

Ethnic Minority And Traveller Achievement Team Newsletter

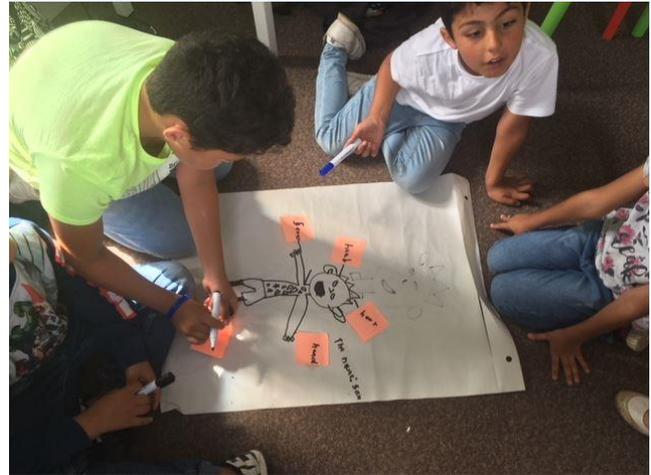
Autumn term 2018

Welcome Back!

We've been busy all summer running EAL summer schools. The first one was a combined EAL *family school* which we ran with the Olive Tree Association. We taught English to a group of Syrian children who have recently arrived in Devon schools. In the afternoon they got to do activities at Haven Banks and had family trips to the museum, a boat trip down the river Exe and art and craft activities. We had over 20 families attending throughout the week and they were all delighted to meet other Syrian families.



Many of the children had not yet met other children who spoke their language in Devon so they enjoyed being able to relax and make friends using their mother tongue. They also learned a lot of English and our teachers used the time to address learning gaps; reviewing the language in maths and basic vocabulary gaps. What the children all valued most was being able to make new friends and learning new words!



The next school was held at the end of the summer holidays and aimed at UASC (Unaccompanied Asylum Seeking Children).



The majority of the UASC in Devon attend Exeter college but there are 7 young people attending secondary schools where they are highly likely to be the only UASC in the school, very likely to be the only person who speaks their home language and often the only EAL pupil in the school who is new to English. The summer school is a time for this very highly motivated, group of young people to catch up on the English they are not being taught in school and to meet others who have had similar (often very traumatic) stories to their own.



This is a way to bring some, possibly, very isolated young people together to share their experiences and to support each other. This week long EAL school is part of a bigger program which aims to support UASC in Devon and we will be running further intensive courses during the academic year. EMTAS are also working closely with the EP service and the Virtual school on a wider project to more fully support schools, teachers, carers and UASC in Devon. This year we are developing CPD for Devon schools who are working with UASC, resources aimed specifically at this group of learners and EPs will be providing training for carers and schools around mental health issues, attachment and acculturation. This program is funded by the Dfe and we are delighted that Devon was chosen along with 6 other LAs to produce resources that can be shared nationally.



Newly Arrived EAL Pupils

Please register ALL new pupils – you can find our registration form on our [new website](#) and there is now a group registration form (if you have more than one new arrival).

Send the registration form to:
LDP-LearnerSupport@babcockinternational.com

Ethnic Minority and Traveller Achievement Service

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Ethnic Minority and Traveller Achievement Service

Related Content & Resources

- English as an Additional Language
- EMTAS News
- Bilingual Support Workers
- Race Equality
- New Arrivals/EAL Proficiency Assessment
- Bilingual Resources
- Supporting Refugees and Asylum Seekers

Spanish
Latvian
Polish
Mandarin
Bulgarian

NEWS

ABOUT

The Education Policy Institute and The Bell Foundation have today published a report on the educational outcomes of children with English as an Additional Language (EAL). (Feb 2018)



Performance of EAL pupils

Average attainment scores of EAL pupils are deeply misleading and conceal considerable variation. Headline figures published by the Department for Education show that, on average, in 2016 EAL pupils performed well – with similar attainment scores to the national average, and greater than average progress during school. They were also more likely to achieve the English Baccalaureate than those with English as a first

language (28 percent versus 24 percent). These figures, however, obscure significant disparities in performance – and are also distorted by missing records – estimated at nearly a third of EAL primary pupils, and one tenth of secondary pupils, who have absent attainment records due to late arrival to the English school system.

Primary performance Looking beyond headline figures, this new analysis finds that some groups, including those with a first language of Pashto, Panjabi, Turkish, Portuguese, Czech and Slovak, perform below national standards in primary assessments – despite having entered the English school system at an early stage as infants. Conversely, other groups, including Tamil, Chinese and Hindi pupils, perform above national standards at primary – despite having arrived in the school system as late as Year 5.

Secondary performance Some EAL pupils, such as late arrivals with Pashto as a first language, score, on average, between an F and an E at GCSE in Attainment 8 having arrived into the English school system in Year 9. At the other end of the scale, children with Chinese as their first language perform well, averaging between a B and a C at GCSE in Attainment 8 – despite having also entered secondary school in Year 9.

Arrival time of children vs. attainment There is a severe attainment penalty for pupils arriving late into the English school system. At primary and secondary level the time at which the average EAL pupil enters school reliably predicts attainment levels. In Key Stage 2 assessments, on average EAL pupils in reception scored 2 points above the expected standard in reading and maths. However, performance declines to 2 points below the expected standard by Year 3, and continues to fall to a striking 17 points below for pupils arriving before exams in Year 6. At **GCSE level**, pupils with EAL scored an average grade of a C if they arrived between reception and Year 7. This decreased to a grade of around a D if they arrived in Year 8, 9 or 10 – falling further to below an E if they arrived in Year 11. These penalties apply to all language groups. Even for groups that seem to perform well when arriving late, such as Chinese pupils – attainment is still greatly affected, with performance significantly worse than early arriving Chinese pupils. Our analysis also finds that the ability of different regions to support late arrivals in the EAL group varies substantially, with the North lagging well behind the South.

EAL Report (Continued)

Funding for EAL pupils

When examining the government's new national funding formula for schools (NFF) we find that overall, deprived urban schools in areas of high ethnic diversity will face losses – while schools outside of London and other large urban centres are set to see increased levels of funding. While local authorities have flexibility over allocations, the NFF overall translates to an increase in funding following the average secondary pupil with EAL of 48 per cent in

2019-20. EAL primary school pupils, (who account for the bulk of EAL funding) face an average reduction of 10 per cent – with reductions expected even if these pupils live in the most deprived neighbourhoods, or are on free school meals (FSM). Taking into account pupil performance, it is also evident that funding in the NFF specifically targeted to EAL pupils does not adequately support the development of academic language proficiency. The NFF allocates funding to each EAL child in each of their first three years in school in England – yet the attainment profile for EAL pupils strongly suggests that it takes longer than three years to become fully proficient in English.

Specialist expertise in English schools

Compared to other countries, England's system for developing support for EAL pupils through specialist roles is insufficient. English-speaking jurisdictions, such as New York State, Minnesota, Alberta, New South Wales and New Zealand promote far more extensive EAL policies. As a result of funds no longer being ring-fenced for EAL pupils, and overall budgetary pressures, the supply of EAL expertise in schools has declined significantly. There is a noticeable absence of any mechanism which generates specialist expertise on EAL education, with England lacking national oversight or provision of professional qualifications, staff development and specialist roles for teachers and staff working with EAL children.

Key recommendations

With current funding provision for pupils arriving late into the English school system inadequate, a 'late arrival premium' is needed in the national funding formula for schools to provide intensive support, and, in particular, to help address the large attainment differences between those arriving in Year 7 and those arriving later in Year 10 or 11. The government should develop new policies to generate and maintain EAL expertise in schools. Lessons can be drawn from other English-speaking jurisdictions – where there are effective policies for establishing specialist EAL roles, programmes for staff development and graduate level specialist qualifications.

EMTAS Devon



We post articles and updates about our service training and new resources daily on our Facebook page- please LIKE us to stay up to date with EMTAS in Devon

Dates for your Diaries Spring 2018

Multicultural Celebrations in the Autumn Term 2018

September

23rd -30th Sept - Sukkot, Jewish festival

26th Sept- European Day of Languages

October

1st – 31st Oct – Black History Month

13th – 20th Oct – Hate Crime Week

November

1st Nov – All Saints Day

7th Nov – Diwali – Hindu festival of lights

30th Nov– St Andrew's Day – Scotland

December

6th Dec- Saint Nicholas Day

2nd -10th Dec - Hanukkah



4TH DECEMBER 2018, 10AM-2PM

POLISH DAY

Christmas baking and craft

For Polish children in KS2

*Meet with other Polish children from Devon and
reconnect with Polish traditions.*

Contact us before 1st November to book your place:
LDP-LearnerSupport@babcockinternational.com

The event is free. Please bring your own lunch.
Montgomery Primary School, Redvers Road, Exeter, EX4 1BS



Arabic Day

Cultural Workshop

13th November from 10- 2pm at Wolborough Primary
School, Newton Abbot

- Who is this for? Arabic speaking children in KS2 from Devon schools.
- What is it about? Experimenting with henna and traditional dancing. Learning about and trying traditional food
- Why? Meeting other Arabic speaking children from Devon. Reconnecting with our culture and language

All skills and abilities are welcome.

Contact us before 1st November to book your place: LDP-LearnerSupport@babcockinternational.com

10am – 2pm
The event is free. Please bring your own lunch.

Autumn Term Network Meetings 2018

Refugee Network: 30th October 2018, 1pm-3pm at Willand

EAL Primary Network: 27th November 2018, 3pm – 5pm at Milford House, Exeter

EAL Early Years Network: 27th November 2018, 3pm-5pm at Willand

To book your place go to CPD online- search EAL:

GCSE Home Language News!

Do an extra GCSE in your Home Language

This year the Devon EMTAS team will be running preparation classes for our bilingual pupils in **Arabic, Mandarin, Polish & other languages as requested**

The **preparation classes** and oral exam will be held: in Exeter in March 2019

The bilingual pupils who took their home language exams in June were very successful, with many achieving A*s. Experience shows us that pupils really benefit from the practice and support in preparing for the exam with a professional teacher.

It only costs **£60 per pupil** to attend the preparation classes.

Pupils will need to be enrolled for the GCSE through their schools.

If you are interested please contact:

Maggie.Bankowska-

Sylla@babcockinternational.com or

[07475659780](tel:07475659780)

Deadline for enrolment to the classes is January 31st, 2019

****Specific language dates and venues will be provided to schools exams officers by February 15th, 2019***

We have now received nearly all the GCSE results for our bilingual pupils taking their exams this June and we are delighted to say that so far they are **EXCELLENT!!**

All students passed their exam with **86% of pupils gaining a level 9-7!**

44 students from 15 schools in Devon entered for GCSE; we offered 14 different languages and for the first time used the new grade system for some of the languages. All the students were enthusiastic about having preparation sessions with native speakers of their languages and they were well motivated to try their best.

We are really grateful to all the schools that supported their pupils to achieve these excellent results and are really keen to run this successful program this academic year too.

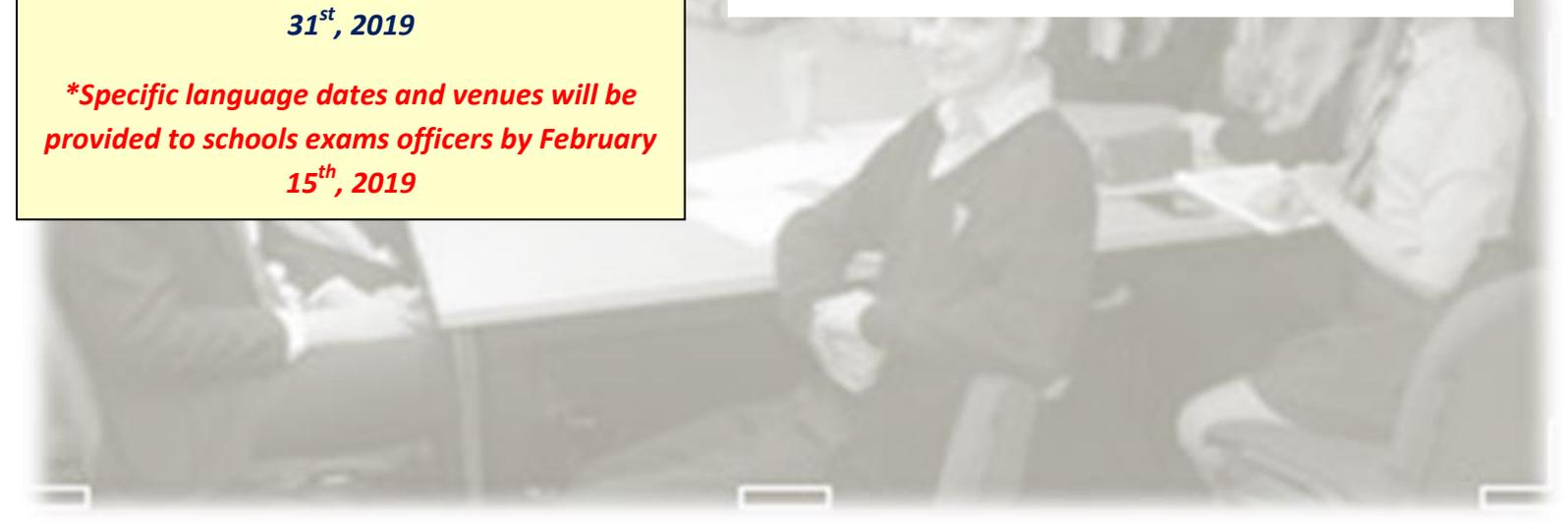
We are running a **drop-in session** for all exam officers and teachers involved in supporting home language GCSE on **Tuesday 2nd October from 2-4pm** at Milford House, Pynes Hill, Exeter.

Please contact Learner Support:

LDP-LearnerSupport@babcockinternational.com

if you would like to attend.

We will also be sending our flyers to exam officers and EAL coordinators this month and are planning to provide information at local area EO meetings.



Racist Incidents- Updates

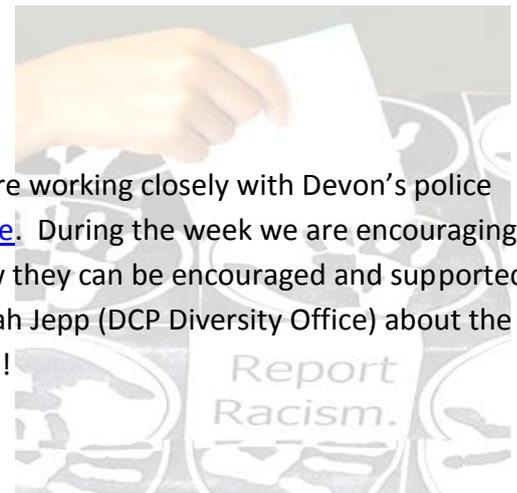
Racist Incidents Reports 2017-18			
	Autumn 2017	Spring 2018	Summer 2018
RIs reported	26	25	30
No of schools reporting	12	14	12
secondary schools	5	5	4
primary schools	7	9	8

The majority of racist incidents reported by schools are verbal, although there were also 3 incidents of physical attacks and one incident of graffiti recorded. In the majority of cases the perpetrator and victims are male; the majority of victims of racist name-calling are Black African/Black Caribbean or Mixed Heritage (31%) other

victims recorded were Muslim and/or refugee pupils (22%) or WEU (white eastern Europeans)

We are aware that incidents are **under-reported** by schools for fear that they may be viewed externally or by Ofsted as racist schools. However, dismissing racist name-calling as *banter* shows a worrying ignorance of its gravity; taking it seriously by logging it, reporting it and responding to it effectively shows good safeguarding practice.

100% of racist incidents which have been reported have been responded to and training has been provided. However, the aim of EMTAS is to encourage schools to use our training as a *preventative tool* rather than a reactive one so please do contact us to book in training. The reporting form has now been updated in line with GDPR so there is no requirement to enter individual's names. Find the reporting form on the Babcock pages: [Bullying Prejudice/Hate Incidents](#)



Hate Crime Week (13th-20th October) We are working closely with Devon's police diversity team to support the [Zero Tolerance to Hate Crime Pledge](#). During the week we are encouraging schools to think about how children report hate incidents and how they can be encouraged and supported to have their voices heard. Schools will soon be hearing from Sarah Jepp (DCP Diversity Office) about the Reporting Box competition!

Please contact Samantha Roberts for information on teaching race equality, reporting incidents, resources and advice: samantha.roberts@babcockinternational.com

Gypsy Roma Traveller Support

As it is the start of the new school year, if you have any pupils from GRT families who require any booster sessions in school, please contact Charlotte from the team who may be able to offer some support. Also, if any of your GRT children are in Year 6 this year, we would love to come and discuss the benefits of attending secondary school if they are not already thinking of doing so. We can have meetings with teachers and parents or pupils. The transition from Year 6 to Year 7 is where a large percentage of GRT families traditionally elect to home educate, but through conversations we can try to change this trend.

Contacting the EMTAS Team



EMTAS Key Contacts

AL Lead: kate.o'neill@babcockinternational.com

AL in EY Lead: Katarina.tasinkiewicz@babcockinternational.com

GRT Lead: charlotte.small@babcockinternational.com

Anti-Racism: Samantha.roberts@babcockinternational.com

To book an interpreter: Iliana.eva@babcockinternational.com

Admin Contact: 01392 287201 & email: LDP-LearnerSupport@babcockinternational.com