



Heritage Honours Award – case study examples

This document supports the Hampshire EMTAS ‘Heritage Honours’ Award that recognises the linguistic, cultural and religious contributions that children and young people make to their schools, families and communities.

EMTAS Heritage Honours Moodle course:

<https://emtas.hias.hants.gov.uk/course/view.php?id=79>

Phase	Example	Additional comments
KS1	After a persona doll session, U , a Polish speaker, followed up by bringing in photos of Easter and talking to her class about how their family celebrate it at home.	Could involve a parent as well.
KS1	Following recommendations suggested by an EMTAS Bilingual Assistant, J , a Year 2 child, produced some writing in Romanian about their favourite toy. It is now mounted on our classroom wall.	
KS2	R has regularly attended their local community language class (CLC) in their own time. They have passed their end of year assessments to a high standard.	Verified by a staff member at the CLC.
Primary	Using their first language proficiency during book week M : <ul style="list-style-type: none"> • read a traditional story in their own language to the whole class OR • did a retelling with props of a traditional story OR produced an e-book eg in Book Creator.	This could also involve parents.
Secondary	Q produced an information poster/infographic dispelling some myths about Africa (or perhaps a specific country). This has taken pride of place in the main office/specific corridor/classroom.	Better if it was their idea and they produced it relatively independently.



Secondary	<p>L completed the EMTAS 'Accessing the Curriculum through first language (L1): student training programme' and has continued to use the strategies in day-to-day lessons. L delivered a thoughtful presentation in the final session.</p>	Evidence provided by the school-based programme coordinator.
Secondary	<p>Working as an individual or part of a team, G taught a series of language taster sessions to peers/younger children/teachers.</p>	Could be across different schools as well.
Secondary	<p>W is a representative on the school's Equality and Rights Advocates (EARA) group, advising on issues related to language/culture for children and families from BME backgrounds or their specific cultural background.</p>	
Secondary	<p>P has been working closely with the EAL Co-Ordinator for a more inclusive school</p> <ul style="list-style-type: none"> • More involvement of parents in the school life/L1 support and presentations/sharing experience • Collecting and signposting community links • Promotion of language and other after school clubs which promote inclusion, networks, friendships development. 	
KS2-KS5	<p>B has returned from an extended holiday/visit to their/their family's country of origin. During their stay they kept a diary and took photographs of their trip. On their return they shared their visit through eg:</p> <ul style="list-style-type: none"> • a presentation to their class or an assembly for their year group • a piece of writing eg a story or poem • a digital creation eg podcast or video 	Physical or digital resource published or available to view.
KS2-KS4	<p>O has worked closely with their class/subject teacher to celebrate the history and culture of their country with relevant presentations (could be in both L1 and English) linked to the current topic/curriculum</p>	



KS4	F worked very hard to prepare for their heritage language GCSE and achieved an A*.	Might be a lower grade and dependent on the effort made over time.
KS2-KS5	Z wrote a blog for the EMTAS Moodle about eg: <ul style="list-style-type: none"> • their experiences of being a Young Interpreter • studying for their heritage language GCSE • fasting for Ramadan • attending an after-school community language class 	OK to have the Blog writing supported by a school staff member and edited by EMTAS.
KS2-KS5	Using digital tools (Storybird, Book Creator or similar online writing tool), V produced a series of writings in first language to a high standard.	Would need to be verified by an adult speaker/user of that language.
KS2-KS5	D has been instrumental in helping to produce multi-language materials around the school eg: <ul style="list-style-type: none"> • signage around the school • translated menus for kitchen area • support texts for our 'One World' interactive talking display • dual-language working wall display for our current science topic 	This could also involve parents.
All phases	C has made exceptional progress in their acquisition of English as an additional language this term/year.	As evidenced by progress on a suitable EAL assessment framework eg Bell Foundation.
All phases	During international week G held a masterclass in eg: <ul style="list-style-type: none"> • Chinese calligraphy • Making Sushi • Playing a steel pan • Kathakali 	This could involve a number of pupils and their parents.
All phases	X has been an integral member of the Young Interpreter (YI) team for several years. They have helped substantially with the training and shadowing of new Young Interpreters. They led on a presentation delivered to governors and produced a leaflet about their role for staff.	Will need more than just being a trained Young Interpreter.



KS2-KS5	E took part in a successful presentation at an EMTAS conference (physically or virtually)	Could involve several pupils.
All phases	During lockdown N did a magnificent job in keeping up with home learning despite being very new to English.	Evidence from online platform contributions eg Tapestry, Seesaw etc.
All phases	S is a GRT child who lives in a trailer with her family. She has many brothers and sisters so nowhere peaceful to study or to do homework. S often attends homework club and never forgets to hand in homework.	This may also apply to children who live in houses.
All phases	Q is a Showman pupil who is often travelling with his family to different fairs and shows. Q consistently logs into school sites to do his work and he regularly posts work back to school to be marked. Q keeps a diary and shares it with his classmates on his return.	Schools should provide distance learning packs for GRT children who are travelling for work purposes.
All phases	During home learning T , a GRT child, has been looking after her horse and has helped the vet on his visits. Her Mum has taken photographs that she shared with T's teacher. T and the teacher made a digital book and T has shared her cultural experiences with her peers.	
All phases	Y is a very keen boxer and has just been awarded a junior championship and the chance to compete at national and international level boxing competitions.	Many GRT children are involved in sports outside school. Ask them about their experiences.