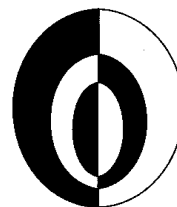


Learning for All



Norwich and Norfolk
Racial Equality Council

June 2002

This information sheet invites you to nominate your school as a phase 2 school in Norfolk's *Learning for All* implementation project. More information is given below. When you have read it, please complete the attached reply form and return to: Gill Seaton, Professional Development Centre, Woodside Road, Norwich NR7 9QL.

What is *Learning for All*?

The Commission for Racial Equality's standard for Race Equality in schools. Put simply, it is a series of checklists which helps the school to make a judgment about how well it is doing in supporting race equality. It is compatible with the Norfolk approach to School Self-Review, and can be used as additional evidence when you and your Chair of Governors are updating your school profile with your RDA.

The aspects covered by *Learning for All* fall under the headings:

- Policy, leadership and management;
- Curriculum, teaching and assessment;
- Admission, attendance, discipline and exclusion;
- Pupils - personal development, attainment and progress;
- Attitudes and environment;
- Parents, governors and community partnership;
- Staffing - recruitment, training & professional development.

A copy of *Learning for All* was sent direct to every school in the country in May 2000. If you do not have a copy, you will need to contact the Commission for Racial Equality. Tel: 0207 828 7022. However, the checklists are available electronically and can be emailed to you if necessary.

What has happened so far?

Norfolk is one of ten LEAs on the national steering group for the implementation of *Learning for All*. As such, we were invited to establish a pilot project, which began in September 2001. We work in partnership with our local Racial Equality Council. Agnes Lasuba, from NNREC, and David Sheppard, from the LEA are joint coordinators of the project. All Norfolk schools were invited to nominate themselves as pilot schools, and we accepted all seventeen that replied. Here is a list of the pilot schools, and the focus of the development work they have been involved in during this academic year:

- **All Saints Primary School, Great Ryburgh:** Raising awareness of the school community;
- **Chapel Break First School:** Curriculum development with particular reference to use of persona dolls;
- **City of Norwich School:** Review and development of anti-racist policy and procedures;
- **Diss Infants School:** Communicating with parents and the local community;
- **Dowson First School:** Developing diversity in the curriculum and professional development of staff;
- **Hethersett High School:** Enhancing cultural diversity in the curriculum, particularly through the use of the World Voices scheme;

- **Kelling Primary School:** Enhancing the cultural diversity strand across curriculum planning;
- **Lyng Primary School:** Developing leadership, policy and management of cultural diversity issues;
- **Manor Field First School, Long Stratton:** Developing policy and procedures;
- **Notre Dame High School:** Reviewing anti-racist policy and procedures with particular reference to pupil involvement;
- **Old Buckenham Primary School:** Enhancing cultural diversity in curriculum planning;
- **Rackheath Primary School:** Reviewing policy and procedures and developing cultural diversity in the curriculum;
- **Sheringham High School:** Development of anti-racist policy and procedures;
- **The Parkside School:** Developing diversity in the curriculum with particular reference to special education;
- **Thurton Primary School:** Monitoring the impact of cultural diversity in the curriculum with particular reference to extending teaching of direct issues, e.g. globalisation;
- **Wensum Middle School:** Curriculum development, policy review and researching achievement of ethnic minority pupils;
- **West Earlham Middle School:** Developing diversity in the curriculum and enhancing it through special events.

What does involvement in the Project entail?

You will need to identify one or more aspects of *Learning for All* (experience in the pilot schools suggests not too many at once!) and incorporate them into your School Improvement and Development Plan.

Then proceed as with any other development and review progress with your governing body and RDA.

Why should I be involved?

Involvement in *Learning for All* will support you in meeting the requirements of the Race Relations (Amendment) Act which came into force on May 31 2002. In particular, it clearly demonstrates your commitment to meet the general duty of the Act. Depending on which part of *Learning for All* you choose to focus on, you will also be meeting some of the specific duties under the Act. Of course, there is no reason why you shouldn't use *Learning for All* criteria without becoming part of the project – the advantage of declaring yourself a phase 2 school is that we will know that you are developing the work and will be able to put you in touch with other schools working in similar areas, and also provide more informed support should you need it. We are hoping that between 100 and 150 schools will be involved in phase 2, with all schools involved the following year.

What support will be available?

The coordinators will visit as many schools as possible, but with this many schools involved we will need to focus our visits where the need is greatest. We will be providing training in clusters or geographical areas.

Telephone support will be available to all schools, and we intend to create email links between the coordinators and other schools involved.

David Sheppard
Race Equality Officer