Beecroft Primary School

Policy for International Arrival from Overseas
A practical policy to be followed in full
(Based on New Arrivals Excellence Programme 9/2007)

The policy is a whole school approach to our roles and responsibilities recognising the positive contribution newly arrived children can make.

The policy covers:

1) Welcome and admissions - Office staff, Head and Learning Mentor
2) Support Systems and dealing with barriers to learning. Induction, buddy system, monitoring – learning mentor
3) Intervention, assessment and teaching approaches - class teachers and teaching assistants

1) <u>Welcome and Admission to Beecroft Primary School</u>

It is essential that from the first point of contact new arrivals and their parents should be made to feel welcome in school. All staff need to be aware of and sensitive to the potential difficulties new arrivals and their families are experiencing.
Often new arrivals arrive without appointment. Office staff should
- Welcome
- Fill in initial form with new parents (this is for main school and nursery) Nursery parents should not be passed through to nursery
- Give welcome pack and explain the contents.
- Ring admissions and make contact for the parents and explain that the school place is dependent on our numbers and central admissions procedures
- Arrange an appointment with Head (Deputy) – Friday am after/during Family Assembly. Explain that the appointment will be to look around school and will take details of child's former schooling.

At the welcome stage the Head may be introduced but full introductions and discussions will take place during the first meeting.

<u>Initial Admission Meeting – when child has been allocated a place in school –</u> with Head/Deputy

The purpose of this meeting is to gather a range of information (form to be filled in)
- What is child's name? What does child wish to be called?
- <u>English</u> – knowledge of language/through formal curriculum, home, parents, private tuition
- <u>Languages used at home</u> Is the child able to read or write in English/home language?
- Previous schooling
- Reading material in home/Does parent read to child?
- Child's strengths and interests
- Does the child have any health issues?
- Who is the child living with?

- Child's religion – discussion about school policy
- Does the family have any concerns about their new life?

<u>Discussion of school issues</u>

- Attendance and policy regarding regular attendance/holidays and extended holidays
- Curriculum and homework
- Expectations of the school
- Extra-curricular activities
- Role of a buddy for child

<u>Uniform</u> - Mrs Hoyle/Mrs Hulme – explanation and kit provided

2) <u>Support Systems and Induction</u>

Before the child is allocated to class 2 half days or one day will take place with the learning mentor. The learning mentor will find an age appropriate 'buddy' for the child.

Work with Learning Mentor (Induction)

  a. Parent and child come into school and go into class with Learning Mentor. (Parent acts as translator). The time is used to do the following:

- Explain school uniform – words English and translation
- Plan of School – main lessons – home language and English
- Introduction to school 'buddy'. (If possible he/she will speak the home language of the child)
- Dual language display for classroom – (pictures of home country, name of language, map) "Hello my name is", "Good morning", "Good afternoon" for the register. Pupil understands answering the register.
- Date set after 1 month for review meeting

  b. Teacher and Learning Mentor establish language level and starting point. 'A Language in Common'

  c. Learning Mentor establishes that the parent and child (with buddy) can approach at any time with problems/questions

  d. Learning Mentor keeps a diary of settling in to use with class teacher/Head Teacher and parent/child (homework, attendance, behaviour, attainment)

<u>Next Steps with Learning Mentor</u>
(class teacher also fully involved)

  a) Learning of key words and phrases daily
- My name is _____. I am called
   (Flashcards so that print and meaning can be combined)

  b) Use of Reception/Year 1 first words
Speaking about: My family
                    School
                    Numbers and counting
                    Main numeracy vocab – add, subtract, multiply, divide

  c) Learning <u>MUST</u> include Learning Mentor and child in reporting back to the class (see EAL)

d) Class learns phrases/words in language of new pupil. With older pupils provide a dual language dictionary.

(P15 New Arrivals Excellence Programme)

Early Communication with children new to English

If schools have not thought about how to break down barriers for communication, the first few days for children who are new to English could prove challenging to both children and staff. Using bilingual staff and other children who share the child's home language not only simplifies communication with children who are new to English, it also conveys the message that the language and culture the child brings to the school are actively valued.

However, in many schools, particularly those with only a few EAL learners, there may be no one in the school who shares the child's language. This can prove quite daunting for all concerned when children who are new to English arrive. There are various strategies, though, that can support communication at this basis but necessary level. Some examples are:
- Provide fans with pictures and simple phrases which indicate if the child is thirsty, is feeling sad, sick, needs a pencil, needs to go to the toilet, is okay and so on;
- Ask parents for a list of basic phrases including greetings, basic needs and so on and how to pronounce them;
- Provide children who have literacy skills in first language with dual language dictionaries;
- Purchase publications containing words and phrases for school in the child's home language;
- Locate appropriate web resources or software and plan for their use in lessons. These could also provide excellent learning opportunities for classmates.

Providing the child with dual language books and tapes and educational software brings the child's first language into the classroom and helps to bridge the gap between home and school for children new to English.

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3)   Intervention, Assessment and Teaching Approaches
Research has shown that high cognitive challenge and an age-appropriate curriculum are crucial to EAL learners.

Discuss with class
- The importance of children supporting the new child
- Speaking to the child in normal (no pidgin) English
- Including the child in every activity
- Showing the new child how to do a task
- Talking through tasks whilst they are doing them

Group with other children where cognitive demand is high (not with children with special educational needs)

Create a welcoming environment
One of the most effective ways to make new arrivals, their parents and families feel welcome is to reflect the language and culture of the child in the school environment. This will not only lessen the sense of unfamiliarity the child may be experiencing, it can also create a sense of belonging. It sends out the message that the culture and language of the child are valued in the school.

Some examples of how to reflect the child's language and culture in the school are:

- Signs designating locations such as the office, toilets and so on written in the child's home language as well as English;
- Displays with positive images of people, places or things from the child's home country;
- Classroom displays with the same sentence written in the scripts of different languages spoken by children in the class;
- Dual language books, tapes, CDs in the child's language;
- Clothing, cooking utensils and so on from the child's home country in the home corner and dressing-up box;
- Stories, poetry and drama from the child's culture used in literacy;
- Recognise and celebrate cultural and religious events from the child's home country.

The primary curriculum also offers numerous opportunities to draw on the cultural and religious background of children.

Induction Programmes

It is unlikely that newly arrived primary aged children would need to be taught outside the classroom. Learning English through the curriculum provides a meaningful context for language acquisition. It also provides children, even those new to English, with the English that they need most, that which enables them to access the curriculum. For those arriving in the upper end of Key Stage 2 with little previous education, however, a very short small-group familiarisation programme of induction may be appropriate.

Such programmes succeed best when they are linked to the mainstream curriculum. The language that children new to English most require is the language being used within the classroom. It may even be possible to deliver an induction programme within the mainstream classroom during group work or independent work periods.

Following induction - Teach within the classroom. Learning English through the curriculum provides a meaningful context for language acquisition. Programmes succeed best when they are linked to mainstream education.

ARABIC/ENGLISH DUAL LANGUAGE STARTERS BOOKS

- Phrases for school – (use for greetings speech)
- My Life Story – (send work home with targets)
              For first own dual language book
- Arabic and English Words for School Use

PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

Assess starting point 'A Language in Common'.
Qualitative and quantitative evidence should be used so that there is a secure starting point. As with all groups of pupils target setting must be accurate and involve pupils. In teaching fundamental principles established and written in the school improvement plan MUST be central to all teaching.

1. Paired talk: Pupils have the opportunity for tentative talk and are encouraged to be the 'report back' partner.

2. 'Common sense' and technical vocabulary is explored thoroughly. EAL pupils may need to expand ideas again with a teaching assistant. (N.B. Their needs are specific and they should not be part of special educational needs groups).
3. Drafting and re-drafting of writing should enable pupils to rehearse and rework their ideas. Allow pupils to write in their first languages as this gives the opportunity to think.
4. 'Race' is an integral part of the curriculum and an openness to all cultures is explained in the content and approaches to teaching.
5. During teaching re-define words and phrases critical to a child's understanding.
6. Encourage children to articulate ideas in their first language
7. Encourage confidence in expression both in speech and writing.
8. Celebrate language diversity in the classroom explicitly, e.g. through:
   - Encouraging all pupils to share and learn each others' languages, starting with the language of social conventions (greetings, thank you, etc.)
   - Explicit references to and praise for pupils' who use their bi/multilingual skills
   - Display of list of languages spoken in the classroom by adults as well as pupils
   - Explicit use of other languages by adults in conversation as well as teaching and learning
   - Organising first language talk partners.

DEVELOPMENT OF READING AND PUPILS WITH EAL

Many pupils quickly develop very good de-coding skills (word recognition and understanding at a literal level – see phonic progression if not). However, pupils will not reach levels 4 and 5 at the end of Key Stage 2 unless inferential understanding and the appreciation and understanding of idioms is central to teaching.

What does this mean in terms of teaching approaches?

1. Integral to all teaching of shared texts should be the discussion, questioning and integration of meaning beyond the literal. This should be through discussion, shared answers, and written questions. (N.B. not as long lists as in a test. See example 'The Wedding Ghost').
2. Within guided reading inferential questions should lead to quality comments in the profiles.
3. Assessments (optional SATS) within year and the end of year will be analysed to indicate the next steps for teaching. Differentiation should then ensure that pupils get opportunities daily to go beyond literal meanings. (See teaching approaches).
4. Reading of factual material should emphasise the retrieval of information and the understanding of key technical vocabulary and how the words are used to create meaning.
   E.g. conduct (root word): How is conduction, conducting used in sentences?

CURRICULUM TEACHING AND LEARNING AND RACE (See Race Equality Policy)

1. Race is an integral part of the curriculum and is within the curriculum areas mapped across the school. (All curriculum leaders need to map where areas of the curriculum can tackle racism).

2. The culture and ethos of the school underpins open and reflective approach to diversity.
3. Inclusion of race equality concepts in lessons should be seen as a normal part of effective teaching and learning.
4. <u>All</u> curriculum areas should include themes which reflect the multicultural nature of society and themes which deal with issues. This is a very good opportunity in which to tackle 'indirect' racism or stereotyping (see Race Equality in Education. Page 17).
5. 'Racist' incidents at any level – name calling, comments made in lessons <u>MUST</u> be taken seriously and reported to the Head Teacher who will follow the procedure set out in the staff handbook for tackling racism and bullying. (What constitutes a racist incident? "If a child feels the incident is racist, it is.")

<u>MONITORING IN CLASS AND AS A WHOLE SCHOOL</u>

The following are crucial if EAL pupils are to achieve highly at Beecroft Primary School.

- High expectations
- A culture and ethos which supports the teaching and learning of EAL pupils and makes race central within class teaching.
- Parental involvement
- Ethnic monitoring

<u>MONITORING</u>

1. Pupil achievement, behaviour and attendance.
2. Trends and patterns of performance at whole school level with intervention resulting from the outcomes.
3. Monitoring of class teaching for good practise in raising attainment to ensure the implementation of the fundamental principles.
4. All classes to reflect 'racial diversity' in displays and linguistic diversity for racial diversity see the curriculum map of areas.