

EAL Programme - Theory of Change (2022 - 2026)

Objective One

To build sustainable capacity and expertise across the education sector to improve educational outcomes for disadvantaged children who use EAL* and are developing their English language skills, including those with compounded risk

Objective Two

To influence policymakers and stakeholders through thought leadership, and to support evidence-based system change to improve outcomes for disadvantaged pupils who use EAL

Inputs

Funding and resources

to develop and deliver training, resources and guidance and build the evidence base

Expertise and experience

in EAL pedagogy, teacher education and policy

A leading and respected voice

on EAL policy and practice

Networks and connections

with key stakeholders and partners

Change mechanisms

Innovating in the development of tools, guidance and resources

Building capacity and knowledge in the education sector through training and resources

Collaborating with partners and stakeholders

Evaluating and collating evidence from projects and practical interventions

Sharing learning to drive change in policy and practice

Development and promotion of policy recommendations

Outcomes

Most pupils using EAL are systematically assessed in language proficiency alongside curriculum learning

Increased teacher expertise and confidence in supporting the language development of disadvantaged pupils who use EAL

High quality EAL resources, assessment, and training available digitally, and disseminated nationally

Policy more reflective of the needs of disadvantaged pupils who use EAL

Long term impact

EAL learners are exposed to more suitable pedagogy through increased capacity and knowledge in the education sector and the inclusion of EAL in mainstream subject teaching, leading to better learning and improved education outcomes for children who use EAL