

## **POLICY FOR INDUCTION AND ASSESSMENT OF NEWLY ARRIVED PUPILS IN PRIMARY ACADEMIES**

### **Rationale**

All pupils arriving in a new academy are entitled to the same welcome and induction into the life of their new academy.

Core agreed procedures should be 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 academy
- Gathering evidence for summative assessment

At Westminster Primary we will:

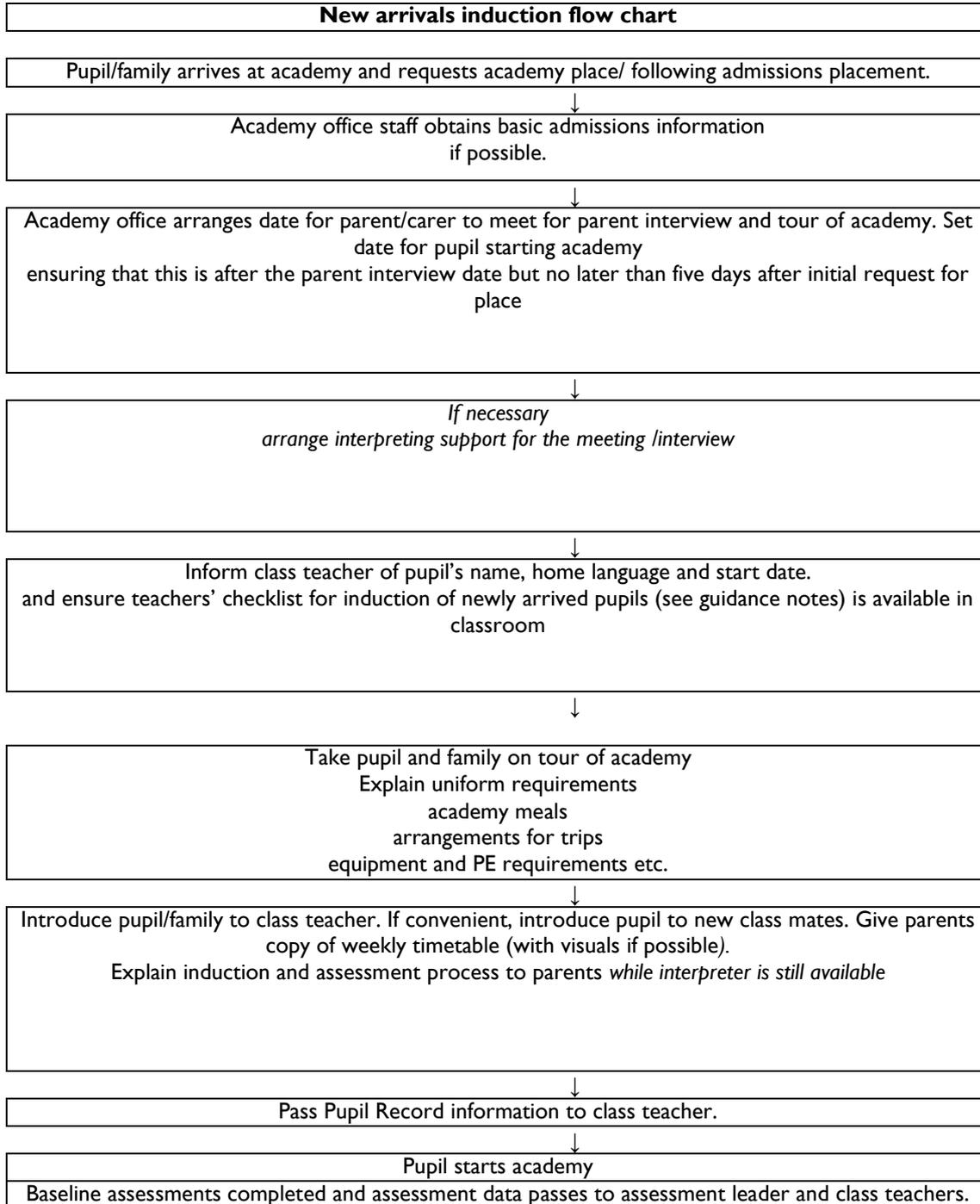
- **Take account of the cultural, linguistic and academic needs of newly arrived pupils and recognise the positive contribution newly arrived pupils can make to our academy.**
- **Welcome new arrivals with a whole academy approach, ensuring that we have a carefully considered process for welcoming all new arrivals.**
- **Positively reflect the new arrivals' language and culture throughout the academy environment.**

- **Build partnerships with parents as an essential element of working with newly arrived pupils.**

# I. Preparing for the new arrival

New arrivals to Westminster Primary Academy will be inducted according to the actions in the flow chart below.

*Specific actions to support newly arrived EAL/NE pupils and their families are in italics*



## 2. Settling the pupil into academy

Once the pupil has been admitted to academy and the teacher's checklist for induction has been completed the following actions will be undertaken. (see **guidance notes**)

- Children new to English will have a staggered entry into academy to assist settling in process
- Pupils to be baseline assessed by NE teacher in first two weeks
- Pupil to be grouped with supportive role models within their class
- Clear timetable to be established for any intervention activities
- *Teachers will consult and use strategies suggested in guidance notes "Advice for teachers working with EAL pupils"*

## 3. Gathering evidence for summative assessment

- Immediate baseline assessments will take place within the first two weeks and at the end of which a judgement will be made about the level the pupil is operating at, in Literacy (Speaking/Listening, Reading and Writing) and Mathematics.
- *Assessment of NE pupils will include assessing knowledge of basic everyday words in English using Steps language programme*
- 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
- 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 must 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 should include input from bi-lingual staff as available.

### Summative assessment and pupil progress meeting

- Pupil progress meeting will take place six weeks after pupil arrives in academy in line with whole academy policy
- All staff involved with pupil should reach a consensus on pupils National Curriculum level/ Early Years areas of learning and development

- *STEPS assessments should be used for newly arrived EAL pupils , if appropriate*
- Staff 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.
- Summative assessment should ensure that pupil is placed on National Curriculum levels/Early Years areas of learning and development or *pre-National Curriculum step descriptors* within two weeks of starting academy. Monitoring progress should then become part of the mainstream academy tracking cycle and fall in line with existing academy policies.
- *EAL pupils may need action planning/ Individual Language Plans*
- All information gathered in the baseline assessments must be shared with family at the next parents' evening. *Ensure interpreting support is available for families of EAL pupils*
- Pupils who do not make expected progress onto National Curriculum levels may need additional investigation into their Individual learning needs, initially through the academy SENCO and then in consultation with outside agencies.

**September 2016**

**Induction and Assessment of Newly Arrived Pupils Policy agreed  
on**

**Date:**

**Signed:**

**Review date:**

## I Preparing for the new arrival

### Teachers' checklist for induction of newly arrived pupils

Name of pupil:

Date of admission:

	Tick/date
Discuss the new pupil's arrival with the class beforehand and practise pronouncing his/her name correctly	
<i>Class learns to say 'welcome' and 'hello' in the appropriate language</i>	
<i>Display written examples of the pupil's first language around the academy e.g. classroom labels</i>	
Display a map of the country of origin, photos and basic information in the classroom	
Delegate two buddies to look after the new pupil for the first few days. Rotate buddies every few days, <i>if possible at least one buddy with shared first language</i>	
Provide a visual/ annotated timetable for the pupil with list of equipment needed e.g. PE kit, swimming kit	
Provide an age appropriate dictionary e.g. picture dictionary, <i>phrase book, bilingual dictionary</i>	
<i>If there is another pupil in the academy who speaks the same first language, enlist their help as appropriate</i>	
Ensure academy newsletters, trip information etc are explained to parents , <i>and/or translated (do not assume parents can read English)</i>	
Agree system of communication with the family (home-academy liaison book, regular meetings after academy etc) as per whole academy systems.	
Ask parents if they would be willing to come into academy to support their child, contribute their skills, join the PTA , contribute to community cohesion initiatives e.g. <i>use their first language and /or faith knowledge to increase cultural diversity</i>	

## 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>I go park</i> ® <i>I went to the park</i>		
Group the pupil with mixed or higher ability pupils who can provide good language models ( <b>not</b> 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		