

# Lancashire Ethnic Minority and Gypsy, Roma and Traveller Achievement Service Newsletter

GRT History Month | Latest EAL Research | Refugee Week 2021  
The Hue Man Time Machine | School Linking Update | CPD Opportunities

**Summer 2021**

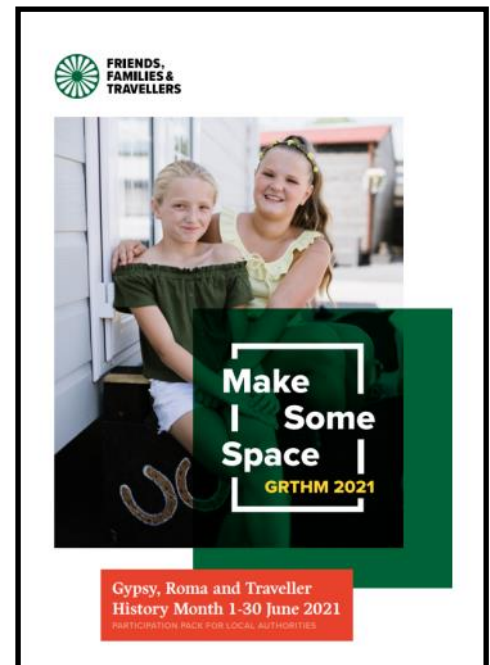
## **Make Some Space!**

### **...to Bring Gypsy, Roma and Traveller Month to the Heart of Your School!**

**J**une is Gypsy, Roma and Traveller Month, a celebration of so many unique histories, fascinating cultures and rich languages and an opportunity to foster a deeper understanding of Gypsy, Roma and Traveller pupils and communities in and around Lancashire. It is a month for tackling prejudice, challenging myths and amplifying the voices of Gypsy, Roma and Travellers in wider society, as well as recognising and raising awareness of GRT contributions to society.

To find out more about Gypsy, Roma and Traveller History Month (GRTHM) 2021, to download some quality resources, and to link to a brilliant competition, visit our website:

[https://www.lancsngfl.ac.uk/projects/ema/index.php?category\\_id=119](https://www.lancsngfl.ac.uk/projects/ema/index.php?category_id=119)



- ◇ Looking for the **latest research** on EAL learners? Find out more about the longitudinal EAL study on **page 2**;
- ◇ June also marks **Refugee Week** (14-21 June). Go to **page 3** and see how Lancashire schools are turning their focus to refugees and asylum seekers;
- ◇ There's a chance for **Urdu speakers** (and budding interpreters) to enter the Stephen Spender Spotlight Prize on **page 4**; and
- ◇ Find out how to receive a free pack of the **Hue Man Time Machine** resource on **page 4**.

**Contact Us** || Ethnic Minority and Gypsy, Roma and Traveller Achievement  
**Telephone** 01772 532429 || **E-mail** [ema.support@lancashire.gov.uk](mailto:ema.support@lancashire.gov.uk)

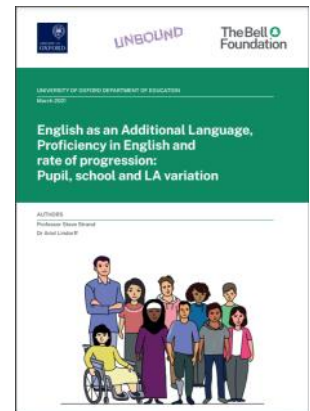


# Long-term EAL Research Highlights the Importance of Quality EAL Assessment

March saw the publication of the fourth and final instalment in a series of longitudinal research reports headed by Professor Steve Strand and funded by The Bell Foundation and Unbound Philanthropy. Through analysis of pupil assessment data, Strand and Lindorff (2021) concluded their comprehensive research by noting the significant variation between assessments from school to school, attributing a large part of this to the subjective and non-standardised judgments of individual assessors. The authors determined three important implications for policy and practice:

- \* The need for clear and agreed upon criteria and definitions of Proficiency in English (PIE);
- \* High quality training in assessing PIE (see page 8 for our next EAL assessment training course!);
- \* Robust moderation procedures to ensure standardisation of judgments.

Notwithstanding issues around inconsistency of assessment, the research consolidated the existing view that PIE was the most significant factor able to explain EAL performance at Key Stages 1 and 2. It found also that pupils of White Other ethnicity took significantly longer to progress in terms of PIE. The study determined that there was no statistical support for the theory that the academic attainment of pupils with English as their first language was impaired proportionally by the number of EAL pupils in school. A far more powerful predictor of lower attainment by these pupils was, it concluded, the high proportion of pupils in school FSM-eligible and/or living in areas of deprivation.



Interestingly, the research found that many fluent EAL users of English (Stage E on the PIE Scale) were being recoded as First Language English (FLE) through DfE Census returns at secondary school. This was deemed likely to be a reflection of EAL status being seen as a cognitive disadvantage rather than a factual detail arising from a child's exposure early in life to a language other than English. The importance of distinguishing between different English proficiency levels was further highlighted by the finding that Competent (D) and Fluent (E) users of English significantly outperform their FLE peers in English and Mathematics exams at KS1 and KS2, whereas those at C or below do significantly worse than theirs.

The report can be read in full at <https://mk0bellfoundatiw1chu.kinstacdn.com/app/uploads/2021/03/University-of-Oxford-Report-March-2021.pdf>

## DON'T FORGET TO REFER EAL PUPILS FOR YOUR FREE VISIT

Our service offers funded advice visits for all international new arrivals, including asylum seekers and refugees, which are free to Lancashire maintained schools.

To arrange support, please complete the referral form under EAL on the Schools Portal.



# We Cannot Walk Alone: Refugee Week 2021

Every year we celebrate the contribution of refugees and people seeking sanctuary in our communities during Refugee Week. In many schools across the country, teachers help children and young people to develop an understanding of refugee experiences that they will carry with them into their adulthood. The theme of Refugee Week 2021, '**We Cannot Walk Alone**', is an invitation to extend your hand to someone new. Someone who is outside your current circle, has had an experience you haven't, or is fighting for a cause you aren't yet involved in.



Preston City of Sanctuary has a [programme of events](#) for the week. For schools across the county, there are all kinds of ways to get involved in Refugee Week, from holding assemblies and dedicated lessons to taking part in creative activities...

...which brings us neatly to our own competition! Make an image using paint, crayons, photography or text on the theme of "We Cannot Walk Alone" and send it to us!

[Find out more at our website](#), where we will display all entries. The best ten entries will be incorporated into our poster to mark the event, and the top three will receive prizes.

## Refugees and Asylum Seekers in Lancashire: an e-learning course

You can now improve your understanding of refugees and asylum seekers in our county through an e-learning course at Astute Learning.

The course is available to [LCC employees](#), [LCC schools](#), and [external users](#).

External users will need to register as follows:

- \* Go to [Astute e-learning](#)
- \* Click on the **Self Register** tab.
- \* Read the LCC 'T & C's and scroll down to create an account.
- \* Complete the form and **Save**, ideally using a unique email address as your username

**NB** – for Organisation/Business and Job Title – if you cannot see a suitable option, select '**Other**', then either type your job title or enter 'N/A' here.

You will be sent an email confirming you have registered. Click the link in the email to complete your registration within 48 hours. Please check your spam/junk mail if not received.



Refugees and Asylum  
Seekers in Lancashire

Enrol



[www.lancsngfl.ac.uk/ema](http://www.lancsngfl.ac.uk/ema)



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The [Stephen Spender Spotlight Prize 2021](#) provides an opportunity for Urdu speakers in your schools (and indeed anyone wishing to have a go at translation from Urdu into English!) to interpret classic Urdu poetry, including works from Allama Muhammad Iqbal and Zehra Nigah.

Entrants across three age categories (18-and-under, 14-and-under, and 10-and-under) pick a poem from [the selection](#) and apply their interpretation skills to express its meanings in English. The winner in each category receives £100 and the opportunity to have their translation published in the Stephen Spender prize booklet and on their website.

Entry is free, and fluency in Urdu is not required—anyone can take part if they fancy taking on the challenge. So, if that's you...

اچھی قسمت!

(Good luck!)



Stephen  
Spender Trust

## The Hue Man Time Machine

A fresh approach to studying a Black History topic

covers elements of Key Learning from History, Geography, English and Science for upper Key Stage 2 pupils.

Particularly at this time, this pack will usefully inform teachers and pupils of our journeys as human beings and of who we are. There has been a large number of exclusions relating to racist incidents, while we have also recently observed the one-year anniversary of the death of George Floyd.

*The national curriculum for history aims to ensure that all pupils know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. This curriculum pack takes the longest view of human history, from our common beginnings in Africa over 3 million years ago.*

To request a copy, please email [ema.support@lancashire.gov.uk](mailto:ema.support@lancashire.gov.uk)



## ONLINE STUDY CENTRES

Online study sessions are ongoing. These offer additional out-of-school academic support for pupils from Year 3 to Year 11, and are free of charge.

To register: <https://forms.gle/SPDAacq7n5KmUio79>

Further information will be given to registrants.

Any queries, please contact: [apu.chowdhury@lancashire.gov.uk](mailto:apu.chowdhury@lancashire.gov.uk) 07771 338879.



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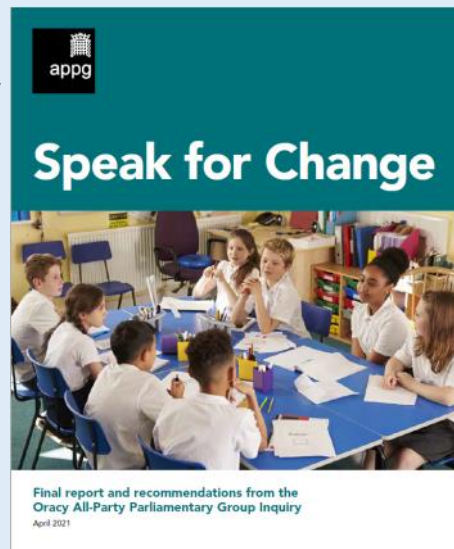


# Talk About a Good Idea!

The Oracy All-Party Parliamentary Group delivered its report and recommendations in April, with an emphatic verdict that oracy in schools should be given a high priority as we aim to support pupils after long periods of school closure; indeed, a majority of teachers—and 8 in 10 head teachers—felt that improving pupils' speaking and listening skills should be prioritised.

The report provides recommendations for the DfE, Ofsted, Ofqual, training providers, professional bodies and school leaders and teaching staff – the latter in terms of embedding oracy across school culture and curricula, and in enabling educators to build up their skills around teaching and supporting pupil oracy.

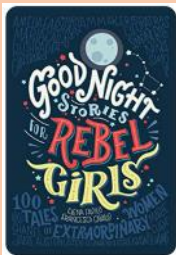
You can read the full report at <https://tinyurl.com/oracy2021>



## Congratulations to Penwortham Girls' High School...

...who have achieved their Gender Equality and Sexual Orientation Equality Mark badges.

On our visit to the school, we heard about lots of excellent practice including:



- Remote presentations from the Northern Power Women where a range of 30 Northern businesswomen spoke about their experiences of business and answered pupils' questions;

- A World Book Day focused on Dare to Challenge – all teachers nominated books and explain why they felt they met the theme of 'Dare to Challenge'. One teacher and his daughter spoke about the book 'Good Night Stories for Rebel Girls' and the Irish pirate Grace O'Malley;



- LGBT History month events including finding out more about Lily Parr who played for Dick, Kerr's Ladies FC and hearing directly from an author who had wrote a book about Lily.

Well done to all at the school and we can't wait to hear about what you have done for Disability Equality, your next and final badge.



We are now signing up schools for the Lancashire Equality Mark for the academic year, 2021 – 2021. If you want to sign your school up for the equality mark, please visit this site for more detail and a sign-up form:

[http://www.lancsngfl.ac.uk/projects/ema/index.php?category\\_id=5](http://www.lancsngfl.ac.uk/projects/ema/index.php?category_id=5)



[www.lancsngfl.ac.uk/ema](http://www.lancsngfl.ac.uk/ema)



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## Schools Linking Update

### Primary School Linking

We are planning for School Linking to begin again in the Autumn term, and are in the process of finalising details. We will be ready to share these via a flyer before the summer break. If you would like to be emailed the flyer, please let us know by emailing [ema.support@lancashire.gov.uk](mailto:ema.support@lancashire.gov.uk)



### Secondary School Linking

If you would like to know more about School Linking for Secondary Schools please contact [ema.support@lancashire.gov.uk](mailto:ema.support@lancashire.gov.uk) too. This is a virtual programme, with 5 sessions based on identity – how we understand ourselves and each other, our values, building community and connecting. The link classes do not have to be in separate Schools, classes can be linked within Schools. Some Schools in other areas has used this to link Yr7 classes to aid transition, and for students to meet others in their year group.

### Why link?

Linking develops skills of enquiry, critical thinking, reflection, and communication.

It develops trust, empathy, awareness, and respect.

Dialogue and experiences help pupils avoid the twin traps of hate and fear.

It provides opportunities for children and young people to meet, build new relationships, work together and contribute to the wider community.



## The Linking Network

## Prevent Update

### CONTACTS FOR PREVENT CONCERNS

**Lancashire schools - Prevent Lead** – [Afrasiab.anwar@lancashire.gov.uk](mailto:Afrasiab.anwar@lancashire.gov.uk)

Website - [preventforschools.org](http://preventforschools.org)

### WHO CAN HELP?

All Prevent Referrals:

✉ [concern@lancashire.police.uk](mailto:concern@lancashire.police.uk)

For **support, advice, training** and all other enquiries relating to Prevent or Channel, please contact the Lancashire Prevent Team:

☎ 01254 585260

✉ [Prevent.team@blackburn.gov.uk](mailto:Prevent.team@blackburn.gov.uk)

🌐 <https://www.ipreventblackburn.org.uk/>

Channel advice and guidance

✉ [Prevent.team@blackburn.gov.uk](mailto:Prevent.team@blackburn.gov.uk)

Lancashire Police Prevent Team ☎ 101 and ask for the Prevent team. If urgent call 999. If you spot any stickers, graffiti or leaflets take a picture or report the location to [stickering@Lancashire.police.uk](mailto:stickering@Lancashire.police.uk). Please also CC your organisation's Prevent Lead.



 Lancashire  
Prevent Partnership



## ENGLISH AS AN ADDITIONAL LANGUAGE NETWORKS FOR SCHOOLS

We hold termly cluster meetings for EAL co-ordinators that provide guidance on good practice, give policy updates and serve as an opportunity to raise concerns, seek advice and network with other EAL staff.

# EAL Cluster Meetings

## EAL CO-ORDINATORS MEETINGS JUNE 2021

Updates • Briefings on policy and research • Network • Share best practice

June 2021

### Focus: Supporting Recovery for EAL Learners—Is Your School Ready?

Our Coordinators Meetings this term focus on sharing good practice and resources that will help you to support your EAL pupils in making progress.

We share an audit and allow time for you to analyse and discuss your school's EAL provision and plan next steps for improvement in your setting.



Primary & Secondary EAL Network	Online	Monday 14th June – 3.30 – 4.30pm
Primary & Secondary EAL Network	Online	Tuesday 15th June – 4.15 – 5.15pm
Primary & Secondary EAL Network	Online	Tuesday 22nd June – 3.30 – 4.30pm
Primary & Secondary EAL Network	Online	Wednesday 23rd June – 4.15 – 5.15pm

*The fee is £50, but each LCC school may reserve **one place free of charge.***

To book your place, visit <https://clickquestion.lancashire.gov.uk/runQuestionnaire.asp?qid=850397>

(short link: [tiny.cc/EALsummer21](https://tiny.cc/EALsummer21))



[www.lancsngfl.ac.uk/ema](http://www.lancsngfl.ac.uk/ema)



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## ETHNIC MINORITY ACHIEVEMENT TRAINING FOR SCHOOLS

We run a program of courses for school staff in conjunction with LDPS. There are courses for all key stages and staff groups. Please click on the links below to book.

Visit <https://lccsecure.lancashire.gov.uk/lpds/courses.asp?subject=EAL> to book a place!

### 2021-22 Courses

Course Title	Date	Time
<a href="#">Equality Network Meeting—Online</a>	16/6/21	1330— 1600
<a href="#">EAL or SEN? Language barrier or learning need? - Online</a>	29/6/21 12/10/21	1300— 1600
<a href="#">Supporting EAL Pupils: A Specialist Course for Teaching Assistants (Primary &amp; Secondary) (4-part course) - Online</a>	21/9/21 30/11/21 9/2/22 24/5/22	0900— 1600
<a href="#">Developing the Academic Language of EAL (2-part course) —Online</a>	4/10/21 & 11/10/21	1600— 1730
<a href="#">Assessment, Setting Targets and Tracking Progress for EAL Pupils (2-part course) - Online</a>	5/10/21 & 12/10/21	1545— 1700
<a href="#">Getting EAL Parents and Children Reading Together (Primary)</a>	23/11/21	1530— 1730
<a href="#">Early Talk Boost (2-part course) - Online</a>	10/1/22 & 17/1/22	1530— 1730
<a href="#">KS1 Talk Boost (2-part course) - Online</a>	12/1/22 & 19/1/22	1530— 1730
<a href="#">Supporting New Arrivals Including Refugees and Asylum Seekers</a>	18/1/22	1300— 1600

### ALL ABOUT MY COUNTRY

A selection of Carr Hill EAL students have been very busy working on a project called 'All About My Country'. The students work individually with their EAL tutor, Miss Ajiteru, where they focus on learning English as a second language, with the aim to access the curriculum fully. The students were asked to create a presentation, full of information about their country of origin.

To see the work produced and find out more please visit:

<https://www.carrhillschool.com/news/2021-05-05-all-about-my-country>



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