

CLEVELAND ROAD PRIMARY SCHOOL: LESSON STUDY RESEARCH EVALUATION REPORT

Research Question:	How can we best scaffold the learning of EAL learners to ensure they are appropriately supported yet challenged?
Who was involved? (Include job roles)	Core Practitioner - N Padda (Assistant Head and EAL co-ordinator) M Hussain (class teacher) S McDonald (class teacher)

ABSTRACT

Language is how we bond, make friends, and learn about and understand all the different things we need to know as we go through life.

This research will be useful to:

- Teachers
- Support staff
- EAL specialist teachers
- School leaders
- Teacher training providers
- Local Authority Advisors for EAL

AIMS

(a) The reasons for undertaking this lesson study project

- To find out how EAL children learn best
- To raise the achievement of EAL boys in the year group(all abilities)- highlighted during termly PPM meetings
- To further challenge Advanced EAL learners

(b) The identified target learners

- *EAL boys of all abilities in Year 1 classes*

(c) How we intended to improve children's learning

- By providing them with a meaningful context
- Giving them opportunities for collaborative learning
- Encouraging exploratory talk
- Providing challenge to further their learning
- Scaffolding for all EAL abilities

(d) The success criteria for the research lessons

- Achievement
- Engagement during lesson
- Confidence in speaking and participating
- Depth of understanding

METHODOLOGY

(a) The teaching approaches we tried

- Collaborative learning
- Inquiry based learning- First hand experience
- Role play
- Direct Instruction

- Partner talk (pairing carefully) good models of English language and aware of personality of children
- Group work
- Modelling
- Pre teaching vocabulary
- Oral rehearsal
- Questioning
- Sequencing
- Choral talk
- Making links

(b) Specific resources we tried

- Videos
- Big picture books
- Concrete objects
- Weather symbols
- Pre teaching vocabulary
- Maps
- Speaking frames
- Word mat
- Encyclopaedia
- Visual cues

OUTCOMES AND IMPACT

(a) The impact on pupil learning

- Better engagement
- Challenge
- Confidence
- Better achievement /outcome
- Language development
- Opportunities for Social integration
- More active participation
- Purposeful communication
- More detail added to the work produced
- Depth of understanding
- Better recall
- More independent during individual work
- Developed inquisitiveness

(b) Evidence of impact on pupil learning

- Achievement was better
- Better engagement during lesson
- Confidence in speaking and participating
- Depth of understanding

(c) Impact on teaching

- Pre teaching vocabulary incorporated in the timetable
- Scaffolding of work for advanced learners as well
- Focussed higher order questioning reworded to make it accessible to all learners
- More time in lesson to model responses and for consolidation repetition throughout the lesson
- Use of speaking frames to support oral rehearsal for writing
- Adapted current planning to incorporate the above
- Talk partners chosen very carefully

(d) Evidence of impact on teaching
• Lesson plans show time allocated for pre-teaching vocabulary • Speaking frames used widely for a range of subjects
(e) Impact upon school culture and leadership
• Staff now have a better understanding of how to incorporate challenge for EAL pupils of all abilities and the range of teaching methods to address the needs of ALL EAL learners
(d) Evidence of impact upon school culture and leadership
• Accelerated progress made by most EAL learners (all abilities) • High expectations of all EAL pupils

CONCLUSIONS AND RECOMENDATIONS

(a) Our conclusions
• This lesson study highlighted the need to scaffold for EAL children of all abilities. Often we assume that more able children need less scaffolding but this lesson study proved the positive impact of scaffolding for all abilities
(b) Recommendations for other interested in researching this area

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