Broadway Infant School

Induction and Assessment of Newly Arrived Pupils Policy 2017-20

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Date of review	Reviewed by:	Next Review:
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A Policy and Guidance for the Induction and Assessment of New Arrivals

To be read in conjunction with all other policies plus:-
Equality and Diversity Policy

September 2017

At Broadway Infant School we will:

- Take account of the cultural, linguistic and academic needs of newly arrived pupils and recognise the positive contribution newly arrived pupils can make to our school.

- Welcome new arrivals with a whole school approach, ensuring that we have a carefully considered process for welcoming all new arrivals.

- Positively reflect the new arrivals' language and culture throughout the school environment.

- Build partnerships with parents as an essential element of working with newly arrived children.
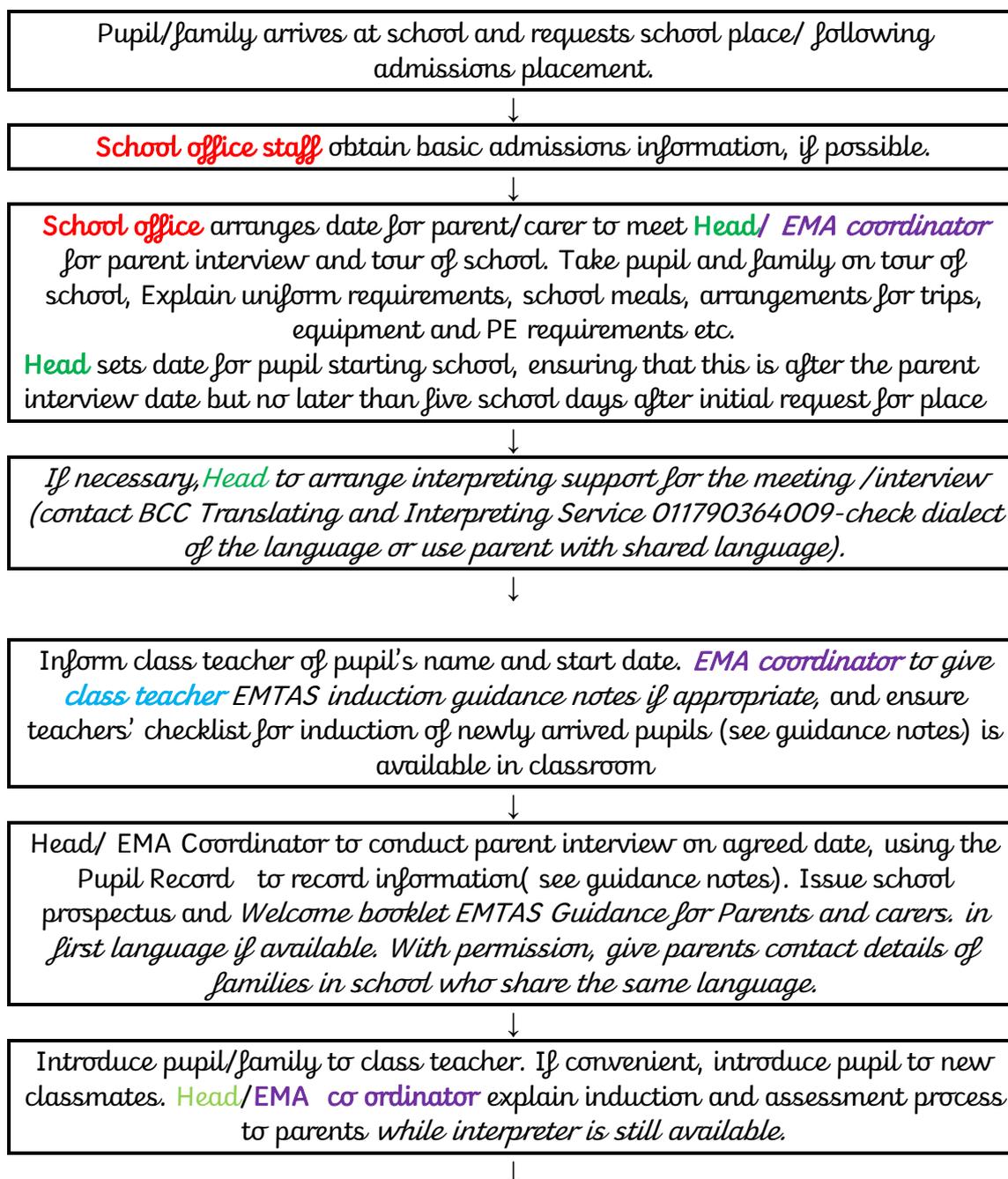
1.   Preparing for the new arrival

New arrivals to Broadway Infant School will be inducted according to the actions in the flow chart below.
NB Specific actions to support newly arrived EAL pupils and their families are in italics

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New arrivals induction flow chart

Pupil/family arrives at school and requests school place/ following admissions placement.

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School office staff obtain basic admissions information, if possible.

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School office arranges date for parent/carer to meet **Head**/ *EMA coordinator* for parent interview and tour of school. Take pupil and family on tour of school, Explain uniform requirements, school meals, arrangements for trips, equipment and PE requirements etc.
Head sets date for pupil starting school, ensuring that this is after the parent interview date but no later than five school days after initial request for place

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If necessary, **Head** *to arrange interpreting support for the meeting /interview (contact BCC Translating and Interpreting Service 011790364009-check dialect of the language or use parent with shared language).*

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Inform class teacher of pupil's name and start date. *EMA coordinator to give* **class teacher** *EMTAS induction guidance notes if appropriate,* and ensure teachers' checklist for induction of newly arrived pupils (see guidance notes) is available in classroom

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Head/ EMA Coordinator to conduct parent interview on agreed date, using the Pupil Record   to record information(see guidance notes). Issue school prospectus and *Welcome booklet EMTAS Guidance for Parents and carers.* in *first language if available. With permission, give parents contact details of families in school who share the same language.*

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Introduce pupil/family to class teacher. If convenient, introduce pupil to new classmates. **Head**/**EMA co ordinator** explain induction and assessment process to parents *while interpreter is still available.*

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Head/EMA co ordinator pass Pupil Record information to class teacher.

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Pupil starts school. Monitored by EMA co ordinator.

NB. Pupil could start school on same day as parent interview providing class teacher has been given all necessary information arising out of parent interview.

Teacher's checklist for induction of new arrivals— see guidance notes

Before and after admission to Broadway Infant School we will complete the teachers' checklist in order to ensure every pupil has as positive a start as possible.

2. Settling the pupil into school
NB Specific actions to support newly arrived EAL pupils and their families are in italics

Once the pupil has been admitted to school and the teacher's checklist for induction has been completed the following actions will be undertaken.
• Pupil to be grouped with supportive role models
• Pupil to begin to be observed in class, *using " Observable Outcomes " checklist in guidance notes or "Blew" Early Years See EMTAS assessment pack: Early Stage Bilingual Learners Pupil Assessment Pack.*
• Clear timetable to be established for any intervention.
• Date set for pupil progress meeting at end of first term in school to evaluate assessment evidence .
• *Teachers will consult and use strategies suggested in guidance notes "Advice for staff working with EAL pupils"(p14)*

3. Gathering evidence for summative assessment
NB Specific actions to support newly arrived EAL pupils and their families are in italics

• Ongoing assessments will take place over a term at the end of which a judgement will be made, in English (Speaking/Listening, Reading and Writing) and Mathematics.
• Early Years practitioners should take into account, if at all possible, the entitlement to assessments in first language when making judgements of the new pupil against the Early Years areas of learning and development.
• During the ongoing assessment period the new pupil should have full access to the curriculum and formative evidence should primarily be obtained from pupil's responses to class work. Assessment for learning

principles should be applied and next steps for pupil's learning clearly identified.

- The assessment process could include gathering evidence of first language oracy and literacy skills e.g. use one of the language activities below to generate first language speaking/writing, and could include input from bi-lingual staff as available.

- *Ongoing assessment of EAL pupils during the first six weeks will include assessing knowledge of basic everyday words in English.*

Summative assessment and pupil progress meeting

- Pupil progress meeting will take place in first term after pupil arrives in school
- All staff involved with pupil should reach a consensus on pupil's achievement in English and Mathematics.
  Language in Common extended scales (Pg 9 –tracking see guidance notes)should be used for EAL pupils , if appropriate
- Staff to consider all evidence available.
- Summative assessment should ensure that pupil is placed on appropriate in first term of starting school. Monitoring progress should then become part of the mainstream school tracking cycle and fall in line with existing school policies.
- *EAL pupils may need action planning/ Individual Language Plans- contact EMTAS staff to attend pupil progress meeting if EAL expertise is needed.*
- *Planning strategies and support for EAL pupils – use EMTAS target setting menu (see guidance notes) to plan next steps for pupil progress.*
- All information gathered in the first term should be shared with family. *Ensure interpreting support is available for families of EAL pupils.*
- Pupils who do not make expected progress may need additional investigation into their individual learning needs, initially through the school SENCO and then in consultation with outside agencies.

Induction and assessment of new arrivals – guidance notes

Guidance for policy section 1 – preparing for the new arrival
- New arrivals induction flow chart – roles and responsibilities checklist
- Pupil/Student Record Form
- Parent interview guidance
- Teachers' checklist for the induction of new arrivals can be found on this page:
  http://public.merlin.swgfl.org.uk/establishments/803/QandS/EMTAS/pages/AdviceAndGuidance.aspx

Guidance for policy section 2 – settling the pupil into school
- Observable outcomes , classroom observation checklist
- EMTAS games for new to English students can be found on this page:
  http://public.merlin.swgfl.org.uk/establishments/803/QandS/EMTAS/pages/TeachingMaterials.aspx
- Links to Step1/2 basic English language programme –
  http://myweb.tiscali.co.uk/beginners/step_1.htm
- Advice for teachers working with EAL students

Guidance for policy section 3 – gathering evidence for summative assessment
- Documents on Action planning for New to English pupils target:
  http://public.merlin.swgfl.org.uk/establishments/803/QandS/EMTAS/pages/AdviceAndGuidance.aspx

General guidance
- Website links and information
- Student/family feedback proforma to gather information about how students and families felt about the way they were welcomed into school
  (to be devised)
- EMTAS assessment pack on website:
  http://public.merlin.swgfl.org.uk/establishments/803/QandS/EMTAS/pages/AdviceAndGuidance.aspx

> **If at any time there is a concern that pupil progress may be affected by SEN or SEN/EAL issues then the Inclusion leader should contact EMAS for advice.**
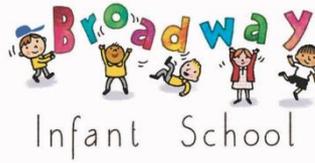
Section 1 Preparing for the new arrival-induction flow chart guidance

New Arrivals Induction Flow Chart

Roles and Responsibilities

New Arrivals Induction Flow Chart	Roles and Responsibilities
Pupil/family/carer arrives at school and requests school place	**Office Staff:** Fill in school admission forms if possible.
School office staff obtain basic admission information, if possible	**Who will find out this information:** The home language from family/carer and if there is a need for the interpreting service for parental interview. **Who will book the interpreter, or find someone who can act as interpreter:** http://www.bristol.gov.uk/ccm/navigation/community-and-living/equality-and-diversity/translating-and-interpreting-services/;jsessionid=01A41D353C531323EF042A
If necessary, arrange interpreting support for the parental interview contact EMAS if there are any difficulties	
School arranges date for parent/carer to meet Head/EMA leader for parental interview and tour of school	**Who will arrange the meeting:** Letters in many languages http://www.emas4success.org/WorkingWithParents/Resources/index.htm • The interpreter would need to be at this meeting for the parental interview.

Conduct parent interview on agreed date, using the Pupil information sheet.
http://www.emas4success.org/acrobat/NewToEnglish/Guidance/EAL_Pupil_Assessment_Pack.pdf
Give family school prospectus. Interpreter can:

- Help parents to access information from the prospectus and anything that the school may want to bring to parents/carers notice e.g uniform requirements, school meals, arrangements for trips, equipment and PE requirements
- Introduce the class teacher to the family
- If convenient introduce pupil to classmates
- To do the school tour with family

Who will conduct the interview:

If using interpreters from the Interpreting Service charges will be made by the hour.

The aim is that the pupil attends school as soon as possible.
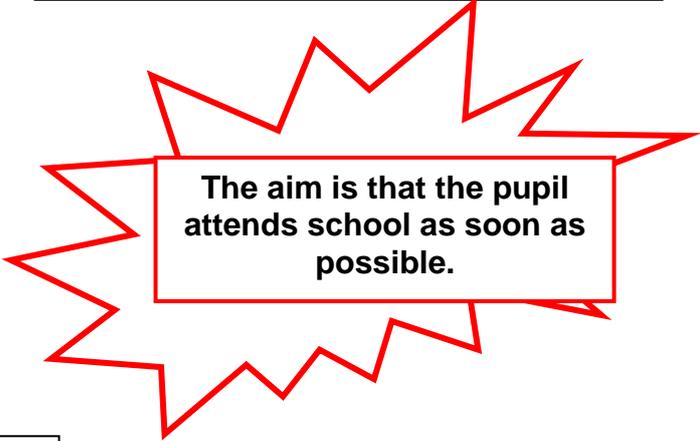
- Inform class teacher of pupil's name and start date.
- Give class teacher copy of parental interview.
- Advice and Guidance on Pupils New to English
- http://www.emas4success.org/docs/word/NewtoEnglish/AdviceGuidance/Advice_and_Guidance_on_Pupils_New_to_English.doc

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	Who will inform the class teacher and give copy of parental interview:
	Who will download documents:

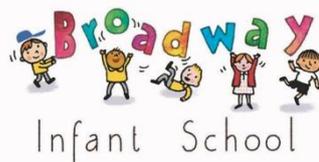Section 1   Preparing for the new arrival

Teachers' checklist for induction of newly arrived pupils

Name of pupil: Date of admission:

Tick/date

1	Discuss the new pupil's arrival with the class beforehand and practise pronouncing his/her name correctly	
2	Class learns to say 'welcome' and 'hello' in the appropriate language	
3	Display written examples of the pupil's first language around the school e.g. classroom labels	
4	Display a map of the country of origin, photos and basic information in the classroom	
5	Delegate two buddies to look after the new pupil for the first few days. Rotate buddies every few days, if possible at least one buddy with shared first	

	language	
6	Provide a visual/ annotated timetable for the pupil with list of equipment needed e.g. PE kit, swimming kit	
7	Provide an age appropriate dictionary e.g. picture dictionary, *phrase book, bilingual dictionary*	
8	*If there is another pupil in the school who speaks the same first language, enlist their help as appropriate*	
9	Ensure school newsletters, trip information etc are explained to parents , *and/or translated (do not assume parents can read English)*	
10	Agree system of communication with the family (home-school liaison book, regular meetings after school etc) as per whole school systems.	
11	Ask parents if they would be willing to come into school to support their child, contribute their skills, join the PTA , contribute to community cohesion initiatives e.g. *use their first language and /or faith knowledge to increase cultural diversity*	

Section 2 settling the pupil into school – classroom observations checklist

Observable outcomes checklist. This should be completed by the class teacher and the teaching assistants during the first term after the pupil's arrival.

Pupil Name: Year:

Listening	Evidence
How the child responds physically (facial expressions, concentration, etc.)	

How the child responds verbally (in home language, in English, asking questions, etc.)	

Speaking	Evidence
When the child speaks (with an individual, in small groups, in the whole class, etc.)	
How the child speaks (with gestures, responding only, initiating)	
Supported or extended talk	
How well the child conveys meaning	

How clear the child's speech is (word order, grammar, pronunciation)	

Reading	Evidence
Child's awareness of print and books	
What skills the child has transferred from reading in another language	
What reading strategies the child uses	

How well the child understands and responds to texts	

Writing	Evidence
How well the child conveys meaning	
What vocabulary the child uses (descriptive, subject specific, etc.)	

Child's control of grammatical features (tenses, word order, determiners, plurals, prepositions, connectives, etc.)	

Section 2 settling the new pupil into school – advice to teachers working with EAL pupils

Working with EAL children
To support the inclusion of children with EAL the following guidance provides supportive strategies to enable EAL children to access their classroom and the curriculum effectively. Class teachers and teaching assistants should try to include as many of these strategies as are appropriate.

	Do already	Will try
Ensure that the child feels their culture and background are recognised and valued (learn a few words/phrases; make bilingual labels/displays; share stories and pictures that reflect their background).		
Provide visual support whenever possible(pictures, photos, diagrams, graphic organisers, demonstrations , mime, gestures)		
Speak slowly and simply but naturally. Avoid or explain figurative language.		
Identify and model language demands of lessons (e.g. science lesson needs mostly past tense but predictions need future tense; instructions need imperatives)		
Model appropriate language and structures for pupil- provide talk frames, and writing frames for literate pupils		
Respond positively to pupil's speech, but try to extend their responses; e.g. *I go park→ I went to the park*		
Group the pupil with mixed or higher ability pupils who can provide good language models (**not** SEN groups).		
Provide plenty of opportunities for pair and group work, especially collaborative tasks (supportive, non-threatening, practice for new language skills)		
Preview/pretutor lessons – provide key texts in advance to parents (if they can help) or to a T.A. to discuss with pupil		
Allow opportunities to revisit and talk about stories and lessons. Build these opportunities into teaching assistant time in class		
Provide a few key words/phrases for each subject or lesson. Support pupil to build up a personal dictionary with pictures and translations in first language (L1)		
Allow time for pupils to prepare responses with a partner. Oral rehearsal should always precede written work. First language talk partners should be encouraged but used flexibly- do not allow new pupil to become over dependant on first language friend		
Pupils literate in L1 can draft ideas or complete a written task in L1. Encourage use of bilingual dictionary		
Literacy skills will transfer but the pupil may need a reading and spelling programme and guidance as to how phonics differ between		

first language and English		
When marking, focus on content and highlight only 1 or 2 grammatical points. Teach to the gaps identified – do not let early mistakes become bad habits		
Try to segment lessons into listening/speaking/reading/writing activities to maintain concentration and demonstrate language use in a variety of contexts		

Section 4   Useful websites

EMTAS
http://public.merlin.swgfl.org.uk/establishments/803/QandS/EMTAS/default.aspx
EMTAS is an excellent website sponsored by South Gloucestershire, Bristol, North Somerset and Bath and North East Somerset. It contains useful policy and project information, guidance and downloadable teaching and learning resources produced by the service for new arrivals
<u>British Council</u>
http://learnenglishkids.britishcouncil.org/en/topics
Good site with variety of on-line and downloadable resources.
<u>Gordon Ward</u>
http://homepage.ntlworld.com/gordon.ward2000/
Simple activities to use with newly arrived bilingual pupils
<u>Language of the Month</u>
http://www.newburypark.redbridge.sch.uk/langofmonth/index.html
Excellent site providing key words and greetings in a variety of languages. Includes spoken language, information on country of origin, suggested activities and resources for display. Very useful for preparing to greet a new arrival in their home language.
<u>Breazshare</u>
http://breazshare.net/
Wealth of resources and planning across the curriculum, with an emphasis on collaborative work, curriculum diversity and race equality.
<u>QCA Pathways to learning for new arrivals</u>
http://www.qcda.gov.uk/7536.aspx
Aims to help teachers respond to the needs of students newly arrived from overseas. Includes background information on countries, guidance for schools and teachers, and examples of good practice
http://myweb.tiscali.co.uk/beginners/step_1.htm
To develop resources for Induction pack for pupils at early stage of learning EAL
EMATHS
http://www.emaths.co.uk/indexphp/4-teachers/other-resources/eal
Curriculum words in many different languages- excellent site for pre tutoring maths key words

EMA Online http://www.emaonline.org.uk/ema/ Online support for Ethnic Minority Attainment. Developed by Birmingham, Manchester and Leeds LAs with support of DfCSF. EAL and Bilingual resources, Black Achievement, news on EM/EAL issues. Has Virtual Learning area and Key Visuals. Key Visuals allows teachers to create resources in any language or script, has examples of resources.
Collaborative Learning Project http://www.collaborativelearning.org Quick easy access to free downloadable teaching resources in many curriculum areas and key stages. For use with groups where EAL students work collaboratively with proficient English speakers.
EMTAS http://public.merlin.swgfl.org.uk/establishments/803/QandS/EMTAS/pages/Biographies.aspx Here are a selection of resources on Black Scientists and Black Bristolians for Literacy Lessons
Global Curriculum http://www.globalfootprints.org/teachers/index.htm Games and activities about how to help look after the world
Little Learner http://www.littlelearner.eu/ EAL resources for school – Polish, Romanian and Lithuanian

Catalogues & Publishers

Resources http://public.merlin.swgfl.org.uk/establishments/803/QandS/EMTAS/pages/CataloguesAndPublishers.aspx Resources available from publishers covering all Key Stages and subjects

Working with Parents

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|---|
| http://public.merlin.swgfl.org.uk/establishments/803/QandS/EMTAS/pages/Resources.aspx

❖ These are letters inviting parents for an assessment meeting translated into 15 languages from English.
❖ There is one version for assessment by the Inclusion leader in the school and another version for assessment by EMTAS staff |
| ❖ User friendly booklet for Parent / Carer
http://public.merlin.swgfl.org.uk/establishments/803/QandS/EMTAS/pages/Resources.aspx
User friendly booklet with visuals and simple language to give essential primary school information.
Can be adapted and personalised for your own school. |
| **Dingle Granby Toxteth**
http://www.primaryresources.co.uk/letters/
Has standard school letters for parents translated into community languages |
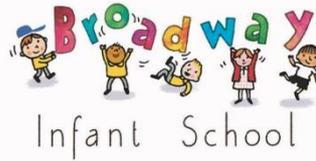
Tell Me What I Need To Know
http://tmwintk.realhistories.org.uk/
The Runnymede Trust designed *Tell Me What I Need to Know* to help parents, particularly those from Black and Minority Ethnic (BME) Refugee, Asylum-seeking and Traveller communities to support their children's education more confidently and effectively
EMTAS
http://public.merlin.swgfl.org.uk/establishments/803/QandS/EMTAS/pages/LocalContacts.aspx http://public.merlin.swgfl.org.uk/establishments/803/QandS/EMTAS/pages/CulturalProviders.aspx http://public.merlin.swgfl.org.uk/establishments/803/QandS/EMTAS/pages/NationalEvents.aspx
Information about local communities and organisations, and details of local events supportive to Black and Minority Ethnic children and families. It also includes a list of local people and organisations who provide cultural activities in school.

Other Websites with useful activities

Bracknell Forest Inclusion Website
http://www.bfinclusion.org.uk/
Bracknell Forest's EAL service site is particularly useful for mainstream staff working with new EAL learners in mainly monolingual areas. Straightforward guidance for primary and secondary and a useful collation of resources
Portsmouth Ethnic Minority Achievement Service
http://www.school-portal.co.uk/GroupWorkspaces.asp?GroupId=922201&WorkspaceId=1568041
An excellent website, includes numbers in various languages with audio file for pronunciation, information on many languages with scripts and accompanying audio files.

Milton Keynes http://www.milton-keynes.gov.uk/emass/ An excellent website, includes numbers in various languages with audio file for pronunciation, information on many languages with scripts and accompanying audio files
iRespect http://www.irespect.net/index.htm The iRespect website is a resource provided by the Gloucestershire Race Equality and Diversity Service. iRespect exists to promote Positive Tolerance, Cultural Diversity and Active Citizenship in Gloucestershire and beyond!
http://www.naldic.org.uk/ Excellent website for resources on EAL learners and research materials.
Britkid http://www.britkid.org/ Race, racism and life - as seen through the eyes of the Britkids. Aimed at young people, has useful teachers pages and section with maps, statistics and historical information
Best Teacher Site www.bestteachersites.com/web_tools/word_search/ This large site allows teachers to make word searches, web requests and KWL charts, quickly and easily.

Translation site

www.bbc.co.uk/languages Online learning support and advice on languages
www.wordreference.com Free online translation dictionaries
http://www.e-freetranslation.com
http://translate.google.com/# Free translation site
www.poltran.com Polish vocabulary translations
http://www.babelfish.com Free language translations
http://www.freelang.net/
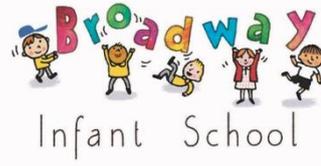
Very useful site, free translation. Has lists of words and greetings translated into many languages. Downloadable free fonts for wide range of scripts.