

English as an Additional Language: Barriers and Good Practice in Narrowing the Achievement Gap

NATIONAL EAL CONFERENCE– 23 February 2017 (9.00am-3.30pm)
Jeffery Hall, UCL Institute of Education, 20 Bedford Way, London WC1H 0AL

1. CONFERENCE AIMS

This conference aims to improve teaching and learning for pupils with English as an Additional Language (EAL) in the classroom. It looks in detail at the attainment, the barriers to learning and school strategies to raise the achievement of pupils with EAL in schools. Specialist workshops will also explore the conference themes and EAL assessment practice.

The conference brings together some of the leading experts and practitioners to engage in panel discussions and to share best practice on what works in narrowing the achievement gap. Successful practice and research will be shared by headteachers, EAL professionals and researchers. The conference offers practical tips for teachers' continuing professional development (CPD) to keep up to date in the field of EAL.

2. SPEAKERS CHAIR & INTRODUCTION

The conference is chaired by Cathy Twist, Director of Education, Lambeth LA and will be opened by Professor Becky Francis, Director of UCL Institute of Education.

KEYNOTE SPEAKERS

- English as An Additional Language and Education Achievement in England
Professor Steve Strand, Department of Education, University of Oxford
- Assessing EAL: Effective School Strategies and Practice
Manny Vazquez, EAL Consultant, Hounslow Language Service

HEADTEACHERS PANEL: Tackling the Barriers to Learning of EAL Learners:- What Works?

- Edison David, Headteacher, Vauxhall Primary School, Lambeth LA
- Kate Atkins, Headteacher, Rosendale Primary School, Lambeth LA
- Elizabeth Rymer, Headteacher, Whitefield Secondary School, Barnet LA

EAL PROFESSIONAL PANEL: EAL - Where are we now?

- Government Policy and EAL Learners: Lessons from the Past and Challenges for the Future
Diana Sutton, Director of The Bell Foundation
- Creating and Implementing an Effective EAL Policy
Diane Leedham, EAL Consultant
- Language Diversity and Underachievement of EAL pupils in English Schools
Feyisa Demie, Head of Research and Adviser for School Self-Evaluation, Lambeth LA

WORKSHOPS / PRACTITIONERS PANEL: Realising the Potential of our EAL Pupils

- Making Effective Use of the National EAL Assessment Proficiency Scale
Catharine Driver, Language and Literacy Consultant/Trainer and Ann Horton, EAL Leader, Lambeth Academy
- Good Practice in Raising the Achievement of Pupils with EAL in Schools
Amanda Bellsham-Revell, EAL Consultant and Ana Banks, EAL Leader, St Anne's Primary School, Lambeth LA

3. WHO SHOULD ATTEND?

- EAL Coordinators, Inclusion Managers, EMA Coordinators, Classroom Teachers
- Headteachers, Deputy Headteachers, Assistant Headteachers, Governors
- School Improvement Advisers, Local Authority and Academy Chains Officers

Background to EAL Research Reports

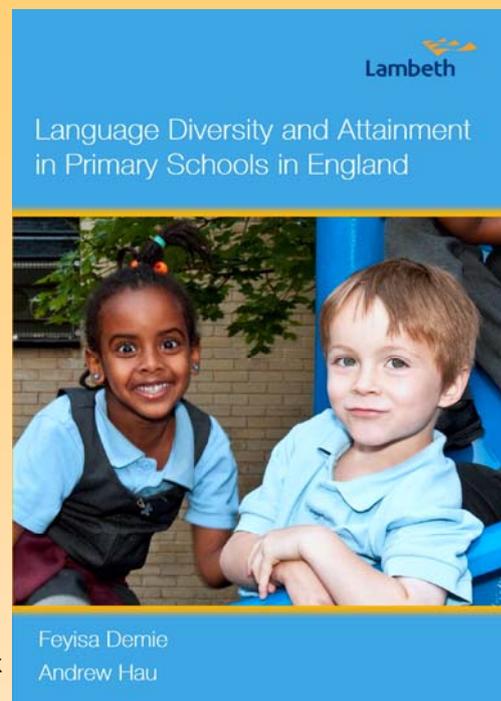
The conference shares research reports into the achievement of pupils with EAL in schools. Complimentary copies of these reports will be available in the delegate packs.

The first research report examines Language Diversity and Attainment in Schools in England. The paper considers empirical evidence from England and examines pupil performance differences at Key Stage 2 and GCSE between the main ethnic groups, by language spoken at home. The main findings show that:

- Exploring the language spoken by a pupil helps to unpick the broad ethnic categorization particularly for Black African and White Other ethnic groups and mitigate the masking of groups of pupils who may be underperforming.
- EAL pupils not fluent in English achieve significantly below the national average compared to monolingual English speakers in English schools.
- There is a wide variation in performance between regions in England with large attainment gaps in the Yorkshire and the Humber, East Midlands, South West and the North West regions.
- Analysis of the EAL data by languages spoken at home suggests over 208 languages are spoken in English schools. Of the main Black African language groups, Lingala, Somali, Shona, Ndebele, Tigrinya and Krio speakers were the lowest achieving groups while the Igbo, Yoruba, Luganda, Twi-Fante and English-speaking Black African pupils achieved better than the national average. Within the White Other category, there is a large variation in performance depending on the language that is spoken. The highest achieving groups were west European language speakers of German, Dutch, French and Swedish, who all outperformed pupils who had English as a first language. The lowest achieving groups were from Eastern Europe including Russian, Polish, Albanian, Czech, Slovak and Romany speaking pupils, with very few in these groups achieving the expected standard at KS2 and GCSE. Also low-performing were Romanian, Latvian, Hungarian and Lithuanian speaking pupils, with barely half of their pupils achieving expected standard. Of the larger European language groups in English schools, Polish, Portuguese, Turkish and Kurdish speakers were achieving below the national average.
- An examination of level of fluency in English on pupil performance also confirms that there is a strong relationship between the stage of fluency in English and educational attainment.

The second research report 'English as an Additional Language: Good Practice to Narrow the Achievement Gap' draws on evidence of what works for pupils with EAL from schools that succeeded against the odds. The main findings of these studies identify a number of good practices to overcome some of the barriers to achievement, such as strong leadership on race and equality issues; an effective diverse workforce; celebration of cultural diversity; providing an inclusive curriculum; targeted support for pupils with EAL through the effective use of EAL teachers, EAL teaching assistants, learning mentors and EAL coordinators and partnership with parents and the community that the school serves.

Overall the conclusion from this study suggests that language barriers remain the key factor affecting the performance of EAL pupils in English schools. We would argue that the worryingly low achievement of EAL pupils who are not fluent in English has been masked by failure of government statistics to distinguish EAL pupils by stages of fluency in English and languages spoken at home.



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NATIONAL CONFERENCE - Thursday 23rd February 2017

Jeffery Hall, UCL Institute of Education 20 Bedford Way, London WC1H 0AL

EAL CONFERENCE

Delegate Details

Name: _____

Position:

- | | |
|--|---|
| <input type="checkbox"/> Headteacher/Principal | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Deputy Headteacher/Principal | <input type="checkbox"/> EAL/EMA Coordinator |
| <input type="checkbox"/> Assistant Headteacher/Principal | <input type="checkbox"/> Head of School Improvement |
| <input type="checkbox"/> School Governor | <input type="checkbox"/> Education Adviser |
| <input type="checkbox"/> Other (Specify): _____ | |

School or LA Name: _____

Contact Address: _____

Telephone: _____ E-mail: _____

Invoice Details and Address

Contact Name: _____

Organisation: _____

Contact Address: _____

E-mail: _____ Tel: _____

Requisition/Purchase Order No* (if applicable): _____

***PLEASE NOTE: Purchase Orders and payment by cheque or BACS should be made to KINGSWOOD PRIMARY SCHOOL. This conference is organised in collaboration with the Teaching Schools Alliance.**

Price information:

1. The cost is £225 per delegate. Bookings of 2 or more will entitle delegates to a 10% discount.
2. Payment terms are 30 days and payment must be received before the conference date. We will issue an invoice upon receipt of your booking.
3. Payment details & advice will be included with the invoice.

Substitution, cancellations and refund policy

- Substitutions welcome at any time.
- Written cancellations made five weeks before the conference date will be subject to a full refund.
- Cancellations made less than five weeks before the conference date cannot be refunded.
- The organiser reserves the right to cancel the conference due to unforeseen circumstances with a full refund or to change the programme.

Please return this form by post, fax or e-mail to:

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