



POLICY STATEMENT ON STARTING POINTS FOR NEW ARRIVALS WHO HAVE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Dated: December 2009

Reviewed: November 2017

Next Review Due: November 2022

‘No child should be expected to cast off the language and culture of the home as he crosses the school threshold, nor to live and act as though school and home represent two totally separate and different cultures which have to be kept firmly apart. The curriculum should reflect many elements of that part of his life, which the child lives outside school. Their bilingualism is of great importance to the children and their families, and also to society as a whole. In a linguistically conscious nation in the modern world, we should see it as an asset, as something to be nurtured, and one of the agencies which should nurture it is the school.’

Bullock Report 1976

This policy statement is in support of St Mary’s Christian ethos of **R.E.S.P.E.C.T.
(**R**esponsibility, **E**xcellence, **S**pirituality, **P**artnership, **E**njoyment, **C**aring, **T**olerance).**

ADMISSIONS INTERVIEW

Obtaining information about new arrivals

At St. Mary's Church of England Junior School we carry out the following with respect to admissions interviews...

- Check if parents can communicate in English
- Organise interpreter if necessary
- Ensure admissions records include:
 - child's ethnicity
 - first language

Information given to parents...

- 'Welcome Booklet' in appropriate language
- Samples of school uniform including PE kit required
- Details regarding packed lunch, school dinner etc.
- Overview of school year and school organisation

INFORMATION FOR STAFF

Before the child starts at school we find out the following....

- Background information regarding ethnicity, first language and previous educational experience
- Contact details for interpreting if required e.g. Language Line, CINTRA, family friend.
- Picture dictionaries, word books and, for older pupils, standard dual language dictionaries to hand. We also use google translate on class iPads to facilitate communication.
- Ten useful words/phrases in child's first language.
- Download any relevant translations from schools portal.

CLASSROOM ORGANISATION

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At St. Mary's we...

- Prepare whole class to welcome the pupil (including a "buddy")
- Encourage positive attitudes to diversity in all children
- Parental support in first language is crucial to support
 - the child's well-being
 - understanding of key words in specific curriculum areas

This can be achieved by organising brief regular meetings (eg: drop-in sessions) and/or a home-school book

- Use this opportunity to get ten or more useful phrases in the child's first language.
- Place child in a group that offers good models of English.
- During input time, seat child where maximum involvement is possible.

CULTURAL IMPLICATIONS

At St. Mary's we know...

- Children may come with different educational experiences and expectations e.g. rote learning, knowledge of letter names rather than phonic approaches to reading.
- Child-rearing practices may be different.
- To openly acknowledge and value the diversity in the classroom.
- To enable pupil to draw on own experience.
- To display labels and signs in home languages in the environment.
- To challenge any negative reactions from children and adults, and where necessary, to follow these through our PRIDE reporting system.

EAL CHARACTERISTICS

Silent Phase: Some newly arrived pupils may initially go through a 'silent period.' This does not mean that they are not learning. They may be watching, actively listening and 'tuning in' to the new language. It is crucial,

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therefore, to ensure understanding of a few key words or phrases related to the lesson.

Although passive learning is taking place at this stage, it is vitally important to continue to provide opportunities for active involvement for when the child is ready to speak.

WHERE TO NEXT?

Coping: Some children may be very co-operative in the classroom. This does not mean they fully understand what is being taught or that they are functioning to their full potential. Planning and delivery need to incorporate specific support e.g. use of first language, pre-tutoring, visual aids, modelling of language, scaffolding etc.

ASSESSMENT

Assessment in child's first language

First language assessment is always highly desirable as it can reflect the child's potential to learn.

However, where there are concerns about the child's progress, first language assessment will be an essential part of the process of identifying any learning difficulties.

Assessment in English as an Additional Language:

We currently carry out assessments on fluency during October to submit as part of our census data. From September 2018, we will adopt the Bell Framework for assessment.

CONTACTS

CREDS Bethan Rees, Head of Service
Gazeley House
Princes Street
Huntingdon
PE29 3NS
01480 375584

CINTRA 351-353 Newmarket Road
Cambridge
CB5 8JG
01223 346870

Language Line 0800 169 2879
Every school in Cambridgeshire has an ID number for Language Line.
Contact CREDS if you cannot find this.

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The School system

Foundation stage	Age 3 - 5	Nursery and Reception
Key Stage 1	Age 5 – 7	Year groups 1 – 2
Key Stage 2	Age 7 - 11	Year groups 3 - 6
Key Stage 3	Age 11 - 14	Year groups 7- 9
Key Stage 4	Age 14 - 16	Year groups 9 - 11

The school year

Month	Term
September October	Autumn term
	Half-term
November December	
	End of term : Christmas holidays
January February	Spring term
	Half-term
March April	
	End of term : Easter holidays
May June	Summer term
	Half-term
July	
	End of term : Summer holiday
	August : Summer holiday

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