find detailed analysis of the profile of respondents in Section 7.2			

8.2.1 Please provide information (for both the intervention group and comparison group where you have one) on:

- Sample size, sampling method, and whether the sample was representative or not Commentary on pupil impact (please also refer to table 6-8 re impact on different groups of pupils)
- Qualitative data to support quantitative evidence.
- Projects can also provide additional appendices where appropriate.

(minimum 500 words)

8.3 Wider System Outcomes

Table 13 – Wider System Outcomes

These cannot be assessed until the next academic year. Our website is due for completion and launch in September when we will be able to start monitoring the number of hits. In addition one whole school INSET has been requested. Three of the partner schools have also expressed an interest in making further joint bids to continue the work.

Target Outcome	Research method/ data collection	Sample characteristics	Metric	1 st Return and date of collection	2 nd Return and date of collection
e.g. Teachers/schools involved in intervention making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice	e.g. Paper survey	e.g. Surveys completed by all participating teachers	e.g. average number of events attended per teacher per year before the project and over the course of the project	e.g. Average number of events attended in the academic year 2012-2013: 3.2	e.g. Average number of events attended in the academic year 2013-2014: 4.3 Average number of events attended in the academic year 2014-2015: 4.5

8.3.1 Please provide information on (minimum 500 words):

- Sample size, sampling method, and whether the sample was representative or not
- Commentary on wider system impact qualitative data to support quantitative evidence.
- Projects can also provide additional appendices where appropriate.

8.4 Impact Timelines

At what point during/after teacher CPD activity did you expect to see an impact on teachers? Did this happen as expected?

We expected to see an almost immediate short term impact on teachers as the focus was asking them to go away and trial specific strategies and materials. This was the case. We expected the longer term embedding to take place over the life of the project but this depended on the false assumption that teachers would be able to attend at least 2 departmental INSETs during the course of the year which was not the case.

At what point during/after teacher CPD activity did you expect to see impact on pupils? Did this happen as expected?

We only expected to see an impact on pupil progress in the academic year following the end of the Project as strategies and materials became embedded in whole school/departmental approaches. For this reason we are not currently able to say. As discussed above it will also be difficult to attribute pupil progress directly to the Project.

At what point did you expect to see wider school outcomes? Did this happen as expected?

We expect to see the wider school outcomes next academic year so cannot comment on whether they happened as expected at this stage.

Waltham Forest lacks any centralised lead on EAL. At least 3 of the partner schools based on the experience of this Project are hoping to continue to collaborate to provide a lead on training and advice. One partner school has already provided training as part of the London Challenge. We are also anticipating that the website will be further developed and become a source of materials and good practice for all Borough schools. Hopefully, these two things combined will enable the on-going promotion of effective EAL practice across the Borough.

9. Reflection on overall project impact

Overall Impact

The Project had a positive impact on those teachers who were directly involved with it in terms of helping to promote good practice for EAL learners. One school felt that the chance to work with expert consultants and reflect on their practice had been invaluable. They also felt that the models provided by the materials produced would enable them to go on to subsequently produce their own similar ones and indeed actual examples of resources made were provided by this school during the life of the Project.

The wider impact, however, is less clear. It did not have the whole school impact we would have wished for because we were not able to systematically work with sufficient teachers within the relevant subject areas on a regular basis. This made dissemination of the materials and strategies that we were trialling much less effective than it should have been.

Perhaps the most positive impact has been on FPC (part of the lead partner school) which has benefited in number of ways:

- 1) A GCSE access course for our students for those of our students who are not quite linguistically ready for GCSE;
- 2) A range of effective input models and evaluation tools developed for the Project that will enable us to systematically develop our own evidence based good practice and provide support to other schools;
- 3) Mainstream schools to collaborate with e.g. on future bids/research;

- 4) Sufficient materials to build a website that we can further develop and use as a basis to support our own teaching and hopefully promote good practice in other schools;
- 5) A greatly enhanced knowledge of e-learning to support our pupils;
- 6) An enthusiasm for developing more evidence based good practice.

In another school the EAL Co-ordinator also felt the Project had helped to provide a focus to raise the profile of EAL amongst colleagues and to start using some on-line tools to create resources. Three of the partner schools now have licences provided by the Project for "Task Magic", a software resource that facilitates the creation of resources for EAL learners.

Finally, it should be noted that our Project was at heart a materials development project and although involving teachers in the trialling of the materials and associated strategies was shown to be a potentially positive method of promoting good practice the real impact can only come when the website is launched and we are in a position to offer on-going training and advice. (We do note that the website should have been launched during the life of the project but we underestimated the work that would be involved and decided that we needed to focus on completing a good range of materials and providing the consultancy work in schools in order to fulfil other aspects of the Project.) Being able to launch this website in September will also provide an starting point for the work to continue in the next academic year.

The extent to which your theory of change proved accurate

We created the materials and in the main received positive feedback. The types of resources created and the strategies advocated have been proven successful by other research, however, based on this research we were not able to demonstrate that they were more successful than previous strategies. This was probably an unrealistic assumption for such a short term Project.

However, our assumptions that all relevant subject teachers would take part in the trials and that all teachers would be able to attend at least 2 training sessions proved false (except at FPC). Thus although as detailed above the teachers who participated gained from the Project the theory of change did not prove accurate at a whole school level.

How your project has contributed to the overall aims of LSEF

The project covered the aim of cultivating teaching excellence through investment in teaching and teachers so that attention is re-focused on knowledge-led teaching and curriculum in that it enabled teachers to focus on what good practice for EAL learner looks like and how the teaching of language and content can be integrated. It also created resources and provided support for teachers in English, Maths, Science and Geography.

Whether your findings support the hypothesis of the LSEF

The length of the Project was not sufficient to support any findings of long term impact on pupil attainment, subject participation and aspiration and as discussed above we were unable to collect sufficient data from schools to do any short term analysis.

What your findings say about the meta-evaluation [theme](#) that is most relevant to you

Our Project does not really fit with any of the themes as it was mainly delivered by consultants working for the lead partner going into a number of schools to carry out the Project activities. The point of the Project was to try to create a hub that could provide support in developing good practice across the Borough and steps towards achieving that have been taken as a result of the Project.

10. Value for Money

A value for money assessment considers whether the project has brought about benefits at a reasonable cost. Section 5 brings together the information on cost of delivery which will be used in this section.

10.1 Apportionment of the costs across the activity

Please provide an estimate of the percentage of project activity and budget that was allocated to each of the broad activity areas below. Please include the time and costs associated with planning and evaluating those activity areas in your estimates.

Broad type of activity	Estimated % project activity	£ Estimated cost, including in kind
Producing/Disseminating Materials/Resources	50%	£80,506
Teacher CPD (face to face/online etc)	10%	£16,101
Events/Networks for Teachers		
Teacher 1:1 support	40%	£64,404
Events/Networks for Pupils		
Others as Required – Please detail in full		
TOTAL	100%	£ 161,011

Please provide some commentary reflecting on the balance of activity and costs incurred: Would more or less of some aspects have been better?

10.2 Commentary of value for money

Please provide some commentary reflecting on the project's overall cost based on the extent to which aims/objectives and targets were met. If possible, draw on insight into similar programmes to comment on whether the programme delivers better or worse value for money than alternatives.

10.3 Value for money calculations

Note: This section is only required for projects with control or comparison groups

In order to demonstrate the cost effectiveness of the project we would like those projects who had control or comparison groups to provide some value for money calculations. Further guidance will be issued to support projects with this.

11. Reflection on project delivery

11.1 Key Enablers and Barriers to Achievement

The main barrier to the success of our Project was a lack of access for training purposes to a sufficient number of teachers in the relevant subject departments. This was because even though we were able to offer cover the Head Teachers felt (rightly) that releasing a whole department during the day would disrupt the curriculum. This meant that we were reliant on twilights and INSET days which needed to be booked in advance. Future projects will need to be planned further in advance and integrated into the schools' annual plans to be fully successful. This means that funding application deadlines need to fit in with the academic year. It would have been more useful to have a Project that ran over 2 academic years starting in September with funding confirmed in April so the planning could be completed during the Summer term.

We were also hampered in our delivery by the lack of software available to create on-line resources. Although there is a wealth of materials available on-line we were looking for software that would enable us to create our own materials which could be customised to the needs of EAL students. The main ones we found were Hot Potato, Socrative, Quizlet and Task Magic. The latter requires a licence which the Project purchased for some partner schools towards the end of the Project. However, there was no software available that would allow us to create on-line resources exactly as we wished. It would have also been useful at the beginning to have had access to an expert who had full knowledge of the range of software available rather than having to undergo a process of piecemeal discovery.

With regards to Objective 2 - the creation and trialling of a Science GCSE access course for learners in the earlier stages of learning English - we were hampered by insufficient numbers of non-EU EAL students being available to undertake the course. Although we had been led to believe that there were suitable classes to trial the access course in the partner schools in reality the classes involved were much more advanced in their language learning than those at FPC where the initial concept for the course arose e.g. one class put forward to undertake the course was already advanced enough to be studying for a BTEC. This meant that we were only able to trial the course with 6 students at FPC. Thus although the course has been created and will be used again next year there were insufficient pupil numbers to properly assess its effectiveness on the target group. This would not have been the case if we had been able to include students from the EU in the research.

Any successful Project requires the support of the head teacher but we also found that having a supportive EAL Co-ordinator with status within the school was important. Teachers at secondary level can be resistant to using their subject areas to develop language as they feel the students should already know English. Having a strong internal lead is, therefore, essential.

In addition improving teachers' ability to integrate subject and language teaching at secondary level requires subject expertise as well as EAL expertise. We were assuming that we would be able to forge working partnerships between our EAL specialists and subject teachers in schools. However, again time constraints made this hard to achieve and one of our consultants struggled to fulfil her brief on Maths because even though she has considerable expertise in EAL and her own subject her knowledge of Maths was not sufficient to produce mathematically accurate resources for Key Stage 4. Conversely our consultant who was both an EAL expert and a Science teacher was more readily able to produce appropriate subject related materials. Training subject specialists in EAL strategies and methods to integrate subject and language teaching and collaborating with them to develop appropriate resources is vital because, however skilled they are, EAL experts alone will not be able to create materials that prepare students appropriately for exams at Key Stage 4. It is also not possible for an EAL specialist to work in every classroom.

11.2 Management and Delivery Processes

Although our head teachers were supportive it was clear with hindsight that we should have given the project a much higher profile in each school at the beginning of the Project to make sure everybody was aware and understood its significance. Schools were slow to identify who would be trialling the materials and those who were identified were not always clear about their role.

We have also identified that the lead partner should have recruited a project manager because although the person who managed the Project has extensive EAL experience she was also fully engaged with her own teaching and management duties which limited her capacity to work on the Project. We also underestimated the time needed to deliver and support various aspects of the Project exacerbated by also having taken on Objective 3 and 4. Although it must be said that for one of our partner schools the mothers' classes were the most successful aspect of the overall Project.

These errors were partly the result of the organisation's limited experience of running such Projects and partly due to the lack of "infra-structure" that say a private or local authority training/consultancy service or higher education provider would have. Nevertheless, although it has been a steep learning curve we do feel that key lessons have been learnt and that one of the positive outcomes is that we now feel much better equipped to run similar Projects in the future. We also feel strongly that it would be regrettable if school based organisations were unable to successfully bid for such projects because they do not have the existing management structures in place in the same way as non-school based organisations. This would require sufficient money being available in funding allocations to pay for management and administration costs.

We have also had technical difficulties with the development of our website which has meant we have not been able to get it up and running during the course of the Project. This was partly due to the technical lead moving to another post during the life-time of the Project. With hindsight it might have been better to have invested more money in hiring a specialist company to help us develop this important part of our

Project. Although, having an internal person work on its development may in the long term, for cost reasons, be more sustainable.

The Project was based on the premise that a lot of training proves ineffective because although the teachers appreciate the strategies suggested in the INSET they can't always put them into practice because they don't have time to prepare the necessary resources. We, therefore, allocated a period at the start of our Project to preparing the materials ready for trialling. We were then planning to trial them with selected members of staff in the partner schools and then disseminate our findings via two training sessions with each department. By working this way round we limited the amount of time we had to work with teachers to find out if trialling materials was an effective method for teacher development. This was then exacerbated by problems with identifying sufficient teachers to work with us in our partner schools and the aforementioned problems of securing INSET slots for wider dissemination. As a result there were considerable delays in starting our work in schools which limited our overall effectiveness.

We solved the problem by recruiting 3 more schools to the Project and altering our delivery method namely for the consultant to meet with the teacher, plan a lesson, prepare the materials, take feedback on the materials - including lesson observations - and then prepare the next set of materials. With hindsight it would have been better to have adopted this delivery mode from the beginning as it proved more effective both in discussing how to integrate content and language with the teachers and in preparing relevant subject specific materials that were almost immediately trialled. The emphasis on preparing materials was retained but with a much more specific focus and the opportunity for immediate use. The only drawback of this approach was that it did put considerable pressure on the consultant to prepare the materials in a timely fashion for the planned lesson.

11.3 Future Sustainability and Forward Planning

We will be able to share resources and good practice via the website. However, the key element for sustainability will be further funding or schools' willingness to pay.

12. Final Report Conclusion

Key findings for assessment of project impact

What outcomes does the evaluation suggest were achieved?

The following outcomes were achieved:

- improved pedagogical knowledge of how to develop the academic language skills of non-EU EAL pupils across the curriculum;
- increased teacher confidence to teach all 4 language skills through the medium of subject areas;
- increased capacity and ability to utilise a wider range of effective strategies to deliver improved lessons that develop academic English language skills of non-EU national EAL pupils at Key Stage 4.

However, it should be noted that this was only for those teachers working directly with the consultants. We were not able to present evidence of impact on a wider group or of embedding of good practice in the long term.

What outcomes, if any, does the evaluation suggest were not achieved or partly achieved?

The following outcome was partially achieved:

- teachers use a wider range of subject specific downloadable and interactive resources (including their own ideas and adaptations) to support EAL learners develop their linguistic skills.

Those teachers (26) working with the consultants during the life time of the Project to trial the materials, by definition had access to and utilised subject specific downloadable and interactive resources that they

would not otherwise have used. In addition, although we do not have evidence of the impact on their practice, a wider group of teachers (37) trialled one or more units of materials and provided oral or e-mail feedback on how the materials should be improved. In one school we also have anecdotal evidence that being involved in the Project inspired 2 teachers to start creating their own materials based on the models provided and at FPC we have evidence that involvement with the Project has inspired a much wider use of e-learning.

What outcomes, if any, is there too little evidence to state whether they were achieved or not?

We do not have sufficient evidence to state whether the following outcomes were achieved:

- improved performance in academic reading and writing in Science, Geography, Maths and English for non EU-EAL pupils in KS4;
- more students starting at E2 Consolidating or below reaching a level whereby they can achieve at least a grade E in Science GCSE the following academic year (Objective 2);
- teachers outside the intervention group having access to successful resources and strategies to support the development of academic language skills by non EU EAL students.

We were unable to collect sufficient data to assess the impact on pupils' academic language skills but also maintain that the life time of the Project was, anyway, too short for any significant impact on pupil progress to occur.

At FPC 4 of the 6 students who participated in the GCSE Science access course as part of Objective 2 are on track to achieve an E or above if they continue with their studies next year. For these students this is an achievement. However, we were not able to recruit sufficient numbers of non-EU EAL pupils across partner schools to determine the general effectiveness of this access course and whether it would be more effective than other strategies or no specific strategies at all, in preparing students starting below E2 consolidating, for GCSE.

Teachers outside the intervention group will be able to access successful resources and strategies via our website but this will not happen during the life time of the Project.

Key lessons learnt for assessment of project delivery

The delivery approach that appeared to work best was individual or small groups of teachers working with an EAL expert to plan a specific future lesson followed by the EAL expert preparing a set of agreed materials for the teachers to trial and then a subsequent meeting to reflect on the success of the materials and associated strategies. This provided a focused approach with rapid feedback and created a good working relationship between the subject specialists and the EAL expert. This was the approach that was adopted from the beginning at FPC in developing the access course for Objective 2. Any approach that aims to integrate content and language teaching at Key Stage 4 must involve teachers with knowledge of the subject and exam requirements.

It was also encouraging, however, that more minimal contact with an EAL expert combined with the opportunity to trial materials also appears to have resulted in increased teacher confidence to support the language learning of EAL students within their subject specialisms. With a longer time scale the levels of confidence may well have increased even more.

The approach that worked less well was preparing materials in isolation without access to subject specialists and the immediate opportunity to trial them and receive feedback. Having the clear focus of an up and coming lesson or topic was important. This was particularly the case where the EAL expert was working outside the specialism of their other main subject area.

The main difficulty that we encountered with our delivery namely our inability to offer training at a departmental level to a wider range of teachers could be resolved by more detailed pre-Project planning and having longer run in times so that training sessions can be integrated into the school's annual calendar.

Were there any additional or unintended benefits (e.g. increases in student attendance as a result of an intervention aimed at teachers)?

A renewed enthusiasm at FPC to develop an evidence based approach to improving practice and the building of our capacity to do so.

We were also able, via the work on the GCSE access course, to provide support to an unqualified teacher that would otherwise not have been available.

Informing future delivery

The Project should have done more work on trying to establish the impact of our approach on the students for example by looking at the impact on writing samples. We should have also found more ways of receiving direct feedback from students on the effectiveness of various approaches.

We should have done less work on preparing materials in isolation (partly due to the initial problem of identifying suitable working partners in schools) and adopted sooner the more focused specific lesson related approach we adopted at the end and from the beginning for Objective 2.

Our main recommendation if we were to replicate the Project would be to ensure that the means of dissemination is fully established at the beginning which would require more forward planning than we had when we established this Project and to make sure the Project is given a higher profile in the partner schools with clear roles, requirements and expectations established prior to starting delivery.

The theory of change diagram is attached as Appendix 1.

The LSEF – Evaluation Framework is attached as Appendix 2.

Appendix 3

List of Materials Produced

Name of resource	
1. Basic skills	English
2. Exam practice	English
3. Macbeth	English
4. Romeo and Juliet	English
5. Unit 1 Keywords	English
6. Unit 2 Extended writing	English
7. Unit 3 Poetry - unseen	English
8. Unit 4 Questioning	English
9. Writing to	English
10. Year 8 Newspaper	English
11. A wasteful world	Geography
12. Geography skills	Geography
13. Introduction to Geography	Geography
14. Map skills	Geography
15. OCR Geography	Geography
16. Volcanoes and earthquakes	Geography
17. Writing to explain	Geography
18. Do you know your definitions?	Literacy
19. Do you know your explanations?	Literacy

20. Do you know your lists?	Literacy
21. Maths follow me	Maths
22. Vocabulary to talk about circles	Maths
23. Correlations	Maths
24. Lesson plenaries	Maths
25. Lesson starters	Maths
26. Literacy in Maths	Maths
27. Questionnaires	Maths
28. Money word mat	Maths
29. Allotropes of carbon	Science
30. Crude oils and fuels	Science
31. Electromagnetism	Science
32. Energy and biomass	Science
33. Exothermic and endothermic reactions	Science
34. Preparation for the ISA	Science
35. Keeping healthy	Science
36. Metals and their uses	Science
37. Nano chemicals	Science
38. OCR - rocks and metals	Science
39. Our solar system	Science
40. Writing skills	Science
41. Photosynthesis	Science
42. Rates of reaction	Science
43. The life cycle of stars	Science
44. The methods we use to generate electricity	Science

Please note that some of these are working titles that will be changed when they are uploaded to the website. Due to extreme pressure of work the website is now due to be completed in March 2016. The link is <http://keystointegration.weebly.com/>. However, some sample materials are included in Appendix 4.

Appendix 4

Sample Materials

Below are 2 examples of materials produced and trialled as part of the project. Each resource is accompanied by a PowerPoint presentation that describes and explains the rationale behind the resource and provides suggested activities or instructions for use. Some resources will be downloaded from the website in the form of pdf or Word documents others will be accessed via a link to an on-line resource which can either be pasted into browsers or clicked on directly from the website.

A Card Game To Practise The Vocabulary Needed To Talk About Circles

Follow Me!



Description and Rationale

The purpose of this activity is to revise/reinforce key words relating to circles and also to improve students' listening skills.

Instead of reading key words and definitions and learning them off by heart, this revision activity gets students to think carefully about one definition and one key word in particular.

As they listen to the definitions being read out, students can attempt to give the correct key word. When the student with the actual key word reads it out, students can confirm whether their attempt was correct or not, without the risk of making an error in front of the class.

The activity can be repeated so that students are given the opportunity to think carefully about new words/definitions each time.

Author: Chiaka Ahmadi



Suggested Activities

There are 14 cards providing 14 turns in this activity.

Teachers need to photocopy and cut up the cards in advance of the lesson.

Each card has a key word relating to the properties of a circle on it. Students read this and think together about its meaning.

Each card also has a definition of a key word, but it does not match with the key word at the top of the card. Students read the definition and come to an agreement about what is being described. They keep this to themselves.

The teacher asks any student to read out the definition on their card while everyone else listens. The student(s) who recognise(s) the definition as describing their key word puts their hand(s) up and says the definition out loud thus giving further oral reinforcement of the language. Once their key word has been confirmed as correct, they then read out their definition and the process is repeated.

Author: Chiaka Ahmadi

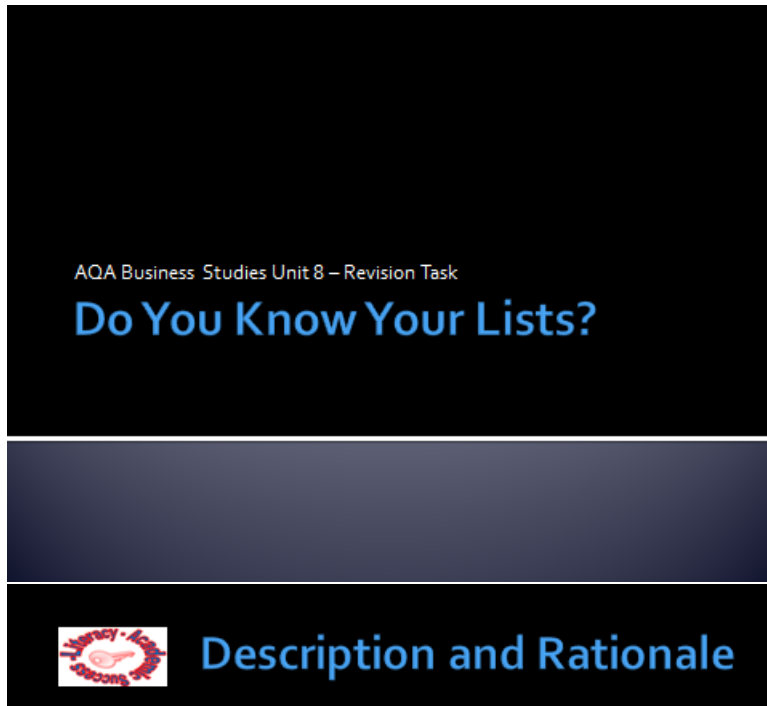


Lesson starters to teach/revise mathematical vocabulary – follow me

<p>... a sphere.</p> <p>An angle formed by the diameter, connected to any point on the circumference of a semi-circle, will always add up to ...</p>	<p>... a tangent.</p> <p>A round plane whose boundary is a series of points equidistant from a fixed central point is called ...</p>
<p>... 90° (a right angle).</p> <p>A portion of a curve that is used to describe a portion of a circle is called ...</p>	<p>... a circle.</p> <p>The quotient of the circumference and the diameter of a circle is called ...</p>
<p>... an arc.</p> <p>A straight line segment that joins two points on a circle is called ...</p>	<p>... π (pi or 3.141592...).</p> <p>A portion of a circle that is enclosed by two radii and an arc is called ...</p>
<p>... a chord.</p> <p>The length or perimeter of a circle is called ...</p>	<p>... a sector.</p> <p>The region in a circle that is bounded by a chord and the arc subtended by that chord is called ...</p>
<p>... the circumference.</p> <p>Any chord of a circle or sphere that passes through its centre is called ...</p>	<p>... a segment.</p> <p>Half of a circle is called ...</p>
<p>... the diameter.</p> <p>The distance from the centre of a circle to any point on a circle is called ...</p>	<p>... a semi-circle.</p> <p>A quarter of a circle is called ...</p>
<p>... the radius.</p>	<p>... a quadrant.</p>


A line that touches a curve at one point only is called ...

A three-dimensional shape that has no edges or vertices is called ...



AQA Business Studies Unit 8 – Revision Task

Do You Know Your Lists?

 **Description and Rationale**

- This is an on-line resource created using *Quizlet*. It takes the curriculum content from Unit 8 of the AQA Business Studies suite and encourages students to learn by heart a range examples in order to build their subject knowledge. E.g. they might be given the phrase “maximise market share” (definition) and would need to identify it as a “business objective” (term). The resource allows students to revise on-line and to complete a range of activities including games to check their learning.

Author: Carolyn Crampin



Suggested Activities

This resource is best used as a self-study resource either in class or at home (students can be given the link below to copy into their browsers or can click on the link from the webpage). The best activities are *Flashcards*, *Test (except Written Test)*, *Scatter* and *Space Race* starting with the "definition" rather than the "term". Due to the length of some of the entries *Learn* and *Speller* may not be appropriate. http://quizlet.com/_afdh4

Author: Carolyn Crampin

Appendix 5

Evaluation Tools

The evaluation tools used were as follows. This list is followed by the actual templates used.

1. Confidence survey

This was given to the teachers at the first session with the consultants and was completed independently by the teachers and returned to the consultant. It was given again at the last session or after the last set of materials was trialled and was again completed independently by the teachers.

2. Strategies Survey

This was completed by the consultants both before and after the intervention as part of a one to one interview with the teacher. It came to form an intervention in its own right.

3. Pupil focus group feedback (with prompts)

This was completed by teachers leading on the project in their schools with students taken from classes where interventions had taken place.

4. Materials evaluation form

This form was completed by some teachers after they had used the materials as feedback to the consultants. Feedback was also given orally.

5. Lesson observation proforma

Lesson observations were undertaken and written up by consultants with the smaller group of 8 teachers with whom they worked most intensively on lesson planning. They gave the consultants an opportunity in some cases to observe what strategies were already and in some cases to see the materials they were producing utilised in a classroom situation. The observations contributed towards our qualitative evidence.



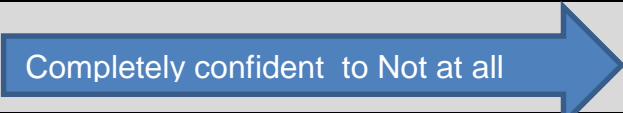
English the Key to Integration (Waltham Forest)

CONFIDENCE SURVEY

Name:	Date:
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Please rate your level of confidence on a scale of 1 – 6 with 1 meaning that you are completely confident and 6 that you are not confident at all.

Please note that this survey is concerned with post-beginner EAL students.

How confident do you feel that you:						
understand the social and cultural background of your EAL students (1)	1	2	3	4	5	6
understand the linguistic needs of your EAL students (2)	1	2	3	4	5	6
are able to scaffold the learning of your EAL students (3)	1	2	3	4	5	6
are able to provide a cognitively challenging but linguistically accessible learning environment (4)	1	2	3	4	5	6
are able to integrate the teaching of language and content in your subject area (5)	1	2	3	4	5	6
are able to model spoken and written academic language making the key language features explicit (6)	1	2	3	4	5	6
can promote collaborative talk to enhance learning (7)	1	2	3	4	5	6
can use e-learning to support the learning outcomes of EAL students (8)	1	2	3	4	5	6



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Strategies Survey

Name of teacher:	Date:
Name of interviewer:	

What strategies do you currently use to:	
activate the prior learning of your students (think about both school based learning and also the socio-cultural learning that has taken place outside the school)	
provide comprehensible input/organise information to make it comprehensible to EAL learners	
scaffold your EAL students' learning	
develop your EAL students' active listening skills	
develop your EAL students' ability to read for meaning and model what makes an effective reader	
promote collaborative talk that enhances both curriculum and language learning	
develop your EAL students' academic writing skills	
integrate the teaching of content and language within your subject area	
teach vocabulary/key words	
How do you currently use questioning to enhance the learning of EAL students?	
How do you currently use bilingual resources and home language to enhance learning?	
How do you currently use e-learning to enhance language and curriculum learning (include specific software utilised)?	



English the Key to Integration (Waltham Forest)

Pupil Focus Group Feedback

School:	Date:
Consultant/teacher:	Subject:
Names of students participating:	

Question	Possible prompts
In (name of subject/subjects) what helps you understand when you are listening e.g. when the teacher is talking, when you are listening to a podcast, when you are watching a video?	<ul style="list-style-type: none"> • Visuals to support text • Knowing what you are listening for • Having a task to complete at the end • Having a task to do while you are listening • Having words explained before you listen
In (name of subject/subjects) what type of talking do you do and does it help you learn?	<ul style="list-style-type: none"> • Talking in pairs • Talking in groups • Answering questions with short answers • Answering questions with longer answers • Explaining to the teacher • Explaining to your peers • Asking questions yourself • Explaining something to somebody that they don't already know
In (name of subject/subjects) what helps you understand when you read?	<ul style="list-style-type: none"> • Visuals to support the text • Talking about the content before you read it • Having a task to do at the end • Having a task to do while you are reading • What type of reading tasks have you done recently? Draw out if

	<p>they do anything other than basic comprehension questions/content cloze.</p> <ul style="list-style-type: none"> • Having words explained before you read • Using a dictionary • Working out the meaning of words from context
<p>In (name of subject/subjects) what helps you when you have to do a written task?</p>	<ul style="list-style-type: none"> • Talking about it first • Having some form of scaffolding (explain) e.g. writing frames, sentence starters, substitution tables • Seeing/analysing a model or similar text to the one you are being asked to produce • Being given clear guidelines as to what to include • Working collaboratively with a partner • Using a word processor
<p>In what ways do use computers to help you learn?</p>	<ul style="list-style-type: none"> • Types of documents they produce using the computer • Software they use in school/at home • Websites/VLEs they find useful e.g. BBC Bitesize, Rosetta Stone, GCSE Pod
<p>What else happens in this subject(s) that makes it interesting/boring – helps you learn/stops you learning?</p>	

The students involved in the focus groups should be a sample taken from the classes where the materials and strategies are being trialled. The post-intervention group should as far as possible be the same as the pre-intervention group. A group of about 7 is recommended.



English the Key to Integration (Waltham Forest)
Material Evaluation Form

School:	Subject:	Date:
Teacher:	Topic / Unit:	Class:

Note:

The aim of the lesson/ unit was to:

- Increase access to subject concepts and skills
- Develop literacy and academic language skills

Please tick the relevant circle to indicate your judgement. The space after each item is for comments or evidence. Continue your comments at the bottom of pg2 if you wish. Please list the activities / materials you used in the table on pg2, and where possible, refer to these specifically in your comments.

Strongly agree agree disagree Strongly disagree

1. Students enjoyed / were engaged in the activities

2. Students learned a lot of content / skill

3. The activities / materials helped students to improve their

Academic vocabulary

Reading skills.

Writing skills

Listening skills

Collaborative talk

4. What would be your suggestion for improving the materials / activities / unit, with regard to

Subject content / skills

Academic vocabulary

Reading skills, writing skills, listening skills or collaborative talk

Unit:		
	Material / activity / strategy	Date/s used
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Sample of Feedback from Lesson Observation

English the Key Lesson Observation record			
Teacher		Class	Year 10
Observer		Date:	06/03/2015

How does the teaching include the following key elements to ensure that pupils learning EAL make good progress in the lesson?

Element	Observed evidence
Activating prior learning	<ul style="list-style-type: none"> Referring to what pupils had been studying in previous lessons.
Using comprehensible input	<ul style="list-style-type: none"> Visuals used: Picture given on worksheet N.B however not specifically referred to Video clip used Language activities: Sorting activity -Information on advantages and disadvantages jumbled up Key words given with letters jumbled.
Scaffolding learning	<ul style="list-style-type: none"> The learning objectives were graduated, i.e <u>going from the more concrete</u> recall of knowledge - <u>to the more abstract ideas</u> Using <u>AfL: feedback from pupils questions or answers</u>, to generate more questions/ learning points for the whole class Excellent management of behaviour. Timings given to complete tasks.
Developing reading for meaning and good reading skills	<ul style="list-style-type: none"> Pupils instructed to read text individually first, before working together on a task. Emphasising the need to read all of the instructions (all of the text) and to ask questions about words they don't know the meaning of. N.B EAL learners need individual reminders to facilitate this e.g using small post-its; or underlining; or highlighting. Emphasising the point that they must answer the question from "what you know". e.g Suggest why wind turbine should be used as "part of our energy solution". " part of or energy solution " means the 'Advantages' from the list.

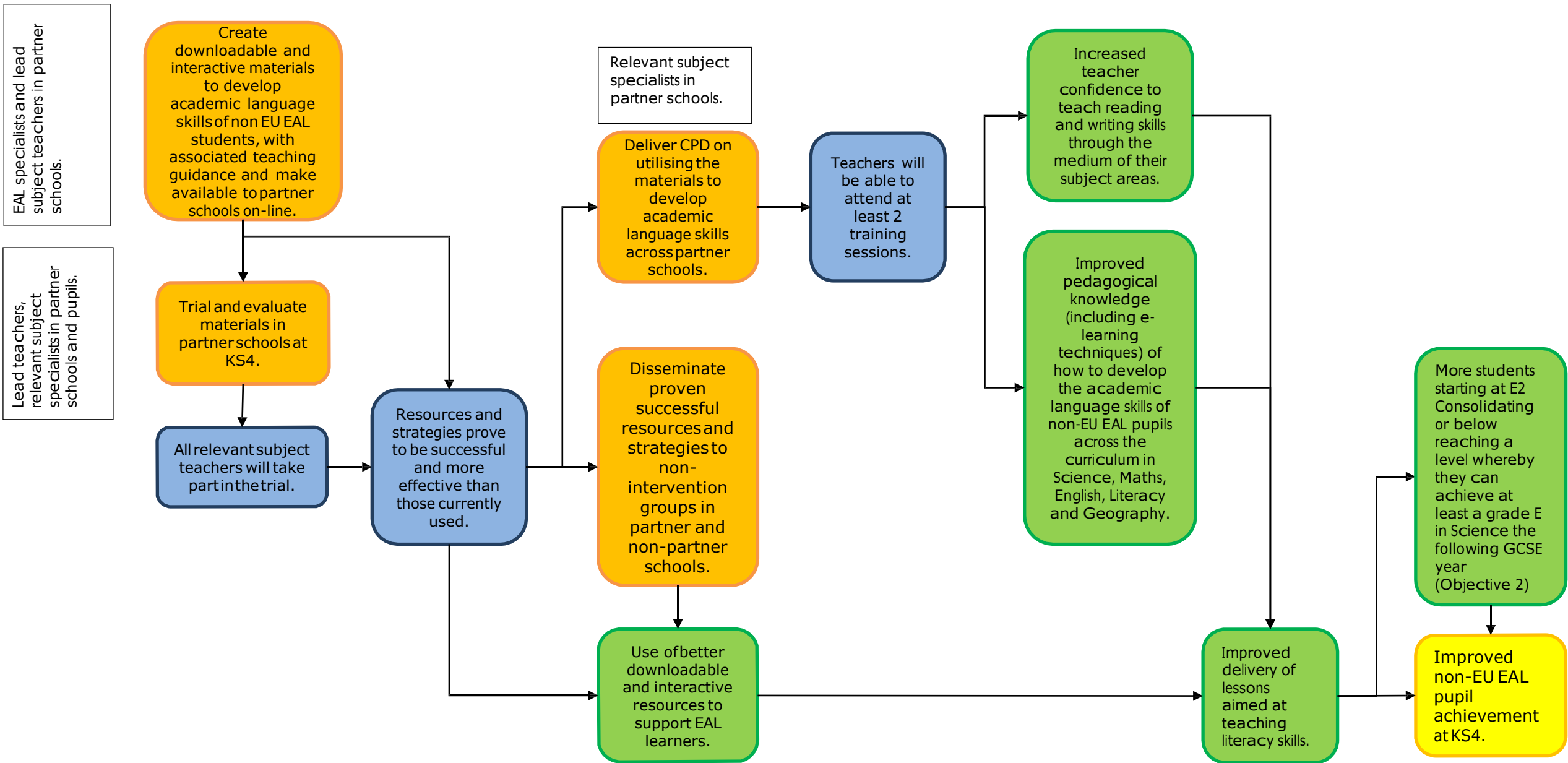
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Developing active listening skills</p>	<ul style="list-style-type: none"> • Pupils instructed to watch video clip but told what to <u>watch and listen (actively) for</u>: Words they don't understand Advantages and Disadvantages • Stopping to ask questions periodically while a pupil read aloud from the textbook. • Pupils each given textbook for whole class reading so they could each <u>listen actively</u>.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Using collaborative talk</p>	<ul style="list-style-type: none"> • Pupils asked to <u>work together</u> to categorise some statements as advantages or disadvantages of ... N.B Probably only two groups and pupils worked together on this. So an opportunity for better collaborative learning was lost. • Ensuring that all pupils were quiet and <u>listening</u> (engaged) while another pupil was answering a question or <u>reading aloud</u>.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Developing academic writing</p>	<ul style="list-style-type: none"> • Using an exam-style question to demonstrate how it should be interpreted and what the answer might include.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Teaching vocabulary / key words</p>	<ul style="list-style-type: none"> • A list of Key words given with letters jumbled up.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Teaching language skills and content</p>	<ul style="list-style-type: none"> • Pupils reminded that the lesson will focus on language as well as science. • The Learning Objectives were elicited from pupils by using the lesson title 'Wind Energy' as follows: Asking for words, to explain what 'wind energy' means Pupils offered explanations for example 'Kinetic energy' Pupils referred to page 232 of the Text book Saying "By end of lesson you would be able to tell me about wind energy and why it is important to us. " • Making the point that they (pupils) will perform better in test if their use of language is better, so this lesson will include a focus on use of language

Using questioning	<ul style="list-style-type: none"> • Good questioning overall. In particular, the strategy of dealing with pupils’ understanding of terms by using pupils’ own definitions and giving an example to analyse the validity or precision of that definition. A good example was where pupils gave the definitions below for the term ‘renewable’. Saying, “Using the example of a tree being a renewable source of energy. The tree has to be burnt to release the energy for our use. Which definition best explains why a tree is a renewable energy source?” <p>Renewable – can be used again - can be made again</p> <ul style="list-style-type: none"> • Waiting for more than pupil to put their hand up to answer questions before an answer was taken. • Including thinking time for pupils to answer questions, i.e deliberately waiting for pupils to formulate their answers before articulating it.
Using bilingual resources	
Using e-learning	

Signed.....
Date.....



Objective 1 – Strengthen the skills of qualified and trainee teachers to develop the literacy and academic English language of non-EU EAL pupils



LSEF Evaluation Framework

Teacher Outcomes	Outcomes	Indicators	Baseline Data Collection	Impact Data Collection
<p>Teacher outcomes</p> <p>Sub Groups As part of establishing the baseline, the characteristics of the eligible cohort should be analysed across the following sub groups:</p> <ul style="list-style-type: none"> <input type="checkbox"/> NQTs <input type="checkbox"/> 3 years + <input type="checkbox"/> Subject specialism <p>These should be expressed as a % of the whole group.</p>	<p>Improved pedagogical knowledge (including e-learning techniques) of how to develop the academic language skills of non-EU EAL pupils across the curriculum</p>	<p>Increased range of strategies in teaching strategy and utilisation test/survey</p> <p>Self-designed- not reviewed</p>	<p>Range of current strategies used collected for individual teachers from pre intervention teaching strategy and utilisation test/survey (Dec 2014)</p>	<p>Range of strategies collected for individual teachers from teaching strategy and utilisation test/survey for the June 2015 final report.</p>
<p>Churn Throughout the programme thorough records of any “churn” of teachers</p>	<p>Increased teacher confidence to teach all 4 language skills through the medium of their subject areas</p>	<p>Increased teacher scores in confidence surveys</p> <p>Self-designed- not reviewed</p>	<p>Scores collected for individual teachers from pre-intervention confidence surveys (Nov/Dec 2014)</p>	<p>Scores collected for individual teachers from post intervention confidence surveys for the June 2015 final report</p>

<p>leaving or joining the intervention group must be kept. In order to do this records must be kept of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unique teacher identifier <input type="checkbox"/> Engagement date <p>Disengagement date and reason</p>	<p>Teachers have developed an increased capacity and are able to utilise a wider range of effective strategies to deliver improved lessons that develop academic English language skills of non-EU national EAL pupils at Key Stage 4</p>	<p>Pupil focus groups demonstrate a wider range of EAL/e-learning teaching and learning strategies being used</p> <p>and</p> <p>Staff feedback from trialling of the Objective 1 materials demonstrate a wider range of EAL/e-learning strategies are being successfully used</p>	<p>Analysis of information collected from pre-intervention pupil focus groups and on-going staff feedback from trialling materials/strategies with a sample of the intervention group</p> <p>The teachers will be chosen by their respective schools and the students will be chosen by their teachers as those being willing and capable to participate in a focus group (we will try to select by level of English if possible)</p>	<p>Analysis of post-intervention information collected from pupil focus groups on strategies used to develop academic English and on-going feedback from teachers trialling the materials/strategies</p> <p>This will be the same sample as at baseline</p> <p>Staff feedback on Objective 1 materials from collection form</p> <p>On-going Jan – May 2015</p>
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	Teachers use a wider range of subject specific downloadable and interactive resources (including their own ideas and adaptations) to support EAL learners develop their linguistic skills	Feedback from the trialling of Objective 1 materials reveals that teachers are using a wider range of resources in their respective subject areas Number of resources downloaded from the website	Range of resources being used as indicated by first feedback session with the teachers On-going January – May 2015	Range of resources being used as indicated by follow-up feedback session with the teachers On-going January – May 2015 Number of hits on website- will specifically track number of downloads if possible
Pupil Outcomes	Outcomes	Indicators	Baseline Data Collection	Impact Data Collection

<p>Sub Groups The characteristics of the eligible cohort should be analysed across the following sub groups:</p> <ul style="list-style-type: none"> <input type="checkbox"/> LAC continuously for 6 months+ <input type="checkbox"/> FSM <input type="checkbox"/> FSM at any time during last 6 years* <input type="checkbox"/> Gender <input type="checkbox"/> Ethnicity <input type="checkbox"/> Statement of SEN or supported at School Action Plus <input type="checkbox"/> Started respective Key Stage below expected level, at expected level, above expected level <input type="checkbox"/> Number of years of previous education (Objective 2) 	<p>Improved performance in academic reading and writing in Science, Geography, Maths and English for non EU-EAL pupils in KS4</p>	<p>Scores on internal tests in each subject involved in project have increased.</p> <p>Analysed writing samples show an improvement in academic writing skills</p>	<p>Pre-intervention internal test scores for each non – EU EAL student in a class receiving an intervention</p> <p>Pre-intervention data from analysed writing samples of a sample of the students in each class receiving an intervention (6 students from each class: 2 low ability, 2 medium and 2 high)</p> <p>Analysis will be conducted by project coordinator and the project consultants</p>	<p>Post-intervention internal test scores for each non – EU EAL student in a class receiving an intervention</p> <p>Post-intervention data from analysed writing samples of a sample of the students in each class receiving an intervention (6 students from each class: 2 low ability, 2 medium and 2 high)</p> <p>Analysis will be conducted by project coordinator and the project consultants</p> <p>This will be the same sample as at baseline.</p>
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<p>All characteristics should be captured as part of establishing the baseline and data should be collected to enable all outcomes to be analysed across these Throughout the</p>	<p>More students starting at E2 Consolidating or below reaching a level whereby they can achieve at least a grade E in Science the following GCSE year.</p>	<p>Scores on Science GCSE papers.</p>	<p>Initial assessments in Science for intervention group</p> <p>Initial assessments in Science- trend data from previous year's cohort</p>	<p>Final assessments in Science for intervention group</p> <p>Final assessments in Science- trend data from previous year's cohort</p>
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<p>programme thorough sub groups.</p> <p>Churn records of any “churn” of pupils leaving or joining the intervention group must be kept. In order to do this records must be kept of:</p> <ol style="list-style-type: none"> 2. Unique pupil identifier 3. Engagement date 4. Disengagement date and reason 	<p>Module by module improvement in academic writing skills</p>	<p>Analysed writing samples show accelerated progress in the development of academic writing skills</p>	<p>Data from analysed writing samples from the intervention group – Sept 2014</p> <p>Who is doing the analysis? How are you selecting the writing samples? How many pieces of writing will be analysed?</p> <p>Myself and the consultants working on the project. We have requested a minimum of 6 writing samples from each class involved in the intervention 2 from high ability students, 2 from medium and 2 from low ability.</p>	<p>Data from analysed writing samples from the intervention group every half term</p> <p>Could you add some dates? February 2015 April 2015</p>
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School System Outcomes	Outcomes	Indicators	Baseline Data Collection	Impact Data Collection
School system outcomes	Teachers outside the intervention group have access to successful resources and strategies to support the development of academic language skills by non EU EAL students	<p>Number of training/consultancy sessions offered by project participants to other schools</p> <p>Hits on website</p> <p>On-line feedback on usefulness of resources</p>	Baseline is zero	<p>Number of training/consultancy sessions delivered or planned for Summer and Autumn term 2015</p> <p>Number of hits on website</p> <p>Analysis of feedback on website</p>