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Welsh as an Additional Language:

Research into the level of need and current support provided to black and minority ethnic pupils with Welsh language support needs

**Welsh as an Additional Language:
Research into the level of need and current support
provided to black and minority ethnic pupils with
Welsh language support needs**

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Views expressed in this report are those of the researchers and not
necessarily those of the Welsh Government.

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Glossary of Acronyms

CA	Classroom Assistant
CDAP	Child Development Assessment Profile
CPD	Continuing Professional Development
DCSF	Department for Children, Schools and Families
EAL	English as an Additional Language
EALAW	English as an Additional Language Association of Wales
EFL	English as a Foreign Language
EMA	Ethnic Minority Achievement
EMAS	Ethnic Minority Achievement Service
ESF	European Social Fund
FE	Further Education
GCSE	General Certificate of Secondary Education
GEMS	Gwent Education Multi-Ethnic Service
INSET	In-Service Training
KS	Key Stage
L1	First language learner
L2	Second language learner
LA	Local Authority
LAR	Language Acquisition Record
LNF	Literacy and Numeracy Framework
MEAG	Minority Ethnic Achievement Grant
MELAP	Minority Ethnic Language and Achievement Project
NALDIC	National Association of Language Development in the Curriculum
NASSEA	Northern Association of Support Services for Equality
NWEMA HUB	North West Ethnic Minority Achievement Hub
NWREN	North Wales Race Equality network
OECD	Organisation for Economic Co-Operation and Development
PISA	Programme for International Student Assessment
PLASC	Pupil Level Annual Schools Census
SAIL	School Action Intervention for Literacy
SATEAL	Scottish Association for Teachers of English as an Additional

	Language
SENCO	Special Educational Needs Co-Coordinator
TA	Teaching Assistant
UNCRC	United Nations Convention of the Rights of the Child
WAG	Welsh Assembly Government
WAL	Welsh as an Additional Language
WEFO	Welsh European Funding Office
WG	Welsh Government
WM	Welsh-medium

Executive Summary

Introduction

1. This report presents the findings of the Welsh as an Additional Language (WAL) research project. This study explores the current level of demand for, and the availability of, Welsh as an Additional Language (WAL) support for black and minority ethnic (BME) pupils in Welsh-medium and bilingual schools and Welsh language Latecomer Centres. WAL is used to refer to the situation "*whereby a pupil has a first language which is neither Welsh nor English but is pursuing a Welsh-medium education and thus requires support in order to access the whole curriculum through the medium of Welsh*"[1].

2. The research was funded by the Welsh European Funding Office (WEFO) under the European Social Fund (ESF) Convergence Operational Programme (ESF Priority 1). The study was undertaken between April 2013 and January 2014.

3. The Welsh Government (WG) has identified a '*lack of clarity about the Welsh language support*' currently provided to BME pupils in Welsh-medium and bilingual schools. There is also uncertainty about the extent of the demand for such language support, as data collection through PLASC and other means does not identify the level of need for WAL support. This subsequently raises the question whether there is a need for a defined WAL service in Welsh-medium education settings similar to the English as an Additional Language (EAL) service that is already well established in English-medium schools.

4. This research project aims to:
   - establish the total number of pupils from BME backgrounds who are in need of WAL support;

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[1] Award of Funding in relation to the Minority Ethnic Achievement Grant Scheme 2013-14, Schedule 1, p.3, 4 April 2013.

- gain an understanding of the current processes and provision in place to support WAL pupils in their acquisition of Welsh and access to the curriculum;

- identify effective practice and gaps in current services provided to BME pupils with WAL support needs;

- inform the development of further research work in this policy area.

Three groups of interest

5. In accordance with the research brief, the population for this research project includes:

- BME pupils aged three to 19 years in schools[2], who do not speak English or Welsh as a first language and whose level of attainment in English and Welsh requires additional support (subject to assessment);

- BME pupils, aged three to 19 years, who do not have any WAL support needs but who are underachieving[3]; and

- BME pupils, aged three to 19 years who require support to achieve qualifications in their home language.

6. Some BME pupils, who are not additional language pupils of Welsh or English may also require targeted support to raise their academic achievement. However, for the purpose of this study, those BME pupils are outside the scope of this research project. This is based on the assumption that their Welsh language acquisition and support needs would not be any different from those of pupils from other backgrounds.

7. This study sought to identify BME pupils' levels of need for WAL support. The broad definition of need, for which Minority Ethnic Achievement Grant (MEAG) funding can be claimed, is ascribed to each stage ranging from Stage A when a learner is 'new to English' and 'needs a considerable

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[2] Further Education (FE) settings are outside the scope of this study.
[3] For the purposes of this study, the research brief defined these pupils as not having any direct WAL support needs, but are 'underachieving' in terms of their attainment levels within the National Curriculum.

amount of support' to Stage E when 'fluent' and 'operates without EAL support across the curriculum'.

Methodology

8. This study involved a review of academic publications, policy documents and reports. Primary research included: a questionnaire to all 22 LAs in Wales; interviews with Ethnic Minority Achievement Service (EMAS) leads in each LA and key policy and educational stakeholders. Case study visits were made to 11 Welsh-medium and bilingual schools and four Welsh Latecomer Centres, where school management, teaching staff and WAL pupils were interviewed.

Key Findings

Awareness, clarity and consistency with regard to 'WAL'

9. In LAs across Wales, the level of awareness and experience of supporting WAL pupils varied considerably among the EMAS leads interviewed and in the Welsh-medium education settings visited. Teachers of WAL pupils entering Welsh-medium education at the beginning of the Foundation Phase were the least aware of possible differences in the support needs of WAL and English-speaking pupils. Schools and Latecomer Centres with experience of pupils arriving towards the end of the Foundation Phase and above (referred to as 'late arrival') were clear that WAL pupils had distinctive, additional language support needs compared to those of English-speaking pupils and welcomed the recognition of WAL issues through this study.

10. This study identified a lack of clarity and consistency regarding the status and use of 'WAL' across government policy. Not unsurprisingly, this was reflected in the consequent lack of awareness and standard practice at LA and school levels. Several interviewees drew attention to the fact that there is currently no definition of a 'WAL pupil' or specifically 'WAL needs'.

Overall in the Welsh-medium sector, there was no widespread recognition and embedding of the concept of WAL and EAL within school senior management to avoid its marginalisation.

WAL Assessment Framework

11. There is no standard, WAL-specific assessment framework in use across all LAs as opposed to EAL. In eight LAs, schools currently assess pupils' progress in Welsh using only the statutory national curriculum assessments, whereby EMAS teams are not involved in these assessments. Within the remit of the statutory assessment, no differentiation is made between WAL pupils and non-WAL pupils.

12. Two LAs routinely assess the demand for WAL support using a Welsh translation of the EAL Five Stage model. This is only used as guidance due to its references to English attainment levels. The remaining twelve LAs reported that when/if they had to assess pupils' WAL needs, they also use the EAL Five Stage model to form their assessment and allocation of support.

13. Consensus gained from EMAS, EALAW and teacher interviews identified that the EAL Five Stage Model serves the following useful functions: i) to weight and allocate MEAG funding among LAs; ii) make provisional decisions about support allocations; and iii) inform teachers about the general proficiency levels of EAL/WAL pupils.

14. As such, the model was widely considered by EMAS leads and EALAW as providing some (albeit limited) means of assessing a pupil's general proficiency in WAL. However, EMAS leads and EALAW emphasised that the EAL Five Stage Model is a 'broad-brush, best-fit' assessment model that is inadequate for assessing developmental progress in detail and over time in either Welsh or English.

15. A more detailed and sophisticated national model of additional language development for EAL/WAL was proposed by EALAW and EMAS which schools and LAs could use as a consistent means of tracking pupils EAL/WAL development. They also proposed that such a model could, possibly be aligned to and complement the existing five stage model since the stages of progression in the five stage model were broadly appropriate.

Availability and quality of WAL data

16. The majority of LAs were unable to provide complete or accurate data regarding the number of WAL pupils. The quantitative figures presented in Chapter 4 are, therefore, not reliable in all cases and should only be seen as indicative and treated with caution. Furthermore, it is generally not possible to ascertain what level of support WAL pupils might need. Qualitative data collected from case study visits and interviews were used to triangulate quantitative data.

17. The gaps and quality issues around WAL-specific data provided by the majority of EMAS leads reflect a lack of clear guidance at WG policy level. It reflects the absence of a nationally recognised WAL assessment framework to establish and record pupils stages in acquiring WAL and the level of Welsh language support needed.

Size of WAL population in the Welsh-medium sector

18. Indicative data on the number of WAL pupils in the Welsh-medium sector suggests that the majority of LAs (15 out of 22) had Welsh-medium and bilingual schools with WAL pupils in 2013.

19. According to the data provided by LAs, there are between 98 and 295 WAL pupils in pre-schools within statutory settings;[4] between 460 and 1240 in primary schools, and between 228 and 430 in secondary schools.

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[4] 17 out of 22 LAs provided data on the number of pre-schools in their area.

In relation to the total school population in Wales in 2013[5], the cohort of WAL pupils is a small minority. However, case studies and interviews indicate that assessing and supporting even a small number of WAL pupils presents an additional challenge within the Welsh-medium education sector.

20. There are 22 Latecomer Centres in nine LAs. Forty-one primary and six secondary 'late arrival' WAL pupils had reportedly received support from Latecomer Centres during 2013. EMAS leads verified these data with Latecomer Centres and it is therefore more reliable than data on WAL pupils in Welsh-medium and bilingual schools for these nine LAs.

21. Quantitative, case study and interview data indicates that there are a few primary and secondary schools with considerable numbers of WAL pupils. However, the majority of WAL pupils appear to be 'isolated pupils' with only one to five WAL pupils in a school.

Additional support needs of WAL pupils

22. EMAS leads and teachers interviewed in schools and Latecomer Centres reported that non-English-speaking WAL pupils typically have additional language support needs compared to English-speaking learners of Welsh. Unlike English-speaking pupils, WAL pupils faced the challenge of understanding the routines and practices of their new learning environment and communicating with peers and staff. This was exacerbated when teachers and other pupils had no knowledge of the pupil's first/home language, and where there was no/limited access to translation facilities/support. For some WAL pupils, accessing formal schooling was a new experience. Being new to literacy in their own language as well as in Welsh and English was also a common factor. In other cases, WAL pupils who were familiar with literacy practices in their own language(s) were new to the conventions of an alphabetic writing

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[5] There were 464,868 pupils registered at schools across Wales in 2013 (PLASC 2013).

script. As 'late arrivals' towards the end of the Foundation Phase or above, WAL/EAL pupils face a greater challenge than English-speaking 'late arrivals' when they need to acquire both languages simultaneously.

23. This study indicate that there is a need for further research which investigates in more detail the additional language support needs of WAL pupils and how these are different from the language support needs of English-speaking learners of Welsh. Areas to be addressed by such research include the similarities and differences in WAL and English-speaking pupils' acquisition of Welsh language and literacy – as young emergent bi/multilinguals during the Foundation Phase and as 'late arrival' pupils in subsequent stages of education.

24. There was insufficient data available to provide any accurate indication of the number of WAL pupils' that did not have any WAL support needs but were 'underachieving'. The study found evidence that schools had systems in place to assess WAL pupils' attainment levels in relation to National Curriculum outcomes. However, BME pupil attainment data are not routinely shared between schools and EMAS. Case study visits to schools did identify a few 'under attaining' WAL pupils who were considered to have learning needs in addition to WAL and EAL. Case study and stakeholder interviews suggest that, in the absence of initial assessments conducted in a pupil's first language, it is difficult for teachers to identify the causes of under attainment in the case of some WAL pupils.

25. The study found that Welsh-medium and bilingual schools do not provide many opportunities for pupils to sit a GCSE exam in their first/home language(s). Due to incompleteness, this study's quantitative data are not reliable. However, qualitative data and previous research on community language support in secondary schools across Wales[6] found that there are limited opportunities for pupils in the Welsh-medium sector to learn and gain qualifications in their first/home languages.

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[6] CILT Cymru, the National Centre for Languages and CILT, the National Centre for Languages (2010) The provision of support for community languages in secondary schools in Wales: A research report, commissioned by the Welsh Assembly Government.

Support provided to WAL pupils in Welsh-medium/bilingual schools and Latecomer Centres

26. This study has identified a number of features of effective WAL support: carefully tailored WAL support for individual pupils based upon their assessed needs and inclusive approaches to providing support. WAL pupils acquire Welsh language skills in the context of the mainstream curriculum. In some LAs, Latecomer Centres provide initial Welsh immersion support, which is time limited and specifically focussed upon teaching the key vocabularies and language patterns tailored to their curriculum subjects.

27. Case study schools reported it was easier to provide support for WAL pupils who arrive in the Foundation Phase, due to higher staffing ratios and opportunities for small intervention groups. At KS2, KS3 and KS4, targeted in-school support tends to be provided by a range of support teachers with some one-to-one support provided by EMAS or Athrawon Bro[7], as available.

28. Case study teachers reported that current levels of in-school and external support (e.g. provision from EMAS, Athrawon Bro, Welsh Latecomer Centres) for both Welsh and English were not always adequate to meet pupils' needs. In general, teachers were concerned that they did not have the expertise or the resources to adequately provide the support WAL pupils need. In LAs without Latecomer Centre provision, schools reported that they struggled to provide adequate support for 'late arrivals'.

29. Detailed Welsh language assessments are not typically carried out by schools prior to referral. Where available, schools reported that they depend upon the expertise of Latecomer Centre staff to assess pupils'

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[7] The first team of Athrawon Bro was established in the late 1970s in order to support the teaching of Welsh in schools. This support includes: providing schools with practical support with teaching through the medium of Welsh; teaching Welsh to Latecomers; developing teaching and learning resources; and delivering In-service (INSET) training courses. See Welsh Government (2011) Review of the Welsh Language Support Service for Schools, p.46.

levels of Welsh language acquisition and to identify their ongoing language and educational support needs upon return to school. Centres provide schools with assessments based upon pupils' acquisition of the vocabulary and language patterns taught on their eight week (secondary) / 12 week (primary) course prior to their return to school. The assessments were aligned with National Curriculum achievement levels and the Literacy and Numeracy Framework on return to school.

30. Welsh language Latecomer Centre teachers reported that WAL pupils who were new to English as well as Welsh tend to achieve lower levels of Welsh than their English-speaking counterparts during the same period of time at the Centre. This was due to the greater challenge of being new to two languages and because Centre teachers had no expertise in the WAL pupils' first/home language(s). Centre staff reported that they were concerned that school teachers did not have the expertise or resources (in large classes) to provide adequate additional support for such WAL pupils. In contrast, Latecomer Centre teachers with their detailed knowledge of a WAL pupil's needs are ideally placed for providing additional in-school support, where resources permit.

31. Overall, evidence from case study schools and Latecomer Centres indicates the need for greater expertise in supporting WAL pupils among school teachers with WAL appropriate resources to facilitate their learning. 'Late arrival' WAL pupils typically need additional support in comparison with English-speaking 'late arrivals'.

Collaboration between EAL and Welsh-medium sectors

32. BME pupils who are new to both Welsh and English when they join school as 'late arrivals' in Welsh-medium settings, often need to learn both Welsh and English concurrently in order to access the curriculum. EALAW and EMAS leads with experience of WAL pupils emphasised that supporting such pupils requires effective joint-working between EAL and WAL support providers. This study identified some close collaboration between EMAS

teams, Latecomer Centres and Welsh-medium/bilingual schools to assess WAL pupils' acquisition of WAL. However, in general, such collaboration was limited. Six EMAS teams did not currently have the Welsh language expertise to provide support in Welsh. In the absence of advice from EMAS, most case study schools and Latecomer Centres were typically not aware, for example, of the translation resources and services available to support WAL pupils and their families.

WAL specific teacher training

33. There is no nationally consistent approach for teacher training and classroom pedagogy with regard to WAL. EMAS interviews and case study evidence indicates there is a lack of specialised pre-service training and very limited specialised in-service training of school and Latecomer Centre teaching and classroom support staff. Only two EMAS teams reported they provided training on supporting pupils with WAL needs to teachers. In one Latecomer Centre, teachers collaborated with school staff to develop differentiated language and curriculum support materials to suit the needs of WAL pupils and provided training on supporting WAL pupils on reintegration to school.

Resources

34. Some good quality resources for WAL assessment and teaching, including bilingual resources developed by teachers in Welsh and other community languages were identified. Not all schools and Latecomer Centres had access to a wide range of multilingual/multicultural WAL resources. There was also a need for age appropriate WAL teaching/learning materials and resources for older 'late arrival' pupils.

Minority Ethnic Achievement Grant (MEAG) funding

35. Interviews with case study schools and Latecomer Centres revealed a lack of awareness that MEAG funding is also available for WAL support,

besides the EAL support for BME pupils, for which the funding is already being used. Therefore, unsurprisingly, this study also found that MEAG is not typically used for WAL support as it is intended according to WG policy.

36.   The use of MEAG or other funding streams to support the achievement of all BME pupils in all schools across Wales necessitates a review of provision requirements.

Conclusion and Recommendations

37.   In summary, this study found that LAs and schools have varying experience and awareness of BME pupils with WAL support needs. Without a WAL-specific assessment tool or WAL data collection through PLASC and other means, it is not possible to identify with any certainty the level of need for WAL support across Wales. In LAs, schools and Welsh Latecomer Centres with WAL pupils, assessing and supporting their additional language support needs presents an additional challenge within the Welsh-medium education sector.

38.   This study identified a number of features of good WAL practice in line with the well-established EAL provision. The following recommendations to WG, LAs and Welsh-medium education providers are intended to address the current gaps in WAL provision as identified in this report.

Recommendation 1

39.   To establish clarity and consistency in the way schools assess and support WAL pupils, the WG should consider ways of raising awareness of WAL and the support needs of BME pupils who are new to both Welsh and English on arrival at any point in school. A conference, regional seminars or similar could be held to bring together practitioners in the professional fields of Welsh-medium education and EMAS to raise

awareness, discuss issues, identify needs and develop a sense of ownership over the concepts of WAL and EAL.

Recommendation 2

40. The WG should ensure that there is a common understanding of the meaning of the two terms, WAL and EAL with consistent use of both throughout all relevant WG policy and guidance, including the MEAG grant terms and conditions to ensure there is a clear understanding of who is eligible for support and funding. This should also include the provision of guidance and support to LAs and schools in producing and implementing Strategic Equality Plans and Welsh in Education Strategic Plans that fully meet the needs of WAL/EAL pupils.

Recommendation 3

41. The WG should liaise with Estyn to consider reviewing its *Strategy and Guidance for Inspecting Literacy for Learners aged 3 to 18 years* (*2011*) and *Supplementary Guidance: Equality, Human Rights and English as an Additional Language (2013)* to refer to WAL and EAL.

Recommendation 4

42. The WG should review the current use of the EAL Five Stage Model as well as locally adapted versions and consult with local EMAS and practitioners to consider the development of a more detailed national model for schools and LAs to use as a consistent means of assessing attainment levels and tracking WAL/EAL acquisition progress through time. This model could possibly be aligned to and complement the current EAL Five Stage Model. Such an assessment framework should have the same general progression structure for English and Welsh but with appropriate variation in content statements for each language based on well-researched and observed differences in patterns of acquisition. Such a framework should be used alongside the LNF by all providers (EMAS, schools and Latecomer Centres) for an inclusive and

consistent approach to WAL/EAL assessment. To allow a consistent comparison across Wales, the WG should consider the collection of WAL progression data through PLASC as already done for EAL.

Recommendation 5

43. LAs and schools should review demand in their areas for supporting isolated WAL pupils and consider possible joint working approaches, best practice sharing, teacher training, resource management, the use of satellite Latecomer Centres, and other innovative means of providing support.

Recommendation 6

44. The WG should consider undertaking further, more detailed, research with WAL pupils in Welsh-medium settings to understand in more depth their forms of additional support need and how these are different from the language support needs of English-speaking learners of Welsh. Areas to be addressed include the similarities and differences in non-English-speaking and English-speaking pupils acquisition of Welsh language and literacy – as young emergent bi/multilinguals during the Foundation Phase and as 'late arrival' pupils towards the end of the Foundation Phase and in subsequent stages of education.

Recommendation 7

45. EMAS teams and schools should be working closely to identify support needs and monitor progress. This should involve initial assessments in a pupil's first language wherever possible in order to better understand their level of attainment and to better tailor support to the learner's needs.

Recommendation 8

46. The WG should consider ways of raising awareness of the benefit of learning and maintaining first/home languages among LAs and all

schools (including Welsh-medium and bilingual schools) in order to encourage schools' support for home language learning provision.

Recommendation 9

47. A school's commitment to providing opportunities for BME pupils to learn their first/home language in the school environment ought to be included in a school Welsh and English as an Additional Language policy. As such, schools should be more proactive in collaborating with members of their pupils' language communities and promote community languages, including facilitating opportunities for school pupils and community members to gain qualifications in their home languages. Schools should also seek advice and support from EMAS teams to facilitate first/home language learning.

Recommendation 10

48. LAs or regional consortia should review their current capacity to provide effective WAL and/or EAL support to pupils in Welsh-medium education provision and compare this to the level of need for this support in their areas. Subsequently, action plans should be produced, including targets to improve provision, where necessary, and to identify opportunities for collaboration between Welsh-medium/bilingual schools, EMAS teams, Latecomer Centres and other providers such as Athrawon Bro in order to improve capacity.

Recommendation 11

49. EMAS and Latecomer Centres should initiate a more active knowledge exchange and collaboration to facilitate better joint-working with regard to assessing and monitoring pupils' acquisition of WAL and EAL; sharing/providing access to WAL resources through certain applications (e.g. Mantra Lingua and EMAS UK) and access to community translation services in order to facilitate communication with families. There should also be a sharing of good practice with regard to teaching pedagogies in

the form of seminars, establishing collaborative partnerships and exchange study visits within Wales and further afield to identify challenges in supporting WAL pupils and how these are overcome.

Recommendation 12

50. EMAS teams, teacher training providers and specialist practitioners should collaborate to ensure the provision of nationally consistent approaches for teacher training and classroom pedagogy to up-skill school-based staff in meeting the needs of WAL/EAL pupils.

Recommendation 13

51. LAs should consider the teacher training role of Latecomer Centre teachers to be developed further as appropriate to provide in-service training to primary and secondary teachers on strategies for providing in-school and in-class support for WAL pupils.

Recommendation 14

52. LAs and schools should develop teaching materials and resources specifically differentiated for WAL/EAL pupils as an integral part of the National Literacy and Numeracy Programme.

Recommendation 15

53. The WG should encourage LAs to work together and consider the development of LA or regional consortium-wide resource libraries and an e-learning platform for the use in Welsh-medium context (this could build upon/take advantage of Hwb – The All Wales Learning Platform).[8] By providing access to practitioners and pupils, such a platform could also be used to support isolated pupils, who are otherwise difficult for EMAS or Latecomer Centre staff in some LAs to reach on a regular basis.

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[8] Hwb - the all Wales Learning Platform https://hwb.wales.gov.uk/home/Pages/Home.aspx

Recommendation 16

54. The WG should collaborate with LAs to raise awareness among schools and Latecomer Centres of the availability of MEAG and its eligibility criteria with regard to WAL. WG should monitor the applications for and use of MEAG funding to support WAL and EAL in order to gain an understanding of levels of grant support need for both WAL and EAL.

Acknowledgements

1   Introduction

1.1   This research has been conducted in order to gain an understanding of the current level of demand for, and the availability of, Welsh as an Additional Language (WAL) support for black and minority ethnic (BME) pupils in Welsh-medium and bilingual schools and Welsh Latecomer Centres. WAL is used to refer to the situation "*whereby a pupil has a first language which is neither Welsh nor English but is pursuing a Welsh-medium education and thus requires support in order to access the whole curriculum through the medium of Welsh*".[9]

1.2   This research was undertaken by IAITH: the Welsh Centre for Language Planning on behalf of the Welsh Government (WG) between April 2013 and January 2014. This project was commissioned by the WG in accordance with its strategic aim to "*help everyone reach their potential, reduce inequality, and improve economic and social well-being*"[10]. This project was funded by the European Social Fund (ESF) Convergence Operational Programme in accordance with its priority in "*supplying young people with the skills needed for learning and future employment*" (ESF Priority 1).[11]

1.3   This report:
   - sets out the policy background and rationale of this study
   - states the overall aim and objectives of the research
   - describes the methodology used to undertake this research
   - reviews the existing evidence on good practice in additional language support
   - presents the research outcomes

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[9]Award of Funding in relation to the Minority Ethnic Achievement Grant Scheme 2013-14, Schedule 1, p.3, 4 April 2013. Also MEAG 'invitation to bid' letter to local authorities, December 2012.
[10] Welsh Government, Programme for Government: Education (20130 (http://wales.gov.uk/about/programmeforgov/education/programme?lang=en
[11] http://wefo.wales.gov.uk/programmes/20072013/convergence/esf/?lang=en

- reviews current Welsh as an Additional Language (WAL) practice against good English as an Additional Language (EAL) practice
- presents this study's conclusions and recommendations.

Context and policy background

Welsh Government's vision and strategic direction for education in Wales

1.4   The WG is committed to the United Nations Convention of the Rights of the Child (UNCRC) as a basis for all its policies for children and young people in Wales. In *Unity and Diversity* (2010), the WG has provided guidance on opportunities to promote race equality, and ethnic, cultural, linguistic and religious diversity in the school curriculum in Wales.[12] This guidance emphasises that: *"Learners learning English/Welsh in addition to a different home language should be valued, included and appropriately challenged, as well as provided with opportunities where possible to maintain, and gain accreditation in, their home language."*[13]

1.5   With regard to the Welsh language, the Government's vision is "*to see the Welsh language thriving in Wales*"[14] and "*to have an education and training system that responds in a planned way to the growing demand for Welsh-medium education, reaches out to and reflects our diverse communities*".[15]

1.6   The *Welsh-medium Education Strategy* (2010) promotes education provision, which is inclusive of all kinds of pupils. However, this strategy does not distinguish between children from non-Welsh-speaking backgrounds, who speak English as their first/home language, and those for whom their first/home language is neither Welsh nor English.

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[12] Unity and Diversity (Welsh Assembly Government (WAG), 2010)
[13] Ibid.
[14] A Living Language: a Language for Living - Welsh Language Strategy (2012), p.14
[15] Welsh-medium Education Strategy (WAG, 2010), p.14

> "*In Welsh-medium settings, for children from Welsh-speaking homes, Welsh-medium education involves reinforcing and developing their Welsh-language skills through a broad range of curricular experiences. For children from non-Welsh-speaking backgrounds, whose initial and main contact with Welsh is through school, this intensive Welsh-medium provision is through a process of linguistic immersion*".[16]

1.7   Most Welsh-medium and bilingual schools in Wales have high numbers of pupils from non-Welsh-speaking backgrounds.[17] These pupils would typically be new to Welsh on first arrival in school. The majority have English as a language in common with all teachers and the majority (if not all) other pupils. Children from non-Welsh speaking backgrounds will also include BME pupils whose first/home language(s) are neither Welsh nor English. These children, if attending a Welsh-medium or bilingual school, will be additional language learners of both Welsh and English who have to learn both languages (sometimes simultaneously) as curriculum subjects or as the medium of learning, communicating in school and in wider social contexts.

1.8   EAL is the generic term for the teaching of English language skills to pupils whose first/home language is not English to guarantee their legal entitlement to a full education.[18] WAL is used in the context of this study to refer to the pupils accessing Welsh-medium education who have a first/home language which is neither Welsh nor English.

1.9   WAL and EAL pupils are different in several respects to Welsh-speaking and English-speaking pupils, including their levels of prior educational experience, first/home language literacy and their levels of proficiency in

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[16]Welsh-medium Education Strategy (WAG, 2010), p.8.

[17] C. Baker and M. P. Jones (2000) Welsh Language Education: A Strategy for Revitalization, in Colin H. Williams (ed) Language Revitalization: Policy and Planning, Cardiff: University of Wales Press.

[18] Information provided in stakeholder interviews.

English and Welsh.[19] Each of these factors needs consideration when determining the support a pupil needs to access the curriculum. Another important factor that may influence attainment is the point at which a pupil accesses Welsh-medium education. Some WAL and EAL pupils will arrive in school when they are three years old, at the outset of the Foundation Phase. Others may join a Welsh-medium/bilingual primary or secondary school as 'late arrivals' towards the end of Foundation Phase or at any stage after that.

1.10 The Welsh-Medium Education Strategy allows for the possibility of pupils accessing Welsh-medium education at a later stage in their school lives (late immersion opportunities). The Strategy also provides for cases where a child's initial experience of Welsh-language provision through the Foundation Phase in English-medium settings may "*provide the basis and impetus for children to transfer to the Welsh-medium sector before the age of seven.*"[20] 'late arrival' pupils can therefore be English-speaking pupils of Welsh as well as WAL and EAL pupils.

Welsh-medium education

1.11 The nature and delivery of Welsh-medium education varies depending upon the form of provision, which is complex and varies both between and within LAs.

1.12 During the Foundation Phase, Welsh-medium education for children between three or four and seven years of age typically means that all pupils experience the areas of learning through the medium of Welsh.[21] In Gwynedd and Anglesey, Welsh is the main language of education in the Foundation Phase in all schools. Since 2008, Ceredigion has

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[19] Information provided in stakeholder interviews.
[20] Welsh-medium Education Strategy (WAG, 2010), p.8
[21] Defining schools according to Welsh-medium provision (WAG, 2007), p.8

adopted a policy whereby the Foundation Phase is conducted in Welsh in all primary schools.[22]

1.13 In Welsh-medium primary schools, Welsh is the main medium of teaching at Key Stage (KS) 2 with at least 70 percent of the teaching conducted in Welsh. English is introduced formally as a subject in Year 3 at KS2 and taught through the medium of English. In these schools, English may occasionally be used for some aspects of other subjects.[23]

1.14 In Welsh-medium secondary schools, all subjects apart from English are taught through the medium of Welsh. Some schools may introduce English terminology in one or two subjects.[24]

1.15 The term 'bilingual provision' is used to refer to a range of schools, which employ varying amounts of Welsh and/or English as the medium of instruction. Bilingual schools can include:[25]

- 'dual stream' primary schools and 'Category 2B' secondary schools in which pupils are taught in separate, mainly Welsh-medium[26] and mainly/all English-medium[27] streams;

- schools where a large proportion of the curriculum (50 to 70 percent in primary; 50 to 79 percent in secondary) is delivered through the medium of Welsh;

- primary and secondary schools that are 'predominantly English medium with significant use of Welsh'. In these schools, Welsh is

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[22]Ceredigion Schools Language Strategy 2008.
[23]Defining schools according to Welsh-medium provision (WAG, 2007), p.8
[24]Defining schools according to Welsh-medium provision (WAG, 2007), p.12
[25]Defining schools according to Welsh-medium provision', (WAG, 2007).
[26] At least 70 percent of the teaching is conducted through the medium of Welsh at primary level and in secondary schools at least 80 percent of subjects apart from Welsh and English are taught using Welsh.
[27] Less that 20 percent of the teaching is conducted through the medium of Welsh at primary level. At secondary level, pupils can opt to study all their subjects apart from Welsh through the medium of English.

used as the medium of education for approximately 20 to 49 percent of teaching and learning[28].

- In some schools, and particularly in further education colleges, classes can be taught simultaneously in both Welsh and English and some courses can include Welsh-medium modules.

1.16 This study focuses upon Welsh-medium and all types of bilingual schools since these are the schools where WAL pupils need to acquire Welsh in order to be able to access the majority or a significant proportion of their curriculum through the medium of Welsh. English-medium schools are excluded from this study.

Accessing Welsh-medium education

1.17 The Welsh-medium education sector has grown rapidly across Wales since the establishment of the first LA Welsh-medium primary school in Llanelli in 1947. In January 2013, a total of 1,374 primary schools, 4 middle schools and 216 secondary schools were recorded in the School Census Results. Of these, 452 primary, 2 middle and 53 secondary schools were classified as Welsh-medium or bilingual.[29] In January 2013, the number of pupils accessing Welsh-medium and bilingual education was 63,192 in primary; 1,634 in middle; and 37,692 in secondary schools[30].

1.18 Population census data identifies that the resident population in Wales has become increasingly ethnically diverse over recent decades[31]. The

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[28] At primary level, Welsh is used for 20 – 50 percent of the primary curriculum overall. In secondary schools, 20 – 49 percent of subjects are taught using Welsh. In these secondary schools, all subjects are also taught through the medium of English.
[29] School Census Results, 2013. http://wales.gov.uk/statistics-and-research/schools-census/?lang=en. The School Census Results do not include 'English with significant Welsh' bilingual schools. Data collected for this study does include this type of bilingual stream. Therefore, certain tables presenting this data (see Tables 1 and 2, Chapter 4) differ from School Census Results.
[30] School Census Results, 2013, Table 2. http://wales.gov.uk/statistics-and-research/schools-census/?lang=en
[31] http://www.ons.gov.uk/ons/guide-method/census/2011/census-data/2011-census-data-catalogue/index.html

2011 census records (for the first time) the main language used by the usual residents of Wales aged three years and over. According to the 2011 census, 84,436 (approximately three percent) of Wales' usual residents reported that their main language was neither Welsh nor English. [32]

1.19 The last decade has seen an increase in the number of BME pupils requiring language support in schools in Wales.[33] Most BME pupils in Wales, who do not have the ability to speak Welsh or English on their entry to school, opt to access English-medium education.[34] For these pupils, English as an Additional Language (EAL) support is well established in most LAs.[35] However, over recent years, it has come to the attention of practitioners and policy makers that an increasing number of pupils from BME backgrounds are accessing Welsh-medium education.[36] This may be due, in some cases, to an increase in the number of minority ethnic families, who are choosing Welsh rather than English-medium education settings, and also to an increase in the ethnic diversity of families moving to live in areas of Wales where Welsh-medium or bilingual education provision is the norm.[37]

1.20 Figures for WAL pupils in Welsh-medium and bilingual schools, who require additional support in their acquisition of Welsh and English, are not generally reliable. The Pupil Level Annual Schools Census (PLASC) collects data on the number of pupils in Welsh-medium and bilingual schools, who are assessed as having EAL support needs. These data does not capture corresponding information for WAL. Similarly, the data

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[32] ONS, QS204EW - Main language (detailed) [from Nomis on 05 December 2013] http://www.nomisweb.co.uk/census/2011
[33] According to figures obtained from the Department for Education and Skills, Welsh Government, the number of children being claimed for under WG's Minority Ethnic Achievement Grant (MEAG) had risen from 24,916 in 2007 to 39,658 in 2013.
[34] Information gained from interviews with Ethnic Minority Achievement Services (EMAS) and stakeholders.
[35] Brentnall *et al.* (2009) Language in Multilingual Wales, College of Lifelong Education, Bangor University.
[36] Welsh Government (2013), Welsh as an Additional Language: Research Specification
[37] Information gained from interviews with Ethnic Minority Achievement Services (EMAS) and policy stakeholders.

captured annually by the Minority Ethnic Achievement Grant (MEAG) as part of LAs applications for funding only requests information regarding BME pupils' EAL levels.[38]

Minority Ethnic Achievement Grant

1.21 Since 2007, the WG provides funding for BME achievement support through the MEAG. Prior to 2007, such funding was provided through the Asylum Seeker Grant and the Ethnic Minority Achievement Grant. The MEAG is available to support pupils aged three to 19 and is open to all 22 LAs in Wales. The total grant available in 2013-14 is £10.5 million. Historically, the value of the grant increased annually[39] in response to the growing number of BME pupils attending schools in Wales.

1.22 The purpose of MEAG is to support LAs' provision of education and related educational services for all eligible children and young people and, in particular:

- *"To support children and young people from black and minority ethnic backgrounds who are learning English or Welsh as an additional language"*; and

- *"Improve standards of achievement for pupils from minority backgrounds who are underachieving or who are at risk of under achieving due to factors other than English or Welsh language acquisition".*[40]

1.23 Those eligible under the grant, include:

- Children, who are learning English or Welsh as an additional language and/or are underachieving or identified as being at risk of underachieving;

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[38]Minority Ethnic Achievement Grant (MEAG) 2013-14 – Invitation to Bid, p.2, 18 December 2012, p.3.
[39]The total grant available in 2012-13 was £10 million and in 2011-12 was £9.6 million.
[40]Award of Funding in relation to the Minority Ethnic Achievement Grant Scheme 2013-14, Schedule 1, p.12, 4 April 2013.

- Children from Gypsy/Gypsy Roma backgrounds from countries other than the UK and Ireland;

- Children of asylum seekers and unaccompanied asylum seeking children and young people.[41]

1.24 The MEAG grant is allocated to each LA by reference to a proportion of each authority's grant from WG and the application of a funding formula based upon "*learner numbers; their Key Stages and their level of language acquisition by reference to the five stage model ranging from 'new to English' to 'Fluent'*".[42] Most of the grant is used by LAs to fund Ethnic Minority Achievement Services (EMAS). EMAS teams use the grant to cover the cost of specialist EAL (and, in some instances, WAL) teachers and support assistants, as well as to provide EAL teaching resources and training for mainstream teaching staff.[43]

Minority Ethnic Language and Achievement Project

1.25 Between 2010 and 2013, the WG-led Minority Ethnic Language and Achievement Project (MELAP)[44] provided LAs in Convergence areas[45] with the opportunity to access additional funding through European Social Funds (ESF). According to WG policy stakeholders, the aims of MELAP are to:

- Raise attainment and tackle the risk of underachievement among black and minority ethnic groups of young people;

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[41]Minority Ethnic Achievement Grant (MEAG) 2013-14 – Invitation to Bid, p.2, 18 December 2012.
[42]Ibid.p.2.
[43] Welsh Government (2010) Review of the Minority Ethnic Achievement Grant.
[44]http://wales.gov.uk/topics/educationandskills/allsectorpolicies/europeansocialfund/projects/melap/?lang=en
[45] The ESF Convergence area comprises of 15 LAs in west Wales and the valleys (see http://wefo.wales.gov.uk/programmes/20072013/convergence/areamap/?ts=1&lang=en). This area qualifies for ESF funding based on the region's average Gross Domestic Product (GDP) per head being below the limit of 75 percent of the European GDP average in December 2005, the time the European Union budget was agreed. (http://wales.gov.uk/docs/wefo/publications/convergence/esfoperational/090911esfconvergenceen.pdf)

- Improve equality of opportunity to future employment and employability for black and minority ethnic young people through improved engagement in education and training; and

- Build on existing monitoring and evaluation systems to effectively measure achievement and engagement levels of the targeted students assisted.

1.26 Nine of the LAs in Convergence areas have accessed this additional ESF funding[46] to extend their activities to raise the attainment levels of BME children and young people. The project has enabled participating LAs to support more pupils than using MEAG funding alone and enabled the development and dissemination of good practice more widely in schools.[47]

Providing access to support for Welsh as an Additional Language

1.27 At WG policy level, there is inconsistent guidance on the support for WAL pupils. Since 2001, schools are required to submit "*details of pupils' stage of language acquisition where English (or Welsh) is an additional language*" as part of PLASC.[48] However, the remainder of the explanatory memorandum refers only to EAL and it is only EAL assessment levels that are collected within PLASC.[49]

1.28 The stages of an EAL pupils' acquisition of English and associated level of need for additional language support are assessed according to the *Five Stage Model of English as an Additional Language Acquisition – General Descriptors* which is referred to throughout this report as the 'EAL Five Stage Model' (see Annex 1). The broad definition of need, for which funding can be claimed, is ascribed to each stage ranging from

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[46]The nine LAs participating in MELAP are: Blaenau Gwent, Carmarthenshire, Ceredigion, Conwy, Denbighshire, Merthyr Tydfil, Neath Port Talbot, Pembrokeshire and Swansea. http://wales.gov.uk/topics/educationandskills/allsectorpolicies/europeansocialfund/projects/melap/?lang=en
[47]Information supplied by Welsh Government policy stakeholder.
[48]Explanatory Memorandum for The Education (Information About Individual Pupils) (Wales) (Amendment) Regulations 2011, 20 September 2011, p.2.
[49]Explanatory Memorandum for The Education (Information About Individual Pupils) (Wales) (Amendment) Regulations 2011, 20 September 2011, p.3.

Stage A when a learner is '*new to English*' and '*needs a considerable amount of EAL support*' to Stage E when '*fluent*' and '*operates without EAL support across the curriculum*'[50].

1.29 There has been no 'official' WAL equivalent to the EAL Five Stage Model produced by WG and disseminated for use in all LAs. Consequently, there is no specific WAL assessment framework that defines the broad levels of need for which funding can be sought.

1.30 In the absence of such a framework and in response to local circumstances, the EMAS in two LAs have translated the EAL Five Stage Model into Welsh. Although this assessment tool still refers to English, it is used as a guidance to routinely assess BME pupils' level of acquisition in Welsh and determine their need for support in Welsh.

The National Literacy and Numeracy Framework

1.31 The National Literacy and Numeracy Framework (LNF) is a curriculum planning tool designed to 'bring about coherent approaches to developing literacy and numeracy across the curriculum for all pupils aged five to 14.[51] The LNF has been a statutory curriculum requirement since September 2013. It replaces the communication and number element of the non-statutory *Skills framework for 3 to 19-year-olds in Wales*[52], which underpins the National Curriculum introduced in 2008.[53] The literacy component of the framework comprises of oral, reading and writing skills.

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[50] The definition of the levels of 'need' for EAL support in the Five Stage EAL Model are as follows: Stage A (New to English) = Needs considerable amount of EAL support; Stage B (Early Acquisition) = Needs a significant amount of EAL support to access the curriculum; Stage C (Developing Competence) = Requires on-going EAL support to access the curriculum fully; Stage D (Competent) = Needs some / occasional EAL support to access the curriculum material and tasks; Stage E (Fluent) = Operates without EAL support across the curriculum.

[51] Welsh Government, Department for Education and Skills (March 2013) National Literacy and Numeracy Framework, p.4. As yet, there is no assessment tool to accompany this framework.

[52] Welsh Assembly Government (2008) *Skills framework for 3 to 19-year-olds in Wales.*

[53] Welsh Government, Department for Education and Skills (March 2013) National Literacy and Numeracy Framework, p.2.

1.32 The LNF recognises that "*learners with English or Welsh as an additional language have different challenges in relation to language and literacy acquisition.*"[54] According to the LNF, the EAL Five Stage Model against which EAL pupils are assessed provides '*the context for the LNF'.*[55] Evidence from a stakeholder interview emphasised the WG's intention for the LNF to be a framework that is inclusive of the needs and learning progression of <u>all</u> pupils. As such, the LNF has been developed with a view to providing teachers with a means of tracking and planning WAL pupils' language and literacy development in greater detail than the *Skills framework* it replaces.

1.33 The LNF sets out year-on-year expectations for literacy and language skills development. It is recognised that these yearly expectations will not be appropriate for all BME pupils with additional language support needs. It is, however, intended that the LNF will enable teachers to focus more precisely upon WAL and EAL pupils' Welsh and English language acquisition and be able to report to parents more accurately on their progression in acquiring both languages.[56]

1.34 The scope of the current *Curriculum for Wales: Consultation on proposals for revised curriculum and assessment arrangements for Wales*[57] proposes that the NLF be extended to "*include emergent literacy and numeracy in the Foundation Phase for three to four year olds to ensure clear and effective progression into the Foundation Phase at age five.*"[58]

1.35 The literacy components within the LNF have been developed so that the expectations in Welsh and English are similar:

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[54] Ibid., p.11
[55] Ibid., p.11
[56] Personal communication in interview with representative of Welsh Government, Department for Education and Skills, School Management and Effectiveness Division, 6 December 2013.
[57] This consultation process was conducted between 22 October 2013 and 17 January 2014.
[58] Welsh Government (October 2013) Curriculum for Wales: Consultation on proposals for revised Curriculum and assessment arrangements for Wales. Phase 1: Literacy, numeracy and wider skills, p.15.

"There are a few distinctive aspects in the Welsh language version to reflect the unique requirements of the Welsh language but, apart from these, the skills to be applied are almost identical and are transferable from one language to the other".[59]

The rationale for this study

1.36 In the research brief for this project, the WG has identified a *"lack of clarity about Welsh language support"* currently provided to BME pupils with WAL support needs. This lack of clarity derives from the following principal factors[60]:

- An equivalent of the EAL service for Welsh pupils is currently not available – i.e. there is currently no well-defined and generally accepted form of WAL service.

- Accordingly, there is no similar level of specialism concerning training and teaching methodologies for WAL.

- Current data collection through PLASC does not identify the numbers of BME pupils who are attending Welsh-medium and bilingual schools and have Welsh language support needs.

- There is a lack of evidence regarding the level of Welsh-language support that WAL pupils, who do not speak Welsh or English as their first language, receive in Welsh-medium and bilingual schools and Welsh Latecomer Centres, and how consistent this support is across schools and LAs.

1.37 This combination of factors raises the underlying question as to whether there is a need for a defined WAL service (similar to the EAL service) to improve provision for language support to BME pupils who learn Welsh

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[59] Welsh Government, Department for Education and Skills (March 2013) National Literacy and Numeracy Framework, p.10.
[60] Welsh Government (2013), Welsh as an Additional Language: Research Specification, p.7.

as an additional language in Welsh-medium or bilingual education settings.

1.38 This study is, therefore, designed to enhance understanding of the current level of need and the level of Welsh-language support available to WAL pupils in Welsh-medium and bilingual schools and Latecomer Centres. The study highlights gaps in provision and cites good practice examples. It also demonstrates how current practices compare to the well-established EAL support offered in English medium school in Wales and in England.

Aims and objectives of this study

1.39 The aims of this research were:

- To establish the total number of pupils from BME backgrounds who are in need of WAL support;
- To gain an understanding of the current processes and provisions in place in Welsh-medium and bilingual schools and Welsh Latecomer Centres to support WAL pupils in their acquisition of Welsh;
- To identify effective practice and gaps in current services provided to BME pupils with WAL support needs; and
- To inform the development of further research work in this policy area.

1.40 The aims listed above can be broken down into the objectives and research questions that follow:

Objective 1: To establish the current situation in Welsh-medium and bilingual schools

Identifying and recording pupils' needs
- What is the total number of pupils from BME backgrounds who need WAL support in Welsh-medium and bilingual schools?

- What data are being collected by schools on WAL pupils and their needs and how is it used?
- What assessment is being made with pupils to assess their level of achievement in English, Welsh and their first language? And how is this carried out?
- Are the assessment tools used standard ones?
- What are the potential outcomes of the assessment and follow-up processes?

Supporting and monitoring pupils' development
- How are WAL pupils integrated in class and how are they supported throughout the curriculum?
- What services are given to pupils to help them improve their level of achievement in Welsh and English and the curriculum? Are these tailored to pupils' needs?
- Do eligible pupils feel that they are receiving the right support?
- Are parents included in the process of integrating pupils in school? If so, in what way?

Awareness, expertise and teacher training
- Do teachers in Welsh-medium and bilingual schools have the necessary expertise to support pupils from BME backgrounds? If not, what are the gaps?
- Are teachers trained specifically to deal with issues relating to ethnic minorities (e.g. cultural or religious issues)?

Guidance, management and coordination
- Are Welsh-medium and bilingual schools/teachers aware of the support provided through the local authority (LA) and the MEAG? If so, is this used?
- Are schools/teachers aware of the support provided through Ethnic Minority Achievement Services (EMAS)? If so, is it used? What are the gaps in the provision?

- What coordination is there within schools, or between schools in a catchment area, to meet the needs of black and minority ethnic pupils? Is there a coordinator?
- Are schools aware of the community language/ complementary schools which pupils can attend? Are there channels for sharing information between statutory and community provision?
- Have community languages been included within school language policies? Does this influence WAL, EAL and community languages provision and pedagogy?

Objective 2: To establish the current situation in Welsh language Latecomer Centres

Guidance, management and coordination

- What are the stages in the referral process to a Latecomer Centre and who is involved in the process?
- Is a referral compulsory or only a recommendation?
- Is another assessment carried out with the learner following the referral? If so, what does it involve?
- What are the possible outcomes of the assessment and follow-up processes?

Awareness, expertise and teacher training

- Do Latecomer Centre teachers have the necessary expertise to support pupils from BME backgrounds?
- How does their expertise and skills compare with teachers in Welsh-medium and bilingual schools?

Support and monitor pupils' development

- What services are given to pupils in Latecomer Centres to help them improve their level of achievement in English, Welsh and the curriculum?
- What curriculum is taught to pupils in Latecomer Centres apart from Welsh?

- What is the learner exit process and how are they reintegrated into school and the school curriculum?
- Are parents involved in the process of reintegrating pupils back into school? If so, in what way?
- What support is given to pupils after they have been reintegrated into school?
- Do eligible pupils feel that they are being given the right support?

Objective 3: to compare the services provided in Welsh-medium and bilingual schools with good practice provided through EAL services

- Confirm what works well/examples of good practice in Welsh-medium and bilingual schools.
- Identify what we can learn from what is known about good practice in EAL services (from evidence which already exists where available in the context of Wales, the UK and internationally).
- Identify how the services provided in Welsh-medium and bilingual schools compare with well-established EAL services. Where are the gaps?

1.41 In accordance with the research brief, the population for this study is limited to:
- BME pupils in schools[61], aged three to 19 years, who do not speak English or Welsh as a first language and whose level of attainment in English and Welsh requires additional support (subject to assessment);
- BME pupils, aged three to 19 years, who do not have any language support needs but who are underachieving[62]; and
- BME pupils, aged three to 19 year who require support to achieve qualifications in their home language.

1.42 Some BME pupils, who are not additional language pupils of Welsh or English may, of course, also require targeted support to raise their

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[61] Further Education settings are outside the scope of this study.
[62] For the purposes of this study, the research brief defined these pupils as not having any direct WAL support needs, but are 'underachieving' in terms of their attainment levels within the Curriculum.

academic achievement. However, for the purpose of this study, such BME pupils are outside the scope of this research project. This is based on the assumption that their Welsh language acquisition and support needs would not be any different from those of pupils from other backgrounds.

2 Methodology

2.1   The methodology of this study involved:

- A review of academic publications, policy documents and reports;

- Designing and administering a questionnaire to capture 'baseline' WAL data from all LAs;

- Telephone or face-to-face interviews with Ethnic Minority Achievement Service (EMAS) team leads in all LAs;

- Case study visits to 11 Welsh-medium and bilingual schools and four Welsh Latecomer Centres to interview management, teaching staff and WAL pupils;

- Interviews with key policy and education stakeholders.

Research on policy background and best practice

2.2   A detailed review of WG policy documentation regarding Welsh-medium education, Literacy and Numeracy Framework (LNF) and MEAG funding was undertaken to ensure a sound understanding of the policy background and funding context. Informal and formal interviews were conducted with WG staff from the Department for Education and Skills, including the Support for Learners Division, Welsh in Education Unit and Curriculum Division in order to gain a further understanding of Welsh Government Policy. A representative from Estyn[63] and English as an Additional Language Association of Wales (EALAW)[64] were interviewed in order to gain the perspectives of the education inspectorate and the professional body that represents EAL practitioners in Wales.

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[63]Her Majesty's Inspector for Education and Skills in Wales.
[64] EALAW is a not-for-profit national organisation committed to the advancement of language and curriculum development for pupils learning English as an Additional Language. EALAW was established in 1998 as a sister organisation to NALDIC, the National Association of Language Development in the Curriculum.

2.3 An understanding of current good practice in EAL services was gained from several sources. For an international perspective, we reviewed the recommendations of *The Transatlantic Task Force on Immigration and Integration*. For Wales, information and documentary evidence regarding good EAL practice in Wales was sought from Welsh Government, Estyn, and EALAW websites and during stakeholder interviews with representatives of each organisation. Some information about good EAL practice was also gathered during EMAS lead interviews.

2.4 To gain understanding of good EAL practice in England, we reviewed relevant reports published and made available on *Ofsted*[65] and National Association of Language Development in the Curriculum (NALDIC*)* websites. We also conducted interviews with two EAL practitioners in Leicester (one Head of EAL in a multi-ethnic secondary school and one Head of Learning Services). They provided an overview of EAL support provision from a BME achievement support service and school perspective. A case could be made for identifying good EAL practice in any of a number of urban conurbations in England. Leicester was chosen because it has developed a solid multi-cultural policy, which established EAL and community language services on a professional basis from the 1980s onwards[66].

2.5 From the research activities above, key features of good practice in EAL pupils' support were identified. These key features were used as a benchmark to review current WAL support for BME pupils in Wales and to identify gaps in that provision. The key features of good EAL practices used for reviewing purposes are presented in Chapter 3.

Collection of quantitative WAL data

2.6 To gain an understanding of the number of WAL pupils at LA level, a quantitative data collection exercise was undertaken with all LAs in

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[65]Her Majesty's Chief Inspector of Education, Children's Services and Skills (England).
[66] http://www.leics.gov.uk/index/education/going_to_school/emtas.

Wales. In accordance with the ESF funding for this research project, data were collected from the 15 LAs in Convergence areas in west Wales and the valleys.[67] The same data were also collected from the seven LAs in east Wales, which form the Regional Competitiveness and Employment Area (referred to as Competitiveness area in this report)[68]. This allowed comparison of collected data between Convergence and Competitiveness areas.

2.7 A Baseline Data Collection Form (Annex 3) was used to:

- Ascertain the number of Welsh-medium and bilingual schools and Welsh Latecomer Centres;
- Ascertain the number of BME pupils who need Welsh language support in Welsh-medium education settings;
- Confirm what data are collected about the interested population and how it is used.

2.8 Based on discussions between WG and Ethnic Minority Achievement Services (EMAS), these data were collected through EMAS leads to reduce the burden on schools and to facilitate a quicker data collection process.

2.9 EMAS leads provided figures for Welsh-medium and bilingual pre-schools in statutory settings and primary schools. PLASC collects data on the number of nurseries. However, a large number of primary schools also provide pre-school education. Primary and pre-school data were collected independently so that figures for pre-schools within statutory settings could be presented separately. The number of secondary schools is available through PLASC. Therefore, EMAS leads were asked to confirm the accuracy of these figures.

2.10 It was acknowledged that not all EMAS leads will have complete and accurate data on the number of relevant pupils readily available. To

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[67] Anglesey, Blaenau Gwent, Bridgend, Caerphilly, Carmarthenshire, Ceredigion, Conwy, Denbighshire, Gwynedd, Merthyr Tydfil, Neath Port Talbot, Pembrokeshire, Rhondda Cynon Taf, Swansea and Torfaen.
[68] Cardiff, Flintshire, Powys, Monmouthshire, Newport, Wrexham and Vale of Glamorgan.

support EMAS leads in the data collection exercise, relevant PLASC data extracts were provided to each lead. These included a number of characteristics that may help to establish whether a BME pupil may have WAL needs. It was expected that EMAS leads might also need to verify the data with the Welsh-medium and bilingual schools in their LA in order to provide accurate data.

2.11 Although all EMAS leads returned the completed Baseline Data Collection Questionnaire as agreed, the data provided was generally incomplete and inconsistent. The majority of respondents were not able to provide fully accurate data on the number of BME pupils assessed as having WAL support needs. This was due to the lack of such data being collected at LA level and/or school level. In only two Convergence LAs do Welsh-medium and bilingual schools collaborate with their EMAS to routinely assess and record BME pupils' WAL acquisition progress. EMAS leads reported that Welsh-medium and bilingual schools tend not to report the pupils with additional support needs in Welsh to them unless LAs are applying for MEAG funding to finance this support.

2.12 The majority of EMAS leads were not in possession of any WAL data. Therefore, some EMAS leads obtained figures by contacting the Welsh-medium and bilingual schools in their authority. However, in some instances, WAL data were not always available from schools or schools did not have time or resource to respond. Where this was the case, EMAS respondents either: i) reported that the data were not available to them, or ii) attempted to identify BME pupils with WAL needs on the basis of PLASC, MEAG and MELAP[69] audit data.

Collection of qualitative data on WAL provision

Interviews with EMAS leads

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[69] The nine LAs participating in WG's MELAP are Blaenau Gwent, Carmarthenshire, Ceredigion, Conwy, Denbighshire, Merthyr Tydfil, Neath Port Talbot, Pembrokeshire and Swansea.

2.13 The quantitative data collection from LAs was followed by telephone interviews with all EMAS teams. These interviews were typically 30 to 40 minutes long and conducted with the manager of each EMAS. In the case of four LA interviews, they were supported by an additional Welsh-speaking specialist with a more detailed understanding of the practices in Welsh-medium and bilingual schools[70].

2.14 The first part of these interviews was dedicated to checking the baseline data received. The main part of the interview focussed on the following topics (see full topic guide in Annex 4):

- Supporting and monitoring pupils' development
- Staff expertise and teacher training
- Guidance, management and coordination
- Welsh Latecomer Centres
- Examples of good WAL practice.

2.15 The written records of the interviews were subject to a content analysis and used to supplement and triangulate data from other strands of the research.

2.16 Case study visits to schools and Latecomer Centres were undertaken in order to gain qualitative evidence about:

- The guidance, management and co-ordination of WAL provision and support;
- How WAL pupils' support needs are identified and recorded;
- How pupils' progress is supported and monitored;
- Professional opinion on the concept of WAL and Welsh language acquisition assessment tools;

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[70] In addition to the EMAS managers, the following were also involved in the follow-up interviews: two Welsh advisory teachers (Gwynedd, Caerphilly); one Welsh-speaking dyslexia specialist (Bridgend). In the case of Cardiff, the Ethnic Minority and Traveller Achievement Service manager delegated the interview to a Welsh-speaking member of the EMAS team but had checked and agreed their answers to each of the topic guide questions in advance of the interview.

- The awareness, expertise and additional training needs of teaching staff;

- An understanding of BME pupils' experience of Welsh-medium education.

2.17 Based on the data collected from EMAS leads, 10 LAs were selected for case study visits. A sample was drawn to provide geographical distribution and to capture the range of Welsh education policies and current WAL provision practices across Wales. The LAs in the Convergence Areas were: Bridgend, Carmarthenshire, Ceredigion, Denbighshire, Gwynedd, Pembrokeshire, Rhondda Cynon Taf, and Torfaen. The two Competitiveness Area LAs were Cardiff and Flintshire.

2.18 Case study visits were undertaken in eleven schools and four Latecomer Centres (see Annex 2). The schools that were visited included one bilingual secondary school, one bilingual school for pupils aged three to 19 and nine Welsh-medium[71] primary schools with pre-school provision on site. One of the Latecomer Centres supported secondary pupils (aged 11 to 12 years). The other three Centres provided support for primary pupils (aged seven to 11 years). Some of the schools and Centres were also selected to follow pupils' learning paths between their school and the Centre they attended in order to document the Welsh language support provision that was available to them from each education provider.

2.19 Each case study visit aimed to interview members of the management team, class teachers, teaching assistants and pupils (see topic guides in Annex 5). In practice, the number and combination of individuals interviewed varied depending upon the availability of staff and pupils. In schools, a total of eight head teachers, and three assistant/deputy head teachers were interviewed in addition to 16 class / subject teachers and 13 pupils. The teachers interviewed had a range of responsibilities and some were also Literacy/Language Coordinators, Special Educational

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[71] It was found that the majority of WAL pupils were located in Welsh-medium schools. This is the reason for more Welsh-medium than bilingual schools being in the case study sample.

Needs (Coordinators (SENCos), Welsh language leads and members of the school management team. Depending upon their availability, school management and teaching staff were interviewed individually, in pairs and in small groups in (typically 40-minute) interviews. In three schools, the local EMAS lead also participated in the interviews with school staff.

2.20 The WAL pupils interviewed in schools included pupils from Poland, Thailand, Hungary, China, Malaysia, Iraq, Pakistan, and India and ranged from being in Reception up to Year 10. Pupils were interviewed in small groups. Interviews with pupils aimed to gain an insight into their experience of education through the medium of Welsh and the forms of support they found helpful at school and at a Latecomer Centre.

2.21 In the Latecomer Centres, four lead teachers/managers, three teachers and four pupils were interviewed either individually or in small groups. The pupils included were between Reception and Year 7 and from Thailand, Russia and Lithuania.

2.22 All interviews were conducted in Welsh and/or English, depending upon interviewees' preference. Interviews were audio recorded and a written record of the interview was made in accordance with participants' agreement. In support of their interview data, some schools and Latecomer Centres provided documentary evidence of their current practices (see Annex 2).

2.23 An additional case study visit was also conducted with Gwent Education Multi-Ethnic Service (GEMS) in Newport where a detailed discussion and viewing of the GEMS Language Acquisition Records and other resources was undertaken.

2.24 The data collected during case study visits was predominantly qualitative in the form of written interview records and documentary evidence. A content analysis of these records was undertaken. Case study data were used to supplement and triangulate some of the quantitative and qualitative data collected from EMAS leads as well as providing new data on schools and Latecomer Centres.

2.25 In this report, schools and Latecomer Centres are not named and verbatim quotes are not attributed, in order to protect the anonymity of research participants. All research participants explicitly consented for their information to be used for the purposes of this study. In the case of pupils, consent was first sought from parents/carers or by the school. The research was governed by the Economic and Social Research Council (ESRC) Research Ethics Framework.[72]

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[72] ESRC Framework for Research Ethics (FRE) 2010, Updated September 2012.
http://www.esrc.ac.uk/_images/Framework-for-Research-Ethics_tcm8-4586.pdf

3 A review of good practice in providing additional language support

3.1 In this chapter, existing evidence on good practice in English as an Additional Language (EAL) services is reviewed in the context of Wales, the UK and internationally. Based upon the key features of good practice identified, we provide a good practice checklist against which current WAL provision is evaluated.

International and UK evidence

3.2 Research evidence from the UK and internationally confirms the need for additional language support to be provided to BME pupils to ensure that they achieve as well as other pupils at each stage in their education. Internationally, data from the OECD programme for assessing international students (PISA), for example, indicates that BME pupils tend to perform at significantly lower levels than their native peers in key educational subjects such as mathematics, reading, science and general problem solving skills.[73] The PISA study reaffirms the importance of supporting additional language pupils' effective acquisition of the language of instruction so they achieve educational success and access to the labour market[74]. Similar research findings and conclusions are drawn in studies that have focussed upon the educational achievement of additional language pupils in Wales.[75]

3.3 In order to identify effective practice and gaps in current services provided to BME pupils with WAL needs, a review of a selection of key research reports that highlight features of good practice in additional language support was undertaken. These include a report evaluating

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[73]Where Immigrant Students succeed – A Comparative Review of Performance and Engagement in PISA 2003', OECD, 2006.
[74] Ibid.
[75]'The Achievement of Ethnic Minority Pupils in Wales', by EALAW for the Welsh Assembly Government (2003). Also, 'Minority ethnic additional language pupils in Wales' by Jonathan Brentnall in Brentnall, J.; Cann, J. and Williams, C. (2009) *Language in Multilingual Wales*, College of Education and Lifelong Learning, Bangor University.

additional language support in international contexts by the influential international body *The Transatlantic Task Force on Immigration and Integration*[76]. Regarding features of good EAL practice in Wales and the UK, reports and guidance available via WG, Ofsted, Estyn, *EALAW*[77], *NALDIC*[78], *NASSEA*[79] and *NWEMA HUB*[80] websites were also reviewed. A list of the reports reviewed is provided in Annex 6.

3.4   In 2007, *The Transatlantic Task Force on Immigration and Integration* published its review of the language policies and practices for helping immigrants and second generation students succeed based upon evidence from 14 countries. The Task Force identified the following key factors for success based on evidence from the three countries[81] that only show small differences identified in achievement between additional language pupils and other students: [82]

- *"Language support programmes are systematic with explicit standards and requirements;*

- *Policy makers choose and invest in systematic, and effective models of language support at all education levels;*

- *Curricula are determined at the local level but are based on central key curriculum documents, including language development frameworks and progress benchmarks;*

- *Language support programmes have high standards and ensure that students acquire language skills in the context of the mainstream*

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[76] This task force was convened to promote thoughtful immigration policies and assess and respond to the profound challenges of integrating immigrants and building stronger communities on both sides of the Atlantic. It addresses its recommendations to European Union institutions and Member State governments, the governments of the United States and Canada, and state and local governments and civil society everywhere.
[77] English as an Additional Language Association of Wales (EALAW), www.ealaw.org.uk.
[78] National Association for Language Development in the Curriculum (NALDIC), www.naldic.org.uk
[79] The Northern Association of Support Services for Equality and Achievement (NASSEA), http://nassea.org.uk
[80] The North West Ethnic Minority Achievement Hub (NWEMA HUB), www.nwemahub.net
[81] Australia (Victoria), Canada (British Colombia) and Sweden.
[82] 'Language policies and practices for helping immigrants and second generation students succeed' by Gayle Christensen and Petra Stanat (The Transatlantic Taskforce on Immigration and Integration) 2007.

curriculum and can they integrate into classes suited to their age and level of ability;

- *Language support programmes are time intensive;*

- *Teachers instructing additional-language pupils have received specialised training (either pre- or in-service), with some completing postgraduate degrees in teaching the language of instruction as a second language;*

- *The most effective teacher training covers implicit and explicit language support. Explicit language support requires that teachers have strong linguistic knowledge, so that they can effectively teach grammatical structures. They must also be aware of the language structures that present the main hurdles in additional-language acquisition and how these can be overcome;*

- *Teachers of additional language pupils tend to cooperate with class teachers to ensure they meet the needs of immigrant students."*

3.5 The features of less successful countries were identified by the Task Force as being a: [83]

- *"Lack of explicit Curriculum framework documents;* and

- *Lack of certification programmes for teaching second-language pupils."*

3.6 In the UK, the EAL field is now well established. NALDIC, the national subject association for EAL, together with EALAW and the Scottish Association for Teachers of English as an Additional Language (SATEAL) in Scotland are professional bodies whose aim is to promote good practice in the support of additional language pupils of English. EALAW provided this study with a list of the key features it considers essential to good EAL practice.

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[83] Ibid.

3.7   Ofsted and Estyn, in their roles as inspectorates for education and skills, also evaluate EAL provision and identify good practice in this field. In relation to its Common Inspection Framework (2010), Estyn has produced *A Strategy and Guidance for Inspecting Literacy for Pupils aged 3 to 18 years* in 2011 and *Supplementary Guidance: Equality, Human Rights and English as an Additional Language* in 2013. Both documents present a list of questions in relation to EAL during Estyn inspections.

3.8   A DVD produced by WG, *Many Voices: One Wales,*[84] draws together examples of good practice in supporting EAL and WAL pupils from a variety of school settings across Wales, including Welsh-medium settings. This practical guidance for implementing effective practice was distributed to all primary, secondary, special and faith schools in Wales in 2010. It covers the following aspects: Arrival and Induction; Assessment; Identification of Special Educational Needs; Working Collaboratively; Multilingual Support; First/Home Language; Welsh-medium Settings; Mentoring and Listening to Children and Young People.

3.9   In England, the previous Department for Children, Schools and Families (DCSF) produced national guidance[85] for supporting 'new arrivals' in primary and secondary schools. Our interviews in Leicester confirmed that the features of this English EAL guidance are implemented as standard practice in Leicester city schools. Furthermore, these interviews drew attention to the importance of embedding responsibility for EAL within school senior management in order to avoid marginalisation, and the importance of opportunities for schools to serve as community language examination centres for pupils as well as community members to gain qualifications in their own languages.

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[84] Welsh Government (2010) 'Many Voices, One Wales': a DVD for schools on meeting the needs of pupils from minority ethnic backgrounds in Wales.
[85] DCSF (2007) 'New Arrivals Excellence Programme Guidance'.

3.10 Based on all the documentation reviewed and stakeholder and practitioner interviews, the key features of good practice in EAL Support include:

- Schools acknowledge and celebrate diversity, multiculturalism and multilingualism.

- Teachers, parents and pupils have high expectations for all pupils' performance.

- Prior to admission, schools collect as much detail as possible about a pupil's previous education and any other relevant information. These interviews are conducted in the language of the home either by teaching staff or via an interpreter. An individualised approach to learning is identified based on this background knowledge.

- New pupils and parents are well supported. For example, when they start, pupils are placed with a trained 'buddy' who, wherever possible, speaks the same language as the new arrival. The new arrivals may, for example, receive a booklet containing key vocabulary, a bilingual dictionary and they can borrow dual language or picture books that reflect their own experiences to take home. Parents and carers receive a welcome pack in their own language.

- All EAL pupils are assessed carefully using an appropriate assessment framework that is relevant and linked to their learning of the curriculum.

- Carefully targeted intervention runs alongside, not instead of, high quality classroom provision. EAL pupils, therefore, experience high-quality learning in the classroom as well as specific and personalised intervention programmes.

- Rigorous monitoring and assessment systems feed into individualised target-setting to ensure that each pupil is given the appropriate support.

- Pupils are actively involved. For example: acting as interpreters; recording bilingual audio books for other pupils; teaching other pupils about their other languages; give presentations to their peers about their heritage; EAL pupils self-assess their work and that of their peers so that they can identify points for development and be more involved in setting targets.

- Schools have and/or can draw upon a team of experienced and well-qualified specialist teachers managed by a member of the senior management team.

- Comprehensive training programmes use expertise within the school and the local specialist language service. For example, whole school training about how bilingual pupils achieve and learn as well as subject tailored training where the underperformance of pupils is identified.

- In schools, there is a focus on training and up-skilling school staff through INSET, coaching, mentoring, partnership teaching and capacity building to develop staff expertise in teaching EAL pupils.

- All teachers take full responsibility for EAL pupils' learning. They are aware of the importance of language and of explaining key words to ensure all pupils understand.

- Specialist EAL support teachers are on hand to advise other teachers about how to help pupils access the learning in class or identify blocks or gaps in learning.

- Specialist teachers demonstrate effective strategies such as scaffolding, the use of visual clues and repeated opportunities to rehearse the language used for specific tasks.

- Ensuring that the EAL team is embedded in the senior management structure of a school (or that senior management have direct representation in the EAL service) is essential to prevent EAL becoming marginalised or a 'bolt-on' service. This

arrangement promotes a 'whole school' ethos about creating and maintaining positive attitudes to bilingualism and appreciating languages other than English (or Welsh and English in the case of Wales).

- Systems are in place to ensure that support for pupils with additional language support needs is continuous between all phases of primary, secondary and further education.

- Schools act as exam centres for community languages to enable bilingual pupils to gain recognised credit for their achievements. Some schools negotiate English as a Foreign Language (EFL) provision in their Modern Languages curriculum to enable EAL pupils to take English as a 'foreign' language to provide another means for EAL students to gain an English language qualification.

- Schools have developed strong links with the community they serve, which add to valuing community languages and the support of parents. Partnerships with community language/complementary schools could enhance this process.

Checklist based upon a review of good practice

3.11 Based upon our review of good practice in EAL, we have drawn up the following 'good practice checklist'. This is used in chapter 6 to review the evidence gathered during this research exercise.

Guidance, management and co-ordination

- Is there an explicit policy of cultural diversity and support at national, LA and school levels in which pupils' WAL as well as EAL support needs are recognised?

- Is the concept of WAL as well as EAL embedded with senior management to avoid marginalisation?

- Are community languages included within school language policies in Welsh-medium and bilingual schools?

- Is WAL support determined at the local level but based on the National Curriculum, including language development frameworks and progress benchmarks?

- Are there collaborative partnerships between specialist achievement teachers, language support teachers, mainstream class teachers, subject teachers, Latecomer Centre and community language/complementary school teachers with regard to WAL?

- Do Welsh-medium/bilingual schools and Latecomer Centres have effective communication strategies and partnerships with parents/carers and BME communities?

Awareness, expertise and teacher training

- Do Welsh-medium/bilingual schools and Latecomer Centres acknowledge and celebrate diversity, multiculturalism and multilingualism?

- Is there a nationally consistent approach for teacher training and classroom pedagogy with regard to WAL?

- Have teachers, who teach WAL pupils, received specialised training (either pre- or in-service), with some completing postgraduate degrees in teaching Welsh as a second language?

Identifying and recording pupils' needs

- Do Welsh-medium/bilingual schools and Latecomer Centres collect details about a learner's previous education and use this information to identify an individualised approach to learning?

- Are all WAL pupils assessed and their progress monitored using an appropriate WAL assessment framework with step descriptors linked to the national curriculum?

- Have systems for tracking pupils' attainment/ achievement in Welsh, English and across the curriculum been developed and implemented?

- Is there rigorous monitoring of pupils' Welsh language acquisition which feeds into individualised target setting to ensure each child is given the appropriate support?

- Are there good quality resources available for WAL assessment and teaching?

Supporting and monitoring pupils' development

- Are new WAL pupils and parents well supported in schools and Latecomer Centres?

- Do schools recognise the distinctive needs of pupils learning WAL and EAL and adopt inclusive approaches that support pupils in the classroom and focus upon developing language skills that are relevant to the pupils' educational context?

- Do WAL pupils acquire Welsh language skills in the context of the mainstream curriculum and can they integrate into classes suited to their age and level of ability?

- Is there on-going WAL support for pupils between primary and secondary school level?

- Do Welsh language support workers / teaching assistants tend to cooperate with class teachers to ensure they meet the WAL and EAL needs of BME pupils?

- Is there collaboration between EAL/WAL experts and mainstream class teachers to jointly plan lessons and pedagogic strategies for the benefit of the class as a whole?

- Do schools act as exam centres for community languages to enable WAL pupils to gain qualifications in their home languages?

3.12 In Chapter 6, we review the evidence collected in this study against this checklist of good practice to identify gaps in the current provision for WAL.

4 The current situation in Welsh-medium and bilingual schools

4.1 This chapter presents the findings of this study with regard to the current situation in Welsh-medium and bilingual schools. We present the data provided to us by EMAS leads. Our findings in this section are also drawn from interviews with stakeholders, EMAS leads and case study school visits. We discuss each of the research questions listed under Objective 1 (see section 1.40) and present them under the following headings:

- Identifying and recording pupils' needs
- Supporting and monitoring pupils' development
- Awareness, expertise and teacher training
- Guidance, management and co-ordination

Identifying and recording pupils' needs

Assessing WAL pupils' language acquisition

4.2 This section considers the assessments used in Welsh-medium and bilingual schools to establish WAL pupils' level of acquisition in their first language, English, and Welsh. Evidence was drawn from EMAS data and interviews, case study school visits and stakeholder interviews.

First language assessments

4.3 Only a few EMAS teams conduct first language assessments with WAL pupils' on behalf of Welsh-medium and bilingual schools. Typically, an EMAS team member who was fluent in the learner's home language had conducted these. In the majority of cases, however, no initial assessment is conducted in WAL pupils' home language(s). The teachers interviewed with experience with 'late arrival' WAL pupils, felt

that this would be of benefit to them in order to have a better understanding of a new learner's existing linguistic and cognitive abilities and to support for that pupil accordingly from the outset.

English language assessments

4.4   In the Foundation Phase, teachers use the Child Development Assessment Profile (CDAP) assessments.[86] CDAP only assesses pupils' Welsh language development in accordance with the Welsh-medium curriculum. WAL pupils, who do not speak English and join a Welsh-medium or bilingual school at the beginning of the Foundation Phase, were reported to be assessed by teachers in the same way as their English-speaking peers. Schools typically assess pupils' English attainment level when English is introduced in KS 2 (in Year 3).

4.5   According to EMAS leads, some EMAS teams conduct routine EAL assessments with WAL pupils in Welsh-medium and bilingual schools during the Foundation Phase. Other EMAS only conduct WAL assessments and provide WAL support in line with the Foundation Phase Welsh-medium curriculum. A few EMAS leads said that they could assess need and provide support in either language, depending upon a learner's need for support within the curriculum.

4.6   Beyond the Foundation Phase, 'late arrival' primary and secondary school BME pupils who arrive in Welsh-medium and bilingual schools routinely have their EAL needs assessed by EMAS teams. EMAS staff typically conduct the EAL assessments. In a few cases, EMAS teams had trained and provided teachers with materials to be able to conduct the EAL assessments themselves.

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[86] In anticipation of the introduction of a revised form of assessment for the Foundation Phase, the CDAP is no longer a statutory assessment instrument. All the case study primary schools visited during October and November 2013 reported that they were continuing to use the CDAP in the absence of a new form of assessment, in order to capture the baseline information they needed for each pupil.

4.7 This study found that the EAL Five Stage Model is the standard assessment tool used throughout Wales for pupils of all ages. However, EMAS leads reported that the EAL model's five stages were too broad. Consequently, the majority of EMAS teams have developed their own systems in order to provide a more fine-grained analysis of pupils' progression and additional support needs. This suggests a need to consider adopting a more detailed language acquisition framework that is appropriate for EAL and possibly WAL and standardised throughout Wales.

Welsh language assessment

4.8 In the case of Welsh language assessments, data collected from EMAS leads and case study schools indicates that there is no standard approach to assessing WAL pupils' acquisition of Welsh. As indicated earlier in this report, this may reflect the absence of clear policy direction and that the concept of WAL is not currently recognised and/or well established in all EMAS and Welsh-medium/bilingual schools.

4.9 A critique shared by the majority of the EMAS leads interviewed and EALAW was that the existing Child Development Assessment Profile (CDAP) and National Curriculum assessment tools as well as the new LNF are based on normative national standards that do not currently account for the experience of WAL and EAL pupils.

4.10 Teachers, who were interviewed in the case study school visits, said that the current LNF and National Curriculum do not enable their assessments to capture early / emergent language and literacy in detail. It was felt that extending the LNF to recognise the different starting point of WAL pupils at the beginning of the Foundation Phase was necessary. In addition, they felt that the different position of 'late arrival' WAL pupils who may join a school towards the end of the Foundation Phase or during KS2, KS3 or KS4 should be recognised.

"Additional language learners are diverse in many respects, including their levels of prior educational experience, first/home language literacy and their levels of proficiency in Welsh and English. Consequently their language development profiles will also vary and are likely to differ in several respects from those of most Welsh first language and Welsh second language learners. Therefore, there is a need for a national assessment scheme to be developed which can accommodate this diversity and complement the current mainstream forms of assessment. It should be firmly rooted in the development of language across the whole curriculum."[87]

4.11 The awareness of WAL-specific issues, as well as the experience of supporting pupils with WAL support needs varies considerably among EMAS leads and case study schools. *"'WAL' is not a concept in local Welsh medium schools",* reported one EMAS lead, "*there is no definition of a 'WAL' learner or 'WAL needs'".*

4.12 Some EMAS leads, where schools receive BME background 'late arrival' pupils, who have no prior knowledge of Welsh or English, were familiar with WAL as a concept and they were very clear that such WAL pupils had distinctive language support needs that were different to those of other pupils. "*I'm glad that the concept of WAL is now getting some recognition,*" commented one head teacher.

4.13 The National Curriculum assessments, which are a statutory assessment for all schools, are the only assessments used in eight LAs for measuring all pupils' progress in Welsh. EMAS teams are not involved in these assessments. In this respect, there is no differentiation between WAL pupils and their peers in terms of method of assessment. In case study visits, teachers reported that National Curriculum assessments alone do not provide a means of distinguishing in detail between different pupils' progress in acquiring Welsh.

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[87] EALAW response in stakeholder interview.

4.14 In the case of the two Convergence LAs, who currently use a Welsh translation of the EAL Five Stage Model for this purpose, both EMAS leads reported that the EAL tool was used as guidance in the absence of a specific WAL assessment. They felt that this approach "*provides a means of tracking the linguistic dimension of a learner's progress and attainment in Welsh in more detail than is possible using National Curriculum assessments alone*".[88] A further 12 LAs reported that when/if they had to assess pupils' WAL needs, they would also use the EAL Five Stage model,[89] together with input from a Welsh speaker (from EMAS team or school) to form their assessment and allocation of support.

4.15 The consensus from interviews was that the EAL Five Stage Model serves a number of useful functions for EAL and WAL assessments, which are to::

- weight and allocate MEAG funding to different LAs;
- make provisional decisions about support allocations; and
- inform teachers about the general level of proficiency of a pupil.

4.16 As such, the model was widely considered by EMAS leads and EALAW as providing some (albeit limited) means of assessing a learner's general proficiency in WAL. However, EMAS leads and EALAW emphasised that the EAL Five Stage Model is a 'broad-brush, best-fit' assessment model that is inadequate for assessing developmental progress in detail and over time in either Welsh or English.

> "*It would be very useful for a more detailed and sophisticated national model of additional language development for EAL/WAL to be produced, which schools and LAs could use as a consistent means of tracking learners' EAL/WAL development through time, possibly aligned to and complementing the Five Stage Model. For consistency, such a scheme ought to have an identical general*

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[88] EMAS leads were interviewed in April and May 2013, prior to the introduction, in September 2013, of the new Literacy and Numeracy Framework.
[89] The majority of EMAS leads were not aware that two LAs had translated the model into Welsh.

progression structure for both languages but with some variation in the content statements for each language based on well-researched and observed differences in patterns of acquisition." [90]

Availability and quality of quantitative WAL data

4.17 Only two LAs routinely assess pupils' WAL acquisition levels and are therefore able to provide reliable data on pupils' WAL support needs. In absence of this routine assessment, the other LAs, sought information from relevant schools in their area and/or used PLASC data as a proxy to identify pupils with potential WAL support needs. As such, the data in this report provides only an estimate of the numbers of WAL pupils. Furthermore, it is generally not possible to ascertain what level of WAL support these pupils might need.

4.18 Given the incompleteness and inaccuracy of the data, the data in this chapter need to be treated with caution. Further research directly with schools would be required to establish an accurate baseline data for all LAs.

4.19 The lack of availability and quality of WAL data provided by the majority of EMAS reflects the lack of guidance at WG policy level. In particular, it reflects the absence of a nationally recognised WAL assessment framework whereby pupils' stages in acquiring WAL and their level of Welsh language support need can be recorded (in PLASC as they are for EAL) and their progress can be monitored.

WAL pupils

4.20 The case study visits and interviews with teachers and pupils confirm that WAL pupils are a heterogeneous group with differing language skills and language acquisition support needs. Some WAL pupils had arrived

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[90] EALAW response in stakeholder interview

in school with little or no knowledge of either Welsh or English. Parental support varied with regard to the amount of Welsh and or English language support they can provide their child. Some had parents who were also completely new to Welsh and English. Other pupils had one or more parents who had varying levels of proficiency in Welsh and/or English. In this respect, the WAL pupils interviewed for this study reflect the heterogeneity of the WAL and EAL pupils various parts of Wales.

Number of Welsh-medium and bilingual pre-schools, primary and secondary schools

4.21 This section presents the number of Welsh-medium/bilingual pre-schools in statutory settings, primary and secondary schools reported by each EMAS lead for their LA in 2013.

4.22 Table 1 shows there were a total of 327 Welsh-medium and bilingual pre-schools[91] and 505 such primary schools in Wales in 2013. The number and proportion of Welsh-medium and bilingual pre-schools and primary schools varies significantly from one part of Wales to another. The majority are located in the Convergence Areas. Compared to the total number of primary schools[92], in several Convergence LAs (Anglesey, Carmarthenshire, Ceredigion, Conwy, Gwynedd, and Denbighshire), all or most primary schools are Welsh-medium/bilingual.[93]

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[91] The pre-schools reported by EMAS leads were all located in Welsh-medium or bilingual primary schools.
[92] PLASC 2013, https://statswales.wales.gov.uk/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Schools
[93] The same comparison cannot be made for pre-schools, since this type of school is not covered separately in PLASC.

Table 1: Number of Welsh-medium and bilingual pre-schools (age 3-4) and primary schools (age 5-11)[94]

Local Authority	Welsh-medium		Dual Stream		Transitional WM with sign. use of English		English (with significant Welsh)		Total	
	Pre-school	Primary	Pre-school	Primary	Pre-school	Primary	Pre-school	Primary	Pre-school	Primary
Isle of Anglesey	39	47	0	0	1	1	0	0	40	48
Blaenau Gwent	1	1	0	0	0	0	0	0	1	1
Bridgend	4	4	0	0	0	0	0	0	4	4
Caerphilly	11	11	0	0	0	0	0	0	11	11
Carmarthenshire	12	59	4	11	1	3	4	7	21	80
Ceredigion	6	44	1	2	0	0	1	6	8	52
Conwy	23	23	2	2	0	0	8	9	33	34
Denbighshire	14	14	3	3	0	0	4	4	21	21
Gwynedd	92	100	0	0	0	0	1	1	93	101
Merthyr	2	2	0	0	0	0	21	21	23	23
Neath Port Talbot	11	11	0	0	0	0	0	0	11	11
Pembrokeshire	12	12	5	5	2	2	3	3	22	22
Rhondda Cynon Taf	-	13	-	3	-	0	-	0	0	16
Swansea	11	11	0	0	0	0	0	0	11	11
Torfaen	3	3	0	0	0	0	0	0	3	3
Convergence Area Total	**241**	**355**	**15**	**26**	**4**	**6**	**42**	**51**	**302**	**438**
Cardiff	0	15	0	2	0	0	0	0	0	17

[94] Overall, figures provided by EMAS leads concur with PLASC. Differences may be due to EMAS leads classifying certain schools differently to how schools were recorded in PLASC. Where figures differ, the PLASC records for the total number of Welsh-medium and bilingual primary schools in 2013 are: Anglesey 47, Carmarthenshire 78, Ceredigion 51, Conwy 37, Gwynedd 102, Merthyr 3, and Rhondda Cynon Taf 18.

Local Authority	Welsh-medium		Dual Stream		Transitional WM with sign. use of English		English (with significant Welsh)		Total	
	Pre-school	Primary	Pre-school	Primary	Pre-school	Primary	Pre-school	Primary	Pre-school	Primary
Flintshire	5	5	0	0	0	0	0	0	5	5
Monmouthshire	0	2	0	0	0	0	0	0	0	2
Newport	3	3	0	0	0	0	0	0	3	3
Powys	-	10	-	13	0	0	0	0	0	23
Vale of Glamorgan	7	7	0	0	0	0	0	0	7	7
Wrexham	5	5	5	5	0	0	0	0	10	10
Competitive. Area Total	**20**	**47**	**5**	**20**	**0**	**0**	**0**	**0**	**25**	**67**
Wales Total	**261**	**402**	**20**	**46**	**4**	**6**	**42**	**51**	**327**	**505**

Key: - = data not provided
Source: Data provided by EMAS leads in May – July 2013

Table 2: Number of Welsh-medium and bilingual secondary schools[95]

Local Authority	Welsh-medium	A Bilingual	B Bilingual	C Bilingual	CH Bilingual	English (with significant Welsh)	Total
Isle of Anglesey	0	0	4	0	0	1	5
Blaenau Gwent	0	0	0	0	0	0	0
Bridgend	1	0	0	0	0	0	1
Caerphilly	1	0	0	0	0	0	1
Carmarthenshire	0	3	0	3	0	4	10
Ceredigion	0	2	3	1	0	0	6
Conwy	1	0	1	0	0	0	2
Denbighshire	1	0	2	0	0	0	3
Gwynedd	6	3	1	0	3	1	14
Merthyr	0	0	0	0	0	0	0
Neath Port Talbot	1	0	0	0	0	0	1
Pembrokeshire	0	1	0	0	0	1	2
Rhondda Cynon Taf	3	0	0	0	0	1	4
Swansea	2	0	0	0	0	0	2
Torfaen	1	0	0	0	0	0	1
Convergence Area Total	**17**	**9**	**11**	**4**	**3**	**8**	**52**
Cardiff	3	0	0	0	0	0	3
Flintshire	1	0	0	0	0	0	1
Monmouthshire	0	0	0	0	0	0	0
Newport	0	0	0	0	0	0	0
Powys	0	0	2	2	0	2	6
Vale of Glamorgan	1	0	0	0	0	0	1
Wrexham	1	0	0	0	0	0	1
Competitive. Area Total	**6**	**0**	**2**	**2**	**0**	**2**	**12**
Wales Total	**23**	**9**	**13**	**6**	**3**	**10**	**64**

Source: Schools by sector and Welsh medium type for each LA in Wales, from the school census (PLASC) January 2013.[96]

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[95] In Table 2, LA's were provided with PLASC data for secondary schools, which they were asked to check. In all other tables the data are provided by the LA.
[96] http://wales.gov.uk/statistics-and-research/?lang=en&all=true#/statistics-and-research/?topic=Education+and+skills&lang=en.

4.23 On the whole, EMAS leads confirmed the figures for secondary schools recorded in PLASC 2013.[97] According to the data, there were 64 Welsh-medium and bilingual secondary schools in Wales in 2013 (Table 2). Fifty-two of these were located in the Convergence LAs and a further 12 in the Competitiveness LAs. Four LAs have no Welsh-medium or bilingual secondary schools at present. These are the two Convergence LAs of Blaenau Gwent and Merthyr and the two Competitiveness LAs of Monmouthshire and Newport.

Number of BME pupils with WAL needs

4.24 The data in this section were largely sourced by EMAS leads through schools or by using PLASC data as a proxy to establish the number of pupils with potential WAL support needs. Due to a number of unverified discrepancies and incompleteness of parts of the data requested from LAs, we present in this section only data on the estimated number of WAL pupils per school. Tables 3 to 5 present ranges of the number of WAL pupils per schools which may be considered as an indication of the true value. However, it was not possible to get a comprehensive picture on the attainment levels of these pupils. The data provided in this section should be interpreted and used with caution.

<u>Pre-schools in statutory settings</u>

4.25 Sixteen percent (n=48)[98] of pre-schools were reported to have WAL pupils (Table 3). Pre-schools in statutory settings typically have small numbers of WAL pupils. In the Convergence LA's, there were 36 pre-schools with between one and five WAL pupils. In the Competitiveness LAs, there were three such schools. The data indicates that the majority of WAL pupils in statutory settings are isolated pupils. Evidence from interviews indicates that EMAS services are not always able to support

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[97] The only small discrepancy is in the case of Ceredigion. The EMAS lead included a recently established school for three to19 year olds, giving a total of six secondary schools rather than the five secondaries and one middle school recorded in PLASC.
[98] Due to some LAs not being able to provide this data, the total number of schools in Table 3 (n=294) does not match with Table 1 (n=327)

all isolated pupils due to the geographical dispersion of these pupils and the limited time and resources available.

4.26 Based on the populations sizes of WAL pupils in Welsh-medium and bilingual pre-schools (see Table 3), the estimated total number of pre-school WAL pupils lies between 98 and 295[99].

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[99] The range minimum and range maximum multiplied by the number of schools.

Table 3: Number of pre-schools with WAL pupils[100]

Local Authority	Number of pre-schools with BME WAL pupils						
	0 pupils	1-5 pupils	6–10 pupils	11–20 pupils	21-51+ pupils	Total schools	Total schools with WAL pupils
Isle of Anglesey	34	6	0	0	0	40	6
Blaenau Gwent	1	0	0	0	0	1	0
Bridgend	4	0	0	0	0	4	0
Caerphilly	11	0	0	0	0	11	0
Carmarthenshire	15	2	0	0	0	17	2
Ceredigion	4	1	2	1	0	8	4
Conwy	29	6	2	0	0	37	8
Denbighshire	18	3	0	0	0	21	3
Gwynedd	76	12	4	0	0	92	16
Merthyr	23	0	0	0	0	23	0
Neath Port Talbot	11	0	0	0	0	11	0
Pembroke-shire	-	-	-	-	-	-	-
Rhondda Cynon Taf	-	-	-	-	-	-	-
Swansea	5	6	0	0	0	11	6
Torfaen	3	0	0	0	0	3	0
Convergence Area Total	**234**	**36**	**8**	**1**	**0**	**279**	**45**
Cardiff	-	-	-	-	-	-	-

[100] There are discrepancies between the figures given in Table 1 and Table 3 in the case of Conwy, Gwynedd and Carmarthenshire due to EMAS leads using different data sources.

Local Authority	Number of pre-schools with BME WAL pupils						
	0 pupils	1-5 pupils	6–10 pupils	11–20 pupils	21-51+ pupils	Total schools	Total schools with WAL pupils
Flintshire	2	3	0	0	0	5	3
Monmouthshire	0	0	0	0	0	0	0
Newport	3	0	0	0	0	3	0
Powys	-	-	-	-	-	-	-
Vale of Glamorgan	7	0	0	0	0	7	0
Wrexham	-	-	-	-	-	-	-
Competitive. Area Total	**12**	**3**	**0**	**0**	**0**	**15**	**3**
Wales Total	**246**	**39**	**8**	**1**	**0**	**294**	**48**

Key: - = data not provided
Source: Data provided by EMAS leads in May – July 2013

4.27 EMAS respondents drew attention to the issue that non-English-speaking WAL pupils starting school at the beginning of pre-school were not always recognised as possibly having different Welsh language acquisition support needs to their English-speaking peers. This view was confirmed by the views of some of the teachers in the case study schools who reported that "all pupils are the same here, none of them come from Welsh-speaking homes".

4.28 According to teachers, the immersion pedagogy used in Welsh-medium and bilingual pre-schools depends upon teachers and pupils having a shared understanding of English language and culture. Teachers typically depend upon the use of English if a pupil cannot follow in Welsh. Pupils who do not have English language proficiency could therefore be disadvantaged. Pupils who have no initial proficiency in English or Welsh will need to employ different strategies to make sense of the new linguistic world they encounter in school.[101] Foundation Phase practitioners need to be aware of the additional challenge pupils with limited early language acquisition in English can face in Welsh immersion pre-school settings, even if their emergent Welsh language skills level appear similar to those of their peers. There is a need for further research to understand the emergent multilingual language and literacy acquisition of WAL pupils in order to inform pedagogical practice during the Foundation Phase.

4.29 Collecting information about home language and cultural backgrounds would enable teachers to build on their pupils' knowledge of other languages and cultures to develop their new acquisition of Welsh and English. Whilst schools attempt to collect this information at the point a pupil joins a school, evidence suggests that there is a tendency among some parents to report that English is the language of the home when, in fact, teachers suspected that this was not the case. Teachers reported that this was a sensitive issue, which they felt was difficult to discuss with parents. In these cases, schools need to be proactive in

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[101] Gregory, E. (1996) Making Sense of a New World: learning to read in a second language. London: Paul Chapman.

demonstrating to pupils and parents that the school values community languages. All parents/carers need to feel encouraged to value their home language(s) and to support their child's learning of their home language in addition to acquiring Welsh and English as additional languages in school.

<u>Primary schools</u>

4.30 Just under a third (30 percent, n=150) of stated Welsh-medium and bilingual primary schools were reported to have WAL pupils (Table 4)[102]. These were distributed across most (15 out of 22) of the LAs in Wales. Gwynedd is the Convergence LA with the largest number of primary schools (n = 55) with WAL pupils[103], which is expected due to it having the highest number of Welsh-medium and bilingual primary schools in Wales. Conwy, Carmarthenshire and Denbighshire were each reported to have over ten primary schools with WAL pupils. The total number of primary WAL pupils is expected to be between 460 and 1240.[104]

4.31 As with pre-schools, Welsh-medium and bilingual primary schools typically have small numbers of WAL pupils. In the Convergence LAs, there were 105 primary schools with between one and five WAL pupils. In the Competitiveness LAs, there were 15 such schools. The data indicates that the majority of BME pupils, who may potentially have WAL support needs in Welsh-medium and bilingual primary schools, are often isolated pupils.

4.32 However, there were also two schools with between 21 and 50 WAL pupils each and another two schools with between 51 and 100 pupils who, according to the local EMAS lead, were "*learning both Welsh and English as additional languages to access the curriculum*".

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[102]The discrepancy between the number of primary schools given in Table 1 (n= 505) and Table 4 (n=500) are due to inconsistencies in the data available to EMAS leads.
[103] Data were verified with 12 primary schools. Figures for other schools are an estimate derived from PLASC data.
[104] The range minimum and range maximum multiplied by the number of schools.

Table 4: Number of primary schools with WAL pupils[105]

Local Authority	Number of primary schools with BME WAL pupils								
	0 pupils	1-5 pupils	6–10 pupils	11–20 pupils	21–50 pupils	51–100 pupils	100+ pupils	Total schools	Total with WAL pupils
Isle of Anglesey	40	6	2	0	0	0	0	48	8
Blaenau Gwent	1	0	0	0	0	0	0	1	0
Bridgend	4	0	0	0	0	0	0	4	0
Caerphilly	11	0	0	0	0	0	0	11	0
Carmarthenshire	59	12	1	0	0	0	0	72	13
Ceredigion	48	3	1	0	0	0	0	52	4
Conwy	17	14	2	5	0	0	0	38	21
Denbighshire	9	10	2	0	0	0	0	21	12
Gwynedd	46	42	6	3	2	2	0	101	55
Merthyr	23	0	0	0	0	0	0	23	0
Neath Port Talbot	8	3	0	0	0	0	0	11	3
Pembrokeshire	19	3	0	0	0	0	0	22	3
Rhondda Cynon Taf	11	5	0	0	0	0	0	16	5
Swansea	3	6	2	0	0	0	0	11	8
Torfaen	2	1	0	0	0	0	0	3	1
Convergence Area Total	**301**	**105**	**16**	**8**	**2**	**2**	**0**	**434**	**133**
Cardiff	10	7	0	0	0	0	0	17	7
Flintshire	2	3	0	0	0	0	0	5	3

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[105] There are discrepancies between the figures given in Table 2 and Table 5 in the case of Conwy, Gwynedd and Carmarthenshire. This is due to EMAS leads using different data sources and data provided by schools being incomplete.

Local Authority	Number of primary schools with BME WAL pupils								
	0 pupils	1-5 pupils	6–10 pupils	11–20 pupils	21–50 pupils	51–100 pupils	100+ pupils	Total schools	Total with WAL pupils
Monmouthshire	1	1	0	0	0	0	0	2	1
Newport	3	0	0	0	0	0	0	3	0
Powys	23	0	0	0	0	0	0	23	0
Vale of Glamorgan	7	0	0	0	0	0	0	7	0
Wrexham	4	4	2	0	0	0	0	10	6
Competitive. Area Total	**50**	**15**	**2**	**0**	**0**	**0**	**0**	**67**	**17**
Wales Total	**351**	**120**	**18**	**8**	**2**	**2**	**0**	**501**	**150**

Source: Data provided by EMAS leads in May – July 2013

4.33 Several case study primary schools had experience with BME pupils, who had no prior knowledge of Welsh or English on arrival, entering school towards the end of the Foundation Phase (in Year 1) or later. Teachers in these schools reported that such pupils faced a greater challenge than English-speaking 'late arrivals' due to their need to acquire both languages simultaneously. These teachers identified a clear difference in the additional language support needs of WAL/EAL pupils. These differences included: the challenge of understanding the routines and practices of their new learning environment and communicating with peers and staff.

4.34 Teachers reported that for some WAL pupils, accessing formal schooling was a new experience. Being new to literacy in their own language as well as in Welsh and English was also a common factor. In some cases, pupils who were familiar with literacy practices in their own language(s) were new to the conventions of an alphabetic writing script.

4.35 The challenges around the communication of non-English speaking WAL pupils were exacerbated when teachers and other pupils had no knowledge of the learner's home language, and where there was no/limited access to translation facilities/support. Case study teachers in schools and Latecomer Centres, who did not receive EMAS support in these instances, were not aware of the funding available to provide translation support/facilities for WAL pupils.

Secondary schools

4.36 According to the data received from EMAS leads, just over half (51 percent, n=29) of stated Welsh-medium and bilingual secondary schools have WAL pupils (Table 5). The highest number of secondary schools with such pupils were in the Convergence LAs of Gwynedd and Anglesey, with 12 and five schools respectively.

4.37 The estimated total number of WAL pupils in secondary schools lies between the range of 228 and 430[106].

4.38 The majority of schools were reported to have small numbers of WAL pupils. Fourteen secondary schools had between one and five WAL pupils and 10 schools had between six and 10 such pupils. This indicates a general prevalence of isolated WAL pupils at all levels of education. However, two schools had comparatively large WAL learner cohorts; one school had 21 to 50 and another school over 100 WAL pupils.

4.39 Three LAs, who reported WAL pupils in primary school (Ceredigion, Carmarthenshire and Pembrokeshire), indicated that none of their secondary schools have WAL pupils. It was reported that WAL pupils who access Welsh-medium pre-school and primary schools are currently opting for English-medium education at secondary school level. The investigation of this phenomenon was outside the scope of this research study. Evidence gained from another LA indicates that there are processes in place whereby a pupil's need for ongoing WAL support is identified and addressed when transferring to secondary school (see section 4.64). However, other LAs did not commonly report this.

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[106] The range minimum and range maximum multiplied by the number of schools.

Table 5: Number of secondary schools with WAL pupils

Local Authority	Number of secondary schools with BME WAL pupils								
	0 pupils	1-5 pupils	6–10 pupils	11–20 pupils	21–50 pupils	51–100 pupils	100+ pupils	Total schools	Total with WAL pupils
Isle of Anglesey	0	1	2*	2*	0	0	0	5	5
Bridgend	1	0	0	0	0	0	0	1	0
Caerphilly	1	0	0	0	0	0	0	1	0
Carmarthenshire[107]	3	0	0	0	0	0	0	3	0
Ceredigion	6	0	0	0	0	0	0	6	0
Conwy	0	2	0	0	0	0	0	2	2
Denbighshire	0	0	1	1	1	0	0	3	3
Gwynedd	2	7	4	0	0	0	1	14	12
Neath Port Talbot	1	0	0	0	0	0	0	1	0
Pembrokeshire	2	0	0	0	0	0	0	2	0
Rhondda Cynon Taf	3	1	0	0	0	0	0	4	1
Swansea	0	1	1	0	0	0	0	2	2
Torfaen	1	0	0	0	0	0	0	1	0
Convergence Area Total	**20**	**12**	**8**	**3**	**1**	**0**	**1**	**45**	**25**
Cardiff	1	1	1	0	0	0	0	3	2
Flintshire	0	1	0	0	0	0	0	1	1
Powys	6	0	0	0	0	0	0	6	0

[107] There is some discrepancy between the figures in Table 2 and Table 5, due to figures of WAL learners in secondary schools being incomplete.

Local Authority	Number of secondary schools with BME WAL pupils								
	0 pupils	1-5 pupils	6–10 pupils	11–20 pupils	21–50 pupils	51–100 pupils	100+ pupils	Total schools	Total with WAL pupils
Vale of Glamorgan	1	0	0	0	0	0	0	1	0
Wrexham	0	0	1	0	0	0	0	1	1
Competitive. Area Total	**8**	**2**	**2**	**0**	**0**	**0**	**0**	**12**	**4**
Wales	**28**	**14**	**10**	**3**	**1**	**0**	**1**	**57**	**29**

Key:* = denotes pupils are in a bilingual school. The data available to the respondent did not indicate if the pupils are in the Welsh or English medium stream.

Source: Data provided by EMAS leads in May – July 2013

Type of support needs

4.40 EMAS leads were also asked to provide data on the number of pupils i) identified as underachieving; and ii) in need of support to achieve a qualification in their home language. The data received from EMAS leads was incomplete and in many cases could not be verified with schools. Therefore, data in this section should be interpreted and used with caution. In our analysis, qualitative data were used, where quantitative data are inconclusive.

<u>BME pupils assessed as underachieving</u>

4.41 Despite the unavailability of data at the time of the study, it was evident that some EMAS teams do routinely collect data on WAL pupils' attainment in relation to National Curriculum outcomes and had systems in place to track those who needed additional support in this regard. However, BME pupil attainment data are not routinely shared between schools and EMAS.

4.42 Several case study schools identified WAL pupils who, as they progressed through the school, came to outperform their peers. This was generally the case when pupils had arrived at the beginning of the Foundation Phase. A number of schools emphasised the challenge they faced in ensuring that 'late arrival' pupils attained the expected outcome in Welsh at the end of KS2.

4.43 Case study visits to schools also identified a few WAL pupils who were 'under attaining' and were considered to have educational support needs in addition to WAL and EAL support. This was based on teachers' judgement in the absence of any first language assessments. Where teachers and pupils had no common language, teachers reported that it could be more difficult to clearly identify reasons leading to under-attainment and, therefore, felt less confident that they were adequately

addressing their needs. These teachers felt strongly that initial assessments in a pupil's first/home language would help identify any additional support needs.

<u>BME pupils requiring support to gain a qualification in their home language(s)</u>

4.44 Support to gain qualifications in a learner's first language is typically done through preparation to take GCSE exams in community languages. In the 14 LAs who provided data, seven WAL pupils at secondary school level were reported to require support to gain qualifications in their first language. Some of this support was provided through tuition by EMAS. In other cases, school staff were able to provide the tuition pupils required.

4.45 One secondary school we visited provided the opportunity for BME pupils to take a GCSE in Polish. This school bought in the services of an external tutor to prepare pupils for this exam.

4.46 Overall, this study indicates that Welsh-medium and bilingual schools do not provide many opportunities for pupils to sit a GCSE exam in their home language(s). However, due to incompleteness, these data are not reliable. Previous research on community language support in secondary schools across Wales found that there are limited opportunities for pupils to gain qualifications in community languages.[108] This suggests that there is a need for Welsh-medium and bilingual schools to be encouraged to develop an ethos that explicitly values pupils' home/community languages and encourages BME pupils to seek qualifications in those languages. EMAS respondents reported having staff who were speakers of several community languages. There could be more scope for Welsh-medium/bilingual schools to consider collaborating with EMAS teams and local community members to identify

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[108] CILT Cymru, the National Centre for Languages and CILT, the National Centre for Languages (2010) The provision of support for community languages in secondary schools in Wales: A research report, commissioned by the Welsh Assembly Government.

ways to support BME pupils to gain a qualification in their home language(s).

Data collected by schools on WAL pupils and their support needs

4.47 Evidence gained through interviews with EMAS leads and case study school visits indicates that schools in all LAs have well established processes in place for the routine assessment, collation and monitoring of pupil performance data in accordance with the National Curriculum requirements. All schools manage pupil data electronically using programmes such as *Incerts* and *SIMS*. In this regard, WAL pupils are subject to the same assessment and monitoring practices as their non-WAL peers.

4.48 All the case study schools visited emphasised that they assess, track and support all pupils according to their individual needs and, in doing so, are able to identify any additional support needs. In some LAs, it was reported that such systems can be analysed by ethnicity in order to identify and track WAL pupils' progress.

4.49 However, few LAs, EMAS teams and schools currently collect and share WAL specific data. Several teachers commented that incorporating WAL specific descriptors within their current data collection programme (e.g. *SIMS* and *Incerts*) would enable their individual learner assessments to be more specific for WAL pupils.

Box 1: Case study – WAL data collected by schools to assess and track learner progress

One LA reported that schools complete a background information form to collect information about the BME pupils' personal details, previous education and home information. This information is used to provide the foundation for planning strategies to ensure the pupil accesses the curriculum and is able to achieve their potential. Schools complete a support request form. This provides information about the learning setting within the school, the strategies already used to date and the learning needs of the pupil. Schools are asked to make termly assessments using the Five Stage Model to determine the WAL learner's level of language acquisition. The data enables the EMAS service to track and monitor each pupil's attainment. A

register of all EAL/WAL pupils is regularly updated to ensure that progress is being made and to identify any additional support needs.

In another LA, an initial assessment is made against the Five Stage Model. This information is then added to the county data bank and reviewed for each pupil twice a year. This information is used to track the pupil's progress and if a learner does not make the progress expected, then it is picked up on by EMAS and schools to review a pupil's need for additional support accordingly. This assessment and monitoring is carried out jointly by EAL/WAL support staff and teachers. In pre-school and primary schools, teaching staff and support workers keep daily and weekly records of the work completed by each pupil and identify areas that need extra input. Additionally, at primary school level, National Curriculum core subject indicators in Welsh, English, Maths and Science are also compared with a pupil's peer groups.

4.50 The information provided by EMAS leads and schools suggests that all schools and LAs have well established systems and procedures in place for collecting and monitoring data regarding pupils' EAL acquisition and national curriculum progress. However, this is not the case for WAL acquisition due to there being no current requirement for schools to specifically capture WAL data.

Tools and materials for assessment and support

4.51 Several EMAS respondents felt that there was not as much variety of materials and tools available to use to assess a pupils' additional language acquisition in Welsh in comparison with those available in English. In general, EMAS had a good range of multilingual and multicultural teaching resources and material for EAL pupils, but limited or no such resources for WAL. EMAS leads said they would welcome more Welsh language assessment tools being produced.

Box 2: Case study – EMAS resource library

One Regional Consortium has a very extensive resource library which contains, for example, dictionaries, factual books and story books in 31 community languages. This collection of multicultural resources also includes, for example: books and resources on a wide range of countries, religions, cultures and festivals; English grammar games; maths resources; teaching packs and Talking Pens with English, Maths and Science Terms in 15 languages. The Resource Centre in a school. All consortia schools can borrow the majority of the resources without charge. A catalogue of its library resources is available on the consortium website.

4.52 Visits to schools identified a number of resources that have been produced specifically for early Welsh language development and Welsh language/literacy support in Welsh-medium contexts[109]. One key issue for practitioners was the need for linguistically simplified Welsh language materials that were age appropriate for older 'latecomer' WAL pupils. Most schools had limited access to resources relevant to the languages and cultures of their WAL pupils. Only one of the schools visited was aware, for example, of the tool produced by *EMAS UK*[110] which is an on-line tool that supports the teaching and learning of EAL pupils in 51 languages, including Welsh. The findings of this study suggest that steps to facilitate teaching staff's awareness and access to multilingual and multicultural resources would be beneficial at LA, Regional Education Consortium or national level.

Supporting and monitoring pupils' development

Integrating WAL pupils in class and providing support throughout the curriculum

4.53 Only a minority of case study schools reported providing specific support for the integration of WAL pupils in pre-school and reception classes. "*Integration is no different to other learners*" explained one teacher. Some schools reported that they monitor a new pupils' behaviour and welfare and generally 'keep an eye on' them. One of the schools visited explained that the first term (and longer, if necessary) was dedicated to helping a new WAL learner settle and feel at home in the school, before introducing any formal expectation to work on curriculum related tasks.

4.54 It was reported by the majority of schools visited that a WAL pupil's arrival in Foundation Phase is easier to manage due to higher staffing

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[109] Hwb - the all Wales Learning Platform https://hwb.wales.gov.uk/home/Pages/Home.aspx
[110] EMAS UK is a resource package that has four strands: 'Talking Tutor' (Welsh not included); 'Text Tutor' (available for 51 languages, including Welsh); 'Two Can Talk' (translates spoken language from one language to another) and 'Text Translator' (which translates written texts from one language to another).

ratios, classroom assistants and small intervention groups. Activities are conducted in small groups and creative play helps pupils integrate, therefore "*integration happens naturally at this age*", said one teacher. Pupils were typically reported to "*find their own friends*". Only two schools reported using a 'Buddy system'. In one of these schools, each 'new arrival' WAL learner was assigned two buddies each, one WAL learner and a Welsh-speaking child. Two schools mentioned using the services of a Polish support worker to help settle and provide translation and emotional support to a new WAL pupil.

4.55 In interviews with pupils, friends were reported to play an important role in helping them to feel integrated in class and to provide help with school work. Three of the secondary school age pupils interviewed, specifically mentioned that, outside of lessons, they had felt 'shy' and 'not known anyone in the playground'. One primary school WAL pupil was reported by teachers to engage in aggressive behaviour against other pupils during break times. Overall, the data gathered suggests that learner integration may benefit from being more formally organised and planned in order to provide additional support to integrate WAL pupils with their peers in a new learning environment.

Parental involvement in the process of integrating pupils in school

4.56 Few of the schools visited provided specific examples of parents being involved in integrating their children in their new school. There was one example of a parent attending pre-school with her child to help the new pupil integrate.

4.57 Most case study schools reported being in close, often daily contact, with parents to provide feedback on their child's wellbeing and activities in school and to make decisions regarding the pupil. One school reported that its general information packs for parents were produced in Welsh, English and Polish.

Box 3: Case study – involving parents

In one primary school, teachers took photos and made short video clips of a WAL learner's activities in school each day. Parents were shown these and any examples of a pupil's work when they came to collect the child from school in order to help the parent have an understanding of their child's integration and progress. Parents and teachers communicated through gesture and by using the translation app on the parents' phone. Initial meetings between the school and parents were conducted via translators - in person with a Polish speaker supplied by the EMAS team; and on the phone via a three-way phone translation service.

Services provided to help WAL pupils improve their level of achievement in Welsh and English and the National Curriculum

4.58 One of the schools visited reported that an initial support plan was developed in collaboration with EMAS advice. In most case study schools, it was teachers in collaboration with Literacy Coordinators/ Head of Welsh/ SENCo who collaborated internally to review and plan support for individual WAL pupils without EMAS involvement.

4.59 In the majority of schools visited for case studies, classroom assistants (CAs) are used, where available, to provide on-going, individually tailored/ small group in-class support for short periods (e.g. five minutes) at a time. Teachers reported that this kind of support can be provided regularly and throughout the day as required. Teachers felt, however, that CAs were also needed to provide additional support to many pupils with other additional needs. They felt that additional classroom assistant resources were required in order to meet all of their pupils' additional WAL support needs.

4.60 At KS2, KS3 and KS4, there are fewer classroom assistants on hand to provide additional in-class support. At this stage, we found that targeted support tends to be provided by language and numeracy support teachers. Where possible, schools had secured additional one-to-one or small group support from an external agency (such as EMAS, Athrawon Bro[111]). This kind of support was typically available once a week for 20

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[111] The first team of Athrawon Bro was established in the late 1970s in order to support the teaching of Welsh in schools. This support includes: providing schools with practical support with teaching through the medium of Welsh; teaching Welsh to Latecomers; developing

minutes. Teachers reported that they felt that this level of support was not adequate for pupils' needs because the WAL pupils needed more additional support to help them cope with the demands of the curriculum. Where Latecomer Centre provision exists, schools typically arrange for pupils arriving in Year 3 to Year 8 to attend a Centre as soon as possible.

Box 4: Case study – externally funded support and training

In one LA where no Latecomer Centre is available, a primary school reported taking advantage of the SAIL (School Action Intervention for Literacy) programme funded by their local Educational Consortium. This programme provides training for staff (teacher and assistant) and resources to the tune of £5,000 per school, per year. Each school is allowed to nominate four pupils for the scheme. The scheme boosts verbal, reading and written skills with 40 minutes of focused activity each day for 20 weeks.

4.61 At both primary and secondary school levels, teachers reported that some WAL pupils needed more intensive one-to-one support than they were currently entitled to/ able to provide. Where numbers of pupils are sufficient, pupils from the same language background were grouped together for some activities. One school had a dedicated EAL/ WAL room. Here, language and literacy reinforcement activities were conducted with mixed WAL/Welsh speaker groups. Another school had a dedicated EAL room, which was used as a Centre to provide EAL support to pupils from a number of schools when there were sufficient in number arriving at the same time to form a small group.

4.62 In one case study secondary school, some pupils with WAL support needs were given additional support from Special Educational Needs (SEN) teachers. These pupils were taught in a group of 10 to 12 pupils and included pupils with other SEN needs. Teachers commented that the pupils in these groups had very different and specialised needs. As such, teachers voiced concern that they did not have the expertise or the

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teaching and learning resources; and delivering In-service (INSET) training courses. See Welsh Government (2011) Review of the Welsh Language Support Service for Schools, p.46.

resources to provide all the individually tailored support each WAL learner might need.

4.63 There was evidence from some of the case studies that WAL pupils transferring to secondary school were supported by a transition process that provided detailed information and took account of their individual language support needs. One of these pupils had accessed Latecomer Centre support at the end of primary and again at the beginning of secondary school in addition to receiving ongoing in-school support.

4.64 Teachers, who had access to a Welsh Latecomer Centre, unanimously agreed that spending a short period[112] at the Centre was of immense benefit to the learner's integration in the school and their ability to cope with a Welsh-medium curriculum and school life. Teachers felt that, depending on their needs, some WAL pupils required ongoing in-school support in addition to that provided by the Centre.

4.65 Not all WAL pupils accessed Latecomer Centres due to reasons such as parental/pupils preferences, excessive demand for limited Centre places, timing of pupil arrival, lack of provision for pupils in Y9 and above, and/or a pupil's special educational needs (SEN). In these cases, responsibility for integrating and supporting pupils fell to SENCo, language and literacy support staff, classroom assistants and class/subject teachers. In some schools, a 'pre Centre' pack was available to give pupils an introduction to Welsh vocabulary and language patterns. In one LA, a 'pre-Centre course' provided new arrivals with an introduction to English and Welsh in order to help pupils, who needed to acquire two additional languages simultaneously, to develop an initial understanding of both languages.

4.66 Schools in LAs with no Latecomer Centre provision reported that the teaching staff struggled to provide adequate support to integrate WAL pupils. One school reported that two pupils arriving in Year 2 and Year 3 had spent some of their time in lessons with Year 1 pupils in order to

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[112] This period was typically six to eight weeks in Y7 and Y8 and 1 term (10 -12 weeks in Y3 – Y6). Some courses were held 5 days a week, others were for two to three days a week.

help their acquisition of Welsh. This had not been a successful strategy, because the 'late arrivals' had felt uncomfortable being grouped with younger pupils. These 'late arrivals' had moved to an English-medium school before the end of the first term. Another teacher reported that a head teacher had to refuse admission to a 'late arrival' WAL pupil because the school did not have the resources to support those pupils.

Do eligible pupils feel that they are receiving the right support?

4.67 Eight primary and nine secondary school aged pupils were interviewed during case study visits to schools and Latecomer Centres. Three of the secondary school pupils said that they could speak English 'quite well' before coming to Wales. Two of them were getting additional EAL support from the local EMAS team on one morning a week. For them, having teachers speak English and sitting with friends who could translate between Welsh and English had helped them to settle in school. Two pupils said that while new friends helped them in class, in the playground they did not know anybody. "*I felt very nervous and no one spoke to me,*" said one pupil. Only one of these three pupils had attended the Latecomer Centre and felt that this support in learning Welsh had been helpful. All three pupils said they would like their teachers to speak more English.

4.68 For the secondary and primary school pupils interviewed, who had little or no English or Welsh on arrival, support from the Latecomer Centre staff had been helpful. Pupils commented that they learned 'a lot of Welsh' in the Centre. In school, the main strategy these pupils appreciated was 'explanations' from their teachers and informal help from their friends and peers who would explain tasks to them and teach them new words.

Box 5: Case study – supporting a new arrival

One secondary school pupil in particular, had been distressed to find herself in a new school where she did not understand anything and so she had not wanted to attend school. Things improved when a Centre teacher came to see her in school and provided support by being friendly, helping her to understand what was happening, showing a DVD of the Latecomer Centre and explaining how she could learn Welsh with a small supportive group of pupils. She was also given some one-to-one lessons in basic Welsh in order to help build up her confidence in Welsh before she attended the Centre. The Centre teacher had done some research about the pupils' place of origin and found photos of members of her own family visiting the pupils' home town in order to help build a rapport with the pupil. At the Centre, this pupil had made new friends and gained a lot of confidence in speaking Welsh. Plans had already been made for the Centre teacher to accompany her on her first day back at to school as part of the process of helping her to reintegrate back in school.

Awareness, expertise and teacher training

Celebrating diversity, multiculturalism and multilingualism

4.69 In the majority of schools visited there was evidence that teachers acknowledged and celebrated diversity, multiculturalism and multilingualism. The extent to which an emphasis on celebrating diversity was central to a school's ethos and practice varied. Where schools had pupils, who had first languages other than Welsh and English, some of the teaching staff had learned some basic vocabulary in the child's home language. Wall displays in the school, pictures and artefacts were visual signs of diversity being celebrated in some schools. Teachers reported that pupils were encouraged to share knowledge of their own language and culture with other pupils. In one school, pupils learned about a different country and its culture and language(s) each term.

Teachers' expertise in supporting BME pupils

4.70 Interviews with EMAS leads and teachers indicated that teachers have developed a great deal of expertise in teaching pupils from non-Welsh backgrounds. However, the majority had not had any specific training to deal with issues relating to BME pupils and their possible additional WAL support needs as part of their formal, pre-service teacher training. In the

absence of any formal component on WAL support in pre-service teacher training, school teachers' level of awareness of the needs of WAL pupils necessarily varies.

4.71 In the case study schools with longer established and higher numbers of WAL pupils, teachers had developed strategies for supporting these pupils, often with support from EMAS or Welsh Language Centre staff. Unsurprisingly, teachers interviewed in schools with occasional, isolated WAL pupils, tended to have less awareness of how best to support them.

4.72 In interviews, all teachers said that they would benefit from additional training on supporting WAL pupils and that this should be a component of pre-service teaching qualifications as well as in-service training. Teachers reported that they would like additional training on:

- their pupils' specific language and cultural backgrounds;
- what kind of education pupils received in their countries of origin;
- awareness of the linguistic features of a pupils' home language that might provide a challenge for learning Welsh and/or English; and
- strategies for providing support for WAL pupils.

Training offered by EMAS on WAL support for BME pupils

4.73 All EMAS teams provide some level of training on BME pupil needs and EAL support, which has been taken up by some teachers from Welsh-medium schools. However, only two Convergence LAs, reported that they had provided training on WAL specifically. The majority of EMAS teams had not conducted training on diversity issues and strategies for supporting WAL and EAL pupils in Welsh-medium/bilingual schools.

4.74 EMAS leads reported that they typically provide training "*as and when it is requested by schools*", as one respondent put it. Several EMAS leads commented that schools were "*not as proactive as they should be*" in

accessing training that would enhance their expertise in supporting the WAL and/or EAL needs of BME pupils.

Training offered by Latecomer Centre Staff

4.75 At secondary school level, Latecomer Centre Staff were proactive in providing training to secondary school (form and subject) teachers to provide strategies for supporting WAL and non- WAL pupils who had attended the Centre. They collaborated with teachers to develop differentiated language and curriculum support materials to suit the needs of different pupils.

4.76 Latecomer Centre staff at both secondary and primary levels expressed concern that school teachers did not have sufficient resources or expertise to support WAL pupils who continued to require additional language support on return to school from the Latecomer Centre.

Box 6: Case study – training teachers to help support WAL pupils

One Latecomer Centre had provided training to all staff in a secondary school. Centre staff received copies of sample worksheets/ materials from different departments in advance of the session, so that subject-appropriate materials could be prepared. In the training session, teachers were shown how they could produce their worksheets/materials bilingually for pupils with English language skills, and make use of visuals for WAL pupils with limited proficiency in English. Centre staff observed teachers putting new teaching strategies into practice and gave further advice as necessary.

Centre staff reported that school teachers tend to depend on explaining in English in order to help a pupil understand. *"There's no point with pupils who have no English", said one Centre teacher, "we provide advice and training to school teachers on how to use the Welsh language patterns a pupil has learned at the Centre".* The Centre teacher went on to explain how *"we help teachers to prepare work sheets with use of visuals (rather than bilingually in Welsh and English) to help pupils understand. We also give advice on assigning a support worker to provide support for pupils in ability-appropriate classes."*

Guidance, management and co-ordination

Awareness and use of support provided through the LA and the MEAG

4.77 Of the 12 schools visited, eight said that they had not heard of the Minority Ethnic Achievement Grant (MEAG). Two of the schools, who said they were not aware of the existence of MEAG did, in fact, receive some EAL support for their pupils provided by their local EMAS. It was found that schools are not necessarily aware that their pupils are being supported by MEAG funding due to schools not being directly involved in funding applications. Also, the majority of case study schools were generally not aware of the availability of MEAG funding for WAL support.

4.78 Two of the schools who were aware of MEAG had access to WAL support from the EMAS that was funded by MEAG. In the case of a third school, support and advice was provided by EMAS on general strategies for addressing WAL and EAL learner needs. However, no direct teaching support for pupils was available in Welsh from this EMAS team.

4.79 Those schools, who were not in receipt of WAL support via MEAG funding, expressed a need for additional WAL support in the form of advice, training and CA support for pupils. This study corroborates the conclusion of Estyn's review of MEAG that there is a lack of transparency to schools on how MEAG budget is allocated.[113] This study also confirms that MEAG is not typically being accessed for WAL as it is for EAL support, conflicting with the intention of the WG. This was also found during stakeholder interviews.

Awareness and use of the support provided through Ethnic Minority Achievement Services (EMAS)

4.80 All schools visited, were aware of the existence of their local EMAS. The schools that had received services from EMAS support workers, had used community language translation facilities and other language resources, and reported that these services were very valuable.

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[113] Estyn (2003) Survey Report: Ethnic Minority Achievement Grant (EMAG) Effective Use of Resources.

4.81 Some schools reported that their local EMAS was unable to provide Welsh-speaking support staff which, they felt, limited the quality of the support they were able to receive from the EMAS. Six EMAS respondents said their teams did not currently have the Welsh language expertise to provide additional language support in Welsh.

Box 7: Case study – providing support in school and home languages

One EMAS team only provides Welsh language support to WAL pupils in the Foundation Phase, in accordance with the language of the curriculum. However, the team also provides indirect support for English by giving Foundation Phase pupils English reading books to read at home with their parents. Other language books (e.g. in Polish, Latvian and Hungarian) are also lent to families in order to help encourage and support their mother tongue development. This EMAS provides curriculum focussed EAL in addition to WAL support when WAL pupils start to learn English in KS2.

4.82 Two EMAS leads reported that they could draw upon the services of a Welsh speaker to provide short-term WAL support, if the need arose. In the remaining 14 LAs, there are staff who have the Welsh language expertise to provide WAL support. It was not reported if these members of staff could also speak some of the home languages of WAL pupils.

4.83 Where WAL support was currently being provided by EMAS, it was evident that intentional staff recruitment and training had been undertaken to ensure that the teams had the expertise to provide support in Welsh in addition to other community languages.

4.84 By providing a service on behalf of five LAs in form of a consortium, one EMAS had a substantial team of 83 staff (EAL achievement teachers and bilingual teaching assistants). This team could provide support in 62 languages and included three Welsh-speakers. The advantage of such a pan-LA team, in an area where the numbers of WAL pupils are low, is that the three Welsh-speaking team members can be deployed across the five LAs in order to provide WAL support as required.

4.85 Evidence suggests that schools do not necessarily contact EMAS teams when WAL pupils require additional Welsh language support. Some

EMAS leads felt that schools might not think that EMAS teams could provide advice and support with regard to WAL.

4.86 In those LAs, where EMAS teams are currently providing support to WAL pupils, regular systems for monitoring and reviewing the support provided to pupils were reported to be in place. As is the case for EAL pupils in all LA's, schools and EMAS teams monitor this information jointly. In the other LAs, there was little reported collaboration between the EMAS teams and schools and consequently no system is established for monitoring and reviewing the support provided. Evidence from EMAS interviews and school visits indicates that greater collaboration between EMAS teams and schools would be beneficial in terms of raising awareness of both parties' practices and expertise, sharing experience and agreeing joint working arrangements, which could lead to more integrated support for WAL pupils in schools.

Coordination within schools, or between schools in a catchment area, to meet the needs of WAL pupils

4.87 With regards to support for WAL pupils within schools, only two EMAS respondents mentioned there being a designated WAL coordinator based in schools. "*We always identify the designated key WAL coordinator in schools and ensure that all [EMAS] staff know who she or he is",* said one EMAS lead.

4.88 Responses from EMAS interviews and school visits indicate that, overall, coordination between schools to specifically meet the WAL support needs of pupils does not exist. Only two LAs gave details of such co-ordination between schools.

Box 8: Case study – co-ordination between schools

One LA has, for the past seven years, held an EAL forum once a term that is attended by EAL and WAL support staff and classroom teachers. In this forum EAL and WAL provision is reviewed and there is also an opportunity for training and sharing good practice. In the same LA, reciprocal visits are also arranged between

schools. These visits have been designed to provide teachers with an opportunity to "*pick up ideas from each other*" on ways of supporting BME pupils with WAL needs.

Awareness of community language/complementary schools and channels for collaboration between statutory and community provision

4.89 Seven of the EMAS leads were aware of community schools either locally or in neighbouring LAs. The community schools mentioned were for Chinese, Polish and Arabic. Case study visits identified two schools that had established links with a local community school and/or with a University department/institute to arrange cultural celebrations and language lessons for pupils. In general, there was limited evidence of any links between EMAS teams, Welsh-medium schools and community schools. There was also no evidence of channels for sharing WAL pupils' development and attainment information between Welsh-medium schools and community provision, where such provision existed.

Inclusion of community languages within school language policies

4.90 One of the schools visited had a specific Welsh and English as an Additional Language policy that also made reference to pupils' home languages. This was a standard LA policy that had been adapted to the school in question. Another case study school reported that it was in the process of ratifying its new WAL/EAL policy and that it would be translated into the school population's community languages. As the policy extracts reproduced in Case Study Box 9 indicate, the school's approach is to value and include the use of community languages in the school. However, the policy does not explicitly specify the schools' provision for pupils to learn their languages within the school environment and gain qualifications (e.g. GCSE). There are resources available for schools who wish to include community languages within

their modern languages provision that provide special pedagogic guidance for teachers and policy makers in this regard[114].

Box 9: Case study – extracts from a school WAL and EAL policy

> "*All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning Welsh and English as an additional language, this includes recognising and valuing their home language and background. As a school with Welsh-medium streams and where English is also taught at KS2, we are particularly aware that bilingualism is a strength and that WEAL* [Welsh and English as an Additional Language] *pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness. (Refer to school Race Equality Policy)*" (p.1)
>
> "*Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.*" (p.2)

Source: 'Policy for Welsh and English as an Additional Language' provided by a case study school

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[114] CILT Curriculum Guides in community languages including, for example, Arabic, Chinese Cantonese), (Chinese Mandarin); Gujarati; Panjabi, Somali, Tamil, Urdu and Yoruba. These are published by CILT, the National Centre for Languages and available on the Community Gold website: http://community.gold.ac.uk/

5   The current situation in Welsh Latecomer Centres

5.1   In this chapter, we report on the current situation in Welsh Latecomer Centres. This chapter is informed by our interviews with teaching staff and WAL pupils in four Centres, documentation provided by the Centres, interviews with school teachers, WAL school pupils, EMAS leads and stakeholders. We discuss each of the questions listed in research Objective 2 (see section 1.40) and present them under the following headings:

- Guidance, management and coordination

- Awareness, expertise and teacher training

- Supporting and monitoring pupils' development.

5.2   Latecomer Centres, sometimes referred to as 'Immersion Centres', 'Welsh Language Centres' or 'Language Units' are a feature of the 'Welsh Language Support Service for Schools'. Latecomer Centres were established to "allow non-Welsh speakers moving into particular areas to learn the language rapidly so that they can cope with a Welsh-medium/bilingual education in their new school."[115] Latecomer Centres cater for 'late arrival' pupils from all non-Welsh-speaking backgrounds, including WAL and EAL pupils.

5.3   There are 22 Latecomer Centres across Wales, which are located in schools. These Centres or Units vary in size, providing support for a maximum of 16 pupils each term. In most LAs, Centres provide support to pupils throughout the authority or within certain clusters of schools. In one LA, there are two 'satellite' Centres that move from school to school in response to demand.

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[115]Welsh Government (2011) Review of the Welsh Language Support Service for Schools, p.6.

5.4 All but one of these Centres are located in the Convergence LAs of Anglesey, Carmarthenshire, Ceredigion, Conwy, Denbighshire, Gwynedd, Pembrokeshire and Swansea. The one Centre in the Competitiveness region of Wales is located in Cardiff.

Table 6: Number of Welsh Latecomer Centres

Local Authority	Number of Welsh Latecomer Centres
Isle of Anglesey	2
Blaenau Gwent	0
Bridgend	0
Caerphilly	0
Carmarthenshire	8
Ceredigion	1
Conwy	1
Denbighshire	1
Gwynedd	5
Merthyr	0
Neath Port Talbot	0
Pembrokeshire	2
Rhondda Cynon Taf	0
Swansea	1
Torfaen	0
Convergence Area Total	**21**
Cardiff	1
Flintshire	0
Monmouthshire	0
Newport	0
Powys	0
Vale of Glamorgan	0
Wrexham	0
Competitiveness Area Total	**1**
Wales Total	**22**

Source: Data provided by EMAS leads in May – July 2013

5.5 These data confirm that Centres typically serve 'late arrival' pupils in KS2. (Pupils arriving towards the end of the Foundation Phase are supported in school.) The only designated secondary school Latecomer Centre that

caters for KS3 pupils is in Gwynedd. However, the lead teacher of the Centre in Cardiff was currently spending part of her working week supporting Year 8 pupils. This was an interim solution since there is no official late immersion programme for secondary schools in Cardiff.

5.6 The number of WAL pupils who attended a Latecomer Centre in 2013 was relatively small - 47 WAL pupils. According to the data obtained from EMAS leads, 36 primary and six secondary WAL pupils had attended a Centre in eight of the Convergence LA's. In Cardiff, five WAL primary school pupils had attended the Centre. These data are considered reliable given that all EMAS leads in LAs with Latecomer Centre provision had verified their data with the Latecomer Centres. The figures provided for four Latecomer Centres were corroborated during case study visits.

5.7 In general, EMAS leads had limited knowledge about Latecomer Centre provision and reported that they typically did not collaborate with Latecomer Centre staff. One of the four Centres visited in this study reported that they had collaborated with their LA's EMAS to discuss pupils' language support needs. This EMAS had also provided the Centre with Polish language materials to help support WAL pupils from Poland. The findings presented in the remainder of this section are informed by case study visit observations, a review of example assessments and other documentation provided by the Centres and interviews with staff and WAL pupils.

Guidance, management and co-ordination

Latecomer Centre referral processes

5.8 All 'late arrival' pupils (WAL and English-speaking Welsh pupils) are typically referred to Centres by the school, in consultation with parents and pupils. In one LA, it was up to each school to decide to refer a pupil to a Latecomer Centre. In another LA, it is Education Policy that all BME

and non-BME 'late arrival' pupils, who have '*no knowledge of Welsh*', are routinely referred to a Centre. This is to enable pupils to cope with the Welsh-medium education provided. However, all referrals are recommended rather than compulsory and not all 'late arrival' pupils necessarily attend a Centre.

5.9 Due to limited provision and heavy demand in some areas, not all pupils can gain an immediate place at a Centre. There was evidence of variation in the timing of referrals. Two EMAS leads reported that pupils were typically in school for a term prior to possible referral. In other cases, pupils attended the Centre within the first days/ week of arrival in school. Schools contact Centres by phone in order to reserve a place for a pupil and complete a referral form. Two Centres had waiting lists of pupils already registered to attend the following term.

5.10 For pupils in one LA, a 'pre-Centre' course was available. This was a three week course designed to introduce English for EAL pupils in Welsh-medium and bilingual schools. This course also aimed to help pupils who are new to Welsh to distinguish between Welsh and English. Depending on the number of new 'late arrivals', this course was sometimes delivered to a small group in what was locally known at 'the English Centre'. Several Latecomer Centre teachers, EMAS leads and EALAW emphasised the additional challenge faced by pupils who are new to both English and Welsh upon arrival. Such pupils need to acquire two additional languages simultaneously in order to manage the demands of a Welsh-medium or bilingual curriculum and social environment.

5.11 All Centres invite parents and pupils to visit the Centre in order to meet the staff and learn about the work of the Centre in advance of the course as part of the referral process. Centres reported that they can also respond to the specific circumstances and needs of individual pupils as required.

Box 10: Case study – Latecomer Centre support for pupils and parents

The teachers from one Centre go to secondary schools to meet the new 'latecomer' pupils and their families. They give them a map, pictures, a Centre leaflet, and show them video clips on an i-pad to introduce and explain the work of the Centre. The Centre will provide additional support during referral for students who are in need of additional support. One such WAL learner was in school for two days and because she was overwhelmed by the experience, the school contacted the Centre. One of the Centre's teachers visited this school to meet the learner and explain the referral process and how the Centre could help. The aim was to befriend, reassure and provide support. *"We have a strong caring ethos in the Centre. Welsh is secondary really to ensuring pupils feel safe, able to achieve and have fun – the language comes along with that. Feeling safe is so important given the backgrounds of some of the children"*.

5.12 In two of the Centres visited, parents are offered the opportunity to learn Welsh. One Centre invites Welsh for Adults providers to its pre-course open morning. Another Centre encourages parents to participate in course called '*Blas ar Gymru'* which is held at the Centre*.*

Box 11: Case study – Latecomer Centres involve parents in supporting their child's learning of Welsh

Blas ar Gymru (A Taste of Wales) is a five week course produced by the head teacher in one Latecomer Centre and offered to all the parents of 'late arrival' pupils attending a Centre. This course was developed as part of a wider community strategy for integrating migrant workers spearheaded by the LA in partnership with the Welsh for Adults Centre, North Wales Police and the North Wales Race Equality Network (NWREN). The course was first piloted in 2007 with a group of seven Latecomer Centre learner parents. All Latecomer Centres in the authority now provide this course for parents. The weekly sessions cover an introduction to the Welsh language, Welsh culture, local history and place names. Course materials are also available as a series of PowerPoint presentations on a CD-Rom with accompanying games and activities. It is intended that parents who cannot attend the course in person at the Centre can study at home. The course is designed so that parents and pupils use the course materials to play language games at home to reinforce the children's learning of Welsh while at the Centre.

Latecomer Centre assessments and outcomes

5.13 The 'late arrival' learner referral process requires all schools to complete a Latecomer Centre Referral Form. The referral form asks for details of the learner's family background and language spoken by parents. Schools are also asked to note, in the case of reading and mathematics,

if a pupil is 'Very Fluent, Fluent', 'Satisfactory' or 'Weak' in Welsh and to comment on a learner's known strengths and weaknesses in other areas of the curriculum.

5.14 In school interviews, teachers reported that they identify that a referral to a Latecomer Centre is required when a pupil arrives without previously having had any prior Welsh-medium education. Detailed language assessments are not carried out by the school prior to referral. The amount of background knowledge Centres receive about WAL pupils "*is typically quite scant*", as one teacher explained, "*it's difficult to get any information from a pupil's previous school in England and nearly impossible to get any information from a school in another country*".

5.15 Therefore, Centres conduct their own language assessments. Case study school teachers said that they depend upon the expertise of Latecomer Centre staff to assess learner's levels of Welsh language acquisition and to identify their ongoing language and education support needs upon return to school. In the Centres visited, assessments are ongoing throughout the course to monitor language acquisition progress in line with the Centre's Welsh language immersion course. All written and oral assessments are in Welsh. The assessments are the same for all pupils, regardless of their language backgrounds, and are specifically related to the language content of the course taught at the Centre.

5.16 Initial assessments on arrival at the Centre are informal and used, in the case of one Centre, to group similar age and ability pupils together. In the case of other Centres the age groups and abilities in Welsh were less heterogeneous and so pupils were taught together rather than in separate groups.

5.17 Centre assessments provide a means of monitoring pupil progress against the language structures taught. It was reported that, at secondary school level, the eight week course will provide most pupils with the 'Welsh as a first language' skills expected of Year 3 pupils. At primary school level, the 12 week course is designed to equip English-

speaking pupils with the skills to achieve a 'strong' National Curriculum Level 2 or 'early' Level 3 in Welsh by the time they return to school.

Box 12: Case study – example of Latecomer Centre assessment levels

One Centre visited for the case studies, reported that they 'tweaked' the assessment levels slightly for the purposes of WAL and latecomer pupils of Welsh. For example, Centre staff said that they classify National Curriculum Level 1 as 'Memorisation', since pupils have no 'early language' in the way a four to five year old 'native' speaker has on arrival in school. Level 1 usually accounts for the first 17 to 20 days of the Centre course and is the period when pupils memorise language patterns. Level 2 is when pupils are able to 'put the language to use'. This is when they use language structures independently and creatively within the context of the course.

This Centre aims for pupils to have reached a good Level 2 (Outcome 4) in the National Curriculum by the end of the course, which would be the expected equivalent of a first language Year 2 pupil. A few pupils achieve Level 3, which is equivalent to Level 3 first language Welsh. At that level Centre pupils have the same skills as a 'native Welsh language pupil' and can pretty much cope independently with lessons through the medium of Welsh on return to primary school.

5.18 Teachers in one of the primary school Latecomer Centres reported that WAL pupils who were new to English as well as Welsh tend to achieve Level 1 and some initial Level 2 National Curriculum attributes by the end of the one term course. These teachers reported that WAL pupils who have little or no knowledge of English can be disadvantaged by the cultural and linguistic gap between Welsh and their own language. They can also be disadvantaged because Centre teachers have a limited knowledge of languages other than English. Teachers felt that, in general, WAL pupils needed an extra term to develop enough knowledge of Welsh to be able to cope independently in school. The comparative progress of WAL and English-speaking pupils of Welsh requires further investigation in order to identify possible differentiation in the additional language support provided.

Box 13: Case study – The additional challenge faced by WAL/EAL pupils in Latecomer Centres

A primary school Latecomer Centre teacher reported that:
 "The [Latecomer Centre] course has been carefully structured so that much of the vocabulary used to teach new structures has been deliberately selected to be similar to English. For example we use: zoo animals (hipo/hippo, eliffant/eliphant,

teigr/tiger,); clothing (sgert/skirt; trwsus/trousers); colours (brown/brown; pinc/pink;) so that the number of phonologically different words are few for each new learning focus. For speakers of other language who have limited English, the amount of 'shared' vocabulary can be far less and therefore the 'learning gap' is far wider. These pupils are having to learn new vocabulary as well as a new language pattern such as 'there is/are ...' or 'how many ___ are there?' This is why we find it takes longer for WAL pupils to acquire the same amount of Welsh as English-speaking pupils during the 12 week course. We have produced a bilingual Welsh/Polish and Welsh/Hungarian written version of the course, but we find that WAL pupils tend not to have the literacy levels in their own language to make much use of this resource. We find that WAL pupils take longer to acquire more 'abstract' concepts because these are more difficult for us to convey visually/ with gesture etc. and we teachers don't have enough Polish or Hungarian to help. Because WAL pupils with no English have more to learn, they inevitably tend to make progress more slowly than those pupils who already have knowledge of English."

5.19 Centre staff reported that at both secondary and primary school levels, WAL pupils with limited knowledge of English needed a great deal of ongoing additional support on return to school. They were concerned that school teachers did not have the expertise or resources (in large classes) to provide adequate additional support for such WAL pupils.

Awareness, expertise and teacher training

Celebrating diversity, multiculturalism and multilingualism

5.20 Latecomer Centres teachers reported in interview that they also teach aspects of Welsh culture with a view to helping pupils from a wide range of UK and international backgrounds to increase their sense of belonging and involvement with their new school and local community. Evidence from case study observations and interviews indicates that this learning was sensitively managed within an ethos that respects and celebrates diversity of language, culture and belief. Several teachers reported that they had researched the language and cultural backgrounds of their pupils and designed classroom activities so that pupils learned more about each other's languages and cultures as they were getting to know each other and learning Welsh.

Latecomer centre teacher expertise in supporting WAL pupils from BME backgrounds

5.21 The case study Latecomer Centre teachers had all trained initially as primary and secondary school teachers of Welsh. All had subsequently gained significant in-service experience in teaching Welsh to non-Welsh-speaking pupils by working in Latecomer Centres. One senior teacher reported attending various second and foreign language teaching courses and going on a study visit to learn about bilingual teaching policy and strategies in another European context. Another teacher reportedly did a lot of 'self education' courses on-line using various foreign, second and EAL teaching websites and adapting strategies, materials and techniques for her use with pupils at the Centre.

5.22 In comparison with teachers in primary and secondary schools, Latecomer Centre staff had developed a wide range of strategies that are common to immersion and second language/EAL teaching such as the use of emphasis, voice pitch and gesture to convey meaning. They also used a range of 'scaffolding' techniques, such as: highlighting key vocabulary and language patterns, using a lot of repetition, revision, and careful grading of language input in accordance with learner abilities.

5.23 None of the Latecomer Centre staff interviewed had undertaken any specific training for supporting pupils from WAL backgrounds. However, in some case study Centres, several teachers had demonstrated significant effort to produce their own bilingual teaching materials such as flashcards in Welsh / Polish; Welsh / Hungarian and Welsh/Thai. One Centre had also produced a fully Welsh/Polish and Welsh/Hungarian version of the Centre's complete Welsh language course in order to support their WAL pupils' learning. These materials were created using a 'Teach Yourself Polish' book, other language learning materials and *Google Translate*. Only one Centre reported receiving "*some useful Polish materials*" via their local EMAS.

5.24 The majority of the Centre teachers interviewed had made an effort also to learn basic vocabulary and phrases in each of their pupils' languages. Nevertheless, all teachers were conscious of the fact that their own limited knowledge of their pupils' languages still made it difficult for them to be able to explain everything in sufficient detail to their pupils. This was particularly felt to be the case in the second part of the course when the vocabulary and language patterns were increasingly complex and abstract. None of the EMAS leads reported that they had conducted training on WAL learner needs with Latecomer Centre teachers. In the case of the four Centres visited, no such training had been offered to them and Centre staff had not raised a demand for training in this area either.

5.25 All Latecomer Centre teachers identified a need for, and were very keen to have, further training that would enable them to better support WAL pupils. Their suggestions for further training included the following:

- How to explain abstract concepts to pupils with no shared language;
- How to provide support for specific WAL groups;
- Study visits to schools in Wales, England and other countries to learn about other strategies for WAL and EAL support.

Supporting and monitoring pupils' development

Support provided to help pupils improve their level of achievement in English and Welsh

5.26 Across all four centres visited, provision focuses entirely upon providing an intensive 'introduction to Welsh' language course. The focus is not to improve the WAL pupils' level of achievement in English. The majority of the pupils attending the Centre speak English at home. WAL pupils will gain some indirect additional socialisation in English through interaction with their peers at the Centre.

Support provided to help pupils to improve their levels of achievement of curriculum subjects

5.27 Latecomer Centre courses are designed to teach the Welsh language structures and vocabulary at either primary or secondary levels. In the four Centres visited, the language patterns and vocabulary were standard and included:

- Greetings / establishing relationships
- Expressing feelings
- Weather and time
- Giving and following instructions
- Communicating personal and imaginary experiences
- Presenting information
- Subject vocabularies (maths, science, history, geography, religious education, physical education, art and technology, music).

5.28 In the Centres visited, the courses were also structured to include some of the subjects above in which the vocabularies and language patterns were presented, practiced and learned. Pupils' learning of Welsh is conducted through the curriculum subjects and provides pupils with the essential vocabulary and language patterns needed to cope on return to school. In interviews, Centre teachers reported that they place considerable importance upon numeracy and mathematics, with a focus on maths included daily. The Centre for secondary school pupils had obtained guidance from the LA's subject advisors regarding curriculum subject content. A maths advisor and head of maths from a secondary school had also been involved in reviewing the Centre's maths lessons in order to ensure that they are in line with the Year 7 curriculum.

Exit processes and reintegrating pupils into school and the school curriculum

5.29 Centres included in the case studies have slightly different processes for managing the pupil exit process and their involvement in monitoring pupil progress in school. In addition, the WAL pupils' reintegration into the school also varies somewhat. All case study Centres provide schools with learner assessments based upon their acquisition of the vocabulary and language patterns taught on the course. Three of the four Centres reported that they cross-reference their assessment of pupils' progress on the course to National Curriculum achievement levels and the new NLF. None of the Centres were previously familiar with the Five Stage Model for assessing EAL.

5.30 Where the process for transferring learner data and identifying the ongoing support needs of WAL pupils was most robust, Centre staff had a policy of fully briefing, in person, the class teachers (and school management) on a pupil's progress at the Centre. They also discussed with the school how they should best support each pupil according to their individual needs. Teachers and school management are shown and 'talked through' examples of written and oral tasks/assessments to demonstrate the basis of the Centre's assessment outcomes and how they align with the National Curriculum and the LNF. In case study interviews, school teachers confirmed that they found being shown film footage of oral tasks particularly useful to see what a pupil is capable of. *"WAL pupils, in particular, can tend to be shy or reticent on initial return to school and the films show teachers what a pupil understands and is capable of articulating in Welsh"*, explained one Centre teacher.

5.31 In the best examples, pupil reports for teachers identify the pupil's strengths, any identified weaknesses and recommend strategies for providing ongoing support on their return to school. Centres engage in detailed discussion with class teachers and school management on the ongoing support needs of each pupil.

Box 14: Case study – Latecomer Centre advice and training for school teachers on supporting WAL pupils

One of the Latecomer Centres provided training as well as advice on supporting WAL pupils. *"In schools, teachers tend to depend on explaining in English in order to help WAL pupils understand. There's no point with pupils who have little or no English. Instead, we provide advice and training to teaching staff on how to use the Welsh vocabulary and language patterns the pupil has learned. We help teachers to prepare worksheets with the use of visuals (rather than just bilingually in Welsh and English) to help WAL pupils understand. We provide advice on assigning a support worker to provide support for a pupil in ability appropriate classes. For example, we're recommending that one of our current WAL pupils be put in a higher ability set rather than as teachers tend to think, to put pupils in a lower set in order to cope with the language".*

5.32 School teachers reported that they valued Latecomer Centre support greatly and said that they would benefit from additional support from Latecomer Centre staff. Latecomer Centre teachers reported that the amount of support they could provide was typically limited by their commitments at the Centre. They said that they would welcome opportunities to provide additional support and training to schools.

Parental involvement in reintegrating pupils back into school

5.33 There was no evidence that parents were generally involved in the process of reintegrating pupils back into school. Parents are normally given a pupil 'end of course' reports indicating strategies for further support from their parents. However, there was some evidence that case study Centres invited parents to a parents' and (in one Centre) school teachers' evening at the end of the course to celebrate pupils' successes and progress, in which pupils sang, recited and acted.

Support provided to pupils after they have returned school

5.34 There was variation in the amount of follow-on support provided by Centre staff after pupils had returned to school. Centres typically provided pupils with a booklet, or similar, of key vocabulary and language patterns as a memory aid in class. The amount of ongoing

one-to-one support from a Centre teacher depended upon the length of course each Centre provided and their level of staffing resources.

5.35 At primary level, courses last 12 weeks with one week at the beginning of term and two weeks at the end are for Centre administration. One of the three primary Centres visited, had the staffing capacity to track all Centre pupil progress and provide additional in-school support as needed for the following term. In another Centre, a teaching assistant occasionally provided 'after-care' support in school, if time and Centre commitments permitted. Due to their current staffing resources, the third Centre could not offer any post-Centre support. Instead, each pupil's class teacher visited this Centre to be briefed in detail on their pupils' language attainment and to discuss strategies for providing ongoing support to the learner on return to school.

5.36 At secondary level, the latecomer Centre course was conducted over eight weeks. This includes time for Centre teachers to provide support to pupils and their secondary school teachers when they return to school.

Box 15: Case study – providing support when returning to school

In one Latecomer Centre, all assessment and course work data are transferred to school. The pupil's work is discussed in detail in a meeting with teachers and school management. A written report for school teachers identifies a pupil's strengths and any identified weaknesses. Schools are provided with a *Pupil Reintegration and on-going Support Strategy*. This strategy is discussed in the meeting with teachers and school management three weeks in advance of the pupil's return to school. All schools receive a checklist of who's responsible for the pupil, a checklist for the first day, first fortnight and then ongoing after that. The Strategy provides detailed advice and guidelines on settling a pupil back in school, establishing clear and familiar patterns of language use (keeping to what the pupil knows in Welsh rather than trying to explain in English); providing support in lessons, developing the pupil's language skills, agreed support from a named pupil mentor, and targets for maintaining pupil progress. Centre teachers will accompany pupils, who feel nervous about returning to school, on the first day in order to help the pupil settle into their new environment. Centre teachers also visit each pupil in school to observe lessons and talk to the pupil and their teachers about the pupil's progress. Where intervention is necessary, Centre teachers provide further advice and training to teachers and revisit the school to monitor progress in the light of that intervention.

Do eligible pupils feel that they are being given the right support?

5.37 All WAL pupils interviewed, who were currently attending or had previously attended a Latecomer Centre, reported having enjoyed their time at the Centre. All felt that they had learned a lot of Welsh and that they were pleased with their progress in learning Welsh. In the course evaluation forms provided as evidence by one Centre, teachers were praised by parents and pupils for their excellent pastoral care of pupils as well as their teaching strategies.

6 Review of current WAL support against good EAL practice

6.1 In this chapter, we review how the current provision for WAL support, as identified in the course of this study, compares with the features of good EAL practice identified in Chapter 3. These are related to Objective 3 (see section 1.40) of the research brief. Where there are gaps in the current provision, these are highlighted accordingly.

Guidance, management and co-ordination

Is there an explicit policy of cultural diversity and support at national, LA and school levels in which pupils' WAL as well as EAL support needs are recognised?

6.2 There is an explicit policy of cultural diversity at national Welsh Government level. Our review of all LA education policies and case study visits to schools also identified an explicit cultural diversity policy at LA and school levels. However, the recognition of pupils' WAL and EAL support needs is not consistent within these policies and this is apparent in the lack of recognition for WAL needs of BME pupils by some practitioners.

6.3 There is reference, for example, in recent policy documents such as *Unity and Diversity* (2010) to "*learners who do not have English/Welsh as their first language*". However, there is some inconsistency in the references to WAL and EAL in the *Explanatory Memorandum for The Education (Information about Individual Pupils) (Wales) (Amendment) Regulation 2011.* The *Welsh-medium Education Strategy* (2010) does not distinguish between Welsh learners from English-speaking backgrounds and pupils who are new to both Welsh and English. The lack of awareness of some teachers of the potentially different language acquisition support needs of their pupils is reflected in the tendency to

group all Foundation Phase pupils from non-Welsh-speaking backgrounds together.

6.4   In Estyn's *Strategy and Guidance for Inspecting Literacy for Pupils aged 3 to 18 years*, there is an EAL but no WAL checklist. EALAW's remit is to promote the advancement of language and curriculum development for pupils learning EAL.[116] In interview, EALAW confirmed that the focus of its work to date has been primarily on English although it has addressed the issue of pupils in Welsh-medium and bilingual schools in its study on ME Achievement in Wales[117] and highlighted the need for further research in this area.

6.5   At LA level, *Welsh in Education Strategic Plans* currently do not refer to pupils' WAL support needs. This means that, at a strategic level, no consideration is given to the separate Welsh language acquisition support needs that BME pupils who are new to both Welsh and English, have compared to their English-speaking peers.

6.6   At school level, the formal recognition of WAL in school policy was virtually non-existent. Only one example was identified of an LA-wide WAL/EAL Policy currently in place in schools. This policy explicitly recognises the support needs of WAL and EAL pupils.

6.7   There needs to be consistency in the way in which WAL as well as EAL needs are acknowledged at policy level so that both concepts are recognised and implemented in practice. At all levels, there needs to be recognition of how pupils in Welsh-medium education who are new to Welsh and English can have different language acquisition support needs from English-speaking pupils of Welsh. This is true for 'late arrivals', but also for WAL pupils at their first entry to Welsh-medium education during the Foundation Phase.

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[116] www.ealaw.org.uk
[117] EALAW (2003) 'Minority Ethnic Achievement in Wales' a study for the Welsh Assembly Government.

Is the concept of WAL as well as EAL embedded with senior management to avoid marginalisation?

6.8   On the whole, the concept of WAL is neither formally nor widely recognised in Welsh-medium and bilingual schools. The immersion pedagogy used in Welsh-medium and bilingual schools assumes that teachers and pupils have a shared understanding of English language and culture. Evidence suggests that some teachers tended not to give importance to Foundation Phase pupils' possible WAL needs. This was based on their assumption that non-English speaking WAL pupils had a similar, early emergent knowledge of Welsh to their English-speaking peers, which created the perception that they had the same language acquisition needs. Teachers commented that differences in pupils' early stages of emergent bilingualism/multilingualism can be hidden when the assessment tool currently used in the Foundation Phase does not provide a means for teachers to assess and identify differences in emergent language and literacy development. Further research into the early language and literacy acquisition of WAL and English-speaking Welsh pupils could help inform immersion pedagogy in the Foundation Phase.

6.9   This study identified two schools with a designated WAL co-ordinator who was also a member of the school management team. However, there appeared to be no widespread embedding of the concept of WAL and EAL within school senior management.

6.10   In one case study school, where WAL was formally recognised in the school's policy, WAL was implemented in practice in several ways including: i) a teacher and school management team member had responsibility for WAL; and ii) pupils' WAL needs and support plans were included in the Whole School Plan with all WAL pupils' progress clearly monitored.

6.11   There is a need to ensure that all schools and Latecomer Centres are familiar with the concept of WAL and that both WAL and EAL concepts

are embedded within school and Centre practices in order to avoid marginalisation.

Are community languages included within school language policies in Welsh-medium and bilingual schools?

6.12 There was only one instance of community languages being mentioned in the language policies of Welsh-medium and bilingual schools. However, there was no explicit mention in this policy of the school's provision for pupils to gain qualifications in their home language.

6.13 There is a need for Welsh-medium and bilingual schools to have a language policy that recognises and includes the community languages of the school population. This would highlight and strengthen a school's commitment to inclusion and implementing procedures that support the multilingual language development of pupils who learn Welsh and/or English as an additional language. Research has shown that schools that adopt inclusive language policies and support acquisition and use of community languages can raise BME learner achievement.[118]

Is WAL support determined at the local level but based on National Curriculum documents, including language development frameworks and progress benchmarks?

6.14 There is evidence that the support provided to WAL pupils is determined at the local level. However, there is no nationally recognised WAL assessment framework and progress benchmarks. Latecomer Centres have their own, separate, intensive Welsh language immersion course that is standardised across the majority of Centres. Latecomer Centre assessments are cross-referenced to National Curriculum outcomes/levels and the LNF.

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[118] Smythe and Toohey (2009) 'Bringing Home and Community to School: Institutional Constraints and pedagogic Possibilities' in Miller et al (eds.) Culturally and Linguistically Diverse Classrooms: New Dilemmas for Teachers, Multilingual Matters, Bristol.

6.15 As with the LNF, there needs to be a separate approach to the assessment of WAL and EAL that takes into account the different linguistic features of Welsh and English acquisition as additional languages. There also needs to be recognition within such a framework that the standard progression in Welsh language acquisition will differ from that of English and vary, depending on a learner's opportunity for language socialisation in the local community.

6.16 There is, therefore, a need for a more detailed and sophisticated national WAL and EAL assessment framework with progress benchmarks that is aligned with the LNF. This WAL/EAL assessment framework needs to accommodate the diversity of additional language pupils and be age appropriate for the different entry points into Welsh-medium education, including the Foundation Phase, KS2, KS3 and KS4.

Are there collaborative partnerships between specialist achievement teachers, language support teachers, mainstream class teachers, subject teachers, Latecomer Centre teachers and community language/complementary school teachers with regard to WAL?

6.17 There is evidence of some collaborative partnerships such as the advice and training on WAL support provided to school teachers by Latecomer Centre teachers and some collaboration between EMAS language support teachers and class teachers. In general, however, case study interviews showed that such collaboration with regard to WAL was either limited or in some cases non-existent.

6.18 In interview, EALAW reported that more effective joint working between EMAS and Welsh-medium education provision will be required to support additional language pupils in Welsh-medium contexts who need to learn both English and Welsh.

6.19 There needs to be a forum to provide a platform for practitioners to share good practice with regard to WAL support, in particular to support additional language pupils to acquire both English and Welsh. This

should encourage greater engagement and dialogue between the EAL practitioners and teachers and managers in the Welsh-medium education sector. There also needs to be more effective partnerships between EMAS and the Welsh medium sector in order that they benefit from each others' expertise and collaborate on supporting EAL and WAL pupils.

Do Welsh-medium/bilingual schools and Latecomer Centres have effective communication strategies and partnerships with parents/carers and BME communities?

6.20 There was some evidence of schools and Latecomer Centres developing effective communication strategies with parents/carers. However, not all schools and Centres were aware of, or had access to, community language translation resources and services.

6.21 Two of the visited schools reported having established links/partnerships with local community institutions including community language schools. There was no evidence of effective partnerships being developed between Welsh-medium/bilingual schools, Latecomer Centres and community groups to support the needs of WAL and EAL pupils. The pupils interviewed in the course of this study talked of being dependent upon members of their extended families and community networks for support. Little seemed to be done by schools to engage with community networks in order to provide additional language and educational support.

6.22 There is a need to share examples of good practice in effective communication strategies between schools/Latecomer Centres and parents/carers. There is also a need for LAs to ensure that schools and Latecomer Centres are aware of, and have access to, translation services via their EMAS. MEAG funding could be accessed for this purpose.

6.23 There is a need to raise awareness at LA and school level of the pedagogical advantages of developing pupils' community languages. Following on from this, there is a need for greater collaboration, where possible, between community and statutory provision at a local level to provide more opportunities for BME pupils to maintain their home languages.

Awareness, expertise and teacher training

Do Welsh-medium/bilingual schools and Latecomer Centres acknowledge and celebrate diversity, multiculturalism and multilingualism?

6.24 In the majority of schools and Latecomer Centres visited, there was evidence that teachers acknowledged and celebrated diversity, multiculturalism and multilingualism. However, the extent to which an emphasis on celebrating diversity was central to a school's ethos and pedagogy varied greatly.

6.25 Good practice in celebrating diversity, multiculturalism and multilingualism needs to be ongoing. Where they are not already doing so, there is a need for EAMS teams to work more closely with Welsh-medium/bilingual schools and Latecomer Centres to share awareness of activities, best practice and resources for celebrating diversity.

Is there a nationally consistent approach for teacher training and classroom pedagogy with regard to WAL? Have teachers, who teach WAL pupils, received specialised training (either pre- or in-service), with some completing postgraduate degrees in teaching Welsh as a second language?

6.26 There is no nationally consistent approach for teacher training and classroom pedagogy with regard to WAL. A limited number of school and Latecomer Centre teachers have completed specialised training in teaching Welsh as a second language. For the most part, the expertise they have developed has been gained from their work in schools.

6.27 There needs to be a nationally consistent approach for teacher training and classroom pedagogy with regard to WAL. There also needs to be more specialised training and qualifications available for the professional training and development of teachers and support workers.

6.28 There is a need to consider developing the role of some EMAS and Latecomer Centre staff through extending CPD training provision on WAL/EAL to those supporting BME pupils in the Welsh-medium sector. Training and CPD comprise categories of eligible expenditure under the MEAG which is allocated to all LAs in Wales.

Identifying and recording pupils' needs

Do Welsh-medium/bilingual schools and Latecomer Centres collect details about a learner's previous education background and use this information to identify an individualised approach to learning?

6.29 Welsh-medium/bilingual schools and Latecomer Centres typically have limited knowledge of a learner's previous education background and are, therefore, unable to use this information to identify an individualised approach to learning.

6.30 There needs to be an expectation that all schools and/or Latecomer Centres gain detailed knowledge of a learner's previous education background and home language profile. Few schools and Latecomer Centres reported having EMAS support to conduct language and education background interviews with parents/carers when that information is not provided by a child's previous school. Teachers' initial knowledge about their new pupils' background would be improved if schools routinely collaborated with EMAS in this regard. According to case study data, not all schools obtain EMAS support to conduct initial assessments in a learner's home language(s). There is a need for a more consistent approach to better inform teachers of each pupil's educational needs. There needs to be greater collaboration between

EMAS teams and schools (within and across LA's) in facilitating the collection of this knowledge and using interpretation facilities where necessary.

Are all WAL pupils assessed and their progress monitored using an appropriate WAL assessment framework with step descriptors linked to the national curriculum?

6.31 All WAL pupils in schools are assessed using statutory National Curriculum assessments and in some cases alongside an EAL assessment framework, which is used to assign WAL acquisition levels. The assessment frameworks currently in place are not fully appropriate for WAL.

6.32 Latecomer Centres use their own assessment scheme based upon their intensive Welsh immersion course. Latecomer Centre assessments are linked to the National Curriculum. Where schools draw upon Latecomer Centre provision to provide additional Welsh language support, Centres play a crucial role in assessing and identifying WAL pupils' language support needs.

6.33 As stated above, there is a need for a standard, WAL- specific assessment framework that like the EAL assessment tool can be used alongside the LNF.

Have systems for tracking BME pupils' attainment/ achievement in Welsh, English and across the curriculum been developed and implemented?

6.34 All schools track all pupils' attainment in Welsh, English and across the curriculum. Schools track progress on an individual basis. Where there is collaboration between EMAS and Welsh-medium schools in the collection and tracking of WAL pupil data, there are some systems in place to monitor the progress of WAL pupils at aggregated level within the LA and LA consortia.

6.35 There is a need for EAL and WAL assessment levels to be collected within PLASC in order to facilitate the monitoring process of this group of pupils and to ensure consistency for data collection and analysis.

Is there a rigorous monitoring of BME pupils' Welsh language acquisition, which feeds into individualised target setting to ensure each child is given the right support?

6.36 As mentioned above, schools and Latecomer Centres currently conduct assessments with WAL pupils although assessment tools are not entirely appropriate for pupils with WAL support needs. Outcomes of assessments inform individualised education plans and target setting in the schools visited for the study.

6.37 Evidence in this study indicates that there is a need for a detailed and sophisticated national model of additional language development for WAL/EAL, which schools and LAs should use as a consistent means of assessing and tracking pupils' WAL/EAL development, as well as tailoring adequate support according to assessment outcomes.

Are there good quality resources available for WAL assessment and teaching?

6.38 There are some good quality resources available for WAL assessment and teaching, although not all teachers appear to be aware of them. There is a need to make the range of materials that do exist available to teachers and professionals. This could be provided in the form of a national or LA consortium level library of resources with advice and recommendations to teachers on the resources suitable for each stage of WAL and EAL support.

6.39 Interviewed teachers also articulated a need for age-appropriate materials for older, 'late arrival' WAL pupils and additional bilingual resources in Welsh and community languages. Further research would be required to review the range of good quality and age-appropriate

tools for WAL acquisition and additional support. There is a need to identify and share materials developed by some teachers on a wider scale.

Supporting and monitoring pupils' development

Are new WAL pupils and their parents well supported in schools and Latecomer Centres?

6.40 There are some examples, where new WAL pupils including their parents have been well supported in schools and Latecomer Centres. However, in most of the schools and Centres visited, staff were not familiar with resources such as translation services or on-line translation tools to facilitate communication with parents. Few schools had adopted specific strategies such as the use of a trained 'buddy' to help support and integrate new WAL pupils.

6.41 There is a need to share good practice in this area. Schools and Latecomer Centres would benefit from the advice of EMAS teams with regard to best practice and access to translation services and resources.

Do schools and Latecomer Centres recognise the distinctive needs of pupils learning WAL and EAL and adopt inclusive approaches that support pupils in the classroom and focus upon developing language skills that are relevant to the pupils' educational context?

6.42 Schools with experience of WAL and EAL pupils generally recognise their distinctive needs and are inclusive in their approach to providing support for pupils. There is a focus upon developing language skills that are relevant to the pupils' educational context whether support is provided in school or, initially, in a Latecomer Centre.

6.43 However, there is a need to ensure that all teachers are aware of the distinctive needs of WAL and EAL pupils and that a common, inclusive

approach to WAL/EAL pedagogy in Welsh-medium education is established.

Do WAL pupils acquire Welsh language skills in the context of the mainstream curriculum and can they integrate into classes suited to their age and level of ability?

6.44 For the most part, WAL pupils acquire Welsh language skills in the context of the mainstream curriculum. At KS2, 'late arrival' WAL pupils in schools in nine LAs attend a Latecomer Centre, as do KS3 pupils in one LA. The Latecomer Centre curriculum is designed to provide pupils with a level of Welsh language skills that will help them integrate into classes suited to their age and level of ability. Latecomer Centre teachers and school teachers reported that the majority of WAL pupils who attend a Centre also require ongoing in-school support after completing the Latecomer Centre's course.

6.45 Both school and Latecomer Centre teachers expressed their concern that they did not necessarily have the expertise or resources to provide on-going support required by all 'late arrival' WAL pupils. There is a need to develop the expertise of school teachers and support workers in providing additional WAL support. Some of the in-school training of secondary school teachers by one of the Latecomer Centres is an effective step in this direction. This study has identified the kinds of WAL support provision that is generally available. There is also a need for each LA and schools with WAL pupils to review what forms of effective WAL support are in place and how any gaps in current support provision should be addressed.

Is there on-going and cross over support for WAL pupils between primary and secondary schools?

6.46 The study found some evidence of on-going WAL support during the transition from primary to secondary phases of education. One of the case study secondary schools reported that information regarding 'late arrival' primary school pupils' need for additional Welsh language support was drawn to their attention during the transition process. This enabled the secondary school to put additional support measures in place by, for example, registering the pupil for Latecomer Centre support in advance of the pupils' arrival in school. Another school reported that ensuring on-going, cross over support would become more of a priority for them in the near future due to their increasing number of WAL pupils in KS2.

6.47 Given the scope of this project, the amount of evidence collected regarding the additional language support provided as pupils transfer from primary to secondary schools was limited. Therefore, it would , be beneficial to review the processes and provisions that are in place at school and LA level to ensure pupils receive the WAL support they require in their different phases of education. Further research should be conducted to gain a better understanding about the language specific transition support between secondary schools and the FE sector since this was not explored within the scope of this project.

Do Welsh language support workers / teaching assistants tend to cooperate with class teachers to ensure they meet the WAL and EAL needs of BME pupils?

6.48 There was some evidence of language support workers and teaching assistants cooperating with class teachers to support WAL pupils. Classroom teachers and schools overall depended heavily upon CAs to provide much of the direct interaction and support work with pupils. In some cases, EMAS language support workers were reported to have played a key role in helping to settle a new pupil in school. However, it was also mentioned that support workers who spoke the pupil's home

language were not typically able to provide curriculum focussed support due to their lack of Welsh language expertise.

6.49 At secondary school level, Latecomer Centre teachers cooperate with teachers to develop materials and teaching strategies that meet the WAL needs of pupils after reintegration in school. However, it should be noted that this evidence is from one case study.

6.50 There is a need to develop more expertise in Welsh and community languages within EMAS teams and a need to identify innovative ways of providing support from community language speakers in Welsh-medium education contexts.

Is there collaboration between EAL/WAL experts and mainstream class teachers to jointly plan lessons and pedagogic strategies for the benefit of the class as a whole?

6.51 There was evidence in some case study schools of collaboration between EAL/WAL experts and mainstream teachers. For example, there were examples of the joint planning of classroom activities and joint preparation of language resources. However, in other cases, there was no evidence of such collaboration. There was a tendency for teachers who did not collaborate in this way, to provide support for individual pupils instead of focussing on the potential benefits for all pupils from strategies that scaffold learning more effectively. This is an aspect where sharing of good practice needs to be facilitated by EMAS teams on a wider scale to raise awareness of the benefits of joint working approaches and different teaching methods.

Do schools act as exam centres for community languages to enable BME pupils to gain qualifications in their home languages?

6.52 Overall, the study found that Welsh-medium and bilingual secondary schools do not act as exam centres for community languages. Very few

WAL pupils were supported in gaining qualifications in their home languages. Overall, there was a general lack of awareness of the benefit of learning and maintaining first/home languages.

6.53 There is a need to encourage schools to be more pro-active in encouraging and facilitating BME pupils to gain qualifications in their home languages. There is also a need to encourage schools and community groups to collaborate in order to facilitate community language provision, not only for school pupils but also other members of community language groups.

7 Conclusions and recommendations

7.1 In this chapter, we summarise our key findings and conclusions in relation to the aims of this project which were to:

- establish the total number of BME pupils who are in need of WAL support;
- to gain an understanding of the current processes in place in Welsh-medium and bilingual schools and Welsh Latecomer Centres to support WAL pupils in their acquisition of Welsh;
- to identify effective practice and gaps in current services provided to BME pupils with WAL needs.

7.2 Based upon our discussion of the gaps in current provision and practice with regard to supporting WAL pupils in Welsh-medium education settings in Chapter 6, we present a series of recommendations for the WG, LAs, EMAS and Welsh-medium education providers.

Lack of awareness, clarity and consistency with regard to 'WAL'

7.3 In LAs across Wales, the level of awareness and experience of supporting WAL pupils varied considerably among the EMAS leads interviewed and in the Welsh-medium education settings we visited. Teachers of WAL pupils entering Welsh-medium education at the beginning of the Foundation Phase were the least aware of possible differences in the support needs of WAL and English-speaking pupils. Schools and Latecomer Centres with experience of WAL pupils arriving towards the end of the Foundation Phase and above were clear that WAL pupils had distinctive, additional language support needs compared to those of 'late arrival' English-speaking pupils and welcomed the recognition of WAL issues through this study.

7.4 This study identified a lack of clarity and consistency regarding the status and use of WAL across government policy. Not unsurprisingly,

this was reflected in the consequent lack of awareness and standard practice at LA and school levels. Several interviewees drew attention to the fact that there is currently no definition of a 'WAL pupil' or specifically 'WAL needs'. Overall, in the Welsh-medium sector, there was no widespread recognition and embedding of the concept of WAL and EAL within school senior management to avoid its marginalisation.

Recommendation 1

- To establish clarity and consistency in the way schools assess and support WAL pupils, the WG should consider ways of raising awareness of WAL and the support needs of BME pupils who are new to both Welsh and English on arrival at any point in school. A conference, regional seminars or similar could be held to bring together practitioners in the professional fields of Welsh-medium education and EMAS to raise awareness, discuss issues, identify needs and develop a sense of ownership over the concepts of WAL and EAL.

Recommendation 2

- The WG should ensure that there is a common understanding of the meaning of the two terms, WAL and EAL, with consistent use of both terms throughout all relevant WG policy and guidance, including the MEAG grant terms and conditions to ensure there is a clear understanding of who is eligible for support and funding. This should also include the provision of guidance and support to LAs and schools in producing and implementing Strategic Equality Plans and Welsh in Education Strategic Plans that fully meet the needs of WAL/EAL pupils.

Recommendation 3

- WG should liaise with Estyn to consider reviewing its *Strategy and Guidance for Inspecting Literacy for Pupils aged 3 to 18 years (2011)* and *Supplementary Guidance: Equality, Human Rights and English as an Additional Language (2013)* to refer to WAL and EAL.

A need for a WAL/EAL assessment framework

7.5   There is no standard, WAL-specific assessment framework in use
across all LAs as opposed to EAL. The lack of a nationally recognised
assessment framework hinders a consistent way of measuring and
recording pupils' stages of WAL acquisition, an accurate account of the
population of WAL pupils to support MEAG funding applications, and the
monitoring of pupils' progress over time (at aggregated as well as
individual level).

7.6   Consensus gained from EMAS, EALAW and teacher interviews
identified that the EAL Five Stage Model serves the following useful
functions: i) to weight and allocate MEAG funding among LAs; ii) make
provisional decisions about support allocations; and iii) inform teachers
about the general proficiency levels of EAL/WAL pupils.

7.7   As such, the model was widely considered by EMAS leads and EALAW
as providing some (albeit limited) means of assessing a pupil's general
proficiency in WAL. However, EMAS leads and EALAW emphasised that
the EAL Five Stage Model is a 'broad-brush, best-fit' assessment model
that is inadequate for assessing developmental progress in detail and
over time in either Welsh or English.

7.8   A more detailed and sophisticated national model of additional language
development for EAL/WAL was proposed by EALAW and EMAS which
schools and LAs could use as a consistent means of tracking pupils
EAL/WAL development. It was also proposed that such a model could
possibly be aligned to and complement the existing EAL Five Stage
Model since the stages of progression were broadly appropriate.

Recommendation 4

- The WG should review current use of the EAL Five Stage Model as
well as locally adapted versions and consult with local EMAS and
practitioners to consider the development of a more detailed national

model for schools and LAs to use as a consistent means of assessing attainment levels and tracking WAL/EAL acquisition progress through time. This model could possibly be aligned to and complement the current EAL Five Stage Model. Such an assessment framework should have the same general progression structure for English and Welsh but with appropriate variation in content statements for each language based on well-researched and observed differences in patterns of acquisition. Such a framework should be used alongside the LNF in the case of WAL/EAL pupils and used by all providers (EMAS, schools and Latecomer Centres) for an inclusive and consistent approach to WAL/EAL assessment. To allow a consistent comparison across Wales, the WG should consider the collection of WAL progression data through PLASC as already done for EAL.

Size of WAL population in the Welsh-medium education sector

7.9   The lack of availability of good quality WAL data, which is mainly explained through the absence of a WAL specific assessment framework, has been a significant hindrance to this project. Consequently, this study is not able to provide accurate, all-Wales data on the current number of WAL pupils accessing Welsh-medium education. Neither is it possible to quantify their language and educational support needs.

7.10 Indicative data suggests that around 48 pre-schools; 150 primary schools and 29 secondary schools across 15 of the 22 LAs have WAL pupils. Case study and interview data indicates that non-English-speaking WAL pupils join Welsh-medium education at various stages including the Foundation Phase as well as later stages during KS2, KS3 and KS4.

7.11 According to the data provided by LAs, there are between 98 and 295 WAL pupils in pre-schools within statutory settings; between 460 and 1240 in primary schools, and between 228 and 430 in secondary schools.

7.12 There are 22 Latecomer Centres in nine LAs. Forty-one primary (KS2) and six secondary (KS3) 'late arrival' WAL pupils had received Latecomer Centre Welsh language support during 2013.

7.13 Despite the limitations to the quantitative data available to this study, it can be said that WAL pupils form a small minority in relation to the total school population in Wales in 2013.[119] Case studies and interviews have indicated that assessing and supporting even a small number of WAL pupils presents an additional challenge within the Welsh-medium education sector.

7.14 Quantitative, case study and interview data indicates that, apart from a small number of schools who have larger groups of WAL pupils, the majority are 'isolated pupils' in schools with one to five WAL pupils. Isolated pupils pose a particular challenge for schools in terms of ensuring that their individual needs are as well supported as pupils in schools with larger cohorts of pupils from similar language backgrounds. Evidence from EMAS lead interviews indicates that EMAS services are not always able to support all isolated pupils due to the geographical dispersion of these pupils and the limited time and human resources available within the team.

Recommendation 5

- LAs and schools should review demand in their areas for supporting isolated WAL pupils and consider possible joint working approaches, best practice sharing, teacher training, resource management, the use of satellite Latecomer Centres, and other innovative means of providing support.

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[119] There were 464,868 pupils registered at schools across Wales in 2013 (PLASC 2013).

Recognising the additional support needs of WAL pupils

7.15 Case study and interview data has shown that WAL pupils typically have additional language support needs compared to English-speaking learners of Welsh. Unlike English-speaking pupils, WAL pupils can face the challenge of understanding the routines and practices of their new learning environment and communicating with peers and staff. This is exacerbated when teachers and other pupils have no knowledge of the pupil's first/home language, and where there is no/limited access to translation facilities/support. For some WAL pupils, accessing formal schooling was a new experience. Being new to literacy in their own language as well as in Welsh and English was also a common factor. In other cases, WAL pupils who were familiar with literacy practices in their own language(s) were new to the conventions of an alphabetic writing script. As 'late arrivals' towards the end of the Foundation Phase or above, WAL/EAL pupils face a greater challenge than their English-speaking counterparts because they need to acquire both languages simultaneously.

Recommendation 6

- Welsh Government should consider undertaking further, more detailed, research with WAL pupils in Welsh-medium settings to understand in more depth their forms of additional support need and how these are different from the language support needs of English-speaking pupils. Areas to be addressed include the similarities and differences in WAL and English-speaking pupils' acquisition of Welsh language and literacy – as young emergent bi/multilinguals during the Foundation Phase and as 'late arrival' pupils towards the end of the Foundation Phase and in subsequent stages of education.

7.16 There was insufficient data available to provide an accurate picture of the number of WAL pupils' that did not have any WAL support needs but were 'underachieving'. Although schools had systems in place to assess

WAL pupils' attainment levels in relation to National Curriculum outcomes, pupil attainment data are not routinely shared between schools and EMAS. Case study visits to schools did identify a few 'under attaining' WAL pupils who were considered to have additional learning needs in addition to WAL and EAL. Case study and stakeholder interviews suggest that, in the absence of initial assessments conducted in a learner's first language, it is difficult for teachers to identify the causes of under attainment in the case of some WAL pupils.

Recommendation 7

- EMAS teams and schools should be working closely to identify support needs and monitor progress. This should involve initial assessments being conducted in a learner's first language wherever possible in order to better understand the learner's level of curricular attainment and to better tailor support to the learner's needs.

7.17 Overall, this study found that Welsh-medium and bilingual schools do not provide many opportunities for pupils to sit a GCSE exam in their first/home language(s). Quantitative data collected on this aspect is incomplete and therefore not reliable. However, qualitative data and previous research on community language support in secondary schools across Wales[120] found that there are limited opportunities for pupils in the Welsh-medium sector to learn and gain qualifications in their first/home languages.

Recommendation 8

- The WG should consider ways of raising awareness of the benefit of learning and maintaining first/home languages among LAs and all

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[120] CILT Cymru, the National Centre for Languages and CILT, the National Centre for Languages (2010) The provision of support for community languages in secondary schools in Wales: A research report, commissioned by the Welsh Assembly Government.

schools (including Welsh-medium and bilingual schools) in order to encourage schools' support for home language learning provision.

Recommendation 9

- A school's commitment to providing opportunities for BME pupils to learn their first/home language in the school environment ought to be included in a school Welsh and English as an Additional Language policy. As such, schools should be more proactive in collaborating with members of their pupils' language communities and promote community languages, including facilitating opportunities for school pupils and community members to gain qualifications in their home languages. Schools should also seek advice and support from EMAS teams to facilitate first/home language learning.

Improving the support provided to WAL pupils in Welsh-medium/ bilingual schools and Latecomer Centres

7.18 This study has identified a number of features of effective WAL support: carefully tailored WAL support for individual pupils based upon their assessed needs and inclusive approaches to providing support. WAL pupils acquire Welsh language skills in the context of the mainstream curriculum. In some LAs, Latecomer Centres provide initial Welsh immersion support, which is time limited and specifically focussed upon teaching the key vocabularies and language patterns tailored to their curriculum subjects.

7.19 Case study schools reported it was easier to provide support for WAL pupils who arrive in the Foundation Phase, due to higher staffing ratios and opportunities for small intervention groups. At KS2, KS3 and KS4, targeted in-school support tends to be provided by a range of support teachers with some one-to-one support provided by EMAS or Athrawon Bro, as available.

7.20 Teachers reported that current levels of in-school and external support (e.g. provision from EMAS, Athrawon Bro, Welsh Latecomer Centres) for both Welsh and English were not always adequate to meet pupils' needs. In LAs without Latecomer Centre provision, schools reported that they struggled to provide adequate support for 'late arrivals' and depend upon the expertise of Latecomer Centre staff to assess pupils' levels of Welsh language acquisition and to identify their ongoing language and educational support needs upon return to school.

7.21 Latecomer Centre teachers reported that they were concerned that school teachers did not have the expertise or resources (in large classes) to provide adequate additional in-school support for such WAL pupils, whereas Centre teachers may be better placed for providing this support.

7.22 Overall, evidence from case study schools and Latecomer Centres indicates that there is a need for greater expertise in supporting WAL pupils among school teachers with WAL appropriate resources to facilitate their learning.

Recommendation 10

- LAs or regional consortia should review their current capacity to provide effective WAL and/or EAL support to pupils in Welsh-medium education provision and compare this to the level need for this support in their areas. Subsequently, action plans should be produced, including targets to improve provision, where necessary, and to identify opportunities for collaboration between Welsh-medium/bilingual schools, EMAS teams, Latecomer Centres and other providers such as Athrawon Bro in order to improve capacity.

Strengthening collaboration between EAL and Welsh-medium sectors

7.23 BME pupils who are new to both Welsh and English when they arrive as 'late arrivals' in Welsh-medium settings often need to learn both Welsh and English concurrently in order to fully access the curriculum. This

study identified some instances of close collaboration between EMAS teams, Latecomer Centres and Welsh-medium/bilingual schools to assess and provide WAL and EAL support for BME pupils. However, in general, such collaboration was limited. Effective joint working between EAL and WAL support providers is necessary to further improve support for WAL pupils.

Recommendation 11

- EMAS, Welsh-medium/bilingual schools and Latecomer Centres should initiate a more active knowledge exchange and collaboration to facilitate better joint-working with regard to assessing and monitoring pupils' acquisition of WAL and EAL; sharing/providing access to WAL resources through certain applications (e.g. Mantra Lingua and EMAS UK); and access to community translation services in order to facilitate communication with families. There should also be a sharing of good practice with regard to teaching pedagogies in the form of seminars, establishing collaborative partnerships and exchange study visits within Wales and further afield to identify challenges in supporting WAL pupils and how these are overcome.

Developing WAL-specific teacher training and classroom pedagogy

7.24 There is no nationally consistent approach for teacher training and classroom pedagogy with regard to WAL. EMAS interviews and case study evidence indicates there is a lack of specialised pre-service training and very limited specialised in-service training of school and Latecomer Centre teaching and classroom support staff. This study identified a need to develop a WAL-specific focus within teacher training and classroom pedagogy in order to develop teacher expertise in meeting the support needs of WAL pupils.

Recommendation 12

- EMAS teams, teacher training providers and specialist practitioners should collaborate to ensure the provision of nationally consistent approaches for teacher training and classroom pedagogy to up-skill school-based staff in meeting the needs of WAL/EAL pupils.

Recommendation 13

- LAs should consider the teacher training role of Latecomer Centre teachers to be developed further as appropriate to provide in-service training to primary and secondary teachers on strategies for providing in-school and in-class support for WAL pupils.

Developing and extending access to multilingual WAL resources

7.25 The study found some good quality resources for WAL assessments and teaching, including bilingual resources developed by teachers in Welsh and community languages. Not all schools and Latecomer Centres were aware, or have access, to a wide range of multilingual WAL teaching resources. There was also a need for age appropriate WAL teaching/learning materials and resources for older 'late arrival pupils'.

Recommendation 14

- LAs and schools should develop teaching materials and resources specifically differentiated for WAL/EAL pupils as an integral part of the National Literacy and Numeracy Programme.

Recommendation 15

- The WG should encourage LAs to work together and consider the development of LA or regional consortium-wide resource libraries and an e-learning platform for the use in Welsh-medium context (this could build upon/take advantage of Hwb – The All Wales Learning

Platform)[121]. By providing access to practitioners and pupils, it could be used to support isolated pupils, who are otherwise difficult for EMAS or Latecomer Centre staff in some LAs to reach on a regular basis.

MEAG funding

7.26 Interviews with case study schools and Latecomer Centres revealed a lack of awareness that MEAG funding is also available for WAL support, besides the EAL support for BME pupils, for which the funding is already being used. Therefore, unsurprisingly, this study also found that MEAG is not typically used for WAL support as it is intended according to WG policy.

7.27 The use of MEAG or other funding streams to support the achievement of all BME pupils in all schools across Wales may necessitate a review of provision requirements.

Recommendation 16

- The WG should collaborate with LAs to raise awareness among schools and Latecomer Centres of the availability of MEAG and its eligibility criteria for funding with regard to WAL. The WG should monitor the applications for and use of MEAG funding to support WAL and EAL in order to gain an understanding of levels of grant support need for both languages.

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[121] Hwb - the all Wales Learning Platform https://hwb.wales.gov.uk/home/Pages/Home.aspx

Annex 1 Five Stage Model of English as an Additional Language Acquisition

	STAGE A (New to English)	STAGE B (Early Acquisition)	STAGE C (Developing Competence)	STAGE D (Competent)	STAGE E (Fluent)
SPEAKING AND LISTENING					
	• Silent period Copies/repeats some words and/or phrases • Uses single words or short phrases • Has a very basic, limited range of vocabulary • Understands some everyday expressions and simple English	• Uses spoken English for social purposes Has limited awareness of grammar syntax Vocabulary is widening but tends to be related to familiar contexts • Is acquiring some topic/subject specific vocabulary • Follows day to day social communication in English Understands simple instructions • Follows narrative /accounts with visual support	• Uses spoken English confidently but structural inaccuracies still apparent • Has a fairly wide vocabulary which includes a growing bank of subject specific words • Gives appropriate responses to a wider range of situations without the need for visual support • Able to follow more complex verbal input	• Speech is more complex and mostly demonstrates an awareness and appropriate use of the rules of grammar and word order with fewer errors • Has a wide vocabulary with more use of abstract words • Some vocabulary gaps still evident • Usually copes with a wide range of verbal input from a variety of sources	• Is a fluent speaker of English in a full range of situations
READING					
	• Minimal or no literacy in English	• Copes with familiar words/word patterns and is able to extract basic meaning from a familiar text	• Reads adequately but has difficulty interpreting complex texts related to the curriculum	• Reads and understands a wide variety of texts but struggles with the subtle nuances of meaning	• Is a fluent reader of English in a full range of situations
WRITING					
	• Minimal or no literacy in English	• Can produce small amounts of independent writing with support from teachers/peers • Has limited awareness of grammar • Uses basic punctuation, e.g. capital letters and full stops • Is becoming aware of simple spelling patterns • Uses basic vocabulary	• Strive towards more developed pieces of writing for a range of purposes • Demonstrates a growing awareness of grammar but continues to make mistakes • Generally uses basic punctuation correctly, e.g. capital letters, full stops, question marks and is demonstrating an awareness of a wide range of punctuation • Is producing improved spelling for a wider range of words • Is developing a wider range of vocabulary	• Writes competently for a range of purposes • Writing only contains occasional errors in grammar • Generally uses a wider range of sentence punctuation(commas, apostrophes, inverted commas) and organisational devices accurately • Spells most words correctly • Uses a wide range of vocabulary	• Is a fluent writer of English in a full range of situations
	• Needs a considerable amount of EAL support	• Needs a significant amount of EAL support to access the curriculum	• Requires on going EAL support to access the curriculum fully	• Needs some /occasional EAL support to access the curriculum material and tasks	• Operates without EAL support across the curriculum

Annex 2 Overview of Case Study School and Latecomer Centre Visits

Local Authority	Type of location	Interviews conducted with:	Additional Information provided
Ceredigion (1)	Bilingual primary / secondary school	County W/EAL adviser, Head Teacher, Assistant Head, W/EAL teacher-coordinator; No pupils available	Estyn Inspection Report, school website, Primary EAL Assessment Pack, sheet of language patterns and vocabulary learned in course, end of course assessment;
Ceredigion (2)	Latecomer Centre (primary)	Lead teacher No pupils available	Estyn Inspection Report' school website;
Carmarthen-shire	Welsh-medium primary school	Head teacher, 1 Teacher Year 1 and 2 (SENCO/WAL/FP lead / Welsh lead / Senior Management Team member), 1 pupil;	Estyn Inspection Report, school website, Welsh and English as an Additional Language policy document;
Pembrokeshire	Welsh- medium primary school	Head teacher, 2 teachers of WAL learners, 2 pupils,	Estyn Inspection Report, School website;
Cardiff (1)	Welsh- medium primary school	Deputy Head/SENCO, Year 3 teacher; (1 pupil at Centre interviewed)	Estyn Inspection Report, school website, Multicultural Policy (in Welsh);
Cardiff (2)	Latecomer Centre (primary)	Lead teacher, 1 pupil	Estyn Inspection Report, school website
Gwynedd (1)	Welsh-medium primary school	Head teacher, Literacy Coordinator, Y4 teacher, Y6 teacher, Foundation Phase coordinator, EAL lead, 4 pupils;	Estyn Inspection Report, school website, example pupil file guidelines for teachers (Year 6 and Year 2), notes of management meeting discussing EAL; EAL lesson summary, notes on EAL support, sheet of language introduced in EAL Centre, EAL Centre report, target setting and

			teaching strategies linked to five stage assessment, anonymised pupil profile files;
Gwynedd (2)	Latecomer Centre (primary)	Lead teacher (currently on secondment), acting lead teacher, centre teacher. No pupils available	Estyn Inspection Report, school website, example of oral assessments, referral form, pupil data form, laminated vocal and language patterns presented on course, Centre assessment outcomes, Centre assessment levels linked to National Curriculum, written assessment levels linked to LNF;
Gwynedd (3)	Bilingual secondary school	Head teacher, Deputy head, Head of Welsh, 6 pupils;	Estyn Inspection Report, school website;
Gwynedd (4)	Latecomer Centre (secondary)	Lead teacher, centre teacher, 3 pupils;	Estyn Inspection Report, school website, Latecomer Centre leaflet, example end of course reports, model of post Centre Care in secondary school strategy, individualised report and pupil recommendations, end of course student feedback/ comment, parent evaluation forms, example pupil writing tasks, example GCSE test results for 1 pupil
Denbighshire	Welsh-medium primary school	Head teacher (other staff and pupils not available)	Estyn Inspection Report, school website;
Rhondda Cynnon Taf	Welsh-medium primary school	Head teacher, Y1 teacher of WAL pupil who is also Foundation Phase lead No pupils available	Estyn Inspection Report, school website;
Bridgend	Welsh-medium primary school	Head teacher, Year 1 and 2 teacher	Estyn Inspection Report,

		(also member of Senior Management Team, and PSE coordinator). No pupils available	school website
Flintshire	Welsh-medium primary school	Head of Foundation Phase teacher, Reception teacher; No pupils available	Estyn Inspection Report, school website; individual pupil Education Plan, example of ME report, Foundation Phase child development assessment profile, National Curriculum outcomes, example letters in Polish, Class assessment sheet;
Torfaen	Welsh-medium primary school	Teacher Year 3, Language Coordinator; No pupils available	Estyn Inspection Report, school website, GEMS EAL data, languages pie chart, EAL language pie chart, MEAG ethnicities data;
Gwent Education Multi-Ethnic Service (GEMS)		Director and Deputy Director	Access provided to all GEMS documentation, processes and resources on consortium website

Annex 3 WAL LA Base Line Data Collection Form 2013

Ffurflen Casglu Data Gwaelodlin Awdurdodau Lleol ar y Gymraeg fel Iaith Ychwanegol (CIY) 2013

Welsh as an Additional Language (WAL) Local Authority Base Line Data Collection Form 2013

Awdurdod Lleol (LIA):
Local Authority (LA):

Cydlynydd PLASC:
PLASC coordinator:

Swyddog arweiniol SIY/CIY:
EAL/WAL lead officer:

Please note, all figures you provide in this data collection form should refer to 2013. This applies to the number of schools, as well as the number of pupils enrolled.

Please answer each of the questions as best you can, using the table formats provided. Where you have difficulty providing the data requested, please explain briefly in the 'comments box'.

You are welcome to complete the questionnaire in Welsh, English or a combination of both languages.

Cofiwch sicrhau os gwelwch yn dda fod yr holl ffigyrau a nodwch ar y ffurflen casglu data yma yn cyfeirio at 2013. Mae hyn yn berthnasol i nifer yr ysgolion yn ogystal â niferoedd y digyblion a gofrestrwyd ynddynt.

Atebwch bob cwestiwn orau a allwch, gan ddefnyddio'r fformat tablau isod. Lle cewch anhawster i roi'r data sy'n ofynnol, esboniwch hynny yn fyr yn y blwch 'Sylwadau'.

Mae croeso i chi gwblhau'r holiadur yn y Gymraeg, yn Saesneg neu mewn cyfuniad o'r ddwy iaith.

ADRAN A / *SECTION A*

A1: Faint o ysgolion cyfrwng Cymraeg ac ysgolion dwyieithog sydd yn ardal eich Awdurdod Lleol chi yn 2013?

A1: How many Welsh–medium and bilingual pre-school and primary schools does your Local Authority have in 2013?

	Math o ysgolion oed meithrin ac ysgolion cynradd sy'n rhai cyfrwng Cymraeg neu'n ysgolion dwyieithog *Type of Welsh-medium and bilingual pre-school and primary schools*							
	Ysgolion cyfrwng Cymraeg *Welsh – medium schools*		**Ysgolion dwyieithog** *Bilingual schools*					
	Cyfrwng Cymraeg *Welsh Medium [WM]*		**Dwy ffrwd** *Dual Stream [DS]*		**Cyfrwng Cymraeg trosiannol gyda defnydd sylweddol o'r Saesneg** *Transitional W-medium with significant use of English [TR]*		**Saesneg (gyda defnydd sylweddol o'r Gymraeg)** *English (with significant Welsh) [EW]*	
	Cyn-ysgol (3-4 oed) *Pre-school (age 3-4)*	**Cynradd (5-11 oed)** *Primary (age 5-11)*	**Cyn-ysgol (3-4 oed)** *Pre-school (age 3-4)*	**Cynradd (5-11 oed)** *Primary (age 5-11)*	**Cyn-ysgol (3-4 oed)** *Pre-school (age 3-4)*	**Cynradd (5-11 oed)** *Primary (age 5-11)*	**Cyn-ysgol (3-4 oed)** *Pre-school (age 3-4)*	**Cynradd (5-11 oed)** *Primary (age 5-11)*
Nifer yr ysgolion *Number of schools*								

A1: Sylwadau / *Comments*

A1: Nodiadau arweinad / *Guidance Notes*

1.Lle ceir darpariaeth Cyn-ysgol i blant 3-4 oed o fewn ysgol gynradd, cyfrifwch y ddwy ar wahân   / *Where Pre-school provision for 3 – 4 year olds is delivered within a primary school, please count both separately.*

2. Rhowch 0 os nad oes ysgol o'r math yma o fewn aradal eich ALl / *Please insert 0 where the type of school does not exist within your LA.*

3. Mathau o ysgolion: Dyma'r diffiniadau a ddefnyddir yn PLASC o ysgolion cynradd cyfrwng Cymraeg ac ysgolion dwyieithog, a nodir y codau PLASC rhwng cromfachau: /   *School types: These are the definitions of Welsh – medium and bilingual primary schools used in PLASC, with PLASC codes in brackets*:

Cynradd, Cyfrwng Cymraeg [WM] - yr holl ddisgyblion yn y Cyfnod Sylfaen yn profi'r meysydd dysgu drwy gyfrwng y Gymraeg. Cymraeg yw'r prif gyfrwng dysgu yng Nghyfnod Allweddol 2, gydag o leiaf 70% o'r dysgu drwy gyfrwng y Gymraeg

Welsh-Medium Primary [WM] *- all pupils in the Foundation Phase experience the areas of learning through the medium of Welsh.Welsh is the main teaching medium at Key Stage 2 with at least 70% of the teaching through the medium of Welsh.*

Dwy ffrwd [DS] – Darpriaeth gyfrwng Cymraeg fel a ddisgrifir uchod yn cael ei chyflwyno mewn ffrwd ar wahân i ddarpariaeth gyfrwng Saesneg yn bennaf yn yr un ysgol. Tybir mai yn y ffrwd Gymraeg bydd unrhyw ddisgyblion ag anghenion CIY.

Dual Stream Primary [DS] *– Welsh-medium provision as described above is delivered in a separate stream from a mainly English provision which is also available in the same school. It is assumed that pupils with WAL needs will be in the Welsh-medium stream.*

Cynradd, Drosiannol [TR] – cyfrwng Cymraeg gyda defnydd sylweddol o'r Saesneg – Disgyblion yn y Cyfnod Sylfaen yn profi'r meysydd dygu drwy gyfrwng y Gymraeg yn bennaf. Y ddwy iaith yn cael eu defnyddio fel cyfrwng dysgu yng Nghyfnod Allweddol 2 ond gyda mwy o bwyslais ar y Gymraeg.

Transitional Primary [TR] *- Welsh-medium with significant use of English - Pupils in the Foundation Phase experience the areas of learning mainly through the medium of Welsh. Both languages are used in teaching at Key Stage 2 but with greater emphasis on Welsh.*

Saesneg (gyda defnydd sylweddol o'r Gymraeg) [EW] –Disgyblion yn y Cyfnod Sylfaen yn profi'r meysydd dysgu yn y ddwy iaith ond gyda mwy o bwyslais ar y Saesneg. Yng Nghyfnod Allweddol 2 defnyddir y Gymraeg a'r Saesneg fel cyfrwng dysgu, ond gyda mwy o bwyslais ar y Saesneg. Defnyddir y Gymraeg yn gyfrwng dysgu ar gyfer dysgu rhwng 20% - 50% o'r holl gwricwlwm cynradd.

English (with significant Welsh) [EW] *– Pupils in the Foundation Phase experience the areas of learning in both languages but with greater emphasis on English. In Key Stage 2, both Welsh and English are used in teaching but there is a greater emphasis on English. Welsh is used as a medium of teaching or learning for between 20% and 50% of the primary curriculum overall.*

A2: Yn ôl data PLASC, mae'r nifer o ysgolion uwchradd cyfrwng Cymraeg a dwyieithog sydd yn eich awdurdod leol chi yn 2013, fel a nodir. Os oes gennych unrhyw sylwadau ar hyn, nodwch eich sylwadau yn y blwch isod.

A2: According to PLASC data, your local authority's number of Welsh–medium and bilingual secondary schools in 2013 is as indicated. If you have any comment to make on these figures, please use the 'comment' box below.

	Mathau o ysgolion uwchradd sy'n rhai cyfrwng Cymraeg neu'n ysgolion dwyieithog yn 2013 *Type of Welsh-medium and bilingual secondary schools (age 11 – 19) in 2013*					
	Cyfrwng Cymraeg *Welsh – medium*	**Dwyieithog** *Bilingual*				
	Cyfrwng Cymraeg *Welsh Medium* **[WM]**	**A Dwyieithog** *A Bilingual* **[AB]**	**B Dwyieithog** *B Bilingual* **[BB]**	**C Dwyieithog** *C Bilingual* **[CB]**	**Ch Dwyieithog** *Ch Bilingual* **[CH]**	**Saesneg (gyda defnydd sylweddol o'r Gymraeg)** *English (with significant Welsh)* **[EW]**
Nifer yr ysgolion *Number of schools*	6	3	1	0	3	1

A2 Sylwadau / *Comments*

A2: Nodiadau arweiniad / *Guidance Notes*

1. **Mathau o ysgolion**: Dyma'r diffiniadau a ddefnyddir yn PLASC o ysgolion uwchradd cyfrwng Cymraeg ac ysgolion dwyieithog, a nodir y codau PLASC rhwng cromfachau: / *School types: These are the definitions of Welsh – medium and bilingual secondary schools used in PLASC, with PLASC codes in brackets*:

   Cyfrwng Cymraeg [WM]– Ysgol uwchradd cyfrwng Cymraeg
   Welsh Medium [WM] – Welsh-Medium Secondary School
   A Dwyieithog [AB]– Ysgol Uwchradd Ddywieithog Categori 2A - o leiaf 80% o'r pynciau ar wahân i Saesneg a Chymraeg yn cael eu dysgu drwy gyfrwng y Gymraeg yn unig i'r holl ddisgyblion. Dysgir un neu ddau o bynciau i rai disgyblion drwy gyfrwng y Saesneg neu yn y ddwy iaith

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A Bilingual [AB] – *Bilingual Secondary School Category 2A – At least 80% of subjects apart from English and Welsh are taught only through the medium of Welsh to all pupils. One or two subjects are taught to some pupils in English or both languages.*

B Dwyieithog [BB]- Ysgol uwchradd ddwyieithog Categori 2B – O leiaf 80% o'r pynciau (heblaw Cymraeg a Saesneg) yn cael eu dysgu drwy gyfrwng y Gymraeg ond hefyd yn cael eu dysgu drwy gyfrwng y Saesneg.
B Bilingual [BB] – *Bilingual Secondary School Category 2B – At least 80% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English.*

C Dwyieithog [CB]- Ysgol uwchradd ddwyieithog Categori 2C – 50% - 70% o'r pynciau (heblaw Cymraeg a Saesneg) yn cael eu dysgu drwy gyfrwng y Gymraeg ond hefyd yn cael eu dysgu drwy gyfrwng y Saesneg.   *C Bilingual [CB]* – *Bilingual Secondary School Category 2C – 50-70% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English.*

Ch Dwyieithog [CH]- Ysgol uwchradd ddwyieithog Categori 2Ch – pob pwnc heblaw Cymraeg a Saesneg yn cael ei ddysgu i'r holl disgyblion gan ddefnyddio'r ddwy iaith.
Ch Bilingual [CH] – *Bilingual Secondary School category 2Ch – all subjects, except Welsh and English, taught to all pupils using both languages.*

Saesneg (gyda defnydd sylweddol o'r Gymraeg) [EW]– ysgol cyfrwng Saesneg yn bennaf gyda defnydd sylweddol o'r Gymraeg; 20 – 40% o'r pynciau yn cael eu dysgu drwy gyfrwng y Gymraeg ar sail ddewisol.
English (with significant Welsh) [EM] – *Predominantly English medium secondary school with significant use of Welsh: 20-49% of subjects are taught through the medium of Welsh as an option.*

A3: Wrth ystyried yn awr niferoedd y disgyblion o Leiafrifoedd Ethnig sydd mewn ysgolion cyfrwng Cymraeg ac ysgolion dwyieithog ac sydd ag anghenion am gefnogaeth i'w Cymraeg fel Iaith Ychwanegol (CIY), nodwch y niferoedd perthnasol o ysgolion ym mhob categori o nifer disgyblion.
A3: Thinking now about the population size of Ethnic Minority pupils with Welsh as an Additional Language (WAL) support needs in Welsh medium and bilingual schools, please provide the numbers of schools for each category of pupil numbers.

	Nifer y disgyblion o Leiafrifoedd Ethnig fesul ysgol sydd ag anghenion CIY *Number of Ethnic Minority pupils with WAL needs per school*						
	Dim *None*	**1-5**	**6 – 10**	**11 – 20**	**21 – 50**	**51 – 100**	**100+**
Cyn-ysgol *Pre-school*							
Cynradd *Primary*							
Uwchradd *Secondary*							

A3: Sylwadau */ Comments*

A4: Mae 3 math o ddisgyblion o Leiafrifoedd Ethnig sydd o ddiddordeb yn y prosiect ymchwil hwn (gw. A4 Nodiadau arweiniad). Nodwch faint o ddisgyblion ym mhob categori sydd gan eich A.Ll chi mewn addysg gyn-ysgol, gynradd ac uwchradd.

A4: There are 3 types of Ethnic Minority pupils of interest for this research project (see A4. Guidance Notes). Please indicate how many pupils in each category your LA has at pre-school, primary and secondary levels.

	Nifer o bob math o ddisgyblion CIY mewn addysg gyn-ysgol, gynradd ac uwchradd *Number of type of WAL pupils at pre-school, primary and secondary levels*		
	EM WAL 1	**EM WAL 2**	**EM WAL 3**
Cyn-ysgol *Pre-school*			
Cynradd *Primary*			
Uwchradd *Secondary*			

A4.Sylwadau / *Comments*

A4 Nodiadau arweiniad / *A4: Guidance Notes***:**

Y diffiniadau o'r 3 math o ddisgyblion o gefndiroedd lleiafrifoedd ethnig , nad yw'r Gymraeg na'r Saesneg yn iaith gyntaf iddynt, sydd o ddiddordeb yn y prosiect ymchwil hwn yw :
The definitions of the 3 types of ethnic minority background pupils of interest for this research project are as follows:

EM WAL 1: Mae hyn yn cyfeirio at ddisgyblion 3-19 oed o gefndiroedd lleiafrifoedd ethnig, nad yw'r Gymraeg na'r Saesneg yn iaith gyntaf iddynt ac y mae cefnogaeth ychwanegol arnynt (yn amodol ar asesiad) i wella eu lefelau cyrhaeddiad mewn Cymraeg a Saesneg. *This refers to pupils, aged 3-19 years, from minority ethnic backgrounds, who do not speak Welsh and English as their first language and whose attainment level of Welsh and English requires additional support (subject to assessment);*

EM WAL 2: Disgyblion 3 – 19 oed o Leiafrifoedd Ethnig nad oes angen cefnogaeth ieithyddol arnynt ond sy'n tangyflawni; *Minority Ethnic pupils, aged 3- 19 years, who do not have any language support needs but are underachieving;*

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EM WAL 3: Disgyblion 3 – 19 oed o Leiafrifoedd Ethnig y mae angen cefnogaeth ieithyddol arnynt i ennill cymwysterau yn iaith eu haelwydydd. *Minority Ethnic pupils, aged 3-19 years, who require support to achieve qualifications in their home language.*

A5: Sut mae lefelau iaith disgyblion mewn Cymraeg yn cael eu hasesu i ganfod beth yw eu hanghenion CIY ar y lefelau cyn-ysgol, cynradd ac uwchradd? Ticiwch y blwch sy'n berthnasol i'ch awdurdod lleol chi.
A5: How are pupils' language levels in Welsh assessed in order to determine their WAL support needs at pre-school, primary and secondary school levels? Please tick the box below that applies to your local authority.

Mae disgyblion yn cael eu hasesu yn ôl y "Model Cyrhaeddiad Iaith 5 Cam' *Pupils are assessed according to the '5 Stages Language Achievement Model'*	→**Parhau ag A 5a** *Continue with A 5a*
Caiff y disgyblion eu hasesu mewn modd gwahanol *Pupils are assessed in a different way*	→**Parhau ag A 5b** *Continue with A 5b*

A5a: Nodwch y nifer o ddisgyblion o Leiafrifoedd Ethnig yn ôl canlyniad eu hasesiad a fesul math o ysgol:
A5a: Please provide the number of Ethnic minority pupils for each assessment outcome stage by type of school.

	Model Cyrhaeddiad Iaith 5 Cam / *5 Stages Language Achievement Model:* Lefelau iaith disgyblion CIY mewn Cymraeg yn y cyfnodau cyn-ysgol, cynradd ac uwchradd *WAL Pupils' Language Levels in Welsh at pre-school, primary and secondary schools*				
	Lefel A /*Stage A*	**Lefel B/***Stage B*	**Lefel C/***Stage C*	**Lefel D/***Stage D*	**Lefel E/***Stage E*
Cyn-ysgol *Pre-school*					
Cynradd *Primary*					
Uwchradd *Secondary*					

A5a Sylwadau / *Comments*

A5a. Nodiadau arweiniad / *Guidance Notes*:

Lefelau iaith disgyblion – mae hyn yn cyfeirio at yr asesiad iaith cychwynnol o ddisgyblion o leiafrifoedd ethnig gan ddefnyddio'r **Model Cyrhaeddiad Iaith 5 Cam**
Pupil Language Levels – This refers to the initial language assessment of minority ethnic pupils using the 5

Stages Language Achievement Model:

Lefel A = Y Saesneg neu'r Gymraeg yn newydd iddynt / *Stage A = New to English or Welsh;*
Lefel B = Caffaeliad cynnar / *Stage B= Early Acquisition;*
Lefel C = Datblygu cymwyseddau / *Stage C = Developing Competencies;*
Lefel D =Cymwys / *Stage D = Competent;*
Lefel E = Rhugl / *Stage E= Fluent.*

A5b: Disgrifiwch yn fras y dull asesu gwaghanol a ddefnyddir gan eich awdurdod lleol chi i gategoreiddio disgyblion yn ôl eu lefel cyrhaeddiad mewn Cymraeg , a nodwch y nifer o ddisgyblion ym mhob categori asesiad.
A5b: Please describe briefly the alternative assessment method used in your local authority to categorise pupils regarding their attainment level of Welsh and provide the number of pupils against each assessment outcome category.

	Disgrifiad o'r dulliau a ddefnyddiwyd gan nodi faint o ddisgyblion sydd ar bob lefel o asesiad *Description of methods used with indication of how many pupils at each level of assessment*	Categorïau o ganlyniadau asesu *Assessment outcome categories*	Nifer y disgyblion ym mhob categori o ganlyniad *Number of pupils per outcome category*
Cyn-ysgol *Pre-school*			
Cynradd *Primary*			
Uwchradd *Secondary*			

5b Sylwadau / *Comment*s

A5b. Nodiadau arweiniad / *Guidance Notes*

1. Ysgrifennwch yn y blwch uchod ddisgrifiad o'r dull asesu CIY a ddefnyddir ym mhob cyfnod addysg. Os yw'r niferoedd ar gael am y nifer o ddisgyblion ar bob lefel asesiad iaith, rhowch y niferoedd hynny os gwelwch yn dda. Os nad yw'r wbodaeth honno ar gael ysgrifennwch: "nid yw'r asesiad o lefelau iaith ar gael".
Please use the space provided in the table above to describe the method of WAL assessment used at each stage of schooling. Where numbers are available for the number of pupils assessed to be at each level of language ability, please provide this information. If this information is not available please insert: 'assessment levels attained not available'.

A6: Yn ardal eich awdurdod lleol chi, faint o Ganolfannau Trochi Cymraeg sydd gennych chi yn 2013?

A6: In your local authority, how many Welsh Language Immersion Centres do you have in 2013?

A7a: Yn ardal eich ALl chi, faint o ddisgyblion CIY sydd wedi derbyn neu sy'n derbyn ar hyn o bryd ddarpariaeth Canolfan Trochi Cymraeg yn 2013? Nodwch ar y tabl isod faint o ddisgyblion o leiafrifoedd ethnig sy'n derbyn y math hwn o gefogaeth i'w sgiliau iaith mewn Cymraeg.

A7a: In your LA, how many WAL pupils have accessed/ are accessing Welsh Language Immersion Centre provision in 2013? Please indicate the number of ethnic minority pupils accessing this form of Welsh language support in the table below.

	Cyn-ysgol *Pre-school*	Cynradd *Primary*	Uwchradd *Secondary*
Nifer o ddisgyblion o leiafrifoedd ethnig *Number of ethnic minority pupils*			

A7a Sylwadau / *Comments*

A7b: Os yw eich ALl chi yn darpru mathau eraill o gefnogaeth mewn Cymraeg , rhowch y manylion yn y tabl isod:

A7b: If your LA also provides other forms of Welsh language support, please provide details in the table below.

	Disgrifiad o fathau eraill o gefnogaeth mewn Cymraeg, e.e. defnyddio Athrawon Bro *Description of other forms of Welsh language support, e.g. use of Athrawon Bro*
Cyn-ysgol *Pre-school*	
Cynradd *Primary*	
Uwchradd *Secondary*	

ADRAN B / *SECTION B*

B1. Pa ddata a gesglir gan ysgolion ar ddisgyblion o leiafrifoedd ethnig a'u hanghenion am gefnogaeth ychwanegol a sut / i ba ddibenion y defnyddir y data?

B1. *What data is being collected by schools on pupils from ethnic minorities and their additional support needs and how /for what purposes is it being used?*

	Math o ddata a pha mor aml y cesglir ef *Type and frequency of data collection*	**Pa ddefnydd a wneir o'r data a gesglir** *Use made of data collected*
Cyn-ysgol *Pre-school*		
Cynradd *Primary*		
Uwchradd *Secondary*		

B1 Sylwadau / *Comments*

B2. Sut mae datblygiad a chynnydd disgyblion o leiafrifoedd ethnig yn cael eu monitro a'u hadolygu?

B2. *How are ethnic minority pupils' development and progress monitored and reviewed?*

	Sut y caiff datblygiad disgyblion o leiafrifoedd ethnig ei fonitro a'i adolygu, a pha mor aml *Method and frequency of monitoring and reviewing ethnic minority pupils' development*
Cyn-ysgol *Pre-school*	
Cynradd *Primary*	
Uwchradd *Secondary*	

B2: Sylwadau / *Comments*

B3. I ba raddau roedd y data y gofynnwyd amdano yn Adran A ar gael ichi yn barod i atab pob cwestiwn? A oedd angen ichi ymgynghori ag ysgolion i gael y manylion perthnasol?

B3. To what extent was the data requested in Section A readily available for you to answer each question? Did you need to consult with schools to obtain the relevant level of detail?

Y DIWEDD / *END*

Llawer o ddiolch ichi am gwblhau'r ffurflen hon. Gofynnir ichi ei hanfon at _linda.evans@iaith.eu_ a threfnu amser ar gyfer cyfweliad dilynol a fydd yn para am 30 munud.

Thank you very much for completing this form. Please now send it to _linda.evans@iaith.eu_ and arrange a time for a 30 minute follow-up interview.

Annex 4   LA telephone interview topic guide

Welsh as an Additional Language Research Project
Local Authority Lead Telephone Interview Questions

Local Authority	Name and position of person interviewed	Contact details	Date of interview

Introduction

- **Introduce self, IAITH & working on the Welsh as an Additional Language Research Project   for the Welsh Government which is running as an adjunct to MELAP.**

- **Subject:**

    o The project aims to establish the level of need and current support provided to minority ethnic pupils aged 3 -19 with WAL language needs in Welsh-medium and bilingual schools and Welsh immersion centres.

    o This stage interviewing each local authority Ethnic Minority Achievement Service leads to identify LA data on WAL needs and WAL support delivery arrangements, this then being followed by case study visits to 8-16 Welsh/Bilingual schools and Welsh immersion centres

    o Final research report submitted to Welsh Government by end of January 2014.

- **In today's interview:**

    o **Part 1** – go over previously completed data collection questionnaire (to check any inconsistencies & missing information as necessary)

    o **Part 2** – Discuss more detailed questions which were listed in Annex 1 of data collection questionnaire

- **Confirm estimated length of interview & check interviewee has time available for this**

- **Confidentiality – all personal information will be anonymised in the report.**

Interviewee details

Before we start: ...

- What is your role & responsibilities? EAL team leader Ethnic Minority Language Achievement service team
- Members of your EAL/WAL team? How many? And how many Welsh speakers among them?

PART 1:

- Check respondents have the completed spreadsheet ready to refer to.

A1:   Thanks, for completing and returning the data collection spreadsheet. **How did you go about completing the data? and what data sources did you use?**

        CHECK: Did you have any problems? Any particular issues with the information provided? How sure/unsure are you about the accuracy of any of the data provided?

A2:   (Where, there are gaps / inconsistencies in the data provided:) **Can I just check …?**

PART 2:

I would now like to talk with you about the processes and provision for Welsh language support for pupils in your local authority. Did you have a chance to consider the questions listed in Annex 1? I'd like to go through each of these questions please.

B: **Supporting and monitoring pupils' development**

B1   **Once a WAL need has been identified, what services/support does your LA or the schools in your LA provide to ME pupils to help thME improve their attainment levels in Welsh and across the curriculum?**

        CHECK: - bilingual teaching assistants?
                        - after school / out-of-school support?
                        - exams in the pupil's home language?
                        - support tailored to pupil's needs instead of standard-support?
                        - other services / support?.

B2   **How standardised are these approaches to WAL services/support within your LA? or how much do you think these vary between schools in your area?**

B3   **If a pupil has both WAL and EAL needs, how are these separate needs supported and monitored?**
    CHECK: how is this managed in practice? Any difference between Welsh-medium and bilingual schools?

B4   **How are ME pupils' Welsh language skills development monitored?**
    CHECK – How does this differ from the monitoring of non-ME pupils? How does this differ from the monitoring of EAL pupils?

B5   **How are ME pupil's development and attainment across the curriculum monitored in Welsh medium and bilingual schools?**
    CHECK – how does this differ from non-ME pupils?

C: **WAL expertise and teacher training**

I'd now like to turn to teachers' expertise in supporting ethnic minority background pupils and the training provided in this area:

C1   Do teachers in Welsh medium and bilingual schools have the necessary expertise to support pupils from ethnic minority backgrounds?
CHECK: What kind of expertise do they have? Are there any gaps compared to the expertise of EAL teachers? Are teachers in Welsh medium and bilingual schools trained specifically to deal with issues relating to ethnic minorities?

C2   Is there a difference in regards to relevant WAL support expertise between teachers in Welsh medium to those in bilingual schools?
CHECK: If yes, how is this expertise gained?
If not, what are the gaps, if any?

C3   Does your LA offer any specific 'WAL support for ethnic minority pupils' teacher training?
CHECK: If yes, what form of training?
If no, why not? / any intention to provide in the future?

D: Guidance, management and coordination

D1   What coordination is there within schools, or between schools in a catchment area, to meet the WAL needs of minority ethnic pupils?
CHECK: What form of coordination exists? Is there a named coordinator?

D2   Are there channels for sharing ME pupil development and attainment information between statutory and community provision?
CHECK: What form of community provision exists? If there are channels for sharing information, how is this done? If not, why? Could this be developed?

E: Welsh Language Centres

Looking now at Welsh Language Centres:

E1   Do Welsh Language Centre teachers have the necessary expertise to support pupils from ethnic minority backgrounds?
CHECK: What kind of expertise do they have? Are teachers trained specifically to deal with issues relating to ethnic minorities?

E2   How does Welsh Language Centre teachers' expertise and skills compare with teachers in Welsh medium/bilingual schools?

E3   What curriculum is taught to pupils in Welsh Language Centres apart from Welsh as a second language?
CHECK: Do pupils receive also language support in English?

E4   What services are given to pupils to help them improve their level of achievement in English, Welsh and the curriculum?

F   Examples of best WAL practice / any other comments

I'd now like to finish by checking if you have any particular examples of WAL best practice in your local authority

F1   Do you have any particular examples of best WAL support practice in your local authority?
CHECK: what are the features of the best practice? Has this been shared with/widely implemented within other schools in your area? If not, why not? Any intententions to do this in the future?

*   IF, NECESSARY/APPROPRIATE: TAKE THIS OPPORTUNITY TO ASK IF THERE ARE ANY SCHOOLS / IMMERSION CENTRES WHICH WOULD BE APPROPRIATE TO INCLUDE IN THE CASE STUDY VISITS

G: Close

G1   Do you have any further comments you would like to make?

- Thank you very much for discussing each of these questions with me.
- I will be completing my notes based on our conversation today. If I need to check any details, can I get back in touch? You're welcome to contact me if there is something else you wish to add.
- Reiterate timetable – compile information from each LA in Wales, report to WG January 2014.

Annex 5   Case Study Interview Topic Guides

TOPIC GUIDE – SCHOOL MANAGEMENT
Cymraeg fel Iaith Ychwanegol
Welsh as an Additional Language

Background: size and linguistic profile of school

1. What is the school's catchment area and how many pupils do you have?

2. How many Minority Ethnic (ME) background pupils who don't speak Welsh or English as their first language do you have? and what are their language backgrounds?

3. In addition to these, what percentage of your school's pupils are non-ME second language learners of Welsh?

Guidance, management and co-ordination

4. Does your school have an explicit policy of linguistic and cultural diversity in which ME pupils' additional support needs in Welsh as well as English are recognised?

   o   Is this stated in school prospectus/handbook, website, other documents?

5. Have community languages been included within your school language policy? If so, how does this influence your provision and pedagogy of Welsh as an Additional Language (WAL), English as an Additional Language (EAL) and community languages?

6. Are you and members of the school management team aware of the support available for WAL pupils through the Minority Ethnic Achievement Grant (MEAG)?

   o   If yes, have you applied for / received funding in the past and how was it used?
   o   If no, do you think this support would be useful for some pupils? If so, what could it be used for?

Interviewer's Note: The Minority Ethnic Achievement Grant (MEAG) supports Local Authorities' (LA) provision of education and related educational services to: (1) support children and young people from minority ethnic backgrounds who are learning English or Welsh as an additional language; and (2) improve standards of achievement for pupils from minority backgrounds who are underachieving or who are at risk of underachieving due to factors other than English or Welsh language acquisition.

7. Do you make use of your Local Authority's English as an Additional Language/ Ethnic Minority Achievement Service for additional support with WAL and EAL?

- o If so, how?
- o If not, why not?

8. Is there anything in place to coordinate provision for your school in particular and, if applicable, with other schools in your catchment area to meet the support needs of ME pupils?

- o Is there a Named Coordinator for this task?
- o Is that individual a member of management team of this school?

9. Are you aware of the complementary schools, which pupils can attend? Are there channels for sharing information between community and statutory provision in order to support ME pupils?

Supporting and monitoring pupils' development

10. In what way do you provide support to ME pupils (and their parents) to help them integrate?

- o Can you give me some examples of how this looks in practice?
- o Are parents involved in the process of integrating new ME pupils? If so, how?

11. Once a WAL need has been identified, what support does your school provide to ME pupils to help them improve their attainment levels in Welsh, English and across the curriculum?

- o Bilingual teaching assistants / support workers?
- o Referral to a Latecomer Centre?
- o Is referral to a Centre compulsory or only a recommendation?
- o What WAL support is provided, if an ME pupil does not attend a Centre?

Exams in the pupil's home language?

- o which languages?
- o How many pupils took GCSE in 2013?
- o How is support tailored to individual pupils' needs?
- o Other services / support?

12. Do you ask for/do you ever get feedback from pupils/parents that would tell you whether the support provided is working for them?

o How have you responded to parental requests for more support?

13. How are the school management and Governing Body involved in monitoring ME pupils' language acquisition in Welsh, English and their ability to access all aspects of the curriculum?

14. (*As relevant*) How is continuing WAL support ensured as pupils move from Foundation Phase to KS2 to KS3 to KS4/ Further Education?

Awareness, expertise and teacher training

15. How many teaching staff have had training and gained qualifications in teaching (a) Welsh as a second language, and (b) ME pupils from different cultural and language backgrounds?

> o Give examples of pre-service / in-service training

16. How many teaching and support staff have expertise in languages other than Welsh and English? Which languages are these?

General Opinions

17. In your view, how well are your current assessment and monitoring tools applicable to the circumstances of ME pupils?

> o   If there is room for improvement, how should processes be improved to ensure ME pupils can improve their attainment levels in Welsh and the curriculum requirements in the Foundation Phase, KS2, KS3, KS4/Further Education (FE)?

18. Do you have any other comments?

TOPIC GUIDE – TEACHING AND SUPPORT STAFF
Cymraeg fel Iaith Ychwanegol

Welsh as an Additional Language

Background: role and linguistic profile of pupils

1. What is your role? (Classroom teacher, subject teacher, teaching assistant, specialist support worker, other?)

2. How many Minority Ethnic (ME) background pupils who don't speak Welsh or English as their first language do you teach/support? and what are their language backgrounds?

Identifying and recording ME pupil's needs

3. In what way are you involved in the initial and ongoing assessment of ME pupils' Welsh language support needs?

Supporting pupils' development

4. How are new ME pupils integrated in class with their new peers and how are pupils involved in supporting each other?

5. Once an ME pupil's WAL need has been identified, how do you provide support for that pupil?

   o   If not supported directly, what support do you arrange for that pupil?

6. What teaching strategies do you use to ensure ME pupils understand and are able to follow all aspects of the curriculum? (e.g. repetition, highlighting key vocabulary, translation, pre-teaching, use of visuals etc.)

7. In what ways do class teachers, Welsh language support workers, teaching assistants, and others (e.g. Latecomer Centre teachers and Athrawon Bro) collaborate to meet the WAL and EAL needs of ME pupils?

8. Do joint planning of lessons and pedagogic strategies also benefit the class as a whole? If so, how?

9. In your experience, how do the Welsh language support needs of Minority Ethnic pupils (who don't speak Welsh or English as their first language) differ from those of other pupils from non-Welsh speaking homes who speak English as their first language?

TOPIC GUIDE – TOOLS AND SYSTEM FOR ASSESSMENT AND MONITORING

Cymraeg fel Iaith Ychwanegol

Welsh as an Additional Language

Identifying and recording ME pupil's additional support needs

1. **First arrival of ME pupils**. Please can you show me the materials/resources used to collect data on ME pupils and their background on their first arrival and talk me through your process of data collection.

- o What resources / strategies do you use to communicate with parents and pupils who have no Welsh or English?
- o What information is collected? (e.g. previous education, home languages)
- o How/for what purposes is this data used?
- o What initial information and support is provided to new parents and pupils?

2. How are ME pupils' language levels in Welsh assessed in order to determine their WAL support needs?

- o How is this assessment carried out in practice? Please show the assessment tools/materials used.
- o Are the assessment tools you use standard ones?
- o What are the potential outcomes of this assessment?
- o How is support provided in relation to assessment outcomes?
- o How is this data used in conjunction with other assessments to monitor pupil progress against attainment targets and identify the need for additional language or curriculum support as necessary?

Supporting and monitoring pupils' development

3. Once a WAL need has been identified, how is the pupils' progress in Welsh being monitored?

- o What kind of data is collected? (type and frequency)
- o How is this data used? (shared with whom, for what purpose)
- o Does this differ from the monitoring of non-ME pupils, and if yes how?
- o Does this differ from the monitoring of EAL pupils, and if yes how?

4. If a pupil has both WAL and EAL needs, how are these separate needs assessed and supported and how is progress being monitored?

- o How is this managed in practice?

5. How are ME pupils' development and attainment across the curriculum monitored? How does this differ from non ME-pupils?

6. How standardised are your approaches to assessing and monitoring ME pupils' development and progress in Welsh, English and across the curriculum among other schools in this LA?

7. How is ME pupil transition (Foundation Phase,KS2, KS3, KS4/FE) managed in terms of assessment data collection and data sharing?

8. (if relevant) How is ME pupil transfer from school to Latecomer Centre and back to school managed in terms of assessment data collection and data sharing?

Opinions on 'WAL' and Welsh acquisition assessments

9. In your view, how well are your current assessment and monitoring tools applicable to circumstances of ME pupils?

- o If there is room for improvement, how should processes be improved to ensure ME pupils can improve their attainment levels in Welsh and the curriculum requirements in the Foundation Phase, KS2, KS3, KS4/Further Education (FE)?
- o What are the strengths and weaknesses of WAL-specific assessment compared to other types of assessments (e.g. EAL-specific, curriculum levels)

10. Do you have any other comments you would like to make?

TOPIC GUIDE – Latecomer Centre Management
Cymraeg fel Iaith Ychwanegol

Welsh as an Additional Language

Background: size and linguistic profile of Latecomer Centre

1. What is the Centre's catchment area?

2. How many pupils and teaching staff do you have?

3. How many pupils from Minority Ethnic (ME) background pupils who don't speak Welsh or English as their first language do you have? and what are their language backgrounds?

Guidance, management and co-ordination

4. What factors determine whether or not an ME pupil is referred to/ will attend a Centre? (e.g. age and needs of ME pupil, number of pupil places in the Centre; parental wishes)

5. How is ME pupil transition from school to Centre managed in terms of:

   o assessment data collection,
   o data sharing,
   o identification of support needs;
   o support provision;
   o other ?

6. How does a transition process look like in practice, who is involved and what role do they play?

   o (class teachers, support workers, Centre teachers, parents)

7. How much time will an ME pupil spend in the Centre?

   o (per day, per week, how many weeks)?

8. Are ME pupils' Welsh language acquisition assessed in the Centre, in addition to the assessment done at school?

   o If yes, how are assessments carried out in practice? (please provide copy/show and describe the tools/materials used)
   o Are the assessment tools standard to all Latecomer Centres?
   o What are the potential outcomes of the assessments?

- How is support provided in relation to assessment outcomes?
- How is this data used in conjunction with other school assessments to set attainment targets and monitor pupil progress? in the Centre and in school (before and after Centre)?
- Do these assessments differ for ME and other second language learners of Welsh? And if so, how?

9. How is ME pupil transition from Centre back to school managed in terms of:

- assessment data collection,
- data sharing,
- identification of support needs;
- support provision;
- other ?

10. How are ME pupils reintegrated into school and the school curriculum?

- Are parents involved? If so, in what way?

Awareness, expertise and teacher training

11. What training (and qualifications) do teaching staff at your Centre have in teaching Welsh as a second language? Give details.

12. What expertise do teaching staff have in languages other than Welsh and English? Which languages?

13. Which members of staff have been trained specifically to deal with issues relating to minority ethnic groups (e.g. linguistic, cultural or religious issues)?

- Give examples of pre-service and in-service training.

General Opinions

14. In your experience, how do the Welsh language support needs of Minority Ethnic pupils (who don't speak Welsh or English as their first language) differ from those of other pupils from non-Welsh speaking homes who speak English as their first language?

15. What are the strengths and weaknesses of the current provision for assessing and supporting ME pupils' additional support needs in Welsh?

16. Do you have any other comments?

TOPIC GUIDE – LATECOMER CENTRE TEACHERS
Cymraeg fel Iaith Ychwanegol
Welsh as an Additional Language

Background: role and linguistic profile of pupils

1. How many Minority Ethnic (ME) background pupils, who don't speak Welsh or English as their first language, do you teach? How old are they? and what are their language backgrounds?

Identifying and recording ME pupil's needs

2. What background information about an ME pupil do you obtain prior to them attending the Centre?

a. how is this information obtained? (by talking to parents, from school)

b. how/for what purposes is this data used?

3. What resources / strategies do you use to communicate with parents and pupils who have no Welsh or English?

Supporting and monitoring pupils' development

4. How are ME pupils (with limited/no English) integrated in class with their peers and how are pupils involved in supporting each other in the Latecomer Centre?

5. In class, what teaching strategies do you use to ensure ME pupils understand and are able to follow all aspects of the teaching? (e.g. repetition, highlighting key vocabulary, translation, pre-teaching, use of visuals etc.)

6. In what other ways do you provide support for ME pupils with limited/no English?

7. In addition to learning Welsh as an additional language, are any aspects of the mainstream national curriculum taught in the Centre?

   o How do you ensure that ME pupils continue to access areas of the mainstream curriculum during their time at the Centre?
   o How do you ensure ME pupils can re-integrate into the appropriate level of instruction on return to school?

8. In what ways do you collaborate with class teachers and other support workers to meet the Welsh as an Additional Language needs of ME pupils?

Awareness, expertise and teacher training

9. What qualifications do you have in teaching (a) Welsh as a second language (b) ME pupils with different home language backgrounds? Give details.

10. What expertise do you have in languages other than Welsh and English?

11. Have you had any CPD training specifically to deal with issues relating to minority ethnic groups (e.g. linguistic, cultural or religious issues)? If yes, give examples.

12. What, for you, are the main challenges in teaching ME pupils who have no/limited Welsh and English? How are/could those challenges be addressed? Please specify:
a. Training?
b. Support?
c. Materials?
d. Other?

General Opinions

13. In your experience, how do the Welsh language support needs of Minority Ethnic pupils (who don't speak Welsh or English as their first language) differ from those of other pupils from non-Welsh speaking homes, who speak English as their first language?

14. What are the strengths and weaknesses of the current provision for assessing and supporting ME pupils' additional support needs in Welsh?

15. Do you have any other comments?

TOPIC GUIDE – Pupil Interviews

1. Which country do you come from?

2. What languages can you speak, read, write?

3. What language(s) do you speak at home?

4. How old are you now?

5. How old were you when you first came to this school?
   - Check if they attended a different Welsh/bilingual school prior to the curent school.

6. In the beginning, what could you say/do in Welsh?
   - And how has this changed? Do you think you can speak/read/understand Welsh better now?

7. In the beginning, what could you say/ do in English?
   - And how has this changed? Do you think you can speak/read/understand English better now?

8. How do teachers help you to understand in class?
   - What is good about it?
   - Is there anything that is not good?

9. Can you give me examples of how this school helps you to learn Welsh (and English) so you can do well in all your lessons?
   - Does a teacher help you during lessons?
   - Does a teacher help you after lessons?
   - Does a teacher help you with home work?
   - In any other way?

10. How do other pupils help?
    - Do you have a special 'buddy'?

11. What about your family/community? What do they do to help you?
    - If you have homework, how do you understand what to do?
    - Do you use a dictionary / Google translate?

12. Did you go to the Language Centre?
    - How did the teachers there help you to learn better?
    - What was good about it?
    - Was there anything you didn't like?

13. What do you think are the three best ways to help you to do well in all your lessons?

Annex 6 Bibliography of EAL good practice

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