



# ‘Community’/heritage language learning during the Covid19 pandemic

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MARCH 2020 – NOVEMBER 2020



# Mission and aims

The primary aim of the NRCSE is to provide support and guidance to community-led initiatives offering supplementary/out-of-school education to children; enabling them to deliver safe, effective and sustainable services and to raise their profile among mainstream schools and other children's services.

We encourage all out-of-school settings in England offering curriculum and/or mother-tongue tuition to adhere to DfE guidance on keeping children safe, join NRCSE and complete quality assurance that is rigorous, nationally recognised, developmental and responsive to their needs.

***Providing training to teachers to help them apply more creative approaches to teaching children, by inviting their creative and critical voices when they are engaged in dialogues, classroom discussion or drama activity (UNCRC Art. 12)***

***Teaching through play, engaging students in their learning while introducing them to a greater element of fun and joy when teaching a language or other subjects (UNCRC Arts. 30 and 31)***



**Anila Kadija from Ardhmëria**, an Albanian Supplementary School, talked about her 'Old Fashioned, Young Life project'

*'The aim is to create an activity that is fun, artistic and inspires children to get to know the artist who painted the picture. The children then create a similar photo and practice their language by thinking and writing through art. Children first start talking about the painting, its time and the history behind it, they write about it in the Albanian language what they feel and what they like about it, the objects drawn in the painting, the colours used and make a small dictionary including all the words, expressions they learnt.'*

# Creative teaching and learning project

Our Quality Development Adviser, **Dr Mon Partovi**, developed and delivered the CTL project engaging Artis Foundation to work with 24 teachers from 12 supplementary schools over 12 months. The main aim of the project is to focus on the role that arts and cultural learning play in transforming young people's lives and how such interventions can support supplementary-school teachers in adopting more creative approaches in their teaching.

*'On educational terms, the lockdown can be seen as cathartic for students and teachers alike. It has provided them a time to become aware of the modernisation of education and to engage with the online realm to become more resourceful, more efficient and ultimately, more creative. Where teachers were content in their materials, they are now exploring and adapting online materials to form personal and interactive lesson plans. This is developing a new language between teacher and student, refreshing the ideas of what education can mean and this is why creativity matters.'*

# Creative teaching and learning project: supplementary schools sharing ideas

**Parisa Nasiri From Rustam School** talked about the use of a visual methodology, particularly the connection between the use of images and the introduction of new words when teaching the Farsi language. She explained her lesson plan *'I put a picture on the screen and ask them what comes to mind. For example, they give me 4-5 words and say which word I'm looking for. They use it to make a sentence and then we write a paragraph with the words.'*

**Fatima Khaled from Peace School** presented the project *'Teaching Arabic though Art and digital storytelling'*. She explained that *'this project links teaching and learning approaches to Digital Storytelling, which is creating a story to go digital. Then they create a film out of the story to show to different schools. We had to choose a theme for the stories in this project and chose the work of Ali Omar Ermes. His work is in the British Museum.'*

*We approached the art from the outside. we approached it first by introducing key words. Second phase was exploring and then we connected the language and art, then we interpreted to combine the language together. Then we can ask the child to reimagine the art and link it to their own life. Reimagine and reinterpret.'*







# Creative teaching and learning project: supplementary schools sharing ideas

**Karina Lianeza from Casa Latina Spanish Saturday school** shared activities that she delivered online to pre-schoolers aged 4-5 years. She found that with little ones, creating a relaxing environment at the beginning of each session is essential. She practices breathing with them, asking the children to breath in and out a few times to relax.

- *I ask children to draw something, anything they want and show it to me. Then I ask them questions. I have found in many cases that I can understand their moods while they explain their drawings.*
- *Passing the ball through the screen activity to another child. Each child receiving the ball has to say their name and say how they feel today or what they have learnt today*
- *Showing the box with colourful letters/shapes inside. Ask one child to take one card, say what colour it is. If it is blue, ask them to go find an object in blue at their home and show it to the others, then say it in Spanish.*
- *Using a soft toy/teddy. First, we all decide what name is the best for this teddy. Then we decide what the teddy has done that day. Each time we have to remember what we said in the last session and then create a story together.*
- *Showing the cards with yoga gestures on it and asking the children what they see and if they can copy the gesture.*

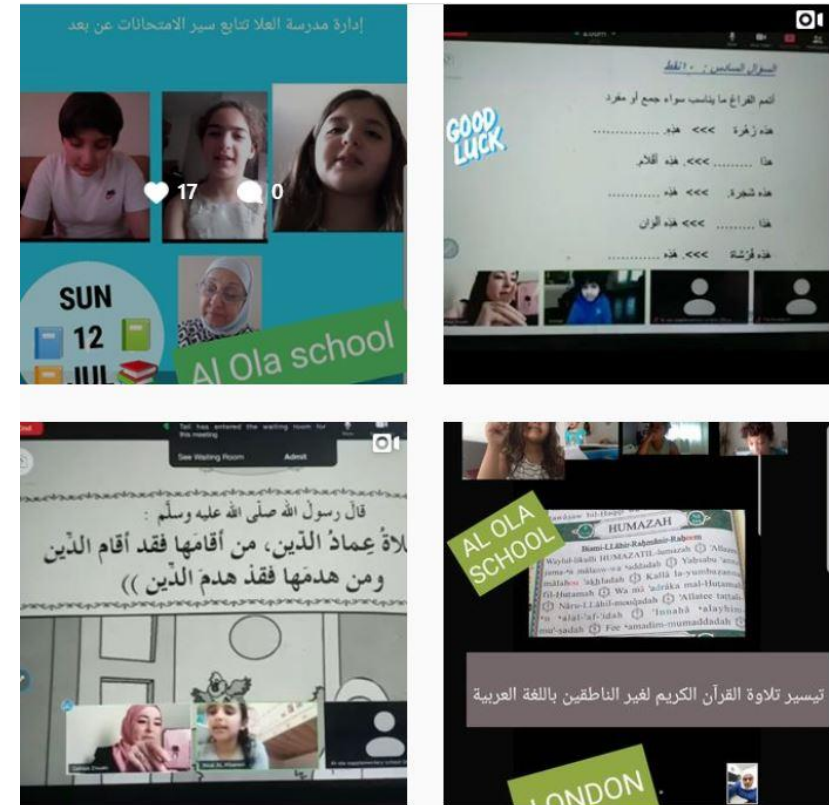
# Remote teaching: supplementary schools sharing experience and pupils' response

**NRCSE tutor, Akhita Benjamin, interviewed Jihan Salha, co-founder of Al Ola Arabic School and teacher Noura Salhani on 27<sup>th</sup> July 2020**

[Al-Ola Arabic School](#) teaches Maths and Arabic Language to children from varied backgrounds and are particularly keen to support children with Special Educational Needs (SEN). Some of the children come from Arabic-speaking backgrounds; others are second generation, where English is spoken at home and the adults are also learning whilst supporting the children. The children seem to be doing much better now that they have the support of the parents when they are learning from home. The children did verbal tests online with their teacher. Their special needs included Autism, ADHD, Dyslexia and Global Delay.

Even when they return to classroom-based lessons they will continue with online sessions outside of the classroom for extra support. They are planning to use the new resources that they have now learnt about in their online delivery. They are also considering having pre-recorded lessons and a homework club.

Read the full report on [www.supplementaryEducation.org.uk](http://www.supplementaryEducation.org.uk)



# Campaigning and support webinars

In May, NRCSE held a webinar on how to approach exam centres and support the submission of CAGs. Language teachers from across England were given expert advice by Nuriye Mertcan of the Turkish Education, Culture and Language Consortium, Vice Principal at Dukes Academy and Shala White and Parvaneh Delavari of Rustam School and examination centre.

Over the following three weeks we received many desperate messages from supplementary schools telling us that their assessments were not being accepted by the examination centres and pupils were being withdrawn from the exams with little information as to when or if they would be able to take the exams in the Autumn.

Examination Board statistics collated and compared by Teresa Tinsley, Alcantara Publications show a massive and exceedingly worrying drop in entrants. Note also that most languages do not have access to British accreditation at all.

Please get in touch if you can help improve the relationship between mainstream and community-led language schools

#multilingualisnormal

GCSE	2019	2020	Difference
<b>French</b>	130831	132036	1%
<b>Spanish</b>	102242	109594	7%
<b>German</b>	42791	42348	-1%
<b>Total French, German and Spanish</b>	<b>275864</b>	<b>283978</b>	<b>3%</b>
<b>Polish</b>	5704	2941	-48%
<b>Italian</b>	5331	3459	-35%
<b>Arabic</b>	4203	3034	-28%
<b>Chinese</b>	3201	2891	-10%
<b>Urdu</b>	3679	3212	-13%
<b>Portuguese</b>	2280	1538	-23%
<b>Russian</b>	2133	1499	-30%
<b>Turkish</b>	1656	1295	-22%
<b>Panjabi</b>	865	708	-18%
<b>Japanese</b>	698	610	-13%
<b>Bengali</b>	570	462	-19%
<b>Gujarati</b>	508	343	-22%
<b>Modern Hebrew</b>	378	510	35%
<b>Modern Greek</b>	589	459	-22%
<b>Persian</b>	388	215	-45%
<b>Total 'other' languages</b>	<b>32183</b>	<b>23076</b>	<b>-28%</b>
<b>Total all languages</b>	<b>308047</b>	<b>307154</b>	<b>0%</b>
<b>All subjects</b>	<b>5547447</b>	<b>5692464</b>	<b>3%</b>

<http://www.alcantaracoms.com/coronavirus-and-languages-gcses-2020/>

# Thanks and further information

For a copy of the full report for 2019/2020 and to discuss partnering/commissioning us please email the Executive Director – [pascale@nrcse.org.uk](mailto:pascale@nrcse.org.uk)

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