

### Good Practice in EAL Teaching and Assessment in Lambeth Schools

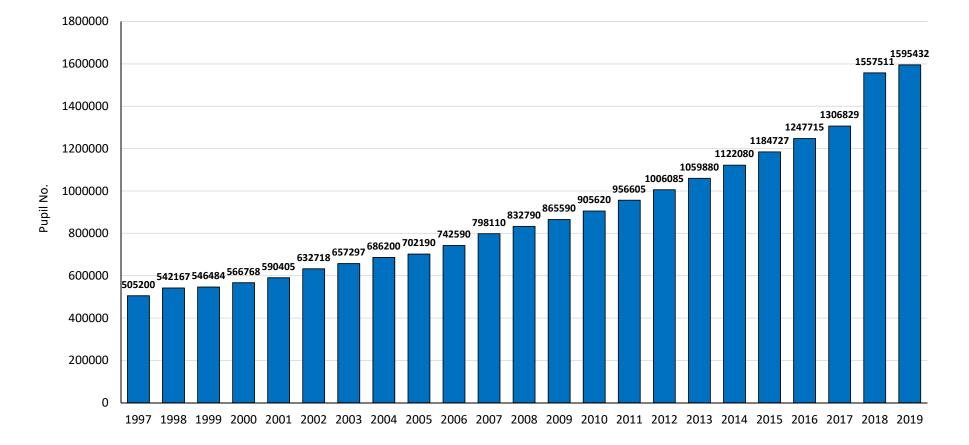
EAL Meeting 6<sup>th</sup> November 2019 Black Cultural Archives Brixton

## Session Agenda and Aims

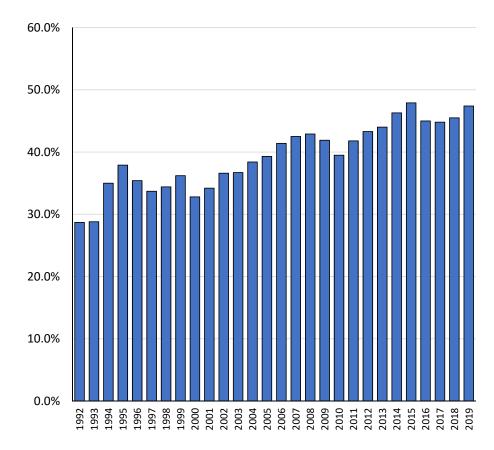
13.00	EAL and Attainment in Lambeth Schools Andrew Hau, Schools Research and Data Manager						
	EAL, diversity and attainment in Lambeth and England - data update						
13.20	EAL Workshop Part 1 Amanda Gay, EAL Consultant						
14.15	Break						
14.30	EAL Workshop Part 2 Amanda Gay, EAL Consultant						
15.30	Finish						

## EAL and Attainment in Lambeth Schools

### EAL Pupils in State-funded Schools in England



### EAL Pupils in Lambeth Secondary Schools



Local Authority	Region	No. EAL Pupils	% EAL Pupils
Tower Hamlets	INNER LONDON	11,942	68.2
Newham	INNER LONDON	15,778	64.5
Harrow	OUTER LONDON	8,357	60.9
Westminster	INNER LONDON	6,741	58.4
Brent	OUTER LONDON	11,030	56.7
Redbridge	OUTER LONDON	14,758	56.6
Hounslow	OUTER LONDON	9,791	55.4
Ealing	OUTER LONDON	10,546	54.0
Leicester	EAST MIDLANDS	10,251	52.6
Camden	INNER LONDON	5,177	51.6
Luton	EAST OF ENGLAND	6,874	49.1
Kensington and Chelsea	INNER LONDON	2,485	46.4
Enfield	OUTER LONDON	10,884	46.2
Hackney	INNER LONDON	6,237	46.1
Slough	SOUTH EAST	5,577	46.1
Haringey	INNER LONDON	6,264	45.2
Waltham Forest	OUTER LONDON	7,128	44.9
Lambeth	INNER LONDON	6,652	44.6
Islington	INNER LONDON	3,797	44.0
Wandsworth	INNER LONDON	5,258	43.7
INNER LONDON		83,634	48.6
ENGLAND		539,895	16.6

## EAL/Non-EAL Gap by Key Stage 2019

- EAL pupils in Lambeth performed in line with national EAL at EYFSP and better than national EAL at KS1 and KS2
- Lambeth EAL/Non EAL performance gaps is larger than the national gap at EYFSP, but in line with national gap at KS1 and KS2
- Biggest performance gap at EYFSP. Gap narrows as progress through key stages
- Gap has closed completed by GCSE and EAL pupils are outperforming non-EAL pupils by a clear margin. Pattern is repeated nationally.

			Lambet	n	National			
Stage	Measure	EAL	non-EAL	Gap	EAL	Non-EAL	Gap	
EYFSP	Overall (GLD)	66%	77%	-10%	67%	74%	-7%	
Phonics	Overall (WA)	83%	83%	0%	82%	82%	0%	
VC1	Deading	770/	200/	20/	720/	700/	40/	
KS1	Reading	77%	80%	-3%	72%	76%	-4%	
	Writing	73%	75%	-2%	68%	70%	-2%	
	Maths	80%	79%	+1%	75%	76%	-1%	
	Overall (RWM)	70%	70%	0%	64%	65%	-1%	
KS2	Reading	77%	79%	-2%	69%	74%	-5%	
	Writing	80%	82%	-2%	77%	79%	-2%	
	Maths	84%	82%	+2%	81%	78%	+3%	
	GPS	83%	82%	+1%	80%	78%	+2%	
	Overall (RWM)	70%	71%	-1%	64%	65%	-1%	
GCSE	A*-C/9-4 EM	60%	57%	+3%	65%	65%	0%	
	A*-C/9-5 EM	42%	36%	+6%	44%	43%	+1%	
	Attainment 8	45.6	42.6	+3.0	48.1	46.5	+1.6	

## EAL attainment – Profoundly misleading?

Perceptions that either children with EAL are a drain on the system or conversely that they systematically outperform other children are incorrect.

"The reality is more complex and nuanced, as children with EAL as a group are extremely heterogeneous; it includes children who are British citizens who speak another language at home, as well as refugees and migrants..... The heterogeneity of the EAL group makes overall average attainment figures potentially profoundly misleading." **Education Policy Institute 2018** 

The EAL group is extremely heterogeneous. Key dimensions (EPI 2018) by which EAL children vary include:

- the age at which they arrived in the English school system
- their level of English proficiency
- their first language (insight into prior educational and life experiences)

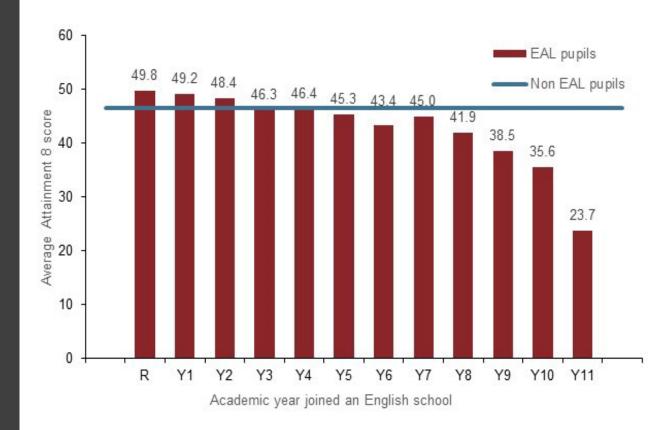
## Year of Joining

"Arrival within the English state school system systematically predicts attainment levels for children with EAL, both at Key Stage 2 and at GCSE level, with a severe attainment penalty for children arriving closest to the time of the tests or exams. There is an urgent unmet need to provide intensive support to children arriving in England late in their schooling."

**EPI and Bell Foundation Report 2018** 

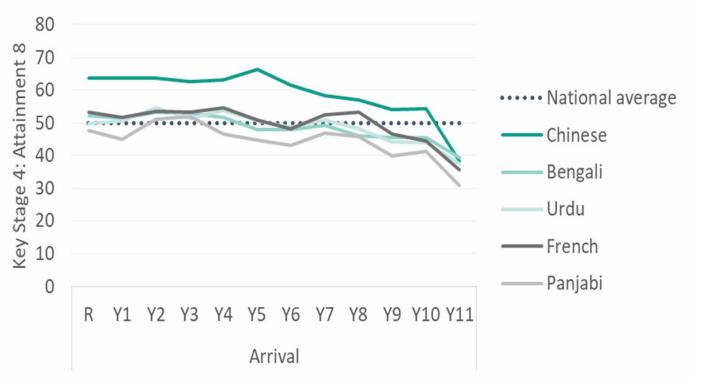
#### GCSE EAL Pupils Year of Starting (NPD data 2018)

- 86, 300 EAL pupils at the end of Key Stage 4 (63% joining in reception and 82% joining during primary phase).
- EAL pupils who joined an English school before year 2 had, on average, a slightly higher Attainment 8 score than non-EAL pupils
- EAL pupils who joined an English school after this tend to have lower Attainment 8 scores, with Attainment 8 scores declining noticeably for pupils who arrived after year 8.



## The highest attaining EAL groups at the end of Key Stage 4, by time of arrival (NPD 2016)

- Large disparity between different language groups. Only ten language groups had enough numbers per year group to provide accurate comparisons.
- These language groups showed the most resilience to the barrier of late arrival.
  Especially Chinese speakers who achieved above nationa average, arriving as late as year 10.
- Most other language groups showed a drop off after joining at Years 7 & 8.



## The lowest attaining EAL groups at the end of Key Stage 4, by time of arrival (NPD 2016)

- At the opposite end of the spectrum, language groups such as Portuguese and Pashto performed below the national average, despite arriving in the English school system as infants.
- These language groups had attainment that diminished significantly the later they arrived at a school in England. Many achieved below the national standard despite arriving during primary phase. Pashto in particular.



### Considerations

- Approximately 65% of EAL pupils in the state sector joined a primary school in England in reception year. Many will have been born in England. Later arrivals are more likely to have arrived into England more recently.
- Time of arrival in the English school system does not accurately reflect an EAL pupil's English proficiency. They may have lived in English-speaking countries or been schooled in English prior to arrival, or have moved from independent schools, alternative provision or home-schooling.
- However, later arrivals to the school system could provide insight into their time of arrival into the country and their likely English proficiency or lack thereof.
- Evidence shows that GCSE EAL pupils who started school in reception, year 1 or year 2 scored above the national standard. On average, children with EAL who arrived in English state-funded schools in years 3 or 4 achieved a score very close to the expected standard. The likelihood falls thereafter and Attainment 8 scores fall appreciable for EAL pupils who start in Year 8.
- Large variations were evident within sub-groups and consideration should be given to the first language

## **Proficiency in English**

### Proficiency in English is crucial

"The abolition in 2011 of dedicated resourcing and specialist support for this group of learners has meant the absence of any national oversight or provision of professional qualifications, staff development and specialist roles for teachers and other school staff working with children with EAL. A positive development has been the introduction of new codes, regarding a child's proficiency in English, which schools report on annually. This now needs to be built on to develop a comprehensive approach to assessment and policy, for this group of learners." EPI 2018

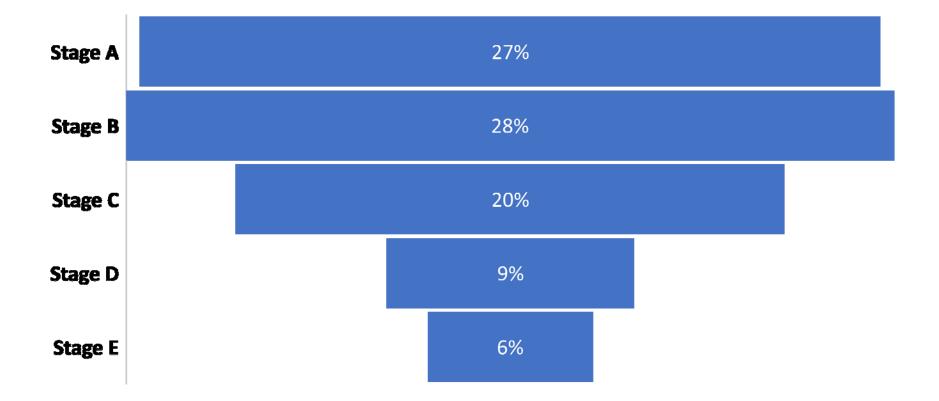
### Why is proficiency in English crucial?

Children with EAL have widely varying levels of English proficiency. It is now widely accepted that pupils who are less proficient in English have diminished access to the curriculum, with English being the language of instruction. Assessments undertaken before English proficiency is reached will under-estimate academic attainment; attainment is mediated by the child's English proficiency at the time of the test.

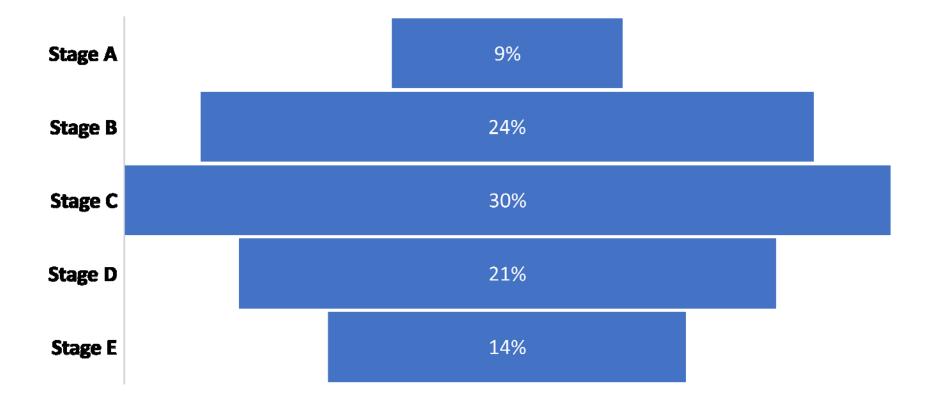
EAL pupils who arrive after Key Stage tests will have missing attainment data While schools employ local systems to inform teaching, these children may wait for up to five years without any national assessment. Around one in ten children with EAL fall into this category in secondary schools in England.

Assessment of English proficiency allows for predictive scrutiny of an EAL child's current academic prospects and progress towards achieving full fluency in English. Assessment of English proficiency is essential for the planning and monitoring of children's educational progress and will inform targeted support to increase the likelihood of high attainment.

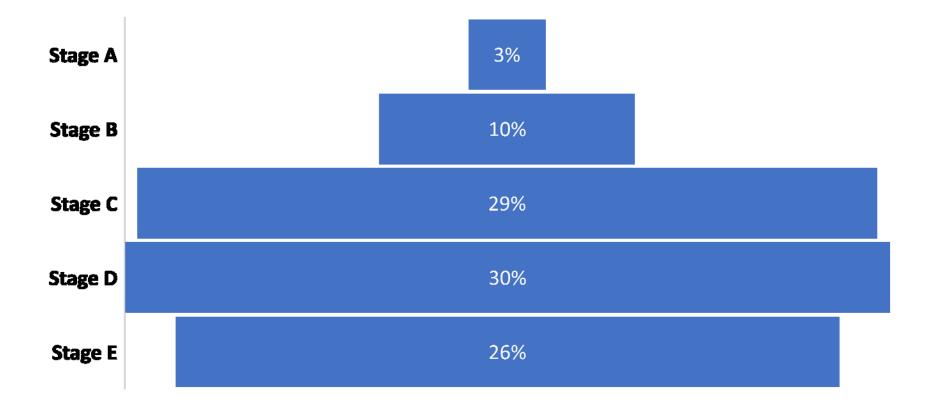
### English Proficiency in Early Years (N1,N2,R) 2019



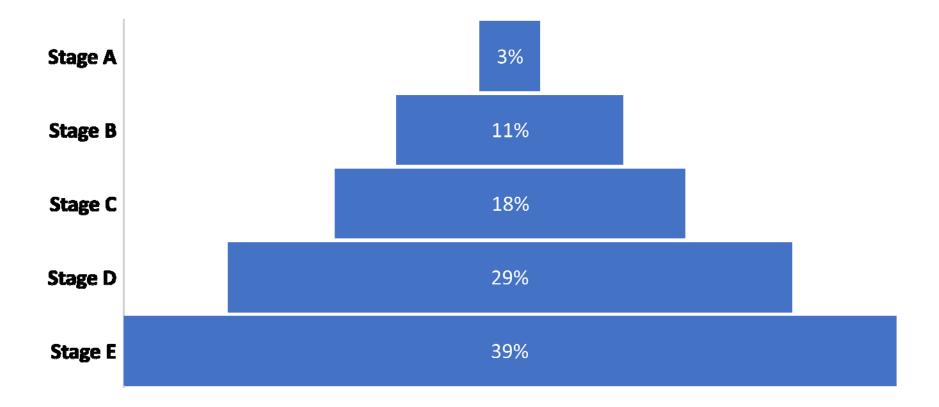
### English Proficiency in KS1 (Years 1 & 2) 2019



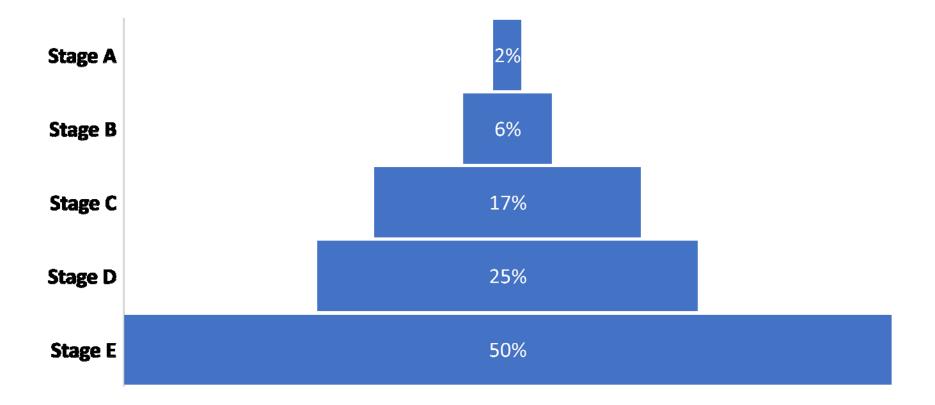
### English Proficiency in KS2 (Years 3,4,5,6) 2019



### English Proficiency at KS3 (Year 7,8,9) 2019



### English Proficiency at KS4 (Years 10,11) 2019

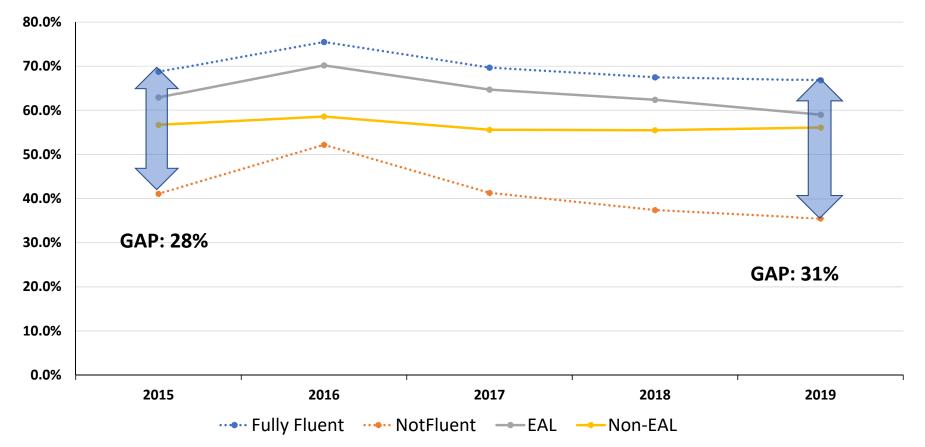


## GCSE by English Proficiency 2019

- EAL pupils overall outperformed non-EAL pupils at GCSE in Lambeth schools. Consistent with previous years and also national outcomes.
- Very few pupils at early proficiency achieved outcomes with no Stage A pupils meeting the English and Maths headline measures.
- Stage C pupils below the outcomes for non-EAL pupils
- By Stage D, EAL pupils had outperformed non-EAL pupils by a clear margin.
- Fully Fluent EAL pupils significantly outperformed non-EAL pupils. 2 in 3 pupils achieved 9-4 EM and 1 in 2 pupils achieved the 9-5 EM measure.

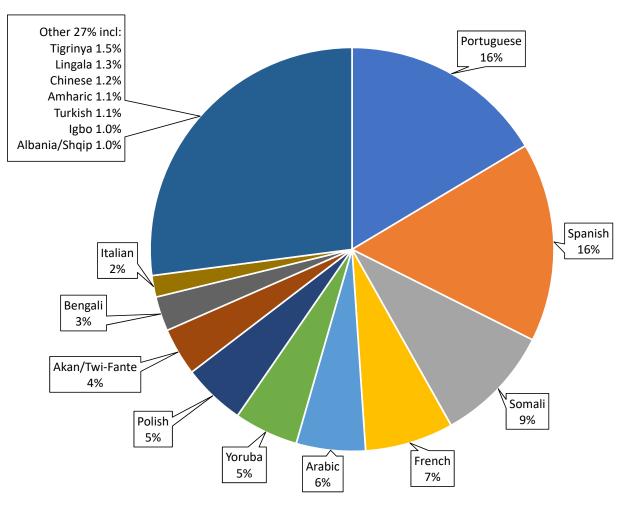
Proficiency	9-4 English and Maths	9-5 English and Maths	Attainment 8	Progress 8	
Stage A	0%	0%	11.9	-1.5	
Stage B	16%	7%	26.0	-0.32	
Stage C	43%	22%	39.1	0.44	
Stage D	62%	43%	46.1	0.07	
Stage E	67%	48%	49.4	0.29	
English Only	56%	34%	42.3	-0.33	
Lambeth	58%	39%	44.0	-0.04	

#### GCSE Attainment 9-4 English and Maths 2015 – 2019



Language Spoken

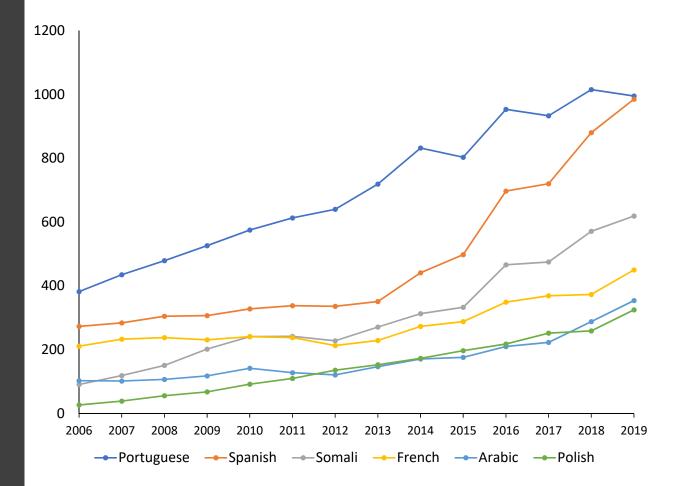
### EAL Languages Spoken in Lambeth Secondaries



#### Pupil Languages 2006 - 2019

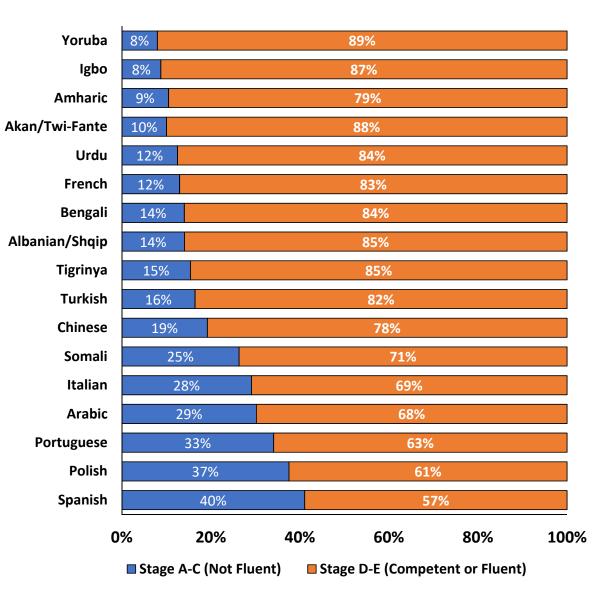
- Spanish and Portuguese have been the fastest growing languages in Lambeth secondary schools
- Spanish in particular has grown from just 273 speakers in 2006 to 985 speakers and will soon be the largest language cohort in Lambeth.
- Polish and Arabic speaker numbers have been steadily rising.

## Fastest growing language groups in Lambeth secondary schools 2006-2019



#### Language groups proficiency in English 2019

- Wide differences in English proficiency by language groups in secondary school.
- The most fluent language groups dominated by African languages
- The least fluent language groups comprise some of the largest language groups in Lambeth secondary schools, particularly Spanish and Portuguese (where 1 in 3 were not fluent in English)
- Pupils with first languages associated with central and Eastern Europe feature more prominently in Lambeth primary schools than secondary schools. These groups tended to show lower proficiency



## GCSE attainment by language 2015-2018

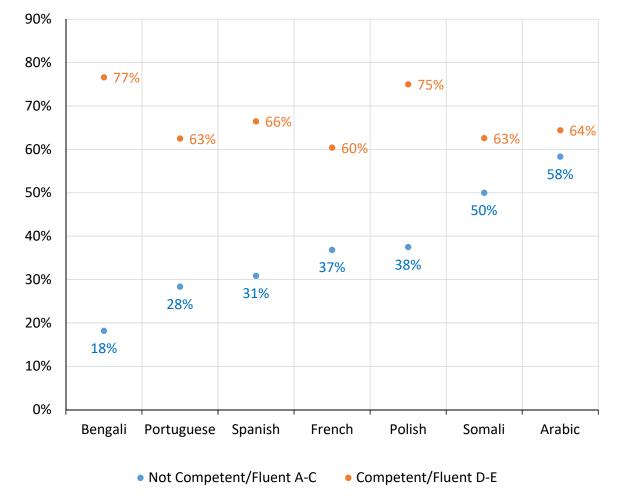
- Highest performing language groups in Lambeth were Chinese and Tagalog and have consistently performed significantly above the LA average at GCSE.
- Nearly all EAL language groups were achieving consistently above the LA average consistently since 2015, particularly Polish speaking pupils (bucking national trend).
- Lowest performing groups have been Spanish, English, Lingala and to a lesser extent Portuguese speakers.

Language	2015	2016	2017	2018	2015	2016	2017	2018
Chinese	63%	78%	91%	82%	6%	22%	35%	27%
Tagalog/Filipino	92%	100%	Х	80%	35%	44%	х	25%
Polish	68%	65%	56%	76%	11%	9%	0%	21%
Albanian/Shqip	55%	78%	86%	73%	-2%	22%	30%	18%
Igbo	х	77%	54%	71%	х	21%	-2%	16%
Bengali	58%	70%	62%	71%	1%	14%	6%	16%
Italian	88%	69%	Х	67%	31%	13%	х	12%
Yoruba	68%	62%	60%	66%	11%	6%	4%	11%
Somali	55%	71%	55%	64%	-2%	15%	-1%	9%
Tigrinya	79%	50%	81%	60%	22%	-6%	25%	5%
Arabic	67%	62%	68%	60%	10%	5%	12%	4%
French	50%	61%	55%	59%	-7%	5%	-1%	4%
Akan/Twi-Fante	64%	58%	55%	54%	7%	1%	-1%	-1%
Portuguese	50%	56%	56%	52%	-7%	-1%	0%	-3%
Spanish	54%	48%	60%	51%	-3%	-8%	4%	-4%
English	54%	53%	53%	50%	-3%	-3%	-3%	-6%
Lingala	43%	50%	27%	х	-14%	-6%	-29%	х
Urdu	82%	60%	67%	х	25%	4%	11%	х
Amharic	100%	90%	Х	х	43%	34%	х	х
Lambeth ALL	57%	57%	56%	55%	0%	0%	0%	0%

#### Attainment, first language and English proficiency

- Previous research has shown the variations in attainment and English proficiency associated with different language groups.
- Evidence shows that regardless of first language, EAL pupils who achieve full fluency in English are likely to be high achieving and consistently outperform non-EAL pupils at KS2 and GCSE. This includes underperforming language groups such as Portuguese, Spanish and Lingala.
- It suggests that once the barrier of language is overcome, it is possible for all EAL pupil to attain high levels of achievement.

#### GCSE Attainment 5+ A\*-C EM by first language and proficiency in English 2018



## Questions?

# Network Weeting and MORSho 2// Back outural Archives 6th November 2019

## Programme

- Presentation by Andrew Hau, Lambeth Schools' Research and Statistics Service
- Research updates
- EAL Assessment: Who/When/Where/Why/How? Discussion
- New arrivals including new to school pupils
- OFSTED
- Free lessons from the web

# **Research Updates**

Educational Outcomes of Children with English as an Additional Language

Jo Hutchinson

February 2018







# **Research Updates**





UNIVERSITY OF OXFORD DEPARTMENT OF EDUCATION

OCTOBER 2018

English as an Additional Language, proficiency in English and pupils' educational achievement: An analysis of Local Authority data



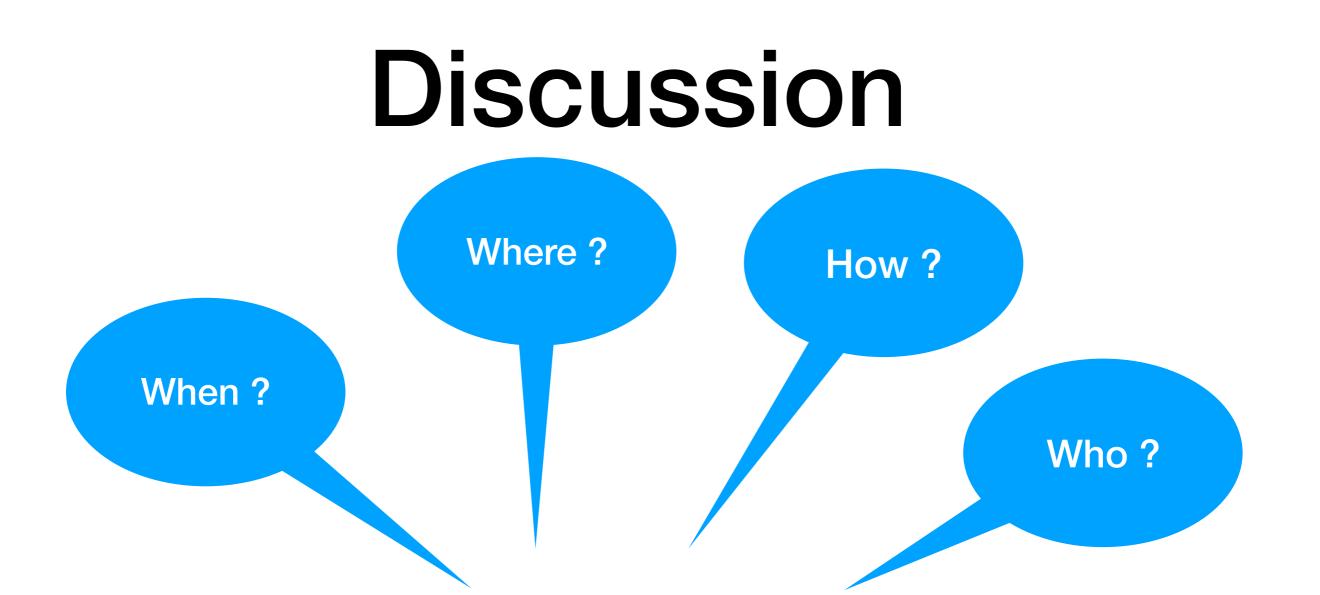
## **Research Updates**



https://naldic.org.uk

## The Bell Foundation

https://www.bell-foundation.org.uk



## **Assessment of language development**



https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk.rsu/files/secondary\_eal\_stages.pdf

## **New Arrivals**



## 8 tips for new arrivals

- Welcome the child to your class
- We see the buddy system best friendly speakers of age appropriate English in the class, plus L1 speaking buddies. (Children learn language from their peers because they want to have friends and talk to them)
- Identify staff with the same first language
- Expect a silent phase this is an active processing stage for the child when they are internalising much basic vocabulary and is a different length in different people
- Get a baseline assessment and depending on the result, arrange a withdrawal programme
- Arrange a reading/phonics programme. Play (vocabulary building) games in small groups
- We visually rich resources with familiar themes for teaching. Scaffold tasks.
- Later in the term if progress is slow you might need to do a Mother tongue assessment. This is to check for any special needs and ought to be carried out by a trained person not a parent.

# OFSTED

- Alison Jewitt to contribute her experience of OFSTED in July 2019
- Other recent experiences
- New framework
- New framework webinar

https://www.bell-foundation.org.uk/news-events/event/english-as-an-additional-language-and-the-new-ofsted-framework-webinar/

# "Closing The Word Gap"

Why Closing the Word Gap Matters: Oxford Language Report



<u>http://</u> <u>www.education.ox.ac.uk/</u> <u>why-closing-the-word-</u> <u>gap-matters-new-</u> <u>research-finds-evidence-</u> <u>of-a-significant-word-</u> <u>gap-in-uk-schools/</u>

# "Closing The Word Gap"

## Closing the word gap: activities for the classroom

#### Secondary

English, maths, science, geography, and history



# Free Resources on the web

- www.EALinLambeth.org
- <u>https://www.skillsworkshop.org</u>
- <u>https://learnenglish.britishcouncil.org</u>
- <u>https://esol.britishcouncil.org</u>



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