



EAL Policy

2020-21

Document owner: Mrs Mould

Date Approved	
Review Date	
Approved by which committee	
Chair of Committee Signature	

<i>Admin use only</i>	
Location	
Website	
Learning Platform	
Policies File	
Staff room	
Headteacher's File	
Policies Log updated	





Rationale

All pupils arriving in a new school are entitled to the same welcome and induction into the life of their new school, as their peers whom speak English as a first language. Core agreed procedures are put in place for all newly arrived pupils. Some additional procedures may be necessary in order to ensure pupils and families from Minority Ethnic backgrounds have the same access to information and support as all other parents and pupils.

Key elements of Induction and Assessment Policy

- Preparing for the new arrival
- Settling the new pupil in school
- Gathering evidence for summative assessment

Induction and Assessment of New Arrivals

At Loxdale Primary 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.



New Arrival Induction Procedure

Mrs D Mould will be responsible for procedures to be in place:

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

New arrivals induction flow chart





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

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

Settling the pupil into school

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 which can be used for target setting.
- Clear timetable to be established for any intervention activities eg New to English programme/Talking Partners
- Date set for pupil progress meeting by four to six weeks in school to evaluate assessment evidence and establish **Age Related Expectations (ARE)**
- Teachers will consult and use strategies suggested in guidance notes "Advice for teachers working with EAL pupils"
- EAL Beginner Scheme of Work Resources (File on school drive: New Arrivals\Teaching Resources\Beginners Scheme of Work) available to support new arrival. **These are to be used as a last resort when inclusion is not an option. They should only be used for a very limited period of time in any one day.**

3. Gathering evidence for summative assessment

<ul style="list-style-type: none"> • An initial assessment of pupil levels is carried out (Assessment materials for literacy and mathematics are available on school drive file New Arrivals\assessments\Initial Assessment and can be adapted accordingly.) For KS2 pupils the assessment should include mathematics as well as literacy if at all possible. These can be used to support initial target setting.
<ul style="list-style-type: none"> • Ongoing assessments will take place over a six week period at the end of which a judgement will be made based on where they are against the ARE in Literacy (Speaking/Listening, Reading and Writing) and Mathematics.
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • The assessment process can include gathering evidence of first language oracy and literacy.

Summative assessment and pupil progress meeting (4-6 weeks after arrival)

- Pupil progress meeting will take place four to six weeks after pupil arrives in school
- New Admissions Pupil Review form can be used in guidance notes to assess how pupil has settled in.
- All staff involved with pupil should reach a consensus on pupil's **ARE/** Early Years areas of learning and development



- Language in Common extended scales should be used for EAL pupils, if appropriate
- Staff to consider all evidence available e.g. observations, evidence from workbooks (literacy, maths, science, topic etc), progress through Beginners Scheme of work, dual language texts and any written work in L1 to check literacy.
- **Summative assessment should ensure that pupil is placed on school targets** 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.
- Planning strategies and support for EAL pupils to plan next steps for pupil progress.
- All information gathered in the first six-week period needs to be shared with family at a meeting. Also feedback can be obtained (see pupil review form) on how parents perceive the school induction process. Ensure interpreting support is available for families of EAL pupils
- Pupils who do not make expected progress against **ARE targets** may need additional investigation into their individual learning needs, initially through the school SENDCo and then in consultation with outside agencies.

Induction and Assessment of Newly Arrived Pupils Policy agreed on

Date

Signed

Review date



Induction and assessment of new arrivals - guidance notes for Teachers

Teachers' checklist for induction of newly arrived pupils

Name of pupil:

Date of admission:

Tick/date

1	Equipment (books, peg, displays etc) is prepared as are learning groups to ensure welcome, support and inclusion in learning activities	
2	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. http://www.digitaldialects.com/ This website can also be used for the new arrival to teach their class their language	
3	Display written examples of the pupil's first language around the school	
4	Display a map of the country of origin, photos and basic information in the classroom	
5	Delegate and brief using buddy guide two buddies to look after the new pupil for the first few days. if possible at least one buddy with shared first language (See Wolverhampton Buddy Guide)	
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 (available in Soft Copy from Wolverhampton EAL/CLL Team)	
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) Remember to include backdated letters that you sent out before the pupil arrived.	
10	Agree system of communication with the family (home-school liaison book, regular meetings after school etc) as per whole school systems.	
11	New arrival given library & IT login/other school systems	
12.	Check for new arrivals well being after lunch/play times	



Observable Outcomes

(These are based around reasonable expectations for a new arrival in the given time frame and can be used as review criteria and inform target setting).

Name _____ Class _____ DOA _____

End of week 1-2

1 = very good 4 = very poor	1	2	3	4
Appears to be relaxed and happy				
Beginning to follow class routines				
Follows lunchtime routines				
Accepts teacher's directions				
Beginning to interact socially with class peers				

End of Week 3-4

1 = very good 4 = very poor	1	2	3	4
Appears to be relaxed and happy in class				
Knows layout of school				
Follows daily class routines				
Initiates contact (physical or verbal) with class teacher/TA				
Starts tasks				
Completes tasks				
Plays with others in playground				



Loxdale Primary School
New Pupil Admissions (4-6 weeks after arrival)
 Pupil Review Meeting

Name: _____ **DOB:** _____ **Class:** _____ **Start date:** _____

Scale:

- 1 = Very good, no concerns 2 = Mostly good, only usual 'teething problems'
 3 = Some concerns, needs monitoring 4 = Serious concerns, needs action

Physical and Emotional Well-Being

Does the child come to school/class willingly?				
Is he/she generally happy and relaxed?				
Is he/she able to initiate contact (physical/verbal) with adults in class?				
Has he/she made at least one 'best' friend?				
Does the child interact positively with peers in class?				
Does he/she play nicely with others in the playground?				
Is attendance good and does the child arrive punctually to school?				
Are there any apparent health problems?				
Is the child coming to school clean and appropriately dressed?				
Is the child displaying any attention seeking behaviour?				

Areas scoring 3/4

Concern:	Action Required (if any):	

Attitude to Work and Academic Performance

Does the child show interest and motivation in learning?				
Does he/she start tasks?				
Does he/she stay on task?				
Does he/she complete tasks?				
Is work at a generally consistent level within a subject area?				
Has the child made any contribution to whole class discussions?				
Is there any evidence of Special Educational Needs?				
Has he/she demonstrated progress in English acquisition if an EAL beginner				

Areas scoring 3/4

Concern:	Action Required (if any):	



General Behaviour

Does the child follow class routines?				
Does he/she follow whole school routines e.g. lunchtime, lining up?				
Does he/she know the layout of the school as necessary?				
Does he/she accept adults' directions?				
Can the child work or play without constant adult supervision?				
Does he/she participate positively in group/class activities?				
Does he/she work cooperatively with peers?				
Is the child making frequent toilet visits or using other diversionary tactics to get out of the class?				
Is contact with a parent/carer at an acceptable level?				

Areas scoring 3/4

Concern:	Action Required (if any):	

Date of follow-up meeting if required: _____

Parental Review

Is your child happy to come to school?				
Has your child made new friends?				
Has the school made your child feel welcome?				
Have you met the class teacher to discuss how your child is getting on in class?				
Do you feel your child has made progress since arriving at the school?				
Does your child feel that they can join in most lessons with the class?				
Did the school help provide you with all the information you needed when your child started school?				
Do you feel able to support your child with any homework/reading sent home?				
Has your child joined any clubs?				
Do you as parents feel welcome in the school?				

Areas scoring 3/4

	Action Required (if any):	



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.

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 SEND groups).		
Provide plenty of opportunities for pair and group work, especially collaborative tasks (supportive, non-threatening, practice for new language skills)		
Preview/ pre-teach lessons - provide key texts in advance to parents (if they can help) or to a TA 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		
For relatively new to English construct matching, grouping & sequencing tasks		

Monitoring and review

This policy is monitored by the Governing Board, and will be reviewed annually.

Signed:

Date: