

# **Canon Barnett Primary School**

## **New Arrivals policy**

**Agreed on: May 2022**

**To be reviewed: May 2025**

# New Arrivals policy at Canon Barnett primary School

## Mission statement

At Canon Barnett School we believe that all pupils should have an opportunity to acquire a fluent and flexible use of the English language. Pupils who are learning English as an additional language will be provided with the appropriate teaching and learning materials to aid and support learning outcomes. We are aware that all pupils need to be able to use the English language for academic and for social purposes, and we believe through 'quality first teaching' newly arrived pupils will be most successful in the acquisition of the English language.

## Aims

This policy sets out the aims and practices for the support of New Arrivals at Canon Barnett School.

1. New Arrivals terminology
2. The Education Policy for EAL in England
3. The admission process
4. Responsibilities
  - a . Office staff
  - b . The head teacher and the interview administrator
  - c . EAL coordinator
  - d . Class teacher
5. Assessment, monitoring and evaluating process

## Who are new arrivals and how can schools support these pupils?

In this policy the term 'new arrival' is used to describe any pupil who is admitted to the school mid-term and uses English as an Additional Language (EAL). Within this group there are a wide range of needs. Some new arrivals may have had limited or no previous experience of formal education before coming to Canon Barnett and speak little or no English. This group will need intensive support. Some new arrivals may have experienced years of formal education before admission to the school and may also be fluent in English. This group will need to be inducted into the routines of the school and supported to make friends, but will not require intensive language support to ease their assimilation into the mainstream classroom. All new arrivals, whatever their fluency in English, will need to feel that their previous learning and experiences are valued.

# 1. New arrivals terminology

- **Asylum-seeker:** One who has fled from his or her home country in search of safety and who has applied for political asylum in another country.
- **Bilingual:** The term “bilingual” is used to describe pupils who regularly use two languages (regardless of their proficiency in either language). Many of these pupils may be “multilingual”, a term used to describe those who regularly use more than two languages.
- **Casual entry:** This describes pupils who are admitted any time after the start of the academic year.
- **English as an additional language (EAL):** English as an additional language is used to refer to the learning of English by speakers of other languages and the term is commonly abbreviated to EAL. The term describes a wide range of learners, varying in age, first language background and fluency, English language fluency, previous experience of schooling and prior and current exposure to English. EAL teaching recognises that these learners need to acquire English at the same time as progressing through the mainstream curriculum. EAL teaching is therefore primarily concerned with teaching English through the context of the whole curriculum. EAL pedagogy recognises the need for learners to be able to use English for both social and academic purposes. It acknowledges the support necessary for learners to gain fluency in the spoken and written language of the academic curriculum at the same time as gaining the knowledge, skills and understanding of all curriculum subjects.
- **The Pupil Premium:** The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.
- **EAL Funding:** In England, funding for EAL learners under the Ethnic Minority Achievement Grant (EMAG) ceased in 2012. However, money given to local authorities through the Schools Block units of funding is now calculated on the basis of a number of pupil characteristics or factors. These include an EAL factor which is designed to support EAL learners for the first three years of their education in the UK.
- **Refugee:** A person who has been given full refugee status, according to the provisions of the 1951 UN Convention and the 1967 UN Protocol Relating to the Status of Refugees, after having been judged to have fled from his or her home country or to be unable to return to it ‘owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion’.

## 2. Education policy for EAL in England

(from: <https://eal.britishcouncil.org/eal-sector/education-policy-eal-england>)

The rich diversity of England's culture, society and language, which has evolved over centuries, is reflected in English schools. Over 25% of pupils are from an ethnic minority background and almost one in six pupils speaks English as an additional language. National data is gathered via the school census. The Department for Education (DfE) defines 'first language' as the language to which a child was initially exposed during early development and continues to be exposed in the home or in the community. For almost all EAL learners, this means that if they are an EAL learner when they start school at 3-5 years old, they will be an EAL learner throughout their education and their life.

### **EAL in the National Curriculum**

Through the National Curriculum, the DfE expects effective teaching and learning for EAL to take place within the curriculum:

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Department for Education (September 2013): The national curriculum in England Framework document: for teaching 1 September 2014 to 31 August 2015

The DfE's current position is that they do not offer specialist support for specific groups of learners but instead do the following:

- Have high expectations of all learners irrespective of their backgrounds or needs
- Give full freedom to the schools to implement the necessary measures
- Have a high level of accountability through Ofsted and school data

### 3. The Admission process

- **Parents** and **carers** should be given information about: the English school system; the school's expectations of pupils; the school day; the homework system; uniform or dress requirements; and benefits such as free school meals or uniform grants. Parents and carers will find a tour of the school supportive and interesting, especially as the school setting might be very different from their own experience.
- **Translation** and **interpretation** for pre-admission discussion with parents or carers may be provided by the LEA or it may be possible to find another person from the community to help with this.
- An **initial interview** with parents or carers to discuss the school way of life and the pupil's background paves the way for a good relationship between home and school. For some minority ethnic parents or carers this meeting may be their first experience of an English school and it is therefore helpful to make the discussion as clear and thorough as possible. Parents and carers should be reassured that the information that they tell the school will be treated as confidential (an issue of particular concern and importance for refugee and asylum-seeking families).
- **Information** about the **pupil**: (New arrivals booklet- Appendix 1)
  - country of birth
  - family information: siblings, health and diet, parents' languages
  - educational background (including any breaks in education)
  - languages spoken and levels of literacy
  - attitude in school
  - progress made
  - attendance
- The interview may also involve discussion of other factors which may affect the child such as: separation from relatives; war or the political situation in their home country; financial difficulties, which may have implications for school uniform and PE kit; temporary nature of accommodation; religious or cultural identity and its implications; teaching and learning styles and the environment to which the pupil is accustomed, which may be very different; and being new to a multicultural environment.

After the interview:

- All members of the **teaching** and **support staff** should be given information about newly arrived pupils.
- The **relevant class** should be informed that they will be receiving a new arrival so that they are prepared to be welcoming on the first day
- The **new pupil** will be given helpful and age-appropriate induction information, such as a plan of the school, names of their teachers and a timetable, supported with visual information and translation where possible.

## 4. Responsibilities

### A. Office staff should:

- Welcome families who visit the school to enquire about school places.
- Provide families with information about the school.
- Arrange a date and time for the welcome interview
- Relay the new family's information to the head teacher and EAL coordinator.
- Provide families with information about other local schools and appeals process if places are not available.

### B. The head teacher and the interview administrator should:

- Prepare forms and materials for welcome interview.
- Fill in admissions forms and conduct admission interviews, responding to parents' questions and concerns and seeking information about their child's prior experience, their talents and any special requirements.
- The home-school agreement should be explained to families and signed during this interview. One copy is given to parents or carers and one is retained in the school file.
- Welcome documentation to be discussed and school routines, rules and procedures explained.
- If necessary to assist families in applying for free school meals and give them information about other family support services if needed.
- Organise a tour of the school for the family and/ or child.
- Brief the class teacher on information from the interview of new arrivals.

### C. The EAL coordinator should:

- Maintain a record of newly arrived children.
- Monitor how new arrivals have settled in and maintain appropriate records.
- Develop effective communication with children and families
- Arrange a mother tongue assessment if there are concerns about the child's progress and liaise with the inclusion manager/ SENCO and SEN team if there are additional physical or emotional needs.
- Organise a network of buddies across the school to provide support and guidance to new arrival pupils.

### D. The class teacher should:

- Read the pupil's admission form.
- Organise a 'buddy system' so the new child is well supported.
- Ensure the class is a safe and welcoming place for the newly arrived pupil by preparing books, tray and equipment as appropriate, helping the child to learn class routines, rules and expectations, preparing the class for the new child. Dual language labels and visuals can be used to provide support.
- In collaboration with the EAL coordinator ensure that appropriate resources and strategies are adopted for accessing curriculum.
- Acknowledge a child's previous learning, achievements, experiences and culture.
- Be alert for any signs of emotional stress, such as acute withdrawal or aggression.
- Build on and extend a child's prior achievements and be familiar with any assessment
- Ensure all staff working with the child are fully informed by assessments, monitor how well the child is settling in and report any cause for celebration or concern.
- Work with the EAL coordinator to assess the child's attainment and progress.

## 5. Assessment, monitoring and evaluating process

### Assessment

There is no longer a prescribed system for assessing EAL pupils' attainment and progress. However, as already mentioned above, **From September, 2016 schools are required to inform the government of each child's country of birth, nationality and their level of proficiency in English if it is not their first language, using the Government's Proficiency in English scale.** (Appendix 2)

The proficiency scale is not detailed enough to be used to measure attainment and progress of EAL pupils. For schools to carry out useful EAL assessment, a different system needs to be used. For this purpose, teachers may use the EAL Assessment Framework for Schools, devised by The Bell Foundation in association with the British Council (Appendix 3), published in the Autumn of 2016.

Assessment of pupils' English language competence is necessary in order to decide what support the pupil needs in order to be able to engage with the National Curriculum. Assessments should be carried out in a situation which is familiar to the learner. Teachers should use their professional judgement regarding the assessment procedure and should ensure that the assessment does not cause distress or discomfort to the learner. Wherever possible, assessment of cognitive and academic language development should be carried out by a trained adult who shares the pupil's first language as this will enhance the quality of the assessment information obtained to support planning for next steps. Where this is not possible, it is preferable to delay assessments through the medium of English until the child is settled. Oral assessments in and through English should be carried out once the child has begun to communicate confidently in English. Some newly arrived pupils may have literacy skills in English which can be assessed earlier.

The following points are applicable to all language assessments, but have particular importance for pupils learning EAL, especially those new to English, no matter what their age.

Obtaining evidence:

Observation of the pupil's responses provides evidence of listening with understanding to English through:

- physical and verbal responses;
- attentiveness to speech;
- facial expressions;
- eye contact;
- response to name;
- response to other language(s);
- the child asks questions of the speaker.

Evidence of attainment in speaking English can be assessed from a range of situations, such as when:

- A pupil speaks to:
  - one person at a time;
  - a partner in pair work;
  - small groups;
  - a whole class.
- A pupil makes utterances of a type that:

- initiative talk e.g. naming, requests;
- support talk e.g. echoing words, response to questions;
- extend talk e.g. role play, drama.
- Shows features of speech related to:
  - pronunciation;
  - clarity;
  - audibility;
  - formal/ informal usage.
- Uses non-verbal communication to support meaning.

Examples of evidence of attainment in reading English are:

- knowledge about how print and books work;
- use of reading strategies;
- understanding and responding to text;
- asking text-related questions;
- enjoyment of books and reading activities;
- ability to transfer literacy skills from another language.

Examples of evidence of attainment in writing English are:

- using pictures or symbols to convey meaning;
- awareness of purpose and choice of appropriate text structure;
- use of spelling strategies;
- grammatical accuracy;
- range of vocabulary.

## Monitoring

When placing a new arrival in an appropriate class there are several points to consider:

- Children who are learning English as an additional language will learn more quickly alongside fluent users of English who can provide good language and learning role models. The pupil may already have acquired the relevant skills and concepts of a subject, but initially may lack the language to express these in English.
- Learning English as an additional language should not be considered to be 'special need' and bilingual learners should not be automatically identified for Special Needs support.
- During independent and group work sessions, ensure that the child is included in groups that can provide good role models in terms of language and learning in order to create the best fit for their language and learning needs.
- Test scores will not accurately reflect the potential of a pupil who is in the early stages of learning English as an additional language.

Class and support staff need to plan collaboratively in order to agree their specific roles in scaffolding teaching and providing targeted support to learners of EAL. Such support will often include pre-teaching to enable pupils to access the lesson, as well as support during the lesson and follow-up consolidation.

Models of collaboration include:

- **Team teaching**- both teachers work together during whole-class teaching to support modelling, demonstration and strategies for engaging all pupils in dialogue and discussion.
- **Working with target groups**- the class teacher or teaching assistant focuses support on a specific group of pupils during the main part of the lesson in order to provide preparatory teaching to support children in better accessing a lesson.
- **One-to-one support**- the class teacher or teaching assistant may, on occasions when specific difficulties and misconceptions arise, need to provide individual support either before or during the main lesson.
- **Resource provision and development**- collecting, modifying or designing specific resources to support the learning or curriculum access needs of EAL pupils.
- **Monitoring** progress of EAL learners- the class teacher, support staff and the EAL coordinator to hold regular monitoring meetings to ensure the progress of the pupils.

## Evaluating

The pupils' progress in acquiring English language (both written and spoken) and its use in other subjects of the curriculum, as well as the level of social progress should be monitored continuously and detailed records should be kept by the class teacher and reported to the EAL coordinator. The progress of the cohort of New Arrivals will be measured against all the rest of the cohort in the class and across the school. This is at the same time an indication that the appropriate support has been given to the New Arrivals and that their progress and attainment fall within expected figures.

# Appendix 1- New Arrivals booklet

## WELCOME TO CANON BARNETT



Canon Barnett is a primary school at the heart of Brick Lane amidst a thriving cultural community.

### Our Vision

Canon Barnett is committed to striving for excellence in all that we do at the school. Our vision is that pupils become creative and ambitious learners who strive to do their best at all times because they are motivated and guided by outstanding teams within the school. They will be able to contribute to their local community and understand how their actions impact on a wider, global world. They will be caring citizens who know how to keep themselves safe and who realise that they have a role to play in looking after others. As we continue to develop our teaching and our curriculum we are aiming for outstanding in all that we do.

### School Values

#### Respect

I know how to treat people kindly and make them feel valued

#### Integrity

I am strong enough to make the right choices and know the difference between right and wrong

#### Ambition

I want to try very hard to achieve success

#### Creativity

I can use my imaginations to create or invent

#### Resilience

I can keep trying when things are tough

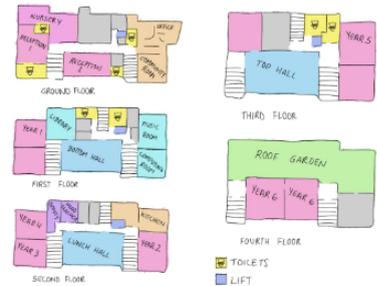
#### Independence

I will be self-confident and self-determined

I will not be influenced by the thoughts or actions of others

I won't rely on others for support

### School floorplan



### People you will see

Headteacher:  
Sarah Jane Bellerby



Deputy Headteacher:  
Rebekah Greenslade



Assistant Headteacher:  
Peter Dyer



Year 6: Agata



Mireia



Year 2: Nicola



Year 5: Meg



Year 1: Sharmeen



Year 4: Peter



Reception: Salima



Year 3: Sarah



Nursery: Helen



### Timetable

Every child starts at 8:50 by coming to the playground

#### Morning Playtimes

KS1	KS2
Y1 & 2: 10:15-10:30	Y3 & 4: 10:35-11:05 Y5 & 6: 11:10-11:40

#### Afternoon playtimes

KS1	KS2
Y1 & 2: 2:05-2:35	

#### Lunch time

Nursery & Reception	Y1 & 2	Y3 & 4	Y5 & 6
11:45-12:30	11:45-12:30	12:30-1:15	1:15-2:00

#### End of the day 3:30

#### Snacks at break time



PE - White t-shirt and black or blue tracksuit



### All about you

Name

Photo/ Drawing

Where do you come from?

What hand do you write with?



What languages do you speak?

What do you like?

Which is your favourite book?

### Useful phrases

home	bag	water bottle	talk
playtime	line up	toilet	eat
read	listen	hands up	sit

### Your words


## Appendix 2- The five new codes to assess EAL pupils

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>New to English</b>	<b>Early Acquisition</b>	<b>Developing Competence</b>	<b>Competent</b>	<b>Fluent</b>

<b>Code</b>	<b>Description</b>
<b>A</b>	<p><b>New to English</b>            May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.</p>
<b>B</b>	<p><b>Early acquisition</b>            May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.</p>
<b>C</b>	<p><b>Developing competence</b>            May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</p>
<b>D</b>	<p><b>Competent</b>            Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.</p>
<b>E</b>	<p><b>Fluent</b>            Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.</p>
<b>N</b>	<p><b>Not yet assessed</b></p>

## **Appendix 3- EAL Assessment framework for schools (Bell Foundation)**

The Bell Foundation's EAL Assessment Framework for Schools is available free of charge to all schools in the UK.

About the framework:

The EAL Assessment Framework for Schools has been developed by a team of leading EAL Assessment experts and is informed by robust academic research. We have also worked with teachers to ensure that it is classroom-friendly.

The Department for Education (DfE) now requires schools to report a Proficiency in English scale for all EAL pupils, and the EAL Assessment Framework for Schools is deliberately designed to align with and support the DfE scales.

The Bell Foundation's EAL Assessment Framework for Schools pack includes:

- Two sets of descriptors for primary and secondary
- A detailed user guide
- A set of sample pupil assessment profiles
- A blank pupil assessment profile
- Information on the academic research

You can download the framework by following this link to The Bell Foundation Website.

Information from The Bell Foundation Website, 2016:

<https://www.bell-foundation.org.uk/>