



London Schools Excellence Fund
Project Lead: Agnieszka Laskus
Project Title: The Key to Integration
Subject: English
Key Stage: 3&4
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Introductory paragraph

- Global Literacy Networks is a project funded by The English: The Key to Integration in London programme. It aimed to develop the capacity of schools in London to increase the levels of literacy of non-EU English as an Additional Language (EAL) pupils at Key Stage 2 and of academic English at Key Stage 4. The training, materials and resources meant to have a lasting impact on the academic performance of EAL pupils and increase teacher's confidence in developing literacy and language across the curriculum.

Key points:

As a result of Key to Integration Project we have observed the following:

- Increased teacher confidence to support non-EU EAL learners
- Increased use of literacy activities across the curriculum
- Improved students attainment
- Improved students literacy skills
- Improved whole school lesson observation outcomes

Whole school Impact

We have disseminated our literacy CPD programme to 178 practitioners across all partner schools. At the time of the intervention there had been a noted increase in teacher performance on a whole school level as evidenced through observation cycles in the period between the Summer 2014 and 2015. 85% of teachers were judged good or better in the category of planning for opportunities to increase levels of literacy in lessons across the curriculum in the Summer Term 2014. In the Autumn 2014 this figure went up to 89% in the Spring Term 2015 and reached 97.7% at the closure of the project.

Impact on teachers

Throughout the project we have directly- trained 9 literacy champions from four primary and secondary schools in Tower Hamlets. As a result there has been an increase in teacher's confidence to plan for literacy and language development activities in lessons across the curriculum; the scores ranged from **5.6** at the beginning of the project and peaked at **8.6** at the end of it; with the measure of 10 indicating 'very confident' practitioner. Teachers' literacy practice across all skills reading writing, speaking and listening and vocabulary went up from **1.3 to 2.5** at project closure; with measure of 3 indicating well developed practice.

Impact on pupils

There have been an estimated number of 170 direct and 2127 indirect student beneficiaries who were affected by Key to Integration Project. Close analysis of student written work sampled across 9 faculties students work demonstrated increase in literacy outcomes on word, sentence and paragraph level. The shift ranged between 1 before the project to 2.5 at closure of it (with measure of 1 indicating that skills is not yet evident, and 3 that the skill is well developed). There has been an improvement in the use of connectives, verbs, imperatives, positional prepositions, impersonal voice and layout. At the start of the project 24% of students used all of the above listed literacy components in their work and 68% at the project closure. 80% of interviewed students commented positively on an improved teaching practice and increased engagement in lessons. 100% of Yr11 Key to Integration Students sampled at BGA have met or exceeded their target grades in Maths and English. 67% of them are expected to get A*- C in English language, 100% C grade in History and 100% Level2 Pass grade in Science BTEC.

Methodology

Impact is being measured through: pupil assessment data; teacher confidence surveys (before & after); as well as anecdotal evidence from teachers & pupils (see examples below).

Headteacher quotes:

- 'Literacy in Maths has greatly improved and thanks go to Michael Hawkins literacy consultant for his support. The training sessions were informative and interesting and we are delighted with the way in which students have responded to literacy being a focus in maths.' David Shemoun (Bow Boys school)

Teacher quotes:

- This was one of the best personal and professional development opportunity I experienced.
- Working with the project has helped me to better support the teachers in St Matthias to develop their teaching of grammar in a meaningful way. I now have a bank of resources to support different grammar functions and as a result of Linda Webster Literacy Consultant support am able to map out the Literacy taught across the school, with a specific reference to grammar and language functions that need to be taught in context.
- Creative and easy to adapt ideas for other subjects/level of challenge.
- The literacy CPD was useful because the format allows students to formulate their ideas logically in writing and speaking. They will be able to transfer literacy and numeracy from one area to the other.
- They allowed me to see alternative methods of teaching and promoting literacy in English
- Incorporate literacy into learning objectives

Student quotes:

- "I found it really fun because we had lots of activities that included teamwork which helps us with our work."
- "It helped me because when we wrote newspaper articles, I knew how to use past tense."
- "We learnt new words when we did the running dictation and we could use them to improve our writing."

Professional development activity:

- The Project was organised in 5 phases and was planned to run between the period of Feb 2014 and May 2015. We collaborated with the following partner schools Bethnal Green Academy, Bow School, St Matthias and Columbia Primary School.
- We recruited three National Strategy Literacy and Language development Consultants; deployed 9 literacy champions and eight cross-curricular teams. The following faculties were involved Humanities (BGA, Columbia), Business (BGA, Bow School), Science (BGA), English (Bow School, St Matthias) and Maths (Bow School).
- We delivered 12 literacy dissemination sessions across all partner schools.

Further details

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