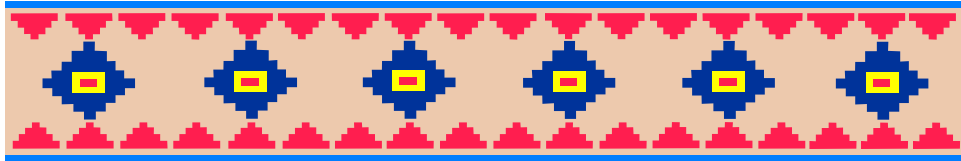


**SCHOOLS & LEARNING**

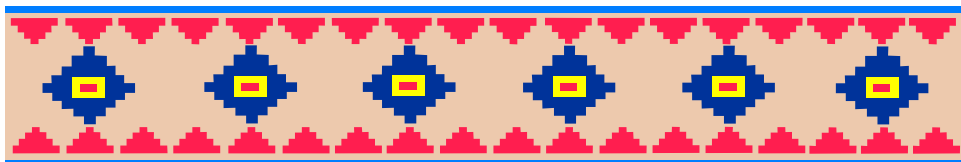
***Ethnic Minority  
Achievement Service***



# **EMAS Primary Team**

**Induction Guidance Pack**

**for New Arrivals**



## **INDUCTION GUIDANCE PACK FOR NEW ARRIVALS.**

### **Contents and purposes**

#### **Part 1 Key messages**

These are the key messages from the DCSF New Arrivals Excellence Programme. (Ref: 00041-2008FLR-EN). All staff should be made aware of these key messages.

#### **Part 2 Induction flow chart**

This gives a recommended sequence of events leading up to the new pupil starting school.

#### **Part 3 Pupil Record form**

This provides a format for the parent/carer interview recommended in the induction flow chart above.

#### **Part 4 Parent interview guidance**

This provides advice on conducting parent interviews.

#### **Part 5 Teachers' checklist for induction of pupils new to English**

This provides a checklist to help classroom staff prepare for the new pupil and to ensure the child settles quickly.

#### **Part 6 Conditions for learning - cultural implications**

This provides advice about taking cultural differences into account when considering the needs of your newly arrived pupil.

#### **Part 7 Advice for primary teachers working with bilingual children**

This provides ideas and strategies to support children new to English to access the curriculum and develop their English language skills. It is intended to help classroom staff plan for the inclusion of the new pupil.

#### **Part 8 Assessing English: observable outcomes**

This is adapted from a checklist from the DCSF New Arrivals Excellence Programme which will enable class teachers to begin to assess the new pupil's literacy skills and compile evidence for the pupil to be assessed against the Language in Common extended scales. EMAS Advisory Teacher will give further advice and guidance on these scales and assessment for learning procedures for new to English pupils as part of the school visit.

#### **Part 9 Resources list**

This gives information about useful websites to access materials and resources suitable for new to English pupils in the primary classroom.

#### **Part 10 Notification of New Pupil learning English as an additional language**

This is the form to action the EMAS Primary Team induction package of support in relation to newly arrived pupils.

#### **Part 11 Request for advice/guidance/CPD from EMAS Primary Team**

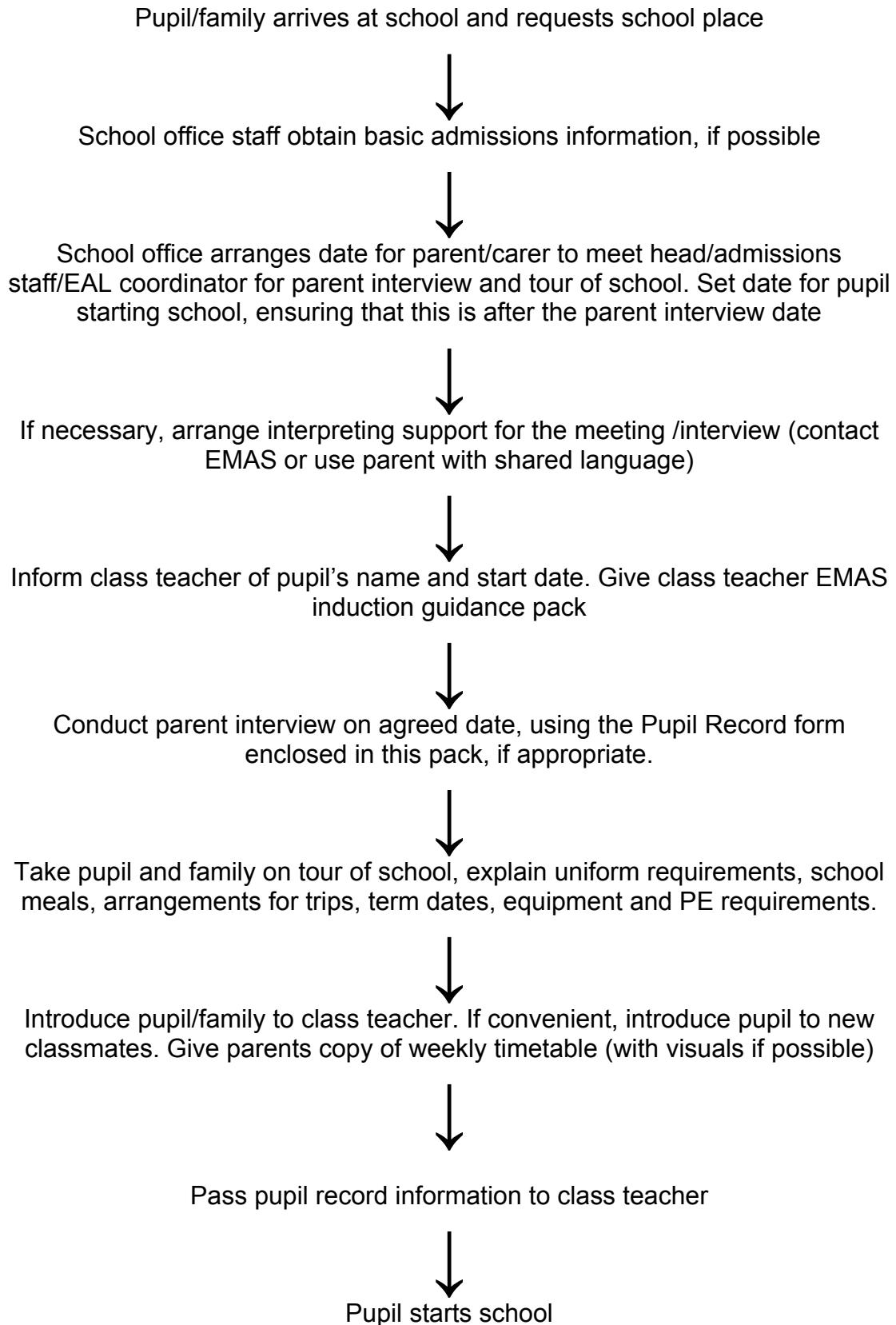
This is the form to request further training and guidance for staff in relation to all Black and Minority Ethnic pupils.

## Welcoming new arrivals – key messages

- Schools should take account of the cultural, linguistic and academic needs of newly arrived children and recognise the positive contribution newly arrived children can make to the school.
- Welcoming new arrivals requires a whole school approach. Schools therefore need to ensure that they have a carefully considered process for welcoming new arrivals.
- It is important that the new arrivals find their language and culture positively reflected in the school environment.
- Building partnerships with parents is an essential element of working with newly arrived children

From DCSF New Arrivals Excellence Programme (Ref: 00041-2008FLR-EN)

## New arrivals induction flow chart



**PUPIL RECORD**  
(for use at interview with parent/carer)

|   |                       |                                    |
|---|-----------------------|------------------------------------|
| <b>Full name of pupil:</b>  |                       |                                    |
| <b>Name in script of first language where appropriate:</b>  |                       |                                    |
| <b>Male/Female:</b>   | <b>Date of birth:</b> | <b>Year group:</b>                 |
| <b>Address:</b>   |                       |                                    |
| <b>Home telephone number:</b>   |                       | <b>Alternative contact number:</b> |
| <b>Mobile number:</b>   |                       |                                    |
| <b>Mother's full name:</b>  |                       | <b>Father's full name:</b>         |
| <b>Carer's name (where appropriate)</b>   |                       |                                    |
| <b>Place(s) of work of parent(s)/carer(s)</b>   |                       |                                    |
| <b>Names and ages of siblings:</b>  |                       |                                    |
| <b>Pupil's position in family (e.g. 1/4):</b>   |                       | <b>Religion:</b>                   |
| <b>Dietary requirements:</b>  |                       |                                    |
| <b>Ethnicity:</b>   |                       | <b>Place of birth:</b>             |
| <b>Date of arrival in UK (if born outside UK):</b>  |                       |                                    |
| <b>Date of admission to present school:</b>   |                       |                                    |
| <b>Details of previous education</b>  |                       |                                    |
| a) In UK:   |                       |                                    |
| b) Outside UK:  |                       |                                    |
| <b>Stage of English language development:</b><br>Beginner / intermediate / advanced (please circle) |                       |                                    |

CONTINUED OVER...



**Guidelines for parent/carer interviews (to be used in conjunction with Pupil Record form)**

| <b>Before interview</b>   | <b>Notes</b> |
|---|--------------|
| <p>If possible, learn to say 'welcome' in the family's language.</p>  |              |
| <p>Ask the parents to bring an adult to interpret for them if necessary, or ask EMAS for the name of a local interpreter (subject to availability).<br/>NB. Interviews involving interpreters can be expected to take longer than the usual interview. Interpreters should be briefed on what is expected of them.</p>  |              |
| <p>Arrange to hold the meeting in a suitable place where you won't be disturbed. If parents' English is not fluent it is helpful to be in a quiet room where they can concentrate better.</p>   |              |
| <p>Have an example of school uniform and P.E. kit ready to show parents.<br/>NB Offer help to fill in uniform grant application forms if this need is identified during the interview.</p>  |              |
| <p>Collate information to give parents about school term dates, TD days, times of school day start and finish, homework timetables/guidance, school rules, dinner arrangements and costs, essential equipment to have ( pens, pencils etc)</p>  |              |
| <b>During the interview</b>   |              |
| <p>When establishing the pupil's birth date please note that not all parents will know the child's exact date. Some refugee children are given official dates by the Home Office on entry to this country as their passports / records have been destroyed (usually 1/1 of the year the child is presumed to have been born). Also different calendars are used around the world.</p> |              |
| <p>Establishing the pupil's stage of English language development will be based on the parents' opinions. Enquire about the language medium of schools previously attended and any test or exam results in English, if appropriate.</p>   |              |

|  |              |
|--|--------------|
| <p>From January 2007, it is recommended that schools collect First Language data from all pupils. For further information on this and advice on collecting information sensitively go to <a href="http://www.teachernet.gov.uk/docbank/index.cfm?id=9864">www.teachernet.gov.uk/docbank/index.cfm?id=9864</a>, and further guidance from <a href="http://www.standards.dfes.gov.uk/ethnicminorities/">http://www.standards.dfes.gov.uk/ethnicminorities/</a></p>                       |              |
| <p>When establishing any dietary requirements make sure that class teachers are alerted to the importance placed by some religions on avoidance of certain foods e.g. not giving foods containing gelatine to Muslim or Jewish pupils. Some families may opt to have their children designated vegetarian to ensure they do not come in contact with forbidden animal products. Vegetarian dinner options may not be familiar to these pupils as at home they will be eating meat.</p> |              |
| <p>When enquiring about <b>other information</b> you should establish if</p> <ul style="list-style-type: none"> <li>• there are factors affecting the family such as coming from a political situation or stress at being separated from siblings / relatives.</li> <li>• the family has temporary or permanent resident status</li> </ul> <p>(This may be sensitive information so explain that you need it to understand and support the pupil appropriately)</p>                    |              |
| <p>Learning about pupils' strengths and talents can be an important factor in helping a pupil to settle in to their new school quickly. If a pupil has a particular skill e.g. in music, PE, art then this can help them make friends with host pupils with similar skills.</p>  |              |
| <b>At end of interview</b>   | <b>Notes</b> |
| <p>Give parents/carers an opportunity to ask any additional questions of their own.</p>  |              |
| <p>If possible, give them information about other families in school who share the same language / culture ( having first obtained permission from these families)</p>   |              |



## Teachers' Checklist for Induction of Pupils new to English (Primary)

**Name of pupil:**

**Date of admission:**

**Tick**

|    |   |  |
|----|---|--|
| 1  | Discuss the new pupil's arrival with the class beforehand and practise pronouncing his/her name correctly   |  |
| 2  | Class learns to say 'welcome' and 'hello' in the appropriate language   |  |
| 3  | Display written examples of the pupil's first language around the school e.g. classroom labels  |  |
| 4  | Display a map of the country of origin, photos and basic information in the classroom   |  |
| 5  | Delegate two buddies to look after the new pupil for the first few days. Rotate buddies every few days.   |  |
| 6  | Provide a visual timetable for the pupil with list of equipment needed e.g. PE kit, swimming kit  |  |
| 7  | Provide an appropriate dictionary e.g. picture dictionary, phrase book, bilingual dictionary  |  |
| 8  | If there is another pupil in the school who speaks the same first language, enlist their help as appropriate  |  |
| 9  | Ensure school newsletters, trip information etc is translated or explained to parents (do not assume parents can read English)  |  |
| 10 | Set up a system of communication with the family (home-school liaison book, regular meetings after school etc)  |  |
| 11 | Ask parents if they would be willing to come into school to teach a few words of the home language, read a dual language story to the class or bring in pictures of their country of origin |  |

## **Conditions for learning – cultural implications**

### **Culture shock**

- Whilst adapting to a new culture children may go through different stages. Initially, there can be excitement at the newness of the surroundings. Later, as children become more aware of the cultural differences, this can affect their own sense of security and self image - they may look for the support of other children from their own culture and they may complain about the new culture. As children begin to accept the differences between the new and the old culture, there may be feelings of uncertainty and regret - of being in between two cultures.

Although children seem to adjust to new situations much more quickly than adults do they still experience culture shock. This can be manifested in irritability, poor behaviour and lack of motivation.

### **Potential challenges**

- Feelings of insecurity or trauma due to prior experiences.
- Isolation and lack of friends.
- Separation from one or both parents.
- No previous schooling due to lack of opportunities or instability in the home country.
- Different style or emphasis of education.
- Children may feel misunderstood and unvalued if they cannot see any of their culture or language in the classroom/school.
- Experiencing racism in or out of school.

### ***Cultural differences – a few examples***

Due to cultural differences some children may:

- avoid eye contact with teachers since in their culture looking someone directly in the eye may have a meaning other than an acknowledgement of listening.
- smile even when they are in disagreement with what is being communicated, or when they are being reprimanded, since in their culture a smile is a gesture of respect.
- nod their heads to acknowledge that you are talking to them, but this does not mean that they understand you.
- not want to eat with other pupils, because they are not used to eating with anyone but members of their own family.
- not answer unless they know the answer. An incorrect answer or guess may mean 'losing face'.
- be very quiet and co-operative in the classroom. This does not mean they understand or that they do not need help from the teacher
- feel that written work is the most important part of their work and pay little attention to oral work or related learning activities.

**If you have any concerns regarding your pupil's resilience please discuss these further with your EMAS Advisory Teacher.**

## Advice for Primary Teachers working with bilingual children

|   | Do already | Will try |
|---|------------|----------|
| Ensure that the child feels their culture and background are recognised and valued (learn a few words/phrases; make bilingual labels/displays; share stories and pictures that reflect their background). <i>Confident children are more successful learners.</i> |            |          |
| Provide visual support whenever possible (pictures, photos, diagrams, demonstrations, mime, gestures)   |            |          |
| Speak slowly and simply but naturally. Avoid or explain figurative language.  |            |          |
| Identify and model language demands of lessons (e.g. science lesson needs mostly past tense but predictions need future tense; instructions need imperatives)   |            |          |
| Model appropriate language and structures for pupil.  |            |          |
| Respond positively to pupils' speech, but try to extend their responses; e.g. <i>I go park</i> → <i>you went to the park</i>  |            |          |
| Put the child in a mixed ability group or with children who can provide good language models (not SEN groups).  |            |          |
| Provide plenty of opportunities for pair and group work, especially collaborative tasks (supportive, non-threatening, practice for new language skills)   |            |          |
| Preview lessons - provide key texts in advance to parents (if they can help) or to a T.A. to discuss with pupil   |            |          |
| Allow opportunities to revisit and talk about stories and lessons   |            |          |
| Provide a few key words for each subject or lesson. Build up a personal dictionary with pictures and translations in the first language (L1)  |            |          |
| Allow time for pupils to prepare responses with a partner. Oral rehearsal should precede written work.  |            |          |
| Pupils literate in L1 can draft ideas or complete a written task in L1. Encourage use of bilingual dictionary   |            |          |
| Literacy skills will transfer but the pupil may need a reading and spelling programme   |            |          |
| When marking, focus on content and highlight only 1 or 2 grammatical points   |            |          |
| Try to segment lessons into listening/speaking/reading/writing activities to maintain concentration and demonstrate language use in a variety of contexts   |            |          |

**Assessing English – Observable Outcomes**  
*(Adapted from New Arrivals Excellence Programme)*

| <b>Skills</b>   | <b>Evidence</b> |
|---|-----------------|
| <b>Listening</b>  |                 |
| How the child responds physically (facial expressions, concentration, etc.)   |                 |
| How the child responds verbally (in home language, in English, asking questions, etc.)                              |                 |
| <b>Speaking</b>   |                 |
| When the child speaks (with an individual, in small groups, in the whole class, etc.)                               |                 |
| How the child speaks (with gestures, responding only, initiating)   |                 |
| Supported or extended talk  |                 |
| How well the child conveys meaning  |                 |
| How clear the child's speech is (word order, grammar, pronunciation)  |                 |
| <b>Reading</b>  |                 |
| Child's awareness of print and books  |                 |
| What skills the child has transferred from reading in another language  |                 |
| What reading strategies the child uses  |                 |
| How well the child understands and responds to texts  |                 |
| <b>Writing</b>  |                 |
| How well the child conveys meaning  |                 |
| What vocabulary the child uses (descriptive, subject specific, etc.)  |                 |
| Child's control of grammatical features (tenses, word order, determiners, plurals, prepositions, connectives, etc.) |                 |

## **Useful Websites**

### **General Guidance**

English as an additional language (EAL)

[www.qca.org.uk/qca\\_5093.aspx](http://www.qca.org.uk/qca_5093.aspx)

Advice on beginners in EAL

<http://myweb.tiscali.co.uk/beginners/index.htm>

New arrivals FAQs

[www.standards.dfes.gov.uk/primary/faqs/inclusion/naep](http://www.standards.dfes.gov.uk/primary/faqs/inclusion/naep)

Meeting the needs of newly arrived learners of EAL

[www.standards.dfes.gov.uk/primary/publications/inclusion/newarrivals](http://www.standards.dfes.gov.uk/primary/publications/inclusion/newarrivals)

### **Other EMAS websites: advice and resources**

Bracknell Forest

[www.bfinclusion.org.uk](http://www.bfinclusion.org.uk) Go to Resources, then New to English

Bristol/South Gloucestershire/North Somerset/Bath and North East Somerset

[www.emas4success.org](http://www.emas4success.org) Go to New to English

Gloucestershire

[www.irespect.net](http://www.irespect.net)

### **Teaching resources**

[www.breazshare.net](http://www.breazshare.net) Combines resources from several sites

[www.primaryresources.co.uk/letters](http://www.primaryresources.co.uk/letters) Typical school letters translated into many languages

[www.collaborativelearning.org](http://www.collaborativelearning.org) Excellent activities for all pupils including pupils learning EAL

[www.schoolslinks.co.uk](http://www.schoolslinks.co.uk) Useful for poster, classroom signs, maths and science vocabulary in several languages incl. Polish, Spanish, German and French

[www.enchantedlearning.com](http://www.enchantedlearning.com) Bilingual picture dictionaries and topic resources in English plus a range of European languages and Japanese.

**SCHOOLS & LEARNING**

**Ethnic Minority Achievement  
Service**



**NOTIFICATION OF NEW PUPIL LEARNING  
ENGLISH AS AN ADDITIONAL LANGUAGE**

Form no:  
(Office Use Only)

Please complete this form and return to Heather Keaveney, Ethnic Minority Achievement Service, Unit 5, Ascot Court, White Horse Business Park, Trowbridge, BA14 0XA or email to [emas@wiltshire.gov.uk](mailto:emas@wiltshire.gov.uk)

This will enable EMAS to maintain an accurate database of all pupils in Wiltshire learning English as an additional language. A pupil's first language is defined as the language that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to English in addition to another language during early development, the language other than English should be recorded, irrespective of the child's proficiency in English.

**If advice, guidance or training re: new arrivals is required, please also complete the accompanying form**

|   |                      |
|---|----------------------|
| <b>School:</b>  | <b>Head Teacher:</b> |
| <b>School address:</b>  |                      |
| <b>Tel no:</b>  |                      |
| <b>Name of pupil:</b>   |                      |
| <b>Male/Female</b>  |                      |
| <b>DoB:</b>   | <b>UPN:</b>          |
| <b>Parents/carers employed in armed forces: Yes/No</b>            |                      |
| <b>Ethnicity:</b>   |                      |
| <b>First Language:</b>  |                      |
| <b>Other Languages used:</b>                                      |                      |
| <b>Country of Birth:</b>  |                      |
| <b>Date of arrival in UK if born outside UK (month and year):</b> |                      |
| <b>Year group/ class teacher:</b>                                 |                      |
| <b>Date of admission to school:</b>                               |                      |
| <b>Head Teacher's signature:</b>                                  | <b>Date:</b>         |
| <b>Other Information:</b>   |                      |
| <b>ACTION (Office use only)</b>                                   |                      |

**REQUEST FOR ADVICE/GUIDANCE/CPD FROM  
EMAS  
PRIMARY TEAM**

Form no:

(Office Use Only)

Please complete this form for staff CPD, general advice and guidance, and return to Heather Keaveney, Ethnic Minority Achievement Service, Unit 5, Ascot Court, White Horse Business Park, Trowbridge, BA14 0XA or email [emas@wiltshire.gov.uk](mailto:emas@wiltshire.gov.uk)

No charge is normally made for advice/guidance/CPD

|   |                      |
|---|----------------------|
| <b>School:</b>  | <b>Head Teacher:</b> |
| <b>School address:</b>  |                      |
| <b>Tel no:</b>  |                      |
| <b>Email address:</b>   |                      |
| <b>Support requested for: (please tick)</b>   |                      |
| Induction support for a new arrival learning EAL (advice on admissions, induction, assessment and DCSF New Arrivals Excellence Programme) |                      |
| Audit of school provision for raising achievement of BME pupils/students  |                      |
| Planning with class teacher for inclusion and attainment of EAL learners  |                      |
| EAL Policy formulation  |                      |
| Race Equality Policy formulation  |                      |
| Induction Policy formulation  |                      |
| Mentoring of Pupil/Student  |                      |
| Ethnicity/First Language Data Collection Procedures   |                      |
| CPD for staff re DCSF New Arrivals Excellence Programme   |                      |
| CPD for staff re DCSF Excellence and Enjoyment: Teaching and learning for bilingual pupils  |                      |
| CPD for staff re Race Equality/cultural diversity   |                      |
| CPD for staff re DCSF Black Pupils Achievement Programme  |                      |
| CPD for staff re guided sessions for writing in English as an additional language   |                      |
| CPD for staff re EAL and Mathematics  |                      |
| Race Equality Assembly/ Model lessons   |                      |
| Assembly re Refugee/Asylum Seeker issues  |                      |
| Bilingual support (where available)   |                      |
| Other ( please specify)   |                      |
| <b>Head Teacher's Signature:</b>  | <b>Date:</b>         |

|                                 |
|---------------------------------|
| <b>ACTION (Office use only)</b> |
|---------------------------------|