



Telford & Wrekin  
Co-operative Council

Protect, care and invest  
to create a better borough

# Multicultural Development Team

Head Teacher Briefings  
Shropshire Schools/ Academies

Multicultural Development Team

Thursday 13<sup>th</sup> February

2025

# Multicultural Development Team (MDT)

MDT provides specialist EAL teaching and assessment. It also provides training, support and guidance for schools and early years settings in:

- ❑ working with pupils who have **English as an Additional Language** including those who are newly arrived from overseas;
- ❑ raising the **attainment of minority ethnic pupils** who are at risk of underachieving;
- ❑ meeting **OFSTED expectations** with regards to **British Values, Cultural Capital** and **equalities** and **diversity**;
- ❑ **tackling racism** and promoting **equality of opportunity** for all pupils;
- ❑ the promotion of all pupils' **spiritual, moral, social and cultural (SMSC)** development as well as providing support to promote behaviour and attitudes of pupils to enhance their understanding of tolerance and respect.



**Advice & Guidance**

**CPD Training**

**Curriculum Audits**

**EAL Review**

**Learning Walks**

**Consultancy Visits**

**Schools Policies Review**

**Teaching Interventions**

**EAL Assessments**

**Workshops**

**Support for Educational Visits**

**Signposting**

# Equality and Diversity

- MDT are at the forefront of supporting schools with training and advice around equality and diversity for over 20 years. We provide:
- Equality and Diversity training
- Advice and guidance on school policies, procedures and curriculum support
- Recording and monitoring of Racist incidents in schools (IRIS)
- An immediate response and support service to schools and Early years settings who need advice and support following a Racist incident in their setting.
- Equality and Diversity school Audits

# Curriculum review

## Enhancing digital literacy

- In an era dominated by technology, digital literacy is no longer a luxury but a necessity. The Government's curriculum review places a strong emphasis on integrating digital skills across all subjects. This includes coding, data analysis, and the safe use of technology.

## Promoting inclusivity and diversity

- The review seeks to make the curriculum more inclusive and reflective of the diverse society in the UK. This involves revising the content to include a broader range of perspectives, particularly those of marginalised communities. It also focuses on creating a more supportive environment for children with special educational needs and disabilities ([SEND](#)).

## A broader curriculum

- The government recognises that some curriculum narrowing has occurred and that many children and young people have missed out on subjects such as music, [art](#), sport and drama. Acknowledging the importance of creativity and creative expression and innovation is a welcome addition, especially for the [primary curriculum](#).

## • Emphasising environmental education

- With climate change being one of the most pressing issues of our time, the curriculum review includes a robust environmental education component. The review would hope to address issues such as sustainability, renewable energy, and the impact of human activities on the planet, to help foster a generation of environmentally conscious individuals.

## • Proposed changes in subject areas

- The review advocates for a stronger emphasis on STEM subjects, recognising their importance in the global economy. This includes updating the curriculum to reflect current scientific advancements and integrating practical experiments and projects to enhance experiential learning. In humanities and social sciences, the government aims to broaden the scope of topics covered. This includes a greater focus on global history, critical thinking, and ethical issues.

## • Implementation and challenges

- The implementation of the government's [curriculum review](#) will undoubtedly come with challenges for primary schools. These challenges will include teacher expertise, teacher workload, managing the transition to the new curriculum, and ensuring that all schools have the resources and finances to succeed. The [cost](#) of reviewing a school curriculum is often overlooked and this work will undoubtedly place some strain on currently limited budgets.

# Focus on Oracy

## Improving communication skills (oracy)

A significant barrier to young people getting on in life is an inability to speak up, to express their views, to ask for help, to persuade others, to collaborate successfully. These vital speaking skills are becoming even more important in the workplace and yet are not always taught in schools.

These speaking skills – known as oracy – can deepen children’s understanding, analytical skills and engagement leading to better classroom outcomes. Oracy’s contribution to accelerating academic progress has been evidenced by the Education Endowment Foundation.

Drawing on this evidence, Government’s Curriculum and Assessment Review will explore how to weave oracy into lessons throughout school. Children with poor language at age five are six times less likely to reach the expected standard in English at age 11 than those with good language at that age, and 11 times less likely to achieve the expected standard in maths.

The ability young people have to articulate themselves, justify, persuade, challenge and explain, are crucial to the world of work, working in a team and navigating the modern world. The government wants to help every child find their voice.



# Equality Act

Schools have a **statutory** responsibility to

- Ensuring school provision advances equality of opportunity and fosters good relations between pupils of all characteristics
- Set and publish the school's equality objectives and information on how they demonstrate that they are doing this
- Eliminate discrimination, victimisation and any other conduct under the Equality Act.



## The Equality Act 2010 and schools

Departmental advice for school leaders,  
school staff, governing bodies and local  
authorities

May 2014

# Fundamental British Values in schools

## Fundamental British Values

Schools have a **statutory** responsibility to promote fundamental British Values.

Main points a school needs to be aware of:

- that maintained schools should promote pupils' spiritual, moral, social and cultural (SMSC) development;
- what is expected of schools in promoting fundamental British values; and
- how this aligns with schools' duty to promote SMSC.

Many school inspections have had Fundamental British Values as a focus in their OFSTED inspections, particularly in Telford & Shropshire.



### Promoting fundamental British values as part of SMSC in schools

Departmental advice for maintained  
schools

November 2014



# Teaching of the Protected Characteristics in schools

## Protected Characteristics

Schools have a **statutory** responsibility to teach the Protected Characteristics.

New updated guidance in August 2023 states schools will be evaluated on how schools support pupil's personal development and meet their duties in relation to teaching pupils about the protected characteristics, including the DfE's statutory guidance.

This applies to all types of academy, maintained and non-maintained schools.

# Keeping Children Safe in Education

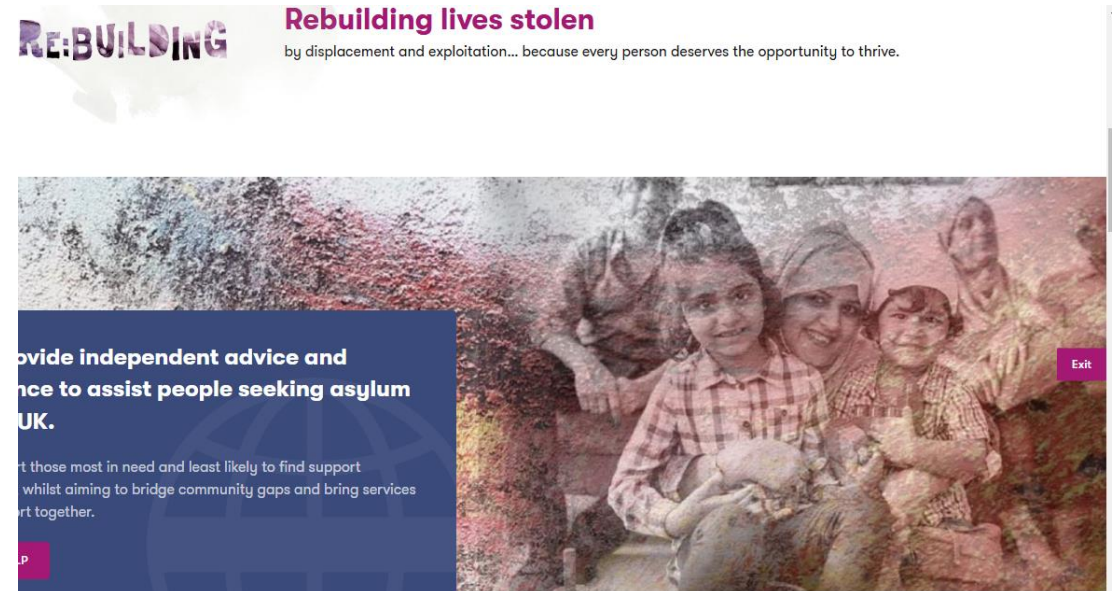
- **Safeguarding and Promoting Welfare:** Schools must follow statutory guidance to safeguard and promote the welfare of children, which includes addressing and preventing racism
- **Anti-Racism Policies:** Schools should have clear policies to prevent and address racism, ensuring a safe and inclusive environment for all students
- **Training and Awareness:** Staff should be trained to recognise and respond to incidents of racism, and schools should promote an understanding of diversity and inclusion among students

# Tackling Racism in schools

- MDT provide training and support to schools to help them:
- Identify Racist incidents
- Procedures to deal with Racist incidents
- Recording of Racist incidents
- Advice and training to embed racial equality awareness for staff.
- Racial incident reports to ensure schools accurately report to Governors and Stakeholders
- Headteachers, SLT, Staff, Governor, and support staff training

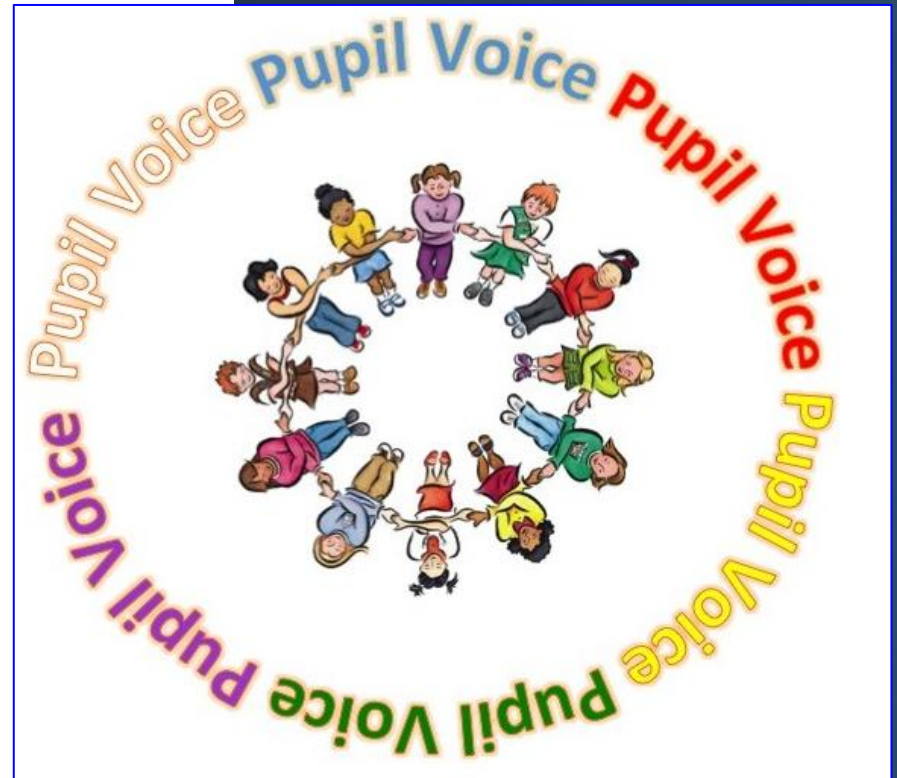
# Racist incidents - impact of support

- Racist incidents are monitored by IRIS
- Many schools identify sanctions for individual or as a whole school action.
- Internal exclusion/ isolation/ other school action
- Impact?
- Interventions by MDT:
- 6-week racism intervention
- HCA Workshops
- Bespoke support whole staff CPD
- Resources –TAARC/ Victim support/ SRTRC/ art therapy/ healing classrooms/ migrant help, Police, etc.



# Student Voice

- Regular sampling
- Diverse group
- Questions given beforehand so they can talk to peers about questions
- Prompts e.g. books/ photos to allow pupil to talk about experiences
- Key questions – MDT examples are shared with staff at SLA schools





# Key questions to ask in school



Are children prepared for life in Modern Britain? How does this happen? How do we know?



How have we ensured our local context and national context are reflected in our curriculum?



How do we make sure schools are exposed to life in Modern Britain which is different to their school and community context?



How do you ensure pupils with a protected characteristics similarity to their peers? What has been the impact of our equality objectives and how do we know?



How have we externally validated the quality of our offer to our pupils?

# English as an Additional Language (EAL)

**New Arrivals**

**Advanced  
Learners**

**EAL  
Coordinator**

**EAL Review**

**Learning  
Walks**

**EAL Strategies  
& Resources**

**EAL Policy  
Review**

**Teaching  
Interventions**

**EAL and  
Reading/  
Writing/ Maths**

**Assessment  
and tracking  
the progress**

**EAL Register**

**EAL & SEND**

# Multicultural Development Team CPD Summer Term 2025

Course Title	Date	Time
Meeting the Needs of Pupils at Early Stages of English as an Additional Language	Thursday, March 27, 2025	1.15pm to 3.30pm
Improving EAL pupils' writing	Wednesday, April 30, 2025	1.15pm to 3.30pm
Meeting the EYFS Profile Requirements for EAL Learners in EYFS	Wednesday, May 07, 2025	1.15pm to 3.30pm
EAL Network Meeting	Thursday, May 15, 2025	3.30pm to 4.30pm
EAL and SEND?	Thursday, May 22, 2025	1.15pm to 4pm
Developing the teaching and learning of the protected characteristics	Tuesday, June 03, 2025	1.15pm to 3.30pm
Narrowing the Gaps for More Advance Learners of English as an Additional Language	Wednesday, June 11, 2025	1.15pm to 3.30pm



# MULTICULTURAL DEVELOPMENT TEAM

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