



Water Mill Primary School

POLICY and GUIDELINES FOR INDUCTION AND ASSESSMENT OF NEWLY ARRIVED PUPILS

Rationale

All pupils arriving in a new school are entitled to the same welcome and induction into the life of their new school.

Core agreed procedures should be in place for all newly arrived pupils.

Some additional procedures may be necessary in order to ensure pupils and families from Minority Ethnic backgrounds have the same access to information and support as all other parents and pupils.

Key elements of Induction and Assessment Policy

- Preparing for the new arrival
- Settling the new pupil in school
- Gathering evidence for summative assessment

Policy and Guidance for the Induction and Assessment of New Arrivals

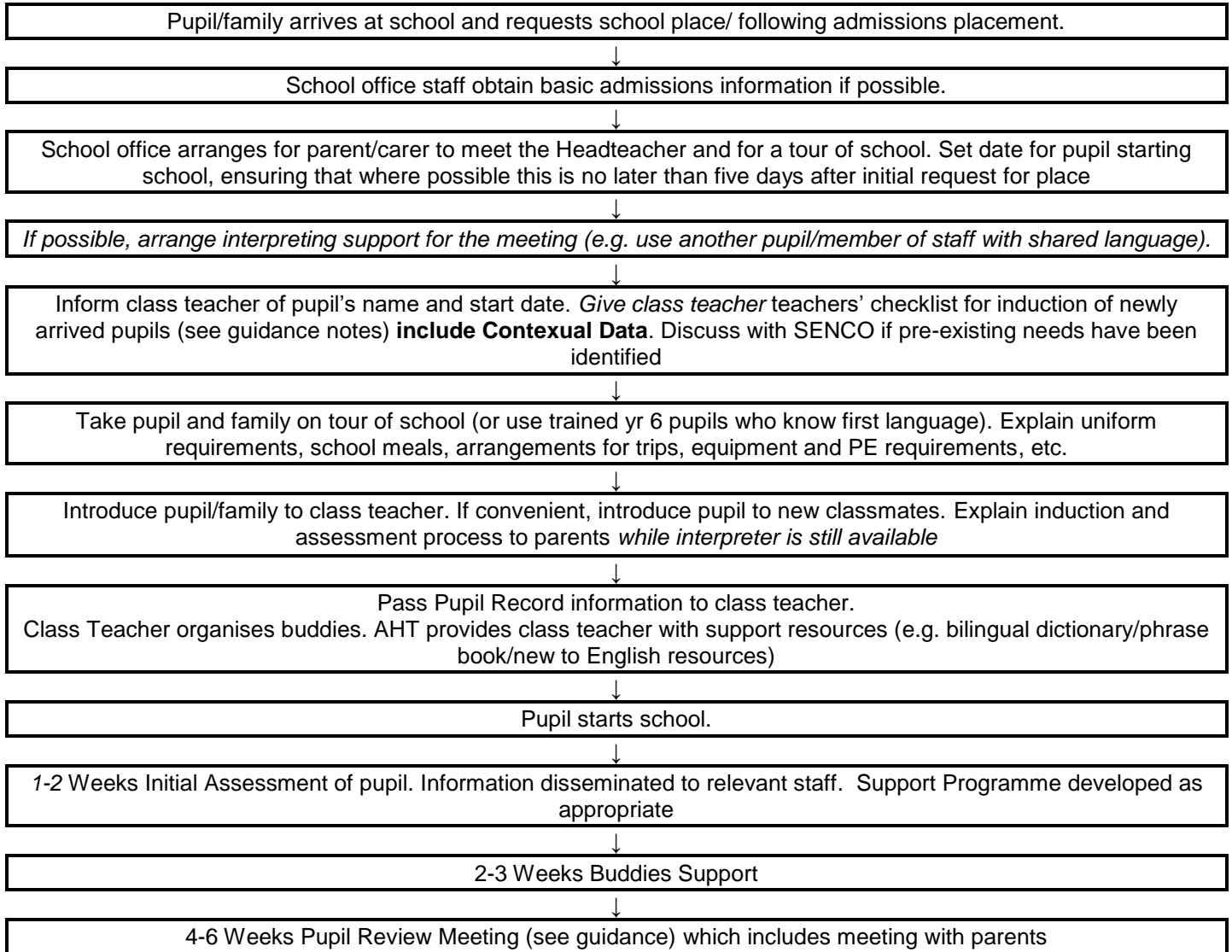
At Water Mill Primary School we will:

- **Take account of the cultural, linguistic and academic needs of newly arrived pupils and recognise the positive contribution newly arrived pupils can make to our school.**
- **Welcome new arrivals with a whole school approach, ensuring that we have a carefully considered process for welcoming all new arrivals.**
- **Positively reflect the new arrivals' language and culture throughout the school environment.**
- **Build partnerships with parents as an essential element of working with newly arrived children.**

1. New Arrival Induction Procedure

New arrivals to Water Mill Primary School will be inducted according to the actions in the flow chart below.

New arrivals induction flow chart



2. Settling the pupil into school

Once the pupil has been admitted to school and the teacher's checklist for induction has been completed the following actions will be undertaken.

- Pupil to be grouped with supportive role models
- Pupil to begin to be observed in class.
- Clear timetable to be established for any intervention activities
- Date set for pupil progress meeting by four to six weeks in school to evaluate assessment evidence and establish Age Related Levels
- Teachers will consult and use strategies suggested in guidance notes "Advice for teachers working with EAL pupils"
- EAL Beginner Scheme of Work Resources available to support new arrival. **These are to be used as a last resort when inclusion is not an option. They should only be used for a very limited period of time in any one day.**

3. Gathering evidence for summative assessment

<ul style="list-style-type: none"> An initial assessment of pupil levels is carried out. For KS2 pupils the assessment should include mathematics as well as literacy if at all possible. These can be used to support initial target setting.
<ul style="list-style-type: none"> Ongoing assessments will take place over a six week period at the end of which a judgement will be made about the National Curriculum level the pupil is operating at, in Literacy (Speaking/Listening, Reading and Writing) and Mathematics.
<ul style="list-style-type: none"> Early Years practitioners should take into account, if at all possible, the entitlement to assessments in first language when making judgements of the new pupil against the Early Years areas of learning and development
<ul style="list-style-type: none"> During the ongoing assessment period the new pupil should have full access to the curriculum and formative evidence should primarily be obtained from pupil's responses to class work. Assessment for learning principles should be applied and next steps for pupil's learning clearly identified.
<ul style="list-style-type: none"> The assessment process can include gathering evidence of first language oracy and literacy.

Summative assessment and pupil progress meeting (4-6 weeks after arrival)

<ul style="list-style-type: none"> Pupil progress meeting will take place four to six weeks after pupil arrives in school All staff involved with pupil should reach a consensus on pupil's Age Related Level/ Early Years areas of learning and development Staff to consider all evidence available e.g. observations, evidence from workbooks (literacy, maths, science, topic etc), progress through Beginners Scheme of work, dual language texts and any written work to check literacy. Summative assessment should ensure that pupil is placed on Age Related Levels/Early Years areas of learning and development <i>or pre- Age Related step descriptors</i> within six weeks of starting school. Monitoring progress should then become part of the mainstream school tracking cycle and fall in line with existing school policies. <i>Planning strategies and support for EAL pupils to plan next steps for pupil progress.</i> All information gathered in the first six week period needs be shared with family at a meeting. Also feedback can be obtained on how parents perceive the school induction process. <i>Ensure interpreting support is available for families of EAL pupils</i> Pupils who do not make expected progress onto National Curriculum levels may need additional investigation into their individual learning needs, initially through the school SENCO and then in consultation with outside agencies.
--

Induction and Assessment of Newly Arrived Pupils Policy agreed on	
Date	Signed
Review date	

Induction and Assessment of New Arrivals – Teacher’s Checklist

Name of Pupil: _____ **Class:** _____ **Date of Admission:** _____

Prior to arrival	
Receive email from the office informing start date – Check language requirements and be aware of others in school who speak the same language. Office provide Contextual data sheet to class teaching – FSM / EAL /SEND	
Get books ready including stickers and Class Target Sheets (Initially expected Level – others may be added based on later assessments)	
Designated peg with name sticker in advance of arrival	
Discuss the new pupil’s arrival with the class beforehand and practise pronouncing his/her name correctly	
SENCO to discuss needs with teaching staff if they have already been identified and take supportive steps as appropriate	
1st Day	
Initial conversation with TA / Teacher: Friendly greeting and introduction to all class staff (explain if part time staff). Assess Verbal Language Show basics – Peg, drawer, toilets	
Introduce Class Buddy(if possible who speaks first language) – School Tour including other toilets, playground/ Hall / Office and meet SLT etc	
1st Writing Assessment – During first Writing Lesson that they are part of, new children produce a piece of writing to demonstrate their basic level of skill, e.g. all about me Focus on: Who’s in my family, where I’m from, my favourite pet/ food / holiday etc	
1st Week	
Reading Assessment – either Reading Age Box or Pira (Online)	
Maths Assessment - Puma (Online)	
Phonics Baseline Assessment	
Provide a visual/ annotated timetable for the pupil with list of equipment needed e.g. PE kit, swimming kit	
Ensure school newsletters, trip information etc are explained to parents, <i>and/or translated (do not assume parents can read English) Remember to include backdated letters that you sent out before the pupil arrived.</i>	
New arrival given any required log ins	
By End of 1st Half Term	
Baseline Assessments and Contextual Date on system	
Consider discussing possible SEN needs with SENCO if required	
Frequently check for new arrivals well-being after lunch/play times	

Section 2 settling the new pupil into school – advice to teachers working with EAL pupils

Working with EAL children

To support the inclusion of children with EAL the following guidance provides supportive strategies to enable EAL children to access their classroom and the curriculum effectively. Class teachers and teaching assistants should try to include as many of these strategies as are appropriate.

	Do already	Will try
Ensure that the child feels their culture and background are recognised and valued (learn a few words/phrases; make bilingual labels/displays; share stories and pictures that reflect their background).		
Provide visual support whenever possible(pictures, photos, diagrams, graphic organisers, demonstrations , mime, gestures)		
Identify key vocab required for success in a lesson, share in advance with an opportunity to develop understanding off as well as providing alongside learning so that it can be explicitly referred to during application		
Speak slowly and simply but naturally. Avoid or explain figurative language.		
Identify and model language demands of lessons (e.g. science lesson needs mostly past tense but predictions need future tense; instructions need imperatives)		
Model appropriate language and structures for pupil- provide talk frames, and writing frames for literate pupils		
Respond positively to pupil's speech, but try to extend their responses; e.g. <i>I go park</i> → <i>I went to the park</i>		
Group the pupil with mixed or higher ability pupils who can provide good language models (not SEN groups).		
Provide plenty of opportunities for pair and group work, especially collaborative tasks (supportive, non-threatening, practice for new language skills)		
Preview/pretutor lessons – provide key texts in advance to parents (if they can help) or to a T.A. to discuss with pupil		
Allow opportunities to revisit and talk about stories and lessons. Build these opportunities into teaching assistant time in class		
Provide a few key words/phrases for each subject or lesson. Support pupil to build up a personal dictionary with pictures and translations in first language (L1)		
Allow time for pupils to prepare responses with a partner. Oral rehearsal should always precede written work. First language talk partners should be encouraged but used flexibly- do not allow new pupil to become over dependant on first language friend		
Pupils literate in L1 can draft ideas or complete a written task in L1. Encourage use of bilingual dictionary/Google translate		
Literacy skills will transfer but the pupil may need a reading and spelling programme and guidance as to how phonics differ between first language and English		
When marking, focus on content and highlight only 1 or 2 grammatical points. Teach to the gaps identified – do not let early mistakes become bad habits		
Try to segment lessons into listening/speaking/reading/writing activities to maintain concentration and demonstrate language use in a variety of contexts		
For relatively new to English construct matching, grouping & sequencing tasks		
Use Online reading platform(e.g Reading Eggs) to build English language skills		
Use of AI translation tools to self review verbal and written communication as a stage of drafting		