

Appendix 1

Equality Impact Assessment

The aim of this equality impact assessment (EIA) is to consider the equality implications of the proposed ICCG pilot scheme and later qualification on different groups and consider if there are ways proactively to advance equality.

1. Brief proposal details.

This proposal is to gain CA funding and endorsement for a pilot of a new Classical Greek qualification (ICCG). The pilot would run in the academic year 2021-2022 with a view to begin running the qualification formally the following year.

The ICCG is aimed at the many schools (and other learners) who are unable to get to GCSE standard due to constraints of time and/or teacher expertise.

Resources such as specimen papers, suggested schemes of work, practice translations and materials would all be available for free on-line.

Once the new qualification is set up, phase 2 would be to work with CfA to get more schools teaching Classical Greek - with an aim to taking this qualification.

2. Brief overview of aims and objectives.

This qualification and pilot seek to remove barriers to study and gain a qualification in Classical Greek

To enable more learners to gain a qualification in Classical Greek.

To encourage more learners to study Classical Greek with the target of an attainable formal qualification.

To encourage and enable more learners of Classical Greek from a greater variety of demographic backgrounds.

We are able to say that this will help more diverse learners study Greek as many schools (and probably other learners) will not offer the subject if there is not a formal qualification at the end.

This EIA has been produced by the working party. Although this proposal is primarily for the pilot scheme, everything on this EIA also relates to the later regulated certificate. We have very strong aims for inclusivity in relation to the design of the course, materials, website etc. We hope the ICCG will appeal to as diverse an audience as possible and we will be proactively seeking feedback on all areas of the ICCG, including inclusivity, from the wide range of teachers and learners involved in the pilot. However, feedback will not just be sought from the 20 pilot schools, but we will ask for more informal feedback on the course, materials, website etc from all the schools on our mailing list. Feedback will continue to be sought after the pilot.

3. Evidence Gathering, Consultation and Engagement

Consultation is very important and key to demonstrating the pilot and qualification meets equality duties, but it also needs to be proportionate and relevant. Considering the degree and range of consultation will safe-guard against 'groupthink' by involving a diverse range of consultees.

Evidence used so far

National statistics for Greek GCSE, statistics from CfA, anecdotal evidence from a

wide variety of teachers, the survey conducted in November 2020 and responses to emails sent in January 2021

Further consultation/evidence finding to include:

- The pilot - **see the proposal and appendix 2 for more details**. This will involve ten state and ten independent schools which will provide more evidence and engagement from as wide a variety of schools as possible. It should be noted that far more independent schools wanted to be part of the pilot (48 compared to 21 state) but we think that a 50/50 split is the right way to conduct the pilot. The majority of state schools are non-selective and have higher Pupil Premium % than the national average. All schools are from a wide geographical spectrum.
- A second focus group made up of different schools from the pilot to get feedback on resources and their needs in a less formal manner. This group will be made up of predominantly state schools. We will work closely with CfA with this.
- Email contact with all interested parties to include:

Follow up questions

Projected numbers

What resources schools need most

Examination questions

Invitations to use the resources which are freely available on the website

Updates about the pilot and plans for the future qualification

Informal feedback on resources etc will be sought.

- We are aware that many state schools (as well as some independent schools) are hugely under-resourced and that some teachers taking part will not necessarily have prior experience of teaching Greek. We hope to be able to give help to these schools along with CfA as needed, until we can get to phase 2.
- All contacts will be asked at regular intervals:
'Do you see any way in which any group could be disadvantaged by this proposal?'

4. Impact on different groups

Several groups usually considered in an EIA are highly unlikely to be impacted by this proposal. These are: sexual orientation, marriage/civil partnerships, gender reassignment, pregnancy/maternity, religion/belief.

The groups to be considered with potential impact and actions to take place to mitigate impact and advance EDI are:

Age - Although the qualification will predominantly be for school pupils, we would hope that another Greek qualification would be useful for universities teaching Greek *ab initio* and for adult learners. We could look to put independent learners in contact with nearby schools/universities, where an invigilated session will happen if needed. Within both state and independent schools there is a great variety of how this qualification would be used. Most would use instead of the GCSE - where they want to teach Greek at KS4 but cannot get to the GCSE on the time they have. A minority would give to younger pupils (often Year 9) to encourage them to continue with Greek. Several schools said they would use it as an extra enrichment course

for Year 12s - to encourage them to apply for Classics at university. We do not see any age-related adverse impact.

Special Needs and Disability - The pilot qualification, subject criteria and later regulated qualification will be regularly reviewed in order to identify any feature which could disadvantage learners who share a protected characteristic as defined by the Equality Act 2010. All reasonable steps will be taken to minimise any such disadvantage. As with other examinations reasonable adjustments and access arrangements will allow learners with special educational needs, disabilities or temporary injuries to access the pilot (and later formal) assessment and show what they know and can do, without changing the demands of the assessment. Full details of the access arrangements will be set out in the specification and will be reviewed in the pilot.

Sex (Gender) - We do not have precise statistics on girl v boy GCSE uptake and it is likely that these change each year. We do not see any real gender adverse impact.

Race/Ethnicity - We do not have access to the statistics for the race/ethnicity of those entered for GCSE Classical Greek, however, we can make a reasonable assumption - from the demographic and geography of schools - that BAME candidates are in the minority. We are hopeful that this new qualification will encourage more diverse schools - in terms of demographic and geography - to take Greek and we may even see a rise in the number of BAME learners of Greek. We will aim to have as wide a variety of schools taking part in the pilot as possible. There is no reason for this qualification to impact adversely on any race or ethnicity. We are also very mindful of the current decolonisation agenda in all schools and want the ICCG and the materials that are produced to support its teaching, to be inclusive and appeal proactively to a diverse audience: we have already had an offer from a teacher to produce new practice passages for translation of this style.

Low socio-economic background - Again, we do not have access to the statistics for the socio-economic background of those entered for GCSE Classical Greek. However, we can make another reasonable assumption - from the demographic and geography of schools - that low socio-economic candidates are in the minority. For instance we can see that the majority of schools entering candidates for Greek GCSE have very low or nil percentages of pupil premium students.

We are hopeful that this new qualification will encourage more diverse schools - in terms of demographic and geography - to take Greek and we would hope to see a rise in learners of low socio-economic background. We will aim to have as wide a variety of schools taking part in the pilot as possible. There is no reason for this qualification to impact adversely on low socio-economic background.

Very much linked (although we do not equate the two) with low socio-economic background is the important discussion surrounding state and independent schools.

State schools/Independent schools

The main aim is to open up Greek to schools which do not often/ever enter pupils for the GCSE, whether they are state or independent. The aim is absolutely not to give very well resourced schools an extra qualification for their younger pupils to take although we appreciate that some schools may use the qualification in such a way.

It is clear that the majority of schools entering candidates for Greek GCSE are independent. Only 30 out of 201 schools entering candidates in 2019 were state schools, and of these only 8 out of 30 were non-selective. Therefore, a clear aim of the new qualification is to encourage more state schools, and more demographically-diverse state schools, to take up Classical Greek.

It is extremely important that the views of the state school teachers and learners are taken into account, even if they are in the minority. We would work closely with CfA to ensure that as many state schools as possible have access to the qualification and hope to get to 'phase 2' (starting Greek in more schools) in the not too distant future.

The national average for Pupil Premium is around 28% and we have earmarked some state schools with a higher than average proportion to take part in the pilot. When the survey respondents were asked to express interest in the pilot 21 state schools replied, of which 13 are comprehensives and six are not in London/home counties. Five would use this in order to start Greek, having not taught it at all before, another would use this to set up an on-line Greek club across their trust of three state schools.

For more details on these state schools please see the main proposal document and Appendix 2.

We will ensure a maximum of 10 independent schools (the same number as state schools) in the pilot and aim to have as diverse independent schools as possible. 48 independent schools expressed interest in the pilot from all over England and Scotland (and international), some selective but most non- or not very selective. The vast majority are teaching Greek off-timetable and some not at all.

Equal numbers of state and independent schools are being invited to take part in the pilot as we feel that although currently the numbers of state schools interested in the qualification are understandably lower, it is particularly important to have feedback about the qualification from as wide a range of state schools as possible. When the regulated qualification is rolled out the following year, we need to be realistic and acknowledge that, certainly to start with, there will be greater take up in independent schools of the new qualification. The plan is for this disparity to be addressed further through phase 2 of the project.

A more controversial approach to Greek teaching is the partnerships model where independent schools teach state school pupils. We know that many people are not in favour of 'outreach', and understand the reservations, however, it is a very good way to get more Classics into state schools, with the ultimate aim that the state schools can start to teach it themselves (usually with CfA support). Many independent schools teach Latin to local state schools, but few teach Greek. The new qualification would enable more independent schools to set up Greek clubs for local state schools and give pupils the opportunity to study Greek who would not otherwise be able to do so. We know of several schools already who are keen to set up such Greek clubs.

All materials - including specimen papers, SoW, extra passages etc - will be available free online.

Several state school teachers as well as CfA representatives are involved in the making of these resources.

The examination will have a mix of questions, some at a lower level so everyone

can attempt the paper but ending with some at a high level to challenge the top students. Multiple choice, English derivatives, comprehension as well as translation will all be included. Clear advice and specimen papers and mark schemes will be given.

5. Actions for proposed pilot to enable equality

- Ensure the working party continues to have as equal as possible numbers of state, independent and university members as well as CfA and CA representatives.
- Work closely with CfA to ensure that the pilot works for state schools.
- Set up the pilot with as diverse schools as possible.
- Ensure we get school statistics on PP, EAL etc.
- Aim to ensure that the majority of state schools are non-selective
- Aim to include at least one school that does not currently offer any Greek qualification.
- Target certain state schools to ask for feedback in particular areas.
- Listen and respond to state school feedback.
- Ensure all resources are easily available free, on-line.
- Set up the examination to reflect a wide range of learners; to ensure that there is enough academic rigour to stretch the higher attainers but also enough lower level questions, including things such as multiple choice, for lower attainers.

6. Later proposed actions to enable equality

- Keep working on the same actions as in section 5 and:
- Ensure all pilot feedback, especially that from state schools is taken into account.
- Keep seeking feedback during the first formal year of the qualification and beyond.
- Seek UCAS endorsement - not as good as formal accreditation but something that will be useful for all schools, especially state schools, to be able to offer the qualification.
- Phase 2 - getting more Greek taught in more schools - helping with teacher training, on-line lessons as well as resources.

7. Monitoring and Review The impact of the pilot and later formal qualification will be reviewed in the following ways:

- Regular discussion with the schools in the pilot and reaction to feedback.
- Regular discussion with the state schools in the focus group.
- Number and type of schools who wish to be in the pilot.
- Number and type of schools who then sign up for the formal qualification.
- Number of schools taking this qualification who would not have been able to take the GCSE.
- Number of new schools starting to teach Greek.
- Number and feedback from other learners who take the qualification.
- Feedback on and use of the on-line resources.