

Placement and grouping

- Avoid placement in lower ability groups
- New arrivals need access to strong role models in terms of language, learning and behaviour
- Place in the correct chronological year group
- Where possible provide opportunities for children to work in heritage language groups for activities where English language demands are high/they need to develop their thinking skills

To assess early progress in English

- Be aware that standardised tests can yield unreliable results
- Use 'A Language in Common' EAL step descriptors
- Nationally recognised and used
- Link directly to National Curriculum English descriptors
- Download here:

<http://www3.hants.gov.uk/education/emtas/goodpractice/assessmenttool.htm>

Background information

Make sure you have information about the pupil's levels in both English and first language(s). Pupils with secure, well-developed skills in their first languages should be encouraged to use these to support their learning, even after they have acquired oral fluency in their use of English.



Good Practice Guide for New Arrivals (new to English): Primary Phase

Hampshire Young Interpreter Scheme: available from EMTAS

- Train pupils as interpreters
- Provide focussed peer support to new arrivals
- Increase wellbeing and self-esteem
- Engage with bilingual parents, carers and adults

Supporting pupils to access the curriculum

- Send home key words so parents can discuss/translate into first language prior to the lesson
- Use plenty of visuals to support input
- Use explicit pointing to direct pupils' attention
- Don't insist on a verbal response if the pupil is not ready for this; allow pupils to demonstrate their thinking in alternative ways e.g. mini whiteboards, showing rather than telling etc.
- Give praise to reinforce desired learning behaviours

Supporting social integration

- Monitor play times to ensure new arrival is not isolated.
- Pre-teach playground games in a safe context (eg PE lesson) to build shared experiences of play and facilitate inclusion.
- Use persona dolls with younger children to focus on shared experiences and develop empathy with new arrivals.

Ensure full access to all parts of the curriculum

New Arrivals are best supported in the mainstream classroom. They should be given access to the same teaching and learning opportunities as their peers. 1-2-1 support in withdrawal is generally unhelpful and is best avoided.

Developing home-school links

Parents/carers may be unfamiliar with aspects of the education system. EMTAS can facilitate meetings to share key information about these and to identify ways in which parents can support their child's learning.

Parents/carers may not be aware of issues to do with attendance, free school meals, the importance of maintaining first language etc. Where there are difficulties, EMTAS staff can support schools to work with parents on these and other issues.

Parents may not be aware of other sources of support they can access. EMTAS can signpost them to local information.

Training

EMTAS offers training for school-based staff on strategies to support newly-arrived pupils for whom English is an additional language. See our website for further details.

Names

Ensure names are pronounced correctly and that naming conventions are understood.

Set aspirational targets

New arrivals often make rapid progress.

Targets need to reflect more accelerated progress over a key stage in order for these pupils to catch up with their peers.

EMTAS Language Phone Lines

Our phone lines offer support with home-school communication in a number of languages: check our website for details of the languages available and time slots.

Note that parents may also use the phonelines.



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Refer to EMTAS for:

- Early profiling (assessment of need)
- First language assessment
- In-class support from a bilingual assistant
- Training session on support strategies
- Dual language resources
- Persona Doll resource boxes
- Advice and guidance
- Young Interpreter Scheme

Check our website for more information <http://www.hants.gov.uk/emtas>

Contact us: EMTAS@hants.gov.uk Tel: 01256 330195