



Ethnic Minority Achievement Service Quality Assurance Systems 2009/10

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Introduction

The following document outlines quality systems in the Ethnic Minority Achievement Service.

These have been agreed between partner authorities and with EMAS staff. Findings from these systems contribute to reporting on Service targets to the EMAS steering group and to staff performance management.

Service Targets

- 85% of training evaluations are good or very good
- 85% of school evaluations are good or very good
- 85% of visit notes and reports are sent to schools within 7 working days
- 75% of schools with EMA leaders move up 0.5 level of the EMAS audit tool annually
- Pupils from cohorts of ethnic groups 30+ meet age related expectations in English and Maths
- 75% of pupils monitored by EMAS move up at least 2 sub levels
- Schools with EMA leaders increased year on year
- Individual pupil referrals to EMAS decrease year on year
- EMAS website hit counts – at least 10,000 hit counts per year

Quality Assurance Systems

The Ethnic Minority Achievement Service is committed to ensuring the delivery of a high quality service to schools, settings and other partners through fair, transparent and rigorous systems. Through the quality assurance procedures set out below, all involved in service delivery will have equal opportunity to receive feedback, support and training and to influence and contribute to the process. The Service aims to measure both qualitative and quantitative data within a framework of a strong service plan, clear staff support and performance management and structured data and information gathering.

The Service takes the view that impact is measured in a variety of ways, which can include:

- Service user reactions to service input
- Changes in attitude and perceptions
- Acquisition of knowledge and/or skills
- Changes in behaviour e.g. use of a procedure, audit tool, assessment process in order to improve
- Changes in organisational practice
- Benefits to children, young people and their families.

See Appendices 1 and 2.

Service delivery may also be measured by numerical data which can include:

- Numbers of schools and settings receiving a variety of support
- Attendance at EMAS training events
- % of positive evaluations following EMAS input of different kinds
- Response times, including written reporting
- Measurement of pupil progress over time
- Measurement of institutional change using National Strategy Audit Tools
- Measurement of project impact on agreed criteria

The new CSS data system will enable the service to monitor most quantitative evidence with ease once it is in place. This will measure:

- Number of days spent in relation to activity and location
- Response times – communications, visits and reporting
- Pupil data – including ethnicity, age group, NC levels and progress
- Training outcomes – evaluations, take up, audience
- School, setting, UA information

It will also support EMAS management in improved scrutiny of staff workloads and task lists.

Staff Performance, Support and Quality Systems

Staff will receive:

- At least 3 full days training per year arranged by the Service
- Monthly afternoon sessions which will include training as well as staff meeting time
- Monthly individual supervision sessions with their line manager which will include performance management
- Access to other external training opportunities as appropriate
- Other meetings with management as needed

Monthly supervision sessions will focus on:

- School updates and impact
- Feedback on written reports and visit notes
- Feedback on school evaluation samples and training evaluations where appropriate
- Self evaluation against priorities
- Performance management

Staff will have one training session and one consultation session or meeting per year shadowed by their line manager as part of quality assurance. See Appendices 3 and 4.

All visit notes and reports will be quality assured by the line manager of the member of staff concerned. Visit notes record impact in relation to the EMAS Audit Tool. See Appendix 5.

Staff work will be largely based around the Raising Achievement Plan completed in consultation with schools. See Appendix 6.

Every term two schools per member of staff will be asked to complete an evaluation sheet to sample effectiveness and impact. See Appendix 7.

Training sessions will be evaluated by all participants and feed into the CSS system. See Appendix 8.

Staff will write annual reports summarising work they have done with priority schools. See Appendix 9.

Measurement of school progress in building capacity will be in line with Raising Achievement plans and with the BME Self Evaluation audit tool which is based on National Strategy audit tools from BME programmes. See Appendix

Appropriate supervision, training and performance management will also be given to the administrator.

Performance Management

Current Service priorities include:

- Building capacity in schools to raise the achievement of Minority Ethnic pupils.
- Developing consultancy and training skills within the staff
- Working within National Strategy programmes to raise the achievement of Minority Ethnic Pupils.

Individual objectives may also be set as appropriate.

The chart below outlines how performance may be measured.

Service objective	Observation	Documentation
Building capacity in schools (1 school to be selected per MOS)	Observe school meeting : <ul style="list-style-type: none"> • Pre planning • Engagement • Agenda setting • Use of questioning • Subject knowledge • Local knowledge • Outcomes of meeting 	Look at visit notes, reports from school: <ul style="list-style-type: none"> • Quality of school plan – link to the EMAS Audit Tool and data • Quality of reporting • Evidence of institutional development • Evidence of impact • Evidence of pupil progress
Developing training skills	Observe training session: <ul style="list-style-type: none"> • Planning • Timing, pace • Balance of activities • Visuals and handouts • Response to audience • Evaluations 	Evaluations, handouts

Service objective	Observation	Documentation
Developing consultancy skills	Observe visit <ul style="list-style-type: none"> • Engagement, relationship • Agenda setting, pre planning • Local and subject knowledge • Response to audience • Use of questioning, prompts • Use of time • Addressing own and audience agenda 	Visit notes, feedback samples

Service Standards are a core part of Quality Assurance and Performance Management.

Activity	Performance Indicators	Evidence Base
Raising Achievement Plans Work with EMA Leaders	Link to EMAS Audit Tool Link to data Clarity of objectives Measurement of pupil progress over 1 year (or less) :% of pupils moving up 1 NC level or more per year Evidence of progress, impact through visit notes Speed of response Evaluation from school	RAP Visit notes Pupil monitoring School sampling Evaluation forms Staff annual reports
Training, central	Attendance Evaluations : % of good v good Observation of MOS	Attendance, evaluation forms, CSS

Activity	Performance Indicators	Evidence Base
Training, school based	Link to RAP Attendance Evaluations : % of good v good Observation of MOS	RAP Attendance, evaluation forms, CSS
School visits	Quality of reporting Evidence of impact in visit notes Pupil progress % of pupils moving up 1 NC level or more per year Speed of visit note Visit observation of MOS	Visit notes Sample observation CSS School sampling Evaluation forms Staff annual reports
Individual pupil assessment, monitoring	Quality of report Evidence of impact on school practice Pupil progress % of pupils moving up 1 NC level or more per year Speed of response to schools without Inclusion Leaders Speed of report out	Pupil reports CSS School sampling Evaluation forms
Website	Evidence of good working practice with Bristol Up to date Hit counts	Hit counts Response from users
Projects		
EMHEAP SG	No of schools and pupils UWE measurements	UWE reports CSS pupil progress School feedback
Schools link SG	No of schools and pupils UWE measurements	UWE reports CSS pupil progress School feedback

Complaints procedure for stakeholders

In the event of any complaints stakeholders should initially discuss the difficulty directly with the EMAS member of staff concerned. If there is no resolution of the difficulty the matter should be drawn to the attention of the Head of Service who will investigate and feedback to all parties.

Complaints may also be discussed with the appropriate line managers of EMAS in each of the three Local Authorities

Appendix 1 - EMAS MOS School Annual Report

Ethnic Minority Achievement Service Annual reports on work with schools

200 /

Local Authority	
School	
Head Teacher	
EMA Leader	
EMAS Link	
Date	

Evidence provided should refer to progression through the BME SEF strands.

Priorities as identified in the Ethnic Minority Achievement Plan 200 / <ul style="list-style-type: none"> • • •
Evidence of impact on leadership and management: <ul style="list-style-type: none"> •
Evidence of impact on learning and teaching: <ul style="list-style-type: none"> •
Evidence of impact on conditions for learning <ul style="list-style-type: none"> • •
Evidence of impact on partnerships beyond the classroom <ul style="list-style-type: none"> • •
Attainment of identified BME pupils
Summary of overall progress At the beginning of the year the school was largely at At the end of the year this had changed to
Priorities for new plan : Strand 1 Strand 2 Strand 3 Strand 4

Appendix 2 - Evaluating Outcomes

Evaluating Outcomes- Exploring the range and types of evidence

Area	What should we be looking for ?	How could we get it?
Staff reactions to service input	Reactions: Was it pertinent? Relevant? An appropriate response to specific request?	Feedback? Self reports-self recorded as default?
Modification in attitudes and Perceptions	Any changes in attitudes? E.g. Teacher said she realises that this is likely to be a successful way of working. Motivation and self confidence E.g. Teacher felt the advice enabled her to plan and she will try to use the strategy regularly when ...	Key points from discussion?
Acquisition of knowledge/skills	Verbal knowledge..learning. E.g. Inclusion leader knows what to do to take the audit forward in school.	Examples of work from the recipient of support? Ability to lead others in the work? Feedback?

Area	What should we be looking for ?	How could we get it?
Changes in behaviour	<p>Behaviour change can show:</p> <p>(1) <i>Showing skilled performance</i> e.g. inclusion leader has used the audit tool to develop the next steps in the schools work on this area of practice</p> <p>(2) <i>Correctly following procedures</i> e.g. staff have correctly used the audit tool to...</p> <p>(3) <i>Producing simple discrete behaviours</i> e.g. teachers in each class have produced action plans for....</p>	<p>Frequency?</p> <p>Quantity,</p> <p>Quality?..judgements</p> <p>Self reports?</p> <p>Performance indicators indicators?</p>
Changes in organisational Practice	<p>This can relate to wider outcomes in the classroom, school and home</p> <p><i>E.g. the school has introduced a policy, moderation, working group, QA, etc</i></p>	<p>EMAS Audit Tool?</p> <p>Minutes/</p> <p>Documents?</p> <p>Review/evaluations</p>
Benefits to children/young people	<p>Improvements to the wellbeing achievement, quality of life of pupils, parents staff.</p> <p>E.g. standards, attainments, achievements, learning, engagement.</p>	<p>Data, survey , EMAS Audit Tool , monitoring info, discussion with pupils, students work samples, observations of pupils, results, portfolios etc.</p>

Appendix 3 - Training observation sheet – Staff Performance Management



EMAS Quality Assurance Observation of Training Record Sheet

Member of Staff
EMAS observer
Training Title
Audience
Venue
Date

Ratings 1 = very good, 2= good, 3 = satisfactory, 4+poor, 5 = very poor

	1	2	3	4	5
Evidence of planning					
Engagement with audience					
Visuals and handouts					
Timing and pace					
Balance of activities					
Subject knowledge					

Summary of evaluations
Summary of comments from audience
Other comments

Appendix 4 - Consultancy / Meeting observation sheet. Staff Performance Management



**EMAS Quality Assurance
Consultancy / Meeting Observation
Record Sheet**

Member of Staff
EMAS Observer
Context
Meeting participants
Venue
Date

Ratings 1 = very good, 2= good, 3 = satisfactory, 4+poor, 5 = very poor

	1	2	3	4	5
Evidence of planning					
Engagement , relationship					
Agenda setting					
Use of questioning, prompts					
Local knowledge					
Subject knowledge					
Meeting outcomes					

Comments

Appendix 5 - Visit Note

Departments for Children and
Young People

CONFIDENTIAL

ACHIEVEMENT, INCLUSION AND CARE DIVISION LEARNING & SCHOOL EFFECTIVENESS SERVICES EMAS VISIT NOTE

LA:

School:

Date

:

Visiting officer(s):

This visit note has been sent to: LA, school, EMAS

	Purpose of visit	Duration (hours)	Funding source
Area of focus 1:			
Area of focus 2:			

Colleagues present:

Area of focus	Review of progress since the last visit	Impact	SEF Reference
1			

Area of focus	Brief notes of issues discussed/ observation/work undertaken	Impact (Observed or Anticipated)	SEF Reference
2			

Recommendations and agreed next actions (What, Who and When)

Who	What	When

1. School Information.2. School context and community. 3.Standards.4.Personal development and well being.
5 Provision – Teaching and Learning, curriculum, care guidance and support.6.Leadership and management.7 overall effectiveness

Appendix 6 - Raising Achievement Plan

Ethnic Minority Achievement Plan (Appendix to the School Improvement Plan) Minority Ethnic Pupils 20 / 20

Local Authority		Head Teacher	
School		EMA Leader	
Date Agreed		EMAS Link	
Plan drawn up by			

School Profile – Data

Total number of pupils in the school		Total number of minority ethnic pupils in the school	
Numbers by ethnicity (use ethnic codes – list attached)			
Languages other than English spoken in the school (with pupil numbers)			
Number of racist incidents reported within the last 12 months		Number of BME pupils with SEN	
Number of BME pupils on intervention programmes		Number of BME pupils on the Gifted and Talented register	
Attainment: Number of BME pupils above national expectations		Attainment: Number of BME pupils below national expectations	
Progress:: Number of BME pupils on track for national expectations		Progress:: Number of BME pupils in danger of falling below national expectations	
Attendance: Number of BME pupils who fall below 95% attendance		Behaviour: Number of BME pupils with behavioural concerns	
Exclusions: Total number of fixed-term and permanent exclusions during the last school year:		Exclusions: Total number of fixed-term and permanent exclusions for BME pupils during the last school year:	
Any other relevant contextual information e.g. large number of new arrivals, relevant issues to school situation:			

Main findings from BME attainment SEF

This section requires a judgement and identification of a key priority for each strand

Strand	Judgement	Priority
Strand 1:		
Strand 2:		
Strand 3:		
Strand 4:		

School Plan

Member of staff with overall responsibility for monitoring:

Priority	Action(s)	Carried out by...	Timescale	Impact	Evidence

Support requested from EMAS

Priority	Action	Timescale	Estimated number of days	Impact	Evidence

Ongoing list of pupils to be monitored, include those on BME Achievement projects

To be updated in T1 and 2

Pupil	DoB	Language/Culture/ Background	EYFS	Point on the assessment scale Term 1 20						Point on the assessment scale Term 6 20					
				PSE	CLL	PSRN	KUW	PD	CD	PSE	CLL	PSRN	KUW	PD	CD

Pupil	DoB	Language/Culture/Background	Year	NC levels Term 1 20			Target Term 6 20		
				English	Maths	Science	English	Maths	Science

Appendix 7 - School Evaluation Sampling Sheet



EVALUATION OF EMAS SUPPORT

Unitary Authority _____

School _____

School contact person _____

Support provided by _____

Terms(s): Autumn 200_/Spring 200_/Summer 200_ (please add year and circle as appropriate)

1. Quality of support provided
(Where possible, please rate the quality of support you received under the following headings using a 1 -5 scale – 1 = very good, 2 = good, 3 = satisfactory, 4 = poor, 5 = very poor)

	1	2	3	4	5
Punctuality					
Providers subject knowledge					
Interpersonal skills of provider					
Relevance and usefulness of support work					
Appropriate style of delivery/working					
Use of practical ideas/exemplars					

Please comment

1. Impact of the support received
How well did the support work impact on the expertise and/or confidence of the staff? (1 = very good, 2 = good, 3 = satisfactory, 4 = poor, 5 = very poor)

Please comment where relevant, on the impact on school policy, planning and delivery

2. Next steps

As a result of receiving this support, what are your next steps in this area of work?

Please comment

Signed _____ **HOD/Co-ordinator/Strategy Manager**
(Secondary Schools) **Inclusion Leader**

Signed _____ **Headteacher, Inclusion Leader**

Please return to emas@southglos.gov.uk

Appendix 8 - Evaluation of Training



Ethnic Minority Achievement Service Training Evaluation Form

Course Title:		Date:			
		Fully	Mostly	Partly	Not at all
1	Was the content appropriate for your needs?				
2	Were the stated outcomes achieved?				
3	Has the training improved your knowledge, skills and understanding?				
4	Did the facilitator(s) use appropriate styles of delivery?				
5	Did the facilitator(s) convey a good understanding of the content?				
6	Have the resources provided/demonstrated/enhanced your understanding?				
7	Did the venue and refreshments meet your needs?				
8	Was the administration and telephone support satisfactory?				

9 What key messages/actions do you need to take back to your school/setting/service?

10 What are your future professional development needs in this area?

11 General comments *(for example, if you have allocated a grade less than 'mostly', please indicate how the training could be improved)*

Name:	Email:
School/Setting/Service:	Role:
Local Authority:	

Appendix 9 EMAS Audit Tool (Primary – Secondary available on website)

Department for Children and Young People

RAISING THE ACHIEVEMENT OF MINORITY ETHNIC PUPILS

Self-evaluation toolkit

South Gloucestershire has a relatively small but increasingly diverse minority ethnic population and, with a few exceptions, its primary phase schools contain children who are predominantly white British. Unlike other local authorities, therefore, South Gloucestershire's minority ethnic children are more likely to be educated in schools where they and their siblings are the only representatives of their particular ethnic group, either in the school as a whole or in their own class. For this reason it is particularly important that potentially isolated learners benefit from a school ethos in which their home culture and language(s) are recognised and valued, and in a school context where any particular learning needs are understood and addressed by school staff.

Across the whole authority, it is clear that some ethnic groups are more frequently underachieving and South Gloucestershire is keen that all schools consider the range of factors which are most likely to help these particular children achieve their full potential. In some local authorities, there are overriding issues with significant numbers of children new to English while, in others, the challenges are associated with specific ethnic groups. Because of the nature of the diversity within their individual populations, South Gloucestershire schools are more likely to face a different range of challenges from year to year or class to class. So to help our schools consider the full range of issues which may help improve further the achievement of minority ethnic children, this self-evaluation grid has been developed by merging ideas from a number of national programmes, most notably those addressing the learning and teaching for bilingual children and for African Caribbean achievement.

The purpose of this self-evaluation grid is to support school leadership teams in recognising the current stage of development and identifying key priorities for further development across the school. As with all such self-evaluation, judgements should be based on evidence about provision and impact. The four columns represent a continuum of development and effectiveness, using headings which are familiar to those who have already used similar grids from the Primary National Strategy:

- **Focusing:** The school is at the beginning of the process – identifying what is happening but recognising that much remains to be done.
- **Developing:** The school has started to address some aspects but there is a need for further development in identified areas.
- **Establishing:** Many things are in place and embedded. There has been a significant development in the quality of provision and an impact on standards and progress. Some issues regarding whole-school consistency and cohesion need addressing.
- **Enhancing:** There is whole-school consistency and cohesive practice is embedded across the school. Impact on standards and progress is evident.

As with other self-evaluation grids, highlighting text which broadly describes the school's current provision will help generate a "best-fit" judgement and, in turn, support the identification of potential priorities for further development.

For simplicity and brevity, the term "**BME**" ("**black and minority ethnic**") is used throughout this document. This phrase should be assumed to include black and dual heritage children as well as those from bilingual backgrounds.

Strand 1: Leadership and management				
	Focusing	Developing	Establishing	Enhancing
1a Race equality	The school is aware of its statutory duties under the Race Relations Amendment Act (2000). A race equality policy is in place. Serious racist incidents are recorded, reported and responded to appropriately. Relationships within school are generally positive. There is an anti-bullying policy in place. Data is used to identify gaps in attainment between ethnic groups. All relevant policies (eg, behaviour, attendance) show an awareness of BME children.	A race equality policy is in place and being implemented. All racist incidents are recognised, recorded, monitored and managed effectively. A whole-school behaviour management policy is in place, consistently implemented and seen to be fair. Closing gaps in attainment between groups is identified as a school priority. Policies are monitored to ensure they are fair for all groups of pupils.	Race equality is explicitly planned for and developed across the curriculum, and permeates it. All school policies (including curriculum policies) are regularly reviewed and their impact on race equality is monitored. Parents/carers and children are regularly consulted. The school publishes the results of its monitoring, including attainment, by ethnicity.	Race relations in the school community are excellent. Incidents of racism beyond the school involving children are addressed. The school acts as a positive role model for race relations and positive attitudes for the wider community. The school evaluates the outcomes of monitoring and strives for continuous improvement in all aspects of its work on race equality.
1b The Senior Leadership Team (SLT) role in establishing priorities, planning action and reviewing progress.	Analysis of quantitative data for standards and progress of BME children, as well as an audit of provision for EAL in literacy and mathematics, has been carried out. The SLT has developed and implemented an agreed action plan for BME children that addresses identified priorities and appropriately deploys all resources, including additional adults. A named member of the SLT leads on BME achievement.	An audit of provision for BME children across the whole curriculum has been carried out. The action plan for BME learners is refined as a result of the outcomes.	The impact of the action plan is monitored and evaluated. The impact of other curriculum action plans on BME children is monitored and evaluated. The BME action plan is refined following the outcomes of evaluation of all action plans as well as reviews of learners' progress.	All subject leaders take account of the needs of BME children in their curricular action plans in order to raise standards. The school's priorities for improving standards for BME children are embedded in the whole-school improvement programme with clearly identified BME-specific priorities which are reviewed regularly and systematically.
1c Knowing about standards and pupil tracking	Teachers and practitioners assess children's work regularly and national or other tests are in place. All staff have access to relevant data on standards, e.g. Foundation Stage Profile, data on statutory and optional tests, ongoing teacher assessments (work samples, EAL assessment linked to the National Curriculum and QCA's <i>A Language in Common</i>).	There is a systematic structure for moderated assessment of children's work and progress. Data is starting to be used to inform judgements on standards across the school, noting patterns in children's achievement. Attainment and achievement data is collected, monitored and analysed by ethnicity, gender, FSM entitlement and first language. Teachers are supported in setting realistic but challenging numerical targets for bilingual learners. A pupil tracking system that identifies under-achieving groups and individuals, and tracks their progress on a regular basis, is in place across the school. Information is used to inform action and target resources.	The leadership team monitors the setting of and progress towards numerical targets and provides feedback to staff. There is an effective process for setting and reviewing numerical targets for bilingual learners in each year group. All staff are confident and secure in their judgement about attainment in literacy and mathematics. Feedback for children and parents/carers based on summative judgements is articulated in language such as: 'At level 4 you/your child can ...' (recording successes) and in terms of what children need to do next.	There is a rigorous, coherent and manageable whole-school system for using data to set, monitor and review targets for all BME children in English, mathematics and across the curriculum. Progress towards targets is shared sensitively with children and parents.
1d Monitoring and evaluating provision,	A start has been made towards monitoring and evaluating the	There is a clear structure for monitoring and evaluating the	Monitoring and evaluation of planning, teaching and learning	Monitoring and evaluating is embedded within the school

Strand 1: Leadership and management				
	Focusing	Developing	Establishing	Enhancing
teaching and learning	provision for BME children. Planning audits, classroom observations and scrutiny of children's work have raised awareness of the quality of learning and teaching of language, literacy and mathematics across the school.	quality of planning and teaching in literacy and mathematics to support BME children in order to identify key priorities for improvement. Medium- and short-term plans are reviewed to ensure that, as a minimum, they match the age-related expectations for children's achievement. Quality of learning is beginning to be evaluated.	extends to all areas of the curriculum and the outcomes are used to inform future school improvement planning with reference to BME children.	improvement plan. It is effective in celebrating and disseminating success and identifying areas for further improvement in relation to BME children across the whole curriculum.
1e Effective use of additional adults	The expertise and skills (including language skills) of additional adults have been identified. Additional adults are deployed effectively to provide targeted support to raise attainment and accelerate progress, especially by supporting language development and access to the curriculum. Teaching assistants are deployed effectively in implementing intervention programmes for targeted children. Teaching plans are shared with all additional adults. All staff are clear about the learning objectives.	All additional adults are involved in planning for teaching. Systems are in place for class teachers and additional adults to review progress of groups or individuals. Adults who share children's first language use their skills to support children's learning. Efforts are made to recruit teaching staff who can support children's learning through use of their first language and who can provide positive role models. There is a clear understanding of the range of support and intervention programmes available to support language and literacy, mathematics and other areas of learning. Their use and impact is reviewed termly to ensure that support is targeted appropriately and, where necessary, their use is adapted to meet the needs of BME children.	Planning and teaching are collaborative, good use is made of specialist knowledge and expertise, including knowledge of the school community and bilingual skills. The impact of the contribution of additional adults is monitored and evaluated.	The specialist knowledge and skills of additional adults are recognised; they contribute to the professional development of all staff and enhance the learning experiences of bilingual children. The deployment of additional adults is reviewed regularly in response to learners' needs and effectiveness. Innovative and reflective approaches to support development of, for example, bilingual strategies are undertaken, monitored and evaluated.
1f The school as a learning community: whole-school commitment to CPD	Subject knowledge in English and mathematics is secure and sufficient to teach the age-related objectives in the Primary National Strategy <i>Frameworks for literacy and mathematics</i> . Foundation Stage staff have secure and sufficient knowledge to implement the <i>Curriculum Guidance for the Foundation Stage</i> . Staff development needs for raising standards of children learning EAL have been identified through an audit of literacy, mathematics and EAL provision. Individuals are supported to	CPD for the whole staff (including part-time staff and teaching assistants) focuses on pedagogy and practice for BME children (including bilingual strategies). Implementation of relevant CPD is linked to whole-school priorities. Knowledge and understanding of basic EAL pedagogy and how to apply it in teaching mathematics and literacy across the curriculum is secure. Staff are supported in developing expertise through a range of CPD approaches: eg,	There is a coherent support programme in place and all staff are involved in a review and evaluation of the professional development and support they have received. The impact of professional development is evaluated through monitoring of teaching and learning from classroom observations and both formal and informal feedback are provided. There is a collaborative and reflective ethos which enables high quality learning and teaching across the curriculum	The planned CPD programme supports school, LA and national priorities and meets the needs of all staff. The impact of the CPD programme is monitored and evaluated systematically. Subject knowledge and BME pedagogic knowledge in learning and teaching across the whole curriculum are consistently enhanced for all staff through a range of ongoing CPD strategies including peer coaching.
1f (cont) The school as a learning community: whole-school				

Strand 1: Leadership and management				
	Focusing	Developing	Establishing	Enhancing
commitment to CPD	improve the quality of the teaching of literacy and mathematics to BME children.	training, modelling, collaborative teaching. Effective use of ICT to support learning and teaching is incorporated within the CPD.	for BME children.	

Strand 2: Learning and teaching – assessment for learning, curriculum access and language development				
	Focusing	Developing	Establishing	Enhancing
2a Curricular targets (Refer also to the Assessment for learning self-evaluation tool in <i>Excellence and Enjoyment: Learning and teaching in the primary years</i>)	All staff understand national expectations at the end of the Foundation Stage, each key stage. The assessment of EAL pupils is in line with the National Curriculum and recommendations in QCA's <i>A Language in Common</i> . Target statements or key objectives for literacy and mathematics are used to inform staff expectations.	Assessments and other work samples are analysed in order to set appropriately challenging half-termly curricular targets (class, group and individual targets where appropriate) for literacy, mathematics and language development. All staff have sufficient subject and pedagogic knowledge to plan the next steps towards the curricular targets as well as language development.	All teachers confidently use data and information from assessments to adjust planning. Children understand their curricular and language development targets. Progress towards and beyond curricular targets is monitored half-termly for each year group. Staff are confident and secure in subject and pedagogic knowledge to plan next steps in learning towards the curricular targets and beyond. Targets are shared with parents/carers. Children are supported to understand the steps towards achieving their curricular targets through oral and written feedback which includes feedback on language development.	The school monitors and evaluates progress towards targets to judge the impact of standards as part of monitoring race equality: closing gaps in attainment and achievement between different ethnic groups. Children and their parents/carers are involved in the process. Children are able to articulate their success against the curricular targets (including in language learning). Children and staff use evidence to evaluate progress together and to define the next steps in children's learning.
2b Day-to-day assessment (Refer also to the Assessment for learning self-evaluation tool in <i>Excellence and enjoyment: Learning and teaching in the primary years</i>) 2b (cont) Day-to-day assessment	Staff are aware of the need for day-to-day assessments and make some use of assessment opportunities (eg, observation, questioning) as they arise during teaching.	Some strategies for day-to-day assessments (e.g. focused questions, evidence from focused observations, oral and written language samples) are planned for and used in lessons or learning activities. Staff are developing an understanding of the importance of assessing language development as well as curriculum knowledge and understanding. Adults who share children's first languages are trained to contribute to day-to-day assessment.	Strategies for day-to-day assessment are incorporated into short-term planning and used effectively in lessons or learning activities to assess language development and curriculum understanding. Staff have knowledge and understanding of socio-cultural factors to be considered as well as the specific value of using strategies such as observation and discussion. Practitioners are developing confidence in identifying success criteria linked to learning objectives.	Staff are confident in planning for and using a full repertoire of strategies for day-to-day assessment in all lessons or learning activities. They are skilled in unpicking misconceptions and gaps in curriculum knowledge and understanding, and using the information to plan next steps for teaching and learning. Children use a range of strategies to assess their own and each other's learning, including language learning.
2c Quality of planning	Teachers' unit plans are objective led, and demonstrate some scaffolding such as visual support as well as	Medium- and short-term planning is in place and used effectively across the school. Curriculum targets	Planning for access to the curriculum and language development is secure. It identifies,	All teaching plans are coherent, succinct and address high expectations for all learners

Strand 2: Learning and teaching – assessment for learning, curriculum access and language development

	Focusing	Developing	Establishing	Enhancing
	some evidence of adjustment for BME children, e.g. planned opportunities for speaking and listening. There is a targeted role for additional adults. Teachers respond positively to pupils' use of first language and dialect.	inform planning and teaching so that it meets age-related expectations as a minimum (and beyond for some children). Where appropriate, short-term plans are annotated to identify the language demands of objectives or activities. They indicate how learning contexts are made supportive, including planned opportunities for speaking and listening to develop language and access to the curriculum. Some of the available intervention programmes are being used, where appropriate.	as appropriate, the need for: <ul style="list-style-type: none"> the teaching of subject-specific vocabulary or particular grammatical structures; opportunities for children to use new language purposefully with each other and with adults. Staff use feedback from monitoring to ensure that they are planning to reduce gaps in attainment and challenge the more able. Intervention programmes are reviewed and future provision is adapted as appropriate.	consistently across the school. Planning meets diverse language and learning needs, keeping cognitive challenge appropriately high through the provision of contextual support. Intervention programmes and their impact are systematically evaluated.
2d Establishing an effective learning environment: language and learning	The environment begins to provide supportive prompts for BME children.	The school and classroom environments provide essential prompts and displays to support language development as well as the learning and teaching of literacy, mathematics and the wider curriculum. Teachers use the learning environment to model the learning process and promote high expectations.	The learning environment is rich with supportive prompts, challenging questions and the celebration of success. Children are actively involved in developing and using the learning environment.	The learning environment contributes to parents'/carers' understanding of expectations, the learning process and how they can support children's learning at home.
2e Quality of teaching (also see 3b)	Structured sessions with well-planned progression are in place for teaching literacy and mathematics. Some features of effective and inclusive teaching for BME children are in place, where appropriate, e.g. modelling of new vocabulary in context, opportunities for speaking and listening, use of first language by bilingual adults.	The main features of inclusive and effective teaching for BME children are in place. Learning objectives for the curriculum and success criteria are shared explicitly with children. Staff model language structures as well as vocabulary appropriate for the purpose. A wider range of scaffolding strategies, e.g. writing frames, language development prompts, is used effectively. Partner talk is used to provide thinking time and opportunities to use new language. Staff are developing confidence in the use of strategies appropriate for BME children, including bilingual or bidialect learners. Additional adults are used effectively in lessons.	All teachers deploy a range of teaching strategies to ensure effective learning for BME children. Learning objectives for the curriculum as well as language development and success criteria are shared explicitly with children and referred to explicitly in evaluating learning. All staff routinely develop academic and cognitive language through modelling, providing opportunities for oral rehearsal as well as collaborative talk. Graphic organisers are used to support children in gathering and organising ideas. All staff use a wide repertoire of approaches to scaffold and enhance learning.	Children are involved in establishing success criteria for learning objectives. All staff ensure access to the curriculum through the confident and judicious use of scaffolding to support children towards independence.

Strand 2: Learning and teaching – assessment for learning, curriculum access and language development				
	Focusing	Developing	Establishing	Enhancing
2f Quality of learning	Children are able to work collaboratively as well as independently. They are confident to ask questions for clarification and contribute to discussion. They make some use of first language to support their learning.	Children use first language for learning with confidence. They engage confidently in a range of active, collaborative and independent activities.	Children are willing to take risks with their learning and use their whole language repertoire. They are aware of success criteria for language and curriculum targets.	Children are able to identify and articulate their progress towards their targets. They are able to use language(s) creatively and imaginatively in all aspects of school life. They are confident with cognitive and affective aspects of learning. They are confident and open to change and development.
2g Using ICT to support language development and access to the curriculum	Staff are aware of the possibilities provided by ICT and the need to incorporate it as a useful resource to support the teaching of literacy and mathematics to BME children.	Staff are beginning to use a range of ICT, e.g. audio and video tapes, a range of curricular and multi-lingual software, digital cameras, to support language development and access to the curriculum. Interactive whiteboards (IWBs) are used to provide visual support. BME children are encouraged to use ICT to enhance learning.	ICT is used with confidence to promote language development and learning across the curriculum. IWBs and PCs are used with confidence to scaffold learning (eg, through visual support, linguistic prompts, writing frames etc) and build on what children already know. Staff and children create presentations and texts using a range of software and multi-media packages. The impact of the use of ICT on raising achievement and closing attainment gaps is monitored and evaluated.	ICT is being effectively integrated into teachers' planning for language development across the curriculum as well as to support access to all areas of learning. BME children use a wide range of ICT confidently and imaginatively to support and enhance their own learning.

Strand 3: Conditions for learning				
	Focusing	Developing	Establishing	Enhancing
3a Children feel safe, settled, valued and secure	Classroom organisation is comfortable and flexible; the ethos builds confidence and self-esteem. Teachers and practitioners know what other languages/dialects different learners speak. The supportive role of adults who share children's languages and cultures is recognised.	All staff recognise the central role of relationships in learning and teaching. They model and promote values, attitudes and behaviour supportive of race equality. It is evident that bilingualism and cultural diversity are valued. All staff are interested in and learning about the cultural and religious backgrounds of children. The supportive role of peers who share language and culture is recognised and developed. Children are encouraged to be active and collaborative learners.	BME children are confident in their sense of personal identity. They are listened to and seen as collaborative constructors of knowledge. They come up with their own examples and analogies and readily link new learning to their experiences. Staff are knowledgeable about the linguistic, cultural and religious backgrounds of children and families.	All staff understand and empathise with the political and social factors that affect the lives of children. Children listen to each other's points of view. Values, beliefs and conflicting allegiances are discussed; similarities are identified and differences respected.
3b Establishing an effective learning environment: culture and identity	Displays, resources and curriculum choices are beginning to reflect and value the ethnic, linguistic, cultural	Children contribute to displays. First language skills and diversity are celebrated; racism, prejudice and	The school environment is systematically monitored and evaluated to ensure that it promotes	All staff and children are involved in decisions about the whole school environment. The physical

(also see 2e)	and religious diversity of the school.	stereotyping challenged.	inclusion and learning for all. Children participate in the establishment of the school environment.	environment reflects, values and extends children's cultural, social and personal experiences as well as identities.
3c Establishing an effective learning environment: culturally inclusive curriculum	Efforts are made to select texts and other resources – artefacts, etc. – which reflect cultural diversity. Care is taken to activate prior knowledge and teachers are beginning to make learning contexts more inclusive and familiar through, for example, regular use of names, food, buildings, clothing, special events etc. from different cultures.	Fiction and non-fiction texts, particularly in literacy, reflect the cultural diversity of the school and include authors from a range of cultures. British people from diverse backgrounds are represented in positive ways. Tokenism and stereotyping is avoided. Schemes of work across the curriculum take account of children's cultural and religious heritage and interests. Children confidently use names and situations from their own cultures or contexts in their writing. Opportunities are found to emphasise diversity, similarities and differences.	Curriculum choices reflect and extend children's cultural and personal experiences. Choices made from programmes of study are designed to be motivating and relevant for children from minority ethnic backgrounds. Opportunities are created across the curriculum to emphasise the achievements and contributions of people from diverse ethnic backgrounds and to teach children to recognise and resist bias, stereotyping and racism.	Children are taught about human rights and national as well as global dimensions of political, social, historical and economic development. Children learn to approach texts critically and to understand that language is never neutral or impartial.

Strand 4: Partnerships beyond the classroom				
	Focusing	Developing	Establishing	Enhancing
4a Parents and carers: standards, progress and communication	Parents/carers are welcomed and respected are provided with information on children's progress and outcomes of summative assessments. Parents/carers and families are invited to share information about their children's learning and achievements beyond the school. They are encouraged to use their skills to support school activities. Pupil profiles provide information such as the language(s) of the home to facilitate communication between school and home.	Strategies are in place to ensure that all parents/carers understand their children's standards and progress in the context of age-related expectations. Parents/carers and practitioners regularly share information about children's learning. Parents/carers feel secure that the school has high expectations of their children. Parents/carers and children know that the school values their children's first languages. The school takes positive steps to address potential barriers to effective partnerships with parents/carers. Parents/carers are aware of ways to support learning at home.	Parents/carers have regular updates on their children's progress. This includes information about children's curricular targets and their progress towards these. Parents/carers are supported in developing discussions about progress and learning with their children. Strategies are in place to enable all parents/carers to support their children's learning. Parents/carers understand the school's curriculum as well as learning and teaching approaches. The school understands and values the contribution of learning in the wider community. Two-way communication is developing between the school and families. <i>Where appropriate, the school meets with parents/carers of black or bilingual pupils as a group.</i>	Systems are in place to ensure that all parents/carers of bilingual children can access and respond to information on their children's learning. Parents/carers and families are recognised as key partners in children's education. They participate in target setting, learning and teaching, and reviewing children's progress.
4b Wider BME community (where appropriate)	Community groups are encouraged to use school facilities and encouraged	The community knows that children's developing knowledge of	The skills and expertise within the wider community is used effectively	A two-way dialogue has been established between

	to share resources and expertise to support the curriculum and children's learning.	community languages is valued by the school. Links with community or supplementary schools are being developed to enhance children's learning.	to support learning and school governance. The school and community work together to support children's learning of their languages as well as other aspects of learning through a range of extra-curricular activities.	supplementary, community and mainstream schools so that they may learn from each other. The wider community contributes systematically and cohesively to the learning experiences. Extended family are involved in supporting learning during visits overseas
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Excellence and Enjoyment : Learning and teaching in the primary years (DfES 0518-2004 G)
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ACKNOWLEDGEMENTS

This grid draws heavily on original grids prepared in 2006 by the Primary National Strategy for the *Black Children's Achievement (BCA) Programme* (Phase 2) and the *EAL Programme*. South Gloucestershire gratefully acknowledges the contribution of Brent and Haringey local authorities to these national materials.