



**DAUBENEY MIDDLE SCHOOL**

**Assessment and Arrivals Policy  
For Pupils Who Join The School  
From Another Country**

At Daubeney Middle School we look on newly arrived pupils as an asset and value the contributions they make.

Pupils who join the school from another country have a vast range of educational experiences.

They may:

- Be literate in English through ESL classes
- Be literate in their mother tongue
- Have had interrupted schooling
- Have been educated in English speaking schools.

**In order that they may settle in and access the full curriculum as quickly as possible, the school will:**

- Arrange initial interview with parents/carers and key members of staff to assess pupil's educational background, needs and ability and use interpreters/mediators when necessary to find out as much as possible about the child's previous experiences, both educational and other
- Arrange an agreed starting date so parents can purchase uniform, P.E. kit etc. and allow for acclimatisation (arrival in a strange country with unusual sights, sounds etc. can be an overpowering experience. A few days for adjustment before starting at school will help pupil to settle in successfully, this also allows staff to be prepared to welcome the new arrival)
- Ensure appropriate assessment is made, using mother tongue where possible, to ascertain the pupil's ability in his/her home language
- Set according to ability, not level of English
- Disseminate assessment notes and support strategies to relevant members of staff before pupil's arrival
- Instigate intensive peer/ buddy support with initial introductory work and TA support
- Using an EMAS teacher/TA to make in-class observations and disseminate the findings and appropriate support strategies to relevant members of staff
- In the early stages withdraw pupil from inappropriate whole year screening processes such as CATs and reading tests
- Review progress every half term for first year

See attached pro-formas to facilitate induction process.

January 2010  
(Review date Jan 2012)

## A PLANNED ADMISSION PROCEDURE FOR NEW PUPILS ARRIVING FROM OVERSEAS.

### **1. First contact with family.**

- Arrange a convenient time for an admission interview with a key member of staff
- Find out the language(s) which the family understand and arrange a mediator/interpreter for the interview if necessary

### **2. Admission interview**

- Exchange all the normal school information as well as completing the school's EAL information collection form
- Give parents/carers relevant information on local school system, SATs, homework, expectations, times of school day, holidays etc. Use any translated information available. Give copy of school planner and explain contact forms etc.
- Give family a tour of the school ( with mediator/interpreter where relevant)
- Set a date for starting school **but delay it for up to a week** (to allow for acclimatisation and in order to prepare for an inclusive admission as follows:)

### **3. Before child starts in school**

- Time for parents/carers to obtain uniform and kit
- Alert Year Co-ordinator, class teacher, and other relevant staff i.e. TAs, Kitchen and playground staff etc.
- Allow time to set up some buddies and prepare class for new arrival
- Obtain welcoming phrases (if possible) in child's first language and go over them with class
- Prepare induction materials
- Identify any other pupils who speak the same language/ have a similar background
- If possible/necessary arrange with MASS for bilingual support on child's first day

### **4. On the first day**

- If possible use a mediator/TA to help child settle in, meet buddies, find the toilet, know the names of staff etc.
- Monitor the buddies' effectiveness and be aware of any concerns expressed about new pupil
- If literate in first language ensure pupil has a bilingual dictionary or access to picture dictionaries
- Start using induction materials (illustrated map/timetable, photos etc. dependent on the needs of individual pupil)

### **5. First 1-4 weeks**

- Allow new arrival to sit with buddies and follow what they do without pressure
- Allow pupil time to adjust to new surroundings and language, bearing in mind that many new arrivals go through a 'silent phase' lasting several weeks, even months, while they may listen/absorb but not speak
- Group pupil with others who will provide good models of English and suitable challenge (do not place pupil in low ability unless assessment of ability in their mother tongue shows this to be appropriate)
- Begin to implement supportive classroom strategies across the curriculum such as the use of pictures, visual aids and differentiated work whilst continuing to show that the first language remains an asset to the pupil
- Don't discourage pupils from using their first language
- As soon as pupil is ready, direct instructions/questions at him/her and encourage non-verbal or verbal responses

### **6. Next 2-3 months**

- Maintain contact with parents/carers and review progress
- Ensure initial buddies are still willing friends and change if necessary
- Be alert to possible incidence of hostility or racist bullying and deal with it immediately, this can happen as initial positive feelings give way to despondency when faced with the realisation that much school language is not understood and there is a long, steep road ahead. Friendships with other pupils may also change and hostilities can sometimes emerge
- By observation and use of first language (if possible), make assessment of ability and revise placement of pupil in sets/ groups if necessary
- Begin to make judgements about English levels and record using Individual Language Plan or English Language profile

### **7. Subsequent 4-12 months**

- Consideration of needs, support and differentiation will continue to be required, full language acquisition may take several years
- Monitor language progress and target setting/review regularly and update EAL profile twice yearly

### **8. Thenceforth**

- It may take up to 7 years to develop the higher order language and literacy skills necessary to achieve fully
- Superficial oral fluency can mask a lack of proficiency in academic language  
We need to be aware of the following:  
The particular language demands of various subjects.  
How meanings of words can vary from one subject to another.  
Areas of the English language in which learners may need explicit explanation and instruction.  
The continuing benefits of collaborative work with peers, plenty of extended speaking practice, modelling of writing and careful correction of errors.

**Entry Information for newly arrived Ethnic minority /EAL pupils  
arriving from overseas**

**Information Collection date:** \_\_\_\_\_ **Information collected by** \_\_\_\_\_

**Personal details (Pupil)**

|   |                           |
|---|---------------------------|
| Full Name<br>(Actual/preferred)   |                           |
| Date of Entry   |                           |
| D.O.B.  | Male: _____ Female: _____ |
| Class   |                           |
| Ethnic Identity/Religion: e.g.<br>Indian/Sikh Kosovan/Muslim<br>Czech/Roma B/Caribbean/RC<br>Festivals observed   |                           |
| Country of birth(+city/town/region)<br>Age when entered UK/date of arrival.   |                           |
| First/Home language/s<br>( include dialects)<br>If more than one, which is dominant?  |                           |
| Can pupil read/write in any languages<br>other than English? State which.   |                           |
| Does pupil attend any school/class in the<br>community/outside school?<br>Give details.   |                           |
| Estimated period learning English and<br>proficiency (whether overseas or in the<br>UK).<br>Speaks, reads, writes?  |                           |
| Access to previous school records?<br>(if recent arrival from overseas)<br>Levels of achievement?<br>Details of previous schooling<br>overseas(dates, type of school, age of<br>starting, curriculum subjects, typical<br>class size, language of instruction)<br>(School report available? school<br>contactable?) |                           |
| Dates of extended absences from school  |                           |
| Dietary preferences/ needs  |                           |
| Medical details ( Inc. allergies)   |                           |
| Should pupil be using glasses/hearing<br>aid/other aids for learning?   |                           |
| Does pupil require regular medication<br>during the day?  |                           |

|   |  |
|---|--|
| Any further Information/ Recommendations for support. |  |
|---|--|

Family details:

|   |  |
|---|--|
| Mother's name:  |  |
| Father's name:  |  |
| Country of origin of parents  |  |
| Date of arrival in UK if different to pupil   |  |
| Language(s) used + fluency of principal carers  |  |
| Communication with school: English speakers in family or access to English speaker? Interpreter needed? |  |
| Written language for communication with family  |  |
| Pupil's position in family (+number and ages of siblings)   |  |
| Status (asylum seeker/refugee etc.)   |  |
| Does pupil live with both parents as part of a family unit? If not who are carers?                      |  |
| Family concerns (e.g. housing, isolation, access to services)   |  |

Please note. The fewer incomplete sections the more useful this document will be in aiding a successful induction for a newly arrived pupil.