New Arrivals Excellence Programme Guidance

Department for
Education

Primary *and* **Secondary** *National Strategies*

New Arrivals Excellence Programme Guidance

department for children, schools and families

Contents

contents

Introduction

Newly arrived pupils in context

A changing demography

High mobility within school populations has been a common feature of many cities in England for decades. In these cities, schools have become accustomed to welcoming new arrivals and supporting them with induction procedures that enable children and young people to rapidly become accustomed to schooling in the UK and make good progress. Indeed, many new arrivals outperform their peers after a few years of education in the UK[1] .

One in eight EU residents now lives in the UK. According to the Office for National Statistics in 2005, 565 000 people came to the UK of whom 145 000 were EU citizens. Overall, an estimated 64 000 more citizens of the EU accession countries migrated into the UK than left in 2005 and this was an increase of over 50% from 52 000 in 2004 to 80 000 in 2005. An estimated 49 000 Polish citizens migrated into the UK in 2005, which is more than from any other European country.

Many pupils from Eastern Europe are Roman Catholic and this has had an impact on voluntary aided schools that are inexperienced in receiving bilingual new arrivals in some parts of the country. In addition, although the number of asylum seeking pupils arriving in the UK has decreased year on year since 2004, there are some groups from some countries that continue to remain at the top of the list of applications each quarter including pupils from Afghanistan, Iran, Eritrea, China and Somalia[2].

The total number of pupils in primary and secondary maintained schools learning English as an additional language (EAL) has risen from 653 800 in 2003 (9.6% of the school population) to 789 790 in 2007 (12% of the school population)[3]. The largest increases in pupils learning EAL were in the North West, Yorkshire and the Humber, the East of England, Inner London and Outer London. Over 50% of pupils in Inner London are learning EAL.

Definitions

Who are the new arrivals?

New arrivals may be described as:

- **International migrants** – including refugees, asylum seekers and economic migrants from overseas.

- **Internal migrants** – including pupils joining the school as a result of moving home within the UK, for example, Gypsy, Roma and Traveller pupils.

- **Institutional movers** – pupils who change schools without moving home, including exclusions and voluntary transfers.

- **Individual movers** – pupils who move without their family, for example looked after children and unaccompanied asylum seeking children.

This guidance focuses primarily on meeting the needs of pupils who have arrived in school as a result of **international migration**. However, the guidance may be more widely applicable to a number of groups of mobile pupils who arrive in school outside standard admission times.

1 Ofsted 2003 The education of asylum-seeker pupils
2 www.homeoffice.gov.uk/rds/pdfs07/asylumq107.pdf
3 Annual Schools Census 2003–2007 (DfES)

introduction

> 'Schools which manage to establish good processes and practices most effectively are often those which perceive themselves as including mobile pupils in their identity. In other words, they are not schools "with the problem of mobility", but rather a school, part of whose population is mobile.'
>
> *Managing pupil mobility* (DfES 0780-2003)

Key principles

- Every child in our schools has an entitlement to fulfil their potential through access to the National Curriculum.

- This is best achieved within a whole-school context where pupils are educated with their peers.

- Children and young people learn best when they feel secure and valued. Schools need to ensure that there is a process to support the integration of new arrivals.

- All schools have a responsibility to promote race equality in line with the requirements of the Race Relations (Amendment) Act (2000).

- Schools should focus on the positive contributions made by new arrivals and mobile pupils.

- Provision for pupils should be based on a meaningful assessment of their prior knowledge and experience as well as their language proficiency.

- Support needs to be made available for parents* of new arrivals to familiarise themselves with the new education system of which their child is now part.

***Note:** In this booklet parents and carers are included wherever the term 'parents' is used.

Statutory requirements

The **Race Relations (Amendment) Act (RR(A)A) (2000)** requires every school to have in place a race equality policy which states their commitment to valuing diversity, promoting equality of opportunity and challenging racism. Whether or not there is a high incidence of pupils from minority ethnic backgrounds in a school, all pupils should be prepared for life in a pluralist society. School leaders therefore have a statutory duty to promote race equality and to focus on the positive contributions made by new arrivals. Effective leadership on inclusion and race equality is vital to ensure an effective whole-school approach to the induction and integration of new arrivals. The RR(A)A also lays down standards to ensure that criteria for admissions are equally open to pupils from all communities.

The **School Admissions Code of Practice (2003)** requires all authorities and Admission Forums to have In-Year Fair Access Protocols in place by September 2007. The protocols must cover all maintained schools and academies in the local authority (LA) area. They should ensure that access to suitable education is secured quickly for children who have no school place.

Community Cohesion Education Standards for Schools – The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion, and on Ofsted to report on the contributions made in this area. The duty is scheduled to come into effect from September 2007.

The Children's Act (2004) and *Every Child Matters: change for children* (2003) encourage schools to respond to the lives of children in an holistic way and to develop approaches to ensure that all children and young people are supported in overcoming potential barriers to learning and achievement and are able to realise their potential.

The **Education Act (2005)** makes provision for the prioritisation of the admissions of looked-after children.

The **National Curriculum (2000)** sets out the entitlement to the curriculum for all pupils. The National Curriculum inclusion statement offers three key principles for developing an inclusive curriculum:

- responding to pupils' diverse learning needs;

- setting suitable learning challenges;

- overcoming barriers to learning.

Supporting the attainment of newly arrived EAL learners

Implicit throughout this guidance is the principle that all newly arrived bilingual learners have a right of access to the National Curriculum and that provision for newly arrived EAL learners is not separate but integrated into all subject areas. The focus is therefore on learning and teaching in the mainstream classroom. Assessment of English language competence may be made using the scale described in *A language in common: assessing English as an additional language* (QCA/00/584). Although this scale has not been made statutory, the DCSF and Ofsted strongly recommend its use, where appropriate, and suggest that other systems should not be imposed.

When planning support for the achievement of newly arrived EAL learners, local authorities, Children's Services and schools will need to consider the best way to maximise the effectiveness of available local resources and to develop a strategic approach.

Issues for LAs and Children's Services to consider

- **Provision of Continuing Professional Development (CPD)** for school improvement partners, senior leadership teams (SLTs), teaching staff, governors and support staff covering requirements of RR(A) A (2000), the admission and induction of new arrivals and EAL.

- **Deployment of Ethnic Minority Achievement (EMA) staff** and alignment of their work with primary and secondary National Strategies' consultants, school improvement teams and Children's Services teams. With the increase in numbers of new arrivals, LAs may have to reconsider the scope of EMA support. Many schools expect direct LA teaching intervention, which may not always be feasible. LA EMA staff should be working strategically to build capacity in schools.

- **Identification and sharing** of good practice among schools.

- **Sharing of resources** between schools (for example, employing bilingual teaching assistants (TAs) between schools).

- **Admissions** – are there protocols for the admission of new arrivals (especially at Key Stages 3 and 4)? Does the Admissions Forum have an overview of the issue? Does the LA know how many new arrivals are waiting for a school place and how long they have been waiting? Are the LA mechanisms for accessing a school place client-friendly (especially for clients who speak little or no English)? Is there an uneven distribution of new arrivals across schools?

- Establishment of **secure and robust LA systems for collecting data** on new arrivals.

- **Tracking and monitoring attainment** of new arrivals across the LA and developing systems to address identified underachievement.

- Provision of **support for schools in setting up systems to track the progress** of newly arrived pupils specifically.

- Support for schools in **evaluating current policies and practices** in order to plan more effective provision for new arrivals.

Issues for schools to consider

- **Welcome**: are the families of new arrivals greeted, not kept waiting unnecessarily and is there access to an interpreter?

- **Preparation and planning**: admissions, assessment, pedagogical awareness, planning an appropriate curriculum.

- **Support systems**: class buddies, mentors, involvement of parents and deployment of support staff.

- **Intervention**: cognitive challenge of lessons, identification of next steps, scaffolding acquisition of English.

- **Ongoing support: target setting and tracking**: awareness of the difference between social and academic fluency and the changing needs of pupils as they become more fluent in English.

- **Use of first language**: encouragement to use first language as a tool for learning.

- **Examinations and tests**: awareness of:

  — special arrangements that can be made for new arrivals at Key Stage 2 and Key Stage 3;

  — access to GCSE and A level exams in first language;

  — the Early Years Foundation Stage Profile (EYFSP) assessments which can all be made through the home language except scale points 4–9 of the four Communication, Language and Literacy (CLL) scales which must be used to assess children's attainment in English. (Achievements in these scales in home languages should, however, be noted. Partnership with parents is particularly important at this stage for gathering evidence.)

- **Younger siblings**: colleagues in primary and secondary settings may have a key role for signposting newly arrived families to services for younger children[4].

As part of the school self-evaluation process school leaders will need to evaluate the plans for provision for newly arrived EAL learners. It is important that there is a whole-school policy on newly arrived pupils led by senior leadership teams (SLTs). This should be integrated with other key school priorities to ensure that the school can effectively meet the needs of newly arrived pupils and ensure that it enables all young people to reach their potential through the *Every Child Matters* agenda and fulfils its duties within race relations legislation. A school self-evaluation tool is included as Appendix A.

4 Families may not be aware that there is free nursery education for all three-to four-year-olds and that the statutory school attendance begins the term after a child's fifth birthday, but that there is an expectation in most LAs that children will begin school in the September of the school year in which they become five.

This guidance offers practical suggestions for welcoming new arrivals and for teaching and learning. For maximum impact it requires:

- the school SLT to give a clear lead on a whole-school approach to admission and induction, making provision for professional development for staff to support them in including and incorporating the learning needs of new arrivals in the day-to-day Wave 1 provision (quality first teaching), developing partnerships with parents and families and monitoring and evaluating the impact of the provision on children's well-being, progress and attainment;

- all the middle leaders (including the coordinator for EMA) to support implementation of the whole-school approach and to actively promote the development of effective teaching through professional development which may include whole-staff training, modelling and coaching.

Meeting the needs of new arrivals: a guide for primary schools

Working together: home, school and community   31

- Partnerships with parents

- Listening and sharing

- Continuing the development of first language

- Encouraging parents into school

- Community links

This guidance aims to provide clear practical advice on how primary schools can best support new arrivals with EAL who join the school at any point in the school year.

Introduction

Schools are becoming increasingly aware of the need to improve understanding of children's diverse backgrounds and experiences in order to meet the challenges of a changing demography. A significant number of new arrivals in many schools are children new to English. They are particularly vulnerable given that they often arrive outside the normal admission times and/or sometimes find themselves in schools that have little previous experience of meeting the needs of this group.

Underpinning this guidance is the principle that all newly arrived bilingual learners have a right of access to the National Curriculum and that provision for newly arrived bilingual children should be an integral part of the school's offer.

The new arrivals' experience

New arrivals are not a homogenous group and do not necessarily have a common set of educational needs. New arrivals may:

- have had full schooling in another country;

- have had no previous schooling;

- have had interrupted schooling;

- be literate in one or more languages;

- be highly motivated;

- be gifted and talented;

- be used to a different educational system;

- have a fractured educational history;

- have attended one or more schools (in England or abroad) before the present one;

- have learning difficulties;

- come from a range of cultural, religious, national and linguistic backgrounds;

- be living with parents who are experiencing emotional difficulties or withdrawal themselves;

- be experiencing cultural disorientation as well as feelings of loss, grief and isolation.

It is vitally important to acknowledge this diversity and complexity at the outset in order to:

- respond to children's diverse learning needs;

- set suitable learning challenges;

- overcome potential barriers to learning[5].

What do new arrivals need?

All new arrivals including refugees, asylum seekers and economic migrants from overseas have the right to enjoy a welcoming, safe and stress-free environment within school. They need to know that they are valued and that they belong even if their stay in your school is short. They need to have their bilingualism (and sometimes multilingualism) recognised as a positive part of their intellectual development and they need opportunities to use their home language to support their learning and development of English. It is important that they are made to feel part

5 National Curriculum (2000) inclusion statement

of the normal lessons and learning environment as soon as possible in order not to experience marginalisation and exclusion. All new arrivals must be given learning opportunities that are accessible, relevant and purposeful within the context of the National Curriculum. New arrivals need to be able to see themselves, their languages, culture and identity reflected not only in the classrooms but also in the wider school and through an inclusive curriculum.

Welcoming new arrivals

'…the admission and integration of newly arrived pupils proved to be a very good litmus test of how well the principles of inclusion and race equality were applied in practice. It also helped to deepen the staff's understanding of how well the school was placed to ensure equality of access and opportunity for all its pupils.'

The education of asylum-seeker pupils (Ofsted 2003)

It is essential that from the first point of contact, new arrivals and their parents should be made to feel welcome in the school. All staff need to be aware of and sensitive to the potential difficulties new arrivals and their families may be experiencing. It is also important to remember that new arrivals add to the richness of the school's ethos, culture and curriculum and to recognise and value the positive contribution newly arrived children can make.

Some examples of challenges that newly arrived primary children might be facing are:

- learning EAL;

- difficulties in managing the transition to a new country;

- feelings of insecurity or trauma due to prior experiences;

- isolation and lack of friends;

- separation from one or both parents, general changes in family situation;

- no previous schooling due to a different starting age in their home country;

- little, no or fractured previous education due to lack of opportunities or instability in their home country;

- different style or emphasis of prior education;

- Feeling misunderstood, unvalued or alienated if they cannot see their culture, language, experiences reflected around the school or in the classroom;

- facing racism in or out of school.

The most effective schools are those that are aware of these challenges and consider how they can support their new arrivals in overcoming them. They deal with their new arrivals sensitively and have developed a warm and friendly approach to welcoming them. These are the schools that take into account the social, linguistic and academic needs of their new arrivals and recognise the positive contribution newly arrived children can make to the school.

Having effective admissions and induction arrangements in place and ensuring that all staff have received training, including office staff, playground supervisors, TAs, class teachers, senior management and governors, will enable everyone in the school to provide a warm welcome for all new arrivals.

Initial information sharing

An initial interview provides an opportunity for the school to gather information about the child and also to provide information to parents about the school. The interview should be conducted after the initial contact with the parents but before the child starts at the school.

When setting up the initial interview the school will need to take several things into consideration. The first is who will conduct the interview and who will be present. Each school should have an EMA coordinator and this role could be carried out by the deputy headteacher or a senior member of staff. The EMA coordinator may be the best person to conduct the interview, but at least one other member of staff such as the class teacher, the headteacher, EMA staff, home–school liaison staff or possibly the teaching assistant (TA) assigned to the class should also be involved.

The school will also need to consider the English language proficiency of the parents when setting up the interview. Some parents may have a friend or relative who can translate for them, but in other cases, to ensure the clearest exchange of information possible, it may be necessary to have an interpreter available. If there is any doubt as to the parents' ability to communicate easily in English, it is best to err on the side of having an interpreter while remaining aware of possible sensitivities around the selection of such interpreters. A shared language does not necessarily mean a shared culture so interpreters will need to be sensitive to that.

Lack of familiarity with the English education system and the play-based curriculum in the Early Years Foundation Stage (EYFS), a different understanding of the parent–school partnership in children's learning, and their own educational experiences are all factors that will influence the dialogue between parents and school. It is therefore essential that the interview be handled as sensitively as possible with an understanding that the school may not as yet understand the parents' perspectives or expectations of schooling.

It is useful to brief the interpreter before the interview on the sorts of information the school wishes to gather from the parents and the information it wishes to impart to them. This will ensure that the interview runs as smoothly as possible.

The school will want to gather a range of information:

- What is the child's name? What does the child wish to be called? *Staff need to ensure that they know the correct pronunciation and spelling of the child's name*.

- What exposure has the child had to English? *Has this exposure been through a formal school curriculum, through parents speaking with the child in English or through private tuition? Has the child had practice in using English in real contexts?*

- What languages are used in the home? *Who speaks what language with whom in the home? In what languages is the child able to read and write? In a number of families, different languages are used for different purposes and by different members of the family.*

- What previous schooling has the child had? *Is there a different starting age for school in their country of origin (in many countries children start school later than in the UK)? Has the child's education been interrupted or disrupted due to upheaval? Were there little or no opportunities for schooling or was the cost prohibitive? Was schooling conducted in a more formal or informal manner? Some children may find it difficult to adapt to a change in curriculum style and this could impact on their behaviour.*

- *What kind of reading material is there in the home? Does the parent read with the child? What kind of books or other reading material are available? In which languages are these reading materials?*

Other background information may also be elicited at this interview:

- What are the child's strengths and interests? *The school can use this information to make the child feel more welcome.*

- Does the child have any health issues?

- Who is the child living with? *Children may be living with only some members of their family. Other family members may have been left behind in the home country for reasons such as continuing their education, marriage, financial concerns or difficulty in obtaining a visa. Such separations may be affecting the child emotionally.*

- Does the family have any concerns, either in regard to the child starting school or to other aspects of their new life?

- What is the child's religion? *This may impact on how the child dresses, dietary requirements, missing specific days due to religious holidays.*

- What is the preferred method of communication from the school? *In what language would the parents prefer to receive communications from the school? Would they prefer the communications to be verbal or written? (Some parents may have limited literacy skills not only in English but also in their home language).*

Alongside sharing information at the initial interview, parents can be provided at this time with welcome booklets, leaflets for parents or CD-ROMs. Some schools have even developed DVDs or videos for parents and children. The information should be easily accessible and supported by photographs, pictures and dual language captions. These resources can be developed by the school or with the support of the LA EMA service.

This initial conversation is also important for providing parents with information related to their children's learning:

- the curriculum the children will be following – *this could include information about literacy and mathematics as well as information about the broad curriculum including the topics the class will be studying in subjects such as history and geography;*

- the importance of continuing the development of the home language – *this supports the development of children's cognitive skills as well as scaffolding development of English;*

- extracurricular activities offered by the school;

- general information regarding the English school system;

- entitlement to funded nursery education, where appropriate;

- expected and statutory age of entry to school;

- the EYFS approach to education through play.

Parents will also need to be provided with other information such as:

- the school's expectations of its children – *homework, dress requirements, behaviour and so on;*

- opportunities for parental participation – *supporting homework, parent/teacher meetings, helping out in class and so on;*

- school start and finish times – *do the children go straight to their classes in the mornings or are they collected from the playground by their teachers? Where do parents collect the children in the afternoons?*

- class weekly timetable – *which days will children have PE? When are assemblies? Are there any other specialist activities in the timetable, for example French, where children might be taught by a different teacher? Do children move to different classes at any time during the day?*

- uniform, PE kit and so on – *have examples of the school uniform, PE kit and so on to show parents so that there is no confusion when they go to purchase it. Let parents know at this time if there is a second-hand uniform shop and how they can access it.*

There are a variety of DCSF leaflets for parents translated into a number of languages. These are available for downloading on www.parentscentre.gov.uk/publications/ the DCSF website for parents. Translated letters for parents can be found at: www.primaryresources.co.uk/letters/

It is also a useful opportunity to provide information to parents about other services available to them, for example, English classes for adults and early years settings for very young children.

Some information from the initial interview may be confidential and relevant to only a few staff, but other information will be useful in supporting the child's first days in the school. Schools should consider what information about the new arrival might be needed by senior managers, class teachers, additional staff focusing on EMA, TAs, office staff and playground assistants.

Planning for the new arrival

Once the initial interview has taken place, the school will have a bank of information that will help it plan for the new arrival. Good planning and a well thought out induction will provide support for both the newly arrived child and the staff.

The school may be tempted to place children with little or no experience of school in a year group below their chronological age. For example, some children arriving in Year 1 may not have been to school at all. Not only do they not yet read and write, they also may not have experienced a curriculum such as the one provided in the EYFS. Schools may feel it is beneficial to provide them with the opportunity of learning through play that is offered in the EYFS. However, schools also need to consider the emotional implications of placing children out of their chronological year group. One potential implication could be the frustration of not being able to communicate in a shared language, coupled with the frustration of being with younger children who are at a different developmental stage, leading to dominant or possibly even aggressive behaviour. Primary aged children placed within their chronological year group often gain reading and writing skills quickly. Research has shown that high cognitive challenge and an age-appropriate curriculum are crucial to all EAL learners. Therefore, the most appropriate place for children most new to English is in an age-appropriate classroom with their peers.

Before the child arrives, the class teacher should talk to the class about how the new arrival can be supported. The teacher can ask the children to think about what might be difficult for a newly arrived child and discuss how they could help. The teacher can also explain strategies for supporting the new child, particularly those new to English, in the classroom. These include:

- the importance of all children supporting the new child;

- speaking to the child in normal (not pidgin) English;

- including the new child in every activity;

- showing the new child how to do a task;

- talking through tasks while they are doing them.

When planning for the new arrival, class teachers need to place the child in a group where cognitive demand is high and where the other children will be sensitive to the new arrival's needs.

It is also important to highlight what the new arrival will bring to the classroom and school – a new language, a new culture, knowledge of another country and opportunities to make new friends. Learning a few words in the new language will enable all children to anticipate the new arrival so that they can show their knowledge and, in the process, welcome the new arrival.

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 basic 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 (see page 59 of this document) 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.

Buddies and designated adults

Designating a buddy will provide much needed support in the new arrival's early days. In the case of younger children, it may be beneficial to designate two buddies, particularly if the new arrival speaks little English, as younger children may find it difficult to sustain being a buddy throughout an entire day or over several days.

The teacher should explain clearly what the role of the buddy entails: to help the new child navigate their way around the school, understand daily routines and ensure that the new arrival won't be left alone at lunchtimes and playtimes.

If possible, select a buddy who shares the same language as the new arrival to create a sense of familiarity and decrease their sense of isolation, especially for those who are also new to English. The buddy may also be able to translate for the new arrival in the first days, although this isn't always the case even when children share the same language as some children, particularly young ones, find the concept of translation difficult. Teachers need to create an ethos of first language usage within the classroom so that newly arrived children will feel free to communicate in their home language.

For some children recording how they have helped the new children in a 'class friend's diary' is a way to help sustain their interest in being a buddy. It also provides teachers with additional information about the new arrival. The diaries could be written or pictorial. Teachers should strive to place the newly arrived child in the same group as their buddy and, if possible, with other children who share their language. This will help the child to develop self-esteem and confidence. However, it is important for the teacher to make sure that children who speak the same language as the new arrival do not do all the supporting.

Some schools also have playground buddies or befrienders. These are children who have been specially selected and trained to provide a caring friend on the playground for children who are feeling isolated, upset or vulnerable. In some schools they are involved in helping children deal with any problems and difficulties they are experiencing.

A primary school in the north of England uses a 'befrienders' scheme to help children who are feeling upset or lonely or who have a problem they would like help with. In Key Stage 1 the befrienders wear a different colour of jumper so that they are easily identified on the playground. Children know that they can always join in playing with a befriender so they don't have to worry about being isolated at playtimes. They can also go to a befriender if they have a problem or dispute. In Key Stage 2 the befrienders also wear a different colour of jumper so they can be easily identified. These befrienders hold surgeries where children can go and discuss problems with them in confidence. All the befrienders have been carefully selected and trained and there are always designated teachers available to them if they need advice or support.

Flexible deployment of TAs could provide an adult who is available to support the child both inside and outside the classroom. Such staff should receive specific training on issues concerning new arrivals and they should be the first person the child meets on entry to school. They should also be available to meet the parents at the initial interview. They can then spend time with the new child, getting to know them, supporting them in the classroom and helping them feel safe and secure in their new surroundings. They can shadow the child over the first few days and ensure that they are available to the child, particularly at playtimes and lunchtimes when the child might be feeling particularly vulnerable.

The designated TA is also responsible for sharing information with the class teacher and EMA staff. As the child becomes more accustomed to the school and begins to make friends, the TA can gradually withdraw support. Such a scheme requires a certain level of flexibility in deployment, but can do much to ease the new arrival's transition into school.

This example is of a large primary school that has set up a specialist EAL team consisting of a teacher team leader, a support team leader and a TA from each year group. The team has all had training on new arrivals and their needs. When a new child arrives, the designated TA from that year group will be the first person to meet the child. They will spend time with them that afternoon (the school has a policy of always starting new children in the afternoon of their first day), playing with them and talking with them in a specially set up EAL room. The room was set up to provide a refuge for newly arrived children when they are feeling anxious or upset. The designated TA shadows the child over the next couple of weeks and will be available whenever the child is feeling distressed or isolated. The TA will also provide support in the classroom. The TA is also available to answer any queries or concerns the parents might have.

Creating 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 the 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;

- children using their home languages for learning in the classroom;

- 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.

Teaching and learning: initial assessment

All children are entitled to access the National Curriculum and this is no different for newly arrived children, including those new to English. As with any other children, new arrivals need to be given work that is curriculum related and cognitively challenging. However, tasks also need to be achievable, and in order for this to take place, an initial assessment will need to be carried out. The assessment outcomes will provide staff with the information they need to determine what type of support – if any – will be required to enable the new arrival to actively engage with the National Curriculum.

The purpose of the initial assessment is not only to determine the child's level of English, but also to find out the child's levels of achievement across the curriculum. (The document *Assessment in mathematics toolkit to support pupils for whom English is an additional language* (DfES 0267-2003) can provide support for assessing children in mathematics). Teachers will need to gather information on the child's social, cultural and linguistic background in order to contextualise assessment data.

> 'The differences between summative and diagnostic assessment are particularly significant in the case of EAL children. There is a need to balance positive recognition of what a children understands and communicates, despite his or her limited grasp of English, and the identification of features of the children's developing English which are most likely to benefit from particular attention.'
>
> *A language in common: assessing English as an additional language* (QCA/00/584)

When looking at English language proficiency, it is crucial to determine how children are able to use English. The demands of social interaction are much less than those of the academic English used in the classroom. The demands of speaking and listening are different from those for reading and writing.

Initial assessments will:

- establish the academic achievement of the new arrival;

- establish the English language proficiency of the new arrival;

- provide a framework for tracking progress in English;

- provide information which enables teachers to plan appropriate learning experiences for new arrivals;

- provide information which will enable schools to determine what support will be required by the new arrival in order to enable them to access the curriculum and develop their English language skills.

Methods of assessment

All assessments should be carried out in a sensitive manner, taking care to avoid undue stress. Assessments should be carried out in a familiar part of the school and by a familiar person, they should be carried out over time with a range of methods being used to gather the evidence. These should include:

- informal assessment– *chatting with the child about their weekend or a picture they have drawn, reading a book with the child, asking the child to write a piece of unaided writing;*

- observing the child in different settings (such as classroom, playground and, if possible, home) – *these observations will provide valuable information on the child's language usage and ability to communicate in English in both formal and informal situations. Observations will also provide information on what sort of learner the child is;*

- previous school records – *if available, these should provide information on the child's progress and achievement levels in their previous school;*

- discussion with parents – *they can provide information on how they viewed their child's achievement, what sort of curriculum was followed in the child's previous school and how informal or formal the school's structure was;*

- discussion with the children – *they can be asked how they view their previous schooling and their own achievements within that system. Valuable information such as how the child views their own strengths and weaknesses in school can also be gathered through such a discussion;*

- discussion with support staff and other teachers – *support staff may initially be working quite closely with the new arrival, particularly those new to English, and may be able to offer insights into the children's learning styles, level of English and approaches to learning;*

- assessing knowledge and understanding in mathematics, science and so on through the child's first language – *it is important that those carrying out such assessments have received appropriate training and have a clear understanding of the nature of conceptual and linguistic development. The LA EMA service may be able to help with this.*

Including an assessment of the child in their first language, with a focus on skills in literacy and numeracy, will assist schools in formulating a more complete profile of the new arrival. It should also be possible during a first language assessment to determine how well developed, in relation to the child's age, the first language is. Development in the home language is not only important in its own right, but it also has a direct impact on English acquisition as it acts as a scaffold on which to build English language skills.

Particular care needs to be taken in the case of younger children who may have little or no experience of school. In the EYFS assessment procedures must follow the guidance on

assessing very young children. Assessments should be made within the context of play- based provision, where the child has access to a range of both adult-led and child-initiated activities. Where bilingual support is available care should be taken that the adult concerned has knowledge and understanding of EYFS and child development. Alternatively, interpreters can work alongside practitioners or parents, taking care not to overwhelm the child. Young children should be assessed within the context of the learning environment, withdrawal is rarely appropriate.

An initial assessment for children in the EYFS – as for those in primary – should not be a single event, but a picture built up over time. It should never be approached as a 'test', which would be inappropriate and counter to the pedagogical approach of the EYFS to which all teachers and practitioners must adhere.

Profiles of EAL learners across the different areas of listening, speaking, reading and writing will often be far more variable than those of monolingual children. Some children may be more advanced in their literacy skills than in their speaking and listening. Others may not have developed any literacy skills, but may be quite proficient in listening and speaking. Some (particularly younger children) may go through a 'silent' phase, listening and taking in English for a period of time before they are ready to begin speaking it. This should be recognised as an important learning phase during which care should be taken not to make negative assumptions about ability; children in this phase should be approached patiently with the expectation that they will respond.

Schools also need to exercise great care when interpreting results from standardised assessments. Some of these tests may contain cultural bias, either in the content or in the way they are administered. And because the data for these assessments has been standardised against a monolingual norm, schools need to carefully consider any results obtained from such tests. For many of these tests, the margin for error is likely to be greater for children learning EAL than for their monolingual peers.

A language in common

All children in primary schools are assessed against National Curriculum levels. The QCA extended scales (or 'steps') (*A language in common: assessing English as an additional language*, (QCA/00/584)) describes levels of EAL development below National Curriculum English level 2.

Using the QCA scales therefore provides a common language within the school. It also provides the capacity to track the children's National Curriculum English attainment from point of arrival. Although using the scales is not statutory, both the QCA and DCSF recommend their use.

The QCA extended scales are not usually appropriate for assessment of EAL learners in the EYFS.

Gathering background information

No assessment of newly arrived children is complete without taking into account their social, cultural, linguistic and academic background. One of the first tasks in conducting an initial assessment is to gather as much information as possible on the child's background. Such information is crucial to drawing a full picture of the child and enables teachers to contextualise attainment information.

Much background information required can be obtained at the initial interview with the parents. It should also be obtained from the children themselves, particularly those in Key Stage 2. For younger new arrivals, teachers may consider a home visit (if this is the usual practice within the school for new entrants) where they can see the child in the context of their family and own environment. This will enable teachers to gather information through discussion with the parents, and also to see how the parents are supporting the child in the home. Being accompanied by a speaker of the home language (if available) if parents do not speak English will give teachers the opportunity to communicate more effectively with both parents and

children. Photograph books of the school will help to introduce the new setting and give a focus to the conversations with or without bilingual support and regardless of whether or not parents understand English.

In the case of very young children, expectations of behaviours and progression in particular areas may be culturally biased. For example, in some cultures young children are not encouraged to talk: the expectation is that they will listen and learn from the adults around them and that speaking will come later. Their level of speaking may therefore be less advanced than in cultures where speaking with young children is an encouraged practice. Some young children may not have had previous access to books. This could be due to a number of reasons, but it is possible that such children will not yet have learned how to handle a book due to lack of experience.

It is therefore important to use the initial assessment as an opportunity to find out about the previous educational and home experiences of children through asking sensitive yet probing questions.

Some useful questions to ask children might be:

- Did you attend school in your home country? How many years did you go to school for?

- What was your school day like?

- What do you and your family read at home? Are reading materials in the home language, in English, or both? Are they for children, adults or both?

- What were your favourite subjects in school? Why?

- What subjects did you like least? Why?

- How long have you been learning English? Did you learn it at school or at home?

- Who were your friends in your previous school?

- What are some of your favourite things to do?

- Are any of your family members still in your home country?

- Do you like your new school?

Teaching and learning: developing classroom practice

Children learn English best when language is presented in meaningful contexts. The primary curriculum provides numerous opportunities for language rich activities which are particularly supportive to EAL learners, including those who are new to English. The curriculum also provides ample scope to reflect the cultural background of the child through the curriculum.

For EAL learners, the task within the classroom is two-fold: to learn English and to participate actively in the curriculum. The curriculum itself, however, offers an excellent framework for language learning.

'Language support is best provided within the mainstream classroom wherever possible, as time out of subject lessons for additional language tuition may cause the learner to fall behind in the curriculum.'

Aiming high: guidance on the assessment of pupils learning English as an additional language (DfES 1469-2005DOC-EN)

The Primary Framework for literacy and mathematics advocates teachers using their assessments to personalise learning. This enables teachers to focus on the individual needs of children new to English and those who have come from educational systems with different emphases. Children should be grouped in mixed ability groups in order to ensure access to good English role models and sufficient cognitive challenge. Tasks should be achievable yet cognitively challenging.

'Planning for EAL learners requires careful consideration of the curriculum context and provision of appropriate scaffolding to enable access to the curriculum. It is also important to identify the academic and cognitive language demanded by the curriculum and to plan for how this will be modelled by adults and peers and the opportunities that will be provided to rehearse and use the language in meaningful contexts.'

Primary Framework for Literacy and Mathematics

Contained within the Primary Strategy are a number of strategies that are highly supportive of EAL learners, for example, shared writing (which constitutes part of the teaching sequence for reading and writing) models the thinking writers use; guided reading not only scaffolds EAL learners' reading, but also extends both language and literacy skills in a contextualised and supportive manner.

The publication *Excellence and enjoyment: learning and teaching for bilingual children in the primary years*: Unit 2, *Creating the learning culture: making it work in the classroom* (DfES 2133-2006DCL-EN) offers a range of teaching and learning strategies supportive of EAL learners in the mainstream classroom.

Schools should also consider how the CPD resources and materials in *Excellence and enjoyment: social and emotional aspects of learning (SEAL)* (DfES 0110-2005KIT); CD-ROM (DfES 1579-2005CD) supports induction and learning for new arrivals.

Strategies for working with children new to English

When teachers are planning lessons, they need to consider how they will support children new to English to access the curriculum and develop their English language skills within the curriculum. The same principles will apply when planning adult-led activities for children in the EYFS (see Inclusive Practice; In-depth and effective practice; Observation, Assessment and planning, EYFS).

Teachers need to begin by identifying the language that children new to English require to actively participate in the lesson. This could be verb tenses, language structures, vocabulary – or any combination of these. Once the language demands of the lesson or specific activities have been identified, teachers need to plan how they will model that language in a supportive context, scaffolding children's understanding. Teachers will then need to plan opportunities for children new to English to use the identified language.

Tasks that enable children new to English to attach meaning to language are those that will most support them in developing their English language skills. When planning for children new to English, teachers might want to consider how to incorporate the following approaches:

- anticipating language that might create difficulties, such as language structures and tenses and planning how it will be introduced;

- providing models of the language the child will be expected to use, both oral and written – either by the teacher or by other children;

- identifying vocabulary that might create barriers to understanding and teach it explicitly;

- encouraging the use of a bilingual dictionary for a child who is literate in the first language, and encouraging the child to develop their own dual language dictionary;

- using the child's abilities in their home language, pairing them with a confident speaker of their home language if appropriate;

- using AfL processes to gauge children's previous knowledge at the start of any new unit of work and continuing to assess understanding on a regular basis;

- ensuring that there are elements of every task or activity at which children new to English will be able to succeed;

- using visuals, actions and real objects as much as possible to support meaning;

- using active tasks such as card sorting, transferring to grids, role-play and drama;

- using practical tasks as much as possible, ensuring that someone speaks to the child about what they are doing to support them in attaching meaning to language;

- varying the activities in a lesson so that concentration is maintained and the same language is encountered in a range of contexts;

- respecting the need of children who are going through a 'silent period' to assimilate the language before speaking it, providing them with opportunities to use visual and practical rather than oral responses to demonstrate understanding;

- ensuring that speaking and listening activities are planned for specifically, with scaffolding for children learning EAL (ensure careful selection of talk partners);

- repeating instructions, key phrases and questions to increase familiarity;

- summarising key points in simple sentences;

- ensuring that reading materials are geared to the child's interest and maturity levels as well as their ability to read in English.

Some children may arrive in late Key Stage 1 or in Key Stage 2 with little or no familiarity of the English sound and letter system. This may be because they come from a different writing system or because they have had little or no previous education. These children will need to be provided with opportunities to hear sounds of English and link them to letters, letter patterns and spelling patterns. Schools may wish to look at the interactive phonics teaching materials they are already using and adapt them for use with these older children.

Vocabulary is one of the key language features for EAL learners and will be the starting point for many children new to English. Enabling these children to develop an understanding of new vocabulary is a process that occurs over time and requires numerous encounters. To teach new vocabulary, teachers will need to:

- model it in context;

- prompt for it and elicit it;

- draw attention to it and use it in other contexts;

- display it;

- provide meaningful opportunities for children to practise it.

Where possible, teachers should also support children in making connections to similar vocabulary in their first language.

This example features a primary school that actively encourages the use of the home language in the classroom and around the school. It recognises that this will enable EAL children to transfer skills and knowledge from their first language to English. This is the case regardless of whether adults in the school share the child's home language or not. To facilitate this multilingual approach to learning, the school employs a number of multilingual and multicultural staff from a range of cultures. This means that many, but not all, languages of the children are also spoken by members of staff in the school. The headteacher, however, believes that there is always someone who can speak a language not already covered by staff and children in the school. He is resourceful in finding support for those children whose language is not shared by other children in the school, enlisting the help of local contacts in the community, the mosque, university students, local colleges and so on to provide language support for those children.

Enabling access to the curriculum and developing additional language

Learning an additional language and learning in an additional language is supported by practitioners who build on the child's previous knowledge and understanding and scaffold new learning. This allows them to personalise their daily teaching to meet the needs of the new arrivals.

Building on previous experience

Most new learning is based on connecting new ideas and concepts with knowledge already obtained: building on previous experiences creates a stepping stone to the next level of learning. Because newly arrived children will have come from a variety of backgrounds and knowledge, activating prior knowledge is a way to draw on their experiences and bring their cultures and backgrounds into the classroom. The familiarity of prior knowledge also creates a supportive context for English language acquisition.

Prior knowledge comes from more than children's backgrounds, though. It may simply be what children have learned in the previous lesson. It may also come from a shared experience created by the teacher.

There are a number of strategies for activating prior knowledge. These include:

- artefacts and pictures – visual prompts are particularly effective for activating prior knowledge in newly arrived children who have little English. The artefacts or pictures provide a stimulus that unlocks knowledge children may have not realised they have. Allow time for discussion in pairs or groups as children explore their ideas around the visual prompt;

- concept maps – *these enable learners to represent ideas that are linked together in some way, visually displaying the categorisation. They can be given to children with the headings already on them or the headings can evolve as contributions around the main subject are added. Concept maps with pictures can be particularly supportive of children new to English;*

- KWL grids – used at the beginning of a topic, project or lesson, these grids are divided into what children **k**now, what they **w**ant to know and, to be completed at the end of a project, topic or piece of research, what they have **l**earned.

Being able to use the first language is another way of keying in to previous knowledge for children new to English.

Scaffolding language and learning

Scaffolding can take place through various means:

- scaffolding by adults;

- scaffolding through planned opportunities for speaking and listening through collaborative work and encouraging the use of the whole language repertoire for learning;

- scaffolding through visual support and use of ICT.

Scaffolding by adults encompasses a number of areas. These include:

- modelling and demonstration;

- recasting and remodelling children's language;

- guided talk, guided reading and guided writing;

- ensuring that EAL learners understand what is expected of them;

- focused feedback and explicit praise.

Modelling and guiding by adults and peers

Vygotsky's work speaks of 'internalising dialogue' and the strategy of modelling is based on this concept. Modelling is the demonstration of key learning strategies that scaffold children's learning and take them from what they already know into new learning. Quite simply, modelling incorporates what to do, how to do it and what to say or write in order to do it.

Modelling forms the basis of strategies within the Primary Framework such as shared reading and shared writing. Modelling is also commonly used in mathematics, particularly in the area of problem solving.

Once they have identified the language demands of a lesson, teachers need to model this language within the context of the lesson. They then need to provide opportunities for EAL learners to use this language.

Modelling goes beyond formal strategies however. In fact, anyone more expert than the child can provide modelling. Therefore, children who are good role models of English can model language for EAL learners in situations such as during collaborative work, as talk partners and even in the playground.

Modelling for EAL learners incorporates placing the language required alongside the demonstration of learning strategies, thus attaching meaning to the language being used. Modelling can also be extended to incorporate strategies such as recasting or remodelling the utterances of EAL learners. Recasting a corrected form of what the child has said deals with errors in a positive way and also offers the opportunity for the child to extend his speech. When a child says **we goed to the park** the adult acknowledges the successful communication but also models the correct form **you went to the park... did you go with your brothers?** Recasting can also be used to extend the vocabulary of children learning EAL as an additional language, nudging them from their comfort zone.

'It is sound educational practice to build on what children know and can do. When this is applied to the use of bilingual strategies, it means building on the language children know best and planning, where possible, for children to meet new learning first in their strongest language. It is more supportive to move from the familiar language into English.'

Excellence and Enjoyment: learning and teaching for bilingual children in the primary years, Unit 1, Planning and assessment for language learning (DfES 2132-2006DCL-EN)

Guided talk

Guided talk is based on the concept of children being guided through a sequence of tasks and/or discussions with a focus on specific language.

Guided talk provides the opportunity for EAL children to:

- rehearse specific language forms that have been modelled by proficient speakers;

- use language purposefully;

- use extended stretches of language;

- use new subject-specific vocabulary in meaningful contexts;

- interact with others.

Guided talk can take the form of:

- guided group work – *the group works with an adult who guides the learning through a planned sequence of tasks and discussions. It provides the opportunity to listen to and use specific language;*

- guided talk for literacy – *these sessions can form part of the teaching sequence for writing, creating a bridge between shared writing and independent writing where children orally rehearse their writing;*

- Bradford Talking Partners – *this is an intervention programme specifically developed for EAL learners in Key Stage 1 and Key Stage 2. It has been designed to develop proficiency in the use of language for specific purposes through oral guided sessions. Activities include describing pictures and objects, giving and following instructions, retelling familiar stories and news telling. There is an emphasis on specific praise and specific prompts to extend children's range of English.*

Guided talk uses the strategies of pause, prompt and praise by the adult. Children are allowed time to organise their thoughts, to construct how they will express these thoughts and to self-correct linguistic errors. Children are prompted through the modelling of the appropriate form of grammar or vocabulary for that particular purpose. Alternatively, teachers might ask children to think of a different way of saying it.

Specific praise, which explicitly focuses on the speaking behaviour, vocabulary or structures used by the child, is another important element of guided talk.

Scaffolding through planned opportunities for speaking and listening

Speaking and listening is one of the cornerstones of learning in any primary classroom. It is also a strategy that is particularly supportive of EAL learners.

Speaking and listening is different from reading and writing in a number of ways, the prime one being that talk is constructed collaboratively. It is the collaborative nature of talk that extends EAL learners' abilities, both in comprehending input and constructing output.

Some of the distinctive features of listening and speaking for EAL learners are:

- visual links – *objects in the environment can be used to clarify meaning. This is particularly supportive of new-to-English pupils;*

- non-verbal communication – *facial expressions, intonation and gestures can also support understanding in speaking and listening;*

- reference words – *words such as 'this' or 'that' can be used in place of the actual vocabulary. This supports early speaking by new-to-English children;*

- clarification – *children can ask for immediate clarification if there is something they don't understand;*

- flexibility – *sentence structures and grammatical features are less strictly adhered to in speaking and listening than they are in written texts;*

- repetition – *ideas are often repeated, yet described in different ways, therefore extending the language of the EAL learner.*

Listening will be the primary focus for many pupils new to English in the early stages of English acquisition. Teachers need to ensure that children are provided with the scaffolding they require in order to attach meaning to the language they are hearing.

Planned opportunities for listening and speaking are provided in a number of ways:

- whole-class sessions for speaking and listening;

- extended dialogue between adults and children;

- paired talk;

- guided talk;

- exploratory talk in small groups;

- communicative activities such as barrier games.

Creating the learning culture: making it work in the classroom (DfES 2133-2006DCL-EN)

Paired talk

Many children feel uncomfortable speaking in a whole-class situation and for EAL learners, particularly those new to English, this can be especially daunting. The use of talk or response partners encourages all the children in the class to explore ideas, opinions and planning with a designated partner. Paired talk as a strategy is particularly supportive of EAL learners in that it provides them with adequate time for thinking and mental rehearsal, enabling them to formulate not only their ideas, but also the language they require to articulate their thoughts.

EAL learners should be paired with children who provide good role models of English. It may also be useful to pair an EAL learner with a more proficient speaker of English who also shares their language.

Paired talk can be scaffolded and supported in various ways.

- Children use whiteboards to jot down their ideas.

- Children use sticky notes to record and contribute thoughts and ideas.

- Children record their ideas using pictures or diagrams.

- Children use speaking frames to prompt key words and phrases.

- Children use their first language to explore ideas and then translate the ideas into English.

- Teachers ensure that adequate time is allowed for thinking and mental rehearsal.

Collaborative learning

Collaboration, in pairs or in groups, enhances learning for all children, but there are additional benefits for children learning EAL. Some of these benefits are as follows.

- EAL learners hear more language, a greater variety of language and have more language directed towards them.

- EAL learners interact more with other speakers.

- Language is heard and used meaningfully for a particular purpose.

- Similar ideas are often expressed in a variety of ways. Asking questions, exchanging information and solving problems all provide a context where words are repeated, ideas are rephrased, problems are restated and meanings are refined. This supports comprehension.

- The need to get information or clarify meaning increases the opportunities for EAL learners to ask questions that genuinely seek new information.

- Children who are not confident in English often feel more comfortable when working with peers.

- Occasional collaborative work with peers who share the language enables children to use their whole language repertoire for learning.

Collaborative learning creates a socially and linguistically supportive situation where EAL learners can engage in cognitively demanding activities. It is distinctive from group work in that it is based on 'thinking aloud' and requires the interaction of all involved to produce a specific output.

'One important view of learning, based on the ideas of Lev Vygotsky, is that inexperienced learners learn from working with more expert others. Working with a more experienced person, the inexperienced learner can achieve more than they could working on their own – they are 'scaffolded' by the expertise of the other. Gradually, the learner takes over more and more of the task from the expert until they can do it without assistance. They are then ready to take on new, more challenging learning, again scaffolded by an expert. Thus, they continue to move from dependence to independence, constantly increasing their own expertise. Vygotsky claimed this was how children learned naturally within societies and families.'

Excellence and enjoyment: learning and teaching in the primary years, Creating a learning culture: conditions for learning (DfES 0523-2004G)

Scaffolding through visual support and use of ICT

All children learning EAL will benefit from the use of visuals. These can take the form of pictures, objects, diagrams, mind maps, plans, writing frames and graphic organisers. Visuals can reduce the amount of language content while still retaining cognitive demand. They can also support children in constructing talk or text through providing prompts and scaffolds.

ICT offers a range of possibilities for scaffolding learning and English language acquisition. Activities based around ICT are generally inherently motivational and can provide an impetus for reluctant learners.

Some examples of ICT that have proven to be effective with EAL learners are:

- Problem solving – *one of the most effective uses of ICT in the classroom is to use it as a focus to engage EAL learners in exploratory talk. Exploratory talk is based around problem solving and is designed to include all the members of a group in the decision-making process. Some examples of encouraging exploratory talk would be children in a group using evidence obtained from the Internet to solve a particular problem or children working together with specific software designed to elicit problem solving.*

- Interactive whiteboards – *the implementation of interactive whiteboards in classrooms creates a tremendous opportunity to present learning in a more visual way. Whether through visual literacy, manipulative mathematics or simply pictures that support content, the visual and interactive nature of interactive whiteboards can be used to effectively scaffold learning for EAL learners.*

- Writing programmes – *these provide another type of scaffolding for children learning EAL. All primary aged children are in the process of developing their writing skills, but EAL learners have the additional difficulty of acquiring the language to write in the appropriate language register and writing genre. This is far more demanding than simply conversing in English. There are various programmes designed to scaffold writing. Some are based around sentence construction while others provide pictures that can be constructed into illustrations for both fictional and non-fictional texts to support planning for writing.*

- Mind mapping software – *this can be used in a whole-class situation, groups, pairs or individually for children to organise their thoughts on a particular topic. This could be in preparation for speaking, writing or even simply researching.*

- Web quests – *these guide children to procure specific information from designated sites. Children working together offers the opportunity for focused speaking and listening at a cognitively demanding level.*

- Camcorders – *these can be used for a range of purposes, from putting together a presentation about a particular subject or topic (such as a film providing information for new arrivals) to being used to record performances developed by children for the purpose (such as drama, music and so on).*

Assessment for learning (AfL)

The use of AfL is particularly supportive of new arrivals where learning objectives and success criteria are shared with children and feedback on learning is provided with a focus on identifying next steps and how to take them. Teachers need to ensure that learning objectives, success criteria and feedback are delivered in clear comprehensible English that is accessible to the EAL learners in the class.

It is essential to gather information not only on curricular learning, but also on English language development. Teachers can use strategies such as observation, questioning, language sampling, analysing talk and writing to identify strengths and areas for development. This, combined with day-to-day assessment and summative assessments, should be used to inform planning and teaching.

It is important to observe new arrivals as they engage in tasks independently, and with peers and adults in a range of situations to assess what they can do as well as how effectively they engage.

Samples of children's oral use of language in social as well as academic contexts across the curriculum, recorded on audiotapes or scribed by adults, provide a rich source of evidence for analysis of the linguistic development and proficiency in the additional language. When taking samples, it is important that the planned activity allows for the use of focus language. Comparison of oral and written language is particularly useful for ongoing assessment of language development and for setting curricular targets.

Practical approaches for assessing language development and curricular learning can be found in *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years*, Unit 1, Planning and assessment for language and learning (DfES 2132-2006DCL-EN).

Involving EAL learners in peer- and self-assessment will not only develop their awareness of the actual task, the standards expected and their own performance relating to the task, but also the metalanguage around the task.

Teachers may need to take a creative approach to make AfL accessible to children new to English, incorporating methods such as 'traffic lights' when asking children to assess their own performance.

Working with additional staff

The level of additional support available for newly arrived children will vary from school to school. Some schools, particularly those with large numbers of EAL learners, may have EMA specialists on their staff. Other schools may be able to contact the LA EMA service for support and there may be bilingual staff available who share the same language as the child. Many primary classes will also have a TA available to them at least some time in the week.

Effective use of additional staff means involving them actively in enabling new arrivals to access the curriculum and to develop English. Class teachers need to ensure that there is a consistent and coherent approach to supporting new arrivals, especially those new to English. The curriculum itself should form the foundation of any support provided.

It is therefore crucial that a culture of communication be built into the support programme. Collaborative planning by adults will support the two-way flow of information that will enable both teachers and support staff to appropriately differentiate lessons and tasks.

Class teachers need to share children's targets, the learning objectives for units of work and for the lesson, and the teaching plans with the additional adults. EAL and bilingual specialists will contribute to the teaching plans by providing guidance for scaffolding tasks, resources and curriculum contexts which will engage the learners. All staff need to be clear about assessment opportunities and develop systems for sharing the information so that it informs planning. The specialists will provide guidance on appropriate assessment for new arrivals.

Partnership teaching provides an excellent model of support where the class teacher and EMA teacher jointly plan, deliver and evaluate lessons. They are able to share their distinctive expertise and knowledge and thus create a more inclusive curriculum for EAL learners.

In addition to quality first teaching which meets their needs on a daily basis, some children may require a short-term intervention programme to accelerate their progress in a particular area. This should always be time limited and, wherever possible, take place in the context of the classroom and be linked to classroom activities. One example of a programme for EAL learners is Talking Partners (Bradford Education) which is designed to accelerate children's progress in speaking and listening.

> 'Learning how to learn is at the heart of AfL. Thinking about how children learn makes it possible to work out how best to teach; when children understand what helps them to learn they can review the effectiveness of the strategies they have used and their attitudes to learning.'
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> *Excellence and enjoyment: learning and teaching in the primary years, Planning and assessment for learning, Assessment for learning, Professional development materials* (DfES 0521-2004G)

Promoting children's participation

Children's participation in primary schools has been shown to improve academic achievement, improve behaviour and attendance and create a more inclusive environment within the school. Because it goes right to the heart of inclusion, schools need to consider how best to support new arrivals, including those new to English, to participate.

Participation can be divided into three key areas – children:

- having a voice and being listened to;
- being an active participant in their own learning;
- collaborating with and supporting peers.

Having a voice and being listened to

The transition for many newly arrived children can be a difficult time. Not only are they settling into a new school, they are also adapting to a new country and, in many cases, a new language. Many will be feeling isolated, overwhelmed, helpless or disorientated. In addition, some children have come from countries where there are conflicts and human rights issues. Others may be dealing with the loss of a parent, either through bereavement or through them being left behind.

Circle time offers opportunities for EAL learners not only to express their thoughts, feelings and views, but also to develop their English language skills. The use of puppets, Persona Dolls, visuals and objects will provide greater access and understanding during circle time for children who are new to English. Using role-play can model the language the children will need to participate.

Schools may also wish to use *Excellence and enjoyment: social and emotional aspects of learning (SEAL)* (DfES 0110-2005KIT) as another means of developing dialogue with newly arrived pupils as well as other pupils, enabling them to understand some of the feelings they may be experiencing and how to deal with these feelings.

Schools might also consider developing a range of approaches designed to involve children in decision making. For example, children could contribute ideas on welcoming and supporting newly arrived children based on their own experiences. Ideas could be sought through focus groups, questionnaires or suggestion boxes. Consideration needs to be given to how to enable children new to English to express their thoughts and feelings, particularly in schools where there is no one who shares the child's first language. Canvassing ideas from children would also give the school an insight as to how the children viewed the provision they had received and how it might be improved.

Children could also be involved in developing materials such as welcome books that provide information for new arrivals in their home language or a welcoming DVD. They could develop dual language dictionaries of words and phrases they see as being essential when children new to English arrive at the school.

This example is of a northern primary school that has had a number of new arrivals from Eastern Europe over the past couple of years. Senior staff wanted to find out how the children viewed the provision in the school, particularly in relation to how training received by teachers had impacted on teaching and learning in the classroom. The headteacher and deputy headteacher asked a number of children who had experienced being new arrivals about their experience. Rather than asking questions which might lead the children into how they answered, they asked the children to tell them about their experiences. From this, they found that the training that teachers had undergone had had a definite impact on the teaching and learning of new arrivals.

Being active participants in their own learning

'Children need to be active participants in their own learning. This includes all children and particularly those who may be disengaged from the curriculum and needing focused support. Such children can be encouraged and re-engaged by being actively involved in planning their own learning goals and reviewing their own progress.'

Pupil participation Primary National Strategy (DfES 1751-2005PD5-EN)

AfL creates a supportive context for children to be active participants in their own learning (see the 'Teaching and learning: developing classroom practice' section, page 28 above).

Collaborating with and supporting peers

Children support each other's learning and development, as well as their own, through working together in pairs and in groups. EAL children will learn a great deal of their developing English from their peers, both monolingual and bilingual. Planned speaking and listening opportunities alongside collaborative learning opportunities will support and accelerate the acquisition of English. (For strategies to implement this, see the 'Teaching and learning: developing classroom practice' section pages 25 – 27).

A few years ago, new arrivals were a rare occurrence at one paticular primary school in the southeast of England. Over the past few years, however, that has changed and the school has worked hard to develop a number of initiatives to welcome newly arrived children and support them in developing their English language skills. One of the initiatives they've set up is a lunchtime 'Speak Easy Club'. This is a club based around exploring various websites identified by the EMA coordinator. Each child comes along with an English speaking friend and they work together, looking at the different Internet sites. Because they are friends, talk flows easily and the carefully selected websites provide an appealing focal point for discussion. And while the English speaker is providing a good role model for the development of the new arrival's English, both children are likely to share the expertise around exploring the websites. The website focus ensures that the children are engaged in informal yet academic conversation.

Peer support can take the form of befriending schemes in the playground or at lunchtime and partner or buddy work within the classroom. Using children's first language skills in supporting peers not only demonstrates valuing the home language, but also the recognition that children new to English have much to offer.

Working together: home, school and community

Partnerships with parents

Research has demonstrated the positive impact of parental involvement in a child's education and developing strong home–school links should be a facet of any school's support for their new arrivals. In fact, parental involvement is a more powerful force than family background, size of family and level of parental education.

Effective partnerships with parents recognise that:

- most parents want to be involved in their children's education;

- parents are their child's first educators and remain key to their children's education;

- parents play a key role in their children developing a confident sense of identity and self esteem;

- parents understand their own children best;

- the importance of listening to parents' concerns goes beyond school work.

Schools that are most successful in working with new arrivals are those which have managed to foster a high level of parental participation. There is a welcoming ethos in these schools that:

- makes all parents feel they are welcome in the school;

- makes all parents feel they have a positive role to play in the school;

- ensures parents know that the school is receptive to them communicating with staff their feelings and opinions;

- ensures parents know that their feelings and opinions will be dealt with in a serious and respectful manner;

- demonstrates that the school actively values the cultural, linguistic and religious backgrounds of all its parents;

- demonstrates that the school is an integral part of the community;

- encourages parents to participate in activities with their children such as Family Learning opportunities;

- facilitates interpreter support as appropriate;

- signposts parents to appropriate services such as English language classes where appropriate.

However, there are potential factors which may lessen the involvement of parents of new arrivals. The following are examples of these factors.

- Parents may be unfamiliar with the English education system and may therefore lack confidence in their ability to be involved.

- Parents may have experienced an educational system where parental participation is not expected.

- Limited English proficiency may result in parents lacking the confidence to initiate interaction with the school.

- Lack of educational opportunities in their own lives may result in parents lacking the confidence to initiate interaction with the school.

- Experiences in the home country may make a parent understandably wary of authority and contact with schools.

- Parents may feel they have little to contribute.

- Suitable bilingual support or appropriate translation or interpretation services may not be available (see more on this point below).

Schools need to take account of these factors when planning for the engagement of parents in their children's learning.

Listening and sharing

Partnerships with parents of newly arrived children must be based on a process of listening and sharing. It is essential that parents and the school see communication as a two-way process.

Establishing a culture of easy access and informal contacts should be one of the first steps in developing two-way communications with parents. Teachers and senior members of staff should be available at the beginning and/or the end of the school day. This is when parents are in the school anyway, dropping off or collecting their children. In some schools the teachers bringing the children out to the playground at the end of the day and initiating discussions with parents helps those who lack confidence overcome their difficulties in communicating with the school.

Informal contacts also enable schools to easily share good news about children's achievements. A number of parents will have come from backgrounds where the only contact was when problems arose. Focusing on good news will help diminish or eliminate any negative feelings these parents might be experiencing.

When setting up more formal meetings with parents, it is essential to plan the meeting carefully so that points can be made clearly and concisely. Interpreters should be available for parents whose English proficiency is not sufficient to meet the demands of the conversation. The interpreter should be briefed before the meeting in order to enable it to be carried out as smoothly as possible.

It is also important for schools to actively gather the views of their parents. There are a number of different approaches through which this can be achieved. For example, some schools have set up parent representative groups, others have sought parents' views through canvassing opinions informally, perhaps through discussions at parent coffee mornings. Open formal meetings with a specific focus can also be held to discover parents' feelings and views on particular issues.

For a number of parents, the greatest barrier to developing communication and partnership with the school is their own limited English proficiency. Schools need to consider how they will help parents overcome this barrier and develop a strategy to ensure that these parents will be able to fully express their feelings and opinions and are able to receive any information the school wishes to impart. Such a strategy should be shared with all staff.

Some schools may be able to draw upon bilingual staff from within the school, but there are also many schools where there are no staff who share the parents' language. In these cases, schools will need to provide an interpreter from time to time. They may be able to draw on someone from the local community or they may have to contact a translating service. It is essential that translators used for any confidential discussions are neither friends nor relatives of the parents.

There are a number of translated leaflets and letters available that schools can draw upon to provide information to parents. Schools that have their own bilingual staff may wish to produce their own. For parents with limited literacy in their own language, one-to-one conversations or translations of information onto tapes or CDs may be the best way to ensure clear communication.

Continuing the development of first language

Some parents may feel that living in an English speaking country means they should minimise the use of the home language with their children. However, maintaining and developing the home language not only allows children new to English to communicate through the language in which they are most comfortable, it also supports their English language acquisition. Children whose first language is not maintained may find it more difficult to acquire English, particularly as they progress onto more academic structures and vocabulary.

Use of the home language also provides for early learners of English a language in which to examine the concepts encountered in the curriculum. Young children are particularly vulnerable to losing the capacity to communicate in their home language if all interaction in that language is curtailed.

Parents can be provided with suggestions such as reading with children in the home language, using numbers (according to the child's level of knowledge) in the first language and asking children to talk about what they have learned in the first language.

Encouraging parents into school

Many parents of new arrivals enjoy helping in the classrooms. Some schools actively recruit them and then provide them with training, sharing expertise on how to support children's learning.

For parents who don't yet have the level of English that such work would require, a number of schools provide opportunities for parents to enrol in classes in English, ICT, sewing and so on. Some schools also hold parent/child English classes while others hold coffee mornings for parents to socialise with one another. This is particularly helpful in cases where families are linguistically and culturally isolated, for example, where no one in the community shares their language or heritage. A number of schools also have an allocated parent's room, often with home–school liaison staff available, where parents can drop in or attend classes.

Providing parents with a reason to come into the school will help them to feel more comfortable in that environment and encourage home–school communication.

This example features a primary school in the north employing a Family Support Worker who has developed courses for parents in mathematics and English skills. The workshops give the parents the chance to meet other parents, learn new skills in English and mathematics and then, later in the workshop, work alongside their children. It enables them to better support their children's education. The school has also developed an informal 'coffee afternoon' for parents who wish to socialise with school staff and one another. The Parental Support Advisor within the school is available for parents to seek help and advice on local services and other issues.

Community links

'As well as working closely with parents, primary schools must be closely linked to their local community.'

Excellence and enjoyment: a strategy for primary schools (DfES 0377-2003)

The communities surrounding schools are as varied as the different populations within schools and newly arrived children may or may not be ethnically represented within the local community. Linking with the local community can provide the school with a number of benefits.

Schools can:

- link with community language classes, supplementary schools, madrasahs, and so on – *not only can schools trade information on children, it can be quite beneficial to see children in a different educational setting;*

- establish English for Speakers of Other Languages (ESOL) classes for parents and members of the community;

- establish community language classes which include a range of learners (parents, children and school staff);

- use expertise from people within the community to help with the curricular and extra-curricular activities;

- develop relationships with local businesses, community organisations and religious groups;

- enable local community groups to use school facilities;

- gather newspapers, clothing, artefacts and other resources from local shops.

Meeting the needs of new arrivals: a guide for secondary schools

This guidance aims to provide clear practical advice on how schools can best support new arrivals learning EAL who join the school at any point in the school year.

Introduction

Schools are becoming increasingly aware of the need to improve understanding of their pupils' diverse backgrounds and experiences in order to meet the challenges of a changing demography. A significant number of new arrivals in many schools are pupils acquiring EAL. Mobile pupils with EAL are particularly vulnerable given that they often arrive outside the normal admission times and/or sometimes find themselves in schools that have little previous experience of meeting the needs of this group.

Implicit throughout this guidance is that all newly arrived bilingual learners have a right of access to the National Curriculum and that provision for newly arrived EAL learners is not separate but integrated into all subject areas. The focus is therefore on learning and teaching in the mainstream classroom.

The new arrivals' experience

New arrivals are not a homogenous group and do not necessarily have a common set of educational needs. New arrivals may:

- have had full schooling in another country;
- have had no previous schooling;
- have had interrupted schooling;
- be literate in one or more languages;
- be highly motivated;
- be gifted and talented;
- be used to a different educational system;
- have a fractured educational history;
- have attended one or more schools (in England or abroad) before the present one;
- have learning difficulties;
- come from a range of cultural, religious, national and linguistic backgrounds;
- be living with adults who are experiencing emotional difficulties or withdrawal themselves;
- be experiencing cultural disorientation as well as feelings of loss, grief and isolation.

It is vitally important to acknowledge this diversity and complexity at the outset in order to:

- respond to pupils' diverse learning needs;
- set suitable learning challenges;
- overcome barriers to learning[6].

6 National Curriculum (2000) inclusion statement

What do new arrivals need?

All new arrivals including refugees, asylum seekers and economic migrants from overseas have the right to enjoy a welcoming, safe and stress-free environment within school. They need to know that they are valued and that they belong even if their stay in your school is short. They need to have their bilingualism (and sometimes multilingualism) recognised as a positive part of their intellectual development and they need opportunities to use their home language to support their learning and development of English. It is important that they are made to feel part of the normal lessons and learning environment as soon as possible in order not to experience marginalisation and exclusion. All new arrivals must be given learning opportunities that are accessible, relevant and purposeful within the context of the National Curriculum. New arrivals need to be able to see themselves, their languages, culture and identity reflected not only in the classrooms but also in the wider school and through an inclusive curriculum.

Welcoming new arrivals

'… the admission and integration of newly arrived pupils proved to be a very good litmus test of how well the principles of inclusion and race equality were applied in practice. It also helped to deepen the staff's understanding of how well the school was placed to ensure equality of access and opportunity for all its pupils.'

The education of asylum seeker pupils (Ofsted 2003).

All new arrivals and their families need to feel welcome from their first point of contact with the school. Effective schools work hard to develop a warm and friendly approach to induction for newly arrived pupils which addresses these pupils' social as well as academic needs.

Planning for the new arrival

Many schools try to ensure the following:

- A day(s) has been set aside for initial interviews to take place.

- An interpreter has been booked if needed.

- There is a minimum three-day gap between interview and admission to enable the pupil to buy a uniform and equipment and to enable information to be shared with appropriate staff.

- The pupil starts mid-week to ensure that they do not have to be in an unfamiliar environment all week at first.

- Information gathered at the initial interview is shared with all relevant staff using a New Arrival Form.

- There are clear roles for support staff, such as an induction mentor[7], trained to assist in the settling-in process.

- There is a key named senior member of staff who is responsible for the admissions process.

- All staff can prepare for the newly arrived pupil in advance of the pupil's start date.

- A 'sanctuary' has been identified where new arrivals worried about bullying or harassment or overwhelmed by the 'newness' of it all can retreat.

7 See DfES Managing Pupil Mobility: Guidance 2003

At admission interview

- The initial interview with pupil and parents is carried out by a senior member of staff with the EMA teacher or coordinator present if possible.

- Administrative staff are welcoming to parents and pupils and sensitively offer help with filling in forms if needed.

- Staff do not ask for official documentation on immigration status but wait until a relationship of trust has been developed where this information might become clear.

- Information about the school is made available in the home language.

- Parents are shown around the school.

- New arrivals can be given 'starter packs' containing pen, pencil, bilingual dictionary (if the pupil is literate in first language) and homework booklet.

- New families can be given 'welcome packs' containing a map of the local area, plan of the school, timetable, lists of local community groups and so on in an accessible format.

> As part of the welcoming admission process, the headteacher at a secondary school in Glasgow personally welcomes and enrols children of asylum seekers. School uniforms are made available for pupils so that they can immediately feel they belong to the school community.

Once the new arrival has started

- **Designate** a senior member of staff as a key contact.

- **Allocate** a trained peer 'buddy' or 'mentor' who will look after the pupil at break and meal times and explain school routines.

- **Assess** pupils' level of English through information gathered from a wide variety of sources; this should include school reports from schools outside the UK and first language assessments. Written formal tests are unlikely to accurately reflect the potential of a pupil new to the English education system.

- **Place** pupils appropriately avoiding lower groups or sets because of a perceived lack of English.

- **Consider** class size and gender balance, whether there is a same-language speaker in the class, support provided during class periods, gender of class teacher and supportive nature of the class when allocating new arrivals to a new class.

- **Be flexible when timetabling** as it may be necessary to change timetables soon after a new arrival has started once further initial assessments have been carried out by the subject teacher or EMA teacher.

- **Ensure that tracking and monitoring systems** are in place so that the progress of new arrivals is carefully followed.

- **Set short-term social and academic targets** to enable the school to monitor early progress and alert staff to potential difficulties.

- **Plan a review meeting** a few weeks after the new arrival has started with parents, teachers and support staff in order to discuss/clarify any issues that may result in the pupil not making expected progress or settling into the life of the school. This meeting will provide an opportunity for both the pupil and parents to clarify concerns and ask questions. It would also enable school staff to identify further support that the family might need.

- **Monitor and review** pupils' learning progress closely and frequently to alert staff to potential ability or difficulty.

A large urban secondary school in the Midlands has a very detailed welcome procedure.

New arrivals start in small groups and are met by a TA who is part of the EAL team. They and their parents are shown around the school and they are shown a video made by pupils which outlines the school day. The video includes information on how to access school dinners, the registration process at the beginning of morning and afternoon sessions and uniform and PE requirements. Interpreters are used to establish previous educational history and assessment is carried out using the National Curriculum Language in Common steps. Same-language buddies as well as another buddy who does not share the same language are then appointed to look after the new arrival for the first two weeks.

Points for reflection

- Is there a whole-school policy on the welcome, admission and induction of new arrivals in your school?

- Are there robust and sensitive systems for collecting contextualised data about new arrivals with EAL in your school?

- How does your school collect the views of the pupils themselves regarding provision for new arrivals?

Teaching and learning: early assessment

'Making adequate assessment of pupils' educational experience and attainment is a key task. When records and samples of work are available teachers still need to assess pupils individually. When pupils arrive at very short notice, the need to settle them in quickly can work against the process required to get the provision right. A false start can have serious consequences, both for the pupils and the groups they join.'

Managing pupil mobility (DfES 0780-2003)

It is essential to set suitable learning challenges for new arrivals in order to ensure that pupils are given work that:

- is curriculum related;

- is achievable;

- retains cognitive challenge;

- builds on their prior learning.

In order to ascertain what support the pupil needs to be able to engage with the National Curriculum, it is crucial to understand the new arrival's previous educational history and to carry out an assessment of their competence in English. Information on the pupil's social, cultural and linguistic background also needs to be gathered in order to contextualise the results of any assessments.

Assessments should be carried out in a situation that is familiar to the learner in order to avoid undue stress. It is helpful to allow the new arrival a period of time to settle in before carrying out an assessment. Teachers should be prepared to use a range of methods over a period of time to ensure that their initial assessment accurately reflects the pupil's proficiency.

First language assessment

Initial assessment in first language

One London borough with a centralised EMA support service is able to offer initial assessment in 32 different languages. Through connections with local families and schools, the borough is able to recruit additional sessional staff from new communities who have experience of work with children and young people and who have good bilingual oracy and literacy. The new staff are trained in translation and interpreting guidelines, mother tongue assessment and report writing.

Where possible, an assessment in first language should be undertaken. This will enhance the quality of the assessment information obtained to support planning for next steps in learning. First language assessment enables teachers to find out about a pupil's language, culture, varied needs, interests and learning styles. It highlights a pupil's strengths and provides a formative rather than a summative evaluation which can be a very effective diagnostic tool[8]. It is important that those carrying out such assessments have received appropriate training and have a clear understanding of the nature of conceptual and linguistic development. The LA EMA service may be able to help with this.

Ideally, assessment of English language competence should be carried out using the scale *A Language in Common: assessing English as an additional language* (QCA/00584). Although this scale has not been made statutory, the DCSF and Ofsted strongly recommend its use and suggest that alternative assessment scales should not be adopted.

It is important not to make assumptions about a pupil's ability and place them in lower sets or groups based solely on an assessment of their proficiency in English. Very often they are unable to demonstrate their subject knowledge and conceptual understanding because of their limited experience in English.

Using first language assessment in the curriculum

A Roman Catholic secondary school in a shire county has recently started to welcome a number of Polish children who are new to learning English. A science teacher has had the 'end of module' tests translated so that he can assess the pupils' knowledge of science and conceptual understanding in their first language. This allowed him to see that one of the new Polish pupils was operating at a much higher level than the rest of the group.

Points for reflection

- How do you use the baseline information that is gathered at initial assessment to enable you to set challenging and effective learning targets?

- How do you promote language awareness activities in your school? (see www.newburypark. redbridge.sch.uk for 100 + ideas to promote language awareness)

Teaching and learning: induction

Induction can be used to describe the period of the first few days when a new pupil is settling in to their new school. Many schools have put in place systems to support this process paying particular attention to the initial interview, initial assessment, providing a trained buddy or mentor and tracking and monitoring to ensure that the new arrival is settling and making progress. Schools that have trained EMA staff and high pupil mobility may also wish to consider developing an induction course to support new arrivals learning EAL.

8 NALDIC Practice Papers 2: January 2007

Supporting new arrivals at Key Stage 3

Pupils learn English best in a whole-class situation with access to models of fluent English and by hearing the interactions of their peers around them. An induction programme that is developed to facilitate the settling-in period should neither prevent wider access to the curriculum nor prevent the opportunity for new arrivals to learn from their peers. Induction arrangements should always be viewed as a short-term initiative to ease the transition to mainstream and not as an alternative form of education in itself[9].

Criteria for induction courses

When planning to develop an induction course for newly arrived pupils at secondary level, it is important to note the following requirements.

- Induction courses require a clear, shared rationale.

- Courses should be time limited.

- There should be clear entry and exit procedures.

- There should be detailed, accurate baseline assessment.

- Progress should be monitored continuously and end of course assessments shared with mainstream teachers.

- Intended outcomes of the course should be SMART (Specific, Measurable, Achievable, Realistic and Time scaled).

- The programme should be delivered by teachers with a sound understanding of second language acquisition.

- As part of a review of provision, pupils should be consulted to judge their post-course satisfaction.

- The course should be supported by strong leadership from the senior management team.

- The course should be directly linked to learning in the National Curriculum to avoid decontextualised language activities.

- Parents should be informed of the provision and the outcomes in an accessible manner.

- Pupils' achievements should be celebrated and rewarded.

Pupils arriving in school in Years 7–9 have the opportunity to benefit from access to a mainstream education and to achieve well at GCSE. Indeed, many such pupils outperform their peers by the age of 16. To ensure rapid integration and progress for new arrivals, schools will need to put in place induction procedures that are clear and sufficiently flexible to take account of the usual wide variety of previous education experiences.

There are a number of different models of inclusive induction including:

- **full integration** into the mainstream from day one, ideally with EMA support in class;

- **short-term induction** where the pupil remains with EMA staff for a two-day settling-in period then join mainstream class full-time with in-class support;

- **medium-term induction** where the pupil is withdrawn from some classes for induction sessions, for example one hour a day for a limited period.

9 In 1986 Calderdale LA was found guilty under the Race Relations Act of discriminatory practice for educating some groups of pupils within separate units thus denying those pupils access to mainstream education.

Medium-term induction

A large secondary school in north west London has developed an induction course for Key Stage 3.The course runs for two hours per week for 12 weeks. To be eligible for the course pupils must have been in the UK for less than one year and be working at lower than National Curriculum level 2. For these two hours pupils will be offered a 'taster' of mathematics, English, science, history, design and technology, geography, drama, personal, social and health education and art. Each two-hour unit is subject-specific and key vocabulary is used. The emphasis is on speaking and listening but all four language skills are employed. The EMA coordinator contacts heads of department requesting very specific contributions to the induction course. This requires subject teams to consider the language demands of their curriculum area. Each department needs to provide examples of very specific key skills and concepts that can be delivered in a two-hour period which personalises the course content to each school. The EMA team, working closely with mainstream colleagues, then make the appropriate materials for that subject.

The course operates on a rolling programme, so a new eligible pupil can join at any time and complete the 12-week course. There are pre- and post-course questionnaires for the pupils to complete in order to ascertain pre-course aspirations and post-course satisfaction. This highlights the importance of pupil participation and hearing the new arrival's voice. Pupils are assessed at the start and end of the course using the National Curriculum Language in Common English levels and this is disseminated to mainstream staff and parents. As pupils graduate from the course they receive a certificate of achievement awarded in assembly as the school celebrates their success and a letter home in translation to parents.

See DVD: New Arrivals Excellence Programme (NAEP) Case study 4
(www.standards.dcsf.gov.uk/newarrivals)

Points for reflection

- What induction support does your school currently offer and how effective is it?

- How could you take aspects of the models above and use them in your context?

If you already have an induction course:

- Is the induction course in your school delivered by someone with a sound knowledge of second language acquisition?

- Are materials developed for the induction course done so in collaboration with subject teachers in order to develop their awareness of the language demands of their subject?

Supporting the integration of newly arrived EAL pupils at Key Stages 4 and 5

Where pupils arrive in Years 10 and 11, schools may want to consider a variety of models of induction which take account of the specific needs of this potentially vulnerable group. Pupils new to English at this age will be unlikely to manage the coursework or examination requirements of some GCSE courses. Thus, education provision should be tailored to the needs of the individual pupils while still ensuring the greatest possible access to the mainstream curriculum and future educational opportunities.

There are a range of accredited courses available for late arrivals in Years 10 and 11 and it is crucially important that schools are aware that what is appropriate for one new arrival is not necessarily the case for another. Care needs to be taken to guide new arrivals towards educational provision that matches their needs and this will be dependent on levels of literacy in first language and English, previous educational history and individual aspirations. It is important to keep pathways to learning open and for schools to engage in dialogue with the pupil, the parents, Further Education providers, Connexions, and other agencies as appropriate to ensure that chosen curriculum pathways match pupil need.

An LA response to new arrivals with EAL in Years 10 and 11

One east of England authority works closely with Connexions to make sure that schools are able to offer all young people a personalised and flexible curriculum that leads to further education opportunities and employment, but also tries to meet the aspirations and needs of young people. Using funding from the Learning Skills Council, the EMA team employed a number of bilingual MENA (Minority Ethnic New Arrival) Link Workers speaking the same languages as the new arrivals. Their role is to work with Connexions staff in secondary schools to help them in advising Portuguese, Polish, Lithuanian, Czech and Slovak speaking pupils. They can provide a broad range of support for 14–19-year-olds, including in-class support, guidance interviews, exam preparation and support for progression to post-16 study. This has resulted in young people and their families receiving support when making decisions about Key Stage 4 programmes of study, post-16 courses, university courses and employment possibilities as well as providing them with general information about the English education system.

Schools are encouraged to provide a more flexible curriculum at Key Stage 4. Personalised learning is intended to meet the diverse needs of pupils and to provide them with motivation and encouragement to achieve. This is achieved through taking a structured and responsive approach to each pupil's learning, in order that they can progress, achieve and participate. It depends on engaging pupils as active and curious partners in their learning. It also hinges on assessment, both formative and summative, arrived at through techniques such as open questioning, peer-assessment, and sharing objectives and success criteria.

Curriculum flexibility and personalised learning

A secondary school in north Lincolnshire aims to provide curriculum flexibility and personalised learning programmes through:

- accurately matching assessment information with the courses on offer within the curriculum;

- restricting the choice of subjects to enable extra study or EAL support or induction periods to increase pupils' motivation and maximise success by providing opportunities for individual progression;

- providing access to careers advice through Connexions and links to college courses.

Sometimes it will be necessary for schools to provide a range of models of support given the varied and diverse backgrounds of their newly arrived EAL pupils. It may also be necessary to give careful consideration to placing pupils in a lower year to enable them to have time to catch up with curriculum demands. This may be particularly useful if a pupil arrives late in Year 9, 10 or 11.

Responding to the diverse needs of new arrivals

A community college in west London with a relatively low percentage of EAL pupils has a higher concentration of pupils who are new to English than most of the other schools in the area. At any one time they can have between 15 and 20 new-to-English pupils across Key Stages 3 to 5. The college has responded by welcoming the new arrivals with a range of initiatives.

For new arrivals at Key Stage 3 and 4 who are new to English, they provide a Beginners' Induction Programme which runs for two full days during which pupils study curriculum linked English, mathematics, ICT and science activities. For some new arrivals in Key Stage 4 who require additional support there is an accredited EAL option group for three lessons a week which runs parallel to their GCSE English course. This is a two-year course which may also lead to an alternative English qualification such as IGCSE at the end of Year 11.

Using additional funding from the LA EMA service, the college extended support to new arrivals with EAL in Year 12. These pupils are offered an additional English curriculum focus twice a week covering study skills, exam techniques and essay writing skills in addition to five hours per week of in-class support.

One LA has developed a GCSE EAL option course in order to address the specific needs of late arrivals in Key Stages 4 and 5.

Supporting late arrivals in Key Stages 4 and 5

One secondary school in west London has piloted a GCSE EAL option course, developed by the LA, for students who arrive in the UK in Key Stages 4 and 5 with little or no English.

The English Language and Literacy in Curriculum Learning course was piloted in the school between 2004 and 2006. It provides accreditation for EAL learners aged 14–19. It has been successfully followed by young people with limited or disrupted schooling and who are new to English language and literacy, as well as those who have had age-appropriate schooling in their country of origin, but who need to learn English rapidly to continue with their education in the UK.

The new course was offered as a GCSE option for Key Stage 4 late arrivals (three periods a week) and as an access course (ten periods a week) for students joining the school in the sixth form, of whom there are 20–40 each year. Students in both key stages follow academic or vocational courses in addition to this course. In Key Stage 4 students will also take GCSE English and at Key Stage 5 students will follow GNVQ, AS and A2 level courses as appropriate.

The course, which can be offered at a range of levels (from entry levels 1, 2 and 3 through to GNVQ level 1) depending on students' previous educational experience, focuses on the development of English but, equally importantly, on school and curriculum-related knowledge, understanding and skills which students need to access the mainstream curriculum.

The course integrates language development with age-appropriate curriculum content for students entering the school system for the first time, and materials have been developed to tailor teaching to the needs of individual students in Key Stage 4 and Key Stage 5.

The knowledge and skills taught throughout the course enable accreditation to be sought through the ASDAN Certificate of Personal Effectiveness (CoPE) at either National Qualification Level 1 (GCSE Grade E or GNVQ equivalent) or Level 2 (GCSE Grade B equivalent).

See DVD: New Arrivals Excellence Programme (NAEP) Case study 5
(www.standards.dcsf.gov.uk/newarrivals)

This ability to adapt provision and respond to pupils' diverse learning needs, educational experiences and level of English language acquisition is a key factor in supporting the attainment of newly arrived pupils learning EAL. It can also be extremely beneficial to both pupils and schools if collaborative working arrangements between schools and between schools and colleges can be developed.

Secondary schools working collaboratively to meet the needs of new arrivals

Two secondary schools in north London worked together to develop a funded Access to School project to support the integration and achievement of newly arrived unaccompanied asylum seekers and refugees who needed to enrol in Year 11. Together the schools provided a programme which offered initial assessment, identification of curriculum pathways, initial support into mainstream lessons, tracking and monitoring of progress through the year, mentoring support and extra help in applying for work experience or making college applications. The programme also offered support to establish good communication and partnership with carers. The aim of the Access to School project was to ensure that the target students achieved at least one A*–G at GCSE despite only starting schooling during the autumn term of Year 11 and being new to English.

See www.islingtonschoolsemas.net for more details.

What these initiatives have in common is that they run alongside access to mainstream provision so that new arrivals with EAL are able to benefit from:

• opportunities to gain qualifications;

• opportunities to access further education post-16;

• mentoring support and personal advisers;

• inclusion in a school tutor or form group;

• participating in mainstream school field trips;

• accessing ICT and PE facilities;

• access to community and after-school education projects;

• access to library facilities;

• additional in-class support;

• peer mentoring;

• support for English for Speakers of Other Languages (ESOL);

• opportunities to take first language GCSE (where available);

• support from bilingual TAs;

• work experience placements;

• participation in the life of the school;

• accredited EAL option group.

Supporting the integration of newly arrived EAL learners who have had little formal education

Some new arrivals may have had little or no formal education. This could be for a number of reasons:

• being poor in a country where education is not free;

• being a girl in a country or region where traditionally, few girls access education;

• coming from a country disrupted by war;

- coming from a rural area where it is not easy to access education;

- coming from a home country where formal schooling starts at age seven or eight.

Pupils in this situation may well have little or no literacy skills in any language, and may lack basic curriculum knowledge and formal learning skills. It may not be easy for them to adjust to a formal school life. It is important to bear in mind that pupils with little or no formal education may experience bullying, isolation, anxiety and embarrassment in their new school.

Education provision will need to take account of the fact that pupils may be working well below age-related expectations in some subjects but may still be able to access other parts of the curriculum with or without support. The GCSE EAL option outlined above for Key Stage 4 and 5 for example, would also be suitable for those with limited previous education as it can be offered at several levels. However, such pupils would also need some additional literacy support at the same time.

Considerable care and flexibility will need to be taken with the development of the pupil's timetable. Pupils in this situation may well need basic literacy and numeracy input in a short-term, tailored course in addition to considerable support in their mainstream classes from TAs and other support staff. It is important not to assume that pupils in this situation have special educational needs as they may be very able pupils who have not yet, for a variety of reasons, had the opportunities to develop their education. Sometimes pupils in this situation can become very frustrated and this may lead to poor attendance. Care needs to be taken to ensure that there is good communication with parents and that the school works together with the family and other agencies to support the needs of this potentially vulnerable group.

Supporting Roma inclusion

When a Year 9 Polish Roma pupil with an interrupted educational history joined a voluntary aided Catholic school in Lincoln, the school was very aware that the more academic subjects with a high literacy focus would be problematic for her. The pupil had poor attendance and her parents who were migrant workers were often working and difficult to engage. The school used their Polish TA to establish communication with the parents in order to encourage the pupil back into school. They did this through offering a staggered return a half day at a time in their nurture base (an area of the school designated for this purpose) until the pupil felt sufficiently confident to be in the mainstream full-time. The pupil was able to build her confidence and now has very good attendance and is making good progress. When asked what helped her to achieve this she said: 'Polish miss, English friends and dictionary.'

Supporting the integration of newly arrived isolated learners of EAL

In some parts of the country the number of families from minority ethnic communities is fairly small and when new arrivals and their families move into these areas they can feel isolated if there are no others who share their linguistic, cultural and religious backgrounds. In some schools where there are EAL learners a new family may still feel isolated if they are the only speaker of that language. These pupils may experience bullying and anxiety as well as isolation. Some may feel a need to reject their cultural and linguistic background in an effort to assimilate with their peers. In schools where staff have little or no experience of working with pupils new to English it is especially important that:

- there is a welcoming, inclusive ethos in the school;

- teachers, TAs and other support staff undertake training on meeting the needs of EAL pupils and new arrivals;

- schools link closely with any central LA services to access support they can provide such as interpreting and translation;

- LAs consider setting up networks of effective practice to enable practitioners to raise awareness about the needs of new arrivals and share expertise and gain confidence;

- all staff use the wide range of readily available resources;

Supporting inclusion of new arrivals with EAL

Resources to support work with new arrivals:

See www.standards.dcsf.gov.uk/newarrivals for a list of resources to support working with newly arrived pupils with EAL in the classroom, case studies from different parts of the country and different models of induction including links to additional resources.

- other children are actively prepared to welcome new arrivals into classes or tutor groups, for example through units of work in citizenship lessons or direct preparation by the form tutor;

- schools liaise closely with parents in order to reduce the isolation of the pupils and their families;

- access to the curriculum alongside English acquisition is at the core of any provision;

- teaching and learning is informed by principles of good practice in relation to bilingualism and additional language;

- support is provided for the entitlement of learners both to learn and achieve in English and to maintain and develop their first languages;

- a member of staff, supported by senior management, is designated to coordinate the induction of new arrivals.

Strategies to ensure effective provision for isolated bilingual learners will:

- reduce the isolation of pupils, families and teachers and actively support learners, parents and language communities;

- exploit ICT and distance learning to provide access to information, learning and human resources;

- maximise the quality and quantity of EAL teaching and learning opportunities;

- build capacity at local, regional and national level through partnerships, networks and communities of practice;

- contribute to tackling racism and inequality[10] .

Welcoming isolated new arrivals with EAL

A relatively small rural secondary school in Lincoln with little previous experience of working with bilingual learners has responded to an increase in new arrivals, the majority being Polish speakers, by putting in place a number of strategies to support new arrivals. The school has employed two Polish-speaking bilingual assistants who are making a significant contribution in school and sixth form both in terms of developing language for the curriculum and coordinating provision. Procedures for admission and induction for new arrivals have been developed. Staff have drawn on training for induction processes provided by the LA EMA service. Young people can have 'taster days' before they join the school and one Year 6 recently arrived Polish speaker has already joined in activities at the secondary school in preparation for starting there. Opportunities to take qualifications in home languages have been encouraged. The school supports home language classes, which take place at the weekend. Care for all individuals has been adapted to incorporate the needs of new arrivals.

See DVD New Arrivals Excellence Programme (NAEP) Case study 6
(www.standards.dcsf.gov.uk/newarrivals)

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10 See NALDIC Working Paper 8 2005. *Teaching isolated bilingual learners of English* for more detail

Additional funding

Many of the alternative curriculum pathways at Key Stage 4 require additional funding and it is worth considering how you may be able to access additional sources of funding when wishing to develop work further in this area. The links below offer some suggestions.

- Neighbourhood Renewal Fund www.neighbourhood.gov.uk

- European Refugee Fund

- **The new EU Lifelong Learning and Youth in Action Programmes 2007–2013**

- The EU launched its new **Lifelong Learning Programme** in January 2007.
  The programme offers funding to enable learners and trainees to work with their European peers through joint projects, exchanges, work experience and much more. This is an exciting opportunity for learners to gain new skills and international experience. The Programme brings together four existing programmes:

    — **Grundtvig**, for those involved in **adult education**, funds a variety of projects, including small-scale, community-based activities focused on developing basic skills and enabling learners to play a more active role in their communities;

    — **Leonardo da Vinci**, for those involved in **vocational education and training**, allows participants to benefit from work experience placements and many other opportunities;

    — **Comenius**, for **schools**, provides funding for schools across Europe to work together on joint projects, either on languages or other areas of the curriculum;

    — **Erasmus**, for those involved in **higher education**, provides grants for students to spend a term or a year studying abroad.

- For life long learning contact: www.lifelonglearningprogramme.org.uk

- For Grundtvig and Leonardo contact: llp@ecotec.com

- For Comenius or Erasmus contact: general.enquiries@britishcouncil.org

- For information on Youth in Action contact: connectyouth.enquiries@britishcouncil.org

Teaching and learning: developing classroom practice

Schools need to be aware of some of the barriers to learning for new arrivals. Typical difficulties experienced may include:

- learning EAL;

- finding it difficult to adjust to life in a new country;

- understanding the different expectations of pedagogy and school routines;

- feeling insecure or traumatised due to prior experiences;

- experiencing isolation;

- separation from one or both parents or other family members;

- no previous schooling or an interrupted educational history;

- not seeing their culture, language, experiences, valued or reflected around the school or in the classroom;

- facing racism in or out of school.

However, while all or some of the above may be true for any new arrival it is important not to make generalised assumptions about refugee and asylum-seeking pupils. Research shows that children and young people vary in how they cope with adversity. Many have developed very strong inner coping mechanisms and are very resilient. They should not automatically be thought of as a homogenous group with the same experiences. Schools, however, do have a very important role to play in providing a sense of order, stability and security for all new arrivals.

Pupils learn best when they feel safe, secure and valued. Learning has both cognitive and affective dimensions and factors such as identity and self-esteem and feeling valued as an individual are crucial for successful learning. This includes developing positive and supportive relationships with and between pupils by creating optimal conditions for learning.

One way to achieve this is through establishing the following core principles developed by the Department for Children, Schools and Families, which are relevant to all learners and strongly aligned to the five expectations outlined in *Every Child Matters* (2003).

- Ensure that every learner succeeds: set high expectations.

- Make learning of subjects and the curriculum real and vivid.

- Make learning enjoyable and challenging: stimulate learning through matching teaching techniques to a range of learning needs.

- Develop learning skills, thinking skills and personal qualities across the curriculum, inside and outside the classroom.

- Build on what the learners already know: structure and pace teaching so that they can understand what is to be learned, how and why.

- Use AfL to make individuals partners in their learning.

Personalising learning

The National Curriculum makes clear the obligation for teachers to modify and plan for the diverse learning needs of pupils from all social and cultural backgrounds including new arrivals and refugees and asylum seekers.

Adapting the curriculum

Research shows that maintaining the age-appropriate curriculum and securing high cognitive challenge are critical to progress for bilingual learners. Newly arrived pupils constitute a diverse group and in order to respond to their differing learning needs and to set suitable learning challenges, teachers may need to adapt the curriculum and the way in which they design their lessons.

It is important that curriculum choices reflect the cultures, languages and identities of pupils in the school. The secondary curriculum offers numerous opportunities and the flexibility to draw on the cultural and religious background of pupils.

Subject areas, key concepts, and skills can be modified and adapted to enable all pupils to access the learning, for example:

- the use of visuals to stimulate discussion;

- the use of the interactive whiteboard to draw on a wide range of diagrams, photographs and graphic organisers;

- providing writing frames;

- prompts for speaking activities;

- opportunities for oral rehearsal before writing, such as:

  — jigsaw reading;

  — hot seating;

  — role-play;

  — first language discussion.

All these strategies will enable pupils learning EAL to participate more actively in the lessons in differing ways.

One London local authority has developed a CPD session called 'The Inclusive English Classroom' to share and demonstrate a range of approaches that could be used with different texts to support the engagement of pupils new to English as well as other pupils. It was intended that the principles and strategies discussed would inform planning and revision of sequences of work and so impact on as many teachers in as many classrooms as possible. A checklist of good features of inclusive lessons was provided and techniques demonstrated to illustrate the points made.

An inclusive English classroom will have the following features.

1. Address different learning styles and intelligences.

2. Create opportunities for talk and for demonstrating understanding.

3. Establish routines and ways of working.

4. Develop collaborative and independent learning.

5. Make reading tasks active and collaborative.

6. Provide appropriate resources.

7. Question effectively.

8. Provide support for writing.

9. Use additional support effectively.

10. Value diversity.

Adapting your teaching style

Teachers need to consider using a range of teaching styles to accommodate the auditory, visual and kinaesthetic learners that are found in every classroom. This will include planning and structuring learning to maximise the engagement and participation of all pupils.

AfL

AfL involves identifying progress and setting targets for improvement. Fundamental to effective learning is for pupils to have a clear understanding of:

- what they are trying to learn (learning objectives);

- how they can recognise achievement (learning outcomes);

- what 'good' looks like (success criteria);

- why they are learning this in the first place (the big picture – sometimes linked to personal curricular targets).

Establishing clear learning outcomes will provide opportunities for both pupils and teachers to evaluate the progress made each lesson. Teachers will need to ensure that newly arrived pupils understand what they have been asked to do and why and to recognise that they will be able to express their knowledge and understanding in a number of different ways. Providing frequent opportunities for classroom dialogue, whole-class, paired or group work and using first language if possible will enable new arrivals with EAL to actively participate in AfL and make sense of what they are being asked to do. Planned activities involving purposeful talk will enable pupils to develop their thinking skills, hear and rehearse academic language and to learn from others. This will enhance their confidence as learners and make them active participants in their own learning.

Using peer- and self-assessment

One secondary school in a shire county uses self-assessment to check that pupils are on target during the lesson as well as peer-assessment in first language. Once pupils have checked their work and targets they are asked to show a red card if they need further help to achieve the task or a green card if they are happy with their own assessment and can carry on without teacher intervention at this point.

See DVD: New Arrivals Excellence Programme (NAEP) Case study 6
(www.standards.dcsf.gov.uk/newarrivals)

Activating prior knowledge

Activating prior knowledge and learning will help pupils to engage in the lesson and tap into curricular context. This may involve starting the lesson with a summary of previous learning or it may involve drawing on pupils' prior experience, knowledge, skills and understanding in order for them to make sense of what they are being asked to do now.

Using first language in the classroom

Using first language as a tool for learning will enable pupils to understand and participate more fully in lessons. In particular, pupils should be encouraged to use their first language when the cognitive challenge is high, they are still developing proficiency in English and oral rehearsal will help reflection[11]. Pupils should also be encouraged to use bilingual dictionaries and other dual language resources to support their learning. Many teachers also use the many websites that are now available to translate key words and concepts for their newly arrived pupils. (See: www.standards.dcsf.gov.uk/newarrivals for useful resources and websites for support in this area.)

Using collaborative learning activities

Collaborative learning activities provide a framework for teachers and pupils to work together on the learning process. They provide pupils with the opportunity to verbalise their thinking in small groups and at the same time provide good models for the desired language and learning outcomes.

Collaborative learning activities encourage pupils to:

- be active inquiring learners;
- access cognitively demanding texts and concepts;
- develop thinking and language skills;
- interact constructively with their peers;
- relate their own experiences (cultural and linguistic) and knowledge of the world to the curriculum[12].

11 Key Stage 3 National Strategy: Access and *Engagement in English: teaching pupils for whom English is an additional language* (DfES 0609-2002)
12 See www.collaborativelearning.org.uk

Collaborative learning encourages teachers to:

- analyse and plan learning tasks more rigorously;

- design group activities that are interactive and that provide visual and contextual support;

- link curriculum content with language and literacy development;

- observe and evaluate pupils' learning;

- activate and build upon pupil's prior knowledge and experience.

Working in this way with the whole class will benefit all pupils while avoiding the tendency to oversimplify work for learners who are new to English.

Working with additional staff

There will be marked regional differences in terms of the support available for working with newly arrived pupils in the classroom. Some schools will have an EMA team or specialist on the staff; others may have a small number of TAs and some schools in more isolated areas may need to access support from a central EMA team or to network and share resources with other schools.

Working with another adult in the classroom requires clear planning of respective roles. To maximise the effectiveness of working with a (bilingual) TA, the teacher and support staff will need to plan together. If you have the opportunity to work in a regular partnership (subject teacher and EMA specialist) the best outcomes for all pupils will be achieved when both teachers:

- plan together the aims, objectives and learning outcomes for the lesson;

- agree the different roles each will take in the lesson;

- decide in advance who is responsible for starter, delivery of lesson, plenary, praise, discipline;

- decide who will make or adapt materials for the lesson;

- decide in advance who will be responsible for setting and marking homework;

- decide who will be responsible for monitoring which individuals or groups of pupils;

- build in time to evaluate the lesson and plan next steps in learning.

If you are accessing support from a central LA EMA team, or through a local school collaborative, partnership or network, you will need to consider the best way in which to make use of the time allocated for your school. This could be through providing:

- CPD for teachers at your school to disseminate strategies to support new arrivals with EAL;

- planned, focused support delivered in partnership with the class teacher.

Independent learning

All pupils need to move from being recipients of what they are being taught to develop as active, engaged independent learners who take responsibility for their own learning and are empowered to make progress for themselves. Pupils can be actively encouraged towards independence through access to information sources such as:

- key words and concepts in translation;

- bilingual dictionaries, thesauruses;

- ICT and classroom routines that encourage self-directed learning rather than teacher dependence.

Points for reflection

- How effectively do subject teachers and EMA specialists work together in your school in order to understand the language demands of the curriculum for newly arrived pupils with EAL?

- If your school does not have access to an EMA specialist how do you access support from the central EMA team to ensure that your CPD needs are being met in this area?

- How can you work in partnership with local schools to pool resources and provision?

Promoting the participation of young people

'We have a right to be heard too. We as children and young people know what we want. The only way we can change things is to make sure that people who make decisions know what we think and what we want. If we don't get involved we are likely to get only what other people want.'

Pupil participation guidance: working together: giving children and young people a say
(DfES 0134-2004)

Schools might wish to consider developing a range of approaches involving young people in decision making about how to welcome and support their newly arrived peers.

One school in east London used funding from the Prince's Trust to engage a group of Year 10 refugee and asylum-seeking pupils in a film-making project to support new arrivals to their school. The pupils wrote a bid, constructed the storyboard, developed a script and with the aid of a professional filmmaker made a DVD for new arrivals explaining daily life, systems and procedures in their school. The young people were given responsibility for the project from start to finish which resulted in increased levels of confidence for the pupils involved and contributed to an empathetic induction for new arrivals.

Actively involving young people when making decisions:

- recognises children and young people as major stakeholders in society with important contributions to make to the design and delivery of services they receive, including education;

- is a great opportunity for children and young people to experience how rights go hand in hand with responsibilities;

- supports personalised learning through opportunities that already exist in citizenship, education, personal, social and health education and in other wider school activities;

- helps every child to fulfil their potential as set out in **Every Child Matters** (2003);

- contributes to the creation of listening and democratic schools.

Consultation with young people and their parents can ensure that activities support and promote positive relationships and this can be achieved through surveys, focus groups and dedicated meetings. Many schools already do this very successfully in a variety of ways:

- peer support – older pupils directly supporting younger pupils with academic work or pastoral care;

- peer mediation – young people trained to mediate disagreements between peers;

- planned consultation – young people consulted about particular decisions a school wishes to make;

- peer education projects – using peer education to tackle racist bullying in school and the wider community;

- involving pupils in the staff recruitment process;

- using questionnaires to gauge pupils' pre-course aspirations and post-course satisfaction with particular interventions (see DVD New Arrivals Excellence Programme (NAEP) Case study 4 www.standards.dcsf.gov.uk/newarrivals).

In Glasgow the Big Step (Glasgow Community Planning Ltd), in partnership with Glasgow City Council's residential and children's rights services, support a group where unaccompanied children meet, share experiences and are involved in activities including participation in consultation events. Members of the group of unaccompanied children developed, designed and produced a welcome pack for other unaccompanied children. The welcome pack was funded by the Big Step and the Scottish Refugee Council.

Points for reflection

- How does your school consult new arrivals on the effectiveness of particular support programmes?

- How do you ensure that the pupil voice is articulated throughout the school and feeds into whole-school issues?

Working together: school, home and community

'The key to developing schools which effectively educate refugee students is to create mechanisms that facilitate and foster positive supportive interactions between the different systems (parents, teacher, schools, community and service providers), with the child as the focal point. In order for this to happen, these parties need to have a better understanding of the nature and needs of each other and methods to negotiate mutually satisfying ways of meeting needs.'

Hamilton, R. and Moore, D. (2003) *Education interventions for refugee children*, page 95, Routledge Falmer.

In *Count us in: young refugees in the education system* (The Children's Society 2006), the children, young people and the professionals who work with them highlighted the need to help young refugees and new arrivals through the cultural transition they need to make in their new school.

Schools that are most successful in working with new arrivals are those that foster a high level of parental participation. In order to do this it is necessary to understand why it may be difficult to develop links with a pupil's home. Typical barriers may include:

- lack of familiarity with the English education system, having arrived from countries where parent participation is not expected;

- past experiences in the home country which may make a parent understandably wary of authority and contact with schools;

- language barriers which may prevent parents accessing what the school has to offer;

- lack of educational opportunities in their own lives which may result in parents lacking the confidence to initiate interaction with the school;

- some negative media images of new arrivals which can be off-putting to newly arrived parents and their families. Successful schools are creative in their attempts to reverse these perceptions and tackle the hostility. They are sensitive to the identities of pupils and make efforts to include the histories, languages, religion and cultures of all their pupils in the curriculum.

Information to support home–school relationships

For more information on developing successful home–school relationships see www.teachernet.gov.uk/
Click on 'whole-school issues' then 'family and community' then 'working with parents' for a list of
useful resources in this area.

Schools can encourage parental involvement by:

- making all parents feel that they are welcome and have a positive role to play in the life of
the school;

- showing parents that they can always make their feelings and opinions known to staff; and
that these will be dealt with respectfully and seriously;

- demonstrating that parents' linguistic, cultural and religious backgrounds are valued and
respected;

- maintaining good links with other agencies including community groups, refugee support
groups and EMA teams with the LA;

- being sensitive to different care arrangements within communities;

- ensuring that bilingual TAs or trained interpreters are used for school admission interviews,
initial assessment, SEN review meetings, parent consultation events and for meetings that
are dealing with sensitive issues;

- translating key standard letters home using the readily available websites that do this (see
www.standards.dcsf.gov.uk/newarrivals for useful resources and websites);

- organising and fostering community cohesion through coffee mornings or parent voice
meetings for parents new to the school;

- promoting family learning projects;

- inviting parents/carers to use their skills to contribute to the work of the school (for example
during Refugee Week, Black History Month, International Evening, Multicultural Week as
well as for specific assemblies);

- showing that the school reflects the community that it serves.

The following quotes are taken from *Principles of engaging asylum seeker and refugee
parents in their child's learning* (National Children's Bureau 2007).

'I learned English at the local college and that has helped me to help my children, now we learn
together, it's a nice way for the whole family to be together.' (Somali foster parent)

'If schools make a little effort then parents really appreciate that.' (Kurdish parent)

'The use of interpreters to help out parents is really important and they don't just help out with
education issues but other issues as well.' (Year 6 Sri Lankan girl)

Points for reflection

- Does your school actively recruit to the governing body from minority communities?

- Does your school actively develop links and forge partnerships with the wider Black and minority
ethnic pupils (BME) and bilingual communities?

Models of induction

Model	Procedure	Support	Staffing implications	Comment
Full integration from Day 1	After initial interview, pupil assigned to class.	EMA/induction teacher (or TA) adjusts regular timetable to provide some in-class and/or follow-up support where possible.	Depending on size of EMA team, in-class or follow-up support for pupils with EAL needs spread ever more thinly.	This system can work successfully if all staff are trained to work effectively in linguistically diverse classrooms (for example, through whole-staff plus partnership/team-teaching with an EAL specialist).
Short-term induction	Pupil remains with EMA staff for up to two days settling-in period, then joins class full-time.	Focus on survival language and school routines and so on in the brief induction period. Support then given in class by EMA teacher where possible.	EMA teacher (or TA) needs flexible timetable. Admissions often staggered to make this model feasible.	The comments above apply.
Medium-term induction	Pupil placed in a class but withdrawn for a number of support sessions on a regular basis (such as one hour a day for a few weeks, reducing over time to one hour a week). This can last for anything up to a year depending on need.	In the best practice, work in these sessions is both language and content focused and linked to the mainstream curriculum. An organisational issue is trying to ensure that the pupil does not miss too much of any one subject	Where the school regularly receives new arrivals across the curriculum, this model is likely to occupy a specialist full-time.	Where there is a team of EMA teachers, this model can work well – with other staff providing in-class support and school-wide CPD by means of partnership work and team teaching. Where a school has only one EMA teacher (delivering the induction programme), the continuing needs of all EAL learners will be largely unmet.
Longer-term intensive induction	New arrivals placed full-time in an induction unit for anything between six weeks and one term plus. The intention (not always realised) is to move pupils to the mainstream as soon as possible.	In the best practice, teaching is mindful of pupils' entitlement to the National Curriculum.	Significant cost implications. A common model at LA level in the 1970s and 1980s, largely abandoned after the Calderdale enquiry (1986). Reappearing now at individual and school cluster levels.	Essential for the success of this model is a well-developed strategy for the integration of pupils into the mainstream and their continuing support by EAL and subject specialists as described above.

This grid was produced for a conference in London on new arrivals. It summarises existing induction models in London schools, highlighting advantages and disadvantages of the various models.

Models of induction for isolated learners

Model	Procedure	Support	Staffing implications	Comments
Full integration from Day 1	Early profiling, parents included if possible. Feedback and report to school staff for placement, buddies, timetabling (for example, doubling up key subjects), arranging staff training, tracking achievement. Report includes Language in Common levels for En (Ma and Sci if possible too) and first steps or targets for first six months.	School employs/deploys TA or teacher to adjust timetable to provide some in-class or follow-up support if possible. Support is language and content focused, linked to mainstream curriculum, sometimes on workshop basis looking at all subjects (more likely in secondary). Further profiling if, for example, EAL/SEN needs further investigation. Access to Language Line for Interpreting and Translation, for example. SMT thinks about SEF from start. Whole-class or tutor-group training on welcoming and working with new arrivals.	Depending on numbers of new arrivals and staff available in-class, follow-up or workshop support may be spread thinly – maximum amount of support per pupil may have to be agreed, reviewed. Admission could be staggered to make model feasible.	This model can work successfully if all staff are trained to work effectively, including carrying out early profiling, through whole-staff training. Training for TAs/teachers available on distance basis, for example Support for EAL (SEAL). Usually plenty of good language models so developing collaborative work more important than new arrivals' level of English; implications for effective grouping from the start. Integration vital, for example class/tutor group training and parents' meetings carried out early on, otherwise racism likely to emerge at a later stage.

Model	Procedure	Support	Staffing implications	Comments
Induction before or alongside integration	School or group of schools in cluster join together to provide a number of workshop sessions on regular basis out of class/school or full-time with view to moving pupils to mainstream. Combination of mainstream classes and ESOL classes at college can also be negotiated.	Early profiling can be carried out on self-evaluation basis using translated form for pupils literate in first language. Tasks in language and content workshops need to be linked to mainstream curriculum and transition issues such as obtaining advice from Connexions for 14–19s.	School or cluster needs to employ TA or teacher. In some areas youth workers take initial responsibility for new arrivals and integrate into area before school then makes the necessary links as every area has youth workers.	This type of provision can work well where there are 14–19s geographically close. Travel costs, time and safety need to be taken into account. Essential for the success of this model is a well-developed strategy for integration of pupils into the mainstream with continuing support.

Key resources to support new arrivals

Useful guidance is available from:

- *A language in common: assessing English as an additional language*, QCA (2000) (QCA/00/584). www.qca.org.uk/3359.html This document sets out steps used in assessment of EAL, linked to English National Curriculum levels. It provides guidance and exemplifications.

- *Aiming high: guidance on supporting the education of asylum seeking and refugee children* (DfES 0287-2004) www.standards.dcsf.gov.uk/ethnicminorities/links_and_ publications/AH_Gdnc_AS_RFG_Apr04/asylumguidance.pdf for help in explaining the value of an inclusive ethos and curriculum to all pupils.

- *Aiming high: meeting the needs of newly arrived learners of EAL* (DfES 1381-2005) www.standards.dcsf.gov.uk/primary/publications/inclusion/newarrivals for more information on working with newly arrived isolated EAL pupils in settings that may have little or no access to expert EMA support.

- *Aiming high: understanding the educational needs of minority ethnic pupils in mainly white schools* (DfES 0416-2004) www.standards.dcsf.gov.uk/ethnicminorities/links_and_ publications

- Children's Society: *Count Us In: Young Refugees in the Education System*, The Children's Society (2006)

- DCSF Ethnic Minority Achievement Unit: website on new arrivals www.standards.dcsf.gov. uk/ethnicminorities

- *DCSF Managing pupil mobility: guidance* (DfES 0780-2003)

- *DCSF New Arrivals Excellence Programme: Primary and Secondary National Strategies* (2007): A resource to support the development of induction procedures for new arrivals. www.standards.dcsf.gov.uk/primary/publications/inclusion/naep/

- *Excellence and enjoyment: learning and teaching for bilingual children in the primary years* (DfES 0013-2006PCK-EN)

- Key Stage 3 National Strategy: *Access and engagement in English: teaching pupils for whom English is an additional language* (DfES 0609-2002)

- National Association for Language Development in the Curriculum NALDIC Quarterly Volume 3, Number 4, summer 2006, ISBN 1 902 189 00 2 for a range of effective, inclusive, induction practices for Key Stage 3 and 4; NALDIC Working Paper 8: 2005 *Teaching isolated bilingual learners of English* www.naldic.org.uk/docs/publications

- National Children's Bureau: *Principles of engaging asylum seekers and refugee parents in their child's learning* (2006) www.ncb.org.uk/arc

- National Refugee Integration Forum: *The integration of refugee children: good practice in educational settings* www.nrif.org.uk/Education/index.asp
  This website gives many examples in a range of settings and phases of good practice with refugees, asylum seekers and new arrivals.

- Ofsted *The education of asylum-seeker pupils* (2003)
  www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3418

- QCA *Pathways to learning for new arrivals* (QCA 2004) www.qca.org.uk/7526.html
  This website has comprehensive information to help teachers respond to the needs of
  children newly arrived from overseas and has useful sections on each curriculum area.

Appendix

School self-evaluation

The attached table is a tool designed to support school self-evaluation and is referenced to the Ofsted self-evaluation form (SEF) for secondary and primary schools.

The 'Aspect' headings are organised as follows:

Aspect A: Leadership and management:
A1 roles and responsibilities
A2 collecting and using data

Aspect B: Developing teaching and learning

Aspect C: Engagement, support and intervention (C1–C4).

The additional aspect – A1 – covers the leadership and management responsibilities that are a thread through all three sections.

In the table, the column headed 'SEF' is the reference to the relevant part or section in the Ofsted self-evaluation form. If the reference is placed alongside the 'Aspect' heading, it refers to all the aspects in that section. Where there is a reference alongside a single numbered aspect, that reference is in addition to the 'Aspect' heading.

The boxes headed 'Not yet in place', 'Developing', and 'Well established' are designed so that you are able to make a judgment on your school's progress against the various aspects that contribute to the achievement of newly arrived pupils and consider what you might need to do to make further progress.

Your judgments should be supported by evidence that can be inserted at the appropriate places in the grid and copied and pasted as required into your school's SEF. Information can be obtained from:

http://www.ofsted.gov.uk/schools/sef.cfm

Ensuring the attainment of newly arrived pupils: school self-evaluation

Aspect	SEF	Evidence of practice		
A1: Leadership and management: roles and responsibilities	**6a**	Not yet in place	Developing	Well established
1. The headteacher provides an active lead on ensuring the attainment of newly arrived pupils.				
2. The school development plan has clear objectives and strategies for ensuring the attainment of newly arrived pupils.	3c			
3. The school's CPD cycle includes regular provision for training for all staff related to the induction, assessment and ongoing support for learning and teaching of newly arrived pupils.				
4. Performance management targets include those related to raising the achievement of newly arrived pupils.				
5. Additional funding for Ethnic Minority Achievement (EMA) is deployed strategically and is used to support new arrivals as well as more advanced EAL learners.	F2 F3 F6			
6. The school monitors the deployment of all additional funding to ensure that it is adding value.				
7. The school actively recruits governors representative of local community groups.				

Aspect	SEF	Evidence of practice		
A2: Leadership and management: collecting and using data	1a, 1c–e	Not yet in place	Developing	Well established
8. The school has robust and sensitive systems for collecting contextual data for newly arrived bilingual pupils, such as first language (L1), other languages spoken, literacy in L1, refugee status and length of schooling inside and outside the UK.				
9. The school has an established time limit for the collection and analysis of attainment data.				
10. The school analyses attainment data by ethnicity and L1 to ensure an accurate picture of progress and attainment across all years.				
11. The leadership team analyses the attainment data to identify trends in relation to subject, key stages, year groups or classes and ensures that targeted action is taken as a result.	3a			
12. The school has clear systems for communicating findings from ethnicity and first language data analysis to all stakeholders.	2b			
13. Targets are set for the attainment of all groups of newly arrived bilingual pupils overall and progress is rigorously monitored.	3c			
14. Composition of pupil groups is monitored to ensure that newly arrived bilingual pupils are not placed inappropriately or over-represented in lower sets.	6a, C6, C7			
15. Option choices are analysed to ensure that newly arrived bilingual pupils make appropriate selections.				
16. The school ensures that CPD is provided so that middle and senior managers are skilled and confident in interpreting and making use of data.	6a			

Aspect	SEF	Evidence of practice		
B: Developing teaching and learning: curriculum planning, teaching and learning	5a–c, 5e	Not yet in place	Developing	Well established
17. Teachers are aware of the difference between conceptual development and English language development and plan accordingly.				
18. Teachers use a range of strategies to engage, motivate and accelerate progress for newly arrived EAL learners.				
19. The curriculum is culturally sensitive and provides opportunities for pupils to discuss issues of identity and ethnicity.				
20. Schemes of work and lesson plans show evidence of high expectations of newly arrived bilingual pupils.				
21. Lesson plans show evidence of the development of higher-order thinking skills.				
22. Lesson plans show evidence of integrating speaking and listening activities into the curriculum.				
23. Lesson plans show evidence of explicit teaching of academic language skills.				
24. Schemes of work and lesson plans show evidence of use of focused language development activities such as active reading strategies.				
25. Schemes of work and lesson plans show evidence of support for developing extended writing, e.g. through modelling, oral rehearsal, shared writing.				
26. Pupils are encouraged to use L1 to support their learning and English language development.				
27. Pupils are grouped within classes in such a way as to support both their progress in the subject and their language development.				

28. Targeted pupils have agreed language development as well as challenging curricular targets and these are used to inform planning.			
29. Schemes of work and lesson plans show evidence of opportunities for pupils to reflect on their own learning and evaluate their work and progress.			

Aspect	SEF	Evidence of practice		
C1: Engagement, support and intervention: pupils	5c, 6a	Not yet in place	Developing	Well established
30. The school staff is clear on the differences between SEN and EAL so that newly arrived bilingual pupils are not grouped or taught inappropriately.	**Part C6–8**			
31. Any withdrawal arrangements for newly arrived bilingual pupils are time limited and carefully monitored for impact and to ensure full access to the curriculum.	**Part C1**			
32. The school makes effective provision for newly arrived bilingual pupils to take examinations in home, community and heritage languages.	**Part C6–8**			
33. Underachieving newly arrived bilingual pupils are targeted for support at key enrichment activities such as homework clubs and revision clubs and their attendance is monitored.				
34. Vulnerable newly arrived bilingual pupils, including asylum seekers and refugees, are identified and appropriate provision is made for them.	**Part B5–6, Part C6–8**			
35. The school actively engages newly-arrived bilingual pupils by involving them in all aspects of school life, seeking their views in a variety of ways.	**Part C6–8, 2a–d**			

Aspect	SEF	Evidence of practice		
C2: Engagement, support and intervention: admission and transfer	5a, 5b, 6a	Not yet in place	Developing	Well established
36. The school collects and uses a range of information from previous schools and settings as well as parents/carers to maintain the progress of newly arrived bilingual pupils from primary to secondary school.				
37. There are clear policies and procedures for pupils arriving outside the normal admission times including information gathering, induction, pupil support and feedback to parents/carers.	B10a			
38. The school provides support, such as academic tutors, enrichment activities or buddy systems for pupils identified as at risk of underachieving during their transfer or admission to secondary school.				

Aspect	SEF	Evidence of practice		
C3: Engagement, support and intervention: parent/carer partnerships	2a–d	Not yet in place	Developing	Well established
39. The school creates opportunities to ensure that parents/carers of newly arrived bilingual pupils are equipped to support their children's education, for example, by providing information evenings, workshops and support packs.	Part C6–7			
40. The school engages the parents/carers of newly arrived bilingual pupils by actively seeking their views: reaching out to parents/carers less confident in speaking English through the use of translators and interpreters as well as targeted meetings.				
41. Newly arrived bilingual parents/carers are well informed about a range of school developments, such as procedures for national tests, examination entry policy, enrichment classes.				
42. The school actively develops links and effective partnerships with the wider minority ethnic and bilingual communities, for example through complementary schools, local arts groups, religious organisations, local businesses.				

Aspect	SEF	Evidence of practice		
C4: Engagement, support and intervention: culture and ethos	4b–c Part C6–8	Not yet in place	Developing	Well established
43. The school actively secures representation of the minority ethnic and bilingual communities at all levels of non-teaching and teaching staff.	Part C6–7			
44. Classroom and corridor displays positively reflect the languages, experiences and heritages of newly-arrived bilingual pupils.				
45. The school ensures that all pupils and parents/carers are aware of the race equality policy and their role in ensuring that it works.				
46. Newly-arrived bilingual pupils are represented in all aspects of school life such as school council, school teams, gifted and talented initiatives.				

New Arrivals Excellence Programme Guidance

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