



Holbrook Primary School

Induction and Assessment of New Arrivals

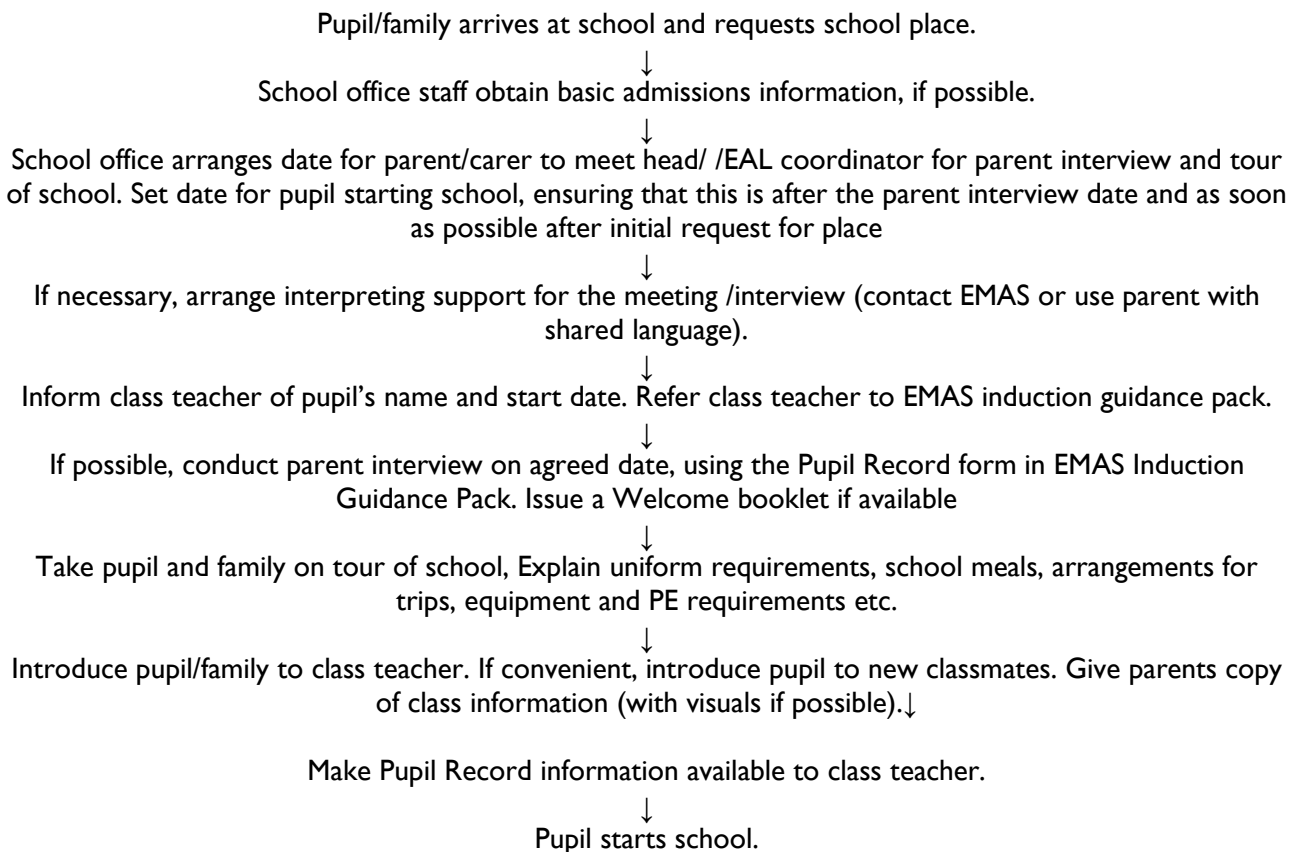
At Holbrook Primary School we will:

- Take account of the cultural, linguistic and academic needs of newly arrived children and recognise the positive contribution newly arrived children can make to our school.
- Welcome new arrivals with a whole school approach. We therefore need to ensure that we have a carefully considered process for welcoming 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.

Induction of New Arrivals -See EMAS Induction Guidance Pack for further information and interview guidance.

New arrivals to Holbrook Primary School will be inducted according to the actions in the flow chart below.

New arrivals induction flow chart



Starting School

On admission to Primary School we will complete the teachers' checklist in order to ensure every pupil has as positive a start as possible.

Teachers' checklist for induction of pupils new to English (Primary)

	Name of pupil:	Date of admission:	Tick
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	Use a whiteboard to display a map of the country of origin, photos and basic information		
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 timetable for the pupil with list of equipment needed e.g. PE kit, swimming kit, where necessary		
7	Provide an age appropriate dictionary eg 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 is translated or explained to parents (do not assume parents can read English), with EMAS support where appropriate		
10	Set up a system of communication with the family (home-school liaison book, regular meetings after school etc)		
11	Ask parents if they would be willing to come into school to teach a few words of the home language, read a dual language story to the class or bring in pictures of their country of origin		

Working with EAL learners

To support the inclusion of children learning EAL the following guidance provides supportive strategies to enable EAL learners 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.

Advice for Primary Teachers working with bilingual children

	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). <i>Confident children are more successful learners.</i>		
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>I go park</i> → <i>I went to the park</i>		
Put the child in a mixed ability group or with children 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 bilingual assistant time in class		
Provide a few key words for each subject or lesson. 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.		
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		
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		

Assessment, Monitoring and Tracking.

Initial assessment will take place over a six week period at the end of which a judgement will be made about the National Curriculum level the child is operating at, in Literacy (Speaking/Listening, Reading and Writing) and Numeracy.

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 initial 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.

Both the initial assessments and the summative assessment should be done in conjunction with all staff working with new pupil.

Both parts of the process must include gathering evidence of first language skills (reading and writing) e.g. use one of the language activities below to generate first language writing, and should include input from bi-lingual staff as available.

- **Initial assessment of pupil part one** – Assessing English – Observable Outcomes checklist. Use the tick sheets containing extended English Scales from “A Language in Common”, with observable outcomes, to get a baseline assessment for the student. This will be completed by the class teacher and the teaching assistant within the first six weeks. See **Appendix A**.
- **Initial assessment of pupil part two** – Ongoing during the first six weeks, assessing knowledge of basic everyday words (using Step 1/2 language programme) recommended below as checklists to track pupil progress .
- http://myweb.tiscali.co.uk/beginners/step_1.htm
- http://myweb.tiscali.co.uk/beginners/step_2.htm

The website gives direct links to sample materials and activities which will give teachers a starting point for working with pupils new to English. The games and activities would be suitable for a BA/TA to do with new pupils as part of the formative assessment process leading up to placing the pupils on the Language in Common NC extended scales or Early Years areas of learning and development , as appropriate.

Summative assessment using Language in Common extended scales – See appendix A

- All staff involved with pupil should reach a consensus on pupil's National Curriculum level/ Early Years areas of learning and development
- After six weeks staff meet to consider all evidence available e.g. observations, evidence from workbooks (literacy, maths, science, topic etc), progress through Step 1/2 language programme, dual language texts and any written work in LI to check literacy.
- Planning strategies and support for pupil – use Wiltshire Language in Common extended language scales assessment record (**Appendix A**) to plan next steps for pupil progress.
- Summative assessment should ensure that pupil is placed on pre- National; Curriculum step descriptors or National Curriculum levels/Early Years areas of learning and development within six weeks of starting school. Monitoring progress should then become part of the mainstream school tracking cycle and fall in line with existing school policies.
- All information gathered in the first six week period must be shared at the next parents' evening.
- Pupils who do not make expected progress onto National curriculum levels may need additional investigation into their individual learning needs, initially through the school SENCO and then in consultation with outside agencies.