



Working in partnership to support children from military families

Harrogate Pavilions, 2nd February 2018



AIMS

1. To consider what works well when supporting children from Service families
2. To hear updates and develop knowledge and understanding of this unique group
3. To strengthen partnerships



Anne Longfield OBE

National Children's
Commissioner for England

RAF Families Federation – Covenant Team

Lisa Thipthorp



An RAF F-35B flying over Marham. Contains public sector information licensed under the Open Government Licence v3.0.

I married into the RAF 19 years ago

- In that time I've had **2** children, **4** cats, **13** houses and **7** jobs.
- During that time I've had to find **4** childminders, **3** nurseries and **6** schools for the children, **13** GPs and **8** dentists (I didn't bother for a few years)
- I've given birth in **2** different hospitals
- Had **19** hairdressers
- Moved house.....WHEN we wanted, WHERE we wanted, but also at short notice, completely the wrong time and a location that would have been the last place in the world we would have chosen.
- Moved overseas and moved back again.
- Lived together. Lived apart.
- Kissed him goodbye on deployment **8** times and several months later hello
- Made half a dozen life long friends...And myself and the children have left behind many more good ones along the way.

Postings (Assignments)

- Average duration: 18mths - 2 years for officers; 3-5 years for airmen
- Historically families accompany – now an increase in ‘dispersed families’
- UK or overseas – USA, Cyprus, NW Europe (SHAPE, Brunssum, Ramstein, Canada, Malaya, NATO)

Deployments

- Anything up to 6 month duration
- Deploying as an Individual (rather than a formed unit – Squadron etc) is common
- Afghanistan, Iraq, Africa, Falkland Islands, humanitarian missions around the world and the various other commitments including NATO

UK Armed Forces Personnel Deployed by financial year*

* MOD Annual Report and Accounts 2016-2017

	2012-13	2013-14	2014-15	2015-16	2016-17
All services	256,800	160,640	90,560	56,860	56,900
~ of which unique individuals	65,870	48,960	36,070	23,120	24,210
RN/RM	28,150	19,720	16,600	17,070	14,390
~ of which unique individuals	8,400	8,300	6,560	5,840	5,410
Army	189,060	106,380	45,910	21,120	22,840
~ of which unique individuals	43,100	27,600	17,850	8,860	9,640
RAF	39,590	34,550	28,040	18,670	19,660
~ of which unique individuals	14,370	13,060	11,650	8,420	9,160

Issues surrounding postings?

- Postings are an ORDER
- 90 days notice
- No consideration of school term dates
- RAF have worked hard to make postings longer for stability

BUT

- Postings are due to operational requirements



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Issues surrounding deployments?

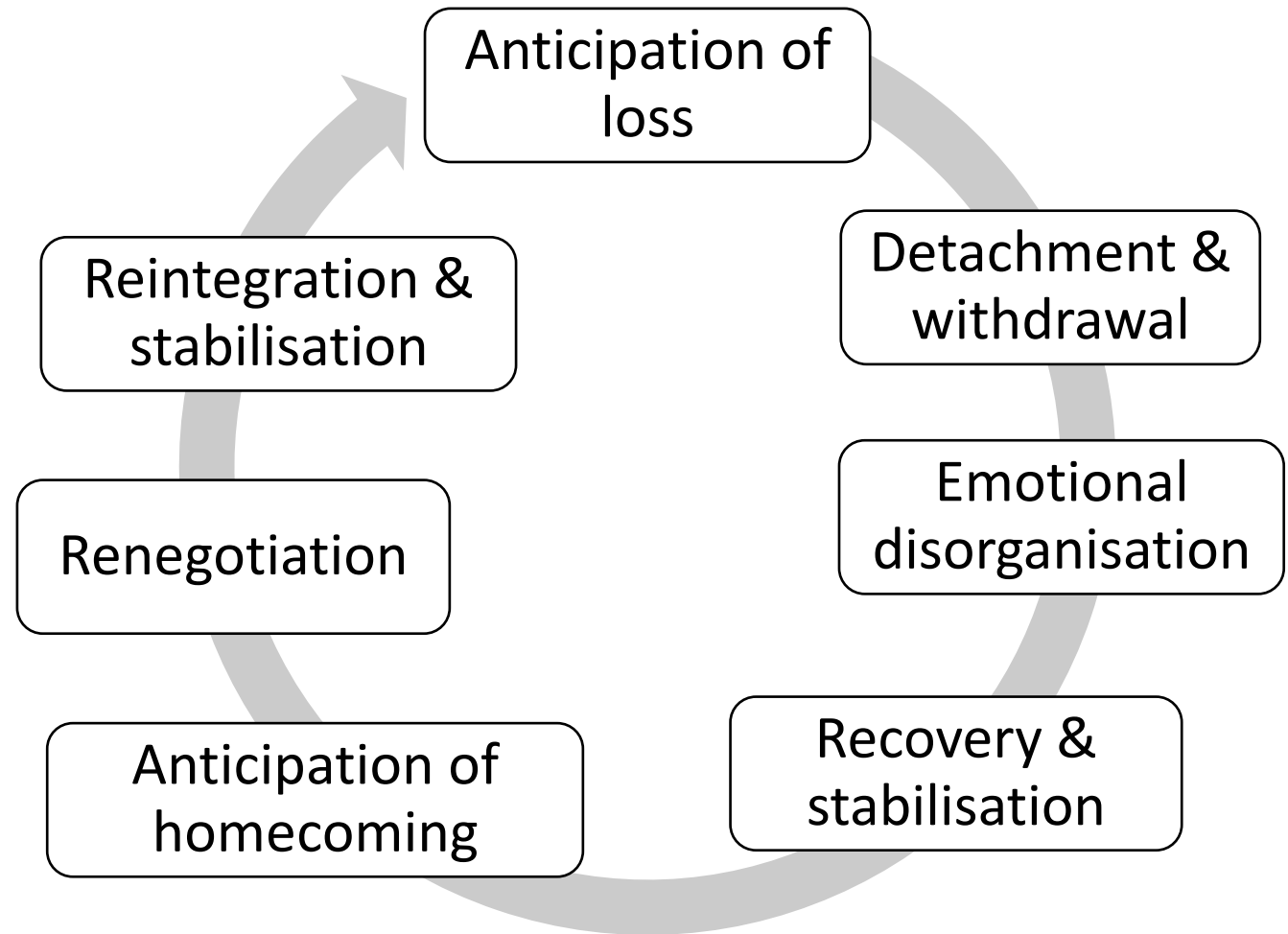
The Five Stages of Deployment

- Pre-deployment (usually 90 days or less but more if training required)
- Deployment (1st month)
- Sustainment (months 2 thru 5)
- Re-deployment (last month)
- Post-deployment (3-6 months after deployment)



A Royal Air Force Sentinel aircraft prepares for take-off at an air base in the Middle East. Contains public sector information licensed under the Open Government Licence v3.0.

Emotional cycle of deployment (Vestal Logan, 1987)



What can the school do to alleviate some of this stress?

- On families – what are some of the issues they are facing?
- On the child(ren) – what impact could the above have on the children?

For discussion



© RAF Benevolent Fund

 **ROYAL
AIR FORCE
Families
Federation**



SCISS Conference Harrogate

Alan Behagg & Charmian
Hickman



Agenda

- **Who are we**
- **Change in Focus**
- **The Service child**
- **Individual Grants**
- **Collective Grants**



Our Purpose

We are here to help mitigate the disadvantage that sometimes befalls children of members of the armed forces. We support the most disadvantaged children to improve education that has been compromised or put at risk by their parents' service.



Change in Focus

- **Over last 5 years Trust has given grants of over £1million.**
- **We have helped over 50 children through individual grants.**
- **We have helped several hundred children through collective grants.**
- **We have committed to collective grants of £150k already this year.**



What makes them different?

- **More regular moves – home and therefore school but differences between 3 services**
- **Often in schools where even if they don't move, their friends frequently do**
- **Parents often likely to be away for long periods of time**

- **Children of serving personnel much more likely to be living with both parents**
- **Often better at making new friends and adapting to new situations (but not always)**
- **Attendance generally higher**
- **In England state schools receive pupil premium**



Individual Grants

- Grants given to individuals (meeting criteria) for educational purposes. This could be for primary and secondary schools or for further education where loans/maintenance grants not available.
- Could cover education related fees or specialist support eg for a mobile service child needing learning support that hasn't yet been funded.
- Often short term support to parent leaving services or being affected by CEA decisions.



Individual grants – examples

- **Paying 90% of boarding school fees for 2 terms when parent left services, and CEA ceased, to allow child to complete A Levels**
- **Paying large proportion of fees to allow a child with speech disorder to attend specialist pre school education centre**

- **Supporting a child who needed stability of education while serving parent on career course and before CEA available**
- **Assisting in continuity of education, through a grant, for a child of a single serving parent who is frequently away on duty**



Collective Grants

- **Grants given to education providers (with large numbers of military/ ex military children in the school) for various education related purposes.**
- **Supporting projects that help service children but for which there is little or no additional funding available.**
- **Looking to finance or partially finance interventions where service pupil improvement can be demonstrated.**



Examples of Collective grants

- Emotional First Aid course for Yorkshire Schools
- Dishforth – Grant to support Coolfire Project (emotional health and mental wellbeing)
- Lypiatt School – funding an extra teacher to provide interventions
- Wiltshire- Grant agreed to support extra teachers to deliver Numbers Count intervention
- Mayhill School, Odiham – funding additional ELSA support and supporting other interventions for military children

Service Children's Progression

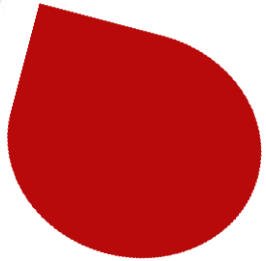


How to work with
universities to
improve Service
children's outcomes

@scipalliance

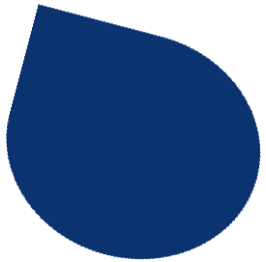
Philip Dent, Director

**Service children are around
one third less likely to go to
University than the general
population**



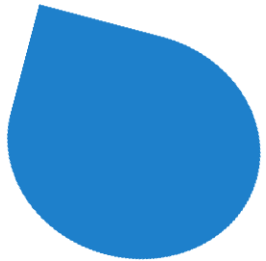
Practice

It is only what we do differently that will deliver different outcomes



Research

We need to understand the Service child's journey and how to improve it



Policy

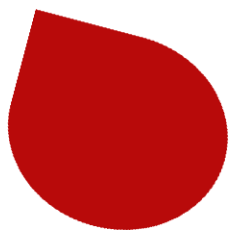
We influence policy, so that it supports our work for Service children

Why it makes sense to work with Universities

- Universities spend c. £800 million each year supporting under-represented groups to access and succeed in higher education
- Service children are an official target cohort with the University access regulator, the Office for Fair Access (OFFA)
- SCiP Alliance effective practice hubs are developing across the country

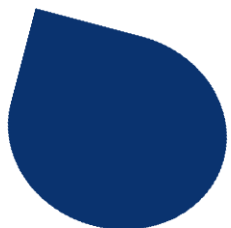
- Attitudes to learning and life-long aspirations are formed in early years
- Universities are not yet well-informed about Service children's lives and support needs
- Universities need to develop connections with schools to fulfil their duties regarding Service children
- Universities want to help... and can

SCiP Alliance Discussion Group



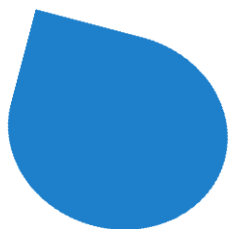
Practice

How can schools work with Universities to improve children's education and wellbeing?



Research

What does research say about the experiences of Primary and Secondary pupils?



Policy

What needs to change to make the system more supportive for you?

An Alliance Needs Allies



WHAT IS A LITTLE TROOPER?

*Someone who handles adversity well
Courageous, persistent person*

All children of regular or reserve British Armed Forces personnel are Little Troopers, as a charity we are here to support them all through the unique challenges they face



LITTLE TROOPERS AT SCHOOL

Little Troopers is a national, registered charity providing tangible resources and initiatives supporting the unique challenges faced by service children

School Project launched by Little Troopers in 2017

***Stand here today** – example resources, sample packs, information*

***Discussion Group** – focusing on how we can help you support the service children in your setting with our project*



PROJECT OVERVIEW

Recent service child school transitions case study

Year 5 - Surrey Junior School

Posted due to military requirements

Year 6 - Dorset Primary School

Year 7 - Dorset Secondary School

Posted due to military requirements

Year 8 - Berkshire Middle School

Year 9 - Berkshire Upper School

Year 10 – Berkshire Upper School

Posting due to military requirements

Year 11 – Wiltshire sixth form

Why now? Why Little Troopers?

What is available now?

- *Information Sheets*
- *Schools website section*
- *Recommended Reads list*
- *Primary School Resource pack*
- *Specific schools quarterly newsletter*
- *Closed Facebook group for teachers*



PRIMARY SCHOOL RESOURCE PACK

Over 30 resources included, one pack can support up to 25 children;

- USB full of forms, templates, certificates
- Lesson plans, circle time scenarios, role play plans
- Short story from author Tom Palmer
- Activity Sheets
- Everything to create a Little Troopers Board – maps, stickers, location fact files

"The end of the MOD Education Support Fund meant we had to relook at our provision. This is one of the reasons we're super excited about the Little Troopers at School pack"

Deputy Head Berks First School

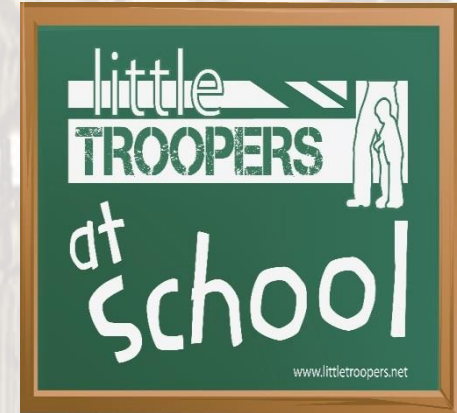


WHAT IS TO COME IN 2018?

Secondary School Resource Pack

Service Pupil Premium Audit Tool

Military Child Well Being Course



Enhancements to Schools website area

More information sheets, forms and templates

Little Troopers military theme role play dress up



SCISS Conference

Telling your story...

Lee Owston, Senior HMI
Specialist Adviser, Early Education

@LeeOwston

February 2018



Ofsted's corporate strategy 2017-22



Guiding principle	A force for improvement through intelligent, responsible and focused inspection and regulation		
Core values	Children and students first We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests of children and students first and foremost	Independent Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour	Accountable and transparent An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny
Strategic approach	Intelligent All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable	Responsible Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear	Focused We will target our time and resources where they can lead directly to improvement

During inspection, do I have to...

- provide a lesson plan when being observed?
- always give pupils thinking time or talk partner time?
- complete a variety of activities to prevent passive learning?
- do a 3-part lesson (or 5/7/9 part)?
- do mini-plenaries?
- always demonstrate pupils can self/peer assess?
- provide a pack of assessment information for my class?
- display and share objectives on my board for the lesson?
- appeal to all learning styles in one lesson?
- always set homework?
- limit my talk time as the teacher so lessons appear 'pacy'?
- ensure pupils always work independently?
- mark my pupils' work in a particular way?

NO!

There is 'no one way'...

Do what is right
for your pupils,
not what you
think is right for
Ofsted.



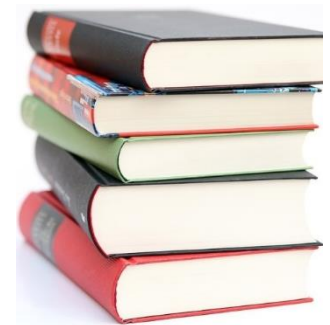
There is 'no one way'...

'Inspectors should not expect to see or have any preferred approach to **planning, teaching, assessment, the curriculum, performance management** and **leadership styles**. It is up to schools to decide what is best for their pupils and the context in which they work.'

- The onus is therefore on leaders to justify their chosen approaches on their own merits, and explain the difference they are making to pupils' learning and progress.



What are the key aspects of the community that you serve that make your school unique?



Contextual features

- Number on roll
- Gender
- English as an additional language
- New to English
- Special educational needs and/or disabilities
- Mobility
- Deprivation

Pupil groups

- Boys/girls
- Disadvantaged / pupil premium
- Special educational needs and/or disabilities
- English as an additional language
- Most-able
- Lower-attaining, including those that have fallen behind
- Mobility – pupils completing part of their education elsewhere
- Alternative provision

HMCI's commentary

- Education as substance – but the importance of testing and qualifications
- Support for new SATs – rigour
- Symbiosis of these and a good curriculum
- Challenge to the inspectorate – recognition of part played
- Lack of common understanding of language
- Lack of curriculum development training leading to expertise in schools
- Narrowing of the KS2 curriculum



High
academic standards

Good mental health
and well-being

Challenges



Key questions for leaders

What are our ambitions for the pupils at this school?

What is our vision? How does this inform our core values?

- **Spiritual development:** reflection; enjoyment; fascination; creativity; imagination
- **Moral development:** knowing right from wrong; actions and consequences; reasoned views about issues; empathetic viewpoint
- **Social development:** working with others; participation; cooperation; volunteering; acceptance and engagement with British values
- **Cultural development:** own heritage and that of others; artistic, musical, sporting and cultural opportunities; inclusion and diversity

Key questions for leaders

A flowchart diagram consisting of two rectangular boxes, one blue and one green, connected by a thick grey arrow pointing downwards. The blue box contains two lines of text, and the green box contains two lines of text. The arrow is a large, solid grey shape pointing from the blue box to the green box.

What are our ambitions for the pupils at this school?

What is our vision? How does this inform our core values?

How has our curriculum been shaped by our vision, values and ambitions?

How are we putting our beliefs into practice ?

Curriculum – the emerging challenge



Having analysed our first visits to schools, we have been presented with a challenge:

- the **language being used is ambiguous**, by both teachers and inspectors

We want to develop a very detailed understanding of the techniques being applied in schools **to develop and deliver the curriculum**:

- but, from our early evidence, there **does not appear to be a shared understanding**, across the sector, of what those techniques are or how to describe them.

'Skills'

This has wide-ranging interpretations:

- skills involved with **specific subjects or activities** e.g. mathematics
- what might be called '**transferable skills**' e.g. organisational skills, verbal communication, leadership qualities
- **executive functioning** e.g. working memory, attention, inhibitory control

'Enrichment'

- This tends to refer to **additional activities** which **enhance the curriculum**, including visits from relevant members of the public that might relate to particular topics and themes, as well as educational visits and experiences. These may be aimed at particular groups (most-able, gifted and talented, pupil premium) or the whole-class.
- An alternative meaning is associated with **those who have already mastered a particular concept or area of learning** and are therefore **acquire understanding at a deeper level through enrichment**. In this case, it may be related to asking more analytical questions, or 'harder work'. This takes place during lessons.

'Repetition'

This has several interpretations – repetition **as practising**, repetition **as lack of progression**, repetition **as layering of knowledge**, or repetition **in different contexts**.

- Repetition of content could be positive, where it enables children to practise so concepts can be **embedded more deeply**
- It could be negative where poor planning, assessment or progression mapping leads to **content being revisited as new**
- Repetition of skills **in different contexts** could have a positive effect on learning.

'Theme-based approaches'

Examples include: theme-based approaches; cross-curricular; topic; block teaching of themes; umbrella topics; imaginative learning projects; and completely integrated topics.

- Ways of **grouping subjects/knowledge/skills**, but often with subtle differences
- A key difference is **whether subjects are kept distinct**
- Subject matter can be grouped together, but still taught separately
- In contrast, in a '**completely integrated topic**' the learning may be similar but without making reference to different subject domains.

‘Broad and balanced’

- These terms are used frequently by schools (and in evidence forms by inspectors) but there isn’t an indication of when a **narrow, imbalanced curriculum** becomes a broad and balanced one...
- ...or whether this is **age-dependent**...
- ...or whether we only ever discuss the **curriculum offer**, which **may not relate to the everyday experiences** of what pupils are studying or experiencing.

What do we need to consider?

- How do we describe the **key points on the spectrum** between teaching subjects **discretely or merging them** into topics and themes?
- What are the most common **patterns of variation and repetition** of content?
- What are the types of **formative assessment** and what impact do they have on the curriculum, and vice versa?
- How do we describe the interplay between **repetition, progression and formative assessment** that captures how these might be appropriately or inappropriately aligned?
- What are the principal approaches to varying the **pace of progression through the curriculum** for pupils with different starting points and aptitudes?

So...in the meantime, schools need to:

- Know their curriculum – its **design and intent**
- Know how the curriculum is being **implemented**
- Know what **impact** their curriculum is having on pupils' knowledge and understanding.

Need for numbers? That's up to each school – best way of 'knowing' (**not 'demonstrating'**) the above?

Key questions for leaders

What are our ambitions for the pupils at this school?

What is our vision? How does this inform our core values?

How has our curriculum been shaped by our vision, values and ambitions?

How are we putting our beliefs into practice ?

How has our approach to assessment been shaped by our approach to the curriculum and our overall ambitions for pupils?

What is the *impact* of our chosen approaches on pupils' outcomes?

Have we been successful in achieving our ambitions?

The new framework for 2019

- Inspector training on policy and framework developments for Sept 2019 – management V governance, safeguarding
- Build on current curriculum survey work – design and implementation, leadership of curriculum
- Build on other research work – use of data, assessment research to inspect outcomes intelligently
- Developed over time...
- Engagement with the sectors we inspect
- Give time for sectors to adjust
- Commence in September 2019



Above all else...

Do what is right
for your children,
not what you
think is right for
Ofsted.



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 www.twitter.com/ofstednews



Service Children in State Schools: Update

Andy Heyes

Hampshire Inspection and
Advisory Service

National Executive Advisory Committee

Partnership group of:

- Headteachers: serving and former
- Local Authority Officers
- Ministry of Defence
- Department of Education
- Forces Families' Federations
- Service Children's Progression (SCiP) Alliance

Roles and responsibilities?

- To represent, champion and raise awareness of Service children, including those of reservists.
- Provide guidance for schools and local authorities, including maintaining a handbook for school leaders and other staff, to help support Service children.
- Influence national policy via consultations with government members.
- Oversee a 'SCISS approved' charter for schools outlining recognised good practice.
- Address the needs of schools with only a few Service children.

What have we been up to?

- Informed and engaged with key partners
- Celebrated service children (SCISS film)
- Advised Government and Ofsted
- Supported 1000s of schools
- Researched welfare and performance data
- Helped establish the Service Pupil Premium
- Managed the Education Support Fund
- Supported MKC (Military Kids Club Heroes)
10,000+ children globally

What next?

- Continue to champion service children
- Pilot a SCISS Charter
- Consult with Government
- Support schools with few service children
- Support Headteachers new to service children's / families' needs
- Provide training and guidance
- Research the impact of what SCISS has enabled

The Royal British Legion

Bruce Holborn
Local Campaigns Officer

Supporting Service children in school in ...

SUPPORTING SERVICE CHILDREN IN SCHOOL IN ENGLAND

A BEST PRACTICE GUIDE



LIVE ON 

Registered charity number 219279
www.britishlegion.org.uk

SUPPORTING SERVICE CHILDREN IN SCHOOL IN WALES

A BEST PRACTICE GUIDE



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LIVE ON 

The purpose of these guides is to:



- Highlight issues
- Explain responsibilities and help
- Provide examples of best practice

Some Examples



- Schools
- Local Authorities
- Service families
- Government

Call to action



Please use and share these!

Where to find them

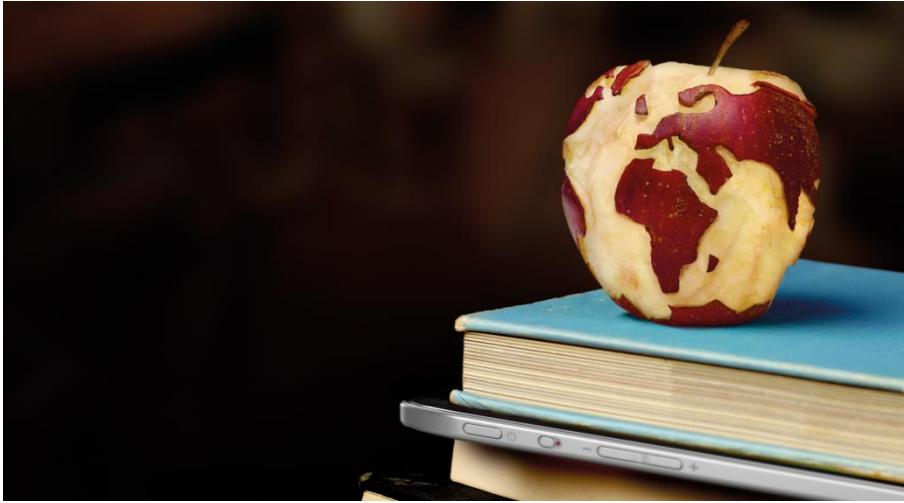
Website:

www.britishlegion.org.uk/get-involved/campaign/support-for-service-children/

(Or search 'Service children' from the homepage)

Email:

bholborn@britishlegion.org.uk



Exploring the wellbeing of
Army children
experiencing mobility or
parental deployment in
the pre-school year

Second Year PhD Research

Georgina Normile

Summary of the Ongoing Study

- **Why early years?**

Early years children are underrepresented in both UK and international literature on service children.

- **Why wellbeing?**

Wellbeing is considered central to early learning.



Summary of the Ongoing Study

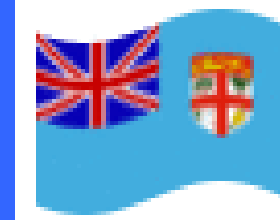
- How am I researching this?

A case study of a large Army Garrison town in England with a cross section of ranks, roles and regiments/units.

- **What is the potential impact?**

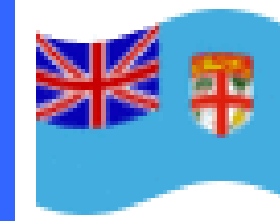
The research aims to enhance our understanding of the factors that influence wellbeing of Army children in the pre-school year to better inform policies and practices for these children.





FIJIAN FAMILY IN THE UNITED KINGDOM

**CORPORAL JOSUA VOSAKIWAIWAI
1 ROYAL WELSH (AGC-SPS)
TIDWORTH**



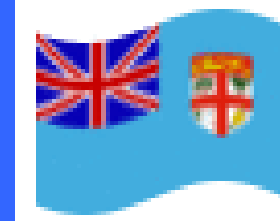
AIM

“To discuss the Cultural wealth and challenges about British ‘Fijian’ children in the Armed Forces and UK in general and also to raise awareness of the Fijian Culture and Tradition in the British Education system and school environment”



Examples of cultural identity can include anything that offers testament or validation that a person is associated with a particular group, religion or race.

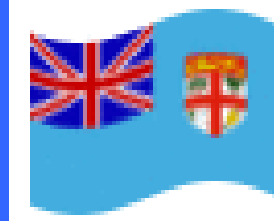




SCOPE

- Background and History
 - Culture
 - Engagement Case Study
- How have we done it?
 - Parents
 - Children
 - Resources
- Strengths, Weaknesses, Opportunities and Threats (SWOT ANALYSIS)
- Aspiration
- Where Can We Collaborate?
- Conclusion





HISTORY AND SETTLEMENT

- British Colonial Influence
- School Establishment
- Grammar School
- Boarding Institution
- Tertiary Institutions
- Job Opportunities

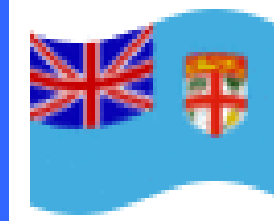


Sir Arthur Gordon- The first Governor General of Fiji 1875-1880 (British Senior Official)



1946 school photo, with Girls Grammar School classrooms in Selbourne Street in background.

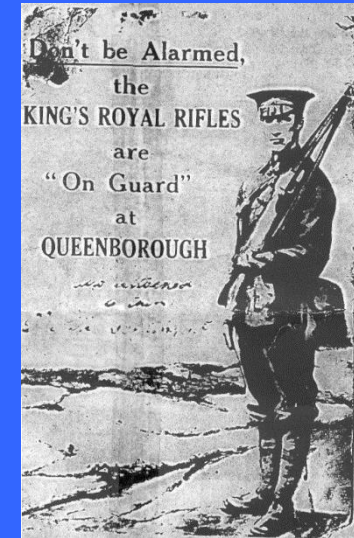
Boys, L-R Tony Munford, Edo Haynes, David Phelps, Bruce Ewins, Robin Humphreys, Robert Hamesse, Adolf Peters, Daryl Martin, Ray Heatley, Arthur Thomas, John Kenigan, Brian Sims, Martin Kennedy(deed), George Payne, Lelean Hamman, Henry Barton, John Cummings, William Viddingham, Nat Chalmers, Alex Duthie, Colin James, Ian Bish(deed), Howard Pigeon, William Chapman, Leonard Varing, Simon Rogers, Robert Lester, Dennis Ruddock.
Girls, Back row:- Joyen Morgan, Jeannette Chalmers, Helen Message, Beverley Ewins, Rona Pickering, Fay Marshall, Sophie Curtis, Molly Nicholl, Ivy Smith, Violet Blanche, Judy Melville.
Front row:- T. Marlene Lonnegren, Hazel Boweman, Beatrice Lever, T Tibbett, Patsy Thompson, Mrs Higgs(Teacher), Roslyn Simpson, Olga Payne, Marina Turner, Isabel Barack, Elly Mon

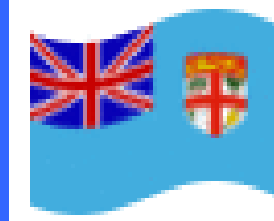


HOW FAR HAVE WE COME

- FIJIANS IN THE ARMED FORCES
- WORLD WAR 1 AND WORLD WAR 2
- RECRUITMENT

- 1960's
- 1997
- 2015

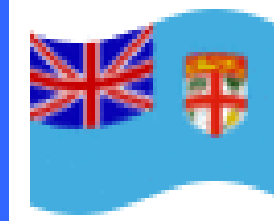




ASSIGNMENTS!

- UK
- GERMANY
- CYPRUS
- OTHER OVERSEAS

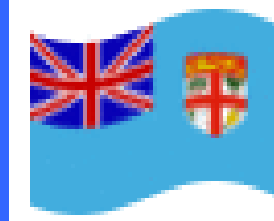




CULTURE AND COMMUNITY

- CLOSE KNIT
- RELIGIOUS
- FIJI INDEPENDENCE DAY
- FRIENDLY SMILE
- HUMBLE AND EASY GOING

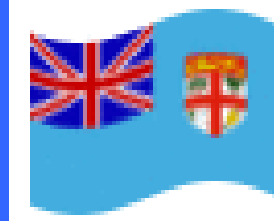




WHAT HAVE WE ACHIEVED

- **ACHIEVEMENTS**
- **EDUCATION - UNIVERSITY HONOURS DEGREE**
- **SPORTING PROWESS – RUGBY INTERNATIONALS**
- **EMPLOYMENT CONTRIBUTION**
- **COMMUNITY PROJECTS**

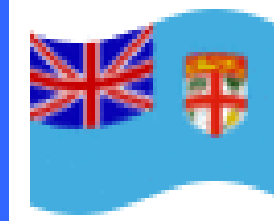




BACKGROUND

- Education benefits
 - Understanding aspects of education support in the Armed Forces Fijian children in the UK
 - What support is needed to boost the chances of these children?

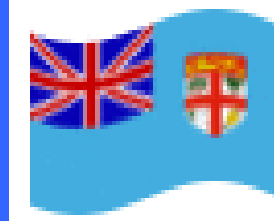




PROS AND CONS

- PROS
- EDUCATION OPPORTUNITIES
- INTERGRATION
- SENSE OF COMMUNITY
- SPORTS
- TRADITIONAL WAY OF LIFE
- MULTICULTURISM





PROS AND CONS

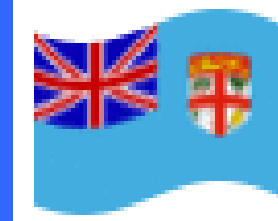
- **CONS**

- LANGUAGE BARRIER
- RACISM
- BULLYING
- ACCENT
- WEATHER
- BRITISH CULTURE
- ASSIGNMENT
- DEPLOYMENT
- BEREAVEMENT





SWOT



• STRENGTHS

- Deep understanding of community issues
- Developed solid working relationship with school teachers and committee
- Credible conduit with Army HQ, HQ Air Command and HQ Navy Command
- Deep understanding of how the Forces Children have performed (over 30 years)
- Trained Fijian Origin Teachers in UK to help out if need be



A GURKHA FAMILY IN THE UK

LAXMI SHARMA & RADHA GURUNG
GURKHA SUPPORT WORKERS
ARMY WELFARE SERVICE

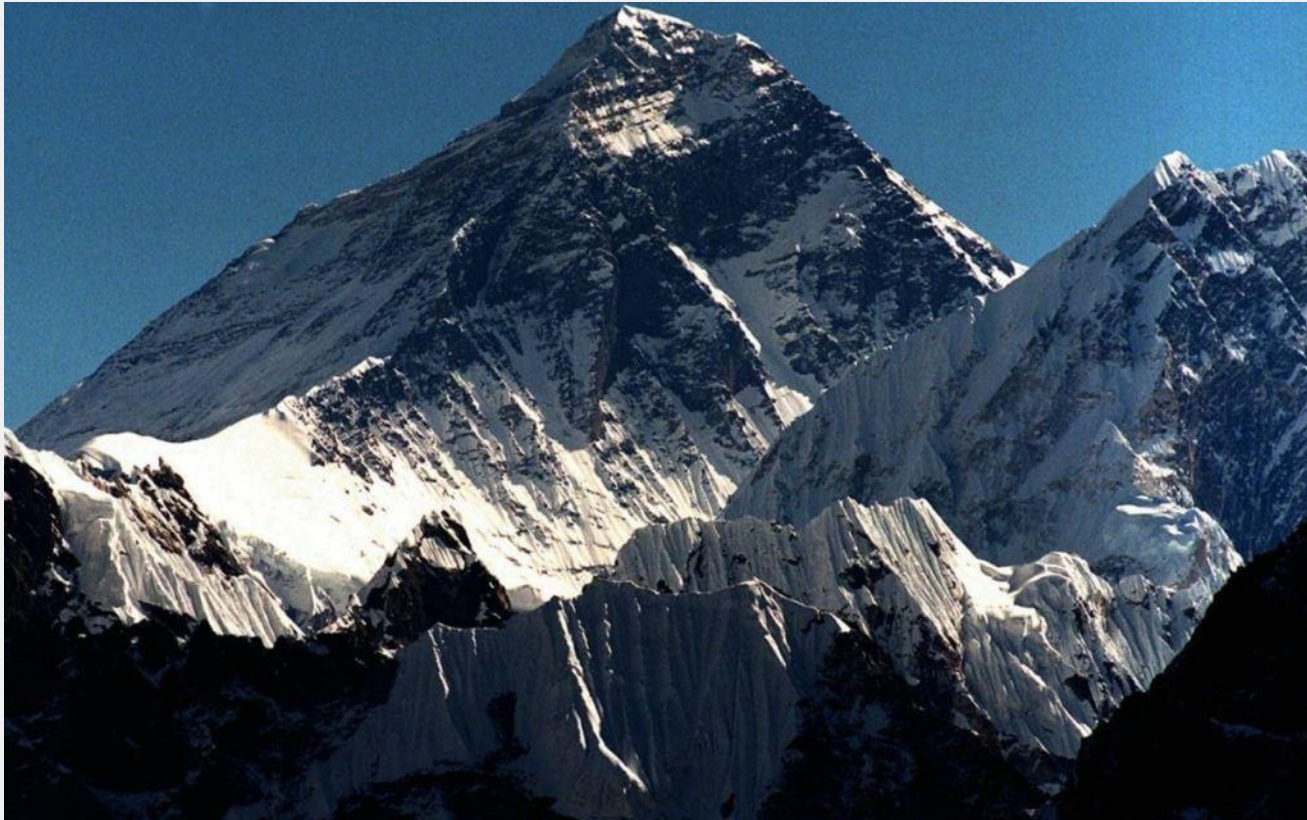
A GURKHA FAMILY IN THE UK

- **Brief overview of Nepal and the Gurkhas**
- **Community Support, Army Welfare Service**

A GURKHA FAMILY IN THE UK



A GURKHA FAMILY IN THE UK



A GURKHA FAMILY IN THE UK



A GURKHA FAMILY IN THE UK



A GURKHA FAMILY IN THE UK



A GURKHA FAMILY IN THE UK

“TO SUPPORT INDIVIDUAL, FAMILY AND COMMUNITY RESILIENCE, WELLBEING AND MENTAL HEALTH”.



A GURKHA FAMILY IN THE UK

TO PROVIDE SUPPORT TO CHILDREN AND YOUNG PEOPLE THROUGH PLAY WORK AND YOUTH WORK, SO THAT CHILDREN THRIVE IN THE CONTEXT OF THEIR COMMUNITIES AND REACH THEIR FULL POTENTIAL.



A GURKHA FAMILY IN THE UK

**TO PROVIDE PRACTICAL SUPPORT FOR THOSE THAT NEED IT THE MOST
IN COMMUNITIES, PARTICULARLY YOUNG MOTHERS AND FATHERS**



A GURKHA FAMILY IN THE UK

TO PROVIDE SPECIALIST ADVICE AND GUIDANCE TO COMMANDS AND COMMUNITIES ON COMMUNITY DEVELOPMENT AND THE SAFE MANAGEMENT OF COMMUNITY ACTIVITY.





A GURKHA FAMILY IN THE UK

RADHA GURUNG

RADHA.GURUNG114@MOD.UK

LAXMI SHARMA

LAXMI.SHARMA390@MOD.UK



ENGLISH AS AN ADDITIONAL LANGUAGE SUPPORT

REBECCA SWIFT
EQUALITIES ADVISER, NYCC
REBECCA.SWIFT@NORTHYORKS.GOV.UK



EAL & GRT Service

Access and achievement



PLEASE FOLLOW THESE INSTRUCTIONS

खडा हुनुहोस् खडा हुनुहोस्
Khaḍā hunuhōs

वरपर घुमाउनुहोस् वरपर घुमाउनुहोस्
Varapara ghumā'unuhōs

Varapara ghumā'unuhōs

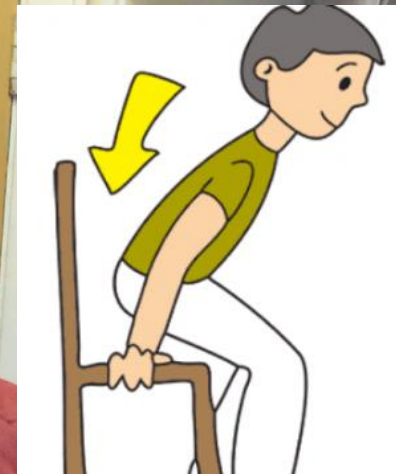
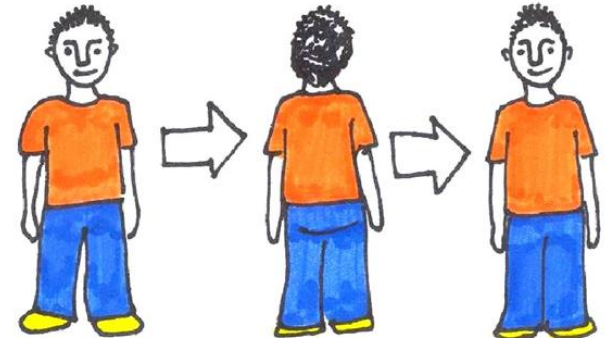
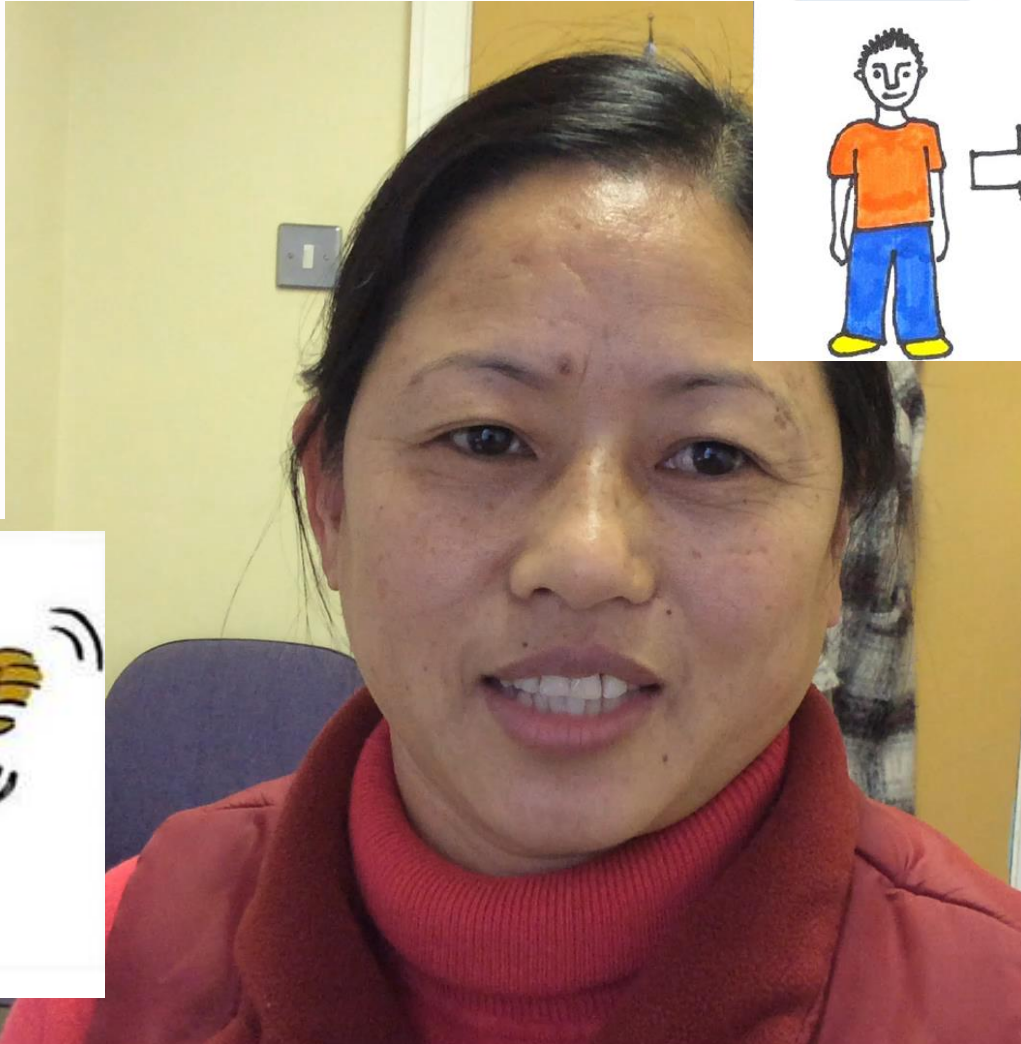
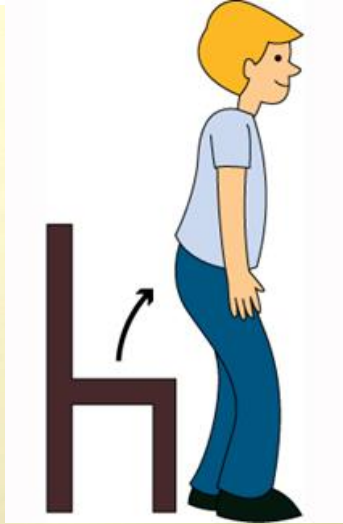
ताली बजाऊ ताली बजाऊ
Tālī bajā'ū hunuhōs

Tālī bajā'ū hunuhōs

बस बस
Basa hunuhōs

Basa hunuhōs

PLEASE FOLLOW THESE INSTRUCTIONS



WHAT DOES IT MEAN TO BE AN ENGLISH AS AN ADDITIONAL LANGUAGE LEARNER?

If you have learners of EAL in your classroom, you will recognise how varied their experiences can be.

- Some pupils may use English confidently (especially spoken English) in most situations, this is often the case for children who have a parent serving in the British Military
- Some may be beginners in the English language
- Some may be literate in their first languages and English as well
- Some may be learning literacy skills for the first time in your school
- Some may be expert in your subject, while it may be completely new to others

ADVANTAGES?



The Bilingual Brain

- * Nimbler, quicker
- * Better able to resolve conflicts and ambiguities
- * Resists Alzheimers and dementia

North Yorkshire
education services

North Yorkshire
County Council



THE AIMS OF THE EAL AND GRT SERVICE

- Work in partnership to support the learner
- Develop the capacity, competence and confidence of teaching staff to effectively support EAL learners
- Raise awareness of cultural challenges
- Build links with the whole family

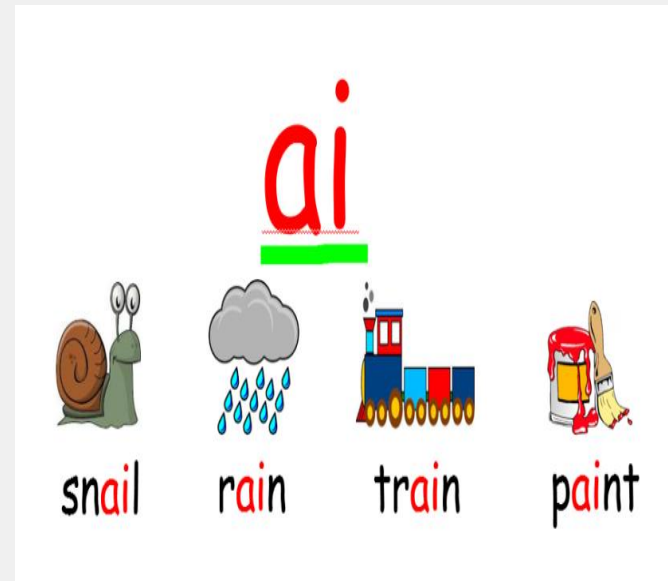
Do this through:

- Training and guidance for all school staff and other agencies
- Support for pupils
- Liaison with families



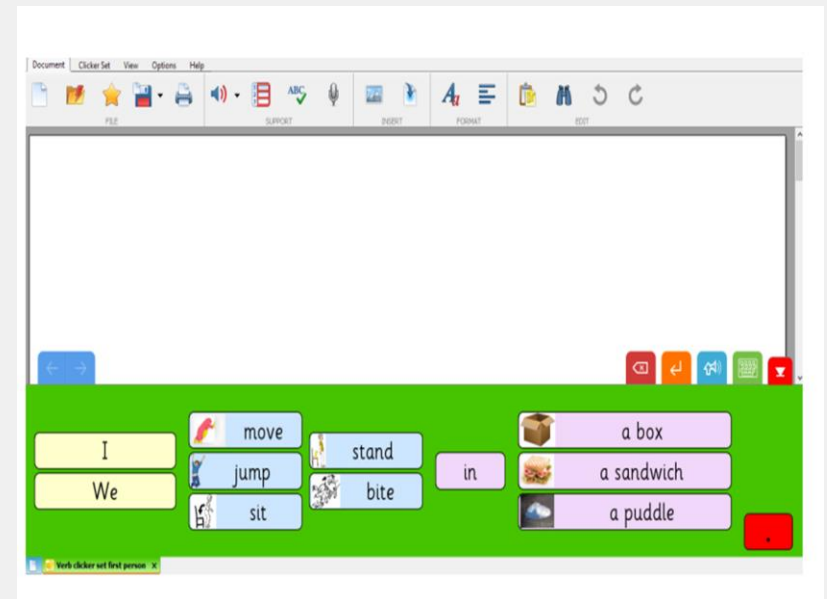
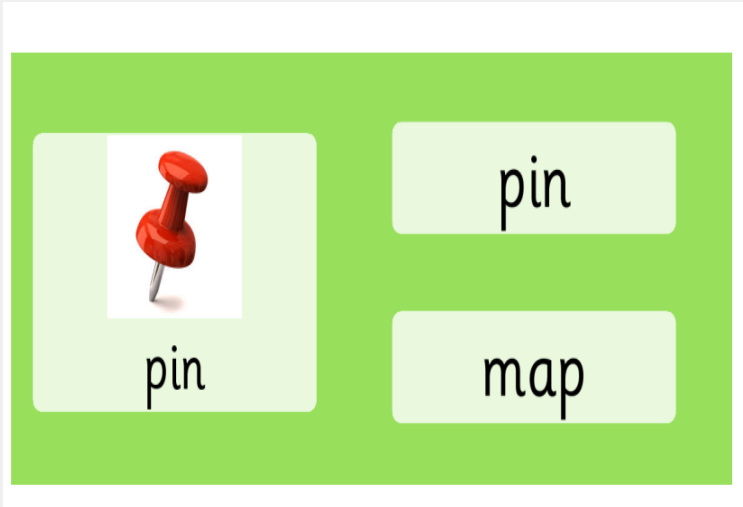
Phonics scheme

EAL Friendly Phonics scheme has been developed to include all aspects of good phonics teaching, alongside strategies that improve the teaching of phonics for EAL pupils.

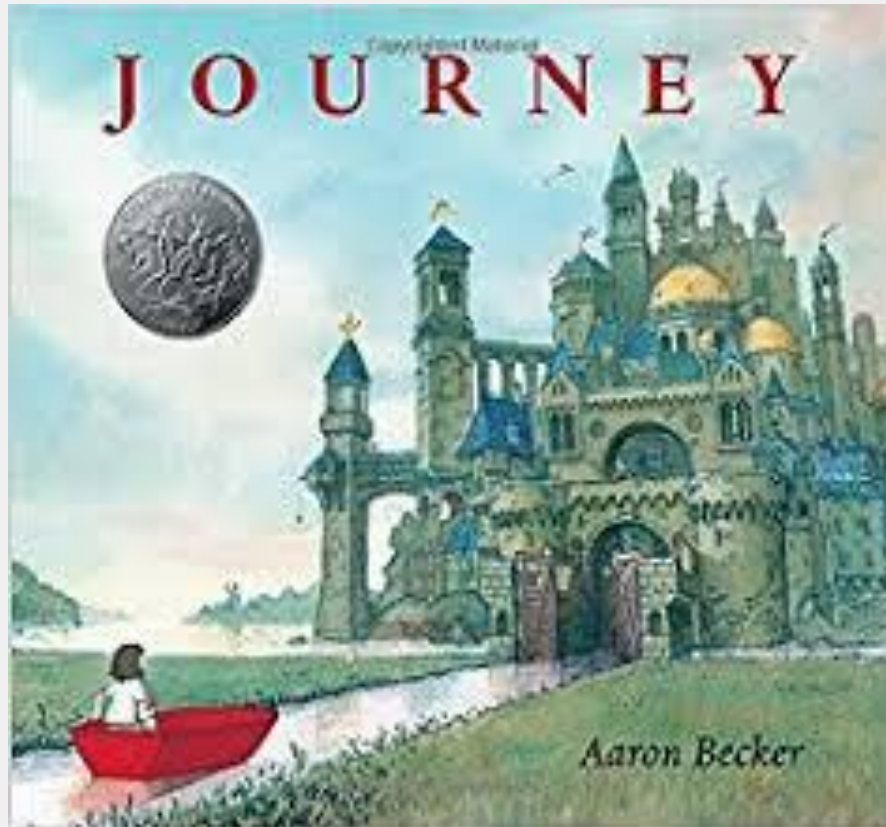


CLICKER

Clicker is a very versatile tool that develops speaking and listening and sentence structure. It allows levels of scaffolding to be adjusted to ensure challenge, whilst promoting independent learning.



Picture books



Summary for Books

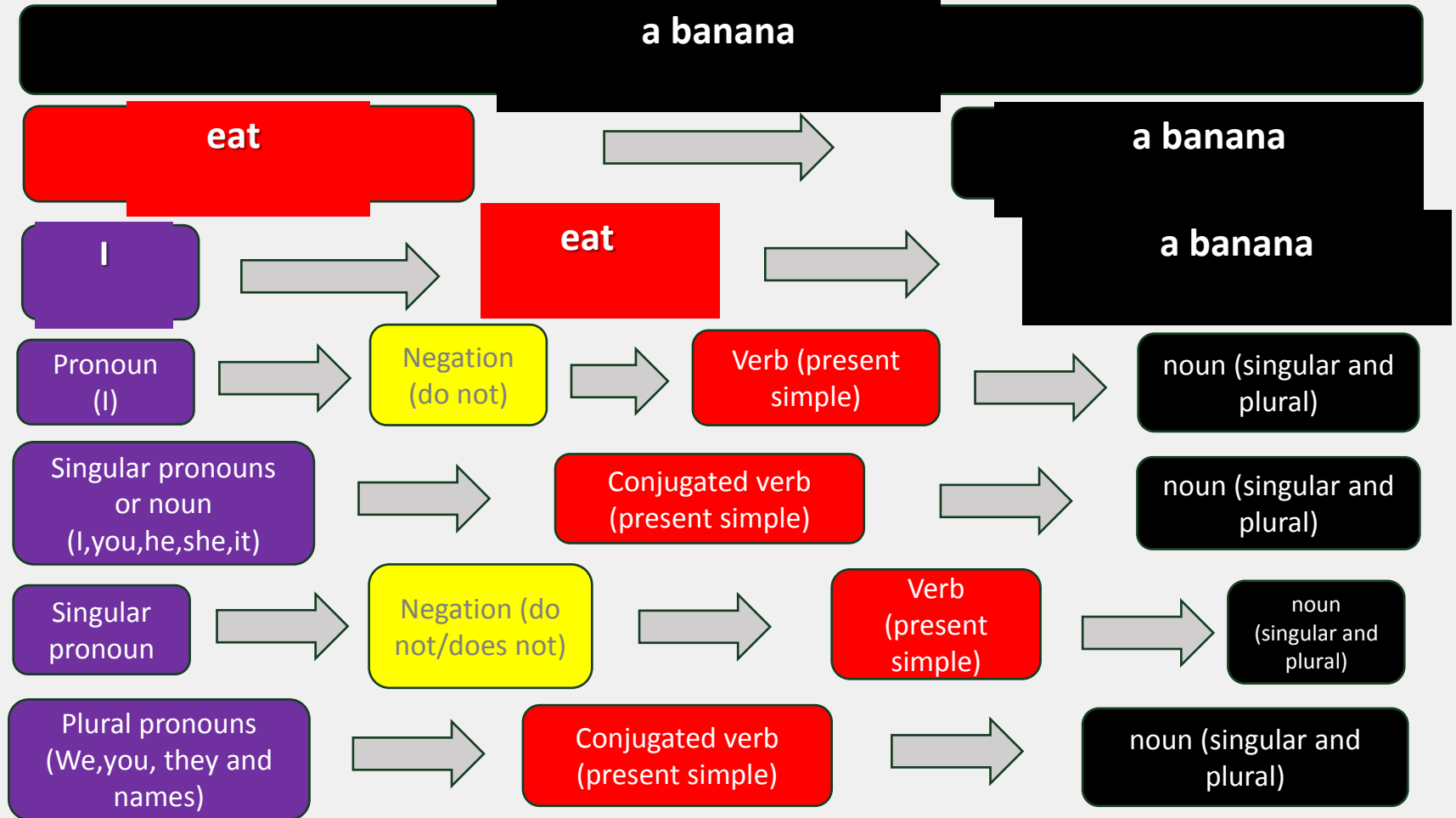
1. Physical copy of book
2. Scanned copy of each page
3. Engagement poster
4. Front cover only
5. Nouns
 - Picture only
 - Picture and word
 - Word only
6. Verbs
 - Picture only
 - Picture and word
 - Word – present simple (first and third person)
 - Word – present continuous
 - Word – past
7. Adjectives
 - Picture
 - Picture and word
 - Word only
8. Picture dictionary
9. Writing Frames

Generic resources to compliment the pack

[Pronoun flash cards](#)
[Preposition flash cards](#)
[Determiner/article flash cards \(a, the\)](#)
[Verb to be flash cards](#)
[Conjunctions](#)



Grammar teaching sentence for new to English pupils



Reading comprehension

- Comprehension identified as a key area of weakness for EAL pupils.
- The service will ensure children are read with regularly, using Oxford Owl. This helps to develop understanding, reading strategies, comprehension and speaking and listening.
- Importance of questioning identified, basic retrieval, prediction and inference.

THE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) AND GYPSY ROMA TRAVELLER (GRT) SERVICE

A highly skilled team of Specialist teachers and Advanced Teaching Assistants to meet your staff training and pupil support needs.

Workshops: Tackling prejudice/British Values
Supporting EAL Service Pupils



EAL & GRT Service

Access and achievement

North Yorkshire
education services

 **North Yorkshire**
County Council



Please remember to complete the
conference evaluation form in the
delegate pack.

Safe journey home and thank you for
attending.

SCISS NEAC