

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

British Values Conference 2| NASSEA Assessment Framework| Racist Incidents| SCARF 2|Pendle Bangladeshi Project | Syrian Pupils| Spring and Summer Course

March 2016

LANCASHIRE BRITISH VALUES CONFERENCE

15th JUNE 2016

This conference aims to give school leaders a clearer understanding of what is meant by 'Fundamental British Values' and how to embed these in the work of the school.

Presentations

- **Joan Bonenfant, Senior HMI**, will give the keynote presentation, unpacking the issues, discussing good practice and giving participants a clear understanding of Ofsted expectations of schools
- **Lancashire Constabulary** will present the current picture of counter terrorism using case studies and discuss the implications for practice in Lancashire schools
- Lancashire is now a dispersal area for asylum seekers, including many families with children. Also, a number of Syrian refugees will be resettled in Lancashire over the next 5 years as part of a national programme. **Saulo Cwerner, Lead Officer for Asylum Seekers and Refugees** at LCC, and co-ordinator of the Lancashire Syrian Resettlement Programme, will explore the implication for schools.

This conference will help school leaders to ensure that mutual respect and tolerance are at the heart of their school community, their pupils are well prepared for life in modern democratic Britain and their schools are well prepared for inspection. It will be equally relevant to faith schools, schools with no religious designation and those with very diverse faith communities.

It is an opportunity for schools to learn about tools for self-assessment, review classroom resources, share good practice and consider how to address any challenges they face.

The last time this conference ran it was oversubscribed so book early. Details and booking will shortly be available via the [Learning Excellence website](#).

ETHNIC MINORITY PUPIL ACHIEVEMENT 2015

The 2015 validated results for pupil attainment and progress are now up on RAISEOnline. The table below shows the results for Lancashire's key ethnic minorities for GLD, KS2 combined attainment and KS1-2 progress.

(**GREEN** = increase from last year; **BLUE**= no change last year; **RED** = decrease from last year)

ETHNICITY	Ethnicity Code	Lancashire R to Yr6 Cohort	% Making GLD 2015* (*from 2015 SFR)		KS2 % gaining L4+RWM		KS2 % making expected progress in Reading		KS2 % making expected progress in Writing		KS2 % making expected progress in Mathematics	
			Lancs	Nat	Lancs	Nat	Lancs	Nat	Lancs	Nat	Lancs	Nat
White British	WBRI	76625	70.1	69	83	81	93	91	96	94	91	89
Pakistani	APKN	6887	56.5	58	75	77	90	89	95	94	91	90
White Other	WOTH	2611	48.5	57	73	73	95	94	95	91	91	92
Indian	AIND	2108	80.3	74	90	87	92	93	97	96	96	94
Bangladeshi	ABAN	871	53.7	60	81	83	93	93	98	96	92	92

Contact Us

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NASSEA EAL ASSESSMENT FRAMEWORK

From the start of the coming summer term, the EM-GRT Achievement Service will be promoting the use of the EAL Assessment Framework developed by the Northern Association of Support Services for Equality and Achievement (NASSEA). The NASSEA EAL Assessment Framework has been made to support practitioners and their pupils. We hope that you find it both easy to understand and helpful to use. Even if you have no previous EAL experience, you will find guidance here.

This is a cross-curricular tool which helps practitioners to observe, document and accelerate the ways bilingual pupils start to use English as a tool for learning in school, then continue to develop their use of English through all their subject areas.

It describes the development of communicative behaviour in class and language for learning through listening, speaking, reading and writing. It also includes some aspects of personal development likely to be significant for bilingual learners, such as readiness to speak to others in the classroom.


It is important to note that the framework is not a tool to be used to assess other languages the pupil may speak. NASSEA supports the continuing use and development of pupils' other languages, and reference is made to using skills in these languages, but this tool is only for assessing English as an Additional Language.

The Framework has been developed to help practitioners to become more aware of the progress of their EAL learners through formative assessment. Formal testing is not helpful in the early stages of acquiring English and could lead to false conclusions which may be highly damaging to the progress of the child, particularly if results place the pupil in a lower ability group. In all cases, the framework does not replace the advice of EAL specialists and further appropriate support should be sought when needed.

If you would like to find out more about the NASSEA EAL Assessment Framework and the support available from our service to implement its use in your school, please email **Roxy Sardais** (roxana.sardais@lancashire.gov.uk) who is our new EAL Team Leader. Alternatively, please ring our contact number on the front of this newsletter.

Using the
**NASSEA EAL ASSESSMENT
FRAMEWORK**
effectively in your school

CPD for
teachers,
co-ordinators
and support
staff



nassea
The Northern Association of Support Services
for Equality and Achievement

Friday 4th March
Morning Session 9:30am-12:00pm
or
Afternoon Session 1:00pm-3:30pm
Mercure Piccadilly Hotel, Manchester
£75 per delegate

GUIDANCE FOR RECORDING RACIST INCIDENTS IN SCHOOLS

Recording Incidents

It is the responsibility of the school to record incidents for their own internal purposes. This should be done using internal documentation. Ofsted will request to see records held during an inspection:

"Inspectors will request that the following information is available at the start of the inspection:

records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents"

Inspection Handbook August 2015

Recording incidents also enables schools to monitor incidents of prejudice related bullying, identify any actions required to eliminate discrimination, and evaluate whether actions taken are effective.

Schools are recommended to inform Governors of incidents on a regular basis. Annual reports would be a minimum recommendation.

*Schools **do not** have to report the incidents to the Local Authority. It is not statutory to record and report racist incidents. The DfE confirmed this in one of its myths & facts documents in October 2012. However, recording incidents and reporting to governors are considered to be good practice as part of a sound behaviour policy, and their importance and value are reinforced by the current Ofsted framework and by the Equality Act 2010*

Equality Act 2010

Under the Equality Act 2010 schools have a legal duty to publish equality information annually. Parents may expect this to include information on whether children are safe from discriminatory incidents and bullying. Publishing information on the number and nature of racist incidents and other prejudice-related incidents, and actions taken to prevent/ deal with them, is a way of doing this.

SCARF 2

SCARF (Schools, Citizenship, Anti-Racism and Football) was developed in Lancashire some years ago as a set of materials to support school linking projects using football as the vehicle for engaging young people from Key Stages 2, 3 and 4 in antiracism and multicultural education. They have now been updated to allow consideration of other forms of prejudice including, but not limited to, disability, sexism, Islamophobia and homophobia.

Pupils form many of their opinions and develop their views in line with the society in which they live, and are heavily influenced by their peers and others. These materials seek to examine and explore these views:

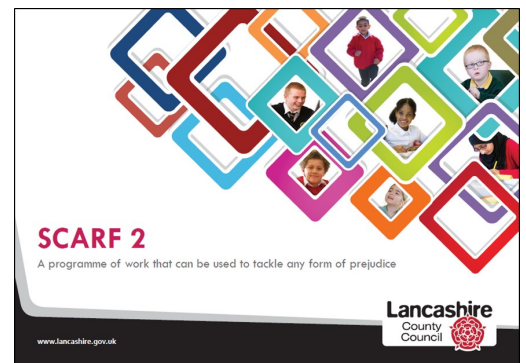
- To enable pupils to think about the consequences of their views and their actions.
- To help them develop respect and tolerance towards others – including people of all faiths, races and cultures. These are key elements in promoting "fundamental British Values".

More specifically these materials seek to:

- Promote a better understanding amongst young people of cultural diversity and different faiths both locally and nationally.
- Help young people understand the effect of their actions and attitudes towards other people.
- Enable young people to recognise the nature and consequences of discrimination, bullying and aggressive behaviour and how to challenge such behaviour appropriately.
- Develop communication, examination, participation and enquiry skills amongst young people.

This resource can be used as a standalone unit or for work for Personal, Social and Health Education (PSHE) and as part of a school linking / transition project. The contents of the PSHE lessons are fixed - however the accompanying sessions are flexible dependent on resources and staff and can be based around any sport or art activity.

SCARF 2 materials will be free of charge to Lancashire schools and will soon be available to download from the Prevent for Schools website (<http://www.preventforschools.org/>) or by contacting our service.



SYRIAN NEW ARRIVALS

In the coming months and over the next few years, we will see numbers of Syrian asylum seeker children arriving in Lancashire schools. Work is in hand to develop and co-ordinate additional help for Syrian new-arrival pupils to ensure that schools are able to meet the social, emotional and learning needs of these children.

Prior to the current conflicts in the middle-east, Syria made a significant investment in education, as has been demonstrated by its excellent literacy rates - about four-fifths of the Syrian population is literate. Syrians value the need for a good education and intellectual development.

The majority of Syrian children are likely to be Arabic first-language speakers. In schools in Syria, lessons are taught in Arabic, with English and French taught as the first and second foreign languages so, depending on age, children may come with some sufficient second language for basic communication in the absence of an Arabic-speaker. You can learn more about schools in Syria from a BBC Schools Report by clicking on this link: <http://www.bbc.co.uk/schoolreport/30007927>



WELCOME TO ROXY!

After February half-term break, we welcome our new EAL Team Leader, Roxana Sardais. Roxy joins the service after thirteen years working as classroom teacher and subsequently EAL lead and part of the leadership team of Ribbleson Avenue Methodist Junior School in Preston.

Roxy will lead our team of EAL Tutors Managers and EAL Tutors who provide traded support to schools and will also be responsible for the development and delivery of our programme of training around EAL learning and teaching.

EAL HELP ON THE WEB

The National Association for Language Development in the curriculum (NALDIC) has gathered together a considerable bank of resources and guidance to help teachers plan and deliver learning in the classroom that supports the language development of their EAL learners. Resources are organised by key stage and curriculum area. Much of the information available is drawn from the National Strategies programmes and includes case studies, training materials and key points for learning and teaching in the classroom. Click on the link below to find out more:

<http://www.naldic.org.uk/eal-teaching-and-learning/>

RAISING THE ACHIEVEMENT OF BANGLADESHI PUPILS

In Spring 2014 the three primary schools from Burnley (St Peter's, Heasandford and Stoneyholme) and two primary schools from Rossendale (St Mary's and St James') who have the highest number of Bangladeshi pupils were offered the opportunity to be involved in this project. An initial meeting was held prior to submitting a SII bid so that it had the full support of the schools. The schools have good practices already in place that were shared with the others and further developed. The project group identified needs with possible solutions for inclusion in the bid.

The schools all agreed that data could be shared between the schools; this has been a powerful aspect to the project. This generated considerable discussion about higher and lower achievement. National reports were read and discussed such as "Drivers and Challenges in Raising the Achievement of Pupils from Bangladeshi, Somali and Turkish backgrounds" (2010).

The group identified the main barriers to pupils' achievement; the schools did have strategies in place to address these but welcomed the opportunity for an enhanced level of support. It was agreed to put in place a programme of training, research, initiatives for Summer 2013-14 and 2014-15 that included:

- A focus on the development of oracy across the whole school: (Heasandford staff worked with the other schools to share their project from 2012/13 that had significant impact on attainment in speaking and listening).
- Parental Partnership project for all 5 schools led by Anne Desforges supported by a Bengali speaking member of staff;
- Developing parental confidence, use of English language in order for mothers to support pupils' learning and education;
- Development of the cultural understanding of the staff about both Bangladeshi and Pakistani traditions and heritage. A session for each school led by staff of that ethnic heritage who can articulate and share confidently. (staff from Stoneyholme and Heasandford).
- Improved the use of appropriate English for learning by staff and raise awareness of the need for correct modelling by all staff in all schools: delivered in each school by EMA/GRT staff.
- A professional development visit to Newham Local Authority: an opportunity to meet with key staff about provision, projects, successful outcomes and to share expertise.

Outcomes:

The data for 2013/14 and 2014/15 shows that the achievement of Bangladeshi pupils had risen across most measures in all five schools. Many of the initiatives implemented in the schools have now become sustainable and integral to the provision in the school e.g. Parental Partnership. One school has used the funding towards the conversion of a disused space into a room for parental activities.

All the schools report that staff have a heightened awareness of the Bangladeshi pupils and families e.g. staff who lead various activities note if any Bangladeshi pupils or parents attend and actively encourage them to attend. The staff in the schools have welcomed the opportunity to share their experiences and good practices with each other. Those staff who were required to lead training sessions in other schools have developed leadership skills and abilities. The impact of the project was commented upon favourably by Ofsted inspectors and HMI during an inspection.

If you believe that your school would benefit from being involved in a project to improve the performance of any specific group of pupils, please contact your adviser.

OUR SERVICES

The EMGRT Achievement Service offer a wide range of services to schools, some of which are free of charge. EAL support is accessed by using our **Referral eForm** on the Schools' Portal. Look under 'EAL'

- Advice and tailored staff training
- Interpretation and translation
- EAL Cluster Meetings
- County wide staff training and Conferences
- Tutor support for new arrivals and other EAL learners
- Assessment for EAL learners
- Pupil mentoring and family liaison
- Lancashire Equality Mark
- Targeted community liaison

Information about all of these services can be found by contacting the service or on our website at this link:

<http://www.lancsnrgfl.ac.uk/projects/ema/>

"There is no mystery to EAL teaching. Good teaching is good teaching, whether they are EAL or not. It is just embedding and focusing on language. It runs through everything."

ETHNIC MINORITY ACHIEVEMENT NETWORKS FOR SCHOOLS

EAL Network (Meetings run from 2.30-4.25pm)

To book a places [Please press control and click here](#) or ring us on 01772-532429

*Free of charge
to LCC Schools*

Primary Central	St Anne's Primary School, Slater Lane, Leyland PR25 1TL	7th March
Primary North	Bowerham Primary School, Bowerham Lane, Lancaster LA1 4BS	8th March
Primary East	Springfield Primary School, Oxford Road, Burnley B11 3HP	10th March
Secondary	Moor Park High School, Moor Park Avenue, Preston PR1 6DT	17th March

GRT Achievement Network (Meetings run from 1.30-3.30pm)

The next GRT Achievement Network meetings will take place in the summer term. Dates and venues are still to be agreed and will be published in our next newsletter. If you would like to be informed as soon as dates are available or would like more information about these meetings, then please contact Sam Hoban (samantha.hoban@lancashire.gov.uk) or 07812-632166

*Free of charge
to LCC Schools*

2016 Courses for Schools: Supporting EAL learners

Course Title	Key Stage(s)	Date and Time	Price	Venue
EAL 115: Teaching and Learning strategies for all EAL learners	KS1; KS2	Tuesday 15 Mar 2016 9:30 AM - 12:00 PM.	£85	Woodlands Centre Chorley
Assessing Children with EAL in line with age-related expectations using the NASSEA EAL Assessment Framework	Foundation; KS1; KS2; KS3; KS4	Tuesday 3 May 2016 1:00PM—4:00PM	£85	Woodlands Centre Chorley
EAL 119: Using games to support EAL learners in developing oracy and literacy skills in English	KS2; KS3	Tuesday 17 May 2016 9:30 AM - 12:00 PM.	£85	Woodlands Centre Chorley
EAL 115: Teaching and Learning strategies for all EAL learners	KS1; KS2	Wednesday 25 May 2016 9:30 AM - 12:00 PM.	£85	City Learning Centre Burnley
EAL 114: Professional Development for Polish speaking Teaching Assistants	Foundation; KS1; KS2; KS3; KS4	Monday 13 Jun 2016 9:30 AM - 12:00 PM.	£85	Woodlands Centre Chorley
EAL 106: Supporting New Arrivals - How to create a welcoming environment, assess and teach new arrivals	KS1; KS2	Tuesday 18 Oct 2016 9:30 AM - 12:00 PM.	£85	Woodlands Centre Chorley
EAL 205: Working with EAL Learners in Secondary Schools	KS3; KS4	Tuesday 25 Oct 2016 9:30 AM - 12:00 PM.	£85	Woodlands Centre Chorley
EAL 113: EAL learners - a very practical course for teaching assistants working with EAL learners	Foundation; KS1; KS2; KS3; KS4	Tuesday 08 Nov 2016 9:30 AM - 12:00 PM.	£85	Woodlands Centre Chorley
EAL 116: Practical strategies to support EAL learners in pre-school settings and reception classes	Foundation	Wednesday 16 Nov 2016 9:30 AM - 12:00 PM.	£85	City Learning Centre Burnley
EAL 118: Improving Links with East European Families	KS1; KS2; KS3; KS4	Wednesday 23 Nov 2016 9:30 AM - 12:00 PM.	£85	Woodlands Centre Chorley
EAL 108: Develop language for learning - make the curriculum accessible for EAL learners	KS1; KS2	Wednesday 30 Nov 2016 9:30 AM - 12:00 PM.	£85	City Learning Centre Burnley