

EAL/GRT Lesson Observation Criteria

Types of evidence	Where to find evidence
<p>Learning Environment</p> <p>Are there language prompts, suitable images, materials that promote diversity, effective models of work displayed in classrooms and corridors?</p>	<p>Classrooms and corridors</p>
<p>Planning</p> <p>Who are the EAL and GRT learners? What languages can they use and with what proficiency?</p> <p>At what stage of language learning are the EAL pupils/students i.e. beginners or more advanced learners?</p> <p>Do the EAL/GRT learners have subject-specific language targets or individual language plans?</p> <p>Does the lesson/course content reflect the knowledge and experiences of EAL/GRT learners and broadly support an intercultural dimension</p> <p>Does planning for the lesson show any evidence of analysis of the language demands of the specific subject/topic?</p> <p>Are there planned activities to support language development alongside curriculum learning – supporting access, developing speaking, listening, reading and writing?</p>	<p>Wider scheme of work</p> <p>Specific planning templates which reference EAL/GRT</p> <p>Annotated lesson plans</p> <p>Seating plans and classroom organisation</p> <p>Conversation with teacher and other adults</p>

<p>Does the classroom organisation indicate the potential for flexible working groups?</p> <p>Are EAL/GRT learners grouped appropriately– are they grouped (any/all):</p> <ul style="list-style-type: none"> - with confident English speakers and those exhibiting good behaviour - by academic ability (not level of proficiency in English) - with same language speakers for conversing in L1 (where appropriate) <p>Have additional adults been briefed about target learners and given appropriate roles?</p> <p>Is there any evidence of pre-teaching for EAL/GRT learners?</p>	<p>Discussion with pupils/students</p> <p>Examination of homework journals/diaries</p>
<p>Access to the curriculum</p> <p>Does language support go beyond simple vocabulary lists e.g. language associated with different text types and genres?</p> <p>Is use of first language encouraged and used as a curriculum access?</p> <p>Are the key messages abundant - are there several opportunities to reinforce the same content, concepts and language?</p> <p>Is information presented through a variety of media-types?</p> <p>Modelling</p> <p>Do practitioners model oral, reading and/or writing tasks?</p> <p>Does modelling require active participation?</p>	<p>Annotated lesson plans</p> <p>Lesson Observation</p> <p>Conversation with teacher and other adults</p> <p>Discussion with pupils/students</p>

Are peers involved as well as adults?

Encouraging speaking and listening

Is questioning varied for different learners e.g. closed questions for beginners and more open for advanced learners?

Are there opportunities for different kinds of talk e.g. think-pair-share, exploratory talk and formal talk that prepares learners for writing?

Developing literacy

Is written material chosen/adapted to suit the needs of learners at different stages of learning English e.g. linguistically simpler books with age-appropriate content, 'Simple English' Internet sources, visually supported text books and worksheets etc.

Where appropriate, is talking, reading, annotating and drafting in L1 used to support the reading and/or writing process?

Scaffolding

Are a range of scaffolds employed e.g. vocabulary lists, talk prompt sheets, writing frames, audio-visual media, graphic organisers, Directed Activities Related to Texts (DARTs)

Use of ICT

Are ICTs appropriately used to support learning across the curriculum e.g. Internet, translation tools, screen-reading software/hardware, supportive word-processors, digital recording equipment, use of IWB, VLE tools etc?

Supportive learning environment e.g. dual-language displays, visual stimuli, curriculum-related prompts, modelled work by pupils/students

Resources used e.g. dual-language dictionaries, translators, wireless devices, RecorderPENS, C-Pens, software

<p>Monitoring progress</p> <p>Is there a shared understanding between practitioners of attainment in speaking, listening, reading & viewing and writing across curriculum?</p> <p>Is there an appropriate assessment framework in place e.g. Bell Foundation EAL Assessment Framework?</p> <p>Are all practitioners aware of the need to set aspirational targets for learners, in order to accelerate progress and close attainment gaps?</p> <p>Are there flexible expectations in terms of formal outcomes for different kinds of learners?</p> <p>Are appropriate methods used to enable learners to demonstrate learning e.g. mime/gesture, traffic lights, annotations on mini-whiteboards, oral and written versions in L1, bullet points in word/power point, oral recordings, short video clips, progression within an online/VLE task?</p>	<p>Data tracking document</p> <p>Lesson observation</p> <p>Conversation with teacher and other adults</p> <p>Discussion with pupils/students</p>
<p>Feedback for pupils</p> <p>Is feedback accessible for different kinds of learners?</p> <p>Does feedback involve a range of individuals e.g. peers, teachers, TAs/LSAs and bilingual practitioners (where appropriate)?</p> <p>Are a range of strategies employed e.g. oral, written, digital (such as via Dictaphone or Recordable TalkingPEN), via a VLE?</p>	<p>Conversation with teacher and other adults</p> <p>Discussion with pupils/students</p> <p>Written feedback on pupil /student work</p> <p>Feedback on VLE</p>

