



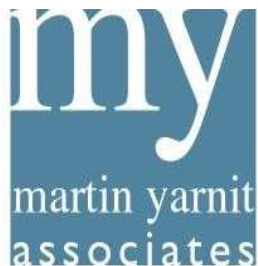
# **Accreditation of Community Languages for EAL pupils (14-19) in Bristol**

Report of research undertaken by Liz Cousins on behalf of Bristol City Council

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## Introduction

This report results from a commission from Bristol City Council and funded by the Learning and Skills Council to conduct a small scale research project to identify the existing accreditation opportunities for newly arrived pupils (14-19) with English as an Additional language, both in their own home language and in English, and to find examples of successful practice in other authorities.

The concern expressed in the brief was that 'currently a number of central Bristol secondary schools enter their pupils for GCSEs in their home language e.g. Urdu, Bengali, or for some Muslim pupils, in Arabic, but the practice is not systematic and opportunities are not coordinated.

## Establishing a definition

Although the term home languages is used in the brief, current practice both nationally and locally is the use of the term community language and therefore this is the term used throughout this report.



The definition used by CILT, The National Centre for Languages is

‘Community Languages are languages spoken by members of minority groups or communities within a majority language context. Some of these are languages which have been used for hundreds of years in Britain, others are of more recent origin.’

### **Why Community Languages are important**

Until recently Community Languages have not been valued as highly as they deserve; their place in the hierarchy of subjects is low as can be seen in the fact that parents often respond to the offer of their child taking a GCSE in their home language- ‘don’t waste their time, the other subjects are more important’ But increasingly community languages are seen as key to:

- building the self esteem and confidence of young people
- raising attainment; CL GCSE results are almost invariably well above average and help students to gain 5 A\*-C grades
- providing a basis for the acquisition of other languages

And perhaps we should start to view Community languages in the wider economic and social context

*‘Community languages are a potentially valuable resource for the UK, in a world where global connections are increasingly important for trade, international relations, cultural exchange, social inclusion and democratic participation. With a very wide range of languages in use, the UK is well placed to take advantage of the multilingual talents of the population. But we need to invest in provision which enables CL speakers to benefit fully from their skills, on their own and on behalf of their communities and wider society’<sup>1</sup>*

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<sup>1</sup> Community Languages Issue 18 Summer 2006



## Recommendations for future action

Section 7 of this report outlines the proposals for future development of community languages in Bristol. It proposes a role for the City Council; for a new city wide coordination function and suggests the role of individual schools.

We have developed a model which we believe is realistic, builds on what is already in place and allows for an initial piloting of activity which can be extended if proved successful. To this end

### **Bristol City Council should:-**

- Develop an overarching Languages Strategy<sup>2</sup> which links to the wider economic agenda, values community languages as highly as other foreign languages and builds on the work currently taking place in the primary sector
- Fund and support a central coordinating function for community languages which will minimise duplication of effort and allow students in all school with a community language the chance to gain accreditation
- Encourage schools to value other literacies
- Promote the value of training to gain Qualified Teacher Status in Community Languages
- Organise an annual authority wide celebratory event for all students gaining accreditation in a community language

### **Each Mainstream secondary school should:**

- Identify a school champion for community languages
- Adopt a positive approach to community language learning and celebrate cultural and linguistic diversity through promoting positive images of these languages<sup>3</sup>
- Encourage students and parents to see the value of studying and gaining accreditation in their home or community language

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<sup>2</sup> See Sheffield Languages Strategy

<sup>3</sup> See QCA report for examples <http://www.qca.org.uk/downloads/Inclusionreportguidance.doc>



## The Bristol context

No information is available about how many community languages are currently in use in Bristol nor how many people regularly speak them. Recent analysis of 2006 PLASC data by Bristol City Council,<sup>4</sup> however, gives some indication of the numbers involved. It shows that across the city 4897 (10.2%) of school pupils speak English as a second language and that this is a growing issue; while 8.2 % of secondary students have English as an additional language, the percentage rises to 10.7% in Primary and 22.1% in Nursery and Early years.

Over the last three years the make up of the BME population in Bristol has also been changing, the largest group is now Black African ( mainly Somali) who bring with them a range of languages as well as Somali. Many come to Bristol having lived in Sweden, Holland and Belgium.

At a Primary level in Bristol work is in train to develop children's acquisition of languages. A Vision for Primary Languages<sup>5</sup> has been developed and community languages are included in the approach. One third of all primary schools in the city are now involved ( compared to 50% nationally) and with increased levels of Standards funding staff will be trained to deliver a range of language

Secondary Schools across the City have recognised the need to respond to the changes in demography to offer support and the opportunity to gain credit for their students community languages. Each school has developed their own approach and with no central coordination, the result remains limited and patchy . As a result the number of students benefiting from a GCSE in a community language , while growing, remains low. In 2005 the total number of students who had gained a GCSE in a language other than French, Spanish, German, Latin and Italian by Year 11 across the city was just 52<sup>6</sup>. Although it should be noted that this figure does not yet take account of the increasing numbers of students who have taken GCSEs before Year 11.

What has been encouraging in doing this research has been the extent of interest and support for the idea of accrediting community languages in Bristol Secondary and Supplementary Schools and the awareness that more help is needed to offer the best service to all young people.

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<sup>4</sup> See Table in Annex 1

<sup>5</sup> See Annex 2

<sup>6</sup> See Table in Annex 3



## The national picture

There has probably been no better time for Bristol to look seriously at how it can address this issue. In 2002 the Government launched the **National Languages Strategy** which set out the Government's plans to transform the country's capability in languages. It outlined the initiatives that would achieve a step change in foreign language competence for England. It outlines plans to broaden and enrich the opportunities for language learning at school and beyond and acknowledges the need to recognise the language skills of those speakers of languages other than English who are citizens or permanent residents in England

In 2005 The **Languages Ladder**; the National Voluntary Recognition Scheme for foreign languages was launched. This was designed to endorse competence in foreign language learning. It allows learners to progress in one or more of the 4 skills (Listening, Speaking, Reading, Writing) in one or more languages and also offers the opportunity for people to assess their own levels of language competence. The Languages Ladder is of particular relevance for community languages as it recognises the linguistic achievements of all children and adults, including those for whom English is not their first or family language.

Interestingly there is also a 'commitment to encourage more native English speakers to develop skills in local community languages, particularly where it will help in the provision of services such as health care, police support and education. '

The new **Asset languages** referred to in the qualifications section of this report give a new opportunity to accredit at various stages and in a wider range of languages, including Somali for which there has previously been no form of accreditation.

In addition there is an increasing recognition of the value of teaching and accrediting community languages for the self-esteem and attainment of students and for local economies which can benefit from more people being able to speak and translate for a wide range of services.



## A survey of Secondary Schools in Bristol

This section gives a snapshot of what is happening in secondary schools in Bristol in May 2006. There was a strong consensus among the secondary schools that they wish for better support and coordination to allow them to better support their students to attain in community languages. In summary the schools were interested in seeing

- *More information about what others are doing*
- *A Bristol based email network which advises and shares information*
- *A process of identifying students who have a community language who may not have EAL needs*
- *A formal process for identifying whether a student is sufficiently conversant with reading and writing in the community language to gain accreditation and at what level*
- *One school or a series of schools which take responsibility for leading on a language*
- *A system which allows students to prepare for exams*
- *A system identify staff who are able support oral exams*
- *Sample policies for example what to do when a student starts after the beginning of term*
- *A mechanism for putting pupils in touch with one another*
- *Help with the additional costs (e.g. past exam papers)*
- *A list of where additional teaching is available- e.g. through Supplementary Schools*
- *A list of people who are trained to assess community languages and to conduct orals*
- *Guidelines on promoting the value of the accreditation of community languages to students, mainstream school staff and parents*
- *A mechanism for accrediting languages which have been prohibitively expensive to accredit- eg Hungarian*
- *Schools in the South of the City joining together to provide a shared language offer*



<b>Ashton Park School</b>
Contact Linda Benjamin
Phone number 0117 377 2777
Percentage of pupils with EAL 2.3%                      PLASC    January 2006
<b>Summary of current activity</b>
With relatively few EAL students Ashton Park prioritises its resources to supporting their English needs rather than offering accreditation in community languages. Their community language is noted at assessment but it has been noticed that many do not read or write in their community language and therefore accreditation would be limited.
Some speakers of Cantonese attend a Supplementary School and have been entered for their examination in the school.

<b>Bedminster Down School</b>
Contact Avril Jordan Assistant Head
Phone number 0117 353 2800
Percentage of pupils with EAL 2.4%                      PLASC    January 2006
<b>Summary of current activity</b>
The number of EAL students is relatively small but the school will enter individual students for GCSE where possible and there is a strong commitment to work with others to develop a coordinated approach to accreditation of community languages. At times cost prohibits the school from entering a student ( eg last year a student was not able to enter for Tagalog for which there is no GCSE due to the very high cost of accreditation.)
There is recognition that due to low numbers there is no formal system within the school and this, coupled with the lack of structures across the city, limits the offer to students.

<b>Brislington Enterprise College</b>		
Contact Lynetter Newman		
Phone number 0117 377 2055		
Percentage of pupils with EAL	3.9%	PLASC January 2006
<b>Summary of current activity</b>		
<p>When students are assessed for EAL at enrolment their community language is recorded by the EMAS teacher but the level is not assessed.</p> <p>Due to low numbers the school does not teach in community languages but enters a small number of students for GCSE and links with the City Academy for the oral exam.</p> <p>The school uses the Adult Literacy Level 1 and 2 computer based tests which can be sat from 14 in the students own language to gain accreditation in Maths ( Edexel Key Skills)</p>		

<b>The City Academy</b>		
Contact Volker Green and Saleh Ahmed		
Phone number 0117 955 2055		
Percentage of pupils with EAL	26.5%	PLASC January 2006
<b>Summary of current activity</b>		
<p>The City Academy has developed its relationships with its local community over many years and works closely with both the NDC (Communities at Heart) and the Supplementary Schools which operate in the local community. The school offers Urdu, Bengali, Punjabi alongside French and Spanish as options in the GCSE curriculum. Additional funding brought in through a Bristol Charities grant allows the school to offer GCSE in Arabic. In addition the school can offer support classes in a range of community languages through the New Deal for Communities supported Achievement and Incentives Scheme. In 2006 the school are entering 106 students in 16 different languages at GCSE, AS and A2.<sup>7</sup> Results from previous years have been exceptionally high at 96% and in some cases the community language was the only subject in which a student gained an A*-G grade; in others the community language grade allowed a student to attain 5 A*-C grades.</p>		

<sup>7</sup> Subjects include Arabic, Bengali, Chinese, Punjabi, Polish ,Urdu, Dutch, Gujrati, Persian. Portuguese and Turkish

The school enters students from other schools and from Supplementary schools for accreditation as a favour and have frequently arranged for students to sit their oral exams at the City Academy.

The City Academy has developed a detailed understanding of the exam boards and a member of staff will become a Centre Coordinator for Asset Languages<sup>8</sup> and other staff will gain the relevant training to deliver Asset Languages, which will become the preferred method of assessment in the future.

The challenge for the City Academy is the imminent loss of the additional funding which has allowed the programme to be built up. Should additional funding not be found the list of languages on offer would fall from 16 to 6

**Cotham School**

Contact Chrstine Ansell and Jane Beale

Phone number 01179082200

Percentage of pupils with EAL 12.7% PLASC January 2006

**Summary of current activity**

At enrolment all parents are asked to fill in a sheet on which additional languages are recorded. This is recorded onto a computer and in Year 9 when they are choosing their Options the students are asked if they want to take a GCSE.

The intention is to get students to take the exam a year early and to extend their range of GCSEs. However the numbers are low at between 4 and 5 a year.

The school is not able to provide one to one tutorial support but offer the parents £40 towards text books, 2 sets of old exam papers and enter the students through their normal exam system.

The main problem faced by the school is finding people who can support the oral exams

<sup>8</sup> See section of qualifications

<b>Fairfield High School</b>			
Contact	Nick Lewis		
Phone number	0117 952 7100		
Percentage of pupils with EAL	17.7%	PLASC	January 2006
<b>Summary of current activity</b>			
<p>On entry the school asks parents for information about home languages and this is stored on the SIM system. The school offers twilight support in Urdu as part of the curriculum offer and a small number of students take up this option each year and generally get good grades. In addition small numbers of students have been entered for a range of GCSEs in community languages over recent years including Chinese, Arabic, Dutch, Punjabi and Russian.</p> <p>The school has recently merged with Elmfield School for the Deaf and soon will be offering GCSE in BSL .</p>			

<b>Hartcliffe Engineering Community College</b>			
Contact	George Crockford and Jeanette Plumb		
Phone number	0117 964 5155		
Percentage of pupils with EAL	0.7%	PLASC	January 2006
<b>Summary of current activity</b>			
<p>As HECC has very few students with EAL the issue of how to accredit community languages does not occur very frequently. Although the school has no formal policy regarding accreditation of community languages it recognises that it is important that accreditation is offered and is as flexible as possible to accommodate</p> <p>The existence of a community language is registered at enrolment and in the last year the school has supported 2 Polish pupils to gain accreditation</p>			

<b>Henbury School</b>
Contact Nicole Cerullo
Phone number 0117 903 0100
Percentage of pupils with EAL 3.7% PLASC January 2006
<b>Summary of current activity</b>
<p>The presence of a community language is picked up automatically through assessment of EAL students and where the language is offered as part of the MFL curriculum the students is offered the opportunity to have individual tuition using the existing staff (in a voluntary capacity)</p> <p>In the past the school has used the EMAS budget (cut considerably this year) to fund support from the university for individual students in Chinese. The school recognises that it could do more but has budget constraints and with relatively small numbers no economies of scale.</p> <p>Would welcome additional resources and help to provide the support to students and would be prepared to take students to other school for classes where necessary.</p>

<b>Hengrove Community Arts College</b>
Contact Jackie Mayers ( From September 2006 Lyn Chamberlain will take over the role )
Phone number 0117 377 2800
Percentage of pupils with EAL 1.5% PLASC January 2006
<b>Summary of current activity</b>
<p>The school has very low numbers of EAL students and has not additional funding for EAL. There have never been sufficient numbers of students who have been recognised as having a community language to put on extra support. The school recognises that it is missing an opportunity to offer even a minority this chance and that it should monitor community languages through the admissions procedure and a process by which the level of the language is checked.</p>



<b>Monks Park</b>
Contact Nick Kinsley Assistant Head
Phone number 0117 377 2045
Percentage of pupils with EAL 5.7% PLASC January 2006
<b>Summary of current activity</b>
<p>The school has a small but growing number of EAL students. 18% of the total school population are BME and the PLASC return for 2005 show 5.7% have EAL. The range of languages is wide: including Somali, Farsi, Dutch, Portuguese, French, Chinese, Urdu. The school recognises that the existing system for supporting accreditation of community languages is not sufficiently systematic and as a result some students who could benefit from accreditation of home language may be missed.</p> <p>The school uses the EMAS assessment process for identifying which students have a community language which could be accredited and they are entered for a GCSE (if available) using the school's exam budget. In recent years this has included Chinese, Gujarati and Russian. Wherever possible the school supports students who wish to gain accreditation, however there is no formal mechanism for providing teaching or exam preparation for GCSEs in community languages except in Chinese (through the EMAS service) Alternatively this is done through a Supplementary School.</p>
<b>Portway Community School</b>
Contact Margery McCartney
Phone number 0117353 2600
Percentage of pupils with EAL 0.8% PLASC January 2006
<b>Summary of current activity</b>
<p>With very few EAL pupils Portway has no formal systems in place to identify and offer accreditation in community languages. There is a keenness to support this, however, and where possible the school enters students for GCSE in the community language.</p>



<b>St Bede's Catholic College</b>	
Contact	Liz White Deputy Head
Phone number	0117 377 2200
Percentage of pupils with EAL 0.7% PLASC January 2006	
<b>Summary of current activity</b>	
<p>The range of languages spoken by EAL students at the school is quite wide though the numbers are relatively small. Initial assessment for their needs in English often reveals a community language and entry to GCSE in community languages for EAL students is offered where required and possible. The cost is born within the school exam budget There is currently no accreditation for speakers of Malayalam from Kerala</p> <p>In the past speakers of Polish have been given support to take GCSE through the Polish Community and the Italian Embassy offers Italian language support to the Italian community</p>	

<b>St Bernadette Catholic Secondary School</b>	
Contact	Charis Hill
Phone number	0117 377 2050
Percentage of pupils with EAL 4.5% PLASC January 2006	
<b>Summary of current activity</b>	
<p>Currently the focus of activity with the few EAL students is supporting their English and the school has not offered accreditation in community languages. The numbers are low and spread across a range of languages therefore it is seen as difficult to offer the support needed.</p> <p>There is, however, a positive desire the engage with this agenda</p>	

  
**St Mary Redcliffe and Temple CE School**

Contact Ann Vickers

Phone number 0117 377 2108

Percentage of pupils with EAL 3.3%      PLASC      January 2006

**Summary of current activity**

The school uses the EMAS criteria to evaluate the EAL needs of students and do not specifically audit community languages. The school has provided those with a European community language the opportunity to do this through the school curriculum offer. In the past the school has offered Urdu speakers the chance to take this at Cotham but this was not taken up. The school feels that there would be a problem in offering twilight sessions and that for some students there would be a need to teach reading and writing for the student to gain a GCSE.

The school is very happy to cooperate on an initiative which develops accreditation of home languages and to work with Supplementary schools in the future.

**Speedwell Technology College**

Contact Sally Webb

Phone number 0117 377 2700

Percentage of pupils with EAL 13.1%      PLASC      January 2006

**Summary of current activity**

The presence of a home language is identified at the EMAS assessment and where possible accreditation in the community language is offered at the appropriate level (GCSE or AS/A2). This method of auditing languages, however, allows students who have no EAL needs to 'slip through the net' of being offered a chance to be accredited in their community language

A high percentage of the EAL students are Somali and until this September<sup>9</sup> no accreditation in Somali has been available. GCSE entry in other languages is offered as required. This has included Dutch, Arabic, French, Punjabi, Turkish and Portuguese. The school is unable to offer any preparation for the exams other than supplying copies of past exam papers.

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<sup>9</sup> See section on qualifications for information on Asset Languages

**Whitefield Fishponds Community School**

Contact Linda Button

Phone number 0117 377 2071

Percentage of pupils with EAL 25.4% PLASC January 2006

**Summary of current activity**

Whitefield Fishponds has been Bristol's first specialist Language College since 2005 and as such is developing its community languages portfolio and the service it offers to its students and the local community. A Leader of Languages oversees the development of this work alongside a Primary Liaison Teacher and both are Centre Coordinators for Asset Languages.

The school offers Arabic, Urdu, Punjabi and Somali in the Key Stage 4 curriculum and students have the opportunity to study dual languages (i.e. a traditional European language as well as a Community language). Numbers are growing and currently 54 students are studying Arabic as a second foreign language, 9 studying Somali and 10 studying Punjabi.

In addition the school supports other mainstream and Supplementary Schools by offering teacher for speaking tests or by entering students for exams at the school.

Since 2002 when the school entered 1 student for GCSE in Russian the numbers gaining GCSE or AS/A2 in a community language has grown significantly. In 2006 9 have been entered for GCSE Dutch, 5 GCSE Arabic, 8 GCSE Urdu, and 7 GCSE Polish (this includes 4 from other schools) In addition the school has entered 5 AS Arabic, 4 A2 Arabic and 2 AS Polish and 3 A\* Polish. Results in GCSEs in previous years have been exceptionally high at 95%

**Withywood Community School**

Contact Andy White Assistant Head

Phone number 0117 377 2065

**Summary of current activity**

The number of EAL students at this school are very low but are identified and assessed by EMAS staff at enrolment and offered the opportunity to enter for a GCSE in their community language if there is an interest.

This year, for example one Year 9 pupil is taking GCSE Polish.



## A survey of Supplementary Schools in Bristol

Below we summarise the approach taken by key Supplementary School in Bristol to the teaching and accreditation of home languages. The Supplementary Schools were interested in seeing:

- *Greater recognition of the value of community languages*
- *More acknowledgement across all mainstream schools of the role and value of Supplementary Schools*
- *Some would appreciate their classes being advertised though mainstream schools, others would not have the capacity to respond to extra students*
- *A named contact either in each school or through a central clearing house with whom they can liaise to enter Supplementary Schools prepared students for examination*

<b>Amana Education Trust</b>
<b>Contact</b> Mahamud Mumin
<b>Phone</b> 0117 954 2825
<b>Provision offered</b>
Does not formally teach the Somali language but uses it to support Amana's classes in English, Science and Maths. There is a recognition of the need to gain accreditation in the student's community language but an awareness that some are not strong in writing or reading skills in the home language.
Amana has strong links with the City Academy which teaches Arabic and enters students for exams in Dutch.

<b>Avon Chinese School</b>
<b>Contact</b> Mrs Ma
<b>Phone</b> 0117 3284373
<b>Provision offered</b>  The school aims to encourage children to maintain their language the range of skills; reading, writing, listening and speaking. It provides 2 hours tuition on Saturday (term time only) in Mandarin  Staff are volunteers including parents of the children
<b>Venue</b> Bradley Stoke Community School
<b>Age range</b> 4-16
<b>Accreditation</b> GCSE arranged through mainstream school 5 in 2006

<b>Bangla Mother Tongue Classes</b>
<b>Provided by</b> Bangladesh Association Women's Group
<b>Contact</b> Farhana Masuk
<b>Phone</b> 0117 951 9777
<b>Provision offered</b>  The group aims to assist children who speak Bangla at home to develop their reading and writing skills. They offer two hours tuition on Sunday. Tutors paid by the community
<b>Venue</b> Bangladesh Association
<b>Age range</b> 5-12 boys girls 5-16
<b>Accreditation</b> Yearly exams organised in house Some students take GCSE Bangla at mainstream schools

**Bangladesh Association Supplementary School**

**Contact** Ainul Islam

**Phone** 0117 951 1491

**Provision offered**

Teaching provided in Quranic Arabic and no accreditation offered  
Where appropriate, students who wish to gain accreditation in either Arabic or Bangla are referred to the City Academy

**Bristol Arabic Classes**

**Contact** Dr Nounu

**Phone** 0117 9523215

**Provision offered**

The aim is to encourage children to develop their use of Arabic either as their mother tongue or for those who wish to study the language for their religion. Provides 2 hours tuition on Saturday. In 2006 there are 15 classes for 4-16 year olds, with 200 pupils in total. The teachers are volunteers who have their expenses reimbursed

**Age range** 4-16 3 adult classes are also offered)

**Accreditation** GCSE arranged through mainstream school 7 sat GCSE in 2005 all gained A\*

**Bristol Muslim Cultural School**

**Contact** Farooq Siddique

**Phone** 0117 939 2559

**Provision offered**

The aim is to provide after school support and teaching in Arabic, numeracy and literacy. Teaching is provided in Quranic Arabic and no accreditation offered. It was suggested by the school that the need for reading and speaking Arabic to be taught in mainstream schools BMCS would support any coordination of the teaching of Arabic in schools through advertising in the local community and offering support with oral exams.



<b>Bristol Taleem-al-Islam Trust</b>
<b>Contact</b> Javed Yousef
<b>Phone</b> 0117 9559642
<b>Provision offered</b>  BTIT deliver all their teaching in English as the mother tongue of most of the children who come to the school is English. It has been suggested that the school offers mother tongue teaching but as the range of nations is wide this would pose problems. Where support for accreditation is required by parents or children in community languages BTIT refer to the appropriate group.
<b>Overseas Chinese Association</b>
<b>Contact</b> Wing Lau
<b>Phone</b> 0117 955 5225
<b>Provision offered</b>  The group aims to teach Cantonese to children in Bristol. The school is now also offering Mandarin. It provides 2 hours tuition on Sunday (term time only) in Cantonese and Mandarin. Currently there are 110 students
<b>Age range</b> 5-16
<b>Accreditation</b> GCSE arranged through mainstream school. Each year there are approximately 5 who gain a GCSE usually at A or A* 5 in 2006

<b>Polish Community School</b>
<b>Contact</b> Barbara Everett
<b>Phone</b> 0117 924 8795
The aim is to provide children of the Polish community the opportunity to learn their home language. Classes are offered including support to GCSE and A Level. Entries are arranged through Whitefield and through St Bede's



<b>Sikh Resource Centre</b>
<b>Contact</b> Narinder Vir Kaur
<b>Phone</b> 0117 952 5023
<b>Provision offered and accreditation</b>  The centre offers Punjabi classes to a range of age groups. The students follow a AQA GCSE curriculum and are entered at Colston School and take the oral exam at City Academy

## Some examples of good practice elsewhere in the UK

A review of the case studies below suggests that the key elements of a successful approach to community languages include:

- Setting a response to community languages into a wider languages strategy which acknowledges their importance to communities and to the economy
- The provision of coordination for the delivery and accreditation of community languages
- Financial support for community language teaching
- Raising the profile of community languages and celebrating the achievement of young people who speak a wide variety of languages

### **Dudley**

The importance of encouraging community languages within the community and in school is seen as vital in Dudley.

The EMAS service coordinates the delivery of community language provision from primary age to GCSE. The service employs a Community Language Coordinator to oversee the delivery of community language classes in 7 languages spoken in Dudley.

The service is well publicised and it is through parents and the local community that an interest is expressed. Once a group of 12-15 children is identified, EMAS will employ a teacher to deliver after school classes in mainstream schools within walking distance of the student's mainstream school.

Pupils who have a community language not included in the list of seven offered through the EMAS service classes are offered the opportunity to take a GCSE but no teaching is offered.

When ready to take GCSEs, students are entered in their mainstream school with EMAS service support

### **Haringey**

Haringey Education Service, in partnership with the Haringey Standing Committee on Community Languages, holds an annual Language Achievement Awards Ceremony. This ceremony celebrates children's outstanding performance in community languages at GCSE and 'A' level at least one year before the official year of entry. Last year pupils took exams in 16 different languages including, Arabic, Bengali, Chinese, Dutch, French, German, Greek, Gujarati, Italian, Persian, Portuguese, Punjabi, Russian, Spanish, Turkish, and Urdu.

## **Liverpool**

The Community Language Project is a new initiative which has been developed by EMAS and funded through Neighbourhood Renewal.

Schools undertake an audit of home languages each year and some schools offer accreditation in home languages as part of their curriculum.

Information is taken from the audit to offer eligible students the chance to take Arabic classes to prepare for GCSE.

These are offered for 1 hour on 2 evenings a week at a school central to the community and at which most of the students attend. In 2005 10 students took GCSE and of these 6 gained A\*, 2 A and a further 2 B grades. There is an intention to extend the range of languages offered to include Somali from September 2006, to extend the Arabic provision to A Level and to offer Farsi booster sessions

## **Shireland Community College Sandwell**

Shirelands School has managed Sandwell's Community Language Service across the whole Borough for the last 4 years. The cost to the authority has been £100,000 a year over the last 4 years<sup>10</sup> and as the budget is fixed and the costs are rising there is a likelihood that the service will be cut.

One teacher manages the programme for school aged pupils which is also linked to an Adult Education Programme. The sessions are run on 3 days a week including Saturday in 20 venues including Primary and Secondary schools, A Sikh Temple and Community Centres. Staff are paid to deliver the session and to attend training sessions. The school believes that this system allows for consistency and improvement in the service delivered

The age range of students is 7-18; languages taught include Punjabi, Urdu, Hindi, Gujarati, Arabic and Bengali and the classes are organised according to ability. They are entered when they are ready for GCSE or AS/A2, with outstanding results. Indeed more students got AS and A2 in Punjabi than in all the other languages put together across the Borough. The classes are highly valued and most recruitment takes place through word of mouth.

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<sup>10</sup> This includes the cost of exam fees

  
**Tower Hamlets .**

Tower Hamlets Council's Community Language Services offers classes in Bengali, Somali, Cantonese, Mandarin, Lithuanian, Urdu, Vietnamese, Italian, Arabic, Rwandan, Spanish and French, Each year the authority hosts a Achievement Award Ceremony. Last year more than 5,000 young people took community language classes in Tower Hamlets. The classes are open to young people aged between five and 16 and are offered at over 60 after-school clubs in the borough.


**Sheffield**

Community Languages are seen as an essential part of the overall Languages Strategy for the City which links to the broader Regeneration Strategy for the City through the Multi Lingual City Forum. The implementation of this strategy involves

- setting up a pilot project to complement the Pathfinder in primary schools and with a focus on community languages
- encouraging the use of the National Recognition Scheme for community as well as other languages
- building networking and training opportunities for community languages teachers
- prioritising partnerships with communities
- working with parents and carers through Study Support schemes and the Extended Schools Scheme
- moving towards early GCSE entry for those young people with a community language background and for whom this is appropriate
- encouraging the training and appointment of bi-lingual staff in schools where appropriate
- aiding communication between the mainstream and voluntary education sectors
- setting up a pilot study of the use of a community language as a teaching medium

**Newham**

Newham Council offers support to Supplementary Schools who are providing tuition in home languages and organises a Language Achievement Award for those who achieve before their standard year of entry. .Newham is currently training teachers to be assessors in Asset languages as this is seen as a useful alternative (and less expensive ) accreditation route.



## **Hounslow**

Hounslow has over 20 years of political and financial commitment to the teaching and accreditation of community languages. Out of hours lessons<sup>11</sup> are supported in 7 community languages across the Borough in both mainstream schools and Supplementary schools.

The authority funds the delivery of these classes; monitors the quality of provision and provides training and CRB checks for the teachers of community languages. In addition the authority offers free letting to the Supplementary Schools which provide the classes; coordinates the entry for exams centrally and organises speaking tests for each language in one school.

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<sup>11</sup> 2 Hours a week. Often at weekends and twilight sessions



## **Proposed model for the support and accreditation of Community Languages in Bristol**

To take the work of developing the community language offer in Bristol forward we propose that the authority establishes a one year pilot project which would provide a city wide coordination function, supported by a small steering group and by community language champions established in each Mainstream secondary school.

The proposed pilot targets students within Bristol with a community language (s) and who do not currently have access to teaching in that language through their mainstream school. With the support of the mainstream school these students would be offered the opportunity to be accredited in that language (if at an appropriate level). To support this all students would be offered the opportunity to be assessed by a trained member of staff who could advise about the appropriate level of accreditation and Board for entry. Mainstream schools would enter the student for the appropriate assessment.

To prepare students for their exam a minimal level of support would be offered at a convenient location. It is suggested that two hours be offered for those entering for a GCSE and 8 hours for those entering AS/A2.


### **The Steering Group: role and proposed composition**

A Steering Group for the pilot project should be set up to oversee and establish criteria for the evaluation of the pilot project. Proposed membership would include, representatives of Supplementary Schools, Mainstream schools, the Primary language team, School Improvement Officers, EMAS, and the Equalities and Inclusion team of the City Council

### **The citywide coordination function**

It is recommended that in the pilot phase an appropriately qualified member of staff is seconded to work on the project for two days a week with responsibility for:

- Setting up and maintaining email network for key staff in Mainstream schools (MSS) and Supplementary Schools (SS)
- Setting up and maintaining data base and systems to communicate with MSS, SS and students
- Liaising with and supporting MSS to develop promotion materials and events

- 
- Developing and maintaining a list of staff<sup>12</sup> who can conduct assessment, offer preparation for GCSE/AS/A2 and conduct oral exams
  - Planning a timetable of sessions in relevant community languages and informing the School coordinator and Supplementary Schools and confirming bookings
  - Reporting to School coordinator or SS about the appropriate exam to enter the student
  - Booking student onto relevant preparation sessions
  - Organising oral tests and liaising with MSS and SS
  - Coordinating contact between students who speak community languages but are in isolated situations

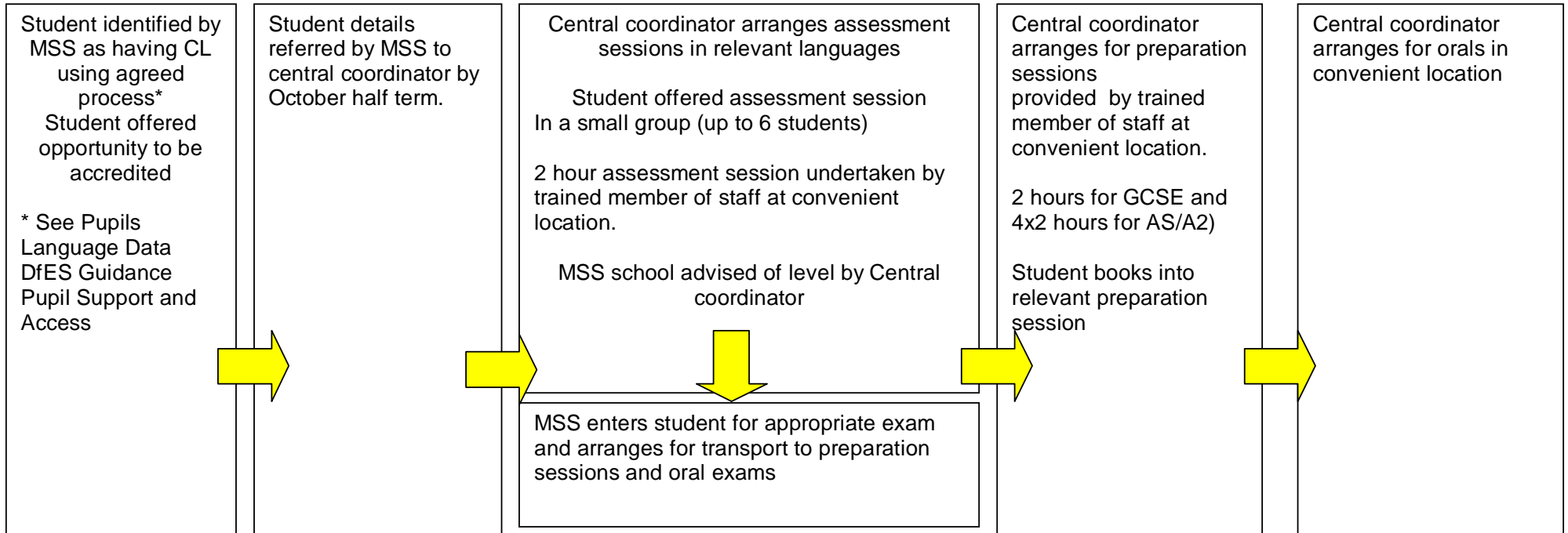
### **The role of the Mainstream school champion**

- Promoting the uptake of community language accreditation within the school
- Informing staff and parents of the value of CLs
- Coordinating the collection of information on community languages
- Providing the central coordinator with details of students to be assessed and entered for oral exams by October half term
- Supporting students to access the sessions by arranging transport

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<sup>12</sup> Appropriately trained and CRB checked  
This may include BCC Translation and Interpreting Unit staff

## The process by which students would be identified, assessed and prepared for accreditation



## Useful links, contacts and national networks

There is nowhere better to start your search on community languages and accreditation than the CILT website- the links are easy to follow

### CILT, the National Centre for Languages

[www.cilt.org.uk](http://www.cilt.org.uk)

Other useful links include:

<p><b>National Languages Strategy</b> <a href="http://www.dfes.gov.uk/languages">www.dfes.gov.uk/languages</a></p> <p><b>DfES languages website</b> <a href="http://www.dfes.gov.uk/languages/DSP_comlanguage.cfm">http://www.dfes.gov.uk/languages/DSP_comlanguage.cfm</a></p> <p><b>National Association for Language Development in the Curriculum (NALDIC)</b> <a href="http://www.naldc.org.uk">www.naldc.org.uk</a></p> <p><b>Specialist Schools and Academies Trust</b> <a href="http://www.specialistschools.org.uk">www.specialistschools.org.uk</a></p> <p><b>Sheffield Multi lingual City</b> <a href="http://www.multilingcity.org.uk">www.multilingcity.org.uk</a></p>	<p><b>The Languages Ladder</b> <a href="http://www.dfes.gov.uk/languages/DSP_languagesladder.cfm">http://www.dfes.gov.uk/languages/DSP_languagesladder.cfm</a></p> <p><b>Qualifications lists</b> <a href="http://www.dfes.gov.uk/section96/">http://www.dfes.gov.uk/section96/</a> <a href="http://www.dfes.gov.uk/section97/">http://www.dfes.gov.uk/section97/</a></p> <p><b>Asset Languages website</b> <a href="http://www.assetlanguages.org.uk/">http://www.assetlanguages.org.uk/</a></p> <p><b>Shireland Language College</b> <a href="http://www.thelearningbank.co.uk/contact.html">www.thelearningbank.co.uk/contact.html</a></p> <p><b>Sheffield Languages Strategy</b> <a href="http://www.multilingcity.org.uk/City_Languages_Strategy.pdf">http://www.multilingcity.org.uk/City_Languages_Strategy.pdf</a></p>
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The QCA recently commissioned a useful document on the teaching of Community Languages in secondary schools and links with Supplementary Schools

<http://www.qca.org.uk/downloads/Inclusionreportguidance.doc>



## Networking

### **The Community-languages Forum**

The community-languages forum is an e-mail discussion group for all those involved in the teaching of community languages. The aim of the forum is to: provide information; support professional development at all levels; and facilitate networking between colleagues.

All contributions related to the field of community languages are welcomed.

If you have e-mail access and would like to join the community-languages forum, simply send an e-mail:

To: [mailbase@mailbase.ac.uk](mailto:mailbase@mailbase.ac.uk)

**The Forum** is managed by Clare Power at CILT. Tel: (0)20 7379 5101.

## Qualifications

Below we summarise briefly current information regarding GCSE, A Level and Asset Languages accreditation opportunities. This has been gathered largely from the CILT website community languages pages. They represent the most up to date information available at the time of preparing this report but we advise you to look at the website as the information may change.

In addition before deciding on a qualification, it is important to look at the latest information at <http://www.dfes.gov.uk/section96/> (for pre-16 and 16 to 18) or <http://www.dfes.gov.uk/section97/> (for 19 and over) listings to check that funding will be available.

### Summary of GCSE examinations (May 2006)

The tables below indicate what languages are offered by what board and, as far as GCSE is concerned, to indicate significant differences in the provision made for these languages.

Language	Board	Full course linear	Full course modular	Short course	Tiered	Coursework option
Arabic *	Edexcel	Yes	X	X	X	X
Bengali	AQA	Yes	X	X	Yes	X
Chinese * (Mandarin/ Cantonese)	Edexcel	Yes	X	X	X	X
Dutch	OCR	Yes	X	X	X	X

French	AQA	X	Yes	Yes	Yes	Yes
	Edexcel	Yes	X	Yes	Yes	Yes
	CCEA	Yes	X	Yes	Yes	X
	WJEC	X	Yes	X	X	X
German	AQA	X	Yes	Yes	X	X
	Edexcel	Yes	X	Yes	Yes	Yes
	CCEA	Yes	X	Yes	Yes	X
	WJEC	X	Yes	Yes	Yes	Yes
(Modern) Greek	Edexcel	Yes	X	X	X	X
Gujarati	OCR	Yes	X	X	Yes	Yes
(Modern) Hebrew	AQA	Yes	X	X	X	X
Irish	CCEA	Yes	X	Yes	Yes	X
Italian	AQA	Yes	X	X	Yes	Yes
	Edexcel	Yes	X	X	Yes	Yes
Japanese *	Edexcel	Yes	X	X	X	X
Persian	OCR	Yes	X	X	X	X

Panjabi	AQA	Yes	X	X	Yes	X
Polish	AQA	Yes	X	X	X	X
Portuguese	OCR	Yes	X	X	X	X
Russian	Edexcel	Yes	X	X	X	X
Spanish	AQA	X	Yes	Yes	Yes	Yes
	Edexcel	Yes	X	Yes	Yes	Yes
	CCEA	Yes	X	Yes	Yes	X
	WJEC	Yes	Yes	Yes	Yes	Yes
Turkish	OCR	Yes	X	X	X	X
Urdu	AQA	Yes	X	X	Yes	Yes
	Edexcel	Yes	X	X	Yes	Yes
Welsh second language	WJEC	Yes	X	Yes	Yes	Yes

- Also available in 4 skill or 3 skill (no speaking) options.

## Summary of A level examinations

Language	Board	AS Level	Advanced GCE	Coursework option
Arabic	Edexcel	Yes	Yes	X
Bengali	AQA	Yes	Yes	Yes
Chinese (Mandarin/Cantonese)	Edexcel	Yes	Yes	X
Dutch	OCR	Yes	Yes	X
French	All boards	Yes	Yes	Yes
German	All boards	Yes	Yes	Yes
(Modern) Greek	Edexcel	Yes	Yes	X
Gujarati	OCR	Yes	Yes	X
(Modern) Hebrew	AQA	Yes	Yes	Yes
Irish	CCEA	X	Yes	Yes
Italian	Edexcel	Yes	Yes	Yes
Japanese	Edexcel	Yes	Yes	X

Punjabi	AQA	Yes	Yes	Yes
Persian	OCR	Yes	Yes	X
Polish	AQA	Yes	Yes	X
Portuguese	OCR	Yes	Yes	X
Russian	Edexcel	Yes	Yes	Yes
Spanish	All boards	Yes	Yes	Yes
Turkish	OCR	Yes	Yes	X
Urdu	Edexcel	Yes	Yes	X
Welsh	WJEC	Yes	Yes	Yes

### Asset Languages

A new way of recognising and rewarding achievement in languages learning from OCR. Asset languages are available at any age and any stage, are assessed in the 4 skills and will eventually be offered at 9 levels. They can be externally assessed or teacher assessed. One advantage of Asset Languages is that it is possible to assess in listening and speaking in 2 different languages at Level 3 and gain a GCSE equivalent.

To run Asset Languages qualifications, institutions need to nominate a centre coordinator who will receive free training. If using teacher assessment, centres also need access to an accredited teacher for each language and stage they offer.

### Currently Available:

French	Italian	Mandarin Chinese	Spanish
German	Japanese	Panjabi	Urdu

### From September 2006:

Arabic	Gujarati	Polish	Somali	Turkish
Bengali	Hindi	Portuguese	Swedish	Yoruba
Modern Greek	Irish	Russian	Tamil	Welsh

### Exam Boards

#### **AQA (Assessment and Qualifications Alliance)**

31-33 Springfield Avenue, Harrogate, North Yorkshire HG1 2HW. Tel: 01423 840015. Fax: 01423 524353. E-mail: [mfl-n@aqa.org.uk](mailto:mfl-n@aqa.org.uk) Website: [www.aqa.org.uk](http://www.aqa.org.uk)

#### **Edexcel Foundation**

One90 High Holborn, London WC1V 7BH. Tel: 0870 240 9800. Fax: 020 7190 5700. Website: [www.edexcel.org.uk](http://www.edexcel.org.uk)

#### **OCR (Oxford, Cambridge and RSA examination)**

9 Hills Road, Cambridge CB2 1PB. Tel: 01223 553 311. Fax: 01223 460 278. E-mail: [helpdesk@ocr.org.uk](mailto:helpdesk@ocr.org.uk) Website: [www.ocr.org.uk](http://www.ocr.org.uk)

#### **Asset Languages (Part of OCR)**

1 Hills Road, Cambridge CB1 2EU. Tel: 01223 553998. Email: [assetlanguages@ocr.org.uk](mailto:assetlanguages@ocr.org.uk) Website: [www.assetlanguages.org.uk](http://www.assetlanguages.org.uk)

#### **CCEA (Northern Ireland Council for the Curriculum, Examinations and Assessment)**

Clarendon Dock, 29, Clarendon Road, Belfast BT1 3BG. Tel: 028 9026 1200. E-mail: [info@ccea.org.uk](mailto:info@ccea.org.uk) Website: [www.ccea.org.uk](http://www.ccea.org.uk)

#### **WJEC (Welsh Joint Education Committee)**

245 Western Avenue, Cardiff CF5 2YX. Tel: 029 2026 5000. Fax: 029 2057 5894. E-mail: [info@wjec.co.uk](mailto:info@wjec.co.uk) Website: [www.wjec.co.uk/](http://www.wjec.co.uk/)



## Contacts for this research

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LindaBenjamin	Ashton Park School
John Budd	Bristol City Council
LindaButton	Whitefield Fishponds Community School
NicoleCerulla	HenburySchool
GeorgeCrocksford	Hartcliffe Engineering Community College
GaryDeakin	Manchester City Council
Brenda Escoffery	Liverpool City Council EMTAS
Barbara Everett	Polish Community School
Ken Fyfe	City Academy Bristol
Charis Hill	St Bernadette Catholic Secondary School
Esther Holmes	Dudley EMAS
Ainul Islam	Bangladesh Association Supplementary School
Avril Jordan	Bedminster Down School
Nick Kinsley	Monks Park School, Bristol
Wing Lau	Overseas Chinese Association
Narinder Vir Kaur	Sikh Resource Centre
Nick Lewis	Fairfield High School
Mrs Ma	Avon Chinese School
Farhana Masuk	Bangladesh Association Women's Group



Jackie Mayers	Hengrove Community Arts College
Margery McCartney	Portway Community School
Paul Morrish	The Resource Unit for Supplementary & Mother Tongue Schools
Mahamud Mumin	Amana Education Trust
Lynette Newman	Brislington Enterprise College
Dr Nounu	Bristol Arabic Classes
Ruth Pickersgill	Bristol City Council Equalities and Inclusion Unit
Claudette Radway	Bristol City Council EMAS
Stephen Rayner	Shirelands College, Sandwell
Aftar Sharif	Hounslow Council
Farooq Siddique	Bristol Muslim Cultural School
Nisha Suchak	London Borough of Newham
Geoff Swinn	Sheffield City Council
Teresa Thorne	Whitefield Fishponds Community School
Ann Vickers	St Mary Redcliffe and Temple CE School
Sally Webb	Speedwell Technology School
Andy White	Withywood Community School
Liz White	St Bede's Catholic College
Javed Yousuf	Bristol Taleem-al Islam Trust

## Annexes

### Annex 1 English as an Additional Language (EAL) and Non-English as an Additional Language (Non-EAL) <sup>13</sup>

<b>All</b>		
First Language	Pupils	Percentage
English or believed to be English	42742	88.6
Other or believed to be other	4897	10.2
Not obtained	580	1.2
<b>Nursery and early years</b>		
First Language	Pupils	Percentage
English or believed to be English	857	65.7
Other or believed to be other	288	22.1
Not obtained	160	12.3
<b>Primary</b>		
First Language	Pupils	Percentage
English or believed to be English	25851	87.9
Other or believed to be other	3152	10.7
Not obtained	399	1.4
<b>Secondary</b>		
First Language	Pupils	Percentage
English or believed to be English	15389	91.8
Other or believed to be other	1368	8.2
Not obtained	14	0.1
<b>Special</b>		
First Language	Pupils	Percentage
English or believed to be English	645	87
Other or believed to be other	89	12
Not obtained	7	0.9

<sup>13</sup> Groups of Pupils by type of school PLASC 2006.



## Annex 2

### Vision for Primary Languages<sup>14</sup>

Bristol will be a city where:

Language knowledge and learning is recognised and valued as an essential skill to prepare children for their place in a multi-cultural society and global economy.

Children have the opportunity to receive high quality teaching of a language or range of languages over at least four years of their primary schooling.

Teaching professionals recognise the worth of foreign language study as contributory to

- \* Raising self-esteem and achievement, particularly in those pupils who have a first language other than English.
- \* An improved understanding of how languages work, complementing the National Literacy Strategy
- \* An increased awareness and understanding of other cultures

Opportunities exist for flexible approaches by schools, supported by appropriate training and sharing of good practice.

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<sup>14</sup> Information supplied by Advisory Teacher for Modern Foreign Languages (Primary)

### Annex 3

#### GCSE Languages gained by students by Year 11<sup>15</sup>

Sum of candidate entries	Exam year	2002	2003	2004	2005	Grand Total
Subject Name	Exam Type					
Arabic	GCSE	1		3	5	9
Bengali	GCSE	2	3	1	7	13
Chinese	GCSE	1	3	4	5	13
Dutch	GCSE		3	3	6	12
French	ELQ (C)			31	21	52
	GCSE	1730	1284	1524	1083	5621
	GCSE SC	36	43	39	13	131
German	ELQ (C)			22	6	28
	GCSE	404	614	224	370	1612
Gujarati	GCSE		2		3	5
Italian	GCSE	8	22	21	5	56
Latin	GCSE	14	17	9	11	51
Modern Greek	GCSE	1		1	3	5
Panjabi	GCSE	2	1	1	2	6
Persian	GCSE	1				1
Polish	GCSE		1			1
Portuguese	GCSE			3	3	6
Russian	GCSE	1	2		2	5
Spanish	ELQ (C)			27	1	28
	GCSE	83	92	50	86	311
	GCSE SC	17	23	19	19	78
Turkish	GCSE		1			1
Urdu	GCSE	15	29	14	14	72
Grand Total		2316	2140	1996	1665	8117

<sup>15</sup> Information from PLASC return for Bristol Jan 2006

Note GCSE SC means Short Course, ELQ Entry Level Qualification (2005 Provisional data)

