

Closing the language gap at Smithills school

Allison Cowan, Smithills school
Assistant Vice Principal:

Spotlight from WE's 'Words for all' programme with Bolton Learning Partnership, shared at GL Assessment webinar

Why do we need
this collaborative
approach?

By Allison Cowan
Assistant Vice Principal:

- Teaching & Learning
- Literacy-
- Reading & Library
- Vocabulary
- Oracy
- EAL/INA
- ITT
- SEND
- MFL

Issues:

- Funding
- Students unable to express themselves
- Changing landscape of the curriculum
- Demand for accelerated progress

What is the intervention?

Theory of Action- Oracy, reading and Language Skills (Academic Vocabulary)

- Students would come off timetable.
- The core element would be a Direct Instruction programme.
- This would occur daily as a minimum.
- Other elements include oracy and class discussion which culminate in a traditional tea party celebration on a Friday.
- Other activities to ensure the transference of skills would utilise the schemes (of missed lessons).

Why did Smithills need this intervention?

1. High proportion of Y7 entering school with significantly lower than average reading/spelling levels.
2. Specific needs for specific cohorts.
3. An unwieldy intervention timetable.
4. Develop a culture of a 'love for learning' through an intensive programme of Direct Instruction to facilitate access to the curriculum.

Implementation?

- Pitch the idea to SLT and explain the rationale.
- Evaluate current intervention.
- Rearranged the intervention timetable to allow for staff redeployment.
- Identify appropriate students.
- Prioritise students.
- Inform key staff.
- Carry out baselines such as NGRT.

IMPACT?

NAME	INITIAL RA	POST RA	GAIN
YEAR 7 INA INTENSIVE	6	7.11	1yr 11 (23mths)
	6.1	7.04	1yr 3 (15mths)
	5.02	6.09	1yr 7 (19mths)
	7.04	8.0	8mths
	5.11	7.04	1yr 8 (20mths)
	5.11	7.00	1yr 1 (13mths)
	5.11	6.11	1yr (12mths)
	7.09	7.11	2mths
	6.09	8.1	1yr 4 (16mths)
	4.03	4.06	3mths
	5.09	6	3mths

IMPACT?

NAME	INITIAL RA	POST RA	GAIN
YEAR 8 LITERACY INTENSIVE	8.07	8.09	2mths
	8.05	11.00	2yrs 7 (31mths)
	10.03	14.03	3yrs (36mths)
	8.03	11.06	3yrs 3 (39mths)
	9.02	12.03	3yrs 1 (37mths)
	8.03	11.00	2yrs 9 (33mths)
	8.08	11.00	2yrs 4 (28mths)
	10.09	12.03	1yr 6 (18mths)
	8.09	11.06	2yrs 9 (33mths)
	11.06	12.08	1yr 2 (14mths)
	10.03	12.03	2yrs (24mths)
	11.06	12.03	9mths
	8.08	11.00	2yrs 4 (28mths)
	8.08	11.00	2yrs 4 (28mths)

IMPACT?

Soft and Hard
Data?

Pilot Year 9 Literacy

Fluency - words/min	Fluency after 6 weeks	Accuracy	Accuracy after 6 weeks
75 words	90 words	6 errors	4 errors
115 words	140 words	3 errors	2 errors
75 words	96 words	9 errors	7 errors
45 words	60 words	12 errors	4 errors
96 words	152 words	6 errors	6 errors
65 words	120 words	5 errors	3 errors
117 words	124 words	8 errors	3 errors
80 words	115 words	11 errors	3 errors
65 words	96 words	8 errors	3 errors
95 words	136 words	9 errors	3 errors
125 words	171 words	2 errors	1 error
96 words	120 words	2 errors	2 errors
176 words	212 words	2 errors	0 errors
70 words	90 words	8 errors	4 errors
120 words	136 words	2 errors	0 errors
115 words	177 words	4 words	2 words

Next Steps?

- Embed the structure of direct instruction
- Pilot the structure of direct instruction for numeracy
- Pilot the structure for our nurture group (SEN/SEMH)

Reflection.

Action.

Focus.