



THE WEBBER
INDEPENDENT SCHOOL

EAL POLICY 2018

MODERN

EDUCATION



This policy sets out the Webber Independent School aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL students, especially newly arrived to the country, and helping them to achieve the highest possible standards.

AIMS

- To give all students the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the School.
- To implement appropriate strategies to ensure that EAL students are supported in accessing the full curriculum.
- To help EAL students to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- To ensure that parents understand the new educational system of which the student is now a part.
- To encourage students to practise and extend their use of English.
- To encourage and enable parental support in improving students' language skills.

OBJECTIVES

- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the School.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor students with EAL.
- To monitor students' progress each term in Prep and Pre-Prep department meetings in order to make decisions about classroom management and curriculum planning.

SCHOOL/CLASS ETHOS

- Classrooms are arranged to be socially and culturally inclusive;
- Teachers recognise the student's mother tongue, identifying their strengths and boosting the student's self-esteem, and enabling the student to become a bi-lingual;

- Staff acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class;
- We also recognise that support may be necessary beyond the time a student appears orally fluent. Assessment The student's needs should be identified during the admissions process:
- The Registrar will report/collect information about student's additional language needs; this will be passed to the International Coordinator.
- A meeting with the student's class teacher and the parent/carer begins the process of ongoing evaluation to meet the student's individual needs.
- Following the above, lessons will be planned appropriately.
- The teacher will keep a record of the student's progress and communicate this (together with reviews and new actions) to the International Coordinator at the end of each term.
- The teacher will meet with parents once each term to review progress.

TEACHING AND LEARNING

Staff can help students learning English as an additional language in a variety of ways:

- By planning differentiated work for EAL students if necessary.
- By setting appropriate expectations; encouraging students to contribute and give more than one-word answers.
- By monitoring progress carefully and ensuring that EAL students are set appropriate and challenging learning objectives.
- Recognising that EAL students may need more time to process answers.
- Giving newly arrived young students time to absorb English.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging students to transfer their knowledge, skills and understanding of one language to another.

ACCESS AND SUPPORT

- All students will follow the full school curriculum as much as it is reasonable.
- EAL students may be supported through a Teaching Assistant in the classroom whenever possible.
- Where necessary, withdrawal support may take place.

PRE-PREP

The school curriculum helps students learning English as an additional language by:

- Building on student's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other.
- Providing a range of opportunities for students to engage in speaking and listening activities in English with peers and adults.
- Teachers and assistants refrain from talking to students in an abstract manner but instead talk about what is concrete and present that the students are experiencing.
- The daily repetition of stories and rhymes in circle time offers time for the students to absorb a rich experience of spoken English.

RESPONSIBILITIES REGISTRAR

To obtain, collate and distribute information on new students to relevant teacher and International Coordinator.

This includes:

- Language(s) spoken at home;
- From the previous school, information on level of English studied/used;
- Details of curriculum at previous school.

TEACHERS

- All involved in teaching EAL learners liaise regularly (by using departmental meeting time).
- Teachers communicate all EAL learners' progress to the International Coordinator at end of each-term.
- Teachers meet with parents of all EAL learners to update them on progress at least once each term.
- Relevant information on students with EAL is passed on to all staff.
- Training in planning, teaching and assessing EAL learners is accessed.
- Challenging targets for students learning EAL are set and met.
- Are knowledgeable about students' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and use of resources and student grouping.

INTERNATIONAL COORDINATOR

- Reviews EAL Policy at least annually.
- Monitors EAL students' progress termly.

**OVERVIEW OF THE INDUCTION AND ASSESSMENT PROCESS FOR NEWLY
ARRIVED STUDENTS FROM OVERSEAS**

WEEKS 1 AND 2

Before the student starts school	Collect background information	Parents register student	School secretary gives parents an information pack Copies of key documents i.e. passports copied
		Within 2-3 days Admission interview Parents and student tour the school	Key person – Director of Pastoral leads interviews with families for whom English is their home language. Head teacher introduced Class teacher and class introduced
		Find out about previous schools Research about cultural background from EMASS Equality and Diversity booklet.	International Coordinator and class teacher meet Class prepared to welcome new student
Arrival			
Weeks 1 and 2	Snapshot observation: socially and in class	Playground Interaction	Head teacher to brief staff about new arrival Duty teachers observe social interaction
		Whole class and group learning	Class teacher
Arrange a quick meeting with parents at the end of week 1 to discuss how the student has settled.			

GUIDANCE FOR THE INDUCTION AND SUPPORT OF NEWLY ARRIVED STUDENTS DURING THE FIRST TWO WEEKS

REGISTRATION

The school will:

- Provide a key person to meet and greet new families on arrival. In the first instance this will be the school secretary.
- Whenever necessary provide an induction pack including visual timetables, maps of the school, calendar of term dates, details of school uniform and any other vital facts about the school to ensure students know as much as possible about the school.
- Provide a short guide to the British education system. Where possible, this will be available in the family's home language.
- Invite the family to an Admissions interview 1-2 days later.
- Inform the family they may bring an interpreter to this meeting if they wish.
- Make copies of key documents such as passport, proof of residence etc

ADMISSIONS INTERVIEW

The school will:

- Make available an interpreter for the interview if necessary.
- Arrange to hold the meeting in a suitable place where there are no disturbances.
- Spend time touring the school showing typical school activities.
- Arrange to introduce the family to the Head teacher, class teacher and classmates.
- Where appropriate, invite the student to stay in the classroom for a short period.
- Use an adapted version of the 'addendum admissions form' from 'Supporting Students with EAL', to gather information about the student's previous schooling and achievements.
- Make clear to parents that this information is collected to enable the school to make high quality provision for the student.
- Spend time helping the families to complete forms.
- Allow at least 2-3 days after the interview before the student begins school.
- Provide families with contact details of local community groups (faith groups, local Health services...)

PREPARATION

The school will:

- Use the 2-3 days after the interview to inform all adults of the student's arrival, including as much information about the student's background as possible.
- Brief TAs about gathering snapshot observations
- Talk to the class and spend some time discussing the new student's country of origin.
- Ensure that the student's full name is correctly spelled and pronounced.
- Teach the class how to say 'hello' and a few phrases in the new arrival's language.
- Display examples of the students' home language and familiar images to make the student feel welcome.
- Arrange 'buddies', placing students with peers of the same linguistic and cultural background where possible but ensuring the assigned buddies are mature and good role models.
- If necessary, borrow a selection of bilingual resources from MK EMA Network Team to initially support the new arrival then gradually build up a bank of permanent resources. Use of self-created bilingual resources and EAL software.

INDUCTION

The school will:

- Re-familiarise the student with the school, prioritising the toilets, medical room and water supplies and key people.
- Take time to re-clarify the school routine, using visuals to help.
- Provide the student with picture cards to express basic needs.
- Assign a tray, coat hooks etc to promote a sense of belonging.
- Avoid placing students with SEN groups; they need good role models of English.
- Allow the student to communicate in their first language.
- Plan a variety of collaborative activities so the student may participate.
- Accept that the student may experience a 'silent' period and do not force the student to participate if they are unwilling.
- Plan in advance for the effective use of International Coordinator and TAs giving time for the creation of additional resources.
- Arrange for the International Coordinator, class teacher and TA to meet to discuss the snapshot observations.
- Arrange a review meeting with the parents, 6 weeks after the student begins to discuss the student's integration and possible targets for progression.

OVERVIEW OF THE INDUCTION AND ASSESSMENT PROCESS WEEKS 3 AND 4

Weeks 3-4	Detailed observations	Whole class Literacy	Class teacher, Teacher assistant and INTERNATIONAL COORDINATOR
		Guided group - Literacy	
		Whole class - Mathematics	
		Guided group - Mathematics	
	Assessments	Suitable materials for assessment may be found in the EMASS booklet - Guidance for the Assessment of Newly Arrived Students	
	Speaking and Listening	Individual oral	Class teacher, Teacher assistant and INTERNATIONAL COORDINATOR
	Reading	Individual reading	
		Phonic awareness	
		Comprehension	
	Writing	Individual unaided writing	
Mathematics	Individual levelled		
End of week 4	Allocate Initial NASSEA steps and levels		
	Set Targets and use them to inform short and medium term planning		
	arrange a review meeting with parents		

ON-GOING SUPPORT

The school will:

- Use NASSEA and/or APP to assess language acquisition and to review progress at least once a term.
- Ensure that all achievements in the acquisition of English, however small are acknowledged and praised.
- Promote progression of language acquisition; plan a wide range of strategies including lots of speaking & listening opportunities.
- Plan in advance for the use of additional adults, allowing time for the creation of resources.
- Maintain regular contact with home and wherever possible encourage parental support.
- Monitor academic and social progress – is the student involved in extra-curricular activities, school trips etc?
- Plan for language development to ensure that EAL students can acquire the academic language needed to access the National Curriculum
- Regular contact with Japanese teacher to discuss progress.

MORE ADVANCED EAL STUDENTS

We regularly monitor students with a more advanced level of English, to ensure full access to the curriculum.

Appendix1

KEY PERSON NOTES TO CONSIDER BEFORE DISCUSSION WITH PARENTS

During the interview

- International Co-ordinator should be involved in interview
- When establishing the student's birth date please note that not all parents will know the student's exact date. Some refugee students are given official dates by the Home Office on entry to this country as their passports / records have been destroyed (usually 1/1 of the year the student is presumed to have been born). Also different calendars are used around the world.
- When establishing any dietary requirements make sure that class teachers are alerted to the importance placed by some religions on avoidance of certain foods e.g. not giving foods containing gelatine to Muslim or Jewish students. Some families may opt to have their students designated vegetarian to ensure they do not come in contact with forbidden animal products. Vegetarian dinner options may not be familiar to these students as at home they will be eating meat.
- Establishing the student's stage of English language development will be based on the parents' opinions. Enquire about the language medium of schools previously attended and any test or exam results in English, if appropriate.
- When enquiring about **other information** establish whether there are factors affecting the family such as coming from a political situation or stress at being separated from siblings / relatives. Also establish whether the family has temporary or permanent resident status This may be sensitive information so explain that you need it to understand and support the student appropriately)
- Learning about students' strengths and talents can be an important factor in helping a student to settle in to their new school quickly. If a student has a particular skill e.g. in music, PE, art then this can help them make friends with host students with similar skills.

At end of interview

- Give parents/carers an opportunity to ask any additional questions of their own.
- If possible, give them information about other families in school who share the same language / culture (having first obtained permission from these families)

KEY PERSON'S CHECKLIST FOR ADMISSION INTERVIEW

TICK

School times	Drop off and collection points	
School dress	School uniform	
	PE dress and bag	
	Book bags	
	Labels	
	General equipment	
	Jewellery	
Key contacts	Name of teacher and location of classroom	
	Means of contact about progress and who (hierarchy) regular meetings end of first week and half term.	
	Specify year group information i.e. .setting/ swimming/ library/P.E.	
	Dates for regular meetings - end of first week, end of half term	
	Home school links including PTA, help in class	
	Curriculum newsletters, homework, reading books/library, extra curricula events	
	Key dates for the year	
	School rules, behaviour rewards and sanction	
	How your student might adjust to a new school	
	Home school Agreement	
Procedure	Absence - contact on first morning of absence, letter to follow	
	Attendance - reward for full attendance.	

	Late into school	
	Current contact numbers	
Dinners	Monies and procedures	
Medical	Administration of medicines, sick students, staying in, head lice	

Appendix 2

TEACHERS' CHECKLIST FOR INDUCTION OF STUDENTS NEW TO ENGLISH

NAME OF STUDENT:

DATE OF ADMISSION:

Before the student arrives

TICK

1	Discuss the new student's arrival with the class beforehand and practise pronouncing his/her name correctly.	
2	Class learns to say 'welcome' and 'hello' in the appropriate language.	
3	Display written examples of the student's first language around the School e.g. classroom labels.	
4	Display a map of the country of origin, photos and basic information in the classroom.	
5	Delegate buddies to look after the new student for the first few days.	
6	Allocate an initial group for the student. This should include students who will be good language role models.	
7	Provide a visual timetable for the student with list of equipment needed e.g. PE kit, swimming kit	
8	Provide an appropriate dictionary e.g. picture dictionary, phrase book, bilingual dictionary.	
9	If there is another student in the school who speaks the same first language, enlist their help as appropriate.	
10	Ensure school newsletters, trip information etc is translated or explained to parents (do not assume parents can read English)	
11	Set up a system of communication with the family (home-school liaison book, regular meetings after school etc)	

12	Ask parents if they would be willing to come into school to teach a few words of the home language, read a dual language story to the class or bring in pictures of their country of origins.	
13	Have welcome pack of resources available for the student's arrival to include all books, coat pegs, tray labels and furniture.	

Day of Arrival

1	Smile	
2	Remind parent/guardian of end of school time/collection arrangements	
3	Check lunchtime arrangements	
4	Student introduced to buddies	
5	Student and buddy to tour the school	
6	Make time for a quiet welcoming chat	
7	Class rules/systems/expectations explained	

End of the first week

1	Follow up contact with parents	
2	Collect snapshot observations	

End of induction and Assessment Process

1	Meet with International Coordinator to set targets	
2	Arrange a review meeting with parents	



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