



St. Clare's Primary School

Newcomer Policy

Amended May 2021.

Our School is a Rights Respecting School and Articles 12, 28 and 29 of the United Nations Convention on the Rights of the Child (CRC) underlines our Assessment Policy:

"Every child has the right to a say in all matters affecting them" A12

"Every child has a right to an education" A28

"Education must develop every child's personality, talents and abilities to the full" A29

"No pupil should be expected to cast off the language and culture of the home as he crosses the school threshold, nor live and act as though the school and home represent two totally different cultures which have to be kept firmly apart"
The Bullock Report 1976.

Ratified by Board of Governors: _____

Signed by _____

Chair of Board of Governors

Rationale

St. Clare's Primary School is committed to providing equal access for all learners to a broad and balanced curriculum which is appropriate to the child's abilities, talents and personal qualities. Inclusion for all within the school community and access to appropriate support, both academic and pastoral, are key priorities in St. Clare's that values the successful development of each of its pupils. Educational inclusion is an on-going process that celebrates diversity which is valued as a rich resource that supports the learning of all. It involves the identification and minimising of barriers to learning, that may be experienced by some groups of children and aims to maximise resources to reduce these barriers. This policy is intended to ensure that newcomer children have access to appropriate support to enable them to access the curriculum and participate in the wider school community.

The ethos of the school creates a welcoming and inclusive environment for both students and parents from all ethnic or cultural backgrounds and demands that this policy statement should apply to all governors, staff, pupils, parents/ carers, visitors and others involved in any way with St. Clare's Primary School.

We aim to ensure that all newcomer children are able to:

- Use English confidently and competently.
- Use English as a means of learning across the curriculum.
- Have equal access to the NI revised curriculum.
- Develop their self-esteem and confidence through recognition and acceptance of their cultural identity.

Definition

For the purpose of clarity, a 'newcomer pupil' refers to a child or young person who has enrolled in St. Clare's Primary School for whom English is not the primary language spoken at home and does not have satisfactory language skills to participate fully in the school curriculum.

Context

St. Clare's Primary School's ethos reflects the linguistic, religious and cultural diversity of all its pupils and school community. Children from a wide range of background cultures, languages and dialects attend the school. They exhibit great cultural diversity and bring with them the knowledge they may have gained from the range of experiences through which they may have lived. Currently we have children from ten different countries attending St. Clare's Primary School.

Key Principles for Additional Language Acquisition

- An initial silent period is a natural stage when learning a language.
- Integrating newly arrived pupils into school life and classroom routines.
- Teachers have a crucial role in modelling the use of language.
- Developing a pupil's self-image through recognition of their distinctive cultural experiences, the ability to use two languages or more, of being bilingual and through praise for their achievements.
- All pupils have access to the revised NI Curriculum
- Organising classroom activities and experiences which foster communication.
- Motivation to communicate through the development of acceptance, security and self-confidence.
- Helping pupils take ownership of their learning
- A distinction is made between EAL and SEN. The focus and use of additional support time are best seen as an integral part of the curriculum and lesson planning.

Getting Ready

Initial Welcome of new families

- On arrival Newcomer Parents and Pupils are made welcome by being greeted by either;
 - Principal -Mr O' Doherty
 - EAL Coordinator-Mrs Welsh
 - Lang Support Coordinator-Mrs Brennan
- An initial meeting or phone call with the Newcomer family will determine the need for an interpreter to be present in order to support the family complete admission forms-(St Clare's will organise this.)
- Supportive Admission Procedures are completed by one of the above personnel these include:
 - Completion of data capture, administration and permission forms.
 - Provision and explanation of St Clare's visual bilingual Welcome booklet.
 - Initial tour of the school, introduction to the class teacher and pupils.
 - Provision of uniforms, if available.
 - Start date.
 - Discussion and approval by governors and parents to be placed in a year group below the pupil's actual age, particularly if the pupil has little to no English.
- Class teacher will be updated with newcomer pupil's data capture details.
- Class teacher prepares pupils and creates a welcoming environment for the Newcomer pupil, these include;
 - A range of visual signs, labels and displays on class rules, timetable, duties, areas, calendar, weather, colours, numbers, seasons, alphabet, HFWs, topic words are present.
 - A world map to help demonstrate to the class where the Newcomer pupil has come from.
 - Provision and explanation of basic visual language fans.
 - Captions in pupils Home Language – Hello, Goodbye, Thank you, Please. This can be aided through the use of ([Newburyparkschool.net/language of month](http://Newburyparkschool.net/language%20of%20month))

- A range of multicultural and multilingual resources made available in the Language room, Library and classroom. - Picture Dictionaries, Kitabna-Trilingual Story Book- (Arabic, Kurdish, English)
 - Calm corner or quiet area in the room.
 - Prepare a class and playground buddy for Newcomer pupil.
 - Plan seating arrangements, usually place beside good role models.
- Completion of a class observation and assessment using Benchmarking Kits by LSC to establish a baseline and allow the Newcomer pupil to demonstrate their knowledge and skills.
 - Class teacher will liaise closely with LSC to devise a suitable programme and resources for the Newcomer pupil. Based on the pupil's level of English and the outcome of the assessment completed certain pupils may be provided with Language withdrawal Support for a period of time.
 - After a period of settling in LSC and class teacher will complete a CEFR on the Newcomer pupil.

Early Days Provision for New Arrivals

- Do's and Don'ts for Newcomer arrivals.
- Use of Visuals to Support the management of Newcomer pupils.
 - Rules and routines visually displayed, provide clarity and security both in and out of class, they need to be explained, modelled, constantly rehearsed and encouraged.
 - Visual timetables help pupils become quickly familiar with daily routine.
 - Classroom labels can help pupils to access resources quickly.
- Intercultural Awareness
 - It is important to be aware of differences in values, attitudes and beliefs so misunderstandings can be avoided.
- Create a sense of belonging/place-useful activities for the first day.
 - Introduction to pupils and staff
 - Tour and explanation of important areas-classroom, playground, toilets, lining up areas, dinner hall.
 - Provision and explanation of basic functional vocabulary fans,
 - Small group games that don't require much language- Snakes and Ladders, Ludo, Lotto, Barrier games.
 - Whole class games that involve little language and much repetition- Buzz, List, Memory.
- Give consideration to where and with whom the newcomer pupil is seated.
- Engage in regular sessions of Circle time to promote greater respect and tolerance of each other's opinions.
- Encourage pupils if they feel comfortable to share pictures, maps, plans of where they lived prior to arriving in St Clare's.

- Starter Language Activities or Play Based learning experiences
 - All about me Activity Booklet
 - Creating Personal and content Specific dictionaries.
 - Mini books which are topic based
 - Personal Diary
 - Songs
 - Storytelling
 - Language Games that involve pictures/visuals
 - ❖ Picture-Word Matching
 - ❖ Sequencing
 - ❖ Information Gap
 - ❖ Categorising
 - ❖ Memory
 - ❖ Draw
 - ❖ Sorting pictures/objects
 - ❖ Labelling
 - ❖ Jigsaws

The following booklets have been completed for Starter Functional Language and Basic Concept teaching for pupils working within levels PA1-A1.

- Introduction- All about Me
- My School Bag
- The Classroom
- Numbers 1-20
- Days of the Week
- Months of the Year
- Seasons-Spring, Summer Autumn, Winter
- Farm/Wild animals
- Parts of the Body
- Colours
- Weather
- 2/3D Shapes
- Opposites
- Food
- Clothes
- Prepositions
- Fruit & Vegetables

The Silent Period

Some children, immersion in a new language causes them to become 'silent'. This may last for a relatively short time but may also persist for many months. The younger the child, the longer the Silent Period may endure. This non- verbal response does not signal that a pupil has Special Learning Needs.

Inclusive Teaching Strategies/Resources

- Have a range of useful references such as;

- maps, atlas or globe
 - Picture/photo dictionary
 - Equella Language Packs
 - EAL Language Builder Booklets 1 & 2
 - Toolkit & Diversity File
 - Comet Language Resources
 - Cambridge Language Resources
 - Black-Sheep Press
 - St Clare's Topic Activity Pack
 - Basic functional vocabulary fans,
 - A range of multicultural and multilingual story books
- Signpost your lesson with the use of flashcards and visuals.
 - Maintaining interest by pre teaching new knowledge/information- This could be accomplished by sending home topic word grids/journals for parents to pre teach vocabulary or the LSC could support these pupils by pre teaching topic vocabulary.
 - Engage in active listening activities- oral whole class/group/pair activities.
 - Ensure pupils demonstrate an understanding of their learning by working in pairs or groups and completing a range of activities that involve;
 - Matching
 - Drawing
 - Making charts using pictures
 - Sorting pictures or objects
 - Making poster with pictures
 - Labelling
 - Jigsaw methods

Moving On

When newly arrived pupils feel safe and secure in their new environment, it is time to consider support for language development and curriculum access.

In order to ensure effective support teachers must have;

- A knowledge of the skills involved in language learning and how to develop these.
 - Listening
 - Speaking
 - Reading
 - Writing

The language skills are all inter-related and cannot be developed in isolation. It is likely they will not all develop at the same rate.

- An awareness of the stages of language development and how these equate with NI curriculum levels;

Common European Framework of Reference For Languages

PA1	Working towards Level1
A1-Breakthrough	Level 1
A2- Way stage	Level 2
B1- Threshold	Level 3

- Planning to meet the Language needs of Newcomer pupils by adapting your Topic/Literacy Planner so that Newcomer pupils are able to access the curriculum.

Planners have been devised for the following topics;

P1	People who help us	Marvellous me	Once upon a time		
P2	Autumn on the Farm	Dinosaurs	Fire	Under the Sea	Wheels, wings & water
P3	Celebrations	Mighty Me	The Senses	Life in the Snow	Minibeasts
P4	Houses and Homes	Anne Frank	World War 2 (Part 1)	World War 2 (Part 2)	
P5	Knights & Castles	Egyptians	The Blue Planet		
P6	Victorians	Titanic	Vikings	Space	Rainforests
P7	The Famine	Black Lives Matter	Myths and Legends	Extreme Earth	Sport Hero's

➤ **Listening**

Pupils in the early stages will understand much more than they can say, so non- verbal responses are very important.

Difficulties that pupils may encounter are;

- Distinguishing Sounds/Words
- Following instructions
- Understanding oral introductions to lessons
- Difficulty understanding unfamiliar topics or stories.

➤ **Speaking**

In order to use language effectively and in meaningful interactions, newcomer pupils will use teachers, other pupils and adults as models for their own oracy development.

Difficulties that pupils may encounter are;

- Rhythm and Intonation
- Pronunciation
- Sentence structure and grammatical mistakes
- Adjusting speech to appropriate register;
 - ❖ Formal/Informal
 - ❖ Adults/peers
- Reluctance to speak/keeping only to familiar topics
- Sequencing thoughts

➤ **Reading**

Approaches taken to develop reading skills depend on pupil's literacy backgrounds in their home language. If their home language uses Roman alphabet and the pupils already know how to read then focus should be on meaning.

If home language isn't the Roman alphabet then teacher will begin with these.

Difficulties that pupils may encounter are;

- Unfamiliar with Roman Alphabet
- Unfamiliar with clusters and blends
- Word recognition
- Reading phrases
- Reading for meaning
- Tackling unfamiliar texts

Writing

When learning to write, pupils have to pay attention to finger control, the relationship between sound & spelling, the direction of English script word order and the message.

Pupils will make mistakes with handwriting, spelling and word order. These can be corrected over time and with practice.

Difficulties that pupils may encounter are;

- Writing Roman script if unfamiliar
- Using familiar words in the writing context
- Spelling and grammar
- Moving from speaking and reading to writing
- Moving from words to phrases/sentences
- Moving from phrases to paragraphs and longer pieces of writing.

Assessment of Progress

- On arrival LSC will complete a class observation to determine the Newcomer's Level of Communication.

The Benchmarking Kits are used to;

- Assess and baseline the level of Communication each Newcomer pupil has on arrival.
- Monitor on-going progress of Newcomer pupils, alongside observations in mainstream classroom.
- Provide evidence supporting the pupil's CEFR records.
- Provide more focused language support.

Pupils receiving language support are monitored three times annually-(Sept, Feb, Jun) using the benchmarking kits.

These assessments are followed up with the completion of CEFR descriptors which level each pupil, help teachers to set targets and review progress.

Newcomer pupils with a limited knowledge of English, in receipt of language support and deemed by their teacher unable to be assessed using standardised tests will be exempt. Instead they will be assessed using the above procedures.

Second Language Development

The Common European Framework of Reference level descriptors are used to baseline and monitor the progress of Newcomer pupils. All teachers are familiar with CEFR Levels which are completed on Sims- twice annually- (Oct & May). Pupils are levelled as appropriate, targets are set and reviewed by each teacher with the support of LSC.

Communication with parents

St Clare's value the working relationship between Newcomer pupils, parents and staff. The school encourages parental engagement through the use of a variety of measures;

- Admission Meetings- If necessary, face to face interpreter meetings are made available to Newcomer families to not only support the completion of admission forms but to help explain the school's routines, practices and procedures to the family. When face to face is not available, we can use the telephone interpreting service.
- Curriculum Meeting-(Sept)- The interpreter translates and provides an overview of the curriculum, assemblies, performances, trips, holidays, other organised activities for the year ahead.
- Individual parent- teacher meetings-(Nov)- The interpreter translates and helps to explain the pupils progress and resolve any issues arising.
- Bilingual Classroom Assistants or a parent who is fluent in that language can also be used to help communicate daily or informal matters with Newcomer parents.
- Written information- (Policies, Monthly Newsletter, Other letters) for Newcomer parents is made more accessible by reducing the amount of text, highlighting key information and adding more visual support.
- Translated letters from IDS website are also used. A booklet explaining the purpose of school policies is available if requested.
- Google Translate is used to compose letters not available on IDS website and needing to be provided at short notice.
- LSC/Class teacher will use See-Saw to inform parents about general information and notifications such as school assemblies, performances, trips, parent meetings, workshops etc.
- End of Year Pupil Progress Report is translated into the home language for the parents to fully understand.

Underachievement

It can be difficult to decipher if Newcomer underachievement is due to a language or learning difficulty. If the difficulty experienced is just related to Literacy, then the problem is related to language development alone. If the difficulties are more widespread then there may be a learning difficulty

In order to formulate an accurate decision progress will be monitored and evidence collected over a variety of situations and over a period of time by class teacher and LSC.

At this stage a meeting with parents using an interpreter will be organised. The purpose of this will be to ascertain the pupil's level of home language skills and inform parents of the school's concerns with regards lack of progress.

Recognition and Celebration of diversity

St Clare's recognises and understands the values of the cultures and backgrounds of all pupils within the school.

- A welcome display board is assigned to Newcomer pupils. This board will include; a world map, information about home countries, greetings in various languages spoken, photos of the pupils.
- An assembly is organised annually to help all pupils recognise and understand the range of different cultures and religions within the school.
- European Day of Languages/International Food Day is celebrated within the school, with Newcomer

- families usually preparing a display of different foods for the staff and pupils.
- Cultural/religious celebrations calendar is created, representing the main religious festivals throughout the world. A copy of this calendar is distributed to each class so that all pupils can learn and understand the different cultural and religious celebrations happening throughout the world.

Roles and Responsibilities

A communication strategy should be implemented to ensure the successful dissemination of the roles and responsibilities within the school's policy for newcomer children.

The Board of Governors should ensure that:

- the needs of all Newcomers are addressed;
- the policy for Newcomers is kept under review; and
- appropriate funds and resources are delegated to Newcomers.

The Principal should:

- keep the Board of Governors informed about Newcomer issues;
- work in close partnership with the SENCO;
- ensure that the SLT are actively involved in the management of Newcomers within the school; and
- meet with parents and complete checklist for admissions and data capture forms alongside our dedicated LSC.

The SENCO should work alongside LSC:

- be responsible for maintaining the school Newcomer Register;
- complete mandatory Newcomer Annex C forms;
- maintain records for individual children to be available for monitoring for funding by the EA;
- give guidance and support in target setting and planning work;
- liaise with staff to identify SEN difficulties;
- support staff with resources;
- contribute to the in-service training of staff;
- liaise with Inclusion and Diversity Service (IDS); and
- be aware of current research.

All staff should:

- liaise with and advise colleagues;
- promote lessons that are well prepared – challenging, engaging, motivating, progressive and accommodating the individual needs of learners;
- include opportunities to teach and model language skills;
- provide opportunities for relationship and self-esteem building activities;
- have a balance and range of teaching strategies and activities, for example whole group, small group, pairs, individual or practical;
- ensure that learners have appropriate time to complete a task;
- use a balance of questioning techniques;
- use a range of teaching strategies and resources that promote different learning styles and multiple intelligences;
- employ self-monitoring and self-assessment techniques; and
- provide learners with positive and constructive feedback that promotes assessment for learning.

The class teacher should:

- gather important information about the pupil from initial parent meeting;
- arrange an interpreter if needed for parent's meetings;
- monitor progress carefully and record information through observation and assessment forms;
- be knowledgeable about pupil's abilities and needs in English;
- not insist that newcomer children take part in oral activities as part of the immersion period;
- provide opportunities for celebrating diversity such as 'European Day of Languages';
- develop a socially and intellectually inclusive classroom, valuing cultural differences;
- complete benchmarks from the Common European Framework of Reference (CEFR) to record newcomer pupils' progress. Use this alongside 'global descriptors of language proficiency' to assist with setting targets and planning for language learning;
- provide information to parents regarding school procedures and progress of children through home-school journal;
- prepare buddy to welcome new arrivals;
- make parents aware of resources available to them; and

As in all these examples, any queries should be referred to LSC who is our EAL specialist.

Learning and Teaching

- All learners have the right to a broad and balanced curriculum. This involves all staff in using a range of teaching strategies and classroom management styles designed to take account of the differing abilities, interests and experiences of learners.
 - In order to facilitate this, work should be stimulating. It should be differentiated so that learners can experience success, yet challenging enough to promote progression in learning.
 - Work should allow learners to progress at their own rate, yet encourage them to take responsibility for their own learning.
 - Key language relating to curriculum topics should be pre-taught and sent home in home-school journals. This language should also be displayed in the classroom.
- Opportunities for pupils to learn about and share information about other languages and cultures.
- The use of visual materials should be used where possible, to aid understanding particularly when giving instructions.
 - Provide time for children to demonstrate their prior learning, including means other than writing.
 - Lessons should be structured in a series of simple, clearly-defined steps with clear learning intentions.
 - The classroom environment should be inclusive, simulating and attractive, featuring as much learner work and vocabulary as possible.
 - Provision of dual language books and bi-lingual dictionaries where available.

Continuing Professional Development

It is essential that all staff keep up-to-date with current developments in order to best provide for newcomer children. Mrs Brennan will help in updating training internally in school while EA will offer support for completion of CEFR documentation.

Monitoring and Evaluating the Policy

This policy will be reviewed in light of changes in legislation or practice following consultation with all staff members, parents and external agencies. Feedback will also be sought on an annual basis.

Process for Review and Development

This policy will be reviewed annually.

First presented to Board of Governors for ratification in May 2021.

Resources

- Every School a Good School 'Newcomer Guidance for Schools' DE.
- Every School a Good School 'Supporting Newcomer Pupils' DE.
- Toolkit for Diversity for Nursery and Primary.
- EAL Language Builders – Books 1 and 2.
- Guidance pack for teachers
- www.education-support.org.uk – Education support website for parents and teachers.
- www.education-support.org.uk/teachers/ids/cefr-primary/-Common European Framework of Reference (CEFR).
- **(Newburyparkschool.net/langofmonth)**