

Holy Cross RC Primary School



New Arrivals Policy

Signed _____ [Headteacher] Date May 2024

Signed _____ [Chair of Governors] Date May 2024

Next Review Date: May 2027

Definition

The term 'new arrivals' is used to describe children who are international migrants, including refugees, asylum seekers, children of people working or studying in England and economic migrants from overseas.

At Holy Cross Catholic Primary we will:

- ☐ Welcome new arrivals with a whole school approach, ensuring that we have a carefully considered process for welcoming all new arrivals.
- ☐ Acknowledge the cultural, linguistic and academic needs of newly arrived children and recognise the positive contribution newly arrived children can make to our school.
- ☐ Positively reflect the new arrivals' language and culture throughout the school environment and through an inclusive curriculum which celebrates diversity.
- ☐ Ensure that assessment processes and materials enable newly arrived children to demonstrate their knowledge and skills.
- ☐ Have high expectations of all children, irrespective of their backgrounds or needs.
- ☐ Build partnerships with parents as an essential element of working with newly arrived children.

Rationale

At Holy Cross School it is important that any child who joins our school feels welcome and part of the school community as soon as possible. We follow agreed procedures to ensure that all newly arrived children, particularly those who arrive outside of normal admission times, are given the necessary support academically, emotionally and socially. We recognise that some additional procedures may be necessary in order for children and families from minority ethnic backgrounds to have the same access to information and support as other parents and children. Some newly arrived children may be new to the local area or even new to the country. They may have a limited understanding of the English language. Some of these families may be refugees or asylum seekers.

This policy should be read in conjunction with the following policies:

- EAL policy
- Equalities policy

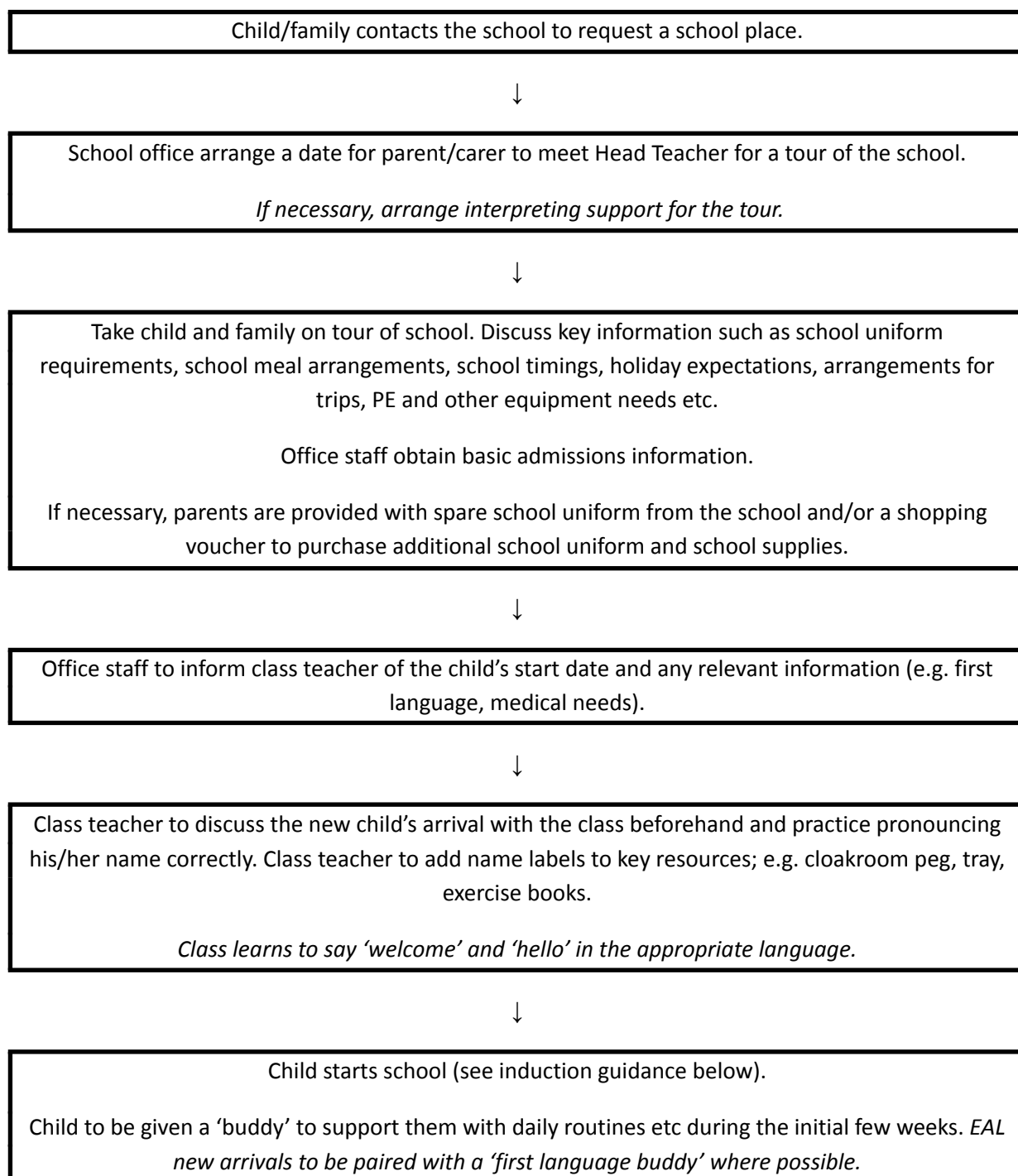
Key elements of the Induction and Assessment Policy for new arrivals

1. New arrivals induction and assessment flow chart
2. Induction of the new arrival

3. Assessment of the new arrival

1. New Arrivals Induction and Assessment Flow Chart

NB Specific actions to support newly arrived EAL children and their families are in italics





EAL lead conducts parent interview to discuss the child's background. Information gathered forms a 'pupil profile' which is shared with the class teacher and any other relevant staff (see appendix 1). Key information about the English education system is provided. *This is translated into first language.*

If necessary, arrange interpreting support for the meeting.



An informal English Proficiency assessment of speaking and listening skills will take place within the first term of a new EAL arrival joining the school (see appendix 2).

A 'New to English' intervention will be provided where appropriate. This is delivered by a qualified HLTA and takes place weekly for a total of 6 weeks.



English proficiency is reassessed every 6 months. EAL lead keeps a record of this information and ensures it is shared with all relevant staff.

2. Induction of the New Arrival

NB Specific actions to support newly arrived EAL children and their families are in italics

Once the child has been admitted to school the following actions will be undertaken:

- The class welcomes the newly arrived child.
- Child is introduced to and supported by identified supportive buddies.
- Group the child with mixed or higher ability children who can provide good role models (not SEN groups).
- A 'communication book' is set up and used between home and school if necessary.
- Clear timetable to be established for any intervention activities, e.g. *'New to English Programme'*
- *Key visuals and vocabulary are provided in the child's first language*

3. Assessment of the New Arrival

NB Specific actions to support newly arrived EAL children and their families are in italics

- After a settling-in period the newly arrived child will be assessed within curriculum areas to provide information on next steps in learning and progression and to establish what support is required.
- All new children have full access to a broad and balanced curriculum. Ongoing informal (and if appropriate, formal) discussions will take place between the class teacher, the EAL lead and the child's parent/carer regarding the child's progress. *Ensure interpreting support is available for families of EAL children.*

- Summative assessments in English, Reading and Writing take place termly. Appropriate access arrangements are made, taking into account the child's background and prior learning experiences.
- Early Years practitioners should take into account, if at all possible, the entitlement to assessments in first language when making judgements of the new child against the Early Years areas of learning and development.
- Where a primary school's results are published in national performance tables, newly arrived EAL children can be discounted from these tables where:
 - 1) they were admitted to an English school for the first time after the beginning of school year preceding the year of the tests; and they arrived from overseas before their admission
 - 2) their first language is not English.
- *All EAL children's English proficiency levels will be identified using the Bell Foundation proficiency scales (see appendix 2).*
- Progress of new arrival children will be tracked on the school's data system by the assessment lead. Progress of new arrival EAL children will be tracked on the school's data system by the EAL lead and assessment lead.
- Children who do not make expected progress may need additional investigation into their individual learning needs, initially through the school SENDCo and then in consultation with outside agencies.

Assessing EAL learners

- *There are additional factors that must be considered when assessing EAL learners, for instance limited ability in English language may mask abilities in other areas.*
- *Additional background information is required for EAL learners in order to contextualise assessment data and provide reliable information.*
- *Assessments need to be sensitive to the age, language and culture of the EAL learner. For example, some assessments may be based around experiences which are culturally unfamiliar.*
- *Ensure that all achievements in the acquisition of English, however small are acknowledged praised.*
- *In addition to annual child assessment in line with DfE census requirements, schools should more frequently assess EAL pupil progress and attainment using one of the currently available EAL assessment frameworks (Ref guidance notes – Section 3).*
- *EAL pupils may need Individual (EAL) Language Plans to support their acquisition of English and access to the curriculum.*

Appendix 1

(Blank EAL Pupil profile)



EAL Pupil Profile

Name:

Year Group:

Gender:

English Proficiency Levels	Listening: Reading: Speaking: Writing:
Ethnicity	
First language/s	
Countries lived in (in chronological order)	
Previous Education	
Health/Medical	
Religion (e.g. does child need access to a prayer space during the school day)	
Family information (e.g. siblings, who child lives with and where, if separated from family members etc)	
Best way to communicate with parent/carers (e.g. use of interpreters, text or face-to-face etc)	
Questions or support requested by parents from school (e.g. info about Education system)	
Any other key information	

(Bell Foundation proficiency scales)

PRIMARY LISTENING

	BAND A	BAND B	BAND C	BAND D	BAND E
CODE	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to understand and respond verbally in interactions with others based on their understanding of the context	Developing more independence in the use of the basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance
EARLY DEVELOPMENT	1 Can understand single words or short phrases in familiar contexts (e.g. classroom, playground)	Can understand everyday expressions aimed at meeting simple needs of a concrete type, delivered directly to them in clear and deliberate speech by a sympathetic speaker	Can follow oral instructions (e.g. 'Draw a circle under the line')	Can understand an unfamiliar speaker on a familiar topic	Can meet the language demands of group activities and class discussions without additional EAL support
	2 Can follow simple instructions and identify objects, images, figures and people from oral statements or understand simple questions with contextual support (e.g. 'Which one is a rock?')	Can respond to simply phrased factual questions (e.g. 'Which things use water?')	Is beginning to understand and acquire topic/subject-specific vocabulary	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand	Can select key information for a purpose, rejecting irrelevant and unimportant information
	3 Can copy/repeat some words and/or phrases with teacher/peer modelling in curriculum activities	Can attend for short periods to simple stories and songs with visual scaffolds	Can get the gist of unfamiliar and (more) complex English expressions in routine social and learning situations (e.g. language of playground games, common phrases used by the teacher (e.g. 'Do your best', 'Check your work'))	Can participate confidently in shared texts, such as songs and poetry	Can draw on a range of discourse markers (e.g. expressions like 'right', 'okay', 'anyway', 'as I said') to help make meaning
	4 Can follow and join in routine classroom activities willingly (e.g. 'pay attention', 'form a circle')	Can follow day-to-day social communication in English	Can understand common, everyday vocabulary, knowing that some words can have more than one meaning, and demonstrates a tentative understanding of vocabulary beyond immediate personal and school experiences	Can interpret meaning and feelings from intonation, volume, stress, repetition and pacing	Can understand humorous references if not culturally laden
NOT EXPECTED TO BE ACHIEVED IN ORDER	5 Can show comprehension through action and gesture rather than words	Can follow narrative accounts with visual support	Can understand intonation to gain meaning from spoken English (e.g. hear approval or displeasure, or distinguish between a question and a command)	Has access to a wide vocabulary including abstract nouns (e.g. hunger, happiness) and a growing bank of subject-specific words related to curriculum tasks	Can understand most of the content when teachers speak clearly at a normal pace
	6 Can understand a basic, limited range of vocabulary in everyday talk in the classroom (e.g. 'quiet', 'put up your hand')	Can follow instructions where the context is obvious and recognise familiar words in spoken texts	Can respond appropriately in most unplanned exchanges	Can distinguish between and follow different types of spoken language (e.g. teacher-fronted content talk, plays, poems, stories)	Can follow most audio and video materials
	7 Can understand simple instructions and curriculum content-related expressions if delivered in clear, slow and repeated speech by a sympathetic speaker	Can respond to simply phrased factual questions about lesson content (e.g. 'Is the leaflet about animals or shops?')	Is developing understanding of sentence types (e.g. questions, statements) through word order rather than intonation alone (e.g. 'Miss wants to know how we are going to make this story better')	Can follow spoken language used in school events and activities (e.g. assemblies) confidently but some vocabulary and grammatical forms may be challenging (e.g. 'Some aspects of our curriculum will be changing')	Has a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms
	8 Can begin to use limited awareness of grammar to make sense of talk by teachers and peers (e.g. 'went' for past time)	Can attend actively to the conversations of other English speakers on familiar classroom topics (e.g. preference of colours, shapes of objects)	May use first language knowledge of the world to interpret spoken texts and may use other first language speakers effectively to confirm understanding	May ask for clarification and need extra time when participating in complex interactive listening activities (e.g. group performances or class discussions)	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register (e.g. formal and informal)
CLOSER TO THE NEXT BAND	9 Can sort pictures or objects according to oral instructions	Can use contextual clues to gain meaning from curriculum-related spoken language (e.g. make use of a water cycle diagram/visual to help make sense of topic-related talk)	Is beginning to pay attention to and respond to different registers in formal and informal settings (e.g. 'Sit down' v. 'Please take a seat')	Can try to follow a talk on unfamiliar topics and give appropriate responses in a classroom and school context	Can deal with the language demands of all routines and common situations in school

PRIMARY SPEAKING

CODE	BAND A	BAND B	BAND C	BAND D	BAND E
	Emerging competence in basic oral expression	Oral competence includes emerging ability to respond verbally in interactions with others	Emerging competence in spontaneous expression and communication	Competence in producing more varied and complex speech in a wider range of contexts	Developing competence in fluent, creative use of English
EARLY DEVELOPMENT NOT EXPECTED TO BE ACHIEVED IN ORDER USER TO THE NEXT BAND	1 Can produce single words or short phrases and express simple greetings	Can answer yes/no questions (e.g. 'Are you hungry?') and 'choice' questions ('Do you want chicken or pasta?')	Can communicate matters of immediate interest using connected utterances (e.g. 'I like this photo, it's a good photo')	Can use pronunciation that increasingly resembles the English heard around them, losing first language features in their pronunciation	Can make predictions (i.e. can predict what will happen next in different contexts - e.g. a story or a science project) and can hypothesise (e.g. 'I predict the first object will float because it is made from wood')
	2 Can express concrete meanings and references during simple, routine, familiar tasks (e.g. 'Is blue', 'Is circle', 'This ball')	Can produce simple, joined-up utterances on known, familiar content, or on topics related to personal opinions and experiences	Begins to notice and can sometimes self-correct errors in own speech (e.g. 'comed', 'goed', 'he do')	Can answer explicit questions from stories read aloud (e.g. who, what, or where)	Can tell original stories with some detail (e.g. describing character, appearance, or location in a story)
	3 Can respond to questions which are visually-supported (e.g. visual timetable, word mat, instruction visuals) with one or two words, in a classroom context	Can respond simply to a question relating to an immediate task, while the grammar is basic and may contain errors (e.g. omission of verb inflection, e.g. 'He say she like Maths')	Can use some vocabulary that has been introduced on tasks and in taught sessions (e.g. can use language to classify different animals or plants in science)	Can give oral presentations on content-based topics approaching age-expected level	Can join in a social or on-task discussion without support or scaffolding for EAL
	4 Can identify and name some school and everyday objects (e.g. 'table', 'pencil')	Can repeat basic facts or statements previously learnt (e.g. reciting days of the week, or answering a question like 'How many sides does a square have?')	Can express likes, dislikes, or preferences with reasons (e.g. 'I like ice-cream because it's sweet')	Can retell events in a connected narrative where content is familiar, using story language where appropriate	Can compare attributes of real objects (e.g. 'X and Y are similar/different because...')
	5 Can make simple statements when prompted and supported by prior rehearsal (e.g. 'Boy has bike')	Can deal with most day-to-day routines and common situations and task-related language, where there is contextual support	Can speak to others socially using simple but mostly regular grammatical structures	Can use phrases of time and place to expand information, and longer noun phrases to expand descriptions (e.g. 'a dog barked': 'Last night, in the silent, empty park, a dog barked')	Can generally speak fluently and with little hesitation structuring utterances through word order rather than intonation (e.g. 'Do you like?' instead of 'You like?')
	6 Can use some common adjectives (e.g. 'big', 'fast', 'good')	Is beginning to use forms (mostly first [I] and third [he/she/it/they] person present tense) of the verbs 'have', 'be', 'do', 'come', 'go' and 'make', although not always accurately (e.g. 'I going play')	Can take part in role play making some appropriate unscripted contributions	Can produce longer utterances by using a small range of linking elements, such as pronoun reference across sentences (e.g. 'I have a new friend. She is Polish')	Has an expanding range of vocabulary related to curriculum topics, but still makes occasional mistakes
	7 Can ask simple questions about own work (e.g. 'Miss, is this right?')	Can give a short retelling of a story or sequence, perhaps fragmented, relying on objects and images, but will still have difficulty with basic prepositions like 'to', 'of' and 'in'	Can ask questions for social and academic purposes	Can complete phrases in rhymes, songs, and chants	Can prepare and deliver oral presentations on a variety of curriculum topics at age-expected level, although is unlikely to use culturally-specific nuances or idioms
	8 Can make basic needs known to others (e.g. 'I not understand'), usually in non-standard grammatical form	Attempts to follow and use simple modelled expressions in a small-group activity (e.g. 'You go first')	Makes relevant spontaneous comments socially and during tasks (e.g. making comparisons and contrasting spontaneously)	Can use knowledge of first language to work out the meaning of unfamiliar English words or phrases (i.e. using knowledge of words or prefixes that are shared by first language e.g. 'volcano' = vulcan [Romanian], wulkan [Polish]; 'tri' = 3 e.g. triangle)	Can use a growing range of everyday and specialist vocabulary in all learning areas and can identify multiple meanings of many familiar words (e.g. a space between words, outer space)
	9 Can communicate some lesson content in longer, more correct utterances, supported by scaffolding from the teacher and prior practice (e.g. speaking to a visual framework, copying a model/answer patterns, e.g. 'It's a tree', 'It's a flower')	Is beginning to meet the speech demands of group activities and class interactions without support for EAL (particularly when adults and role model pupils speak clearly and at a slow(er) pace)	Can use English spontaneously, without long pauses for internal translation and composition	Can recount information (detailing where, when, who and what in a time sequence) in relation to different subject contexts (e.g. history, fiction)	Can discuss stories, issues, and concepts independently, using a range of language structures in a range of contexts
	10 Can pronounce comprehensibly and attempt to approximate English stress and intonation	Is beginning to participate independently in class discussions on familiar social and academic topics	Can make observations and explain ideas simply during creative and exploratory activities (e.g. can explain a simple experiment in	May still explore more complex ideas in first language when attempting unfamiliar English constructions (e.g. a Turkish pupil's	Can compare/contrast ideas and relationships in different subject contexts