



CASE STUDY

Engagement and Progress in a Large Group of Schools

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Background

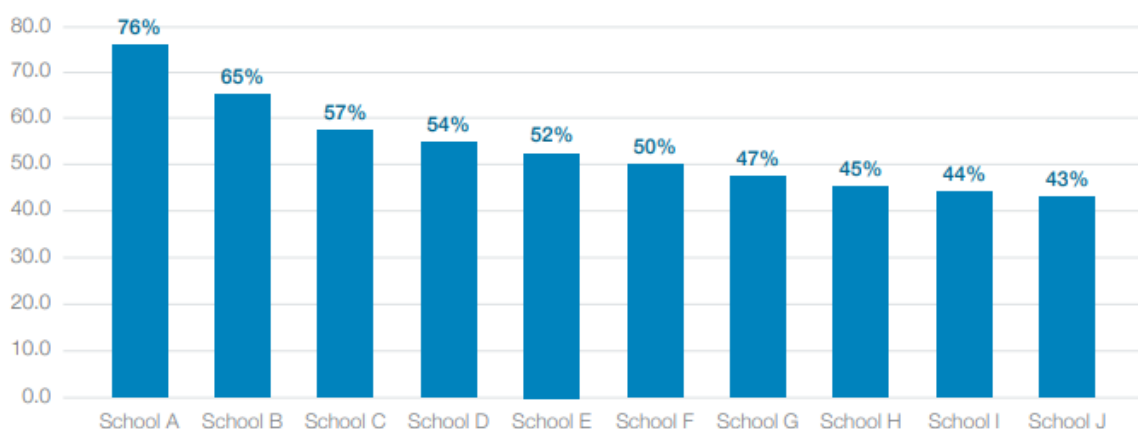
Across Cultures prides itself on monitoring progress within the Learning Village programme; in real time to assess individual progress, through regular progress reports for teachers, and as a company to measure our performance and customer satisfaction. The Pandemic prevented us from carrying out a recent Case Study - we are in the process of designing a new research project - but unfortunately it is not ready for this year's entry. The following case study is based on work done in 2020 (pre-COVID).

Engagement and Progress in a Large Group of Schools

A group of 55 schools were monitored over a 6 month period (January to June 2020), measuring progress of reading, phonics, writing and vocabulary using the Learning Village programme.

OVERALL PROGRESS

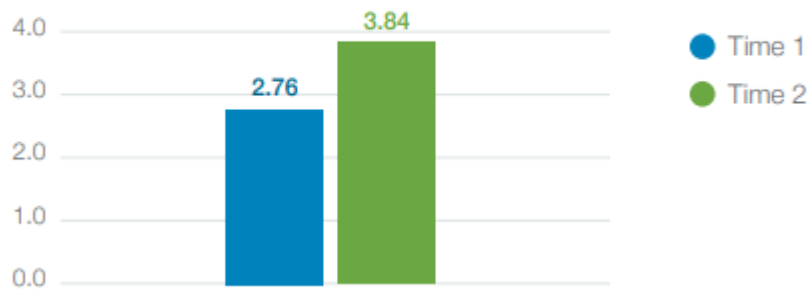
Across Cultures considers progress of 10% or more to be 'good'. Progress is measured by taking the average result achieved by learners on starting the six-month programme, and comparing it with the average result achieved by the same learners at the end. Learners in this group made a combined progress of 33%. Our data shows that schools who used the Learning Village the most made the most progress. We divide schools into 'low', 'medium' and 'high' usage categories. In the 'high' category, the 'top ten' schools scored as follows:



PROGRESS IN PHONICS

The figure below shows average phonics progression over the 6 month period. 'Time 1' indicates the assessment made when the students first began the programme and 'Time 2' refers to the second assessment date, six months later.

Average phonics phase progression

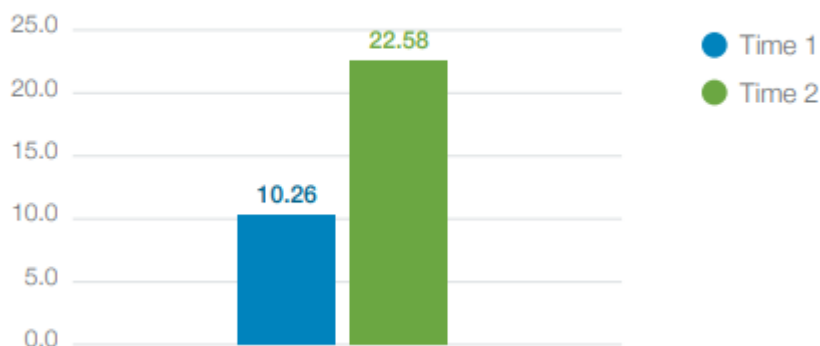


On average, most learners in this group of schools progressed to being able to recognise and use initial phonemes to construct words by blending and segmenting. They are still in the process of recognising and using all letters, the digraphs, some long vowel and double-letter phonemes to construct words by blending and segmenting.

PROGRESS IN WRITING

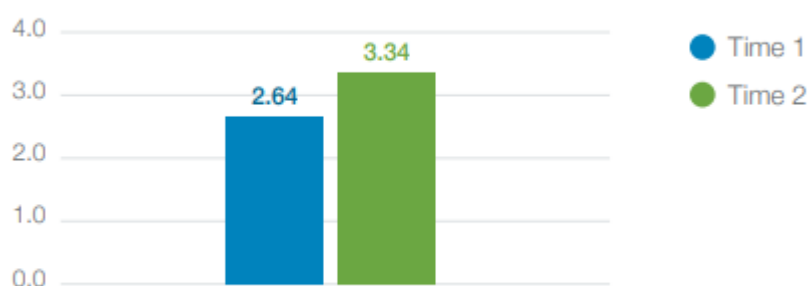
In the first assessment, we asked learners to write words in English related to a familiar image, and noted the number of words used. The results below show that learners doubled the words they were able to use over the six-month period. This may indicate an overall doubling of their general vocabulary.

Average number of words written in Writing assessment 1



For the second writing assessment, we asked learners to write a passage based on an image. We recorded the results according to particular criteria levels used by this group. These levels range from being unable to complete the assessment, to writing in multiple paragraphs with a mixture of complete simple, compound and complex sentences and good control of a range of grammatical structures and punctuation.

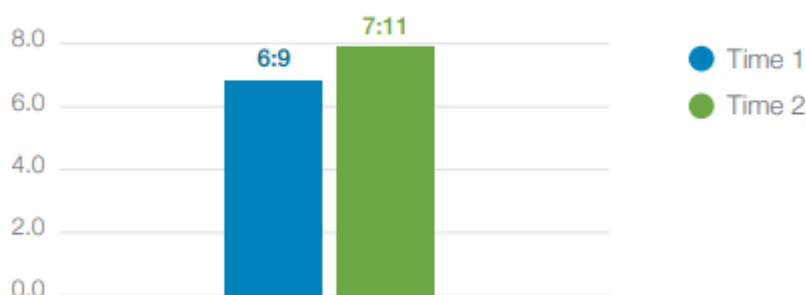
Average Writing assessment 2 scores



PROGRESS IN READING

For our reading assessment, we used the New Group Reading Test (NGRT) – a standardised method of assessment. This provides an overall reading age and allows teachers to see how a student’s decoding skills compare with their understanding of what they have read. The results below show a reading age improvement of **14 months** over the six-month period for learners (when the average for this duration is **six** months).

Average reading age progress



VOCABULARY AND LANGUAGES STRUCTURE BASELINE ASSESSMENT

We administered a baseline assessment to identify whether a learner has the vocabulary and language structures needed to work comfortably in their new environment. Results are based on the 68 Survival Language sessions from the Learning Village programme. The data shows that the average learner began by being able to use only minimal English (for instance, knowing colours, numbers and some classroom language). By the end the average learner had passed, on average, 24 Survival Language topics including “Subject + verbs + objects”, countable nouns and how much/many.

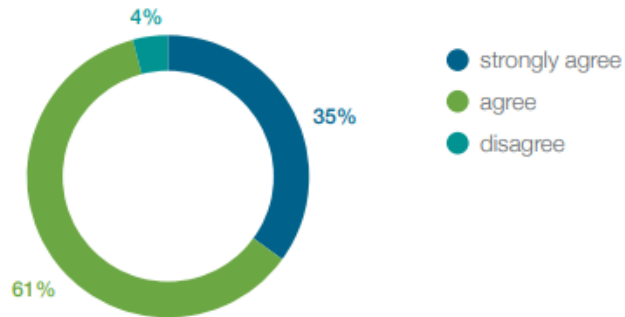
ENGAGEMENT AND SATISFACTION

We also asked about student engagement and student/teacher satisfaction with the programme.

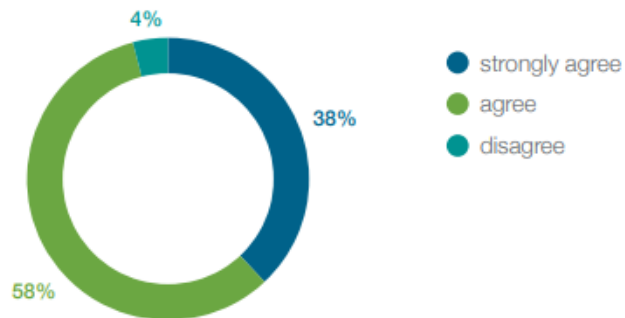
Teachers

96% of teachers 'agreed' or 'strongly agreed' that the Learning Village was engaging for their students. The same percentage 'agreed' or 'strongly agreed' that the programme was relevant to their students' needs.

Responses to 'The Learning Village is engaging for students.'



Responses to 'The Learning Village content is relevant to my student's needs.'

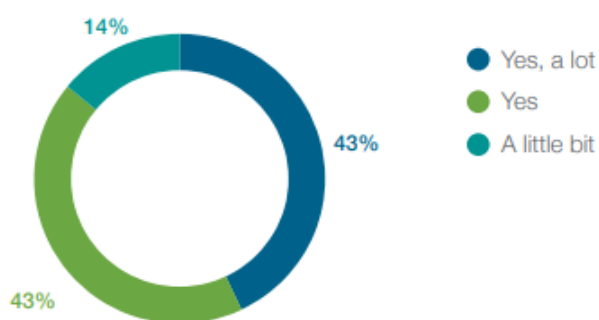


Students

We asked: 'Does the Learning Village help you learn English?'. Of the 90 respondents, 86% answered 'Yes' or 'Yes, a lot'. 100% of students agreed that their English had improved as a result of using the programme.

We asked our student respondents to pinpoint skills the Learning Village had helped them with. In their responses, all skills were well represented, with reading slightly ahead.

Student Survey: 'Does the Learning Village help you learn English?'



The majority of student respondents (79%) also agreed that the Learning Village was fun or 'really fun' to use – a useful measure, as we believe this translates into higher engagement levels.

STUDENT TESTIMONIALS

"It is easy to use and access from Home and in-school."

"The programme helps me with spelling and writing. It helps me with speaking because when I do the Learning Village we have to say the word out loud. The Learning Village is amazing because it helps me with everything, even the things I do in School or at home."

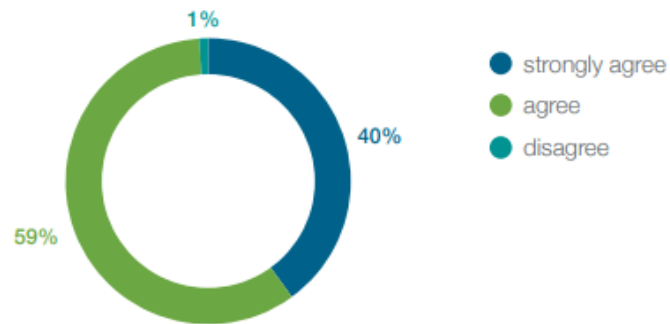
TRAINING, SUPPORT AND TEACHER FEEDBACK

Across Cultures ensures that teachers and their assistants are fully trained in using the Learning Village, and have continual access to our bank of webinars/bi-monthly newsletters. We also offer ongoing technical support.

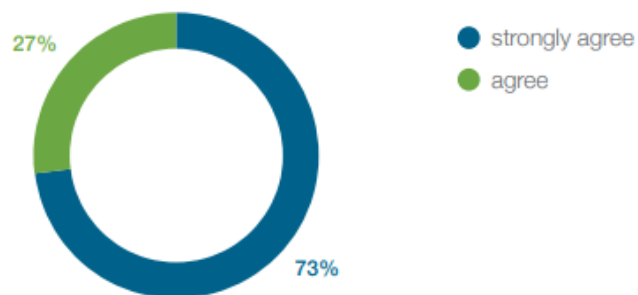
This survey covers the whole of 2020 to best reflect our training provision. We asked participating teachers whether it met their needs, and if the trainer was

knowledgeable. Only 1% did not agree.

Responses to 'The online training met my needs.'



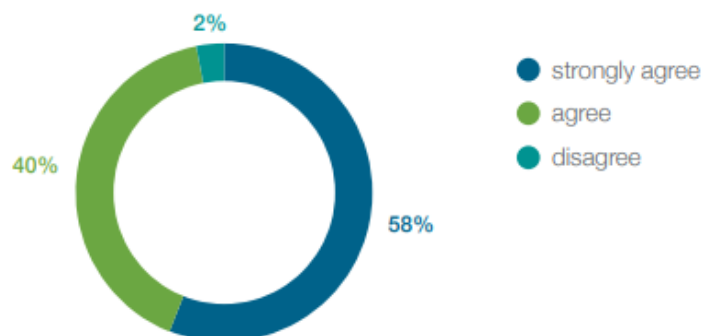
Responses to 'The EAL specialist who trained me/us was knowledgeable and able to support my/our learning.'



TECHNICAL SUPPORT

We surveyed 81 Learning Village users in 2020 to assess our technical support offering. 98% said they 'agreed' or 'strongly agreed' that the ongoing technical support was prompt and helpful.

Responses to 'Ongoing programme and technical support has been prompt and helpful.'



TEACHER TESTIMONIALS

“Thank you so much for making this programme for our students. The resources are remarkable. All staff are absolutely wonderful, very approachable and extremely helpful.”

“Having been a SENCO and now Headteacher, I can honestly say that this is the best resource for EAL learners I have come across. Having taken part in a range of online training in the past 2 years, this was excellent. Lots of information given and very interactive. Presenters were extremely professional and clearly had a lot of knowledge they were able to impart effectively.” (Jo Bridges, Headteacher, Widney Junior School)