

Indication for new EAL arrivals

Content

- **General Information**
 - Becoming Bilingual
- **The EAL New Arrival**
 - The educational needs and backgrounds of new arrivals
 - How it feels to be a new arrival
- **The Induction Programme- A Whole School Approach**
 - Planning for a new arrival
 - The interview
 - Staff involvement
 - Assessment
 - Induction at KS4
 - Transition

How long does it take to become bilingual?

- 1 – 2 years for BICS (basic interpersonal communication skills)
- 5 – 7 years for CALP (cognitive academic language proficiency)

The educational needs and backgrounds of new arrivals

'New arrivals do not necessarily have a common set of educational needs and backgrounds.'

The new arrivals' experience (summary)

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.



How does it feel to be a new arrival in a secondary school?

Feelings on entering a new school

- School was very different back home
- I'm confused.
- What am I allowed and not allowed to do?
- I'm lonely. I can't join in with the others so I have no friends. Everyone ignores me or treats me like I'm stupid.
- I've never been to school before... What's going on?
- This too early to eat. I'm not hungry yet



- I'm worried. Everyone else can do the work, knows where to go and what to do next.
- I'm afraid... That child pushed me. What shall I do?
- I'm shy. I don't want to say "Yes, Miss" in front of everybody. They may laugh at me.
- I'm angry. I was happy back home. I miss my grandma and my friends.
- I'm tired. All this new language around me I can't follow it all ... zzz ...
- I'm frustrated. At my other school I had much more stimulating work. All I do here is copy.



The Induction Programme – A Whole School Approach

It is important to welcome new arrivals with a whole school approach:

Planning for the new arrival (Summary)

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 mentor⁷, 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.

The Interview

Collect background information and disseminate to relevant staff.

(See EAL background information leaflet)

Checklist for parent induction

- Information about the school system in the UK
- Welcome to school in Worcestershire leaflet (translated)
- A school Prospectus (translated or visual)
- Behaviour Policy (translated)
- Attendance Policy – Absence request (translated)
- Outline of the school day with pictures/diagrams
- Map of the school
- The benefits of maintaining the home language
- Homework system and how to help your child at home leaflets
- Extra-curricular activities/clubs
- Calendar of Term dates
- Key contact person for your child
- Additional Support provided by the school
- School lunch arrangements (& FSM) (visual)
- Uniform and where to get it (visual)
- Contacts for local services (dentist/health centre/children's centre)
- Key phrases for communicating with school
- ESOL information (if relevant)
- Home language club/complementary school information
- Key facts about the school
- Who's who in the school with visuals
- Information about the PTA/ Governors

The use of Interpreters for Induction

- Staff in the school- bilingual staff
- Bilingual pupils- Young Interpreters/ambassadors
- Interpreting Agencies

How would you then disseminate this information to all staff involved with the pupil?

Pupil/family arrives at school and requests school place or School Admissions contacts school about New Arrival



School office staff obtain basic admissions information, if possible



School office arranges date for parent/carer to meet head/admissions staff/EAL coordinator for parent interview and tour of school. Set date for pupil starting school, ensuring that this is after the parent interview date



If necessary, arrange interpreting support for the meeting /interview



Conduct parent interview on agreed date, using EAL induction interview checklist and complete an EAL Registration Form



Take pupil and family on tour of school, meet staff, explain and give induction pack in first language if possible:- information uniform requirements, school meals, term dates, equipment and PE requirements. Give Parents opportunity to ask questions. (Interpreter if possible).



Inform relevant staff of pupil's name and start date and brief background information



Introduce pupil to relevant staff. If convenient, introduce pupil to buddies . Give pupil copy of weekly timetable, map of school (visuals if possible)



Pass pupil record information to tutor and subject teachers/ request Bilingual support for Induction (if available)



Pupil starts school

Planning for the new Arrival (Summary)

- New arrivals are not a homogenous group
- Effective schools are proactive in collecting background information to plan for pupil progress from admission.
- Prompt access to accurate pupil information is essential for planning for new arrivals
- Pupils play a key role in welcoming new arrivals.

Staff Involvement

Which staff need to be informed and involved when there is a new EAL arrival?

Staff involvement

(Admin staff already informed)

- Head of Year
- Tutor
- HODs / Subject teachers
- TA/ Support staff who will be
- working alongside pupil.



Assessment



Assessment

- School census
- Ongoing assessment tools (see the website for tools to support this)

First Language Assessment

- When a pupil arrives in school with a little or no English language skills, it is important to gain information about his or her language ability in the first or home language
- Initially, the best way to gather general and educational information about a pupil is to meet the parents or carers. In this way, the prior knowledge and experience of the pupil, which may be relevant to the school curriculum, can be noted and built upon.
- Give pupils plenty of time to settle in before conducting a formal first language assessment. Bear in mind this will only provide a snapshot. (Short formal tests can be useful to provide indication of performance in certain areas but should be considered alongside other evidence)

KS4 Induction

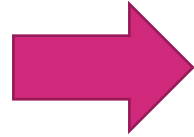
What provision can be made for new to English pupils arriving in KS4?

KS4 Induction

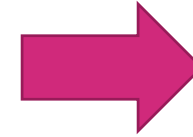
- Tailored to individual (talk to EAL Advisory team)
- Work experience
- Links to tertiary or sixth form for ESOL, Basic skills, practical subjects, GNVQ
- Pastoral tutor group/ linking up with common language pupils.
- Peer mentoring
- Courses covering preparation for life and work, enrichment subjects, PSHE and Citizenship. E.g ASDAN
- First Language GCSE
- Subjects which they are interested in that can be accessed. PE/ ART/FOOD tech etc.
- Computer skills
- Abridged timetable
- Mentoring/ personal advisor
- Participation in field trips
- Additional in- class support/ bilingual if possible

Considerations for transition for EAL pupils

Current Good Practice Primary



Middle



Secondary

- Prior learning, including a linguistic profile, should be passed from the previous educational establishment to EAL secondary staff in order that historical and current information can be added to a pupil profile.
- Inform Primary parents of school system, and changes in education delivery through interpreter/ translated documents.
- Ensure parents know about school open evenings, and their importance.
- School tours arranged using young interpreters/ambassadors
- Provide bilingual support to EAL beginners with above/during trial lessons.
- Contact person. Staff and peer mentor.

EAL Question prompt for staff involved in transition visits

- Did the pupil attend school before moving to the UK?
- How many years were they in school prior to moving to the UK? What languages did the school teach? Is there further information about the curriculum at the school? Is there any information about the pupil's attainment?
- Did the pupil receive any additional support at school?
- Did the pupil learn English before moving to the UK?
- Which languages are spoken at home?

Resources

Detectives...

How many girls are there in the tutor group?	
How many science classrooms are there in the school?	
How many computers are there in the school library?	
Where can you buy a snack?	
How can you find out what's for lunch?	
Where sports can you play at school?	
What time is first break?	
Where can you go for a drink of water?	
What activities can you do at lunch time?	

Find someone who...

Do you like...? Yes, I do/ No, I don't	Name
Frogs	
Eggs	
Cats	
Watching cartoons	
Swimming	
Riding horses	

POLISH LANGUAGE MAT

Education - Ethnic Minority Achievement Portsmouth - 2012
www.emas.portsmouth.gov.uk

Dni tygodnia

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Poniedziałek	Wtorek	Środa	Czwartek	Piątek	Sobota	Niedziela

Miesiące w roku

January	February	March	April	May	June	July	August	September	October	November	December
Styczeń	Luty	Marzec	Kwiecień	Maj	Czerwiec	Lipiec	Sierpień	Wrzesień	Październik	Listopad	Grudzień

Numery 1 – 10

1	2	3	4	5	6	7	8	9	10
One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten
jeden	dwa	trzy	cztery	pięć	sześć	siedem	osiem	dziewięć	dziesięć

Kolory

Grey	Purple	Pink	Black	White	Green	Yellow	Red	Blue
Szary	Fioletowy	Różowy	Czarny	Biały	Zielony	Żółty	Czerwony	Niebieski

English alphabet

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz





Numbers 1

中文

数字 1 / 數字 1



0, 1, 2, 3, 4, 5, 6, 7, 8, 9 are **digits**.

Two-digit numbers: 23, 89

Three-digit numbers: 436, 974

简/繁体

0, 1, 2, 3, 4, 5, 6, 7, 8, 9 (零, 一, 二, 三, 四, 五/伍, 六, 七, 八/捌, 九) 是**数字/數字**。
两位数/兩位數 - 23, 89
三位数/三位數 - 436, 974



Place value

The value of where the digit is in the number, such as units, tens, hundreds, etc.

Thousands	Hundreds	Tens	Units (2,418)
2	4	1	8

简/繁体

位值

数/數字在数/數中的位值, 例如个位/個位, 十位, 百位, 等等。
千位 百位 十位 个位/個位 (2418)
2 4 1 8



Even numbers - 2, 4, 6, 8, 10, ..., 100, etc.

Odd numbers - 1, 3, 5, 7, 9, 11, ..., 101, etc.

简/繁体

偶数/偶數 (双数/雙數) - 2, 4, 6, 8, 10, ..., 100 等等。
奇数/奇數 (单号/單號) - 1, 3, 5, 7, 9, 11, ..., 101 等等。



Integers are all whole numbers, positive and negative.

简/繁体

整数是整体数字/**整数**是整體數字, 正与负/正與負。



Negative numbers are all numbers less than zero. **Positive numbers** are the numbers more than zero.

-4 -3 -2 -1 0 1 2 3 4

简/繁体

负数/負數是零下的数/數字
正数是多过零的数字
正數是多過零的数字



Write the value of 3 in 3,578.

简/繁体

写/寫 **3** 在 **3578** 中的位值





Do your work!



Sit down!



Open your book!



Write this down!



Stand up!



Listen please!



Get a pencil out please!



Close your book!



Quiet! No talking.



worcestershire
county council

Clicker 5 - Look and Match A

File Edit View Insert Format Grid Options Help

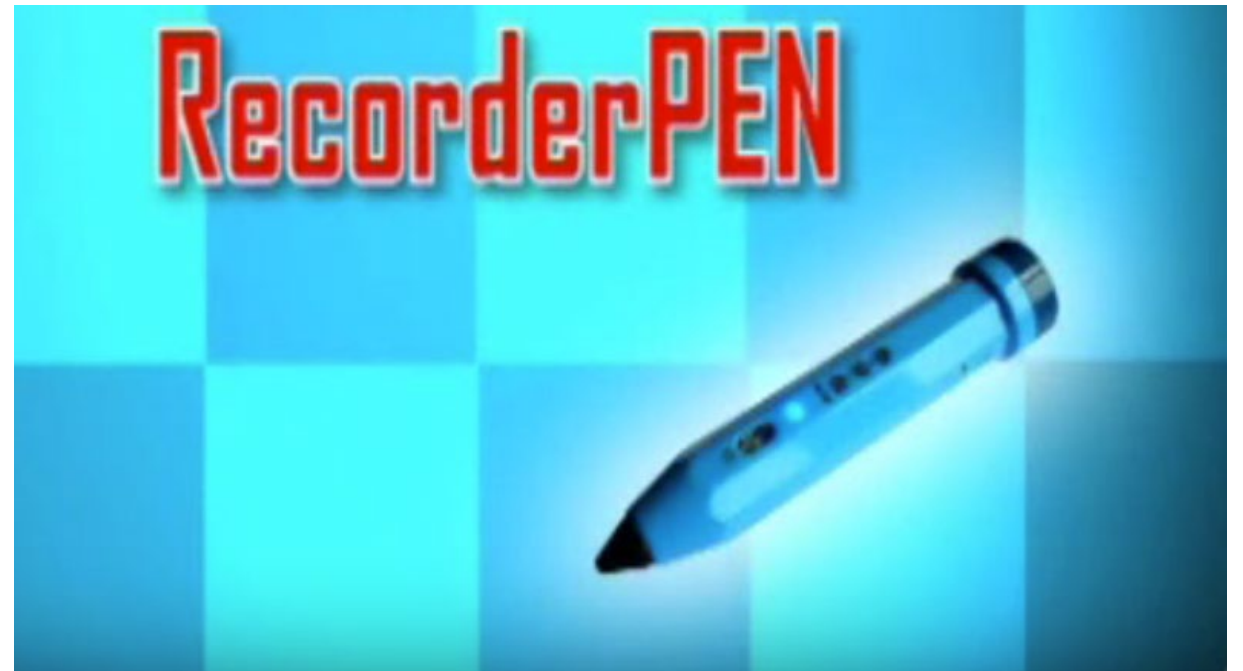
	bus			lorry	
	car			motorbike	
	bike			traffic lights	

an

Run Mode File Look and Match A Done

Talking Pen Video

<https://www.youtube.com/watch?v=iyOzjytQf7Y>



Top tips for teachers

- Ensure that the pupil feels their culture/language is valued (learn a few words/phrases; make bilingual labels/displays; share stories and pictures that reflect their background)
- Provide visual support whenever possible (pictures, photos, diagrams, demonstrations, mime, gestures)
- Speak slowly and simply but naturally. Avoid or explain figurative language.
- Respond positively to pupils' speech, but try to extend their responses; e.g. I go park → you went to the park
- 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
- Put pupil in mixed ability group or with children who can provide good language models (not SEN groups)

Top tips for planning

- 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
- Plenty of opportunities for pair and group work, especially collaborative tasks
- Preview lessons - provide key texts in advance to parents / bsw
- 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
- When marking, focus on content and highlight only 1 or 2 grammatical points

Key messages

working in the classroom

ofsted: any withdrawal of EAL learners from a mainstream class should be for a specific purpose, time limited and linked to the work of the mainstream class; bilingual pupils are best supported when EAL support staff work collaboratively with teachers

bilingual support

development of the first language should be actively encouraged. Support which combines the use of bilingual pupils' first language with the learning of an additional language will greatly enhance understanding of conceptual skills encourage pupil to use first language for research, first drafts, note taking.