


Primary learning improvement




Working with EAL pupils: successful partnerships for positive outcomes.

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Primary learning improvement




BME population, Leeds

	Jan 2009	Jan 2010	Jan 2011	Jan 2012	Jan 2013	Jan 2015	Jan 2016
EYFS	24.5	25	26	28	27	34	38%
Key Stage 1	23.1	24.1	25.8	26.9	27.3	Primary 31%	34%
Key Stage 2	21.1	22.2	23.4	24.4	25.1		
Key Stage 3	18.4	19.6	19.8	20.9	22.2	Secondary 25%	29%
Key Stage 4	16.9	17.6	19.0	20.2	20.6		

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Partnership with universities to provide extra support for EAL pupils in Leeds schools


Benefits for all:

- University students get experience of working in schools
- University promoting links with the wider community and especially primary/high schools
- EAL pupils receive 1: 1 support
- Will increase aspirations and improve outcomes for EAL pupils

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Offer

- Support provided by university students will be directed by class/subject teachers
- Students will not necessarily have skills in other languages but can provide valuable support/encouragement to individual pupils/small groups
- University students are provided with an EAL pedagogy and practice training session prior to school placements


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Training provided

- BICS & CALP - the iceberg model (Cummins)
- The benefits of pre-teaching and how to deliver an effective pre-teaching session to small groups
- The importance of speaking and listening as a tool to develop language skills at word, sentence and text level
- Students are encouraged to recast pupils' language and be a good role model of language themselves

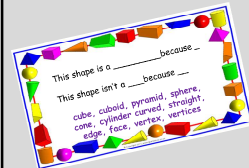
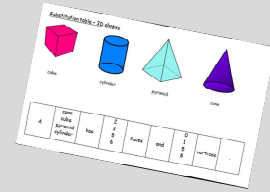


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Training provided

- Ideas and strategies to scaffold learning: DARTs activities e.g. substitution tables, cloze procedures, graphic organisers etc.

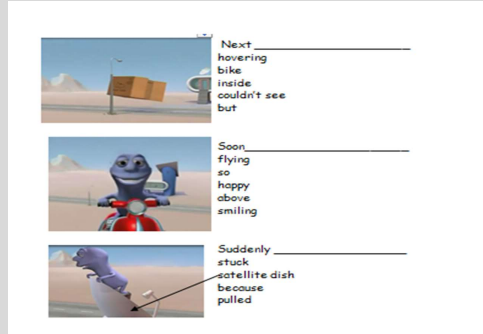



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Training provided

- Talk/writing frames



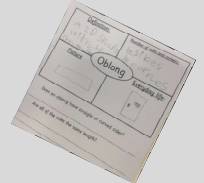


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Training provided

- Strategies to encourage vocabulary development: stages of knowing words, word studies, word families, clines, barrier games, key visuals etc.

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Word choices

- Ashley handed the lip gloss to Chloe in that case, an angry mother appeared. Hello girls!" their mother called. Once she got their attention, she went on. "Have you two forgotten something?" Ashley shrugged and Chloe nodded. "It is time to go to Auntie Sandra's home." yelled their mother. "But..," Ashley protested. "No buts at all!" eyed Ashley's mother. Ashley eyed her mother's feet.

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Clines - verbs

I would put 'march' in between _____ and _____ because.....
I disagree. I would put it

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Learning Improvement support

- Termly network meetings
- A range of useful documents and publications
- Advice and guidance by email
- Bespoke school visits
- A comprehensive range of professional development for teachers and other adults



Useful websites/associations

- NALDIC (regional meetings)
- NASSEA
- British Council Nexus
- Collaborative Learning