

This guidance is intended to support senior leaders and EAL coordinators who are conducting lesson observations as part of a Whole-School Self-Evaluation of their EAL provision in the classroom.

What is it?

A lesson observation with a focus on English as an Additional Language (EAL) allows a deeper evaluation of a teacher's performance and delivery in relation to EAL provision. The aim is to examine how classroom instructions, interactions and resources are intentionally planned for and used to support curriculum inclusion, ensure access and promote language development for learners who use EAL. The teacher's strengths can be identified and where further support or CPD is needed.

The Lesson Observation proforma here offers a set of questions to guide the observer to ensure that the observation conducted has a specific EAL focus. The proforma can be used for both primary and secondary settings.

Why is it important?

More than one in five learners in classrooms across England are multilingual creating diverse learning environments with varied needs. It is therefore essential to understand which inclusive strategies and adaptations are being planned for and implemented to ensure that all learners who use EAL, reach their full potential. Observing and reflecting on these practices will support consistency and promote a whole school approach to EAL provision within the setting.

How does it connect to the whole school self-evaluation?

The Lesson Observation proforma can be used to inform all the dimensions in the Whole School Self-Evaluation:

- A. Inclusive vision, values, attitudes, and behaviours;
- B. Inclusive governance and leadership of EAL provision;
- C. Whole school language policy;
- D. Continuing professional development;
- E. Assessment and placement of multilingual pupils;
- F. Curriculum, teaching, and support of multilingual pupils;
- G. Learning and development of multilingual pupils;
- H. Involvement of multilingual pupils' parents and carers.

Depending on the intention of the observation and the specific EAL focus, the proforma can also be used to conduct a less informal learning walk. A learning walk provides a broader picture of EAL provision across more classrooms, enabling the observers to focus on more than one teacher and their classroom practice, rather than focusing on a single teacher. It is also a helpful approach if time is a constraint.

How does it work?

Before:

- Identify which teachers you intend to visit and observe. E.g., decide on a class that has:

- High numbers of multilingual learners;
- Multilingual learners who are new arrivals;
- Multilingual learners at specific proficiency bands.
- Share the Lesson observation proforma questions for the EAL dimensions with the teacher stressing however, that not all the questions need to be observed.
- Discuss and agree a specific focus for the lesson observation, with the teacher. For example, a focus on whether multilingual learners who are new to English are able to access the curriculum content in a way that is meaningful.
- Discuss with the teacher the developmental nature and intention of the observation. Encourage teachers to consider something they want observed and to develop.
- Establish a time frame for the observation.
- Ask for and become familiar with the profiles of the EAL learners in the lesson being observed.
- Become familiar with the relevant questions for the identified EAL focus being observed.
- Refer to the school policy and union guidance, for specific suggestions and criteria for conducting lesson observations.

During:

- Be discreet and sit somewhere you are not intruding on the lesson;
- Use the proforma to make notes to reflect your observations against the identified EAL focus lesson to feed back to the teacher.
- To inform your decisions, plan time to:
 - Look at the learners' work/ exercise books;
 - Talk to learners about e.g. What they are learning about or what helps them to learn;
 - Notice any relevant points about the learning environment – e.g., are there any multilingual displays to support learning?

After:

- Reflect on your notes and observations against:
 - The specific questions for the identified EAL focus;
 - The individual teacher's overall performance;
 - Any patterns of practice observed across the staff indicating strengths in practice as well as gaps in knowledge.
- Arrange a time for brief oral feedback to the teacher;
- Follow this up with SMART written feedback identifying:
 - Observed strengths of good practice for EAL provision as well as what practice can be further developed;
 - Two or three identified recommended actions to be addressed in a realistic time scale;
 - Recommended websites for further EAL guidance e.g., The Bell Foundation's website.
- Identify good practice that can be shared with other colleagues and established as 'good practice' for everyone.