

Case Study

Goldington Green Academy



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Case study of three learners

Goldington Green Academy, Bedford

Goldington Green Academy, Bedford, UK is one of the most engaged Learning Village schools in the worldwide, with 26 learners enrolled on the Primary 'Village' programme.

Learner progress at Goldington Green is high, at an average of 40%. Teachers administering the Learning Village are fully trained and supported in their use of the programme and regularly engage with Across Cultures in webinars and informal Afternoon Tea sessions.

In this case study, we take a look at the progress, triumphs and challenges of three individual learners at the school. Whilst each learner is unique, the experiences of these three learners are likely to be mirrored across our learning community. They provide a window into the real-life experiences of learners engaged in the global Learning Village programme.



'The Learning Village is an invaluable resource; I couldn't image life without it now! This resource has made the children's learning experience really exciting.

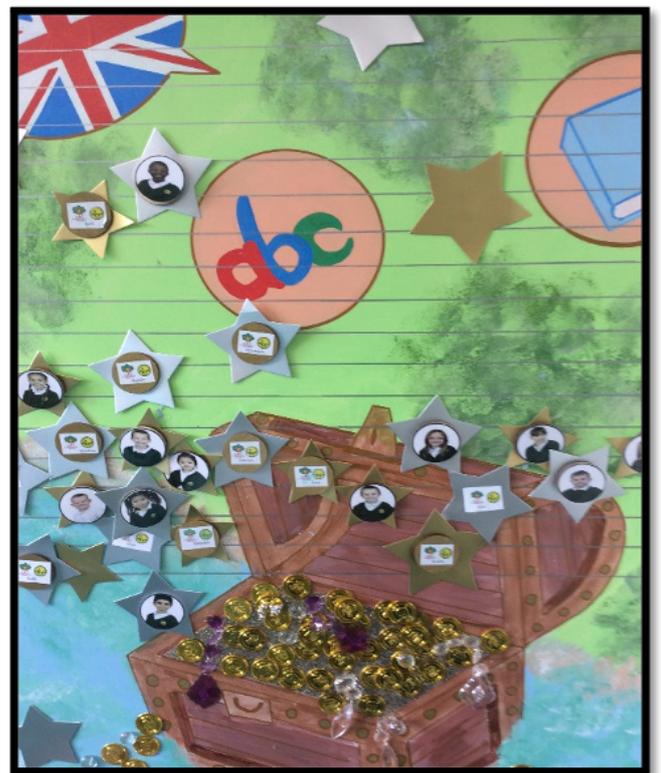
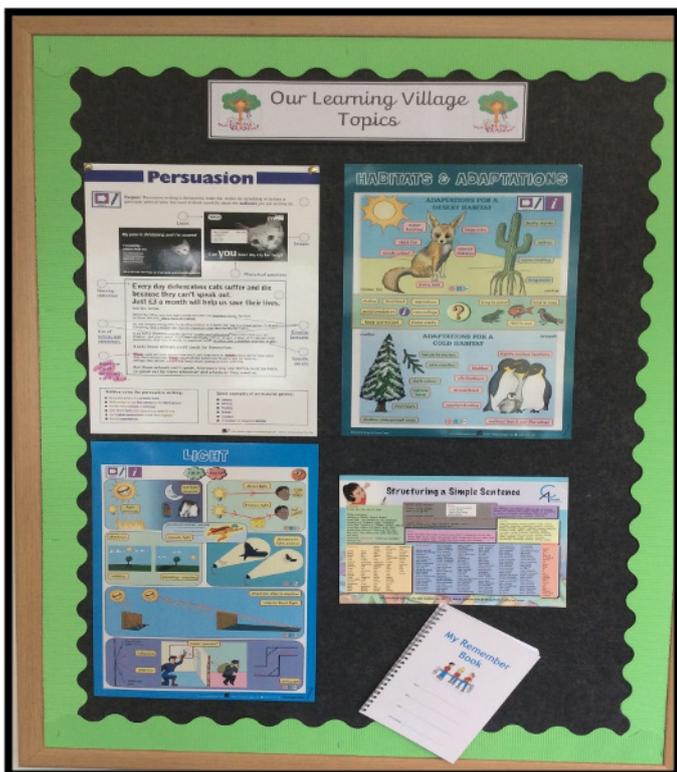
Not only does it engage them, it gives them time to digest the vocabulary and language structures, allowing them to participate in the learning that takes place in the classroom.

Everyone is noticing the difference: the children's confidence has rocketed and their subject knowledge and vocabulary have increased.

The Learning Village has enhanced our EAL provision immensely – in particular, for our new international arrivals, where it greatly helps with the integration into school life.

We are really looking forward to another great year working on the programme and developing our provision further!'

Tracy Wilson, EAL Specialist Leader in Education, Goldington Green Academy



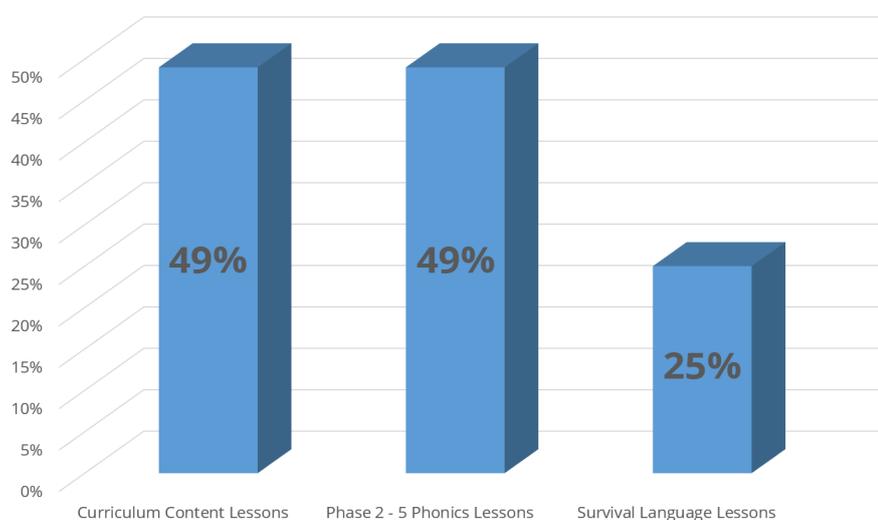
Learner A

Learner A arrived from Italy and entered Year 6 at Goldington Green Academy. He had some prior experience of using English.

He was placed onto the Learning Village and began on the Survival Language learning journey. His teachers made use of the Translation tool and the Sentence Visualiser to present information in his home language and in images.

As the breadth of A's knowledge became more apparent, a parallel pathway was plotted for him on the Curriculum Content learning journey. This was used to activate his prior knowledge, allowing him to access subjects covered in class.

Through the pre-teaching of topic – particularly scientific – vocabulary, A very quickly learnt the subject vocabulary and gained a good understanding of the concepts. He is now able to fully participate in mainstream lessons, where he is beginning to work independently.



His class teacher notes that he engages more readily with discussions, especially about Maths, grammar, punctuation and spelling.

In addition, his social language has improved enormously, as has his

self-esteem. 'He is even encouraging others', says his teacher. He is fully engaged in class and has developed much greater confidence in PE.

A continued to use the Learning Village during the COVID-19 lockdowns, in small-group sessions, helping to retain his knowledge and skills.

There is no reading age data for Learner A, because of the way in which Year 6 are measured and assessed.

Learner B

Learner B arrived from Italy as an absolute beginner. He joined the school in Reception and is now in Year 3. He has been diagnosed with SEND relating to his ability to retain and process information.

'We have seen a significant improvement in B's language, especially his questioning ability', noted his teacher. His phonics knowledge has improved greatly and he is now able to apply these skills in class.

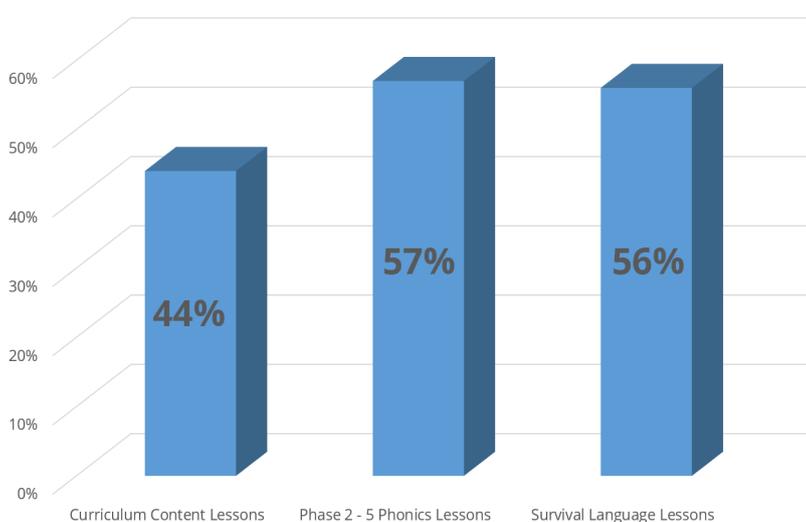
B can now access the creative topic curriculum, covering the more hands-on subjects, well and independently, although due to his SEND need, he is unable fully to access the academic Year Group lessons.

The Learning Village's image-based approach works extremely well for B and he really enjoys his interactive sessions.

The structured nature of the programme has also helped him to become very independent with his learning and in terms of personal organization ('He always turns up ten minutes early to his Learning Village sessions!' says his teacher).

Over the autumn term, he became the school's top scorer on the Learning Village and received a great deal of praise for his efforts.

He shows real pride in his learning and in belonging to the Learning Village and very much enjoys sharing his achievements on the programme with the whole class.



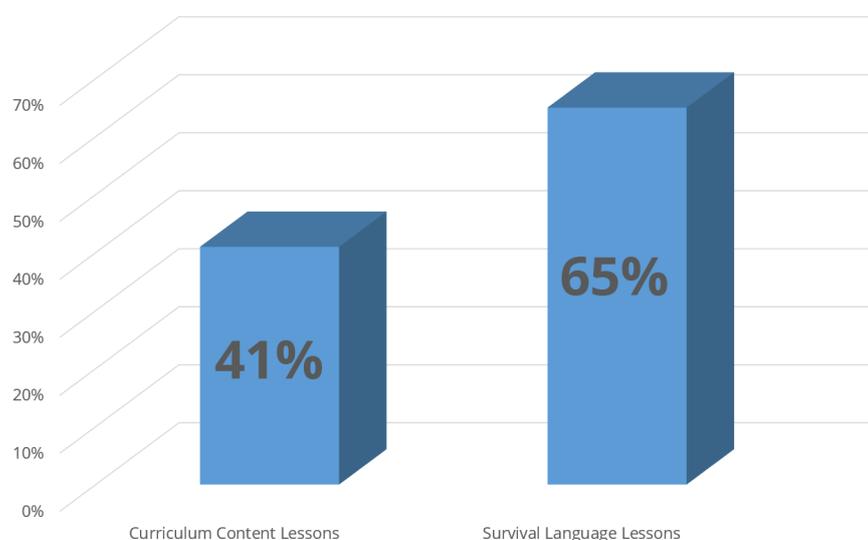
Reading age:

Over a six-month period, Learner B made progress in his reading age of 13 months.

September 2020: 4 years and 6 months

March 2021: 5 years and 7 months

Learner C



C is a Polish speaker who joined Goldington Green in Year 2. She is now in Year 4. She has made good progress with her English skills and is now almost proficient in English language; however, she has some noted gaps in her learning. Her use of the Learning Village is focused on helping to fill these gaps.

Pre-teaching of topic vocabulary through the Learning Village has been very useful for C. Through this, she has learnt to articulate her ideas much more clearly than before and has much better global comprehension and explanation skills.

C is able to access her curriculum subjects more easily. She can converse more readily and find the words she needs in speech faster. Her teacher notes that she is engaging with greater confidence in lessons and is much more focused.

The content of C's writing has improved and gaps in her grammatical knowledge are steadily being filled. Her level of independent learning is higher and she has become 'extremely confident' with her learning.

The community aspect of the Learning Village has also been very helpful for C. She was previously rather 'insular', but now loves to go with her friends to the Learning Village sessions, where she also happily supports their learning.

Reading age:

September 2020:
8 years and 5 months

December 2020:
9 years and 3 months

March 2021:
10 years and 2 months

Over a three-month period, Learner C made progress in her reading age of 10 months.

Over the following three-month period, Learner C made further progress in her reading age of 11 months.