



## Project stands at 'Tackling structural inequalities & championing evidential approaches, to improve the life chances of children in Bradford and beyond'

### **Air Quality**

The Class-ACT study is a trial of two air cleaning technologies with the potential to mitigate the aerosol transmission of microbes - including the SARS-CoV-2 virus - within schools. This study seeks to explore the practicalities and possible benefits of fitting schools with these technologies. Thirty primary schools in Bradford are involved in three arms: a control arm; one with portable high efficiency particulate air (HEPA) filter units, and the other with germicidal ultraviolet (GUV) devices. The study is yielding valuable information that will shape future policy regarding the deployment of air cleaning technologies in school settings.

### **Neurodiversity Profile**

Neurodiversity describes a group of neurological conditions including autism, ADHD and dyslexia, affecting around 1 in 7 people. Without early identification and effective support, neurodiverse children are more likely to experience poor education and health, limiting their adult life chances. Neurodiversity represents a principle: that neurodivergent people should not be viewed as medically deficient, just different; with the right support and adaptations most will be able to thrive within the 'general population'. Bradford is leading work with schools, scientists and communities, to identify and support neurodivergent children earlier and more effectively. Come and learn more at our Neurodiverse Friendly Stall!

### **Working Memory in the Classroom**

Working Memory: A Practical Guide for Teachers grew out of a collaboration between an academic and a teacher, with the desire to co-produce materials that reflected the expertise provided by those two fields, bringing together best-evidence from research and from classroom practice. Our aim is to provide a resource for teachers to help support children in the classroom, in particular children who may have difficulties with working memory. It is designed for anyone working with early years, primary, or secondary school children. You can download the guide and the poster from the CAER website.

## **Community Engagement**

The ongoing impact of Covid-19 and lock-down restrictions has seen many children miss months of schooling. This in turn has seen increased mental ill health issues, exacerbated pre-existing ones, and negatively impacted on long term education. Moreover, the evidence suggests that these problems will disproportionately affect the most disadvantaged members of our communities.

In response to this, Exceed Institute provided 58 Bradford primary schools with effective support that promotes positive parental engagement, by supporting parents when their children are displaying early signs of social, emotional, and mental health (SEMH) difficulties. This structured professional learning, was funded by Bradford Opportunity Area, and focussed on developing confidence and resilience as schools navigate a way through the pandemic.

## **Oral Health**

The Oral Health stand will showcase a wide range of nationally funded research involving schools and nurseries. Projects include:

- \*Exploring the association between tooth decay and academic ability in young children.

- \*Implementing toothbrushing clubs in nurseries and primary schools (BRUSH)

- \*Improving the oral health of adolescent children through oral health lessons and text messaging (BRIGHT)

- \*Schools as trusted community organisations to support good oral health habits, especially for families of young children (SOAP) and autistic children (toothPASTE)

- \*Schools as a setting to support paediatric oral health research (BRADFORD SMILES STUDY) Please come along and find out more.

## **Glasses in Classes**

Glasses in Classes is a literacy intervention project. It began in Bradford and is now being trialled in more areas. It enables eyecare services to share data with schools on which children have failed their vision screening and which children should be wearing glasses. It provides an additional pair to be kept in school for children who need them. Children who do not get or use prescription glasses are disproportionately from disadvantaged backgrounds.

A separate feasibility study is taking place in North Yorkshire Coast which empowers trained school personnel to carry out basic checks on children's eyes and vision.

## **Mental Health Support Teams**

The Mental Health Support Teams are specialist NHS Mental Health Practitioners, and have been introduced within schools to provide an additional source of support for young people, their families and school staff. Educational Mental Health Practitioners (EMHPs), and Senior and Lead Practitioners, support young people's mild to moderate mental health difficulties, through evidence based interventions. As a team, we are keen to support a Whole School Approach to mental health, through the delivery of themed group work, promotion and prevention workshops and assemblies.

## **Digital Makers**

Step into Virtual Reality and see how, through our new Digital Makers programme, we are using data and state-of-art digital technologies to inform research and intervention across the city. Supported by the Digital Futures Commission, The Department for Education, OFSTED, The Alan Turing Institute, the UK Catapults Network and a number of high profile partners, over the next 5 years Digital Makers will become one of the world's largest co-produced science programmes, working with schools and young people from across the city to transform the digital education landscape in Bradford and set a marker for the rest of the UK.

## **Fine Motor Skills: Turbo Typing & Helping Handwriting SHINE**

Children's ability to acquire motor skills is strongly related to their cognitive development, physical and mental health, and educational attainment. But we know surprisingly little about the learning of everyday skills such as typing, handwriting, or playing an instrument.

Turbo Typing is an online multi-week typing course for children and young people that measures detailed aspects of typing and its sub-skills (e.g. keyboard familiarity, overlapping key presses). Helping Handwriting SHINE is an intervention to improve handwriting that aims to train teachers to use approaches normally used by occupational therapists.

**School-based  
screening of  
fundamental  
movement skills  
(FUNMOVES)  
and Physically Active  
Learning**

**FUNMOVES**

There is a large proportion of children within the UK who have poor fundamental movement skills (FMS). This is particularly problematic as FMS have a wide-reaching effect on childhood development outcomes including physical activity levels, health, socioemotional wellbeing and academic achievement. However, screening of these skills is not commonplace, and thus children with problems are being missed and the most disadvantaged children are being underserved. CAER researchers co-developed FUNMOVES with Bradford schools using both rigorous statistical techniques and teacher reflections to ensure strong validity and feasibility. FUNMOVES enables teachers to evaluate the fundamental movement skills of a whole class within an hour, using resources readily available in schools. Come try out some of the activities and see if you can beat the high score!

**Physically Active Learning**

Within schools, curriculum time is traditionally when children are least physically active. This is in spite of evidence showing increased classroom physical activity can boost children's concentration and enhance learning when integrated into teaching activities. In Bradford, The Waterloo Foundation has been supporting us to explore the benefits of using more Physically Active Learning in the classroom. We've recently completed a study involving 450 children across 3 Bradford primary schools and have also been contributing to a European project to develop a teacher training curriculum for physically active learning ([www.activateyourclass.eu](http://www.activateyourclass.eu)). Please pop by to learn more about these exciting projects!

**Born in Bradford:  
Age of Wonder**

Over the next 7 years, Born in Bradford will be collaborating with the city's secondary schools on the largest longitudinal study of adolescents in the world. Combining online surveys with health and cognitive measures, we aim to understand how Bradford's young people's outcomes are determined at this most critical juncture on their journey into adulthood. Adopting an innovative, co-productive approach, we hope to empower schools with meaningful data that can be acted upon, connecting schools with experts to work together on solutions. On the way, interactive workshops and project placements will inspire future generations of scientists, ensuring this truly is an Age of Wonder for us all.

## Creating Active Schools

In response to stubbornly low levels of physical activity in schools the Creating Active Schools (CAS) Framework (Daly-Smith, 2020) was co-developed by 50 stakeholders. Since August 2020, the University of Bradford, Yorkshire Sport Foundation and Bradford Institute for Health Research have co-developed the CAS implementation model to support localities and schools to create organisational change for physical activity. Schools engage in local communities of practice, engaging in a four-stage annual improvement cycle; i) assessing readiness for whole-school physical activity using an online profiling tool ([www.creatingactiveschools.org](http://www.creatingactiveschools.org)), ii) identifying and developing evidence-based physical activity approaches, iii) implementing individual and collective solutions and iv) monitoring and evaluating. CAS currently supports 20 localities and 275+ schools across England.

## 50 Things to Do Before You're Five & 50 Things Primary

50 Things seeks to help children reach important health, wellbeing and learning milestones, by providing 50 low, or no, cost ideas for play, to the people who care for them. It is a place based offer for local authorities, with localised resources for families, including apps, a website and social media campaign.

We currently work with 20 Local Authorities offering:

1. 50 Things To Before You're Five
2. 50 Things Primary, from September 2022

Our national survey of users recorded that 87% of parents/carers feel more confident in supporting their child's learning and development as result of 50 Things.

## Extra Curricular Support for Learning

### Imagination Library

Dolly Parton's Imagination Library is a book gifting programme devoted to inspiring a love of reading in the hearts of children everywhere. Each month, enrolled children from birth to age five receive a high quality, age appropriate book in the post, free of charge. Imagination Library was inspired by her father's inability to read and write. They work with over 200 affiliate partners and deliver over 40,000 books every month across the UK (1 million across the world). Strong Close Nursery in Keighley holds story-time sessions based on the books the children receive. CAER developed an evaluation strategy which included questionnaires and interviews with parents.

## West Yorkshire Healthier Together

The West Yorkshire Healthier Together website is a tool that gives consistent, accurate and trustworthy healthcare advice to parents, carers, young people, and professionals. The information on the site has been reviewed by local paediatricians, GPs, Community Pharmacists, 0 to 19 years' service and professionals across the region to ensure it aligns with current practices and procedures. Information links to local resources and new content is being developed continuously. You can find the website by visiting: [www.wyhealthiertogether.nhs.uk](http://www.wyhealthiertogether.nhs.uk)

## Connected Bradford

Connected Bradford is a world-leading healthcare database that safely and securely links anonymised data from general practices, NHS Trusts, urgent and emergency care and local authority, including education data from the Department for Education. Data spanning a period of over forty years has been linked for 800,000 individuals using the pseudonymised NHS number and other data variables. This prospective data collection captures near real time activity. Bradford is trail-blazing how data linkage should be done with strong public engagement and clinical involvement. Connected Bradford develops predictive algorithms and screening tools to support quality improvement, research and innovation.

## Language Assessment and Intervention

Language is essential to learning: most learning is accessed through language, and oral language is the foundation for reading comprehension. It is important to identify early and support children who struggle with language. It is also important to understand the diverse experiences of children inside and outside of school.

We showcase recent interdisciplinary projects on reading, oracy and multilingualism involving children from Reception to KS3. We provide guidance and resources, offer opportunities for collaboration, and outline our vision to further develop the evidence base for research-informed teaching,

Specialists from linguistics, psychology and education will answer your questions about language assessment, intervention and CPD.

