



# PDM 1

## Establishing layered curriculum targets as a context for language development

### Aims

- To understand the role of curricular targets in raising standards and accelerating progress
- To establish curricular targets for the half-term and identify additional teaching emphases for children learning English as an additional language (EAL)
- To develop the links between targets and planning, teaching and learning

### Key messages

- Curricular targets are informed by analysis of children's work, oral language samples, teacher assessments, tests and discussions with children.
- Curricular targets for EAL learners will need to be enhanced with specific teaching emphases relating to language development.
- Teaching plans should incorporate the targets and specific EAL emphases.
- Sharing targets with children and families increases their engagement in the learning.
- Where groups or individual children have been identified as underachieving against age-related (or above) expectations, their progress should be tracked regularly.

### Overview of a suggested professional development programme

#### Learning and teaching: assessment for learning

##### PDM 1

Establishing layered curriculum targets as a context for language development

##### PDM 6

Day-to-day assessment

#### Learning and teaching: language development and curriculum access

##### PDM 2

EAL principles, pedagogy and practice: first language as a tool for learning

##### PDM 3

Integrated planning for language development and curriculum content

##### PDM 4

Supportive contexts: scaffolding language and learning

##### PDM 5

Speaking and listening: guided sessions for language development

#### Conditions for learning

##### PDM 7

Culture and identity: ethos, environment and curriculum

#### Partnerships beyond the classroom

##### PDM 8

Developing learning partnerships with parents, carers, families and communities



## Suggested activities

### Introduction to curricular targets

#### Identifying the target group

- Establish the focus on advanced bilingual learners (children beyond the initial stages of acquiring EAL – those children, often born in this country, who appear to be appropriately fluent for their age in everyday face-to-face conversational contexts but who need continued support in order to develop the cognitive and academic language required for academic success).
- Reiterate the school's commitment to ensuring that all children are making good progress through the school. This means aiming for all children (apart from those with specified SEN that might preclude them from achieving national expectations) to be working towards the school's targets and working at or above age-related expectations.
- Ask participants, in pairs, to identify their target group on their class list with reference to the assessment information. The target group will include advanced bilingual learners who are just missing achieving the literacy and mathematics learning outcomes for their year group, as well as those who have the potential to exceed these.

#### The curricular target-setting process

- Whole-school targets (one each for reading, writing and mathematics) have been identified from a whole-school audit of attainment – including analysis of the outcomes of national statutory and optional tests and routine work scrutiny.
- Share the layered curriculum targets for this half-term. Establish that the whole school targets can be layered for each group using the progression strands in the 2006 Primary Framework as well as the original target statements for reading and writing using the target statements for reading, writing and mathematics, and that, in future, the layering process will involve all staff so that expectations about progression through a strand are collectively understood.
- Explain that whole-school curricular targets, translated into year group targets based on age-related expectations, steer improvements, guide teaching and set the focus for future assessment linked to teaching.
- Discuss, in year group pairs if possible, what children can currently achieve in this area, and what they will need to know and/or learn to achieve their target. Discussion should also include specific aspects of language development which may be of importance for children learning EAL at whole-class level.
- Coordinators for literacy, mathematics and EAL lead a discussion on key subject knowledge and teaching approaches to support progress towards the targets.
- Begin to identify what will be the most important approaches to teaching and learning that will support the target group in achieving the target (discussion on developing specific aspects of EAL for groups or individuals may be appropriate at this stage) and identify on teaching plans the opportunities to address these over the half-term.



- Agree the process for monitoring progress towards targets through progress review meetings and the support to be provided for staff in monitoring progress, for example:
  - half-termly meetings where teachers review progress of the target group with the EAL coordinator (or literacy or mathematics coordinator);
  - collation of the data by the assessment coordinator and discussion by the leadership team to develop a whole-school perspective on the impact on standards and progress;
  - support from coordinators in making judgements about whether children have achieved the targets.
- End with a reminder that other PDMs will focus on further developing specific expertise in teaching bilingual learners.

### Next steps

- Identify the target group.
- Complete identification of opportunities to explicitly address the targets at whole-class, guided and independent levels.
- Identify targets for groups and individuals (including the target group to be monitored). Ensure that the targets incorporate learning of EAL as well as in literacy and mathematics.  
**Note: The aim is for all children to achieve at least age-related expectations. It is important also to plan for children who may not meet the expectations because of specified SEN and children who are capable of exceeding age-related expectations.**
- Share and discuss whole-class as well as group and individual targets with children and parents so that they understand what they need to do next to make progress.

### Further development

- New curricular targets to be identified each half-term. It is important for all staff to be involved in selecting the curricular target and layering it for year groups.
- Enhance curricular targets with specific teaching emphases for language development. Identify success criteria which indicate that children have achieved the target, and key questions to support teachers in their ongoing assessment of children's progress.
- Use regular pupil progress reviews to monitor the progress of all children.



## Notes

### Specific

- The PDM is aimed at the whole staff but it should be led by an LA consultant/expert or a member of the leadership team working with the SMT.
- Where layered curriculum target setting is well established, the initial focus will be adjusted accordingly.
- Where layered curriculum target setting is to be newly introduced, the leadership team will have already identified the school curriculum targets for literacy and mathematics, based on analysis of a range of data (NC optional and statutory tests question-level analysis, language samples, work samples and other teacher assessments).
- The process for layering curricular targets and setting success criteria and key questions benefits from being modelled through collaborative work. This may involve a local authority consultant working with the leadership team and then the leadership team working with the whole staff.
- Class teachers will need to have available their class list with assessment data (NC, data showing access to NLS/NNS objectives) and advanced bilingual learners identified.

### General

- Arrangements should be made to facilitate participation by part-time staff, EMAG-funded staff and teaching assistants.
- Ensure that key messages are secure and that participants leave with a clear understanding of where they need to focus over the coming half-term.
- Staff who are confident in this area should support other colleagues who are less confident.

## Resources

- *Excellence and Enjoyment: learning and teaching in the primary years, Assessment for learning* (DfES 0521-2004 G)
- *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years*, Unit 1: Planning and assessment for learning: for children learning English as an additional language
- NLS illustrative targets for reading and writing, available on the accompanying CD-ROM  
see the 2006 Primary Framework for target statements linked to the strands in literacy and mathematics, and progression in learning objectives
- Exemplar whole-school curricular targets available on the accompanying CD-ROM:
  - writing (sentence construction)
  - writing (sentence construction with teaching emphases for EAL)
  - mathematics (multiplication; measurement of length)
- *Curriculum guidance for the Foundation Stage* (QCA/00/587)
- *Guidance on the assessment of pupils learning English as an additional language: Spring 2005* (DfES 1469-2005 DOC-EN)
- *A language in common: assessing English as an additional language*, QCA (2000) (QCA/00/584)
- *Marking progress: training materials for assessing English as an additional language* (DfES 0196-2005). Also available on [www.standards.dfes.gov.uk/ethnicminorities](http://www.standards.dfes.gov.uk/ethnicminorities) and on [www.teachernet.gov.uk](http://www.teachernet.gov.uk)