

This guidance is intended for schools who are preparing for a Whole-School Evaluation of their provision for learners using EAL. Your Whole-School Evaluation will be carried out by an experienced EAL practitioner who is trained and licensed to carry out Evaluation visits, and run training from The Bell Foundation's suite of training materials.

To find out more about The Bell Foundation, visit the website: [The Bell Foundation - Changing lives and overcoming exclusion through language education](#)

To find out more about The Bell Foundation's Licensed Practitioners, visit the Regional Training Page: [Regional Training - The Bell Foundation](#)

The purpose of a Whole-School Evaluation:

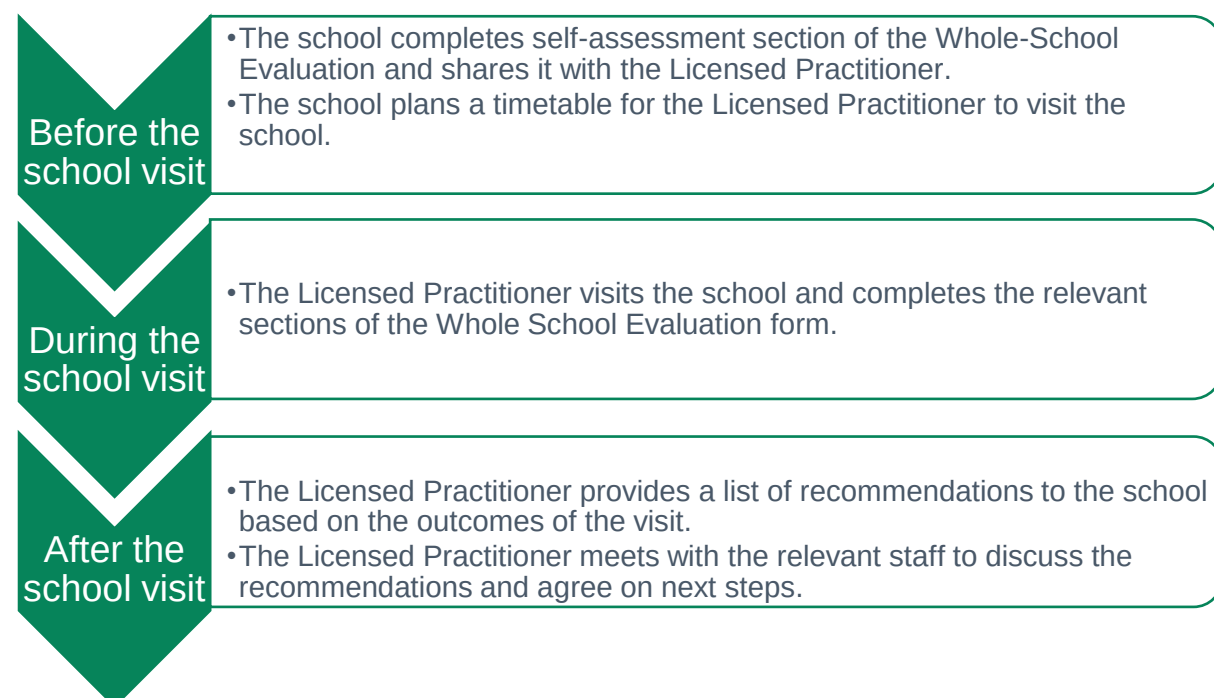
The Whole-School Evaluation provides an opportunity for schools to reflect on and audit their current EAL provision, in collaboration with one of The Bell Foundation's Licensed Practitioners. The evaluation process is intended to be developmental and highly collaborative, with the school required to self-assess initially.

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.

Following the visit, the Licensed Practitioner will provide recommendations to enable your school to develop its EAL provision, and if you are interested, can also run training on behalf of The Bell Foundation.

An overview of the Whole-School Evaluation process:



Details for each section are provided on the following pages.

Before the Whole-School Evaluation visit

Liaise with the Licensed Practitioner (LP) conducting the evaluation:

The Licensed Practitioner will contact you to:

- Explore what your school is hoping to get from the Evaluation visit;
- Share key documents, including the Whole-School Evaluation document;
- Arrange a date for the visit with the Licensed Practitioner (LP);
- Agree a date to return the completed Whole-School Evaluation document to the Licensed Practitioner; This should be at least a week ahead of the visit to allow the Licensed Practitioner time to prepare.
- Agree a date to share the timetable for the day with the Licensed Practitioner.

Complete the relevant sections of the Whole-School Evaluation document:

- Provide relevant information in the section labelled *Overview of the School*. This will help to inform the visit. Prompts are provided on the document. If anything is unclear, check with the Licensed Practitioner who is working with you.
- Self-assess your school against each criterion using the grading scale 1-5.
- Populate the comments sections for each dimension with evidence, where relevant and possible.

Prepare for the Whole-School Evaluation visit:

- Locate relevant key school documents so that they are ready and available during the Evaluation visit. (Suggestions are listed in the box below.)
- Plan the day and share a timetable ahead of the visit. (See suggestions in the box below.)
- Arrange for one key contact to help manage the visit. This person does not have to attend every session but should be available to talk through documents, accompany to classes etc. The person with responsibility for EAL is normally the best person to do this.
- Arrange for a room to be made available for the day of the visit. During the visit you can use this room as a base and quiet place to review documents or conduct meetings.
- Inform staff about the visit, and emphasise the developmental nature of the visit.
- Share information about parking, lunch, contact details, DBS checks etc.
- Arrange for a room or rooms to be available for different focus groups.

Suggested activities to include in the timetable:

- ✓ School tour- halls, library, classrooms etc. *20 mins*;
- ✓ Meeting with head/assistant head *20 mins*;
- ✓ Meeting with EAL coordinator *45-60 mins*;
- ✓ Learning walk *c.10 mins per class*;
- ✓ Focus group with teachers (max 8 – different years/ subjects) *20 mins*;
- ✓ Focus group with students (max 6- different profiles) *15 mins*
- ✓ Focus group with Teaching Assistants (max 8) *15 mins*
- ✓ Admissions staff/reception *20 mins*
- ✓ Scrutiny of key documents *1 hour*
- ✓ Oral feedback *15 mins*

Suggested documents to ask schools to make available during the visit:

- ✓ 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 Evaluation visit

The beginning of the visit:

Once the Licensed Practitioner has signed in, you can take them to the room they will be based in. Remember to share useful information such as where the toilets are etc., and introduce any key people. Start the day with a short introductory meeting.

- Introduce yourself and explain your role in the school;
- Run through the timetable for the day;

School tour and classroom observations:

- During the school tour, and in classroom observations, point out good practice of school signage, classroom displays etc.
- Allow for 10-15 minutes in each classroom. Use this opportunity to point out good EAL practice in both the classroom environment and the teaching and learning.

The end of the visit:

- Meet with the LP for a brief feedback session for key members of staff (EAL Coordinator, key members of SLT). Points to discuss include:
 - ✓ A summary of the main findings from the day.
 - ✓ An explanation of the next steps (including the school's responsibilities around the recommended action plan etc.)
 - ✓ Dates for:
 - The LP to send the updated version of the Whole-School Evaluation and the Recommended Actions documents.
 - A final meeting with the LP.

After the Whole-School Evaluation visit

Following the visit the school should:

- Reflect on the visit and the initial findings discussed at the meeting at the end of the visit. You may wish to add your reflections to your saved copy of the Whole-School Evaluation document.
- Read through the comments and recommendations from the Licensed Practitioner. (These will be sent no later than 3 weeks after the visit.)

During the final meeting:

- Discuss and agree with the Licensed Practitioner what recommended actions should be prioritised on the 2-3 year Recommended Action Plan.
- Discuss responsibilities and timeframes for the agreed actions.

After the final meeting:

- Share the final Whole-school Evaluation document and Recommended Action plan with the SLT.
- Decide on and agree a realistic timeline to achieve the suggested actions and priorities.
- Incorporate the recommendations actions into the whole-school improvement plan.

Ongoing Support:

- Where appropriate, continue to liaise closely with the Licensed Practitioner to arrange dates for further CPD training, support and interventions.
- Where appropriate, identify annual review dates to revisit the implementation plan, assess progress made and set new development targets