



English – the Key to Integration in London

Project Leads: Michelle Stanley and Sharon Davies

Project Title: IE: Integrating English into Enfield

Subject: English, Maths, Science and Technology

Key Stage: 2 and 4

Grant Awarded: £102,759.38

Introduction

In Enfield we have a significant number of EAL students who face literacy issues across the curriculum. This project aimed to provide additional support for these children and develop the academic language expertise of teachers, thereby directly and indirectly supporting pupils learning across the curriculum.

Through a programme of professional development for 24 KS2 and KS4 teachers across priority curriculum areas, we aimed to foster excellence in teaching EAL and develop high quality resources to use with students. Innovative targeted support and effective resources further supported this cohort of pupils.

Progress to date

- 24 teachers from primary, secondary and supplementary schools completed the LiLAC (Language in Learning Across the Curriculum)* course.
- 260 KS2 / KS4 students were supported through targeted booster sessions in English, Maths, Science and Technology with an additional 165 students supported in their classrooms.
- 16 schemes of work (SoW) have been written covering English, Maths, Science and Technology and resourced using cross curricular literacy strategies to ensure the language development of EAL students.

Learning so far

- After delivering the training it became evident that individual teachers would require more support to ensure that the subject specific content of the SoW was sound. We responded to this by bringing in consultants based in the local authority (LA) to support teachers with writing their SoW. We covered most teachers although there were notable exceptions where we were not able to meet the need due to work load as this was not a pre-planned part of the project.
- Two teachers were not able to deliver the SoW due to illness however by virtue of how we had structured the project with two trained teachers per school, this did not pose a problem and the booster sessions still took place.
- The supplementary schools were a valuable addition to the project but as they were not based in schools, they did not have access to senior management support, curriculum knowledge or CPD that their mainstream colleagues did. Therefore more support was required from the LA.
- The school based project leader in mainstream schools was pivotal to the success of the booster sessions.
- The time that we had allowed for teachers to plan, deliver, monitor and evaluate was not sufficient for the volume of work that was needed. Goodwill was relied on near the end of the project to enable completion.

Impact on teachers

We captured impact on teachers through an opinion changing exercise (a diamond nine activity), a knowledge questionnaire and a confidence survey. There were also monitoring visits by the LA consultants, evaluations from teachers, self-reflections and pre and post teaching videos that were analysed. Teacher's self-reflection is not yet due therefore there is limited impact to show at this point

Quotes from teachers from the project evaluation:-

- ‘The experience was brilliant and challenging. It stretched me as a teacher and I am a much better practitioner as a result.’ Isabelle Delatour, Edmonton County School
- ‘The adaptability of LiLAC strategies across a wide age range makes the training really invaluable and indeed a real thrill to share with teaching colleagues.’ Rachel Osman, Fleecefield Primary School
- ‘Eye-opening, rich, amazing, challenging, tiring!’ Emma Small, Edmonton County School
- ‘Very enjoyable – took so much in terms of what I can put into my mainstream teaching but also in terms of the progress made by the booster children.’ Kirsty Munns, Wilbury Primary School

Impact on pupils

We captured impact on pupils by carrying out hot and cold writing tasks as part of the booster sessions which were analysed for language development as well as being levelled or graded. Students also completed booster evaluations. It is too soon to have quantitative evidence as data is currently being analysed.

- ‘The booster sessions have helped me during my writing and my confidence in speaking....also my words are more formal and make sense now.’ Student at Latymer All Saints Primary School
- ‘The sessions were really helpful and I’m sure they will be useful in the future’ (KS4 technology student, Edmonton County School)
- ‘The majority of children appear to have enjoyed the sessions. Children have requested more sessions and would prefer extended sessions. Children have also mentioned meta language throughout which demonstrates a secure understanding of the literacy taught.’ (teacher commenting on the feedback given by students, Ozgen Pastirmacioglu, Raynham School)
- ‘The Booster group pupils have clearly made progress and enjoyed using the LiLAC strategies in their learning’ (Year 6 teacher, Jo Frew, Hazelbury Junior School)

Professional development activities

The professional development activities ranged from whole group training to one-to-one support and are outlined below.

LiLAC training

- The teachers attended 4 days LiLAC training course with in-between module homework and readings to complete and post online. (Deemed to be a total of 50 hours of professional development.)

Booster sessions

- Two planning days for teachers to work on their booster sessions and to write their SoW with support from the LA subject consultants.
- Feedback was given to the teachers on their draft SoW to enable improvement.
- Monitoring visits to support each school took place during booster sessions.

Post –booster session

- An evaluation and self-reflection session half day was held on 23rd April.

Dissemination

- The project outcomes will be shared at various meetings conducted by the LA.

Further Project delivery details

Below is a summary of the project timeline.

Summer term 2014

- 24 teachers were trained in LiLAC (Teaching ESL in Mainstream Classes : Language in Learning Across the Curriculum*)
- Learning supported and ideas shared via an online forum using Fronter (A Virtual Learning Environment /learning platform used by Enfield schools).

Autumn term 2014

- LiLAC trained teachers and subject experts shared expertise and jointly developed resources and planned 12 booster class sessions based on the LiLAC pedagogy
 - 12 Primary and 4 supplementary school colleagues planned a 12 session cross-curricular scheme of work to support pupils at KS2. The subjects covered were English, Maths, Technology and Science
 - 8 Secondary colleagues worked in subject pairs to plan 12 booster sessions in a single priority subject area to support students in KS4.

Spring term 2015

- Teachers to delivered the booster sessions

Summer term 2015 (this phase is currently being completed)

- Teachers and subject experts to refine resources and booster schemes of work.
- Resources and booster schemes of work to be shared via Fronter and disseminated across the borough via well-established subject network forums and head teacher briefings.
- Evaluation to take place based on:
 - Completion and evaluation of the LiLAC training
 - Impact tracking of the pupils attending the booster sessions.
 - Case studies in schools.

Further details

We are at the point of finalising the schemes of work therefore do not have them uploaded to the Fronter forum at present. These details will be made available soon.

* LiLAC is an accredited piece of professional development equivalent to 50 hours of learning. It provides teachers with the pedagogy and strategies to support EAL students in the classroom.

<http://www.unlockingtheworld.com/programs/teaching-esl-students-in-mainstream-classrooms>

