WELCOME

BIRMINGHAM 2018

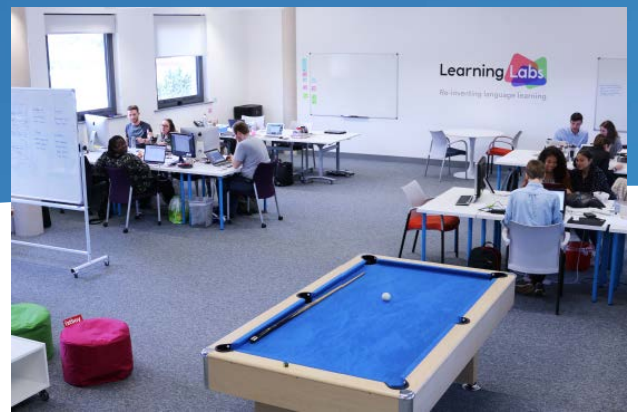
We've been visiting lots of local schools

Birmingham Virtual School Going4Success
Oasis academy
James Brindley School
Anderton Park School
Great Barr School
King Edward VI High School
Swallow Hill Community College
Tettenhall College
Charlton School
Northampton Academy
The Birmingham Catholic Primary Partnership
Edgbaston High School for Girls
Hartshill School
St. Edward High School
RSA Academy
Queen Eleanor Primary Academy
Shrewsbury High School
South Bromsgrove High
Greenwood Academy
Strood Academy
Shireland Collegiate Academy
The Long Eaton School
Victoria Community School
Crestwood School & Sixth Form
Northampton International Academy
RGS Worcester
Ashton Community Science College
Fairfield Preparatory School
Basildon Academies
St Peter's Catholic School
Bluecoat Academy
South Bromsgrove High

Lots of teacher training

…well done Ward End Primary!

FlashAcademy® | BY Learning Labs



Birmingham City Council | Link2ICT | Birmingham Virtual School Going4Success | Pupil and School Support

Me aged 5…

c.1.3 million pupils with EAL in the UK

Newly arrived pupils & managing the diversity of home languages.

Conducting the new EAL proficiency assessments.

Attainment for pupils with EAL that are in the mainstream classroom.

FlashAcademy® EAL

Curriculum English from over 30 Home Languages

Independent learning with lessons & games

Pupil progress tracking with teacher dashboard

Anderton Park: Parents & children learning together

FlashAcademy Curriculum Content

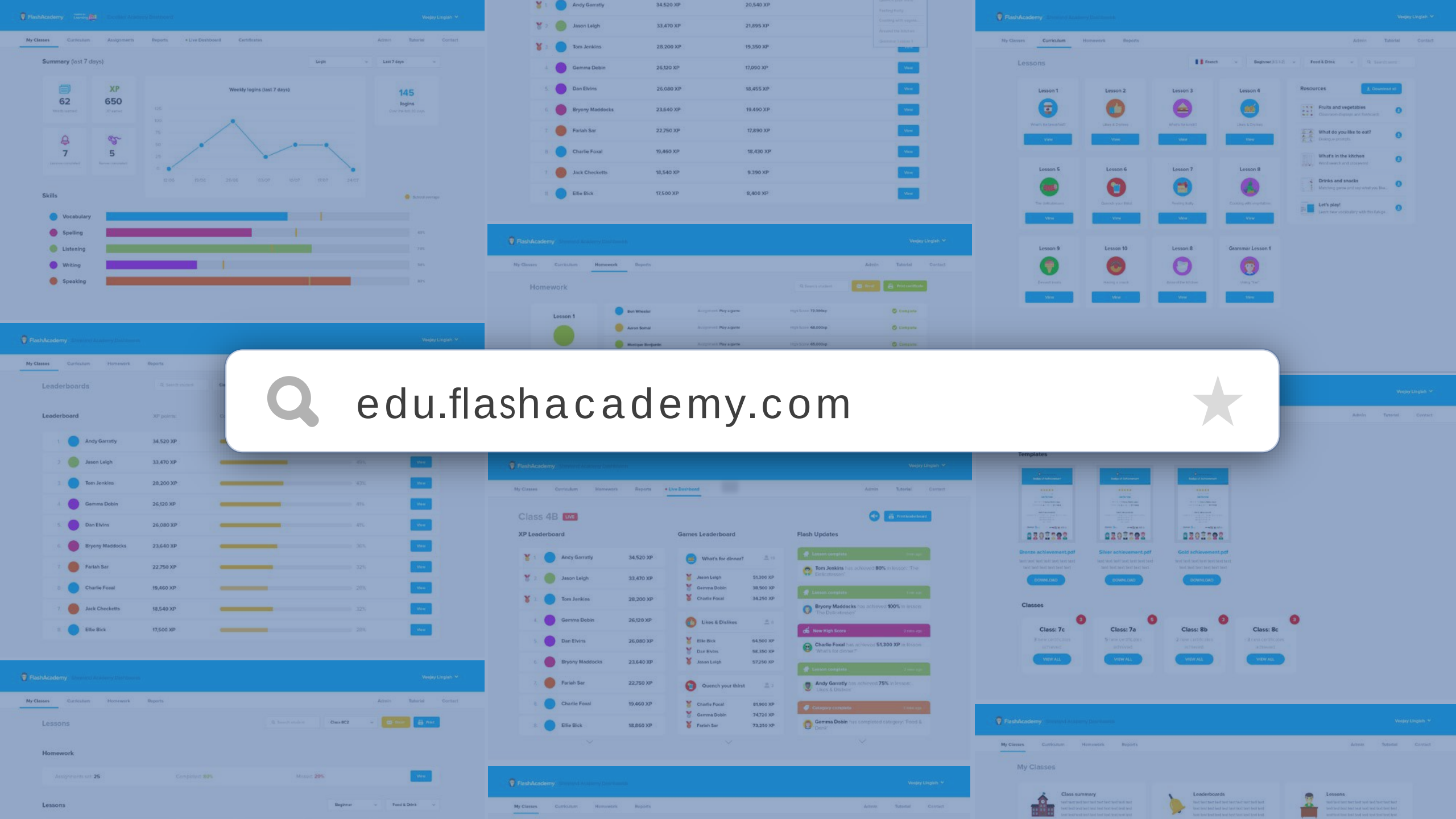
- Classroom essentials
- Maths
- Science
- English
- History
- Geography
- The Arts
- ICT
- Vocations and Skills
- Citizenship

Home languages

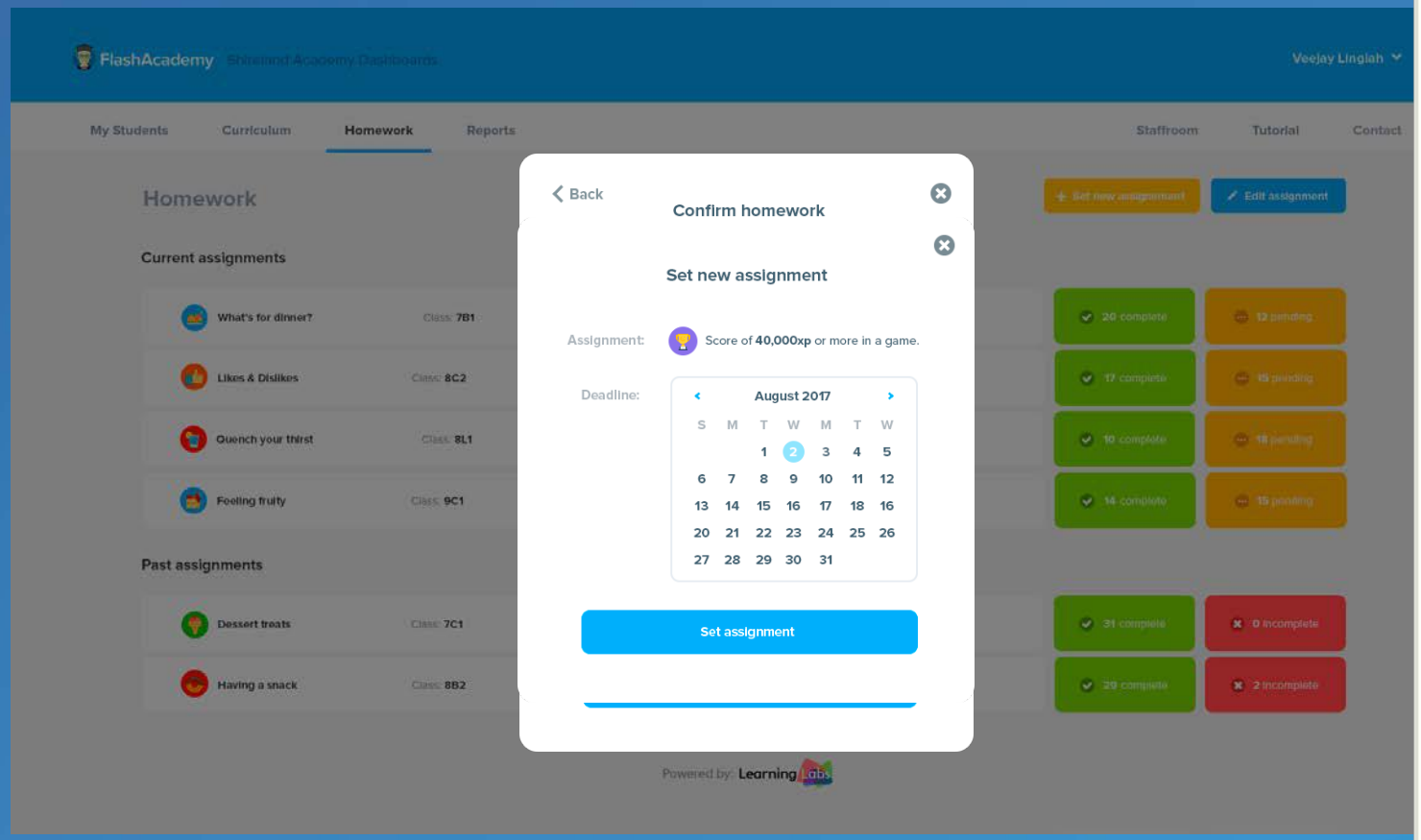
Arabic	Bengali	Brazilian (Portuguese)	Czech	Danish	Farsi/Persian	Filipino	French	German	Gujarati
Hindi	Hungarian	Indonesian	Italian	Mandarin	Norwegian	Pashto	Polish	Portuguese	Punjabi
Romanian	Russian	Spanish	Swedish	Tamil	Tigrinya	Turkish	Urdu	Welsh	Yoruba

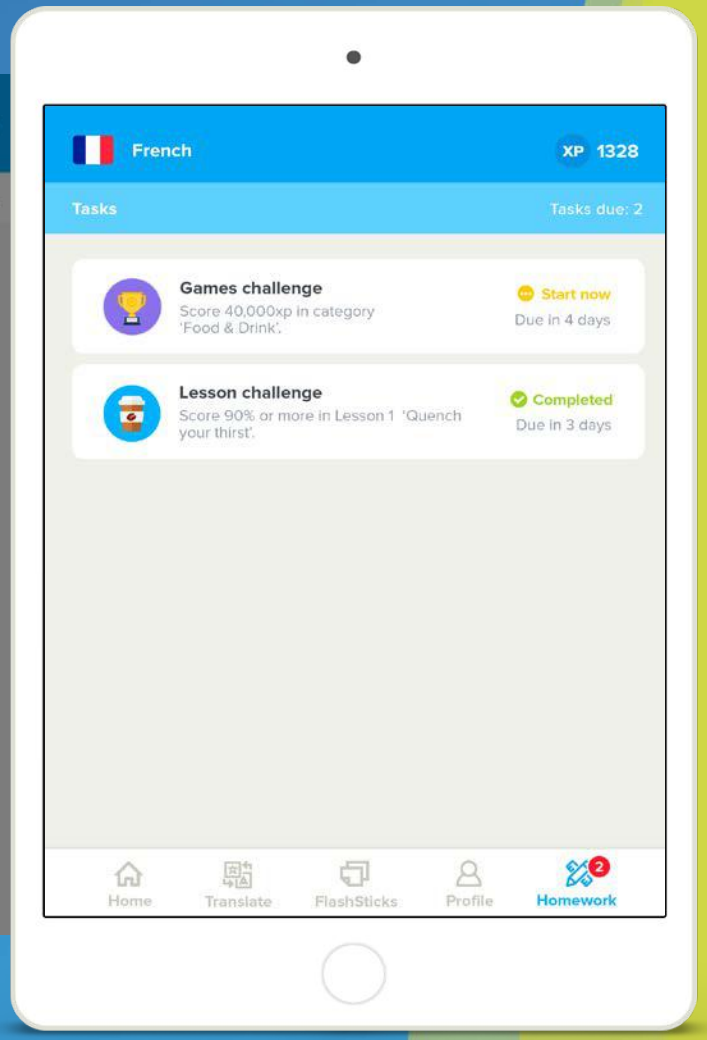
Coming soon

Bulgarian, Slovak, Kurdish (Sorani), Somali

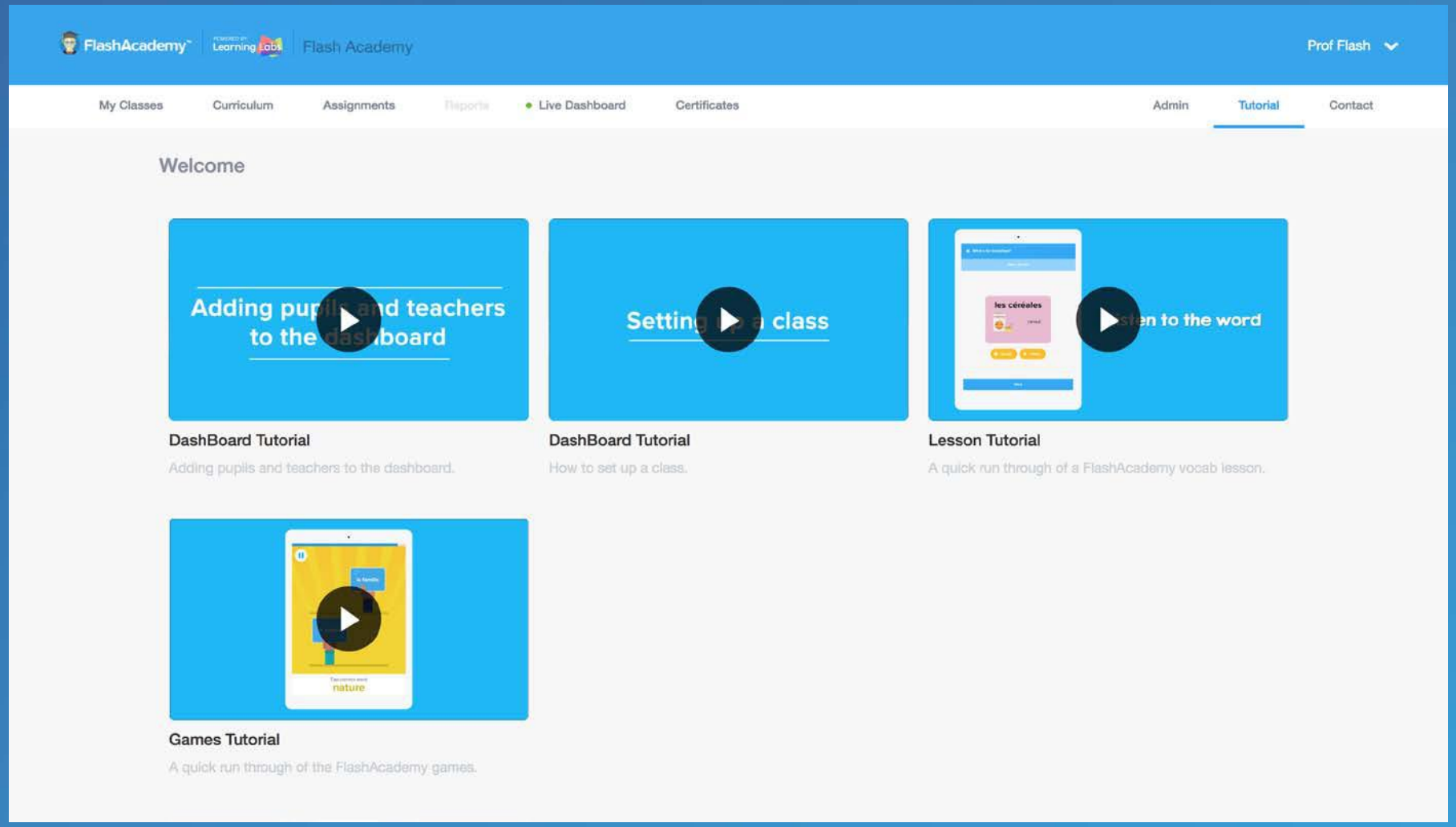

edu.flashacademy.com

Set pupils assignments with FlashAcademy®

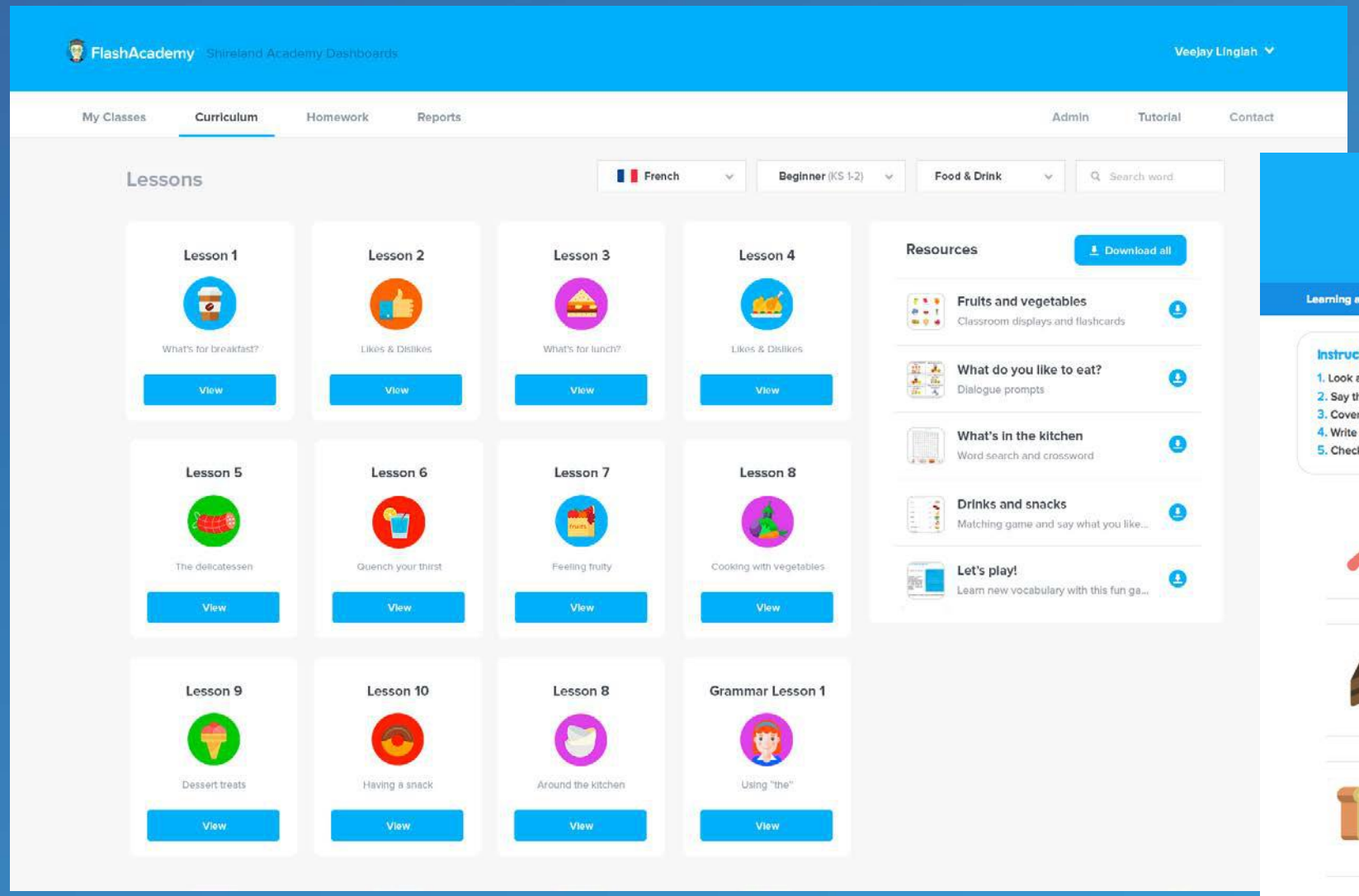


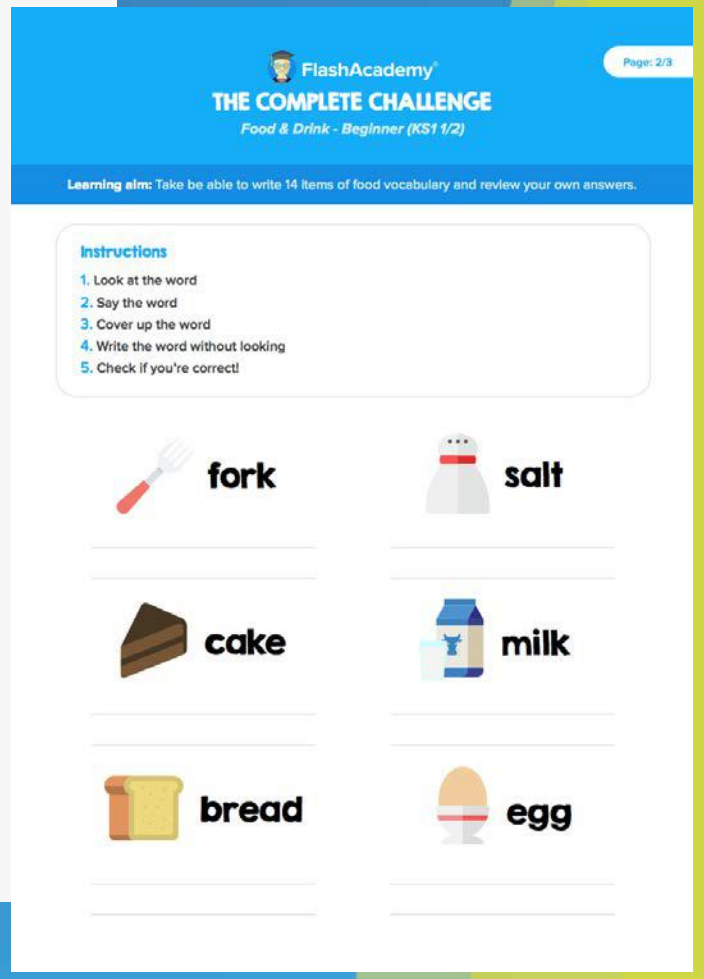


Mini-tutorials in case you get stuck…

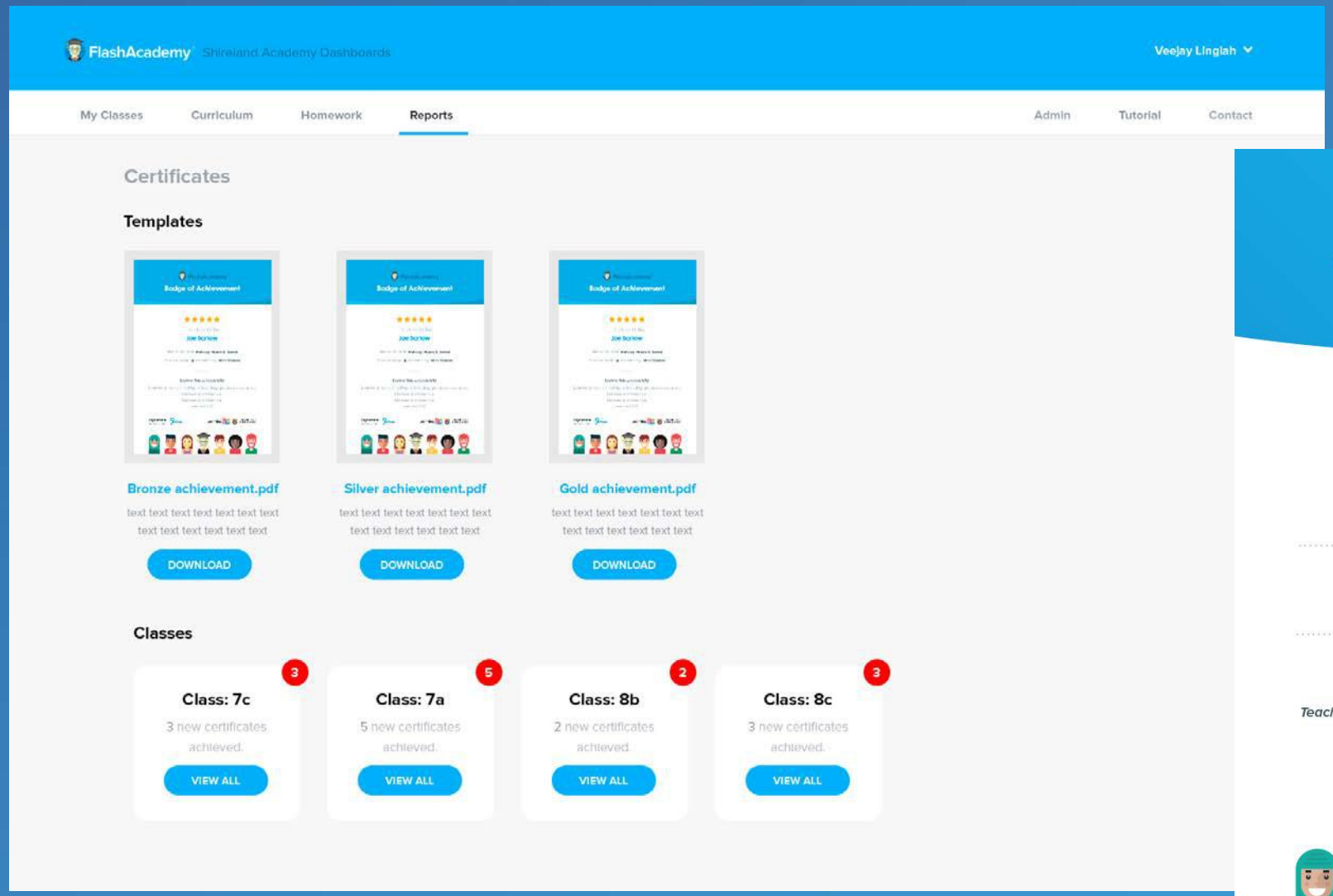


Downloadable EAL classroom resources





Reward performance with pupil certificates



Creating the UK's 1st digital EAL proficiency assessment

A	B	C	D	E
New to English	Early acquisition	Developing competence	Competent	Fluent

Provisional EAL

Last 12 months

Proficiency grade

C

Last assessment:
4th May 2018

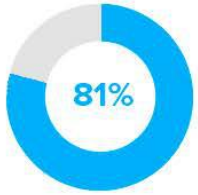
Overall proficiency grade

Skills Summary

Speaking

A

Listening

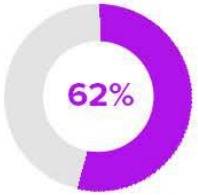


D

Reading

C

Writing



B

FlashAcademy®

FlashAcademy® EAL

THANK YOU

EAL

BIRMINGHAM 2018

EAL

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ENGLISH AS AN ADDITIONAL LANGUAGE CONFERENCE

FlashAcademy® EAL

EAL ACADEMY IN SANDWELL

By David Irish

Shireland Collegiate Academy Trust

EAL BIRMINGHAM 2018

FlashAcademy® EAL

Shireland Collegiate Academy Context

- Inner city academy in West Midlands
- 1,180 students; 11-18 years old.
- 55% have English as a second language
- 54% Pupil Premium
- 25% have Special Educational Needs
- 16% live safeguarding issues
- 92% from minority ethnic groups
- Judged as Outstanding in 2006 / 2010 / 2013
- Progress 8 = 0.53
- Built over 100 years ago and serves an area of substantial deprivation
- National reputational for innovation in our use of technology

EAL BIRMINGHAM 2018 FlashAcademy® EAL

Rationale Behind the Project

- In 2016-17 1052 International New Arrival students went into the system in Sandwell.
- Over 500 of these were in the Smethwick area.
- INA students were predominantly new to English language.

Rationale Behind the Project

- Schools in Smethwick and West Bromwich were all full and oversubscribed.
- STEPS Centre was the only provision for INA in the area and this was not designed to support students in a long term capacity.
- There was a one off funding stream available through the local Fair Access Board.

What the Project Will Deliver

- Schools complained about lack of information and lack of support for INA/EAL students to settle into UK education system.
- Two full time EAL trained staff.
- Full time family support staff.
- Technology to accelerate learning.

What the Project Will Deliver

- SEN screening.
- Family literacy and e-safety sessions.
- Baseline assessments.

Our work with FlashAcademy®

- 55% of students are listed as EAL.
- Annual assessments for whole school take a disproportionate amount of time in relation to benefits.
- FlashAcademy® working with us to automate the marking and reduce staff workload to return time to actual intervention.

EAL BIRMINGHAM 2018

FlashAcademy® EAL

The Future of EAL Teaching in Schools

- Annual problem that was changing the nature of some teaching groups within the Shireland.
- Must not conflate EAL with SEN.
- Some school gains that can be made.
- This issue is not going away.

THANK YOU

David Irish

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Twitter: @DavidIrishSCA & @ShirelandCA

SHIRELAND COLLEGIATE ACADEMY TRUST

SHIRELAND COLLEGIATE ACADEMY
An altogether better place to learn

FlashAcademy® EAL

Dispelling the Myths about Children with English as an Additional Language: Using Evidence to Inform Education Policy

the bell foundation

About The Bell Foundation

The Bell Foundation is a charitable Foundation which works to change lives and overcome exclusion through **language education.**

Our programmes focus on children with English as an additional language and in the criminal justice sector.

Our EAL programme

EAL Assessment Framework for Schools – a free resource for schools with support strategies and tracking tools over **5,000 downloads** and several local authorities have adopted it

Centres of Expertise – regional EAL Centres embedding sustainable EAL provision in areas of high need (**3 pilot centres**: Luton, Leeds, Boston)

EAL Nexus – EAL resources available for schools and teachers free of charge. (over **320,000 users** annually accessing the EAL Nexus and regularly downloading resources)

Summer School – annual EAL training offer in Cambridge.

EAL RCTs – funding **3 RCTs** with the Education Endowment Foundation and sharing learning (evidence will be disseminated and shared widely)

Academic research and networks – funding research on EAL assessment, ITE, and on EAL learner attainment

EAL learners: Getting Behind the Headline data – a more complex picture

EAL learners in England

EAL will be a key characteristic of student bodies in many schools for the foreseeable future

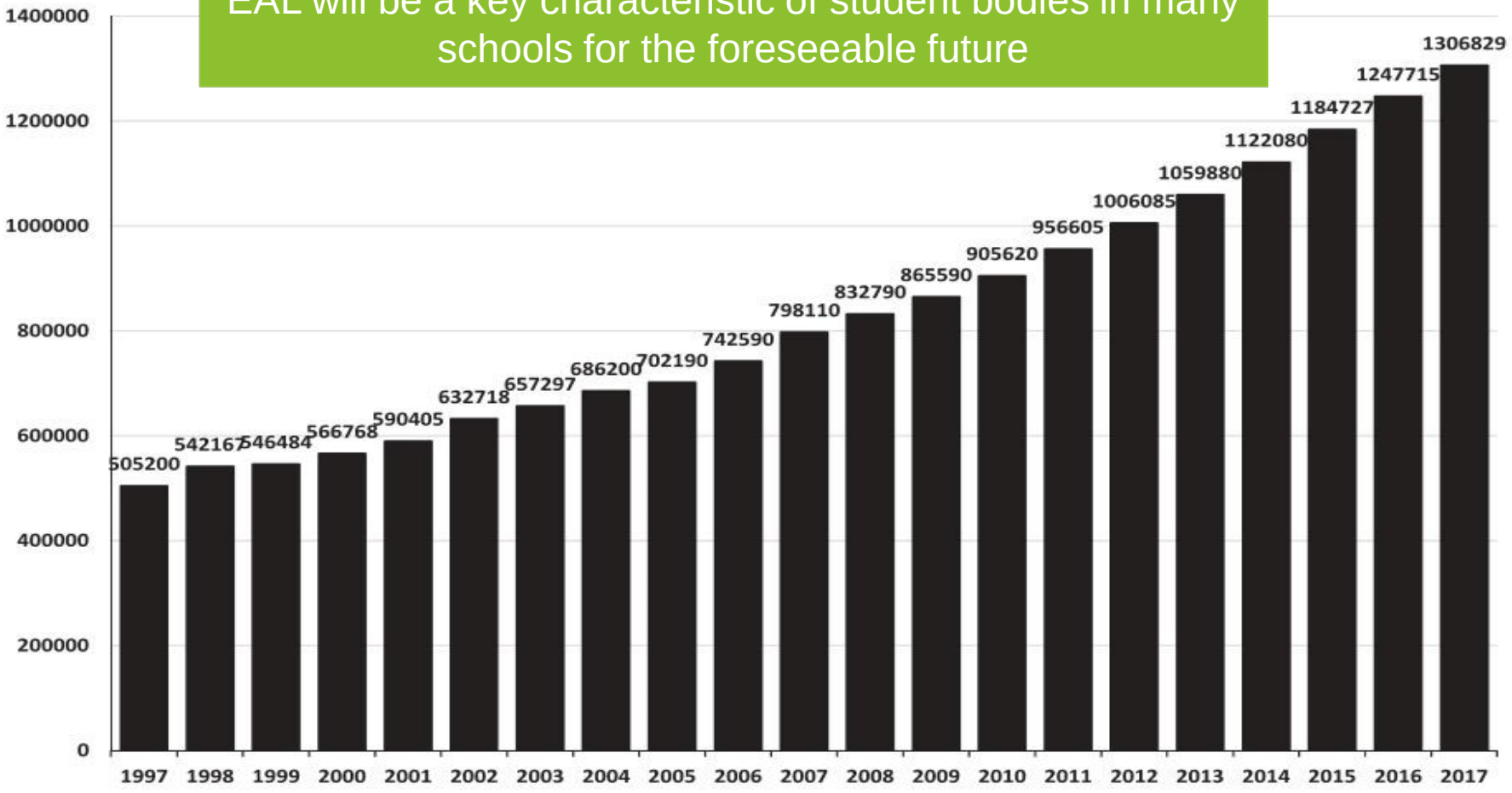
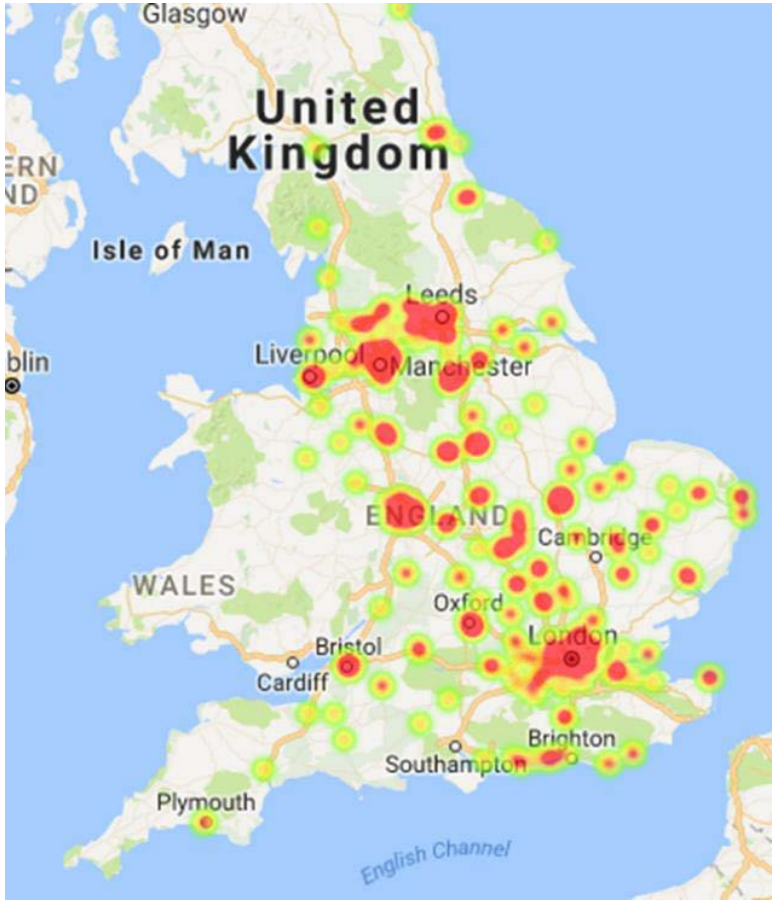


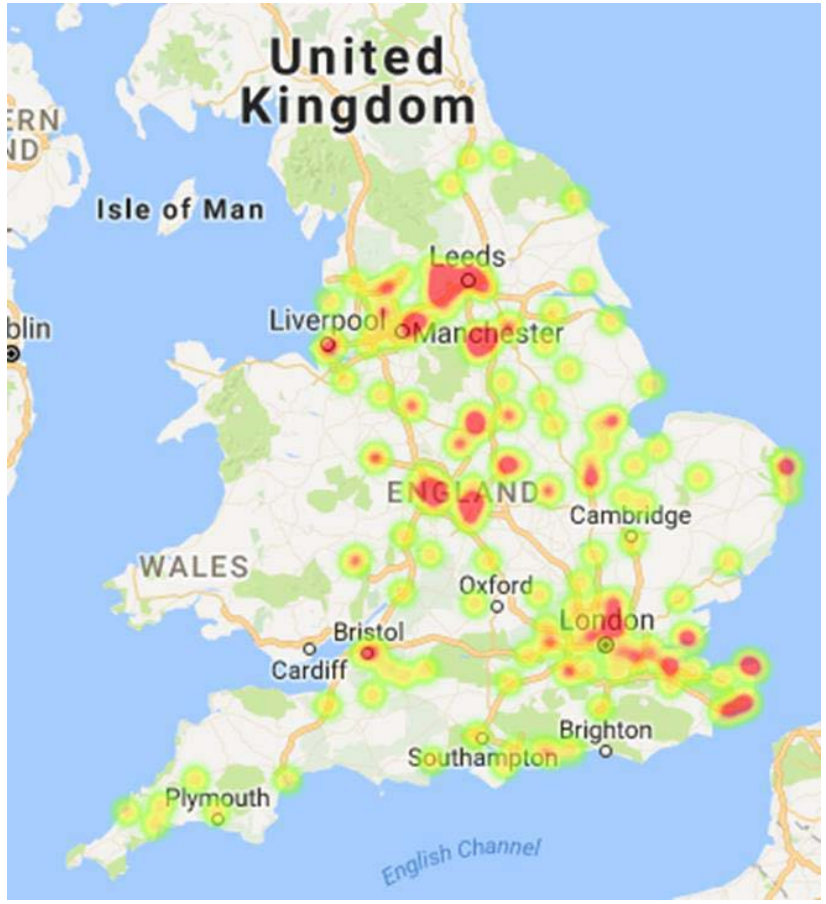
Figure 1. EAL population in primary, secondary and special schools in England, 1997–2017. Source: DfE schools, pupils and their characteristics (1997–2017).

EAL learner attainment

Low attaining schools at Key Stage 2



Low attaining schools at Key Stage 4

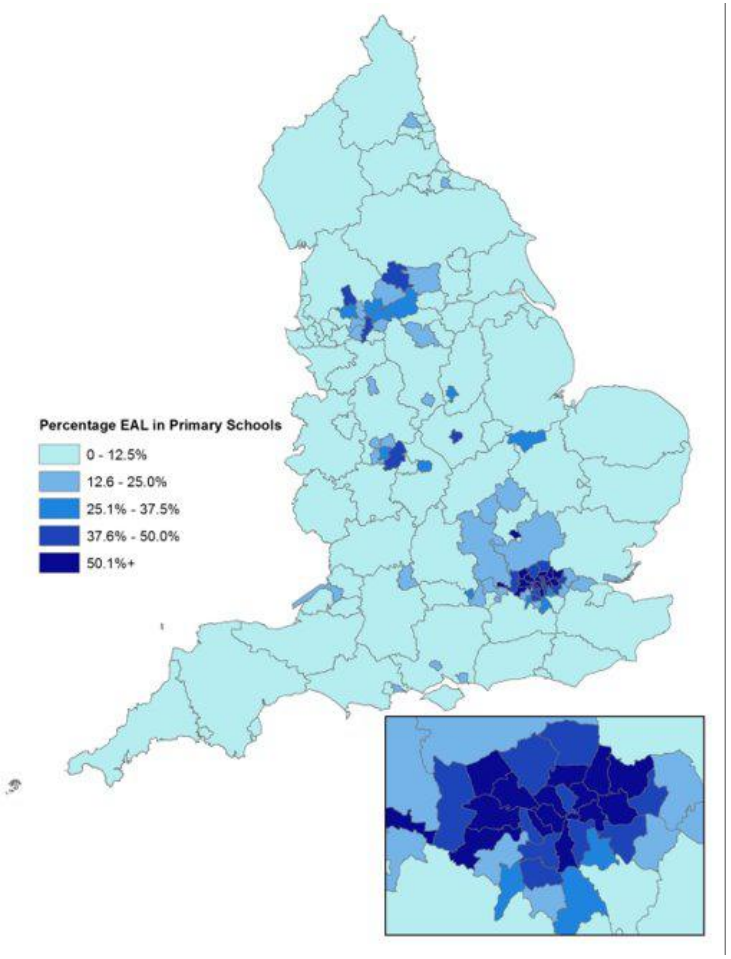


EAL demographics

Wide **regional variation** (6% in SW and NE, 20% West Midlands up to 55% in inner London)

Wide **LA variation** (17 of top 20 in London but also Slough, Luton & Leicester, plus high in Birmingham, Manchester)

But also **localised to schools**: of the 1,681 schools (8.4%) with >50% EAL, 762 outside London including NW, Yorks & Humber …



EAL Learners in the TES

- **EAL pupils' table-topping GCSE results: miracle or mirage?**

- **Too often, EAL learners are let down by poor interventions in schools, says this assistant headteacher**

"How was your day today?" "Did more colouring. It's so boring! When will the real learning begin?"

EAL category includes all these children

Marie-Ange – Child of a French banker in London – highly educated, fluent bilingual

Lukas – Child of migrant agricultural workers with developing competence in English

Sahra – A refugee fleeing persecution with limited prior education and new to English

Education Policy Institute – Key Findings

EAL learners - a heterogeneous group

Attainment is affected by first language and English proficiency

Attainment is affected by arrival time & missing prior attainment data

Attainment is affected by regional differences

Hutchinson (2018)

EDUCATION POLICY INSTITUTE

the bell foundation

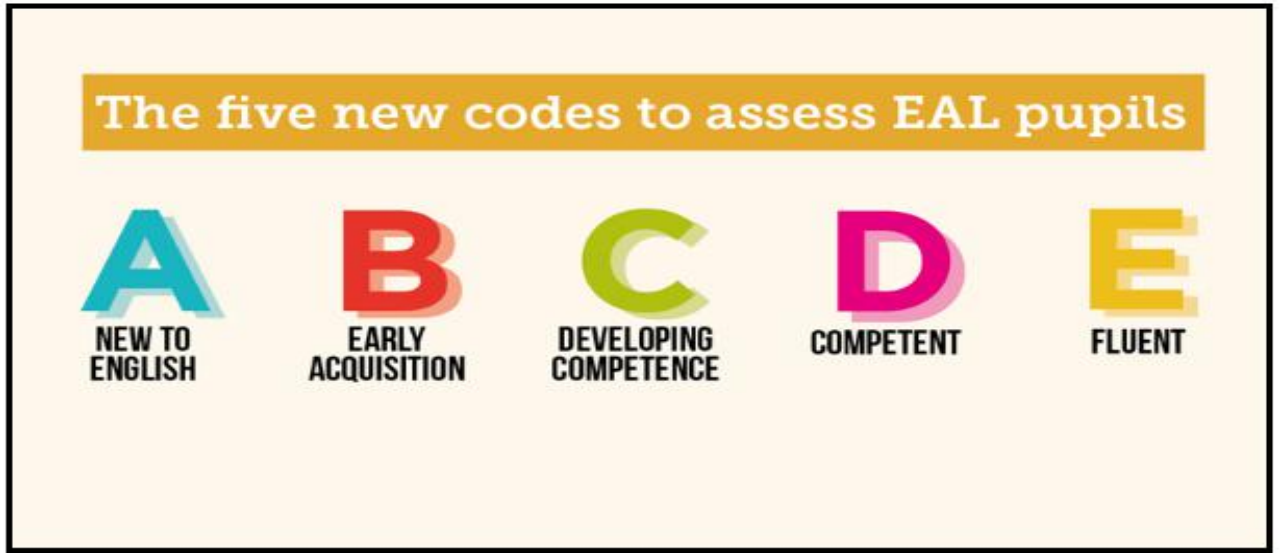
Supported by other research

- Most risk factors broadly the same for EAL and FLE - SEN, FSM, deprivation, age, gender
- But four have a particular risk for EAL:
  - **Ethnic group/First language**:
  - **International Arrival during the Key Stage** (proxied by absence of prior attainment score): 15% of EAL vs. 2% FLE, no association with achievement for those with First Language English but -12 NC months for EAL
  - **Pupil mobility**: e.g. Y6 EAL entrant -12 NCmths, FLE Y6 entrant -4 NCmths
  - **Region**: EAL in regions on average 4 NC months lower than London, but Yorkshire & Humberside 8 NC months

Proficiency Scales for EAL pupils

'Proficiency in the English language is the major factor influencing the degree of support an individual student will require, and schools will need to be able to assess this need **accurately**.'

Strand, Malmberg and Hall (2015)



EAL Assessment Framework for Schools

Designed to support the teaching and learning of all EAL pupils and to enable teachers to generate targets and to guide progress

- Robust and evidence-informed
- Written by leading experts in assessment

Free download

http://bit.ly/EALassess

The EAL Assessment Framework for Schools

- Robust and evidence-informed
- Written by leading experts in assessment

Professor Constant Leung, *King's College London*

Dr Michael Evans, *Cambridge University*

Dr Yongcan Liu, *Cambridge University*

Dr Neil Jones, *Language Consultant, formerly Cambridge English Language Assessment*

Concluding comments and implications

Policy Implications

- EAL in the NPD is a limited measure

  "*where a child was* ***exposed to the language during early development and continues to be exposed to this language in the home or in the community****. If a child was exposed to more than one language (which may include English) during early development the language other than English should be recorded,* ***irrespective of the child's proficiency in English****."* DCSF (2006).

- EAL flag and fluency in English are not the same thing
  - e.g. Strand & Demie (2005) report a direct measure of stage of English fluency (Hilary Hester Scales) show that EAL pupils who were fully fluent in English (over 40% of EAL pupils) actually had higher achievement than monolingual English.
- Lack of fluency in English language is the real risk, this is what is proxied by international arrival, school mobility and ethnicity / first language

Expertise in Schools

- Comparing EAL policies in England with systems in the US, Canada, Australia and New Zealand, we face a comparative lack of coherence and detail
- Centrally-provided local authority services are becoming a thing of the past, and there is a vacuum in their place
- What stands out most is the absence of any strategy to develop teacher expertise, or maintain the legacy of Ethnic Minority Achievement Grant
- There is an absence of graduate qualifications, specialist support roles, CPD resources and requirements

Concluding Comments

- It is important to develop high-quality **EAL training opportunities and resources** that support teachers throughout their careers, particularly in areas of high need.

- **Better official data and analysis** on the EAL population is required to ensure that policies are adequate, appropriate, targeted and relevant and that **averages** distort the overall picture

- **EAL Assessment** is vital to get an informed picture of the learner's abilities and progression route.

- **Cannot assume** that the good average GCSE attainment levels for EAL learners (inherited from EMAG-supported primary schooling) will not necessarily continue into the future

- New **policies** are needed to generate and maintain EAL expertise in schools: specialist roles, EAL CPD programme or graduate level specialist qualifications