

Case Study Proforma

Notes for contributors

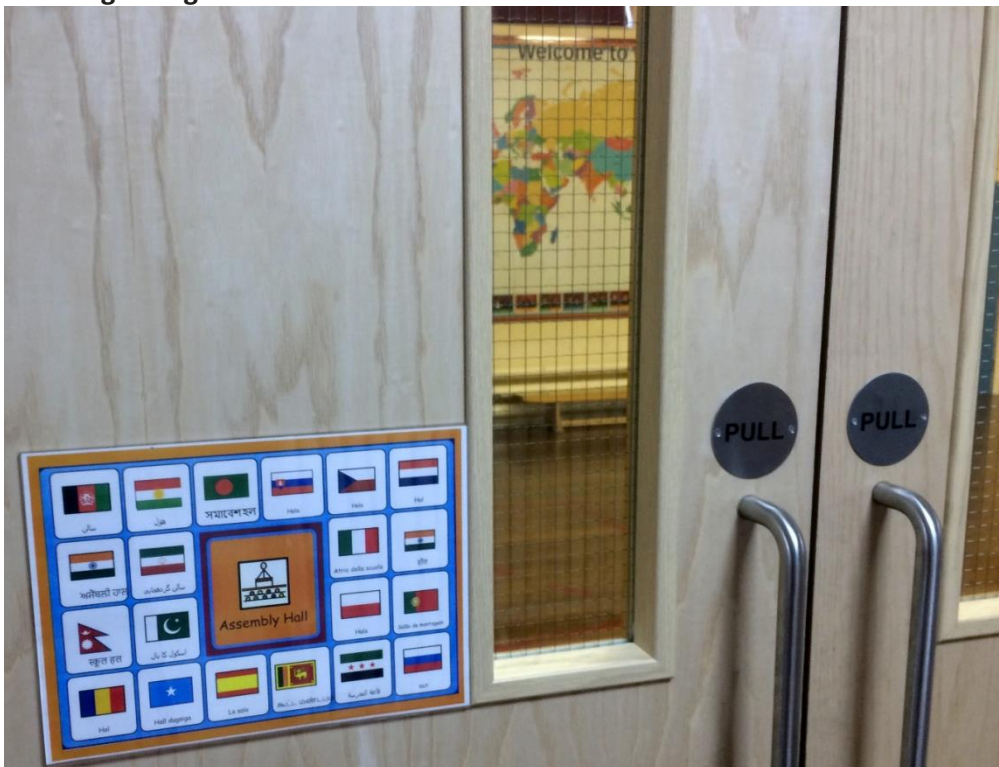
The purpose of the Teaching School Hub Case Studies is to share examples of good practice in response to a particular challenge / project taken on in a school setting. The case studies are shared on the Teaching School Hub website, as well as being published in the Teaching School Hub Newsletter, which all schools across Lincolnshire have access to.

Please send your contributions to admin@leadtshub.co.uk; using the template below.

- Please write clearly and concisely, avoiding acronyms and jargon.
- Please accompany your case study with pictures, quotes or diagrams if you feel it helps to illustrate your project.
- The standard word limit for a case study is 750 words.
- Each case study is given a “red dot” – a category such as primary, secondary, special needs, alternative provision, early years, community, or subject specific etc. Please make a suggestion about the general category into which your case study should be placed.

<u>Framework for Case Study:</u>	
Case Study Title: From 'over-coming language barriers' to celebrating global community. A new perspective on multilingual schooling.	
Author(s): Sally Roberts	
“Red Dot”: EAL Community	
Summary Celebrating languages and cultures to improve community, parental engagement, attendance and academic achievement for all: An everyday ethos, cooperative multilingual signage, International Day, Language Homework, and first languages in the curriculum.	
1.	<u>INTENT:</u> 250 words Background / overview / history to date (Information on the learning audience, institution etc. which provides a context for the project) What was the aim / objective involved in the case study - what was the outcome the school wanted to achieve? Was this in reaction to an issue or request? How did this come about? What did they hope to achieve / aims?

	<p><u>INTENT:</u></p> <p>This inner-city school in Nottingham had around 70% of children with English as an Additional Language and very high mobility. The school had experienced a number of changes of leadership and was in need of an improvement in relationships with the local community. In 2017 the headteacher decided to invest in building a global community school, putting resources into valuing first languages in order to build bridges between home and school with the intention of engaging parents in their children's education. It was hoped that this would contribute to improved attendance and better academic outcomes for children.</p>
2.	<p><u>IMPLEMENTATION:</u> 300 words</p> <p>What did this look like in the classroom/ context with the children? What was the timeline? i.e. when did this happen, over what time period Include views of teaching staff / support staff / pupils What is it they did with the hub? How did this work in school- typical day / session What went well? What did this add to what the school can do / offer?</p>
	<p><u>IMPLEMENTATION:</u></p> <p>An EAL specialist teacher was employed with experience of working with families newly arrived in the UK.</p> <p>One of the earliest initiatives was to develop multilingual signage for the school in collaboration with families. An assembly was shared with children to explain that the school wanted to make new families feel welcome. We sent letters home with words for translation like 'hall' and 'reception', collected the returned letters and collated the results. Posters were drafted and parents were asked to check them at a social event, before final copies were printed and carefully mounted, displayed and celebrated over social media.</p> <p>The admissions and induction process was improved to include adaptations for families new to the English education system, setting expectations regarding attendance, punctuality, homework, uniform and payments etc. In addition, a member of EAL teaching staff made an initial academic assessment, including very simple elements of first language to reassure parents and enable anomalies in progress to be addressed. This also meant that teachers could be suitably prepared for their new arrival's first day and where necessary, a staggered start was introduced for children not accustomed to full days in school. Parents are encouraged at this point to maintain first languages in the home, to ensure a high quality of language input and concept development.</p> <p>A centrally managed version of 'Language of the Term' was introduced, which enabled children who spoke a given first language to teach two children from each class a few words each week, They returned to their class to teach them and finally competed in a game of bingo to earn a trophy for their class and choose the next language. This club was so popular that the children drove developments which involved themed school dinners, crafts and parent visits. First language speakers became school celebrities and their growth in confidence was palpable.</p> <p>As teachers began to see the engagement and motivation that first languages brought to learning, they began to ask, 'Can anyone say that in another language?' which very quickly developed into children volunteering, 'Miss, in my language we say ...' This worked particularly well in MFL lessons, which quickly developed into multilingual sessions that valued all world languages and taught children to see the similarities and</p>

	connections that languages and cultures have. Children retold stories studied in school to their parents who helped them to rewrite them into their first language, and older children were encouraged to maintain their first language in the same way.
3.	<p>IMPACT: 200 words</p> <p>What has been achieved so far? So what....? What difference has this made to staff or students? Please provide statistics if possible/relevant Teacher / pupil voice Photos / films of examples of what school/ pupils/ pupil/ teachers can do now that couldn't do before What are the next steps? Future?</p>
	<p>IMPACT: Children have become proud to share their language and culture, communities have grown as families moved to the area and attendance strengthened. New arrivals settle quickly, parental attendance on the yearly International Day has grown and children are interested in and knowledgeable about their classmates' languages and cultures.</p> <p>Multilingual Signs</p> 



Language Club:





First Language in the Curriculum:



	<p>Name: Suhail</p> <p>Peter and the Wolf</p> <p>Bengali</p>  <p>একদিন পিটার গিফটছিল একটি ঘাসের মাঠ এবং একটি হাঁস পিটার কিছন হাঁচছিল আত্মার স্বর উল্লস।</p>  <p>তারপর একটি হাঁস দেখল একটি পাখি একটি হাঁসটি এবং একটি পাখি ভয় পড়ছিল, একটি হাঁস এবং পাখিটি জায়েনা একটি বিড়ান নির্ভরভে এগিয়ে আসছিল।</p>  <p>তারপর পিটার চিংকারে এক পাখি গাছে থেবে উড়ে গেল, বিড়ানটি গাছে ডাঙল উঠল এবং পিটার দাদা বাসায় নিয়ে।</p>  <p>তারপর নেকড়েটি জেটসালের বাহিরে এসেছে, তারপর নেকড়েটি এক হাঁসটি দৌড়াছিল, তারপর নেকড়েটি থেয়েছিল একটি হাঁস।</p>  <p>নেকড়েটি খুব ক্ষুধার্ত, তারপর পাখি নেকড়ের স্বাধীন উপর দিয়ে ছুটেছে, নেকড়েটি হুটহুটে একটি চেষ্টা করছিল হাঁস খাওয়ার জন্য।</p>  <p>তারপর পিটার চেষ্টা করল এক দারবর যাদ তারপর টানতে থাকল, শিকারি জেটসালের থেয়ে বাইরে আসছে, তারপর হাঁস কুয়েক।</p>
	<p>Further information</p> <p>enquiries@globalcommunityschools.co.uk</p> <p>www.globalcommunityschools.com</p> <p>https://www.uniteforliteracy.com/</p> <p>(Include any references, suggestions for further reading and contact information for those involved in the project)</p>

Quotations

Please provide a minimum of TWO quotes:

<p>Quote from someone involved in the project (this could be you)</p>	<p>"Pupils and staff celebrate the diversity of the school community. Leaders work hard to establish effective communication with parents. Parents support the school through checking the multi-lingual signs around the school and helping to plan an 'International Day'. Pupils appreciate parents' presentations about cultures from around the world. They enjoy sharing the variety of languages that they speak with each other through the 'Languages Club'. They are proud to be part of a school which values different cultures, explaining, 'If there wasn't difference in the world, how would we grow and change as human beings?'"</p>
<p>Name, job title and department/institute</p>	<p>" Windmill (L.E.A.D.) Academy OfSTED Report February 2019.</p>
<p>Quote from someone who has benefitted from this action (ideally a student but could be another member of staff or senior management)</p>	<p>'I've found the ideas shared by Sally to be incredibly useful in supporting the language development of our children, and for building relationships with our international families. Tools and strategies for retaining links with families during the recent lockdown were particularly useful, and have made such a difference in supporting the children with their learning.'</p>

Name, job title and department/institute	<i>Cathy Holman St. Faiths L.E.A.D. Academy</i>
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