

This guidance is intended for schools who are conducting a Whole-School Self-Evaluation of their provision for learners using English as an Additional Language (EAL).

The purpose of a Whole-School Self-Evaluation:

The Whole-School Self-Evaluation provides an opportunity for schools to reflect on and audit their current EAL provision. It is developmental in nature and is a highly collaborative process.

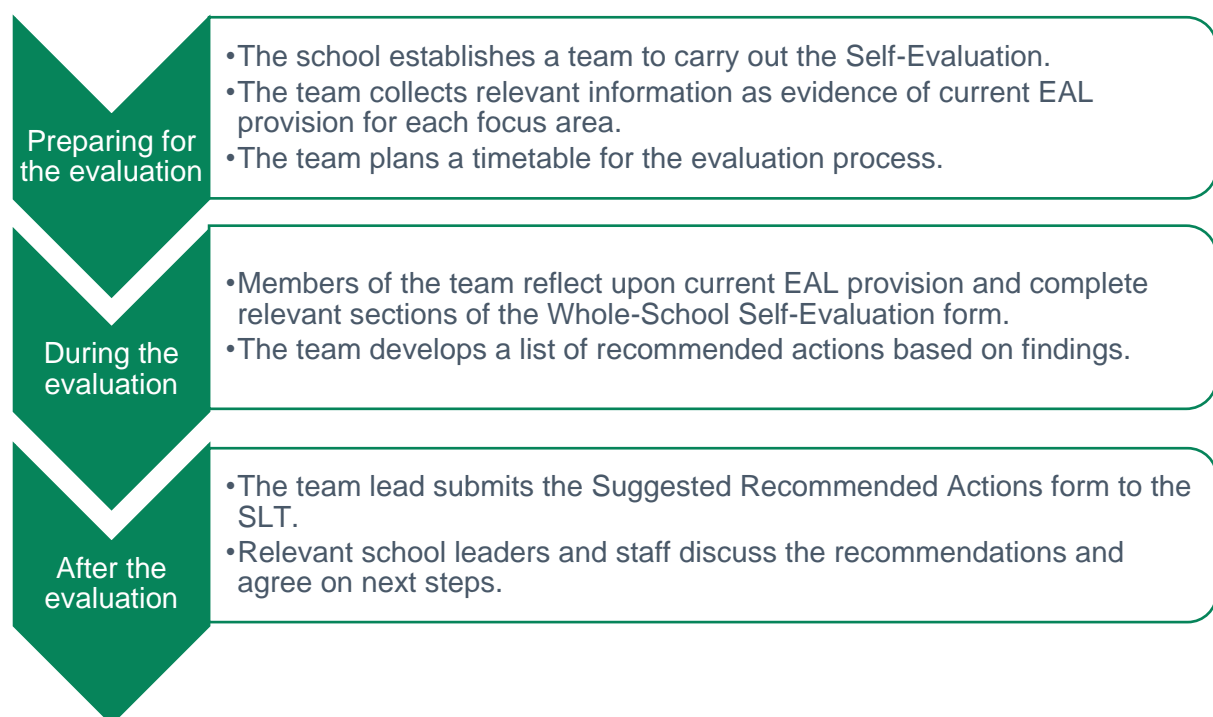
The areas of focus are:

- Inclusive vision, values, attitudes and behaviours;
- Inclusive governance and leadership for EAL;
- Whole-school language(s) policy;
- Continuing professional development and learning for EAL;
- Assessment and placement of multilingual pupils;
- Curriculum, teaching, and support of multilingual pupils;
- Learning and achievement of multilingual pupils;
- Involvement of multilingual pupils' parents and carers.

Schools can decide to focus on all eight areas or on selected areas of identified need.

An overview of the Whole-School Self-Evaluation process:

A three-stage approach to conducting the Whole-School Self-Evaluation is suggested.



Suggested tasks and considerations for each stage:

The following suggestions for each stage of the Self-Evaluation process are intended to serve as recommended guidelines. Schools can determine their own approach to suit their unique context. We suggest devoting a full day to the actual Whole-School Self-Evaluation, however, it can be spread out over a longer period of time.

Preparing for the Whole-School Self-Evaluation

Establish a team for conducting the evaluation:

- The team should include a range of staff who can offer expertise and insight into the various focus areas. There should be some involvement from SLT, and staff with responsibility for Inclusion and EAL;
- Choose a team leader with overall responsibility for the process;
- Explore what your school is hoping to get from conducting the evaluation;
- Share key documents with the team, including the Whole-School Self-Evaluation form and guidance;
- Arrange a timetable for all elements of the evaluation process:
 - collecting evidence of current EAL provision;
 - conducting a full day evaluation culminating in recommended actions;
 - meeting with senior leaders to discuss next steps.

Complete the *Overview of the School* section of the Whole-School Self-Evaluation form:

- Provide relevant information in the section on the Self-Evaluation form labelled *Overview of the School*. This will help to inform the evaluation and any ensuing communications. Prompts are provided on the document.

Prepare for the Whole-School Self-Evaluation:

- Locate relevant school documents so that they are ready and available during the evaluation (suggestions are listed in the box below).
- Plan the evaluation day and share a timetable ahead of the event. You will want to arrange activities and meetings with relevant staff (suggestions are listed in the box below).
- Arrange for a room to be made available for the day of the evaluation to review documents and conduct meetings. Members of the team can divide tasks.
- Inform all school staff about the evaluation and emphasise the developmental nature of it.

Suggested activities to include during the evaluation day:

- ✓ School walk-about; halls, library, classrooms etc.;
- ✓ Meeting with head/assistant head;
- ✓ Meeting with EAL co-ordinator;
- ✓ Focus group with 4-5 teachers (different years/ subjects);
- ✓ Focus group with 4-5 multilingual students (with different profiles);
- ✓ Focus group with 4-5 parents;
- ✓ Focus group with 4-5 Teaching Assistants;
- ✓ Meeting with admissions staff/reception staff;
- ✓ Classroom observations
- ✓ Scrutiny of key documents;
- ✓ Discuss and write up key recommendations.

Suggested documents to collect:

- ✓ Language/EAL policy document;
- ✓ Achievement data for EAL learners;
- ✓ Examples of any CPD activity with an EAL focus;
- ✓ Records of observations of teachers (with an EAL focus);
- ✓ Examples of lesson planning docs with an EAL focus;
- ✓ Examples of communications to parents of EAL learners e.g., school newsletter, standard letters home;
- ✓ Welcome/induction documents for newly arrived EAL learners, and their parents;
- ✓ Examples of initial assessment materials for EAL learners.

During the Whole-School Self-Evaluation

Conduct the evaluation:

- Run through the timetable for the day with the team.
- Meet with selected staff, students or parents and review key documents.
- Self-assess your school against each criterion in the Whole-School Self-Evaluation form using the provided grading scale 1-5.
- Populate the comments sections for each dimension with evidence, where relevant and possible.
- Take notes of main findings and points for discussion.

Create a set of suggested recommended actions for the school:

- Add thoughts to the Recommendations box at the bottom of each focus area on the Self-Evaluation form as you carry out the evaluation.
- Hold a discussion around key findings and recommendations at the end of the day – allow at least one hour for this.
- Create a summary of the main findings.
- Create a list of suggested recommended actions over a 2-3 year period based on the findings from the evaluation.

After the Whole-School Self-Evaluation

Following the evaluation day:

- The Team Lead completes the Suggested Recommended Actions form communicating key findings and recommendations.
- Refer to the Suggested EAL Training and Resources document provided in the Whole-School Self-Evaluation toolkit to support writing recommended actions.
- Share the Suggested Recommended Actions form with the SLT and arrange a final meeting with relevant senior leaders and staff.

During the final meeting:

- Discuss and agree upon what recommended actions should be prioritised over a 2-3 year timeline.
- Discuss responsibilities and timeframes for the agreed actions.

After the final meeting:

- Share the final recommended EAL action plan with the SLT.
- Incorporate the recommended actions into the whole-school improvement plan.

Support available from The Bell Foundation:

The Bell Foundation trains and licenses highly experienced partners across the UK to run our [Language for Results](#) training programme within their region. To find out more about continued professional learning available in your area visit our [Regional Training](#) page.

Additionally, if you are interested in having an experienced Licensed Practitioner conduct the developmental Whole School Evaluation at your school, contact one of those listed in your area using the map on the [Regional Training](#) page. The Licensed Practitioner will be able to help facilitate the evaluation, communicate recommended actions, suggest priorities for next steps and provide EAL training opportunities.