

Impact of the Learning Village



www.learningvillage.net
info@axcultures.com
+44 (0) 188 355 0035



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What is the Learning Village?

The Learning Village provides EAL blended learning for 6-18 year-old English language learners in schools where English is the language of instruction.

The Learning Village provides many UK and international schools with a flexible programme that can be aligned to any curriculum and individual learning needs. It helps reduce the gap between EAL learners and their peers, as well as providing a consistent framework for supporting new-to-English and intermediate learners across the school.

The Learning Village is designed to help learners understand everyday language, from the basics of classroom and real-world interaction, to curriculum content and phonics. It provides targeted online and offline learning through its two programmes: The Village (for 6-11-year-olds) and The Islands (for 11-18-year-olds).

The Learning Village includes 10,000+ words and phrases across 1,000+ lessons, incorporating speaking, listening, reading and writing. It is based on a wealth of classroom experience and underpinned by research (including 'Teaching English as an Additional Language', 'Teaching Children English as an Additional Language' and 'An English as an Additional Language (EAL) Programme:

Learning through images for 7-14 year olds' by company director Caroline Scott), with a consistent methodology that lays firm foundations of learning. The Learning Village is an image-based programme, making it suitable for learners of any language - and ideal for pre-literate learners and those with an SEN need.

The Learning Village is fun! It's a huge, interactive world, where learners visit places, make virtual friends and learn English.



Learn more about the Learning Village:
www.learningvillage.net

Contact us: info@axcultures.com

Tel: +44 (0) 118 335 0035

to book your free Learning Village introduction



Stanley Road Primary

Three-month pilot

Stanley Road Primary undertook a three-month pilot of the Learning Village in the busy summer term of 2017. The pilot was carried out with seven learners.

Class teacher Liz Jones was the nominated Head of Village and also administered all the teaching and monitoring. Liz attended a one-day Learning Village EAL Teaching Resource Implementation Course that she felt was very helpful.

Children were very keen to use the programme and often asked to use it outside curriculum times, for example, at lunchtime. Other children were quite jealous of it! Liz was overwhelmed by the enjoyment the learners experienced with the Learning Village and felt their confidence and enthusiasm was clear. This engagement is not a

formally assessed part of the curriculum, but the Learning Village undoubtedly had a positive impact on their engagement, confidence and inclusion.

Liz tracked the learners' progress using their National Curriculum standard school assessments. The results obtained from the Learning Village assessments allowed her to see where the learners needed additional support. Liz found the assessment tool very useful and plans to explore it further. It was ideal for seeing, at a glance, who was accessing the activities and how they were progressing.

Results

The school identified that learners who made the most outstanding progress from their initial assessment points were those learners who used the Learning Village the most.

This correlated to the progress tracker in the Learning Village, which showed that those learners who made the greatest progress also made the most progress in their school reading and writing assessments.

The results were very positive. Liz felt, without a doubt, that the programme made it much easier to support learners who arrived with a low level of English and who needed instant support. She mentioned that many of the teachers commented



how useful it would have been earlier in the year, when some of the children arrived with low-level English.

Liz felt that both teachers and learners appreciated the opportunity for the children to access the Learning Village independently and work through it in a systematic way.

The Learning Village definitely provided Stanley Road Primary with a useful support tool.



Lea Forest Primary Academy

Learner progress in Reading

"At Lea Forest Academy, we use the Learning Village to support our EAL children learning English through small, focused group interventions and customising and personalising the Village's content.

This resource has helped our learners excel and close the gap between their peers in speaking, listening, reading and writing, which in turn has supported their maths, science and topic work.

The following tables show the New Salford Reading Comprehension Test scores of four new learners at Lea Forest Academy over the course of five months."

- Sarah Jones, EAL Coordinator,
Lea Forest Primary Academy

Learner	Before October 2018	After February 2019	Progress in five months
Year 3 - New-to-English (A) Native language: Romanian Background: First time at school	< 5:0	5:10	10 months Early acquisition (B)
Year 4 - Early acquisition (B) Native language: German Background: Attended school in Germany	5:4	6:8	1 year 4 months Developing confidence (C)
Year 5 (SEN) - Early acquisition (B) Native language: Romanian Background: Attended school in Romania and in Birmingham before starting at Lea Forest	5:9	7:10	2 years 1 month Developing confidence (C)
Year 6 - Developing confidence (C) Native language: Czech Background: Has lived in the UK for a year and attended school before starting at Lea Forest Academy	6:10	9:4	2 years 6 months Competent (D)

Reference: Bell Assessment Framework & New Salford Reading Comprehension Assessment



Tudor Primary

Context

Tudor Primary is a school in Southall in West London. There are approximately 400 pupils on roll, with EAL pupils making up 93% of the school. The Ealing average is 64.7% and the national average is 20.1% (Ealing Primary School Data, Spring 2017). The school also has a high level of casual admissions (9.7% annually, compared with a 7.7% Ealing average).

The school welcomes around 55 learners who are new international arrivals and new to English every year, with these pupils enrolling throughout the academic year. Teacher assessments of proficiency in English indicated that only 29.5% of these arrivals were fluent in English in 2017, compared with the Ealing average of 50% in that year.

Issues

In January 2016, on the recommendation of a consultant, the school leadership team decided to use the Learning Village as a blended learning programme to support new EAL learners.

The Learning Village helps new EAL learners with:

- building basic vocabulary
- additional support with early phonics skills (most children have limited or no awareness or exposure to phonics)
- awareness of grammatical patterns
- improving sentence structure
- confidence in using English in everyday interactions

In addition, it provides teachers with:

- a consistent approach to supporting pupils in the early stages of learning English
- access to lessons in the basics of English and in decoding, along with subject-specific vocabulary at the appropriate level
- curriculum-specific vocabulary for new arrivals and for more advanced learners in UK key stage 2



Tudor Primary School

Tudor Primary OFSTED report, March 2018:

"Early, short-term interventions for pupils new to learning English draw upon rich resources and strategies which immerse pupils in the language from the time they join the school."

"Pupils who speak English as an additional language are supported very well. Pupils who are new to the school are assessed quickly and additional support is put in place. This enables pupils to have access to all areas of the curriculum alongside their classmates."

Tudor Primary tried various approaches to using the Learning Village:

1. Enrolling all pupils who were below the old NC Level 2 (proficiency level B, plus some selected Cs) on the Learning Village on netbooks. This meant that there were approximately six to eight learners in each class working on the netbooks. They needed to be supervised by teaching assistants to use the Learning Village independently in this way.
2. Using the Learning Village in carousel time (20 minutes a day) for four days a week.

Summary of the programme

The Learning Village intensive programme put in place by Tudor Primary has achieved real and measurable success, transforming the English language skills of a significant number of new EAL learners. It has built receptive vocabulary and language structures and has provided consistency for new arrivals across all year groups.

Ragini, the HLTA at Tudor Primary, has enjoyed delivering the small group support. She feels that the flashcard games (for example, Bingo, colour card games and snap) have the most impact on learning. She has found that pronunciation is one of the greatest challenges and requires lots of repetition. Outside of the literacy sessions, she sees the children correct one another in the playground. They gain confidence in the small-group setting, where collaboration raises their self-esteem.

Staff at Tudor Primary are extremely pleased with the Learning Village and have found that it makes a demonstrable difference to learners' outcomes. It offers a great way to provide consistency for new arrivals across the year groups. The SLT at Tudor Primary and the EAL consultant are supportive of the programme and delighted with its success.

Tudor Primary - learner studies

Learner N

Age: 9 (Year 4)

Started: 8th February 2017

Mother tongue: Punjabi

Learner N came from India, where she had been at school for two years in a public school. Her Punjabi seemed developed, but she was not literate in the language.

Extract from her early teacher assessment:

"N has very limited English and therefore struggles to engage with lessons. She is buddied with another child who speaks Punjabi. Her concentration is poor (maybe due to her all-English environment). She struggles with pronunciation."



Proficiency:

February 2018 (arrival):

Working towards A - New-to-English

July 2018:

B - Early acquisition

Provision:

N attended the intensive Learning Village programme for new arrivals.

Progress:

N continued with the group work in lessons lasting one hour, four times a week for six weeks. A review then took place. She continued with the programme for a further six weeks, attending three

sessions per week. Altogether, she participated in the programme for a total of 18 weeks.

Teacher comments after six weeks of support:

"N can now say full sentences to me in English, whereas at the start of the term it was maybe two or three words."

"N has improved in writing simple sentences as well as her language. She is able to verbally put together simple sentences. She is more confident when speaking in English to her peers and able to follow simple instructions in English."

After 18 weeks' intensive language learning, N no longer needed the same level of support. Instead, she attended her normal lessons and began working more independently on the Learning Village. She finished her programme in May 2018.



Learner H

Age: 10 (Year 5)

Started: 27th April 2017

Mother tongue: Punjabi

Learner H came from India, where he had been at school. He was fluent in Punjabi, including in reading and writing. He was very frustrated on arrival because he couldn't understand English and felt very upset that he couldn't access his class work. He relied on occasional support from the bilingual teaching assistant, which made him feel more confident. H struggled to catch up with his peers, so he joined the intensive new arrivals programme in January 2018.

Proficiency:

May 2017 (arrival):

Working towards A - New-to-English

July 2018:

B - Early acquisition

Provision:

H attended the intensive Learning Village programme for new arrivals.

Progress:

H continued with group work in lessons lasting one hour, four times a week, for six weeks. A review

then took place and he continued for a further six weeks of lessons. In total, H participated in the programme for a total of 12 weeks.

Teacher comments after six weeks of support:

"H's sentences have improved and he is slowly improving in his grammar and more confident in speaking English, whereas at the start of term he was speaking more in his home language (Punjabi) and, out of frustration, was walking out of class as he did not understand the work in class."

"He is now able to speak confidently with adults and other children in English and has now been getting involved in after-school clubs, making friends and is generally happy. His writing and grammar have improved."

<i>Start date</i>	<i>Reading age</i>	<i>Comprehension age</i>	<i>High-frequency words spelling</i>	<i>Phonics</i>
January 2018	7 years, 1 month	6 years, 11 months	135/158	19/40
March 2018	7 years, 6 months	7 years, 4 months	146/158	25/40
April/May 2018	7 years, 11 months	7 years, 11 months	157/158	32/40
June/July 2018	8 years, 2 months	8 years, 1 month	158/158	38/40



Alec Reed Academy

Independent study

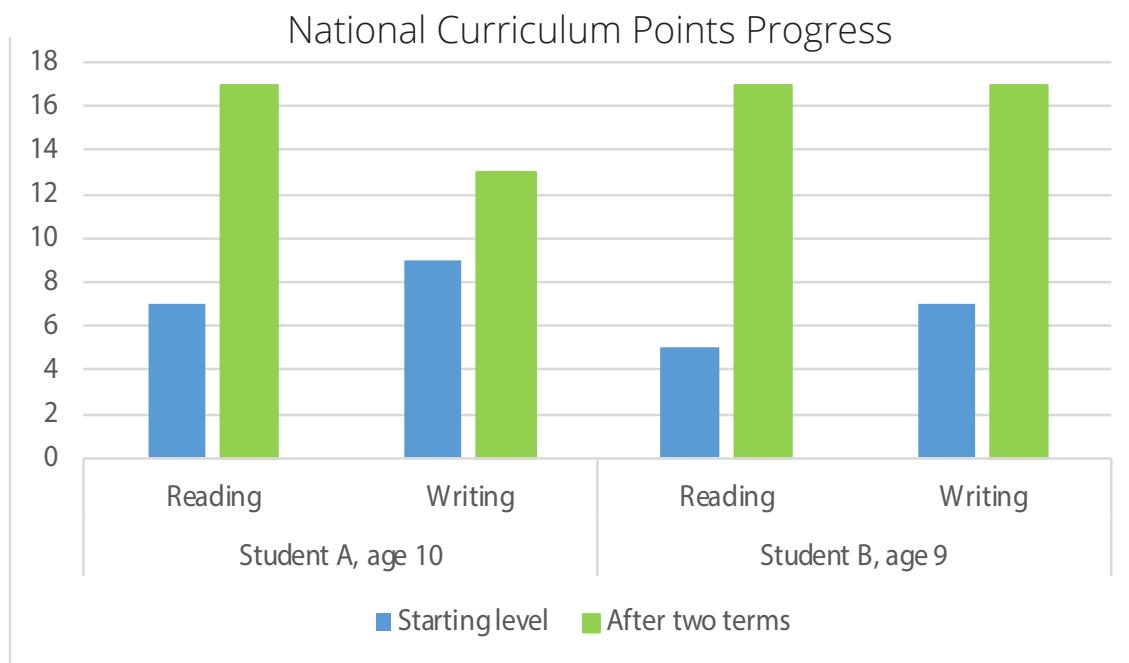
An independent study hosted by Alec Reed Academy in London, as part of Danielle Jones' degree at the University of Worcester, focused on determining whether the Learning Village was an appropriate intervention to support the learning and progression of English proficiency in students with English as an Additional Language. Danielle concentrated on 20 students who were working independently.



Extracts from the dissertation

"The Learning Village's major strength is the assessment tool. During the observation, this element was continuously witnessed... each student at some point was undergoing some form of assessment."

"In the table... you can see the learners' points before and after the Learning Village intervention. It shows that both learners have improved their reading and writing significantly... with student B having made greater progress than student A."



Wood End Academy - Learner study 1

Background

Age: 7 (Year 3)

Mother tongue: Tamil

This learner spent six months in the infant school before coming to the junior school. She passed her phonics screening at UK key stage 1 and progressed very quickly. In the junior school, comprehension and writing issues were evident challenges.

Extract from her early assessment:

"Speaking & Listening: A very quiet girl who is able to communicate her message well. Seems to comprehend discussions and speak confidently about topics."

"Vocabulary: Although able to tell stories well and talk about day-to-day life, she struggles with vocabulary like jumper, belt, ring and socks. She knows many words in Tamil but not in English, e.g. garden objects."

"Language structures: She is binding the vocabulary she knows with language structures, but not competently."

Action plan

- Intermediate English support for short sessions every afternoon using Across Cultures methodology and resources to teach the basic language structures ('Teaching English as an Additional Language 5-11: A Whole School Resource', by Caroline Scott).
- Guided reading - daily, at the right level of comprehension.
- At least 20 minutes' daily independent work on building vocabulary and language structures, using the Learning Village resources.

Results

This learner made progress in her reading comprehension age of approximately 3 years and 1 month, in only 4 months, using the Learning Village.

6 years and 3 months

Results before: 12 months below expectations

9 years and 4 months

Results after: 1 year and 9 months above expectations



Wood End Academy - Learner study 2

Background

Age: 9 (Year 5)

Mother tongue: German and Arabic

This learner had very limited English. He spoke German and Arabic and had been attending school in Germany for three years. The learner was fluent in German and Arabic, but had a low level of literacy in Arabic. He spoke German to his sibling and Arabic to his parents.

Extract from his early assessment:

"Speaking & Listening: A very quiet boy who is an excellent listener. He is not confident in speaking simple sentences."

"Vocabulary: He has limited day-to-day vocabulary for topics like daily routine and family. He has some knowledge of school subjects, some basic verbs and a few high-frequency words."

"Language structures: He can build simple sentences using a limited vocabulary. He can bind sentences using subject, verb and object (often with confused use of prepositions and tense)."

Action plan

- Intermediate English support for short sessions every afternoon using Across Cultures methodology and resources to teach the basic language structures ('Teaching English as an Additional Language 5-11: A Whole School Resource', by Caroline Scott).
- Guided reading - daily, at the right level of comprehension.
- At least 20 minutes' daily independent work on building vocabulary and language structures, using the Learning Village resources.

Results

This learner has made progress in his reading comprehension age of approximately 2 years and 8 months, in only 4 months, using the Learning Village. He has also made progress of 1 year and 3 months in his reading decoding.

7 years and 11 months

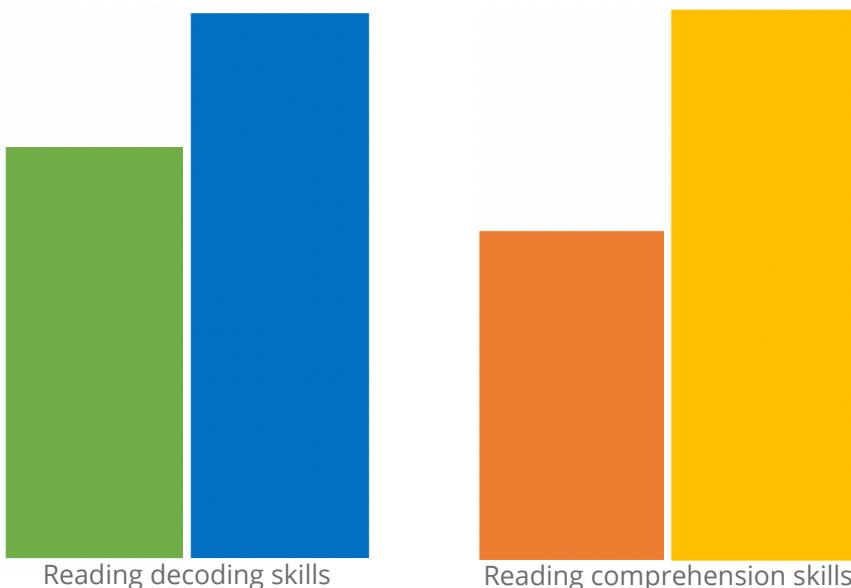
Results before: 11 months below expectations

10 years and 7 months

Results after: 1 year and 4 months above expectations

Parsonage Farm Primary - Learner studies

9-year-old learner results

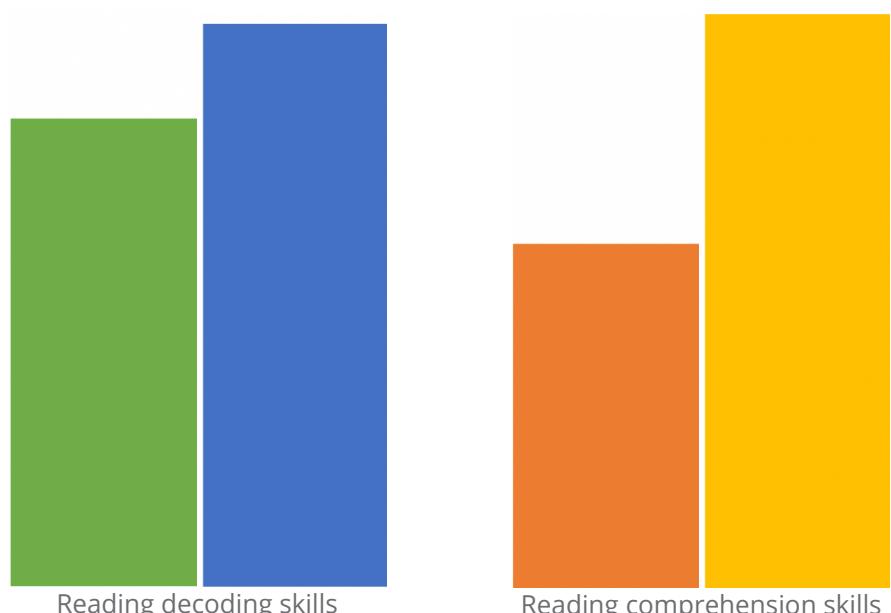


Parsonage Farm Primary undertook a five-month pilot to track progress using the Learning Village.

Results were tracked using the New Salford Reading Test (2016).

These graphs show a comparison of reading decoding and reading comprehension skills before and after five months of using the Learning Village.

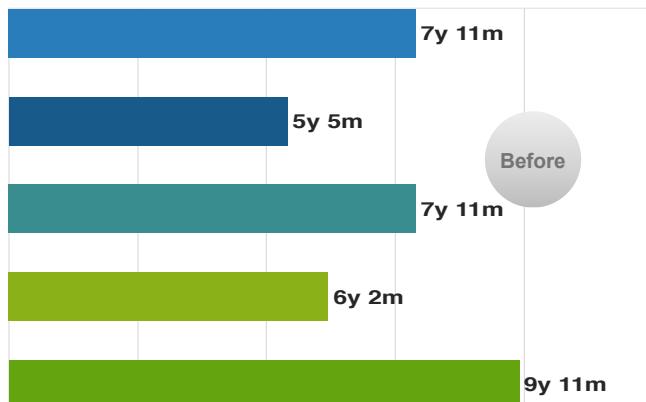
10-year-old learner results



Evergreen Primary

Three-month pilot

Evergreen Primary in Bristol undertook a three-month pilot of the Learning Village, where learners used the programme for 2-3 sessions per week. The following results have been sourced from the school and assessed using the New Salford Reading Test (2016).



Reading age before (left) and after (right)

● Learner A (Y6)
 ● Learner B (Y5, SEN)
 ● Learner C (Y5)
 ● Learner D (Y4)
 ● Learner E (Y4)



Reading comprehension age before (left) and after (right)

St Johns Church of England

Four-month pilot of two learners

St Johns worked with 'Teaching English as an Additional Language: A Whole School Resource', by Caroline Scott, and the Learning Village programme, using the two together. The Learning Village was trialled over four months, starting at school and continuing in the learners' home environments. Two learners took part. A Teaching Assistant delivered 30 minutes' intervention at school, four times a week.



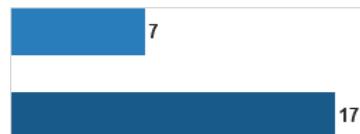
Learner 1: C, aged 10

National Curriculum Level before:

National Curriculum Level after:

Progress made:

Reading



Writing



Learner 2: A, aged 9

National Curriculum Level before:

National Curriculum Level after:

Progress made:

Reading



Writing



Many schools still use the National Curriculum measurement of progress. Learners are expected to make four points' progress if they are between 7 and 11 years old. Both learners made what the UK terms 'outstanding progress' using the Learning Village.

The school reported that "Both children have made outstanding progress over the last 2 terms". (Angela Vaysey, SEN Coordinator, St John's C of E)



Yew Chung International School

42-day pilot

Yew Chung International School, Hong Kong, piloted the Learning Village for a 42-day period. As well as using the internal Learning Village assessments, they used 'Oral Language Assessment K-5' (Mondo Publishing, 2008), as an external assessment to measure the progress of learners. The EAL team felt it helpful to have a 'benchmark' for oral fluency and accuracy with listening skills.

Learner S

Diane Cook, Year 6 EAL teacher:

"S is a very conscientious student who likes to get things right. She enjoyed the success she experienced. In the post test, S more consistently included word endings (plurals, present and past tense verbs) and used contractions correctly. It was great to hear S more consciously correct her errors."

Age: 10 years

Points before: 5

Points after: 10

Progress: 5

Action plan: 1 lesson of 40 minutes per week, low level of teacher assistance (initial set-up)

Learner B

Age: 5 years

Points before: 5

Points after: 12

Progress: 7

Action plan: 4 lessons of 40 minutes per week, high level of teacher assistance (especially with reading)

Mark Yerrington, Year 1 EAL teacher:

"B was motivated by making new friends... [this helped] shape the grammar he was missing. I saw how his sentence structure improved. His phonics ability strengthened and his vocabulary built up a bit. Every time he say me, he'd ask if we were playing the computer game. I heard him numerous times in and outside the lesson time comment on how many friends he'd made!"



耀中國際學校
YEW CHUNG INTERNATIONAL SCHOOL

Learner M

Mark Yerrington, Year 1 EAL teacher:

"M enjoyed speaking to the new friends he made, and picked up on some of the structures of English sentences he was using. It has helped his reading and listening as well as his general vocabulary."

Age: 5 years

Points before: 3

Points after: 8

Progress: 5

Action plan: 2 lessons of 40 minutes per week, medium level of teacher assistance (reading only)

Teacher comment

"I really liked the sentence activities, it really stretched my students and I saw a marked improvement. Overall, I love the concept of the Learning Village - making friends highly motivated my students and they loved exploring The Village. The graphics are wonderful."

Vicky Wilson, Year 2 EAL teacher and EAL Team Leader





International School of Milan

2-month testing

The International School of Milan (ISM) took part in BETA testing for a two-month period. They piloted the Learning Village with three students and used the in-built Learning Village assessment and the Bonnie Campbell Hill EAL Listening and Speaking Continuum as an external assessment. All Learning Village sessions were completed under controlled conditions during EAL lesson times up to three times a week.



Teacher comments

"I have found the 'New-to-English' Learning Journey document really useful and use it with the class teachers."

"I can really see the benefit of using the resources together and they provide a really well-structured and comprehensive EAL programme for beginners."

"I am really enjoying using the Learning Village and, as interactive learning is becoming an important part of a child's education, I think it is a very effective and valuable educational tool."

"I see the children relaxed and happy when they are on the Learning Village. I can see that they are proud of their progress and feel a sense of achievement which they can share with others. I think that there are a lot of good EAL 'games' available, but this is a comprehensive programme that can be integrated into any curriculum."

Laura Haines, EAL Coordinator

Learner M, aged 10

Initial result: Early Acquisition Phase

Result two months later: Moved quickly into the next phase ('Becoming Familiar') and is demonstrating some indicators in the phase 'Becoming Confident', particularly in oral expression

Progress: 1-2 steps on the continuum

"She loves the fact she can work independently on the Learning Village and she likes the possibility of making choices of which area to go to. She doesn't always like to be withdrawn from the class for EAL lessons, but is more than happy if she can go on the Learning Village! She is very vocal and, while working on the activities, will often make connections with her mother tongue and things that she has been studying with her tutor. I see her a lot more focused and concentrated on her English when she is using the Learning Village. I think that the Learning Village is helping to reinforce a lot of language structures she has acquired relatively quickly. M has already asked if she can use the Learning Village at home."

Learner C, aged 12

Initial result: Early Acquisition Phase

Result two months later:
Becoming Familiar

Progress: 1 step on the continuum

"C has a slight learning difficulty, which means that she has challenges with her written language, both in her mother tongue and in English. The Learning Village has proved to be an excellent resource for her. Visually, it is clear for her to use and she can take the time she needs. C is worried about making mistakes in English in a group situation and I have really seen that the Learning Village is helping her with her confidence in English. C really enjoys using the Learning Village, but seeks reassurance that she is doing things right. She still needs guidance on using the resource and I don't feel that she is really ready yet to use it completely independently."

Learner Z, aged 9

Initial result: Early Acquisition Phase

Result two months later:
Becoming Familiar

Progress: 1 step on the continuum

"Z is also an extremely motivated student who is keen to learn English. He takes working on the Learning Village very seriously and is quite hard on himself when he gets things wrong. I often see him referring back to the "Learn" section when he is unsure about something, which my other students tend not to do without being prompted. He enjoys reading everything out loud as he is working on the activities, which is a really good way for me to help him with his pronunciation. He is a child who tends to rush everything he does, so the revision sections of the Learning Village are beneficial for him. Z has been able to spend a bit more time on the Learning Village compared to the other students and I feel he is at a good point to be able to work more independently. He doesn't get a lot of opportunity to reinforce his English outside of school, so he would really benefit from being able to access the Learning Village from home."



Heidelberg International School

2-month testing

Heidelberg International School in Germany took part in BETA testing for a two-month period. They piloted the Learning Village with two students. They used the NALDIC EAL Formative Assessment Descriptors to assess their students.



Learner K, aged 7

Initial Result: New-to-English with some Beginning to comprehend and use routine language

Result after two months: Beginning to comprehend and use routine language with some Developing range of social and classroom language

Progress: 1 level

Teacher comment:

"K enjoyed using the site. He was keen to explore its features. I could see improvements in the areas tackled."

Learner C, aged 12

Initial Result: New-to-English

Result after two months: Beginning to comprehend and use routine language with some Developing range of social and classroom language

Progress: 1 level

Teacher comment:

"T enjoyed the site and the way the materials are presented."

Additional teacher comment

"The assessment tools are very sophisticated. I enjoyed drilling down into the results to see just where the problems might be." Nick Parkes, EAL Support Teacher

Testimonials

Academie Ste Cecile International School, Canada

Academie Ste Cecile International School has been testing the Learning Village on two 16-18 year-olds.

"I like the availability to the students outside the classroom. I feel it's much better than a workbook, because it gives immediate feedback. As I was using the Learning Village to fill the gaps outside of class, this gave me an easy way to keep track of their progress and skills learned."

Amy Tilson, OCT

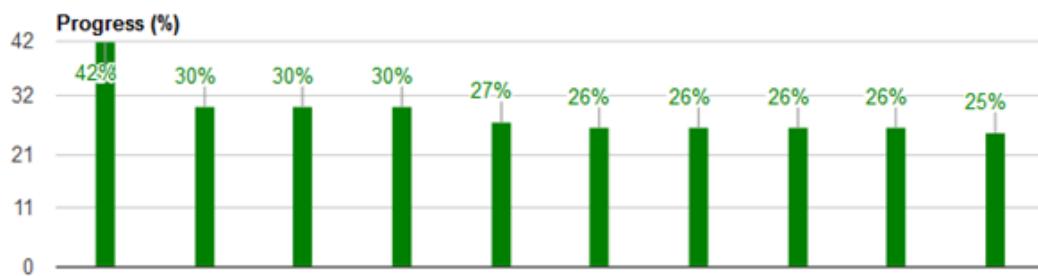
Grace International School, Bangladesh

"It is a delight to see a resource that has grown out of good practice in schools."

Keith Shurlock, Principal

Wood End Academy, UK

"In Wood End Academy, one child has been using the Learning Village more intensively alongside our EAL intervention ('Teaching English as an Additional Language 5-11'). She has just achieved the highest result in her Year 5 class on a grammar test, even though she was new-to-English 10 months previously (her peers are all native English speakers!). At Wood End Academy we have also been looking closely at the assessment results that the Learning Village provides on each learner. All 10 learners we studied during BETA testing were new-to-English. Here are the progress results of the time spent learning over a 30-day period (each bar represents a different learner). This is calculated as the difference between the result of assessment the first time and the result of their future best assessment."





Oasis Watermead Academy, UK

"The Learning Village has proved to be a good intervention programme for our EAL children and SEN. The children are very enthusiastic about using it, and are becoming more independent. We use it as an intervention throughout assembly in the morning and in some afternoons, when some of the learning is irrelevant to them and they would benefit from that more. It is clear that the children are making progress."

New Plymouth Boys High, New Zealand

"He really felt pleased being able to use the Learning Village for self-study, without feeling conscious in front of the others in the class."

Shirley Rowe, Head of Department, writing about an 18-year-old student arriving with limited oral skills and no reading or writing abilities

Bedford Borough Council schools

"I heard yesterday from one of the Bedford schools using the Learning Village. One of their staff was at an OFSTED reading/phonics session we were running. They were saying how keen their children were to use the resource, how it really helped as it was very visual, and the very positive progress pupils are making as a result of using the Learning Village."

Pam Heath, Improvement Adviser, School Improvement Team, Bedford Borough Council

"I am very happy to hear about the grant and opportunity which Bedford Borough Council gives to our students and my EAL office."

Dorota Raeside, EAL Teaching Assistant, Bedford Academy

"We are very keen to have access to the Learning Village again. I previously used it with a number of pupils, especially those newly arrived to the UK, and they found it engaging and motivating. I saw them make excellent progress, as it allowed them to access structured learning pathways both at home and in school."

Kirsty Williams, EAL Coordinator, Castle Newnham School

Holly Lodge High School

"The Learning Village has provided our school with a very practical, individualised learning tool for EAL students, with a clear curriculum, structure and pedagogy. This allows both more and less experienced staff to effectively support students' language development. There is a wealth of materials and resources available, as well as plenty of support and training to help optimise our use of the tool."

Alistair Harding, EAL Coordinator

"I have been using the new Plant and Animal Cells lesson with my Science Intervention groups - and it's great. It's challenging, but since we have already done the basic differences between the cells, the lesson consolidates the students' knowledge and works as an extension. Thank you!"

Kasia Talbot, EAL Coach

Better Bilingual

"I'm loving the Learning Village - it is a fantastic resource and I keep finding new things too! My learners are so motivated by it and like the messaging facility."

Catherine Brennan, Education Consultant

Hylands Primary School

"The Learning Village is great. The children absolutely love it and I have to say I've been enjoying and learning as I go along. We had a Teaching and Learning Review at our school the other day and I used the Learning Village to demonstrate how we support our EAL pupils. [The consultants] seemed very impressed and actually spoke to the Local Authority Advisor about how well the Learning Village was used at our school."

Sam Thorne, EAL Coordinator



What do the learners say?

Brunswick Primary

"I like Learning Village because it's so much fun and it helps me to learn my spellings."

"Learning Village is so good because it helps you with your work."

"I like the section where the cards are turned and you have to click on the ear and then you record your own voice and then you hear the sound which tells you to do something."

"I like Learning Village because it's as if you're playing games and when it's time to stop you don't want to stop playing because it's amazing fun."

"Learning Village reminds you about things when you are writing so you can use the right words that you've learnt already."

"When the music plays and you listen nicely you can do your work without anybody disturbing you."

"I like Learning Village because I can learn how to say new words and how to write them."

Wood End Academy

"The Learning Village helps me with lessons, homework, and if I'm writing something from home, with reading. When reading, I can understand the words."

"The Learning Village helps me with Science, Maths, Literacy and Topic homework."

"The Learning Village helps me learn English and it was very fun. I made so many new friends in there."

"When I was in the Learning Village, I learned new words I understand, by saying them and writing in my book. It was helping me when I went in class to speak with my friends."

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