

New Arrivals Excellence Programme CPD Modules

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Introduction

Continuing professional development (CPD) modules have been developed to enable local authorities (LAs) and school leaders to focus training, with school staff, on meeting the needs of new arrivals in areas or schools where there is little experience of working with children new to English.

The primary CPD modules

Module	Title	Content
CPD Module 1	Welcoming new arrivals	<i>Introduction to the range of experiences of new arrivals and how they can be supported</i>
CPD Module 2	Assessment	<i>Key principles of good assessment practice in relation to children new to English</i>
CPD Module 3	Teaching and learning	<i>A range of teaching strategies to meet the needs of children new to English</i>
CPD Module 4	Developing a whole-school approach	<i>The roles and responsibilities of staff in developing a whole-school approach</i>

Schools' contexts and priorities are very different, so these modules have been designed to be presented as a complete series or individually, according to the time available and the level of priority given by the school.

The audience

The modules can be delivered to the whole staff or to selected groups according to need. However, it is strongly recommended that all members of staff are involved to enable a common understanding of working with new arrivals.

All members of staff have an important role in supporting new arrivals, therefore arrangements should be made to facilitate the participation of part-time staff, Ethnic Minority Achievement (EMA) staff, teaching assistants and any other teaching or non-teaching staff likely to be involved in the welcoming of new arrivals.

The presenter

Trainers' notes, including references from other useful publications, are provided to support presenters to ensure that objectives and key messages are covered. The modules have been designed to be delivered by the local authority EMA team, Primary National Strategy consultants or by senior leaders in schools. Presenters who have little prior knowledge of this area of work are advised to contact their local EMA team for guidance.

The activities provided in the modules are intended as examples. Presenters can choose from and/or adapt the suggested activities to fit in with school priorities.

New Arrivals Excellence Programme Primary Training

CPD Module 1: Welcoming new arrivals

Aims:

- To consider the diverse needs of newly-arrived children.
- To ensure that newly-arrived children and their families are warmly welcomed and feel safe and secure in the school environment.
- To explore the school's role in identifying and meeting these needs.

Key messages:

- Schools should take account of the cultural, linguistic and academic needs of newly-arrived children and recognise the positive contribution newly-arrived children can make to the school.
- Welcoming new arrivals requires a whole-school approach. Schools therefore need to ensure that they have a carefully considered process in place for welcoming new arrivals.
- It is important that the new arrivals find their language and culture positively reflected in the school environment.
- Building partnerships with parents is an essential element of working with newly-arrived children.

Overview of programme:

CPD Module 1 Welcoming new arrivals	CPD Module 2 Assessment
CPD Module 3 Teaching and learning	CPD Module 4 Developing a whole-school approach

Next steps:

- Consult with children about their experiences as new arrivals and use this information to inform future actions.
- Audit present school practices with regard to new arrivals.

Notes:

- Trainers' notes, including references found in other useful publications, are provided to support presenters in ensuring that the aims and key messages are covered.
- Arrangements should be made to facilitate the participation of part-time staff, EMA staff, and teaching assistants.
- The activities above are intended as examples. Choose from or adapt the suggested activities to fit in with school priorities.

Resources and further reading:

- *New Arrivals Excellence Programme: Guidance* (00650-2007BKT-EN).
- *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years*, Unit 3, Creating an inclusive learning culture (2134-2006DCL-EN).
- *Aiming High: Meeting the needs of newly arrived learners of English as an additional language (EAL)* (1381-2005).
- Monaghan, F. (2004), *Practical ways to support new arrivals in the classroom*, National Centre for Language and Literacy.

New Arrivals Excellence Programme

CPD Module 1: Welcoming new arrivals

Module outline

- Activities may be selected and adapted to suit the particular needs of the school.
- Timings may be adjusted to allow sufficient discussion, where required.

Timing	Activity	Resources
5 min	Welcome and introduction Share the overview of the four CPD modules and the aims for the session	Slide 1: Title slide Slide 2: Overview of CPD modules Slide 3: Aims
25 min	Who are the new arrivals? Discuss who new arrivals are Activity 1: The new arrivals' experience Discuss what their experiences might have been Activity 2: Potential challenges Discuss some of the potential challenges faced by new arrivals Activity 3: Practical approaches What factors do schools need to address? Discuss practical approaches that could support new arrivals	Slide 4 <i>Refer to New Arrivals Excellence Programme: Guidance p.3</i> Slide 5 <i>New Arrivals Excellence Programme: Guidance p.10</i> Slide 6 Activity sheet 1.1 (photocopied onto card and cut up) Activity sheet 1.2
20 min	Strategies to support new arrivals Methods that schools have developed Activity 4 Watch the clips and record the key messages/strategies	Slide 7 <i>New Arrivals Excellence Programme DVD clips</i> Activity sheet 1.3
10 min	Children new to English Explore ways of communicating with children new to English	Slide 8 Handout 1.1
10 min	Creating a welcoming environment Explore ways in which children's cultural and linguistic backgrounds can be reflected in the school environment	Slide 9 <i>Excellence and Enjoyment: learning and teaching for bilingual children in the primary years, Unit 3, Creating an inclusive learning culture, pp.11–21</i>
5 min	Plenary Summarise the key messages	Slide 10

Equipment required:

Microsoft PowerPoint, data projector, screen, laptop, sticky notes, flipchart.

CPD Module 1: Welcoming new arrivals

Audience

Whole-school staff

Estimated time needed

1 hr 15 min

Introduction

5 min

Welcoming new arrivals	Slide 1
New Arrivals Excellence Programme CPD Module 1	

Presenters welcome colleagues and explain that this session will be the first in a series to support them in developing a whole-school approach to welcoming new arrivals.

Overview of CPD modules		Slide 2
CPD Module 1 Welcoming new arrivals	CPD Module 2 Assessment of new arrivals	
CPD Module 3 Teaching and learning	CPD Module 4 Developing a whole-school approach	

These sessions will build on the expertise that schools already have to increase their capacity for welcoming new arrivals. Welcoming new arrivals should be based on a whole-school approach that involves all staff.

Aims	Slide 3
<ul style="list-style-type: none"> • To consider the diverse needs of newly-arrived children • To ensure that newly-arrived children and their families are warmly welcomed and feel safe and secure in the school environment • To explore the school's role in identifying and meeting these needs 	

Who are the new arrivals?

25 min

Show **slide 4** and explain that new arrivals are not one homogeneous group. They come from a variety of backgrounds and from different situations. These CPD modules primarily focus on meeting the needs of pupils who have arrived in school as a result of international migration.

Who are the new arrivals?

Slide 4

- International migrants – including refugees, asylum seekers and economic migrants from overseas
- Internal migrants – including children joining the school as a result of moving home within the UK, that is Gypsy, Roma and Traveller children
- Institutional movers – pupils who change schools without moving home, including exclusions and voluntary transfers
- Individual movers – children who move without their family, for example looked-after children and unaccompanied asylum-seeking children

Activity 1 The new arrivals' experience

Explain that schools are increasingly becoming aware of the need to improve their understanding of children's diverse backgrounds and experiences. Ask colleagues to work in pairs or small groups and write down the diversity of backgrounds and experiences new arrivals may have. Stop the activity after five minutes for feedback. Then show **slide 5**. Refer to p.10 of the *New Arrivals Excellence Programme: Guidance* for further details and information.

The new arrivals' experience

Slide 5

New arrivals may:

- have had full schooling in another country, interrupted schooling or no previous schooling
- be literate in one or more languages
- be used to a different education system
- come from a range of cultural, religious, and linguistic backgrounds
- be experiencing cultural disorientation as well as feelings of loss, grief and isolation.

Points to note:

New arrivals come from a range of backgrounds and experiences, therefore a method to take account of the specific background and experience of each new arrival is needed. Also it should be considered that some of these new arrivals may be new to English while others may be more advanced learners of English.

Activity 2 Potential challenges

Show **slide 6** and ask colleagues to work in pairs or small groups to think of some of the potential challenges faced by newly-arrived children. They can begin by thinking of some of the challenges faced by newly-arrived children in their own school. Ask them to write these points on sticky notes. Stop the activity after five minutes and ask colleagues to feed back.

Factors that schools need to address may include:

- learning English as an additional language
- difficulties in managing the transition to a new country
- feelings of insecurity or trauma due to prior experiences
- isolation and lack of friends

- separation from one or both parents, general changes in family situation
- no previous schooling due to a different starting age in the home country
- little, no or fractured previous education due to lack of opportunities or instability in the home country
- different style or emphasis of prior education
- children may feel misunderstood, unvalued or isolated if they cannot see their culture, language, experiences reflected around the school and/or in the classroom
- facing racism in or out of school.

Points to note:

This activity is designed to create an awareness of some of the challenges new arrivals may face. Without this awareness, schools will find it difficult to develop effective provision. This is not a comprehensive list, but it does contain some of the most common challenges faced by new arrivals. The presenter must emphasise that these do not apply to all new arrivals.

Activity 3 Practical approaches

Tell participants that they are going to be looking at some of the most common challenges faced by new arrivals. These have been written on cards and should be placed on each table (see **Activity sheet 1.1**). Ask each pair or group to take two of the cards and discuss the practical approaches a school might take to support a newly-arrived child facing these particular challenges. Ask them to use **Activity sheet 1.2** to record the key points of their discussion. Stop the activity after five minutes in order to allow colleagues to feed back.

Emphasise that one of the first steps in welcoming a new arrival is to help them feel safe and secure in the new environment. Schools need to put in place a carefully considered process to support new arrivals in their first few weeks, but they also need to ensure that they take a personalised approach to each child.

Some ways that participants may have chosen to overcome barriers for new arrivals are as follows:

- employ bilingual staff
- meet with parents and/or carers and share information about the child and ways in which they can support the child's learning
- ensure that the child has a place within the school where they can go if they feel alienated i.e. a safe haven and ensure that there is a designated adult responsible for their care
- monitor progress carefully and provide additional support where necessary
- work with other agencies
- ensure that the child's linguistic and cultural background is reflected in the school environment
- encourage pupils to care for new arrivals and to act as buddies
- ensure that initial assessments to gather information take place
- use *Excellence and Enjoyment: Social and emotional aspects of learning (SEAL)* (0110-2005KIT) as another means of developing dialogue with newly-arrived pupils as well as other pupils, enabling them to understand some feelings they may be experiencing and how to deal with these feelings

- contact the local authority EMA team for guidance and advice
- use *New Arrivals Excellence Programme: Guidance* and website for ideas
- use EAL guidance – *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years* (0013-2006PCK-EN).

Explain that we will be looking at some DVD clips of schools with considerable and more recent experience of welcoming new arrivals. We will also be exploring a number of practical strategies throughout the different modules.

Strategies to support new arrivals

20 min

Play New Arrivals Excellence Programme DVD clips (**slide 7**)

Tell colleagues that they are going to be watching clips from the New Arrival Excellence Programme DVD. Headteachers and staff are explaining how they are successfully supporting the induction of new arrivals and the strategies they use. Tell them that they will be watching the clips and using **Activity Sheet 1.3** to record the key messages and strategies that are being used in the school.

New Arrivals Excellence Programme DVD clips

Slide 7

Headteachers and staff talking about the strategies that they have used to support the successful induction and integration of new arrivals.

Activity 4

After watching the DVD, ask colleagues to discuss in pairs some of the key messages or strategies that they feel would be most effective in their school. Encourage discussion of the potential impact of those strategies on new arrivals. Stop after five minutes to allow feedback to the whole group.

Children new to English

10 min

Show **slide 8** which gives examples of strategies that schools can use to support communication with children who are new to English. These may be particularly useful in schools where there may be only a few English as an additional language (EAL) learners and where no one in the school shares the child's language.

- Introduce the slide by saying that these are strategies the school can put in place before the child who is new to English arrives. This would enable the staff in the school to communicate with the child on day 1, even if it is at the most basic level.
- Go through the slide describing each strategy. If possible, have an example of each to show colleagues. It might also be useful to ask colleagues who have experience of using these strategies to describe them to the group.
- Advise colleagues that the New Arrivals Excellence Programme website has links to other websites with resources. www.standards.dcsf.gov.uk/newarrivals

Communicating with children new to English**Slide 8**

- Provide fans with pictures and simple phrases
- Ask parents for a list of basic phrases in first language
- Provide Key Stage 2 children with bilingual dictionaries
- Use gestures, actions, facial expressions and inflection to support understanding in English
- Use visuals (pictures, objects, etc.) to help children new to English connect meaning to language
- Provide the child with bilingual dictionaries, books and tapes and educational software that bring the child's first language into the classroom
- Locate appropriate web resources or software

Points to note:

Schools should always try to provide first language support through other children or adults – this is not possible, though, for all schools. Even schools with a large number of EAL learners may receive a new arrival who speaks a different language from others in the school. However, the strategies described here will also be useful for monolingual staff. In addition, these strategies will enable children new to English to feel less alienated. Other children in the class can use these same strategies to communicate with the child who is new to English.

Creating a welcoming environment**10 min**

Show **slide 9** and emphasise that it is important for the children to feel safe and secure and find their language and culture reflected in their surroundings. This is particularly important for new arrivals who may be experiencing feelings of isolation, loss or alienation. When schools reflect these children's backgrounds, they are giving them a positive welcome.

Ask colleagues to work in pairs or small groups and, write down ways in which the school could actively reflect children's linguistic and cultural backgrounds. Stop the activity after five minutes so that colleagues can feed back their ideas to the whole group.

Creating a welcoming environment**Slide 9**

- Signs in the child's home language as well as English
- Displays with positive images of people, places or things from the child's home country or reflecting their culture
- Classroom displays written in the scripts of the languages spoken by children in the class
- Dual language books, tapes, CDs in the child's language
- Stories, poetry and drama from the child's culture used in literacy lessons
- Children using their home languages for learning in the classroom

Refer participants to *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years*, Unit 3, Creating an inclusive learning culture, pp. 11–21.

Plenary

5 min

Show **slide 10** and conclude the session by summarising the key messages:

Slide 10

- New arrivals are not a homogenous group – children will come from a range of social experiences and backgrounds and will therefore have diverse needs
- One of the first steps in welcoming new arrivals is to help them feel safe and secure in their new environment
- Schools should always try to provide first language support through other children or adults, where possible
- An important part of children feeling safe and secure is seeing their language and culture reflected in their surroundings
- Children play a key role in welcoming new arrivals

Factors schools need to address

<p>The child is learning English and learning to learn in English</p>	<p>The child has had no previous schooling due to a different starting age in the home country</p>
<p>The child feels misunderstood, unvalued or alienated</p>	<p>The child is facing bullying or racism in or out of school</p>
<p>The child is experiencing feelings of insecurity or trauma due to prior experiences</p>	<p>The child is feeling isolated due to lack of friends</p>
<p>The child has had little, no or interrupted previous education</p>	<p>The child has experienced a different style or emphasis of prior education (for example, more or less formal; more or less play-focused in early years)</p>

Factors schools need to address

Factors that need to be addressed	Ways of addressing the factors to support newly-arrived children

Activity 4 (New Arrivals Excellence Programme DVD clips)

Strategies to support new arrivals

Key message or strategy	Impact on new arrivals	Comments

Strategies for communicating with children who are new to English

- Provide fans with pictures and simple phrases that indicate whether the child is thirsty, feeling sad, sick, needs a pencil, needs to go to the toilet, or is okay, etc.
- Ask parents for a list of basic phrases, for example greetings and phrases about basic needs. Ask them how to pronounce them.
- Provide Key Stage 2 children with bilingual dictionaries.
- Locate appropriate web resources or software (refer to New Arrivals Excellence Programme website, www.standards.dcsf.gov.uk/primary/publications/inclusion/naep) and plan for their use in lessons. These could also provide excellent learning opportunities for classmates.
- Speak clearly and use gestures, actions, facial expressions and inflection to support understanding in English.
- Use visuals (for example pictures and objects) to help children new to English connect meaning to language.
- Provide the child with bilingual language books and tapes and educational software that bring the child's first language into the classroom.

New Arrivals Excellence Programme Primary Training

CPD Module 2: Assessment

Aims:

- To explore the key principles of good assessment practice in relation to children new to English.
- To consider the range of background information needed for initial assessments.
- To explore the implications of assessment of children new to English through case study exemplification.

Key messages:

- New arrivals come from a range of backgrounds and it is therefore crucial to gather as much background information as possible, in order to contextualise assessment data.
- New arrivals should be assessed on their abilities across the curriculum, as well as in their proficiency in English.
- Assessments of new arrivals should be carried out over time in order to provide a more accurate picture of their abilities and needs.
- Initial assessments should provide a framework for tracking progress in English.

Overview of programme:

CPD Module 1 Welcoming new arrivals	CPD Module 2 Assessment
CPD Module 3 Teaching and learning	CPD Module 4 Developing a whole-school approach

Next steps:

- Develop a form for collecting background information on new arrivals.
- Review current assessment practices, including how levels of progress of new arrivals are described and tracked. The assessment area of the Primary Framework for literacy and mathematics provides detailed guidance.
www.standards.dcsf.gov.uk/primaryframework/assessment

Notes:

- Trainers' notes, including references found in other useful publications, are provided to support presenters in ensuring that the aims and key messages are covered.
- Arrangements should be made to facilitate the participation of part-time staff, EMA staff and teaching assistants.
- The activities provided are intended as examples. Choose from and/or adapt the suggested activities to fit in with school priorities.

Resources and further reading:

- *New Arrivals Excellence Programme: Management guide* (00041-2008DWO-EN).
- *New Arrivals Excellence Programme: Guidance* (00650-2007BKT-EN).
- *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years* (0013-2006PCK-EN).
- *Aiming High: Guidance on the assessment of pupils learning English as an additional language* (1469-2005DOC-EN).
- *A Language in Common: assessing English as an additional language*, QCA, 2000 (QCA/00/584).
- *Marking progress: training materials for assessing English as an additional language* (available on CD-ROM provided).
- The day-to-day assessment section in the Primary Framework provides guidance on targeting and tailoring learning to different needs, the recording and tracking of progress. www.standards.dcsf.gov.uk/primaryframework/assessment/dafl/lt/sd2dapf

New Arrivals Excellence Programme

Primary CPD Module 2: Assessment

Module outline

- Activities may be selected and adopted to suit the particular need or the school.
- Timings may be adjusted to allow sufficient discussion, where required.

Timing	Activity	Resources
5 min	Introduction/outline of session: <ul style="list-style-type: none"> • Welcome • Share aims for the session 	Slide 1: Title slide Slide 2: Aims
20 min	Activity 1: Key principles of good assessment practice Diamond 9 Key points to make – see notes for presenters	Activity sheet 2.1 (photocopied onto cards and cut up) Slide 3: Assessment principles (1) Slide 4: Assessment principles (2) Slide 5: Initial assessment
15 min	Activity 2: Background information	Activity sheet 2.2 Handout 2.1
10 min	Activity 3: Gathering evidence Profiles of EAL learners	Activity sheet 2.3 Handout 2.2 Slide 6: Assessment profiles of children new to English Slide 7: Observable outcomes Handout 2.3 Slide 8: A language in common p.11
20 min	Activity 4: Achievement levels in English Use the case study to explore observable outcomes and achievement levels	Copy of extended scale for speaking and listening <i>A Language in common</i> Case study from <i>Marking progress</i> Salem Handout 2.4a and 2.4b
5 min	Plenary	Slide 9 Key messages

Equipment required: Microsoft PowerPoint, data projector, screen, laptop, flipcharts.

CPD Module 2: Assessment

Audience

Senior leaders, teachers and teaching assistants

Estimated time needed

1hr 15 min

Introduction

5 min

- Use **slide 1** to welcome colleagues and explain that this session will provide an opportunity to explore some of the issues around assessing children new to English.
- Show **slide 2** to share the aims of this session.

Aims	Slide 2
<ul style="list-style-type: none"> • To explore the key principles of good assessment practice in relation to pupils new to English • To consider the range of background information needed for initial assessments • To explore the implications of assessment of children new to English through case study exemplification 	

Explain that there is already good assessment practice in many schools. The assessment of children new to English will often be a case of adding to or adapting the practice that is already in place.

Activity 1 Key principles of good assessment practice 20 min

Distribute **Activity sheet 2.1** (photocopied onto cards and cut up). Ask colleagues to work in pairs or small groups to sort through the cards and agree on four principles which they believe are not indicative of good practice or that they think are less important. Then ask them to arrange the remaining nine cards into a diamond representing a rough order of priority, with the most important principles at the top. Allow five minutes for the activity and five minutes to discuss the cards they have discarded and what they have identified to be the most important aspects of assessing children learning English as an additional language.

Points to note:

The cards that do not represent good practice are:

- Assessment of children learning EAL should focus mainly on their skills in English – *It should focus on both subject content and language.*
- Newly-arrived EAL learners would/will benefit from a formal assessment test of their English fluency – *Formal fluency tests are not based around what the pupil has learnt previously.*
- EMA specialist teachers should have the responsibility for assessing EAL learners – *Even for those schools that have EMA staff, assessment of EAL learners is the responsibility of the class teacher and others working with the new arrival, just as it is for any other child.*
- Initial assessment of children's first language only gives you information about their skills in that language – *Skills can be transferred from one language to the other; what children can do in one language, they will soon be able to do in another.*

Show **slide 3** to outline the key principles and to show how good practice for new arrivals is the same as that for other learners.

Assessment principles (1)	Slide 3
Effective assessment:	
<ul style="list-style-type: none">• recognises what children can do and rewards achievement• is based on different kinds of evidence• is a valid reflection of what has been learned• is reliable and repeatable• is manageable both in terms of time and producing results which can be shared	
Adapted from 'A language in common' QCA/00/584	

Show **slide 4** and explain that these additional principles also come from *A language in common* which was developed to support the assessment of EAL learners. It is important to point out that these apply to assessments of all EAL learners, not only those who are new to English.

Assessment principles (2)	Slide 4
In addition, assessment for EAL learners should:	
<ul style="list-style-type: none">• be clear about the purpose• be sensitive to the child's first language and culture• take account of the time taken in learning English• be age-appropriate• recognise that children may be at different levels of speaking, listening, reading and writing• focus on both language and subject content	

Show **slide 5** and explain the importance of initial assessments for newly-arrived pupils. As with other children, new arrivals need to be given work that is curriculum related and cognitively challenging. However, tasks also need to be achievable, and in order for this to take place, an initial assessment will need to be carried out. Slide 5 gives four different reasons for initial assessments. Ensure that colleagues are clear about the range of reasons and/or purposes and the fact that they need to be based on a range of evidence-gathering approaches. For example, pupils may be reluctant to speak, read or write in some subjects but not in others, depending on how familiar they are with the lesson content or how comfortable they feel in the class or group. Differences between fluency in class and outside in the playground may be highlighted by observing pupils taking part in more formal situations and working in role. Refer to *New Arrivals Excellence Programme: Guidance* pp.17–18 and *A Language in common* QCA/00/584 for more detail.

Initial assessment	Slide 5
<ul style="list-style-type: none">• Establish the academic achievement levels of the new arrival• Establish the English language level of the new arrival• Provide a framework for tracking progress enabling teachers to plan appropriate learning experiences for new arrivals• Enable the school to determine what support is required	

Points to note:

It is important that the purpose of the assessment is clear. Are you assessing language or content? The materials used should not present cultural or linguistic barriers. For example assessments of children new to English should incorporate visuals and objects. All assessments should be carried out in a sensitive manner, taking care to avoid undue stress.

Activity 2 Background information

15 min

Discuss the background information that should be gathered about a new arrival and why this information would be valuable. Provide participants with **Handout 2.1** and ask them to look at the background information on the handout. Ask them to read through this information and to identify how they would gather this information and also why this information is useful. Use **Activity sheet 2.2** to record their thoughts. Allow them to discuss this for five minutes and then ask them for feedback.

Points to note:

The purpose of gathering a range of background information is not only to know the child better, but also to enable schools to contextualise any assessment evidence. Background information can be gathered from parents, children and previous school reports. Some could be gathered at the initial interview with parents and some can be gathered from the children. Having a process in place where such information is systematically gathered when new arrivals join the school will ensure that assessment evidence is more effectively utilised. Schools also need to consider how to gather this information sensitively and if they need an interpreter to support the gathering of this information.

Activity 3 Gathering evidence

10 min

Explore the various ways in which assessment data on new arrivals could be gathered, both in English and in their first language. Introduce this activity by explaining that assessment evidence for new arrivals needs to be gathered over time and from a range of sources and approaches. Using **Activity sheet 2.3** to record their responses, ask colleagues to work in pairs. Assign different evidence types to different pairs to ensure that all are discussed in the activity.

Use **Handout 2.2** to make sure that the key points are made regarding the different types of assessment and the advantages of using each one.

Show **slide 6** and explain that early assessment profiles of EAL learners are likely to be quite different from those of pupils whose first language is English because children learning EAL bring knowledge and skills from their first language. Children may make progress at different rates in different skills. For example, some pupils may enter school in England already able to read and write in English much better than they can communicate orally. Others may develop rapidly in spoken English, but need particular help with reading and writing. Progress through early levels of achievement may vary also. There is every reason to expect that literate older pupils may make rapid progress through the early National Curriculum levels within the first term or so.

Assessment profiles of children new to English

Slide 6

Key differences may include:

- uneven profiles
- different paths of development in different skills
- unusually rapid progress and periods where progress is less obvious

Points to note:

Early assessments of EAL learners are likely to be more uneven across the different skills of listening, speaking, reading and writing. Some may be more advanced in what they can read or write than what they can say. Others may be more proficient in spoken English. Some children may go through a 'silent phase' where they are taking in language, but not speaking it. Evidence from subjects other than English should be used to determine overall achievement levels in listening, speaking, reading and writing.

Show **slide 7** and discuss the observable outcomes when assessing children's skills in listening, speaking, reading and writing. Using **Handout 2.3** explain that the observable outcomes provide guidance for schools in the sorts of evidence they should be collecting about EAL learners. The observable outcomes will support schools in gathering evidence about how EAL learners are using English. Using assessment for learning, teachers can use this information to determine the next step.

Observable outcomes

Slide 7

- How the child responds when listening, both physically and verbally
- How the child speaks (when supported, during extended talk, the child's clarity of speech)
- How the child reads (transfer of skills from first language, strategies used, understanding)
- How the child communicates through writing (conveying meaning, vocabulary, grammatical features)

Show **slide 8** and discuss the use of the extended scales in '*A language in common*' for describing the achievement levels in English for children new to English. Explain that '*A language in common*' extends the National Curriculum English levels in order to describe the achievement levels in listening, speaking, reading and writing of children in the early stages of English language acquisition. Go through the points on the slide to explain why schools may want to use the extended scales.

The extended scale has early assessment criteria for listening, speaking, reading and writing. These criteria describe learners' development at two steps before National Curriculum level 1 in English and through to National Curriculum level 2. Explain that the next activity will give participants an opportunity to look at the extended scale for listening and speaking in more detail.

A language in common

Slide 8

- Extended scale for children new to English
- Relates to National Curriculum levels already being used
- Enables schools to systematically track progress

Points to note:

Various assessments have been developed to assess listening, speaking, reading and writing skills of EAL learners. *A language in common* ensures that there is a common understanding of children's achievement levels in English.

Activity 4 Achievement levels in English

20 min

Using a copy of the extended scale for speaking and listening from *A language in common* (**Handout 2.4a**) and a case study from *Marking Progress* (Ref: 0196-2000, Salem) (**Handout 2.4b**), explore evidence in the case study to practise looking at observable outcomes and achievement levels. If preferred, further case studies 'Anuman' and 'Ezbella' can be downloaded from *Marking Progress* on the disk provided. Then different groups can look at different case studies. Ask colleagues to work in pairs or small groups to look at the evidence provided and match the evidence to the extended scale in order to arrive at a level for the child.

The following is taken from the notes in *A language in common*. It states that Salem can:

- convey meaning through talk
- respond appropriately to his classmate and teacher
- produce extended utterances at times
- speak audibly and with conviction
- produce simple accurate sentences at times
- use the past tense to describe past events
- use the present tense to make generalisations
- participate in a small group discussion.

He needs to develop:

- regular grammatical patterns
- knowledge about word endings such as plurals
- clarity in describing a sequence of events
- more consistency in use of tenses.

These features indicate performance at **Level 1 threshold**.

Compare the levels arrived at by colleagues with those in *Marking Progress*. If there are any deviations, explore how these might have occurred. Ask whether these profiles are comparable to those of a child whose first language is English. Also emphasise that a range of evidence is required to arrive at a level.

Plenary

Show **slide 9** and conclude the session by summarising the key messages.

Key messages	Slide 9
<ul style="list-style-type: none"> • New arrivals come from a range of backgrounds, therefore it is important to contextualise assessment data 	
<ul style="list-style-type: none"> • New arrivals should be assessed on their abilities across the curriculum, as well as in their proficiency in English 	
<ul style="list-style-type: none"> • Assessments of new arrivals should be carried out regularly in order to provide a more accurate picture of their abilities and needs 	
<ul style="list-style-type: none"> • Initial assessments should provide a framework for tracking progress in English 	

Assessment principles

Assessment of EAL should follow the same principles of effective assessment for all children	Assessment should enable a positive recognition of what children can do
Assessment should reward achievement	Assessment of EAL learners should focus on their skills in English
Effective assessment should identify skills in different areas of the curriculum	Assessment is an ongoing process, not a one-off exercise
Newly-arrived EAL learners would benefit from a formal assessment test of their English fluency	EMA specialist teachers should have the responsibility for assessing EAL learners
Criteria and tools for assessing EAL learners should be accessible to all teachers	Assessments should help teachers to plan for children's language and learning development in the curriculum
Assessment tools should be reliable and based on a common understanding of children's attainment	Assessment should be sensitive to children's age, language and culture
Initial assessment of children's first language only gives you information about their skills in that language	

Activity 2

Activity sheet 2.2

Background information

What information should be obtained?	Why is this information valuable?	How could this information be obtained?

Activity 3

Activity sheet 2.3

Gathering assessment evidence

Assessment type	Key information obtained	Advantages	Possible drawbacks
Previous school reports (translated)			
Observation of the child			
Discussion with parents			
Discussion with the child			
Discussion with support staff and other teachers			
Formal tests, for example National Curriculum tests, standardised reading age tests, etc.			
Oral language sampling			
Assessment in first language			

Activity 2

Handout 2.1

Background information appropriate to enabling effective access to the curriculum

Child	Father/mother/family/carer	Religion
<p>Ethnicity</p> <p>Date of birth</p> <p>Date of arrival in UK</p> <p>Date of arrival at the school</p> <p>Home language(s) – spoken by whom/to whom</p> <p>Literacy in home language</p> <p>Attending community classes</p> <p>Cognitive ability</p> <p>Health concerns</p> <p>Any other concerns</p> <p>Special Educational Needs</p>	<p>Parental literacy/education</p> <p>Parents' level of English</p> <p>Parents' understanding of English education system</p> <p>Parents' ability/willingness to support the child</p> <p>Present employment</p> <p>Refugees/asylum seekers</p>	<p>Religious practices/beliefs</p> <p>Time commitment (e.g. attending after school or at the weekend)</p> <p>Dietary practices</p>
	Previous education	Town
	<p>Previous education in UK</p> <p>Previous education abroad</p> <p>How is literacy taught in mother tongue</p> <p>Style and emphasis of previous education</p>	<p>No other families sharing their language and background</p> <p>Part of an ethnic minority community group</p> <p>Other relatives/friends able to support the child</p> <p>Living isolated from school friends or other family members</p> <p>Experiencing racism</p>

Gathering assessment evidence

Assessment type	Key information obtained	Advantages	Possible drawbacks
Previous school reports (translated)	<ul style="list-style-type: none"> Child's achievement levels Child's progress Attitudes towards learning Child's strengths and weaknesses 	<ul style="list-style-type: none"> Based on taught curriculum Based on knowledge of child 	<ul style="list-style-type: none"> Cost of translation Difficult to interpret without the context of the previous school and curriculum Can be subjective
Observation of the child	<ul style="list-style-type: none"> How the child uses language (English, mother tongue) in different settings Child's preferred learning styles How the child engages in learning How the child performs various tasks 	<ul style="list-style-type: none"> Based on taught curriculum Not pressurised Assesses speaking and listening as well as reading and writing Clearly contextualised Information on child's language usage and ability to communicate in English in both formal and informal situations Provides information on what sort of learner the child is 	<ul style="list-style-type: none"> Can be time-consuming

Activity 3

Handout 2.2 (2/3)

Gathering assessment evidence

Assessment type	Key information obtained	Advantages	Possible drawbacks
Discussion with parents	<ul style="list-style-type: none"> How they view child's previous educational achievement Educational emphasis of previous school How formal/informal style of previous school was Child's preferred learning styles Child's attitudes to learning 	<ul style="list-style-type: none"> Can indicate skills which are not yet apparent 	<ul style="list-style-type: none"> Can be subjective Can be what the family thinks the school wants to hear
Discussion with the child	<ul style="list-style-type: none"> How they view their previous school experiences How they view their own achievements within the previous school experience Attitudes to learning Perceived strengths and weaknesses 	<ul style="list-style-type: none"> Can indicate skills which are not yet apparent 	<ul style="list-style-type: none"> Can be subjective
Discussion with support staff and other teachers	<ul style="list-style-type: none"> How child behaves/performs in other contexts Child's level of English Child's learning style Child's attitudes to learning 	<ul style="list-style-type: none"> Child may perform differently in different contexts Can indicate skills which are not yet apparent in the classroom context 	<ul style="list-style-type: none"> Comments may not be curriculum based English language observations may be based on social rather than academic English

Gathering assessment evidence

Assessment type	Key information obtained	Advantages	Possible drawbacks
Formal tests, for example standardised reading age tests, etc.	<ul style="list-style-type: none"> Curricular achievement levels 	<ul style="list-style-type: none"> Standardised Comparable with other children Curriculum linked 	<ul style="list-style-type: none"> May not have been taught the content May be cultural barriers May not have sufficient English to fully understand questions
Oral language sampling	<ul style="list-style-type: none"> Child's use of English within the context of the curriculum 	<ul style="list-style-type: none"> Can show what the child knows and can do in English across different curricular contexts Provides information for planning and teaching 	<ul style="list-style-type: none"> Time-consuming Scribing while teaching could interrupt the flow of the lesson Scribing may interrupt flow of language being used
Use of first language in assessments	<ul style="list-style-type: none"> Child's ability to use first language in curricular contexts Child's skills in first language Demonstration of what child knows 	<ul style="list-style-type: none"> Can provide a more accurate picture of what the children know and can do in their first language across curricular contexts Fewer cultural barriers Children may feel more comfortable operating in first language 	<ul style="list-style-type: none"> Requires skilled first-language assessor in order to compare results in English

Assessing English observable outcomes

Skills	Evidence
Listening	
How the child responds physically (facial expressions, concentration, etc.)	
How the child responds verbally (in home language, in English, asking questions, etc.)	
Speaking	
When the child speaks (with an individual, in small groups, in the whole class, etc.)	
How the child speaks (with gestures, responding only, initiating)	
Supported or extended talk	
How well the child conveys meaning	
How clear the child's speech is (word order, grammar, pronunciation)	
Reading	
Child's awareness of print and books	
What skills the child has transferred from reading in another language	
What reading strategies the child uses	
How well the child understands and responds to texts	

Skills	Evidence
Writing	
How well the child conveys meaning	
What vocabulary the child uses (descriptive, subject specific, etc.)	
Child's control of grammatical features (tenses, word order, determiners, plurals, prepositions, connectives, etc.)	

Assessment using *A language in common*: assessment of speaking and listening

The extended scale for listening

- Step 1** Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.
- Step 2** Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.
- Level 1 (Threshold)** With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including the teacher addressing the whole class.
- Level 1 (Secure)** In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.

The extended scale for speaking

- Step 1** Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.
- Step 2** Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is generally intelligible.
- Level 1 (Threshold)** Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.
- Level 1 (Secure)** Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listeners' interest.

Case study: Salem Year 2

Background

Salem was born in the UK. His family, originally from Pakistan, have lived here for over sixteen years. Other members of the extended family live locally. Salem is the youngest of three children with an older brother and sister. His first language is Urdu and both Urdu and English are spoken at home. His parents said that he started speaking later than his siblings but his Urdu was average for his age at the time of the assessments. He attended pre-school and had two extended trips to Pakistan in the three years before these tasks.

Salem was six years and six months old at the time of assessment in Year 2.

Speaking and listening

Context (Transcript 1)

The class were about to study the topic of animals, including their homes and growth. To begin with, the teacher wanted to find out the child's level of knowledge about animals and their homes or habitats. The teacher was using a book which was largely based on British animals and their habitats. This extract relates to where a fox lives.

Questions to consider

- How does Salem use his knowledge of vocabulary to help convey meaning?
- How effectively does Salem control tenses and use these accurately?
- What are the strengths and weaknesses in his development of spoken language?

Activity 4

Handout 2.4b (2/2)

Transcript 1 – habitats		In the transcript: T = teacher S = Salem C = another child present
T	Where do these creatures live?	
S	They live in a jungle.	
C	No they live in a hole in the ground.	
S	Fox live in...	
C	Fox live, fox live in the hole, in the hole ground.	
S	No, no they don't. They live in the tree thing.	
C	No, no er...	
S	They go outside at night and they live there.	
C	They live in a hole.	
S	No they don't sleep in holes. They sleep in trees cos me and my Dad went somebody's house, my Dad friend, and my Dad and me and my dad and when we going my Dad saw a fox and it was just like coming out and I didn't see it, was too dark. So I started knock like a branch, like you know like that branch like that, it was like coming inside it was coming outside.	
T	So was it on the tree or on the ground?	
S	On the ground, in the tree.	

Commentary

Salem is able to convey meaning through his talk despite some grammatical omissions (inflexions, prepositions). He speaks in grammatically sound phrases using a range of verb tenses accurately (past, present simple and continuous). There may be some confusion, in terms of vocabulary as the creature he is talking about seems more like a squirrel than a fox. He demonstrates that he can speak audibly and with conviction. He is able to respond appropriately to his teacher and classmate and he is beginning to develop connected utterances to express a sequence of events.

New Arrivals Excellence Programme Primary Training

CPD Module 3: Teaching and learning

Aims:

- To understand the principles of good learning and teaching practice in relation to new arrivals.
- To explore a range of learning and teaching approaches that support curriculum access and English language development for children who are new to English.

Key messages:

- The best place for children to learn English is in the mainstream classroom with the broad curriculum as the context. Any English language support for children who are new to English should be based around the language they require to access the curriculum.
- EAL learners should be given opportunities to use their first language for learning.
- The learning context can be made more supportive for children new to English through the use of a range of scaffolding strategies. When planning, teachers need to identify the language demands of a lesson, decide how to model that language and then plan opportunities and support for EAL learners to use at least some of that language in a meaningful way.
- Children who are new to English need to be provided with achievable tasks that provide appropriate age-related cognitive demands.
- Planning and teaching of EAL learners should be based on evidence gathered through a variety of assessment approaches.

Overview of programme:

CPD Module 1 Welcoming new arrivals	CPD Module 2 Assessment
CPD Module 3 Teaching and learning	CPD Module 4 Developing a whole-school approach

Next steps:

- Classroom strategies to be tried out by all staff and evaluated at a future meeting.
- Areas for development in classroom practice to be identified and the appropriate Professional Development Meeting (PDM) from *Excellence and Enjoyment: Learning and teaching for bilingual children in the primary years* to be used.
- Senior leaders to ensure that observations of classroom practice include a focus on the use of strategies supportive of learners of EAL.
- Introduce a whole-school approach to planning for language development.

Notes:

- Trainers' notes, including references found in other useful publications, are provided to support presenters in ensuring that the aims and key messages are covered.
- Arrangements should be made to facilitate the participation of part-time staff, EMA staff and teaching assistants.
- The activities above are intended as examples. Choose from or adapt the suggested activities to fit in with school priorities.

Resources and further reading:

- *New Arrival Excellence Programme: Management guide* (00041-2008DWO-EN).
- *New Arrivals Excellence Programme: Guidance* (00650-2007BKT-EN).
- New Arrivals Excellence Programme website, www.standards.dcsf.gov.uk/primary/publications/inclusion/naep
- *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years*, Unit 1, Planning and assessment for language and learning (2132-2006DCL-EN).
- *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years*, PDM 2 and PDM 3 materials (on CD-ROM) (0013-2006PCK-EN).
- Gibbons, P. (2002), *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*, Heinemann.
- Gibbons, P. (1991), *Learning to Learn in a Second Language*, Sydney: Primary English Teaching Association.

New Arrivals Excellence Programme

Primary CPD Module 3: Effective teaching and learning for children new to English

Module outline

- Activities may be selected and adapted to suit the particular needs of the school.
- Timing may be adjusted to allow sufficient discussion where required.

Timing	Activity	Resources
5 min	Welcome and introduction Share aims for the session	Slide 1: Title slide Slide 2: Aims
10 min	Strategies to support children new to English	Slide 3 Slide 4: New Arrivals Excellence Programme: Guidance pp. 20-29 Handout 3.1
15 min	Activity 1 Strategies to support new arrivals	Slide 5: New Arrivals Excellence Programme DVD clip 1 Activity sheet 3.1 Slide 6 Handout 3.2
15 min	Activity 2 Promoting access to the curriculum	Slide 7: DVD clip 2 Activity sheet 3.1
15 min	Language demands Language functions Activity 3 Identifying language demands and learning opportunities Discuss what is meant by language demands and learning opportunities of a lesson Identify the language demands of specific lessons	Slide 8 Slide 9 Handout 3.3 (functions) and Handout 3.4 (demands) Activity sheet 3.2 Handout 3.4 Slide 10
15 min	Activity 4 Ask colleagues to identify the language demands and strategies used to support children new to English	Slide 11: DVD clip 3 Activity sheet 3.3
5 min	Plenary Key messages	Slide 12

Equipment required: Microsoft PowerPoint, data projector, screen, laptop, flipcharts, DVD player

CPD Module 3: Effective teaching and learning for children new to English

Audience

Senior leaders, middle leaders, teachers and teaching assistants

Estimated time needed

1hr 20 min

Introduction

5 min

Use **slide 1** (title slide) to welcome colleagues and explain that this session will explore effective teaching and learning strategies for children new to English.

Show **slide 2** and outline the aims for the session.

Aims	Slide 2
<ul style="list-style-type: none"> To understand the principles of effective teaching and learning practice for new arrivals To explore a range of learning and teaching approaches that support curriculum access and English language development for children new to English 	

Points to note:

The *New Arrivals Excellence Programme: Guidance* document outlines the key principles for new arrivals:

- Every child in our schools has an entitlement to fulfil their potential through access to the National Curriculum.
- This is best achieved within a whole-school context where pupils are educated with their peers.

This module focuses on developing language and providing learning opportunities in the mainstream classroom with the broad curriculum as the context:

- Planning learning experiences and matching teaching and learning approaches to the learning needs of newly-arrived pupils is at the heart of personalised learning and is inclusive of all learners.
- Language development should be one of the key factors that influence the pedagogic approaches adopted by teachers and other practitioners when planning for pupils new to English. These pupils face two main challenges: they need to learn English and they need to learn the content of the curriculum. Learning a language is more than just learning vocabulary, grammar and pronunciation; it involves using all these elements appropriately for a variety of real purposes or functions. All research shows that English is developed more rapidly when taught through the medium of the curriculum than as an isolated language activity.
- Access to learning should therefore be carefully planned to have a strong focus on supporting both the learning and language development of all pupils. Pupils new to English may not always access every aspect of the lesson but they should make accelerated progress if planning takes consideration of their needs to ensure progression.

Strategies to support children new to English

10 min

Show **slide 3** and **slide 4** and explain that these strategies can be used to support children new to English to access the curriculum. Refer colleagues to pages 20–29 in the New Arrivals Excellence Programme guidance which covers developing classroom practice. Teachers, when planning, need to consider how they can incorporate these strategies to enable children new to English to access the curriculum while developing their English language skills.

Children new to English (1)

Slide 3

- Use visuals, actions and real objects to support meaning
- Use active tasks
- Use practical tasks with opportunities for speaking and listening
- Vary the activities in a lesson
- Identify key vocabulary and teach it explicitly
- Anticipate language demands that might create difficulties, e.g. language structures and tenses
- Provide models of the language the child will be expected to use

Children new to English (2)

Slide 4

- Plan speaking and listening activities
- Use a bilingual dictionary, where appropriate
- Use home language where possible
- Use assessment for learning processes
- Ensure success by creating a manageable task

Explain that these strategies enable children new to English to attach meaning to language.

Ask colleagues to read through **Handout 3.1** to consider approaches that will support children new to English to access the curriculum.

Activity 1 Strategies to support new arrivals

15 min

<p>New Arrivals Excellence Programme DVD clip 1</p> <p>Staff discuss the strategies they have used to support new arrivals to access the curriculum</p> <p>Activity 1</p>	<p>Slide 5</p>
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Introduce **Activity 1** by asking colleagues to watch the clips from the New Arrivals Excellence Programme DVD. As they watch the clips, ask colleagues to record the strategies the teachers use on **Activity sheet 3.1**. Ask them to keep in mind some of the key principles around supporting children new to English that have been discussed. After watching the clips, ask participants to discuss in pairs or small groups some of the key messages and strategies.

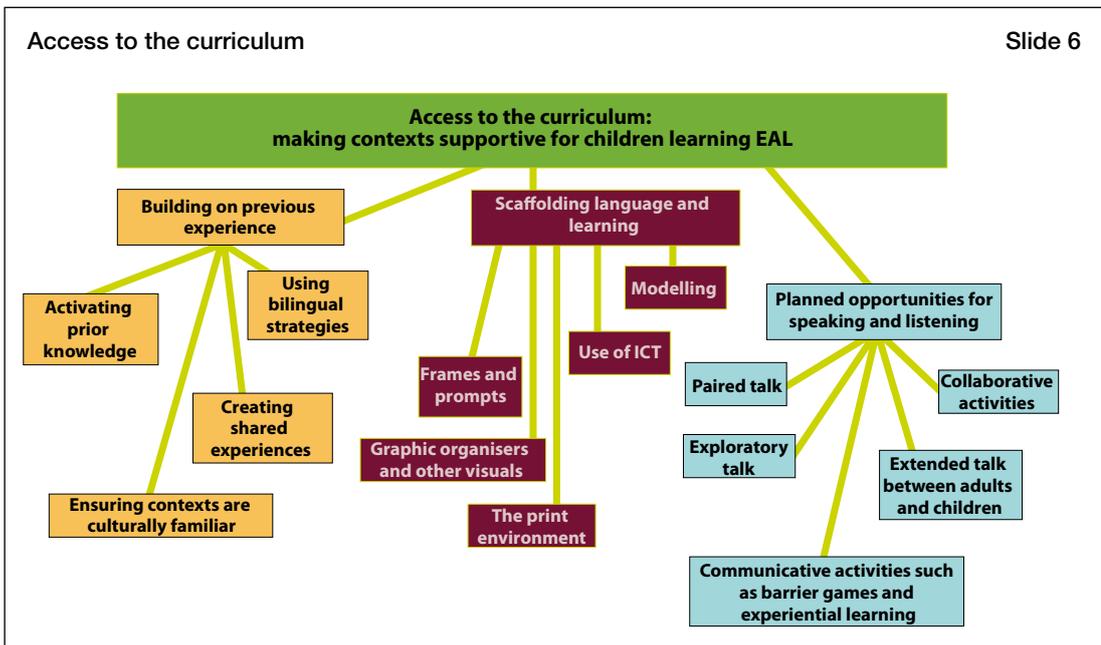
Points to note:

In this clip, we see how different teachers are enabling EAL learners to access the curriculum. Some of the strategies that they use to develop English and support curriculum access are:

- encouraging the use of home language
- visuals
- graphic organisers
- key vocabulary translated
- modelling
- scaffolding
- peer coaching
- bilingual support.

Show **slide 6** 'Access to the curriculum' and ask staff to work in pairs to discuss which of the strategies for making the learning contexts supportive were used or discussed in the DVD clips. This graphic is also available on **Handout 3.2**. Which have best supported children new to English? Stop the activity after five minutes for feedback.

Emphasise that these strategies are good for all EAL learners, including those who have already developed communicative English and are in the process of developing academic English.



Activity 2 Promoting access to the curriculum

15 min

Ask colleagues to watch DVD clip 2. Ask them to use **Activity Sheet 3.1** to once again record the key messages and strategies used. After they have watched the DVD, ask them to discuss the ways in which the teacher is enabling access to the curriculum and supporting English language acquisition for children new to English.

New Arrivals Excellence Programme DVD clip 2

Slide 7

A Year 3 teacher discusses strategies she uses to support new arrivals

Activity 2

Points to note:

The strategies that the teacher uses to enable access to the curriculum and to support English language acquisition are:

- speaking and listening activities – response partners
- drama and opportunities for rehearsing language
- careful pairing for speaking activities so that there are good role models of English for bilingual pupils
- use of gestures and facial expressions.

Language demands and language functions

15 min

Explain that when we talk about identifying the language demands and opportunities of a lesson, we are talking about the main language needed to access that lesson. We then go on to identify the grammatical features required. Use **slide 8** to provide an overview of what we mean by language demands. **Slide 9** provides a list of various language functions (what the children need to do). Refer participants to **Handout 3.3** which provides a more detailed list of language functions and **Handout 3.4** which provides some examples of language demands.

Language demands

Slide 8

- The main purpose for which the child needs to use language in the lesson
- What the child has to do – comparing, justifying, explaining, etc.
- What the child needs to say – phrases, grammatical structures, etc.
- Vocabulary

Refer to **Handout 3.4** for more examples

Common language functions

Slide 9

- Agreeing and disagreeing
- Classifying
- Comparing
- Describing
- Explaining
- Reporting

Can you think of others?

Refer to **Handout 3.3** for more examples.

Points to note:

Identifying the language demands of a lesson will enable teachers to not only identify the language that will be contained within a lesson, it will also help them identify what language will need to be modelled and scaffolded in order to enable children new to English to access the lesson. Identifying language demands also enables teachers to identify a focus for English language development through the lesson. The example shown is an illustration of language demands and not meant as a planning format.

Activity 3 Identifying language demands and learning opportunities

Ask colleagues to work in pairs or small groups to identify the language demands and learning opportunities of the lessons outlined on **Activity sheet 3.2**. Ask each group or pair to start with a different lesson activity.

Go through each of the activities, identifying some of the language demands. Use **Handout 3.4** to guide the feedback (colleagues may come up with additional ones).

Show **slide 10**. Discuss the sequence of first identifying the language demands of a lesson, then modelling that language in supportive and meaningful contexts and next providing opportunities for children to use that language. This should be linked with assessment for learning practices to determine next steps. Go through the slide, relating the points to the lessons viewed in **DVD clip 1** and **clip 2**. Explain that this approach to planning lessons will support all children learning EAL, including those new to English. It creates a greater awareness of the language of the lesson for teachers and adults. This awareness enables teachers to plan how to model the language of the lesson, how to provide meaningful contexts for it so that children are able to attach meaning to language and how to provide meaningful opportunities to practise it.

Teaching sequence to support EAL learners

Slide 10

1. Identify language needed
2. Plan how to model language
3. Plan opportunities for language use by children new to English
4. Assess children's use of targeted language
5. Identify next steps

Activity 4

15 min

Show **slide 11** and ask colleagues to watch **DVD clip 3**. Ask them to use **Activity sheet 3.3** to record the activities and the strategies the teacher is using to support children new to English. Once the DVD clip is finished, ask colleagues to work in pairs or small groups to discuss the strategies used and also to identify the language demands of the activities in the clip. Stop the discussion after five minutes for feedback.

DVD clip 3

Activity 4

Slide 11

Points to note:

Both the teacher and the children are giving instructions so the language demands for all the activities will be based on the language required to give instructions. This includes time connectives and using the imperative. The teacher is also extending the children's English through supporting them in using vocabulary such as *sprinkle, decorate, spread*.

Plenary

5 min

Show **slide 12**. Conclude the session by summarising the key messages.

Slide 12

- Children learning English best in the mainstream classroom
- EAL learners should be given opportunities to use their first language for learning
- The learning context can be made more supportive for children new to English through the use of a range of scaffolding strategies.
- Children who are new to English need to be provided with achievable tasks that provide appropriate age-related cognitive demands.
- Planning and teaching of EAL learners should be based on evidence gathered through a variety of assessment approaches

Activity 2

Activity sheet 3.1

Promoting access to the curriculum

Strategies and key messages	How do these support children new to English?

Activity 3

Activity sheet 3.2

Identifying language demands

Activity	What language will children need to use in each lesson?
Suggest ideas concerning what children know (activating prior knowledge) about rivers (introducing new topic)	<ul style="list-style-type: none"> • Language structures (e.g. when predicting 'if this... then...') • Grammatical structures (e.g. verb tenses) • Vocabulary
Visit a farm and write an account of the visit	
Numeracy lesson on shapes	
Children work in a group to classify materials according to their properties	
One child's grandfather comes to class to talk to children about toys from the past	

Activity 4

Activity sheet 3.3

Identifying language demands and strategies to support children new to English

Activity	Language demands	Strategies to support children new to English

Working with children who are new to English

When teachers are planning lessons, they need to consider how they will support children new to English to access the curriculum and develop their English language skills within the context of the curriculum.

Tasks that enable children new to English to connect meaning to language are those which will support them the most in developing their English language skills. When planning for children new to English, teachers need to consider how to incorporate the following approaches:

<ul style="list-style-type: none"> Identifying the key vocabulary and structures that are needed to engage with the content of the lesson 	<p>Colloquial English is often harder to understand than less colloquial wording. For example, many colloquial expressions rely on a subtle use of prepositions and adverbs to change the meaning of common verbs. For example:</p>
<ul style="list-style-type: none"> Identifying what the child already knows in English and anticipating what vocabulary and language structures might be unknown or unfamiliar to the child 	<p>What has she got on? (What is she wearing?)</p>
<ul style="list-style-type: none"> Deciding how new vocabulary and language structures will be introduced and modelled 	<p>Work out the answer. (Calculate the answer.)</p>
<ul style="list-style-type: none"> Providing models of the language the child will be expected to use, both oral and written – either by the teacher or by other children 	<p>What are you up to? (What are you doing?)</p>
<ul style="list-style-type: none"> Using visuals, actions and real objects as much as possible to support meaning 	<p>Carry on! (Continue!)</p>
<ul style="list-style-type: none"> Encouraging the use of a bilingual dictionary or glossary for children who are literate in their first language, and encouraging the children to develop their own dual language dictionary as they encounter new words 	<p>Colloquial expressions are often harder to understand and more difficult to look up in dictionaries than more precise verbs.</p>
<ul style="list-style-type: none"> Utilising the children’s abilities in their home language, pairing them with a confident speaker of their home language if appropriate 	<p>Many people, however, often think that shorter common words are easier to understand. These shorter common words can often be confusing because they are used in a variety of contexts to mean different things.</p>
<ul style="list-style-type: none"> Repeating instructions, key phrases and questions to increase familiarity 	
<ul style="list-style-type: none"> Summarising key points in simple sentences 	
<ul style="list-style-type: none"> Providing focused listening activities which require the child to carry out actions, arrange objects or pictures and write key words on note frames, tables, charts, graphs and diagrams 	<p>Children new to English usually go through a ‘silent period’ in which they assimilate the language but perhaps lack the confidence to start speaking it. This not only develops their listening skills in English but also provides them with opportunities to use visual and practical rather than oral responses to demonstrate their understanding.</p>

Working with children who are new to English

<ul style="list-style-type: none"> Using practical tasks as much as possible, ensuring that someone speaks to the children about what they are doing. This will support them in attaching meaning to language 	<p>Practical and active tasks provide the opportunity for a child to hear and use language in context in such a way that the language being used is linked to actions, objects and visual support. In this way the language being used is made more understandable. The practical context also provides support for the child to communicate in English.</p> <p>Planned interactive speaking and listening tasks that are planned into the content activities will provide structured opportunities for practice of vocabulary and structures. The child can be supported in carrying out these interactive tasks by the use of speaking frames and other cues.</p>
<ul style="list-style-type: none"> Using active tasks such as card sorting, transferring to grids, role-play and drama 	
<ul style="list-style-type: none"> Ensuring that there are elements of every task or activity which children new to English will be able to succeed at 	
<ul style="list-style-type: none"> Varying the activities in a lesson so that concentration is maintained and the same language is encountered in a range of contexts 	
<ul style="list-style-type: none"> Ensuring that interactive speaking and listening activities are specifically planned into the learning activities and that scaffolding for children learning EAL is provided 	
<ul style="list-style-type: none"> Supporting the child's comprehension of written language by linking it to pictures and diagrams 	<p>Children new to English, who are not literate in their first language or who are literate in a language which does not use the Latin alphabet will often need specific teaching on decoding and encoding written English. Available materials for this teaching are usually aimed at young children in the Foundation Stage or Key Stage 1. While the principles of these materials are sound for teaching phonetic knowledge to older children, the context of the materials themselves will need to be adapted to take account of the age of the children. Older children will not want to be seen using materials that look as though they are intended for much younger children.</p>
<ul style="list-style-type: none"> Ensuring that reading materials are geared to the child's interest and maturity levels as well as their ability to read in English 	
<ul style="list-style-type: none"> Providing writing frames and other controlled and guided writing activities to help children learn how to structure sentences, paragraphs and texts 	
<ul style="list-style-type: none"> Providing vocabulary lists to support the child's writing and development of correct spelling 	

Acquiring a wide vocabulary is one of the key language features for EAL learners and will be the starting point for many children who are new to English. Enabling these children to develop an understanding of new vocabulary is a process that occurs over time and requires numerous encounters. To teach new vocabulary, teachers will need to:

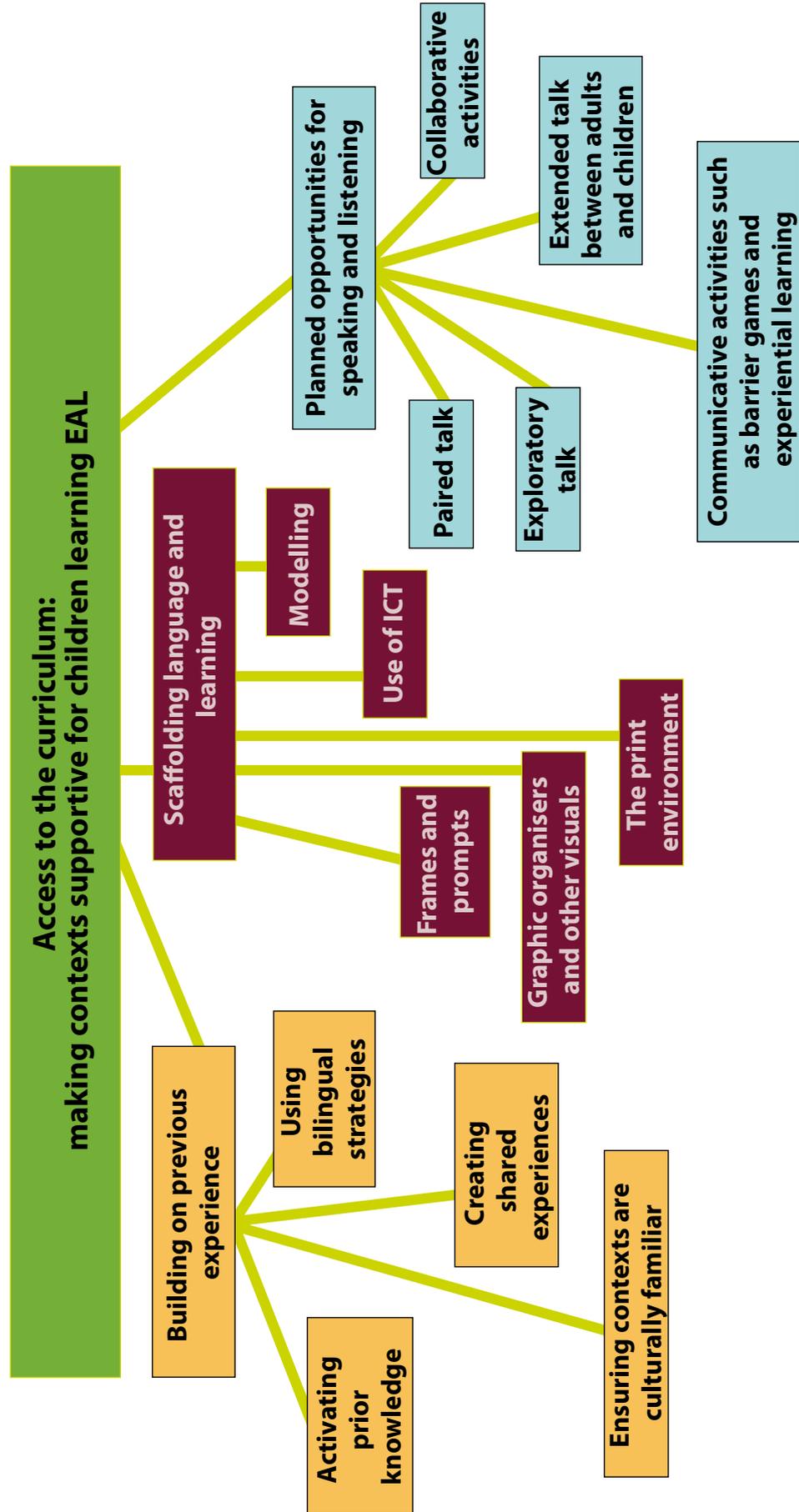
- model it in context
- prompt it and elicit it
- draw attention to it and use it in other contexts
- display it.

Working with children who are new to English

- provide meaningful opportunities for children to practise it
- support children in making connections to similar vocabulary in their first language.

For more information on the use of first language, scaffolding speaking and listening activities and guided reading and writing see:

Excellence and Enjoyment: learning and teaching for bilingual children in the primary years.



Common language functions

- Agreeing and disagreeing
- Apologising
- Asking for permission
- Asking for assistance, directions
- Classifying
- Comparing
- Commanding or giving instructions
- Criticising
- Describing
- Enquiring or questioning
- Expressing likes and dislikes
- Expressing position
- Expressing obligation
- Explaining
- Hypothesising
- Identifying
- Planning and predicting
- Refusing
- Reporting
- Sequencing

Handout 3.4 (1/2)

Some examples of language demands and learning opportunities

Activity	What language will children need to use in each lesson?
Children are investigating in groups different types of electrical circuits	<ul style="list-style-type: none"> • What ideas the child has to express – describing, comparing, recounting past events, explaining, etc. • What the child needs to say in order to express these ideas – phrases, grammatical structures, etc. • Vocabulary
Visit a farm and write about the visit	<ul style="list-style-type: none"> • Describing current actions (I am putting a bulb in the circuit) – first person/present continuous tense action verbs • Instructing (put a switch in the circuit) – imperative action verbs • Describing (there are three bulbs in the circuit), third person/present tense stative verbs • Vocabulary – bulb, circuit, battery, wires, switch, connect, etc.
Mathematics lesson on describing and comparing shapes	<ul style="list-style-type: none"> • Recounting (we went, I saw...) – use of first person/past tense action verbs • Describing (there was a brown cow. It had big horns. It was in a field.) – third person/past tense stative verbs/use of adjectives • Vocabulary – barn, fields, crops, animals, etc.
	<ul style="list-style-type: none"> • Describing (it has four sides) • Classifying (this shape is a triangle because it has three sides) • Comparing (a triangle has three sides but a square has four sides) – third person/present tense stative verbs • Vocabulary – angles, sides, shape names, etc.

Handout 3.4 (2/2)

<p>Children work in a group to classify materials according to their properties</p>	<ul style="list-style-type: none"> • Describing (the metal is hard) • Classifying (these materials are all opaque) • Comparing (the plastic is more flexible than the metal) • Third person singular and plural/present tense stative verbs • Vocabulary – rough, smooth, hard, soft, etc.
<p>One child's grandfather comes to class to talk to children about toys he played with when he was a child</p>	<ul style="list-style-type: none"> • Describing (it had wooden wheels) – third person/past tense stative verbs • Recounting (i played with toy soldiers) – first person/past tense action verbs • Vocabulary – toy names, wood, metal, etc.

New Arrivals Excellence Programme Primary Training

CPD Module 4: Developing a whole-school approach

Aims:

- To consider a range of strategies for supporting new arrivals.
- To explore the roles and responsibilities of all staff and children in supporting new arrivals.
- To evaluate current practice and consider areas for development.

Key messages:

- Planning for and supporting new arrivals is a whole-school issue, involving all staff, and should be led by the senior leadership team.
- Support for new arrivals requires a multi-faceted approach that addresses children's social, emotional, linguistic and academic needs.
- Roles and responsibilities need to be clearly set out when planning for new arrivals and key information shared appropriately.
- Quality-first teaching in an inclusive curriculum provides the best support for newly-arrived children.

Overview of programme:

CPD Module 1 Welcoming new arrivals	CPD Module 2 Assessment
CPD Module 3 Teaching and learning	CPD Module 4 Developing a whole-school approach

Next steps:

- Identify priorities regarding the support of new arrivals.
- Identify priorities for further professional development on supporting new arrivals and children learning EAL.

Notes:

- Trainers' notes, including references found in other useful publications, are provided to support presenters to ensure the aims and key messages are covered.
- Arrangements should be made to facilitate the participation of part-time staff, EMA staff and teaching assistants.
- The activities provided are intended as examples. Choose from and adapt the suggested activities to fit in with school priorities.

Resources and further reading:

- *New Arrivals Excellence Programme: Guidance* (00650-2007BKT-EN).
- *New Arrivals Excellence Programme: Management guidance* (00041-2008DWO-EN).

New Arrivals Excellence Programme

CPD Module 4: Developing a whole-school approach

Module outline

- Activities may be selected and adapted to suit the particular needs of the school.
- Timings may be adjusted to allow sufficient discussion, where required.

Timing	Activity	Resources
5 min	Welcome and introduction Welcome Share aims for the session	Slide 1: Title slide Slide 2: Aims
20 min	Activity 1: Problem-solving for new arrivals Consider situations that may arise for new arrivals and what can be put in place to support them Activity 2: Roles and responsibilities	Activity sheet 4.1 Activity sheet 4.2
15 min	Activity 3: Working with other adults Key principles of working with other adults Activity 4: Working with EAL specialist teachers and teaching assistants	Slide 3: Effective use of additional adults. <i>New Arrivals Excellence Programme: Guidance</i> , p.29 Slide 4: Working with EAL specialist teachers and teaching assistants Activity sheet 4.3 Handout 4.1
15 min	How other children can support new arrivals	Slide 5: Buddies Handout 4.2 Slide 6: Preparing pupils
15 min	Activity 5: Where are we now? Evaluation of current practice Next steps	'School self-evaluation' <i>New Arrivals Excellence Programme: Management Guide</i> Activity sheet 4.4 Handout 4.3
5 min	Plenary Summary of key messages	Slide 7: Key messages

Equipment required: Microsoft PowerPoint, data projector, screen, laptop, sticky notes, flipchart

CPD Module 4: Developing a whole-school approach

Audience

Whole-school staff

Estimated time needed

1 hr 15 min

Introduction

5 min

<p>New Arrivals Excellence Programme</p> <p>Primary CPD Module 4</p> <p>Developing a whole-school approach</p>	<p>Slide 1</p>
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Presenters welcome colleagues and explain that this is the final session (of four) to support the development of a whole-school approach to welcoming new arrivals.

These sessions will build on the expertise that schools already have to increase their capacity for welcoming new arrivals. Welcoming new arrivals should be based on a whole-school approach that involves all staff.

<p>Aims</p> <ul style="list-style-type: none"> • To consider a range of strategies for supporting new arrivals • To explore the roles and responsibilities of all staff in supporting new arrivals • To evaluate current practice and consider areas for development 	<p>Slide 2</p>
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Explain that the session will explore the roles of various professionals within the school and will conclude with the beginning of a self-evaluation to form the basis of an action plan for new arrivals that can be taken forward by senior leaders after the session.

Activity 1 Problem-solving for new arrivals

20 min

In pairs or small groups, look at the examples of situations that may arise with children who are new to English described on **Activity sheet 4.1**. Discuss the issues raised and consider strategies that would provide better support for the children. Record thoughts on **Activity sheet 4.1**.

Stop the activity after ten minutes for feedback. Go through each of the examples and ask colleagues what strategies they came up with. Allow for other colleagues to come up with additional strategies.

Points to note:

1. The teacher needs to provide **Tomasz** with models of how to explain that particular type of problem. This could be done by the teacher in front of the whole class or with the children working in pairs by explaining their work to one another. The teacher could also support Tomasz in her explanation, either through rehearsing it while others are still working or through prompting and praising her efforts in front of the class.
2. Practical activities such as science investigation provide an excellent context for developing content knowledge as well for English language acquisition. It would be far better for the bilingual assistant to talk with **Zuhair** about the investigation in his first language as well as talking about it in English so that Zuhair can make connections between the two languages and have access to the key vocabulary and language structures in English. Placing Zuhair in a supportive group would also create the opportunity for the children to support him.
3. Assigning a buddy to **Kojo** would be a first step, particularly if they share the same language. Putting in place a scheme of playground befrienders would also help Kojo. The class teacher could have also prepared the class prior to Kojo's arrival on ways to support him. The class teacher may also want to consider if Kojo has been placed in a supportive group within the classroom context that will help him make friends. Playground staff should be aware of Kojo being a new arrival and take steps to ensure that other children play with him.
4. **Aisha** could be crying for many reasons. These could include that she has hurt herself, that she is feeling sick or that one of the other children has upset her. She may also simply feel overwhelmed by the emotional turmoil of starting a new school where she does not speak the language. The class teacher needs to utilise strategies such as communication fans or having a bank of simple phrases to use with Aisha. The teacher could speak with the parents to find out how they think Aisha is settling into school.
5. Rather than providing **Derya** with decontextualised grammar activities, the teacher could ask her to do extended writing in her first language. She could also be provided with scaffolding such as sequencing pictures and key words to support her beginning to write in English.

Activity 2 Roles and responsibilities

Introduce the activity by explaining that we have explored through the modules various approaches and strategies for supporting new arrivals. Ask colleagues to work in pairs or small groups to discuss and complete **Activity sheet 4.2** by indicating who in the school should carry out the various activities. Stop the activity after five minutes for feedback.

Now explain that we are going to consider some specific roles in more detail.

Activity 3 Working with other adults

15 min

Ask colleagues to work in pairs or small groups to discuss what they think are the key principles of working with other adults. Ask them to record their ideas on sticky notes. Stop the activity after five minutes for feedback and show **slide 3**.

Effective use of additional adults

Slide 3

- Two-way flow of information involving additional staff
- Use of the curriculum as the basis of any support provided
- Collaborative planning
- Sharing of targets, learning objectives and planning
- Use of assessment to inform planning

Points to note:

The key principle is that all support for children new to English should focus on access to the curriculum and developing English through the curriculum. Class teachers need to ensure that there is a consistent and coherent approach to supporting new arrivals, particularly those new to English.

- Two-way flow of information – this will enable both teachers and additional adults to appropriately differentiate lessons and tasks and provide new arrivals with achievable yet cognitively demanding tasks.
- Involving additional staff in enabling new arrivals to access the curriculum and acquire English – additional adults should be utilised to provide more focused support for activities linked to the curriculum.
- Using the curriculum as the basis of any support provided – the curriculum provides numerous opportunities for developing the English language skills of children new to English and those with more advanced skills in English.
- Collaborative planning – this is one way of enabling the two-way flow of information, drawing on the expertise of all adults involved in supporting and getting to know the child in the classroom.
- Sharing of targets, learning objectives and planning – another aspect of the two-way flow of information and ensuring that both language and content learning is linked to the curriculum.
- Using assessment to inform planning – assessment information can be drawn from any additional adult working with the newly-arrived child.

Activity 4 Working with EAL specialist teachers and teaching assistants

Explain that now we are going to consider the role of an EAL specialist in more detail. Introduce the activity by showing **slide 4**, which lists various ways in which EAL specialist staff can provide support in the mainstream classroom. Ask them to work in pairs to discuss the impact of each of these approaches on children and on staff and record on **Activity sheet 4.3**. Ask colleagues to feedback their responses. **Handout 4.1** provides information about different ways that EAL specialists can provide support.

Working with EAL specialist teachers and teaching assistants

Slide 4

- Joint planning
- Partnership teaching
- Observation and assessment
- Role reversal
- Small group focused teaching
- Resource development
- Monitoring progress of new arrivals

Points to note:

Many of these approaches combine the expertise of the class teacher and the EAL specialist. Such models benefit children whether they are isolated learners or part of a large ethnic group in the school. Not only do these 'dual' approaches benefit the children, they also provide benefits for staff that are able to draw from one another's knowledge and expertise.

The emphasis will be on developing quality-first teaching and focused small group support outside of the classroom will not be appropriate or necessary for all new arrivals. Where deemed necessary it should be strictly time-limited and curriculum-related (See *New Arrivals Excellence Programme: Guidance* p.17 – 'It is unlikely that newly-arrived primary aged children would need to be taught outside the classroom').

How other children can support new arrivals

15 min

Show **slide 5** and outline important aspects of the role of buddy. Ask colleagues to consider what should be taken into account when selecting the buddy. What preparation would children need for this role? What are the ways to ensure that the 'buddy' (particularly in the case of younger children) maintains this role? Use **Handout 4.2** to show how buddies might record the support they have given to new arrivals.

Buddies

Slide 5

- Same language if possible
- Prepare buddy for role in advance
- Provide 'diary' for buddy to complete
- Place new arrival in same group as buddy within the class

Show **slide 6**. Discuss how other children in the school can support the new arrival (considering both those who share a language with the newly-arrived child and those who do not). Emphasise the importance of other children providing support. This will not only help the new arrival to feel more welcome, but will also support them in English language development.

Preparing pupils

Slide 6

Children can support by:

- speaking clearly and naturally
- including the newly-arrived child in class and playground activities
- showing how to do a task
- talking through tasks to provide models of English

Activity 5 Where are we now?

15 min

Using **Handout 4.3**, 'School self-evaluation', suggest each group takes an aspect relevant to their role (leadership and management, teaching and learning, admission and transfer, parents and carers or culture and ethos) and begins to consider how well the school is addressing that aspect. Ask staff to discuss in pairs what they see as the school's next step in developing their practice around new arrivals, particularly those new to English. Ask them to use **Activity sheet 4.4** to record their thoughts and to identify the three top priorities for action by their school. Allow ten minutes for this and then ask for feedback.

Plenary

5 min

Key messages

Slide 7

- Planning for and supporting new arrivals is a whole-school issue
- Support for new arrivals requires a multi-faceted approach that addresses the children's social, emotional, linguistic and academic needs
- Roles and responsibilities need to be clearly set out
- Quality-first teaching in an inclusive curriculum provides the best support for new arrivals

Activity 1

Activity sheet 4.1

Problem-solving for new arrivals

Situation	Issues	Strategies
<p>The teacher has given the children of the Year 4 class a mathematics problem. They have three minutes to work it out and then put up their hand to explain the answer and the method. The teacher observes that Tomasz, a child new to English, has correctly worked it out and put up his hand. The teacher acknowledges this by saying to Tomasz, 'I know you have the right answer, but you won't be able to explain it.' She then chooses another child to tell the class about their work.</p>		
<p>The children in the Year 4 class are working on a practical science investigation on magnets. All of the children are engrossed in carrying out their experiments. Zuhair, a child who is new to English, is at the back of the class reading with the bilingual support assistant.</p>		
<p>The teaching assistant for Year 2 has been outside on playground duty. Kojo, a child from Ghana, arrived at the school three days ago. He does not know anyone at the school. The teaching assistant reports that Kojo spent all of break time on his own.</p>		
<p>In the middle of the Year 1 physical education lesson, Aisha begins crying. Aisha started at the school a week ago and is new to English. Neither the class teacher nor the teaching assistant knows why Aisha is crying.</p>		
<p>Derya is a new arrival at the school and is also new to English. Her previous school reports indicate that she has good literacy skills in Turkish. Because she is new to English, the Year 5 teacher decides to give her some English grammar worksheets to complete while the other children are doing extended writing.</p>		

Activity 2

Activity sheet 4.2

Roles and responsibilities

	First contact with child and parents	Initial interview with parents	Tour of school	Stay with the new arrival over the first few days	Support the new arrival in the classroom	Provide opportunities for the new arrival to use their first language	Ensure there is a whole-school policy for welcoming new arrivals	Provide information to parents	Share information about the new arrival	Allocate funding for resources and staffing
Senior management										
Class teachers										
EMA coordinator										
EMA support staff										
Teaching assistants										
Office staff										
Playground staff										
Governors										
Children										

Activity 4

Activity sheet 4.3

Working with EAL specialist teachers and teaching assistants

Ways of working together	Impact
Partnership teaching – the mainstream teacher and the EAL specialist jointly plan, deliver and evaluate lessons	
Joint planning with the class teacher – the EAL specialist jointly plans the lesson, which is then delivered by the class teacher	
Observation and assessment – one teaches while the other observes, assesses and records evidence of progress of targeted children	
Role reversal – the class teacher works with a targeted group of children, while the EAL specialist works with the rest of the class	
Small group focused teaching – the EAL specialist withdraws targeted individuals or groups of children for time-limited, curriculum-related support	
Resource development/provision – the EAL specialist may develop, modify or procure resources which will scaffold the language and learning of children new to English	
Tracking progress of new arrivals	

Activity 5

Activity sheet 4.4

Next steps

Welcoming	Assessment	Classroom practice	Parents	Others

EAL specialists

EAL specialists can provide support in various ways. They may directly support children or may support the mainstream teacher in delivering lessons that are accessible to the EAL learners in the class. Some examples of the way an EAL specialist can provide support are:

- Partnership teaching – *the teacher and the EAL specialists jointly plan, deliver and evaluate lessons. This model not only provides support for children, but can also provide training for the mainstream teacher to develop ways of meeting the linguistic and academic needs of EAL learners.*
- Observation – *one teaches while the other observes. This could be based on observing a specific group of children during the lesson or could take the form of peer observations where the mainstream teacher and the EAL specialist could learn from one another.*
- Group work – *the EAL specialist works with a targeted group of children within the classroom.*
- Role reversal – *the class teacher works with a targeted group of children while the EAL specialist works with the rest of the class.*
- Small group focused teaching – *the EAL specialist withdraws targeted individuals or groups of children for time-limited, curriculum-related support.*
- Resource development/provision – *the EAL specialist may develop, modify or procure resources that will scaffold the language and learning of EAL learners. This could be done in collaboration with the mainstream teacher.*
- Monitoring progress of bilingual learners – *this should be done in collaboration with the mainstream teacher and any other staff providing support (e.g. teaching assistant).*
- Joint planning with the class teacher.

Buddy diary

Name of new child _____

For each day, write down what you have done to help the new child. This could include:

- *showing the new child around the school*
- *eating with the new child*
- *playing with the new child at playtime*
- *taking the new child to an after-school club*
- *showing the new child what to do*
- *...and many other things!*

<p>Date:</p>
<p>Date:</p>
<p>Date:</p>
<p>Date:</p>

Ensuring the attainment of newly-arrived children: school self-evaluation

Aspect	SEF	Evidence of practice		
		Not yet in place	Developing	Well-established
A1: Leadership and management: roles and responsibilities	6a	Not yet in place	Developing	Well-established
1. The headteacher provides an active lead on ensuring the attainment of newly-arrived pupils				
2. The school development plan has clear objectives and strategies for ensuring the attainment of newly-arrived pupils	3c			
3. The school's CPD cycle includes regular provision for training for all staff related to the induction, assessment and ongoing support for learning and teaching of newly-arrived pupils				
4. Performance management targets include those related to raising the achievement of newly-arrived pupils				
5. Additional funding for EMA is deployed strategically and is used to support new arrivals as well as more advanced EAL learners	F2 F3 F6			
6. The school monitors the deployment of all additional funding to ensure that it is adding value				
7. The school actively recruits governors representative of local community groups				

Aspect	SEF	Evidence of practice		
		Not yet in place	Developing	Well-established
A2: Leadership and management: assessing, collecting and using data	la, lc-le			
8. The school has robust and sensitive systems for collecting contextual data for newly arrived bilingual children, such as first language (L1), other languages spoken, literacy in L1, refugee status and length of schooling inside and outside the UK				
9. The school uses a range of assessment evidence to inform teaching for newly-arrived children				
10. The school has an established time limit for the collection and analysis of attainment data				
11. The school analyses attainment data by ethnicity and L1 to ensure an accurate picture of progress and attainment across all years				
12. The leadership team analyses the attainment data to identify trends in relation to subject, key stages, year groups or classes and ensures that targeted action is taken as a result				
13. The school has clear systems for communicating findings from ethnicity and language data analyses to all stakeholders	3a			
14. Targets are set for the attainment of all groups of newly-arrived bilingual children, and progress is rigorously monitored	2b			
15. Composition of child groups is monitored to ensure that newly-arrived bilingual children are not placed inappropriately or over-represented in lower sets	3c			
16. Option choices are analysed to ensure that newly-arrived bilingual children make appropriate selections	6a, C6, C7			
17. The school ensures that CPD is provided so that middle and senior managers are skilled and confident in interpreting and making use of data	6a			

Handout 4.3 (3/8)

Aspect	SEF	Evidence of practice		
		Not yet in place	Developing	Well-established
B: Developing teaching and learning: curriculum planning, teaching and learning	5a-c 5e			
18. Teachers are aware of the difference between conceptual development and English language development and plan accordingly				
19. Teachers use a range of strategies to engage, motivate and accelerate progress for newly-arrived bilingual children				
20. The curriculum is culturally sensitive and provides opportunities for children to discuss issues of identity and ethnicity				
21. Schemes of work and lesson plans show evidence of high expectations of newly-arrived bilingual children				
22. Lesson plans show evidence of the development of higher order thinking skills				
23. Lesson plans show evidence of integrating speaking and listening activities into the curriculum				
24. Lesson plans show evidence of explicit teaching of academic language skills				
25. Schemes of work and lesson plans show evidence of use of focused language development activities, for example active reading strategies				
26. Schemes of work and lesson plans show evidence of support for developing extended writing, for example through modelling, oral rehearsal, shared writing				
27. Children are encouraged to use L1 to support their learning and English language development				

Handout 4.3 (4/8)

28. Children are grouped within classes in such a way as to support both their progress in the subject and their language development				
29. Targeted children have agreed language development as well as challenging curricular targets and these are used to inform planning				
30. Schemes of work and lesson plans show evidence of opportunities for children to reflect on their own learning and evaluate their work and progress				

Handout 4.3 (5/8)

Aspect	SEF	Evidence of practice		
		Not yet in place	Developing	Well-established
C1: Encouragement, support and intervention: children	5c, 6a	Not yet in place	Developing	Well-established
31. The school staff are clear on the differences between special educational needs and newly-arrived bilingual children so that newly-arrived bilingual children are not grouped or taught inappropriately	Part C6-8			
32. Any withdrawal arrangements for newly-arrived bilingual children are time-limited and carefully monitored for impact and to ensure full access to the curriculum	Part C1			
33. The school makes effective provision for newly-arrived bilingual children to take examinations in home, community and heritage languages	Part C6-8			
34. Underachieving newly-arrived bilingual children are targeted for support at key enrichment activities such as homework clubs and revision clubs and their attendance is monitored				
35. Vulnerable newly-arrived bilingual children, including asylum seekers and refugees, are identified and appropriate provision is made for them	Part B5-6, Part C6-8			
36. The school actively engages newly-arrived bilingual children by involving them in all aspects of school life and seeking their views in a variety of ways	Part C6-8 2a-d			

Aspect	SEF	Evidence of practice		
		Not yet in place	Developing	Well-established
C2: Engagement, support and intervention: admission and transfer	5a, 5b, 6a			
37. The school collects and uses a range of information from previous schools and settings as well as parents/carers to maintain the progress of newly-arrived bilingual children from primary to secondary school				
38. There are clear policies and procedures for children arriving outside the normal admission times including information gathering, induction, child support and feedback to parents/carers	B10a			
39. The school provides support, for example academic tutors, enrichment activities or buddy systems for children identified as at risk of underachieving during their transfer or admission to secondary school				

Handout 4.3 (7/8)

Aspect	SEF	Evidence of practice		
C3: Engagement, support and intervention: parent/carer partnerships	2a-d	Not yet in place	Developing	Well - established
40. The school creates opportunities to ensure that parents/carers of newly-arrived bilingual children are equipped to support their children's education, for example by providing information evenings, workshops, support packs	Part C6-7			
41. The school engages the parents/carers of newly-arrived bilingual children by actively seeking their views: reaching out to parents/carers less confident in speaking English through use of translators and interpreters as well as targeted meetings				
42. Newly-arrived bilingual parents/carers are well informed about a range of school developments, for example procedures for national tests, examination entry policy, enrichment classes				
43. The school actively develops links and effective partnerships with the wider minority ethnic and bilingual communities, for example through complementary schools, local arts groups, religious organisations and local businesses				

Aspect	SEF	Evidence of practice		
C4: Engagement, support and intervention: culture and ethos	4b-c Part C6-8	Not yet in place	Developing	Well-established
44. The school actively secures representation of the minority ethnic and bilingual communities at all levels of non-teaching and teaching staff	Part C6-7			
45. Classroom and corridor displays positively reflect the languages, experiences and heritages of newly-arrived bilingual children				
46. The school ensures that all children and parents/carers are aware of the race equality policy and their role in ensuring that it works				
47. Newly-arrived bilingual children are represented in all aspects of school life, for example school council, school teams, gifted and talented initiatives				

Introduction

These Continuing Professional Development (CPD) modules have been developed to enable local authorities (LAs) and school leaders to focus training with school staff on meeting the needs of new arrivals in areas or schools where there is little experience of working with such pupils.

The Secondary CPD modules

Module	Title	Content
CPD Module 1 Senior leadership briefing	Leading change for pupils new to English	Senior leadership team evaluation of present provision and setting of future priorities
CPD Module 2 Staff training	Preparing for new arrivals	Introduction to the range of experiences of new arrivals and consideration of good practice through case studies
CPD Module 3 Staff training	Assessment	How assessment of new arrivals fits within the school's current assessment procedures and considerations to be taken into account when placing new arrivals in groups or sets
CPD Module 4 Staff training	Teaching and learning	How quality-first teaching can meet the needs of new arrivals

Schools' contexts and priorities are very different, so these modules have been designed to be delivered as a complete series or individually, according to the time available and the level of priority given by the school. However, it is essential that 'Leading change for pupils new to English' be undertaken by the Senior Leadership Team first as a strategic approach to identify the school's priorities in this area of work to underpin the embedding and sustainability of the work.

The audience

The modules can be delivered to the whole staff or to selected groups according to need. However, it is strongly recommended that all staff are involved in modules 3 and 4. Module 3 will enable a common understanding of assessment approaches. Module 4 will enable all staff to consider appropriate developments in teaching approaches.

All staff have an important role in supporting new arrivals and arrangements should be made to facilitate the participation of part-time staff, Ethnic Minority Achievement (EMA) staff, teaching assistants and any other teaching or non-teaching staff likely to be involved in the welcome of new arrivals.

The presenter

Trainers' notes, including references from other useful publications, are provided to support presenters in ensuring that aims and key messages are covered. The modules have been designed to be delivered by the local authority EMA team, Secondary National Strategy consultants or by senior leaders in schools. Presenters who have little prior knowledge in this area of work are advised to contact their local EMA team for advice.

The activities provided in the modules are intended as examples to choose from and adapt as necessary to fit local priorities.

New Arrivals Excellence Programme Secondary Training

CPD Module 1: Senior leadership briefing: Leading change for pupils new to English

Pre-session task: Leadership team to evaluate current provision for new arrivals using the self-evaluation grid (**Handout 1.1**). Evidence gathered will form the basis for discussion.

Aims:

- To evaluate current provision for pupils new to English using available evidence.
- To review the roles and responsibilities of senior leaders in enabling whole-school change.
- To identify priorities and set timescales for achieving outcomes.

Key messages:

- Schools successful in welcoming new arrivals and accelerating their progress adopt a whole-school approach with strong leadership.
- Planning for new arrivals should be embedded in the school improvement cycle of review, plan, implement, monitor and evaluate.
- Actions will be clearly included in the school improvement plan.

Overview of programme:

CPD Module 1 Senior leadership briefing	CPD Module 2 Preparing for new arrivals
CPD Module 3 Assessment	CPD Module 4 Teaching and learning

Next steps:

- Collect the notes from modules 2, 3 and 4 and collate to support the development of an action plan for new arrivals (**Handout 1.3**).
- Schools should, where appropriate, seek specialist support from the local authority EMA team.
- Ensure information from the CPD modules is disseminated so that the whole staff is informed.

Notes:

- Trainers' notes, including references from other useful publications, are provided to support presenters in ensuring that aims and key messages are covered.
- Arrangements should be made to facilitate the participation of part-time staff, EMA staff, teaching assistants and any other teaching or non-teaching staff likely to be involved in the welcome of new arrivals.
- The activities provided are intended as examples. Choose from and adapt as necessary to fit local priorities.

Resources and further reading:

- *New Arrivals Excellence Programme: Guidance* (00650-2007BKT-EN).
- New Arrivals Excellence programme DCSF website:
www.standards.dcsf.gov.uk/primary/publications/inclusion/naep
- *A resource to support the development of induction procedures for new arrivals* (00426-2007DVD-EN).
- *New Arrivals Excellence Programme: Management guide* (00041-2008DWO-EN-01).
- National Forum for Refugee Integration website: www.nrif.org.uk/Education/index.asp
- *Aiming High: Meeting the needs of newly arrived learners of EAL* (1381-2005).
- Pathways for learning – QCA website on EAL learners: www.qca.org.uk/qca_7526.aspx

New Arrivals Excellence Programme

CPD Module 1: Senior leadership briefing: Leading change for pupils new to English

Module outline

- Activities may be selected and adapted to suit the particular needs of the school.
- Timings may be adjusted to allow sufficient discussion, where required.

Timing	Activity	Resources
5 min	Introduction/aims of the session: Review the school improvement cycle and the fact that this is the start of the process for schools wishing to develop provision for newly-arrived pupils	Slide 1: Title slide Slide 2: Aims Slide 3: School improvement cycle
2 min	Overview of the CPD modules	Slide 4: Overview of the CPD modules
13 min	Evidence review: Sharing and reviewing pre-session activity	Slide 5: Review of evidence gathered from the pre-session activity Handout 1.1
10 min	Activity: Decide who will attend each of the sessions, when they will be held and the overall timescale for whole-school change	Slide 6: Organising the delivery of the CPD schedule Handout 1.2 Handout 1.3

Equipment required: Microsoft PowerPoint, data projector, screen, laptop, flipcharts.

CPD Module1: Senior leadership briefing: Leading change for pupils new to English

Audience

Senior leadership team and lead professional to work with new arrivals.

Estimated time needed

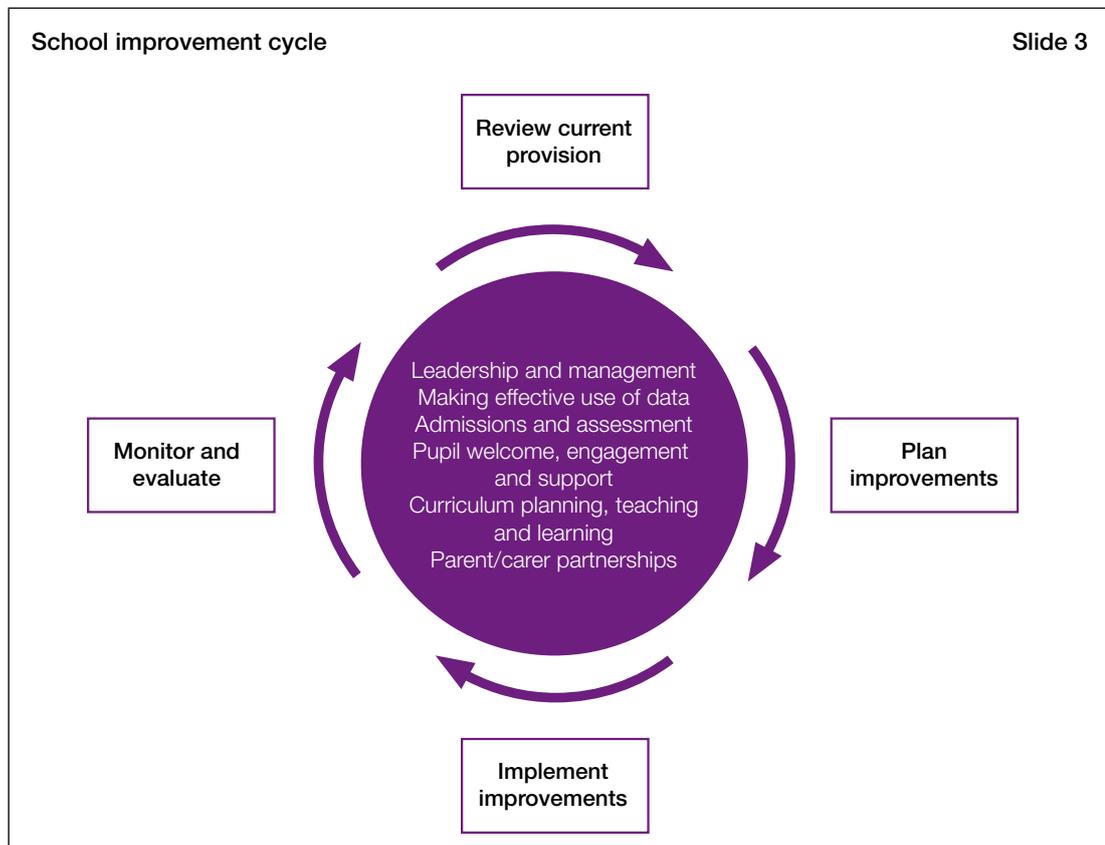
30 min

Introduction

- Use **slide 1 (title slide)** to welcome colleagues and say that this session is the first stage in planning the next steps for meeting the needs of newly-arrived pupils. The session will draw together the evidence base for current provision and identify priorities for CPD, including timescales and staff involved.
- Show **slide 2** and share the aims for the session.

Aims	Slide 2
<ul style="list-style-type: none"> • To evaluate current provision for pupils new to English using available evidence • To review the roles and responsibilities of leaders in enabling whole-school change • To identify priorities and set timescales for achieving outcomes 	

Show **slide 3**.



Say that research informs us that the school leadership teams play a pivotal role in supporting the achievement of bilingual pupils by:

- providing a strategic lead
- reviewing current provision for pupils new to English
- ensuring that the review and subsequent planning is incorporated into the school self-evaluation framework
- ensuring that actions and monitoring and evaluation are embedded into the school improvement plan
- identifying priorities and planning for the delivery of the CPD modules with the whole staff
- supporting the effective delivery of the modules
- working with school teams to implement plans effectively.

Say that today's session is the starting point for this process to review current provision for newly-arrived pupils, including pupils new to English.

Show **slide 4**.

Overview of the CPD modules	Slide 4
• Module 1 – Senior leadership briefing	30 min
• Module 2 – Preparing for new arrivals	1 hr 15 min
• Module 3 – Assessment	1 hr 15 min
• Module 4 – Teaching and learning	1 hr 15 min

Tell colleagues that this is the suggested sequence of the training modules. Say that while the senior leadership briefing session is aimed at senior leadership teams, the rest of the modules are most effectively used for whole-school training sessions. However, the leadership team will need to decide how to use the training materials most effectively depending on their own priorities and context. A decision regarding a timeline for delivery will also be required.

Module 1 is designed to support the planning of a whole-school approach. Once the leadership team has identified priorities, subject departments should be provided with the opportunity to see how they can deliver these through their own plans.

Module 2 aims to raise awareness of the needs of new arrivals and considers the systems that best meet those needs.

Module 3 considers assessment procedures. These should be similar to those for other pupils, but there is a particular focus on initial assessment.

Module 4 reflects on teaching and learning. It provides an introduction to the ways in which the needs of new arrivals can be met through the mainstream.

Show **slide 5**.

Review of evidence	Slide 5
• Feedback of the evidence gathered from the self-evaluation of provision for newly-arrived pupils	
• Agree on priorities to secure change for pupils new to English	

Say that you will now be using the self-evaluation grid (**Handout 1.1**) provided prior to this session. Ask each member of the team who has been given the responsibility for a section of the self-evaluation to feed back the evidence they have gathered to inform the review of that

particular aspect of provision. As a result of the evidence gathered whole-school priorities will be identified.

Show **slide 6**.

Organising the delivery of the CPD modules	Slide 6
Use Handout 1.2 to organise:	
<ul style="list-style-type: none">• possible audiences• schedules	

Say that you will be using the handout 'Organising the delivery of the CPD modules' (**Handout 1.2**) so that the leadership team can consider the organisation of the CPD modules. Although each module could be used as a whole-school session, leadership teams may decide to target particular modules at particular groups of staff as given in the examples on the handout. If some sessions are not attended by all staff, it is important that the key messages from these modules are shared with all staff at a later stage.

The leadership team will need to agree a timeline for the delivery of the CPD modules and the longer-term planning schedule.

Ensuring the attainment of newly-arrived pupils: school self-evaluation

Self evaluation form references: Where the number appears in the top row it refers to the whole section. Where it appears next to an individual question, it only refers to that question.

Aspect	SEF	Evidence of practice		
		Not yet in place	Developing	Well-established
A1: Leadership and management: roles and responsibilities	6a			
1. The headteacher provides an active lead on ensuring the attainment of newly-arrived pupils.				
2. The school development plan has clear objectives and strategies for ensuring the attainment of newly-arrived pupils.	3c			
3. The school's CPD cycle includes regular provision for training for all staff related to the induction, assessment and ongoing support for learning and teaching of newly-arrived pupils.				
4. Performance management targets include those related to raising the achievement of newly-arrived pupils.				
5. Additional funding for EMA is deployed strategically and is used to support new arrivals as well as more advanced EAL learners.	F2 F3 F6			
6. The school monitors the deployment of all additional funding to ensure that it is adding value.				
7. The school actively recruits governors representative of local community groups.				

Aspect	SEF	Evidence of practice		
		Not yet in place	Developing	Well-established
A2: Leadership and management: collecting and using data	1a, 1c-1e			
8. The school has robust and sensitive systems for collecting contextual data for newly-arrived bilingual pupils, such as first language (L1), other languages spoken, literacy in L1, refugee status and length of schooling inside and outside the UK.				
9. The school uses a range of assessment evidence to inform teaching for newly-arrived pupils.				
10. The school has an established time limit for the collection and analysis of attainment data.				
11. The school analyses attainment data by ethnicity and L1 to ensure an accurate picture of progress and attainment across all years.				
12. The leadership team analyses the attainment data to identify trends in relation to subject, key stages, year groups or classes and ensures that targeted action is taken as a result.				
13. The school has clear systems for communicating findings from ethnicity and first language data analysis to all stakeholders.	3a			
14. Targets are set for the attainment of all groups of newly-arrived bilingual pupils overall and progress is rigorously monitored.	2b			
15. Composition of pupil groups is monitored to ensure that newly-arrived bilingual pupils are not placed inappropriately or over-represented in lower sets.	3c			
16. Option choices are analysed to ensure that newly-arrived bilingual pupils make appropriate selections.	6a, C6, C7			
17. The school ensures that CPD is provided so that middle and senior managers are skilled and confident in interpreting and making use of data.	6a			

Handout 1.1 (3/8)

Aspect	SEF	Evidence of practice		
		Not yet in place	Developing	Well-established
B: Developing teaching and learning: curriculum planning, teaching and learning	5a–c, 5e			
18. Teachers are aware of the difference between conceptual development and English language development and plan accordingly.				
19. Teachers use a range of strategies to engage, motivate and accelerate progress for newly-arrived EAL learners.				
20. The curriculum is culturally sensitive and provides opportunities for pupils to discuss issues of identity and ethnicity.				
21. Schemes of work and lesson plans show evidence of high expectations of newly-arrived bilingual pupils.				
22. Lesson plans show evidence of the development of higher-order thinking skills.				
23. Lesson plans show evidence of integrating speaking and listening activities into the curriculum.				
24. Lesson plans show evidence of explicit teaching of academic language skills.				
25. Schemes of work and lesson plans show evidence of use of focused language development activities such as active reading strategies.				
26. Schemes of work and lesson plans show evidence of support for developing extended writing, e.g. through modelling, oral rehearsal, shared writing.				
27. Pupils are encouraged to use L1 to support their learning and English language development.				
28. Pupils are grouped within classes in such a way as to support both their progress in the subject and their language development.				

Handout 1.1 (4/8)

29. Targeted pupils have agreed language development as well as challenging curricular targets and these are used to inform planning.				
30. Schemes of work and lesson plans show evidence of opportunities for pupils to reflect on their own learning and evaluate their work and progress.				

Handout 1.1 (5/8)

Aspect	SEF	Evidence of practice		
		Not yet in place	Developing	Well-established
C1: Engagement, support and intervention: pupils	5c, 6a			
31. The school staff is clear on the differences between special educational needs and EAL so that newly-arrived bilingual pupils are not grouped or taught inappropriately.	Part C6–8			
32. Any withdrawal arrangements for newly-arrived bilingual pupils are time limited and carefully monitored for impact and to ensure full access to the curriculum.	Part C1			
33. The school makes effective provision for newly-arrived bilingual pupils to take examinations in home, community and heritage languages.	Part C6–8			
34. Underachieving newly-arrived bilingual pupils are targeted for support at key enrichment activities such as homework clubs and revision clubs and their attendance is monitored.				
35. Vulnerable newly-arrived bilingual pupils, including asylum seekers and refugees, are identified and appropriate provision is made for them.	Part B5–6, Part C6–8			
36. The school actively engages newly-arrived bilingual pupils by involving them in all aspects of school life, seeking their views in a variety of ways.	Part C6–8, 2a–d			

Aspect	SEF	Evidence of practice		
		Not yet in place	Developing	Well-established
C2: Engagement, support and intervention: admission and transfer	5a, 5b, 6a			
37. The school collects and uses a range of information from previous schools and settings as well as parents/carers to maintain the progress of newly-arrived bilingual pupils from primary to secondary school.				
38. There are clear policies and procedures for pupils arriving outside the normal admission times including information gathering, induction, pupil support and feedback to parents/carers.	B10a			
39. The school provides support, such as academic tutors, enrichment activities or buddy systems for pupils identified as at risk of underachieving during their transfer or admission to secondary school.				

Handout 1.1 (7/8)

Aspect	SEF	Evidence of practice		
		Not yet in place	Developing	Well-established
C3: Engagement, support and intervention: parent/carer partnerships	2a-d			
40. The school creates opportunities to ensure that parents/carers of newly-arrived bilingual pupils are equipped to support their children's education, for example, by providing information evenings, workshops and support packs.	Part C6-7			
41. The school engages the parents/carers of newly-arrived bilingual pupils by actively seeking their views: reaching out to parents/carers less confident in speaking English through the use of translators and interpreters as well as targeted meetings.				
42. Newly-arrived bilingual parents/carers are well informed about a range of school developments, such as procedures for national tests, examination entry policy, enrichment classes.				
43. The school actively develops links and effective partnerships with the wider minority ethnic and bilingual communities, for example through complementary schools, local arts groups, religious organisations, local businesses.				

Aspect	SEF	Evidence of practice		
		Not yet in place	Developing	Well-established
C4: Engagement, support and intervention: culture and ethos	4b-c Part C6-8			
44. The school actively secures representation of the minority ethnic and bilingual communities at all levels of non-teaching and teaching staff.	Part C6-7			
45. Classroom and corridor displays positively reflect the languages, experiences and heritages of newly-arrived bilingual pupils.				
46. The school ensures that all pupils and parents/carers are aware of the race equality policy and their role in ensuring that it works.				
47. Newly-arrived bilingual pupils are represented in all aspects of school life such as school council, school teams, gifted and talented initiatives.				

Organising the delivery of the CPD modules

Module	Possible audiences		
1. Senior leadership briefing Date: _____ 30 min	Senior leadership team, lead person on new arrivals		
2. Preparing for new arrivals Date: _____ 1 h 15 min	Whole staff	Staff involved in admissions such as senior leader with responsibility for admissions, heads of year, head of learning support induction mentor, office staff	A working party, led by the senior leader with responsibility for admissions, with members from each year team and from the office and support staff
3. Assessment Date: _____ 1 h 15 min	Whole staff	Staff involved directly in school assessment policies and procedures, such as, senior leader with responsibility for assessment, subject leaders, head of learning support	A working party, led by the senior leader with responsibility for assessment, with members from each curriculum area and from the learning support department
4. Teaching and learning Date: _____ 1 h 15 min	Whole staff		

Collation of actions and areas for development

	Actions and areas for development identified after each module
<p>Module 2 Preparing for new arrivals</p>	
<p>Module 3 Assessment</p>	
<p>Module 4 Teaching and learning</p>	

New Arrivals Excellence Programme Secondary Training

CPD Module 2: Preparing for new arrivals

Aims:

- To understand the key principles underpinning good practice with pupils new to English.
- To consider the diverse needs of pupils new to English.
- To explore the school's role in identifying and meeting these needs.

Key messages:

- New arrivals are not a homogenous group.
- Effective schools are proactive in collecting information to plan for pupil progress from day 1.
- Prompt access to accurate pupil information is essential for planning for new arrivals.
- Pupils have a key role to play in welcoming new arrivals.

Overview of programme:

CPD Module 1 Senior leadership briefing	CPD Module 2 Preparing for new arrivals
CPD Module 3 Assessment	CPD Module 4 Teaching and learning

Next steps:

- Senior leaders should draw up an action plan based on the planning activities.
- Schools should, where appropriate, seek local authority support for setting up new or adapted systems and to obtain further information about support services (such as translating and interpreting services) available locally.
- Senior leaders should consider the CPD implications for all staff of any system change.

Key resources:

- *New Arrivals Excellence Programme: Guidance* (00650-2007BKT-EN).
- New Arrivals Excellence Programme website: www.standards.dcsf.gov.uk/primary/publications/inclusion/naep
- New Arrival Excellence Programme: Management guide (00041-2008DWO-EN-01)
- National Refugee Integration Forum website: www.nrif.org.uk
- Pathways for learning – QCA website on EAL learners: www.qca.org.uk/qca_7526.aspx

New Arrivals Excellence Programme

CPD Module 2: Preparing for new arrivals		
<p>Module outline</p> <ul style="list-style-type: none"> • Activities may be selected and adapted to suit the particular needs of the school. • Timings may be adjusted to allow sufficient discussion, where required. 		
Timing	Activity	Resources
10 min	<p>Introduction/outline of session:</p> <ul style="list-style-type: none"> • Overview • Audience • Objectives • The global dimension • Implications for schools 	<p>Slide 1: Title slide Slide 2: Overview Slide 3: Audience Slide 4: Aims Slide 5: The global dimension Slide 6: Implications for schools</p>
25 min	<p>Activity 1: Pupils new to English</p> <ul style="list-style-type: none"> • Identifying individual needs 	<p>Slide 7: Pupils new to English – activity Handout 2.1: Pupil vignettes Activity sheet 2.1</p>
30 min	<p>Activity 2: Meeting the needs of newly-arrived EAL learners</p> <ul style="list-style-type: none"> • Case studies – good practice for supporting new arrivals 	<p>Slide 8: Case study activity Handout 2.2: Case studies Case study 1, include Handouts 2.2a, 2.2b: and 2.2c. Case study 4, include Handout 2.2d Activity sheet 2.2</p>
10 min	<p>Plenary:</p> <ul style="list-style-type: none"> • Feedback • Preparing for new arrivals: a summary of key messages 	<p>Slide 9: Plenary Slide 10: Preparing for new arrivals</p>

Equipment required: Microsoft PowerPoint, data projector, screen, laptop, flipcharts.

CPD Module 2: Preparing for new arrivals

Audience

Senior leaders, middle leaders, teachers and teaching assistants

Estimated time needed

1hr 15 min

Introduction

10 min

Use **slide 1** (*title slide*) to welcome colleagues and explain that this session will provide an opportunity to explore some of the principles and practicalities of preparing for and receiving new arrivals.

Show **slide 2** to provide an overview of the four modules that constitute these training materials.

Overview	Slide 2
<p>Preparing for new arrivals is the second of four sessions to support schools in considering how they might best meet the needs of pupils who are new to English. The four modules are:</p> <ul style="list-style-type: none"> • Senior leadership briefing • Preparing for new arrivals • Assessment • Teaching and learning 	

Say that this session is the second of four modules that form a suite of training sessions for schools. The first module is a briefing for senior leaders and the remaining three modules will involve exploring aspects of good practice in working with newly-arrived EAL learners. For these sessions to have an impact on schools' policy and practice and thereby improve access to the curriculum and raise standards, it is essential that implementing a programme of support for new arrivals is viewed as a whole-school priority.

Show **slide 3** which outlines the audience for this session.

Audience	Slide 3
<p>This session will support staff in developing their understanding of the needs of pupils new to English.</p> <ul style="list-style-type: none"> • Senior leaders will be able to consider the changes needed to the school's systems and processes. • Middle leaders will be able to explore the information needed in order to adapt the curriculum. • Teachers will be able to consider how they can use information to support and plan for the new pupils. • Teaching assistants will be able to plan with teachers to maximise the impact of their support. 	

Highlight the importance of a whole-school approach to newly-arrived EAL learners by outlining the roles and responsibilities on the slide. Say that the efficacy and impact of this training will depend on the prioritisation of this issue by all staff in school.

Show **slide 4** and outline the aims for the session.

Aims

Slide 4

- To understand the key principles underpinning good practice with pupils new to English
- To consider the diverse needs of pupils new to English
- To explore the school's role in identifying and meeting these needs

Show **slides 5 and 6** to orientate this session and stress:

- the significance and positive impact of changing demographics;
- the crucial role secondary schools have to play in preparing for new arrivals and the possible increase in numbers of pupils learning EAL.

The global dimension

Slide 5

'The world is developing economically and socially, faster than ever before, shifting the balance between nations. India and China, for example, are on the ascendant; and businesses are "going global". The European Union has enlarged from 15 states in 1997 to 27 in 2007, creating an immense social market in which people move freely in and out of the UK.'

Diversity and Citizenship Curriculum Review, DfES 2007

Implications for schools

Slide 6

- In 2007, the proportion of pupils in primary schools with a first language other than English was 13.5%
- In secondary schools the figure was 10.5%
- **This shows a potential increase of 3% EAL learners in secondary schools over the next six years**

DCSF Statistical Release Gateway

www.dcsf.gov.uk/rsgateway/DB/SFR/

Migration is an integral part of modern life. Schools play a key role not only in ensuring continuity and progress for pupils, but also in enhancing community cohesion. There are currently no national statistics for the number of pupils new to English. The figures for pupils learning English as an additional language give some indication of the need for schools to develop their capacity to support a changing population in achieving their diverse aspirations.

Activity 1 Pupils new to English

25 min

Show **slide 7** and ask participants to look at the pupil vignettes on **Handout 2.1** and record their thoughts on **Activity sheet 2.1**

Activity 1	Slide 7
Read the pupil vignettes on Handout 2.1 in your group and complete the grid on Activity sheet 2.1	
<ul style="list-style-type: none"> • What needs does each pupil have? • What further information do you need? 	

Group	Vignettes
A	Kaspar and Maria
B	Reza and Fatma
C	Lucia and Margaret
D	Hassan and Thinn
E	Tiya and Joshua

Now allow 15 minutes for selective feedback from groups identifying individual needs of pupils and further questions they would like to ask.

Remind delegates that the purpose of this activity was to identify different types of useful information that schools can collect. This brief plenary should now pick up the issues for each pupil which may overlap.

The presenter could use the prompts below to prompt and guide discussions.

<p>Kaspar:</p> <ul style="list-style-type: none"> • Why has it taken so long for him to get into school? Is it because his father is moving around, looking for work or are there other barriers? • Can they provide the school reports (a good source of information for pupils from Poland)? • Does he speak any other languages? • What subjects has he studied? • Did he study English? • Does the head of year have systems in place to monitor the impact of his home circumstances on his learning and his emotional well-being?
--

Margaret:

- Which country? Which language(s)?
- Africa/African is definitely not precise enough. Many pupils from African countries will already be bilingual or multilingual – speaking a local language, a national language (such as Lingala in the Democratic Republic of the Congo) and a colonial language (e.g. French or English which could be the language of instruction in secondary schools). Black African is a broad category on the ethnicity codes and country of origin and languages spoken are very important information to gather.
- It is possible that Margaret is being looked after under an informal fostering arrangement and you might wish to seek further information.
- Why has her attendance been a concern? Are the issues to do with responsibilities at home, health, racism or other barriers?

Reza:

- Early assessments should be either in Farsi (if possible) or of a type that cuts down the need to use English (e.g. the EAL assessment toolkit in mathematics).
- Setting should be carefully considered so that Reza has appropriate challenge and good models of English. Well-established literacy in L1 is a good indicator that he will be quick to acquire literacy in English.
- Could this family be asylum-seekers?
Schools should not ask, but note the information as a possibility. Some parents do volunteer the information. **NB: school places should not be refused based upon immigration status.** An up-to-date list of refugee-producing countries is available on the Refugee Council website – www.refugeecouncil.org.uk.

Presenters may face questions regarding the status of asylum-seeking pupils or families. A brief response to this issue may include the following:

- An asylum-seeker is someone who has made an application for asylum based upon a fear of persecution; there is, in effect, no such thing as an illegal asylum-seeker.
- A refugee is someone who has had the application for asylum granted.

Fatma:

- Some pupils will have had varied educational experiences and may have lived and gone to schools in a number of countries.
- How long did Fatma stay in Denmark?
- Did she go to school and was she educated in Danish? What is her educational history?
- Did she go to school in Pakistan?
- What other languages does she speak? Is she literate in any other languages? Is the note of possible learning difficulties due to the fact that Fatma is not securely literate in any of her languages or her fractured educational history? This needs to be untangled by the school.

Joshua:

- Joshua appears to speak good English but has not scored well on a comprehension test. English for everyday uses can be acquired fairly rapidly; however, academic language takes much longer and needs to be taught explicitly across the curriculum. Joshua may have acquired everyday English and may appear competent, but could require explicit language development through different curriculum areas to ensure further progress in academic language. Was the test suitable, accessible and culturally appropriate?
- Assessment of his English skills needs to be ongoing, consisting of different methods such as observation, etc. Was Joshua taught English at school? How was English taught in Zimbabwe? This may correlate with the mathematics National Curriculum test result as he may have been taught different methods and he may also have misunderstood questions due to limited comprehension skills. Is it testing his mathematics skills or his English literacy skills? Further assessment is needed. Are the gaps in his knowledge due to different educational systems? Many systems do not have, for example, a data handling strand. This further assessment will inform whether Joshua might be considered for inclusion on the gifted and talented register.

Hassan:

- Hassan speaks Kurdish and it is likely to be Kurmanji. What are his skills in Kurdish and Turkish?
- What was Hassan's school experience? Was he taught any English at school in Turkey? How interrupted was his education and why?
- What is Hassan's preferred language of communication?
- How will option choices be made? What are Hassan's interests and favourite subjects? If the carers are English speakers, what can be done to maintain his Kurdish and Turkish?

Tiya:

- What is Tiya's home language and what does she speak with her siblings and her extended family? What is the preferred language of communication of the family? Is Tiya her full name or is it anglicised or shortened?
- What are her levels of literacy in her home language and her knowledge of English? She may be an asylum-seeker.
- 'Little schooling' – what does this mean? Are there significant gaps in her education? If she has not got established literacy in L1 then some form of support using Wave 3 intervention could be useful.

Lucia:

- As Lucia has learned English for two years, what are her skills in reading, writing, speaking and listening?
- What options are available and suitable? Have links with the Connexions service been made? Possibly arrange for her to take Portuguese GCSE exam. What are her favourite subjects? What is her best route to good GCSE results to support her ambitions?
- Her parents are strong partners in her education.

Maria:

- What language does Maria use with her family members? Why would Maria's family choose not to ascribe as Roma, but as Slovakian instead?
- Where has she been to school? Why was Maria attending a special school? Are there further details? Roma children are often over-represented in special schools in Slovakia.
- Further assessments may be needed to establish levels of literacy in both languages. Has she learned any English?

Thinn:

- Assessments needed to gain deeper understanding of Thinn's skills in English and Cantonese. Remember that there are many different spoken languages in Chinese (e.g. Cantonese, Mandarin, Hakka, Fukinese), but one written language used and understood by speakers of all the different Chinese languages.
- What are his English literacy skills like? Does he know the English script and can he use the dictionary that his parents have bought?
- When might have been the best time for him to start? The family needs time to purchase the uniform.
- A 'silent period' is a normal part of acquiring a language for some learners and Thinn should be encouraged to take part in lessons and speak when he is ready.
- What language do the parents prefer to use in communication with the school?
- Does the school have any contact with the supplementary school and what sort of partnership could be established?

The purpose of this activity is for schools to identify aspects of good practice that they may want to develop as part of their own practice or refine existing practices and procedures. Initial planning for this implementation should be kept as it will be needed in module 4.

Activity 2 Meeting the needs of newly-arrived EAL learners

30 min

Show **slide 8**.

Activity 2**Slide 8**

- Read the case studies on **Handout 2.2**
- Identify aspects of good practice and consider how this good practice might:
 - be developed in your school
 - enhance existing systems and practices in your school
- Use **Activity sheet 2.2** to record your thoughts

This activity should be carried out in groups; each group should include a senior and a middle leader. Ask colleagues to read the case studies on **Handout 2.2**, in pairs or small groups, recording aspects of good practice and how these might be developed or enhanced in school using **Activity sheet 2.2**.

Case study 1 (school A) should be used in conjunction with **Handouts 2.2a, 2.2b** and **2.2c**. Case study 4 (school D) should be used in conjunction with **Handout 2.2d**. Groups focusing on school A are likely to have enough time only for this one case study. Others might complete two in the allocated time (30 minutes).

Case studies could be organised as in the table below:

Group	Case study
A	1
B	2 and 6
C	3 and 5
D	4 and 5
E	3 and 6
F	2 and 4

Aspects of good practice you may wish to highlight, either while circulating around groups or during the plenary:

Case study 1

- Brokering support from local authority – EMA consultant, local authority pool of interpreters.
- School ownership of interview form; appropriate to own context and needs.
- Appropriate CPD for staff involved (heads of year, office staff).
- Senior leadership (headteacher, head of department) proactive in developing school policies and procedures.
- Value of and need for interpreters recognised; roles of interpreters clearly defined and managed.
- Innovative, creative response to a diverse population of new arrivals (for example the multilingual poster).
- Appropriate dissemination of information to relevant staff, especially teaching staff ensuring appropriate teaching and learning opportunities for newly-arrived pupils.
- Appropriate start date negotiated (three days to allow for dissemination of information within school and planning for teaching and learning).

Case study 2:

- First point of contact with school is inviting and inclusive.
- Ownership by pupils and staff for welcoming environment; responsibility for welcoming new arrivals and their families placed on pupils and staff.
- Pupils and their families feel safe and protected in school (for example waiting area, interview room).
- Preparation of and support for office staff in receiving newly-arrived families.
- Brokering support from local authority, for example telephone interpreting service.

Case study 3:

- Well-established systems for reporting bullying, name-calling and racist incidents.

- Sensitive issues dealt with at a whole-school level; all staff have ownership of and provide solutions to issues affecting pupils.
- Curriculum development considered key to facilitating community cohesion and mutual understanding (schools may consider secondary social and emotional aspects of learning (SEAL) (00043-2007BKT-EN) resources as a possibility).
- Teaching and learning developed to provide opportunities for pupils to raise concerns and have misconceptions addressed.
- Brokering appropriate local authority support.
- Appropriate CPD for relevant staff.
- Middle leaders responsible for new arrivals.
- Tangible support for teachers and pupils to welcome and support new arrivals.
- Onus on teachers and pupils to make new arrivals feel safe and welcome; this will in turn foster community cohesion (for example buddy system).

Case study 4:

- Initiative to enhance existing systems and procedures.
- Senior and middle leaders responsible for systems and procedures to support new arrivals.
- Appropriate training for pupils, building confidence and interpersonal skills.
- Acknowledgement and recognition of pupil contributions.
- Involvement of voluntary sector: building partnerships beyond the school.
- Some schools have found some success in appointing a same-language speaker as consultant to the buddy, rather than as the buddy per se.

Case study 5:

- Recognition of importance of creating partnerships with parents.
- Links with community: acknowledging and utilising knowledge and skills in the community to welcome and support newly-arrived families.
- Translation of relevant materials into appropriate languages.
- Importance of parent engagement recognised and facilitated (for example parents' event briefings).
- Involving pupils and the community will foster community cohesion.
- Recognising pupils' knowledge and skills (for example involving them in DVD production).
- Applicability to all new arrivals, not only to those new to English.

Case study 6:

- Senior leadership responsibility for new arrivals.
- Brokering support with local authority (EMA consultant support).
- Establishing networks within local authority (for example with other schools to secure translators).
- Drawing on existing DCSF guidance.

- Discrete staff roles for new arrivals established (for example higher level teaching assistant (HLTA) as induction mentor).
- Flexible use of existing resources.
- Outcome is to build capacity within school, for example in assessing new arrivals and advise on teaching strategies.
- School takes responsibility for new arrivals through, for example, assessing pupils and developing appropriate teaching and learning strategies.
- Important communications translated into appropriate languages.

Plenary

10 min

Plenary

Slide 9

Choose one aspect of good practice you would like to see developed or enhanced in your school and explain how you think this might be achieved

Ask each group to identify one aspect of good practice that might be developed as a whole-school focus. Allow ten minutes for feedback.

Senior leaders should keep a record of the responses in the plenary to be used for developing an action plan for new arrivals.

Show **slide 10**.

Preparing for new arrivals: a summary of key messages

Slide 10

- New arrivals are not a homogenous group
- Effective schools are proactive in collecting information to plan for pupil progress from day 1
- Prompt access to accurate pupil information is essential for planning for new arrivals
- Pupils have a key role to play in welcoming new arrivals

Conclude the session by making the following points:

- New arrivals are not a homogenous group.
- Effective schools are proactive in collecting information to plan for pupil progress from day 1 – highlight some of the important questions raised during the session and stress how useful this information can be, e.g. literacy in first language.
- Prompt access to accurate pupil information is essential for planning for new arrivals – highlight the importance of systems and structures to ensure that all information collected is accurate and is disseminated before the pupil starts school. Delaying the start date is essential for this to occur.
- Pupils play a key role in welcoming new arrivals – the issues surrounding migration should be addressed through the curriculum and pupils should also be prepared for the personal, social and emotional aspects of welcoming new arrivals.

Activity 1

Activity sheet 2.1

Name of pupil	Identified needs	Further questions to ask

Activity 2 Case studies

Activity sheet 2.2

Case study	Positive aspects of the school's practice	How these aspects could be used in the context of my school
<p>School A Interview form and the use of interpreters</p>		
<p>School B A welcoming environment</p>		
<p>School C Creating a positive climate for welcoming new arrivals</p>		
<p>School D Class buddies</p>		
<p>School E Building parental partnerships</p>		
<p>School F Brokering support for new arrivals</p>		

<p>Kaspar (M) Year 9 from Poland Religion – Catholic</p> <p>Has now been in the country for three months. Started school last week. Living with father, mother still in Poland. Brought no school reports to interview, but father says he did well at school in Poland.</p>	<p>Tiya (F) Year 7 from Sri Lanka Religion – Hindu</p> <p>Arrived midway through autumn term with two older siblings. Previously very little schooling. Lived in countryside with grandmother; now lives with extended family. Whereabouts of parents unknown.</p>
<p>Margaret (F) Year 7 from Africa Religion – Christian</p> <p>Arrived two months ago from Africa and started school one month ago. Living with aunt. Speaks some English. Seems shy. Attendance has already been a concern.</p>	<p>Lucia (F) Year 11 from Portugal Religion – Catholic</p> <p>Arrived at the start of Year 11. Parents requested interpreter for initial interview. Records of achievement from Portugal show that Lucia achieved well in science and mathematics. She learnt English for two years and has ambitions of becoming a doctor.</p>
<p>Reza (M) Year 8 from Iran Religion – Muslim</p> <p>Living with both parents who were college lecturers in Iran. Attended school from the age of seven and is literate in Farsi and Arabic. Reports, translated by LA interpreter, show that he was top of the class in most subjects. Reza speaks very little English. Mother speaks some English, but parents would prefer contact in Farsi if possible.</p>	<p>Maria (F) Year 7 from Slovakia Religion – Catholic</p> <p>Arrived early in Year 7. Speaks Slovakian and Romani; literacy in either language not established. Records show that Maria attended a special school.</p>
<p>Fatma (F) Year 10 from Pakistan Religion – Muslim</p> <p>Living with married sister, arrived from Denmark two months ago. Learnt some English in Denmark. Not literate in Urdu. Possible learning difficulties. Sister speaks good English.</p>	<p>Hassan (M) Year 10 from Turkey Religion – Muslim</p> <p>Hassan is Kurdish and arrived with his younger brother last month from the eastern region of Turkey. They speak Kurdish to each other, though their schooling was in Turkish. His schooling, particularly at secondary level, was intermittent. Both siblings are now living in care.</p>
<p>Joshua (M) Year 9 from Zimbabwe Religion – Christian</p> <p>Arrived four months ago from Zimbabwe. Lives with his uncle with whom he speaks Shona. Quite shy but appears to speak good English. Reading test shows limited comprehension. Report card shows that he is very strong in mathematics; however, a practice [National Curriculum test] paper showed him at level 3.</p>	<p>Thinn (M) Year 8 from China Religion – Buddhist</p> <p>Attended school for first time last week (the day after arriving in England) and therefore does not have a uniform as yet. His parents have enrolled him in the Chinese supplementary school and have purchased an English–Chinese dictionary for him to use. Thinn speaks Cantonese and understands limited English. He will speak a few words to his classroom buddy, but does not speak in lessons.</p>

Case study 1

School A: Interview form and the use of interpreters

The deputy headteacher responsible for equalities in **School A** carried out an audit of its admissions and induction systems and found that teachers were concerned about the lack of information for newly-arrived pupils. She called in the local authority EMA team to help them revise their practice; three areas for development were identified:

- the interview form
- the use of interpreters
- the dissemination of information.

The interview form

The staff were consulted about the information they would find useful and the EMA consultant provided examples of good practice. The school produced a new interview form (see **Handout 2.2a**) and agreed to train the heads of year in the use of the new form.

The use of interpreters

The headteacher agreed on a small budget to buy in interpreters from the local authority. A poster was produced for the reception area, which invites visitors who do not speak English to point to a statement saying, 'I speak this language' in fifteen of the most common languages in the local authority, so that the receptionist could accurately identify which language was needed.

In consultation with the local authority, the school produced protocols for interviews involving interpreters (**Handout 2.2b**).

Sharing information

All information gleaned from the interview is entered onto a simple form (**Handout 2.2c**), used for all mid-term admissions, and posted onto the staff notice board. A copy is also given to every member of staff who will be teaching the new pupil. There is a minimum three-day gap between interview and first day at school to enable the information to be disseminated.

Case study 2

School B: A welcoming environment

School B wished to provide a more welcoming environment for all parents and visitors, including newly-arrived pupils and their families.

The reception area was redecorated with examples of pupils' work, some in languages other than English.

A small waiting room was established where parents and other visitors could wait undisturbed.

The school carried out an audit of all the languages spoken by staff and pupils and asked each to write a short welcome message that was posted in the reception area. The receptionist kept a list of all the speakers of these languages to enable her to call on them in an emergency.

A comfortable and welcoming interview room was established so that confidential conversations with parents could take place away from noise and disturbance.

The local authority subscribed to a telephone interpreting service and the school set up two telephone extensions in the interview room for three-way conversations to take place.

Case study 3

School C: Creating a positive climate for welcoming new arrivals

School C is in a small town in a rural area where previously there have been few new arrivals from outside the UK. There have been several racist incidents in the town directed at newly-arrived families and while there has been no violence in the school, the lunchtime supervisors have been reporting tensions in the playground and some racist name-calling.

The school has well-established systems for reporting bullying, name-calling and racist incidents of any kind. However, following discussions at a staff meeting, it was agreed that the school needed to pre-empt racist incidents by better preparing the pupils for the arrival of pupils from outside the UK.

It was agreed that a small group of teachers would prepare a half-term unit on migration for citizenship lessons, looking at reasons for migration, myths surrounding refugees and asylum-seekers and giving a forum for pupils to express their feelings in a safe and unthreatening environment.

It was also agreed to call in the local authority EMA team to brief the heads of year on how best to prepare the pupils in any particular class when a new arrival was expected. The heads of year then prepared a single-lesson unit of work which each class, about to welcome a new arrival would work through. Aspects of this unit include:

- Empathy exercises: How would it feel to move school? How would it feel to move country? What needs might a new arrival have and how could the class help?
- Practical responses: supporting a new arrival in class through talking and showing. Helping a new arrival to use a bilingual dictionary to understand new words and situations. Including the new arrival in lunch and break-time activities.
- Setting up a buddy rota to support the new arrival across all his/her lessons.
- Organising an introduction to the school.
- Learning how to say the new pupil's name correctly and learning a few words of greeting in his/her language.

Case study 4

School D: Class buddies

School D has a strong tradition of pupil involvement and wished to give pupils more responsibility for the welfare of new arrivals. They already had an informal class buddy system, but decided that it needed to be strengthened.

The assistant headteacher with responsibility for inclusion organised a system with the following features:

- responsibility for the system would lie with the form tutor
- each new pupil would have three to four class buddies for a minimum of two weeks
- each buddy would keep a diary and have a list of responsibilities (**Handout 2.2d**)
- the buddies would receive one afternoon of training before the new pupil started school
- the buddies would be involved in an evaluation at the end of the buddying period and receive a good citizen certificate for their contribution.

The long-term aim of the school, as they welcome more new arrivals than before, is to devolve the management of the scheme to sixth-form pupils and seek accreditation from a voluntary service organisation.

Case study 5

School E: Building parental partnerships

School E has prioritised work with the parents of newly-arrived pupils over the last year. In partnership with a local Polish community group, they have translated key material about the school into Polish and offer parent 'buddies' who can attend the initial interview and subsequent parents' evenings for support. When there is a parents' event at the school, Polish speakers are offered the option of a short briefing before they join the main event.

The school is now working with the community group and a group of Year 10 pupils to produce a welcome booklet and DVD in English and Polish that families can take home with them after the first contact with the school. The plan is to cover areas such as:

- the British school system
- a virtual tour of the school
- access to support and advice
- settling in
- how to support your child's progress.

Most of this work would be useful for all mid-term admissions, not just those from outside the UK.

Case study 6

School F: Brokering support for new arrivals

School F has a few new arrivals to qualify for additional funding, and wishes to ensure their induction and subsequent academic progress are well supported. The deputy headteacher with responsibility for inclusion and equalities decided upon a three-pronged approach:

- re-allocating school resources
- seeking support from the local authority
- building partnerships with other schools.

One of the ways in which school resources were reallocated with little additional cost was to appoint one of the higher level teaching assistants (HLTA) as induction mentor. This entailed seeking training (provided by the local authority EMA consultant) and allocating a little of the HLTA's time to this task when a new pupil arrived. The outline of the responsibilities was provided by the DCSF materials *Managing Pupil Mobility: Guidance (0780/2003)* and *Managing Pupil Mobility: A handbook for induction mentors (0781/2003)*.

Previously the local authority EMA Service had offered an assessment service, for which they allocated four hours for each new pupil. The school decided that they would prefer to use this time allocation to build capacity within the school. Hence, they have planned that from next year, the local authority will train a small group of staff within the school (including the induction mentor) to assess new arrivals and advise on teaching strategies.

The school has had the most important school communications (such as, letters for parents' evenings and the home-school contract) translated into the three most common languages needed by the school. The school is now attempting to set up partnerships with other schools in the county so that translations in other languages and access to speakers of particular languages can be shared, thus sharing the cost.

School interview form

Personal details

Full name	Known as	M/F
<input type="text"/>	<input type="text"/>	<input type="text"/>

DoB	Place of birth	Arrival date in UK (if applicable)
<input type="text"/>	<input type="text"/>	<input type="text"/>

Other countries lived in	Dates
<input type="text"/>	<input type="text"/>

Ethnicity

Home address and telephone number

Family details

Mother's name	Place of birth
<input type="text"/>	<input type="text"/>

Occupation, place of work and work telephone number

Father's name	Place of birth
<input type="text"/>	<input type="text"/>

Occupation, place of work and work telephone number

Does the pupil live with both parents? If not, who are the main carers?

Names and ages of siblings

Handout 2.2a (2/3)

Schools attended in UK	Dates	Type

Schools attended outside UK	Dates	Type

Religion	Festivals observed

Dietary needs/school meal	Packed lunch	Other

School correspondence should be addressed to

Most useful written language for family

Interpreter needed to communicate with family?

	Language	Date checked

Any other information family feel is relevant
(e.g. refugee status, experiences of war, racist abuse, etc.)

Health and development

Family's view of pupil's health and development

General health	Any regular medication?

GP contact details

Any other agencies involved
(e.g. Social Services/Educational Social Welfare Service (ESWS)/Child Guidance)

Handout 2.2a (3/3)

Languages

Language(s) spoken at home by pupil to

Mother	Father	Siblings	Extended family
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How long has the pupil been learning English?

--

Can the pupil read/write in languages other than English?

Read	Write
------	-------

Community links

Does the pupil attend any school/class in the community?

Details, including type of school, language taught/used and contact details:
--

Admissions

Date of interview Date of admission Form completed by

--	--	--

Activity 2

Handout 2.2b (1/2)

Guidance for working with invited interpreters/liaison staff

Schools should use their own procedures and practices before inviting additional support from outside the school.

Where you have identified a need, you may wish to invite additional support from outside the school to interview or assess pupils. These might include:

- interpreters
- bilingual assistants from a neighbouring school or local authority
- member of the community (or local supplementary school)
- parent or carer
- peer
- home or school liaison team
- staff new to the school (although this should be covered by induction and CPD).

Where the interview will involve close contact with the pupils, you must ensure that issues of confidentiality are addressed and child protection guidelines followed.

Interpreters or liaison staff may not be aware of the usual practices of the school or the purposes of their intervention. The following guidance is intended to prevent misunderstandings and to maximise what is a very valuable resource in supporting minority ethnic pupils.

Before the interview:

- make contact with and satisfy yourself that this is the appropriate person to provide the support
- be certain that you know what the pupil's first language is and that translation or liaison will be beneficial and welcomed
- agree with parents or family why this would be a valuable way forward
- consider if it would be valuable to have parents or carers at the interview
- have a clear purpose and outcomes for the interview
- allow sufficient time and space for the interview and consider a seating arrangement that will make the pupils feel comfortable
- have ready any assessments, reports or documents to be used
- have available any information relating to the pupil's needs.

Welcoming the person arriving to support:

- a designated member of staff should be available to welcome the person coming to support
- ask this person to arrive at least 20 minutes before the appointment time
- offer refreshments
- discuss the background or needs of the pupil, bearing in mind issues of confidentiality
- discuss the purposes and desired outcomes of the interview
- ask the interpreter to remain within the remit of the interview

Handout 2.2b (2/2)

- share any forms, assessments or documentation
- decide the format for the interview

During the interview:

- speak directly to and maintain eye contact with the pupil or carer, not the interpreter
- leave pauses for the interpreter to speak
- be prepared to clarify issues for the interpreter
- observe the engagement between the interpreter and pupil.

After the interview:

- thank the pupil and the interpreter
- spend time alone with the interpreter discussing the outcome and any possible follow-up
- accompany the interpreter to the exit to say goodbye
- if the individual is from an organisation, a follow-up call or letter to their manager is usually appreciated
- feed back outcomes to parents, carers or other staff as appropriate.

Activity 2

Handout 2.2c (1/2)

Pupil information sheet

Name (underline name to be known as)	DoB	Religion

First language	Other languages

Literacy level in first/other languages	
Language	Level

Years of schooling in UK	Outside UK	Date of arrival in UK

Family's country of origin	Countries lived in

NC/GCSE levels (if assessed)						
English	S&L	Read	Write	Mathematics	Science	ICT

Other relevant information

(e.g. from school reports, special educational needs info, health info, etc.)

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Names of class buddies

--

Start date	Form group	English set	Mathematic set	Science set
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--	--	--	--	--

Options (if applicable)

--

Interviewed by

Date

--	--

Activity 2

Handout 2.2d

Class friend's diary

Name of new pupil _____

For each day, write down what you have done to help the new pupil. This could include:

- taking new pupil to a lesson
- eating together
- introducing new pupil to a new teacher
- showing new pupil what to do
- helping new pupil fill in diary
- involving new pupil in group work
- taking new pupil to a club
- ...and many other things!

Day _____ Date _____

New Arrivals Excellence Programme Secondary Training

CPD Module 3: Assessment

Aims:

- To explore the key principles of good assessment practice in relation to pupils new to English.
- To appraise the different types of assessment evidence available.
- To consider how assessment evidence can be used to place new arrivals in appropriate groups.

Key messages:

- Use a range of assessment evidence.
- It is better to adapt current systems rather than create entirely new ones.
- *A Language in Common* enables you to assess and set targets.
- Place pupils in sets according to evidence of achievement and potential, not current ability to speak or write in English.

Overview of programme:

CPD Module 1 Senior leadership briefing	CPD Module 2 Preparing for new arrivals
CPD Module 3 Assessment	CPD Module 4 Teaching and learning

Next steps:

- Senior leaders should consider the possible adaptations to the school's assessment and tracking systems to take account of the needs of new arrivals.
- The appropriate group – governors, Senior Leadership Team or assessment group – should consider whether the school's current setting or grouping policy needs revision.
- Further work on English language assessment could be carried out using the training pack *Marking Progress* (available on CD-ROM with CPD modules).

Resources and further reading:

- *New Arrivals Excellence Programme: Guidance* (00650-2007BKT-EN).
- New Arrivals Excellence Programme website: www.standards.dcsf.gov.uk/primary/publications/inclusion/naep
- *New Arrival Excellence Programme: Management guide* (00041-2008DWO-EN).
- National Refugee Integration Forum website: www.nrif.org.uk/Education/index.asp
- Pathways to learning for new arrivals www.qca.org.uk/qca_7526.aspx
- *A Language in Common* (QCA/00/584).
- *Marking Progress* (available on CD-ROM with the pack)
- *Assessment in Mathematics toolkit to support pupils for whom English is an additional language* (0267/2003).
- *Assessment for learning: whole-school and subject specific training materials* (0043-2004 G).

New Arrivals Excellence Programme

CPD Module 3: Assessment

Module outline

- Activities may be selected and adapted to suit the particular needs of the school.
- Timings may be adjusted to allow sufficient discussion, where required.

Timing	Activity	Resources
5 min	Introduction/outline of session: <ul style="list-style-type: none"> • Welcome • Sharing aims for the session 	Slide 1: Title slide Slide 2: Aims
20 min	Activity 1: Key principles in assessment <ul style="list-style-type: none"> • Diamond 9 Key points to make – notes for presenters	Slide 3: Key principles in assessment Slide 4: Assessment principles Slide 5: Assessment principles Slide 6: Using a common assessment scale Activity sheet 3.1: Diamond 9 cards – assessment principles copied and cut up with enough sets for groups of two to three people Copies of: <i>A Language in Common</i> to be made available for reference.
20 min	Activity 2: Assessment evidence Key points to make – notes for presenters	Slide 7: Assessment evidence Activity sheet 3.2: Assessment evidence for pupils new to English (blank) Handout 3.1: Assessment evidence for pupils new to English (completed)
25 min	Activity 3: The Tomasz's mystery Key points to make – notes for presenters	Slide 8: The Tomasz mystery Activity sheet 3.3.1: Tomasz mystery cards copied and cut up with enough sets for groups of two to three people Activity sheet 3.3.2: Tomasz
5 min	Plenary Key points to make – notes for presenters	Slide 9: Summary of key messages

Equipment required: Microsoft PowerPoint, data projector, screen, laptop, flipcharts.

CPD Module 3: Assessment

Audience

Senior leaders, middle leaders, teachers and teaching assistants

Estimated time taken

1 hr 15 min

Introduction

5 min

Use **slide 1** (*title slide*) to welcome colleagues and explain that this session will provide an opportunity to explore some of the issues around assessing pupils new to English.

Show **slide 2** to share the aims of this session.

Aims	Slide 2
<ul style="list-style-type: none"> To explore the key principles of good assessment practice in relation to pupils new to English To appraise the different types of assessment evidence available To consider how assessment evidence can be used to place new arrivals in appropriate groups 	

Say that a key message is that there is already good assessment practice in many schools and that often it is a case of adapting that practice to the particular circumstances of new arrivals.

Activity 1 Key principles in assessment

20 min

Show **slide 3**.

Key principles in assessment	Slide 3
<ul style="list-style-type: none"> Read the 13 cards and discard four that you believe not to be good practice or you think are less important Arrange the remaining nine cards into a diamond nine with the most important one at the top 	

Allow five minutes for this activity. Ask the colleagues to work in small groups (pairs or threes). Direct their attention to card sort activity **Activity sheet 3.1**. Explain that they will first need to discard four cards that they believe not to be good practice or that they think are less important. Then ask them to arrange the remaining nine cards into a rough order of priority, with the most important one at the top.

After five minutes, stop the activity and explain that the four cards that would not be regarded as good practice are:

1. **Assessment of pupils learning EAL should focus mainly on their skills in English.** (No! It should focus on both the subject content and the language needed to express the content.)
2. **New arrivals learning EAL will benefit from a formal assessment test of their English fluency.** (Formal fluency tests are not focused on what the pupil has learnt previously and are therefore unlikely to be useful. Targets for improving English should be based on what is observable in the curriculum.)
3. **EMA teachers should have the responsibility for assessing EAL learners.** (Apart from the fact that not all schools have EMA staff, assessment of EAL learners should be a whole-school responsibility and each subject teacher should have the same responsibility for assessing EAL learners as they do for their other pupils. EMA staff, where available, should advise on appropriate language targets that match the curriculum content and teaching strategies to help the pupils achieve those targets.)
4. **Initial assessment of pupils' first language only gives you information about their skills in that language.** (Skills are transferable between languages and therefore what pupils can do in one language they will soon be able to do in another.)

Use the remaining ten minutes to show **slides 4, 5 and 6** and discuss issues arising.

Show **slide 4** to reiterate the key principles and to show how good practice for new arrivals is the same as that for other pupils.

Assessment principles	Slide 4
Effective assessment:	
<ul style="list-style-type: none">• recognises what pupils can do and rewards achievement• is based on different kinds of evidence• is a valid reflection of what has been taught• is reliable and repeatable• is manageable both in terms of time and in terms of producing results which can be shared	
Adapted from <i>A language in common</i> QCA/00/584	

Show **slide 5** to point out the specifics of assessing EAL learners.

Assessment principles	Slide 5
In addition, assessment for EAL learners should:	
<ul style="list-style-type: none">• be clear about the purpose• be sensitive to the pupil's first language and culture• take account of the length of time taken in learning English• be age-appropriate• recognise that pupils may be at different levels, in speaking, listening, reading and writing• focus on both language and subject content	
Adapted from <i>A language in common</i> QCA/00/584	

You might wish to make the following points:

1. Purpose – i.e. are you assessing language or content?
2. Language and culture – i.e. using material that might offend.
3. Time learning English – i.e. using toolkits or other more visual material where appropriate.
4. Age appropriate – i.e. not using young children's books to assess a teenager.
5. Different levels – i.e. a pupil securely literate in first language might be more comfortable with writing responses than speaking them.
6. Language and subject – eventually any form of assessment will need to recognise that pupils will need to be able to express themselves in English. Initial assessments in subjects other than English could focus on content, but as the pupil acquires more English, targets will need to be set to support the learning of English across the curriculum.

Show **slide 6** which outlines the material available for assessing English language competence.

Using a common assessment scale	Slide 6
<ul style="list-style-type: none"> • <i>A language in common</i> (QCA/00/584) 	

Explain that they will not be carrying out any assessment during this session, but that the *Language in Common* scale is based on the English National Curriculum level descriptors (with two additional 'steps' to describe competence below level 1 where pupils arrive with very little or no English). This enables clear language learning targets to be set.

Activity 2 Assessment evidence

20 min

Show **slide 7**.

Assessment evidence	Slide 7
<p>Look at Activity sheet 3.2 and consider the different types of assessment evidence that might be available to you</p> <p>Decide on the advantages and disadvantages of each type of assessment.</p>	

Explain that having looked at principles of good practice, they will now have a chance to appraise the usefulness of the range of assessment types commonly used.

Ask colleagues to find **Activity sheet 3.2** and to work in pairs or small groups to consider the advantages and possible drawbacks of each method of assessment. You may wish to model one or two bullet points for each column using **Handout 3.1** as a guide. Ask each group to work on no more than **two** assessment types. Assign the assessment types in the following way:

Group	Assessment types
A	1, 6
B	2, 5
C	3, 7
D	4, 8

This will give each group different assessment types to consider.

After ten minutes, spend five minutes taking feedback on the most important points, drawing out the following:

- the importance of not relying on a single assessment source – family views and pupil self-assessment are very useful – but not on their own
- the importance of testing subject knowledge, understanding and skills rather than English expression
- the importance of identifying gaps in knowledge (possibly due to a different curriculum or having missed some schooling)
- the importance of using assessment evidence to set curricular targets as well as language development targets
- the need to balance use of resources (time and cost) against collecting reliable assessment evidence
- the importance of cultural factors – some questions in reading tests require a knowledge of the host culture
- take account of differences in school systems – ours is age-related, some are attainment-related (i.e. pupils only move up a year if they pass their exams).

You might wish at this point to draw colleagues' attention to **Handout 3.1** which gives some possible responses, or you might wish the school to collate staff responses instead.

Activity 3 The Tomasz mystery

25 min

Show **slide 8**.

Tell colleagues that they are now going to use information to decide which teaching groups to place a new arrival in.

The Tomasz mystery

Slide 8

- Read the cards about Tomasz and the situation at his school
- Then decide which mathematics, English and science sets he will be placed in and record your reasons on **Activity sheet 3.3.2**

In order to save time, you might wish to ask each group to concentrate on just one or two of the three subjects.

Hand out **Activity sheet 3.3.1** (which will have already been cut up) and **Activity sheet 3.3.2**. Explain to colleagues that this activity which is called a 'mystery' is often used as a thinking skills activity and that there is no right answer. In their groups, colleagues have to sift the evidence, decide what is relevant and what is not and then prioritise the relevant evidence in order to make a decision.

Give colleagues 15 minutes to read and make their decisions.

Ask colleagues to feed back their decisions and their reasoning (perhaps just three groups – one for each subject) in addition to any issues raised by the activity.

Draw out the following points:

- Good models of English and behaviour are important.
- Special educational needs and EAL are not the same thing and approaches to supporting EAL learners and pupils with special educational needs are essentially different (e.g. cognitive challenge while scaffolding the language).
- Skills in different languages are transferable.
- Reading tests are not helpful, especially at early stages.
- Formal testing can disadvantage pupils new to English.
- Desired routes of progression should be taken into account.
- Use a wide range of evidence – including less formal types such as self-assessment.
- Issues of racism are likely to have an impact on learning.
- Schools might need to reconsider grouping and setting policies as they are not always easily applicable to new arrivals and could be discriminatory.

To sum up the session, show **slide 9** which colleagues could read without comment from the presenter.

Plenary

5 min

Summary of key messages	Slide 9
<ul style="list-style-type: none"> • Use a range of assessment evidence • Better to adapt current systems rather than create entirely new ones • <i>A language in common</i> enables you to assess and set targets • Place pupils in sets, according to evidence of achievement and potential, not current ability to speak or write in English 	

Ask colleagues to spend the last five minutes noting down three ways in which the school can now move forward with regard to the assessment of pupils new to English. These could relate to the type of evidence used, the systems the school has for assessment, policies for setting and grouping or training required.

Senior leaders should collect and collate the responses made in the plenary for considering development of the assessment policy for new arrivals.

Assessment principles

Activity 1

Assessment of EAL should follow the same principles of effective assessment for all pupils	Assessment should enable a positive recognition of what pupils can do
Assessment should reward achievement	Assessment of EAL learners should focus only on their skills in English
Effective assessment should identify skills in different areas of the curriculum	Assessment is an ongoing process, not a one-off exercise
Newly-arrived EAL learners would benefit from a formal assessment test of their English fluency	EMA specialist teachers should have the responsibility for assessing EAL learners
Criteria and tools for assessing EAL learners should be accessible to all teachers	Assessments should be to help teachers to plan for pupils' language and learning development in the curriculum
Assessment tools should be reliable and based on a common understanding of pupils' attainment	Assessment should be sensitive to pupils' age, language and culture
Initial assessment of pupils' first language only gives you information about their skills in that language	

Assessment evidence for pupils new to English

Consider the types of assessment evidence in column 1 below. Discuss with a partner what the advantages and possible drawbacks of each type of assessment could be.

Assessment type	Advantages	Possible drawbacks
Formal tests, such as national tests		
Formal tests translated into the appropriate language		
Toolkit assessment (e.g. mathematics assessment toolkit for EAL learners)		
Reading age and verbal reasoning tests		
Non-verbal reasoning tests		
Family views and pupil self-assessment (e.g. what the pupil is good at, what s/he is reading at home)		
Translation of school reports		

Activity 3

Activity sheet 3.3.1

Tomasz mystery cards

Tomasz's school reports indicate that he was top of the class in mathematics and science	Tomasz scored low on the group reading test, with a reading age of 6.2	The bottom mathematics and science sets are very small with only 20 pupils
Tomasz is reading 'The very hungry caterpillar' during silent reading	At home, Tomasz is reading both Harry Potter and a book on astronomy in Polish	Tomasz's ambition is to go to university to take a science degree
The science department is short of specialist teachers; the non-specialists take the three lower sets	Two boys involved in racist incidents against a previous new arrival are in set 4 for mathematics and science	Tomasz took a mathematics SAT paper on his second day at school and came out with a level 3
Tomasz's school report shows that he mastered fractions and percentages	Tomasz's report shows that he could work out the area and circumference of a circle	Tomasz completed two years of English at school and scored 60% in his last exam, coming 12th out of 30 in his class
There is a Polish community school in the town which Tomasz attends every Saturday	Tomasz's CAT scores show a mean score of 102, with 85 in the verbal test, 110 in the numerical and 111 in the non-verbal	Tomasz is a very quiet pupil, who has not mixed easily with the others in his tutor group
Tomasz spends much of his time with another Polish-speaking pupil in Year 10	The setting policy in the school is based strictly on end-of-year exam results	Tomasz is living with his father. His mother is still in Poland
The English department has assessed Tomasz as being at step 2 in listening and speaking, level 1 (threshold) in reading and level 2 in writing	Tomasz uses an English-Polish bilingual dictionary to help him understand texts and to write short responses	In his first two weeks at school, Tomasz only handed in his mathematics homework
The top three sets in mathematics and science all contain more than 30 pupils	There is SEN support in the bottom two sets in all the core subjects	Tomasz's father was unable to come to parents' evening
There are concerns about the behaviour in sets 5 and 6 in English	Pupils in sets 5 and 6 are mostly working at levels 2-4	Pupils in sets 3 and 4 are mostly working at level 5
Tomasz's two class buddies are in sets 2 and 3 for English, set 3 for science and sets 3 and 4 for mathematics	Tomasz has not studied citizenship, PSHE or technology before	Tomasz's report shows that he could write an equation to describe a chemical reaction and that he could balance equations

Activity 3

Activity sheet 3.3.2

Tomasz

Tomasz joined the school at the beginning of Year 9. The school is an 11–16 comprehensive with 900 pupils in a small market town. The pupils are placed in one of six sets for English, mathematics and science.

Read the cards (**Activity sheet 3.3.1**) about Tomasz and decide in your group which sets you would put him in for English, mathematics and science. Write this in the grid below along with your reasons.

You may decide that some of the cards are not relevant.
There is also a box for you to note any issues raised by this activity.

Subject	Set	Reasons
English		
Mathematics		
Science		

<p>Issues raised by this activity</p>
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Assessment evidence for pupils new to English

Consider the types of assessment evidence in column 1 below. Discuss with a partner what the advantages and possible drawbacks of each type of assessment could be.

Assessment type	Advantages	Possible drawbacks
Formal tests, such as Key Stage 3 national tests	<ul style="list-style-type: none"> Standardised Comparable with other pupils Linked to the taught curriculum Easy to administer 	<ul style="list-style-type: none"> Pupil might not understand the English of the questions Test content might not have been taught to pupil Pupils often under-perform in formal testing situations at an early stage
Formal tests translated into the appropriate language	<ul style="list-style-type: none"> Standardised Comparable with other pupils No risk of pupil not understanding questions Enables focused targets to be set 	<ul style="list-style-type: none"> Test content might not have been taught Reliability of translation Cost Marking could be problematic
Toolkit assessment (e.g. mathematics assessment toolkit for EAL learners)	<ul style="list-style-type: none"> Linked to National Curriculum Shows up gaps in knowledge English is not a barrier Less pressure on pupil 	<ul style="list-style-type: none"> Time-consuming
Reading age and verbal reasoning tests	<ul style="list-style-type: none"> Standardised Comparable with other pupils Easy to administer 	<ul style="list-style-type: none"> Not linked to taught curriculum Not linked to way in which new arrivals acquire English Can be culturally biased Does not enable targets to be set
Non-verbal reasoning tests	<ul style="list-style-type: none"> Standardised Comparable with other pupils Easy to administer Not dependent on knowledge of English 	<ul style="list-style-type: none"> Not linked to taught curriculum Can be culturally biased Does not enable targets to be set
Family views and pupil self-assessment (e.g. what the pupil is good at, what s/he is reading at home)	<ul style="list-style-type: none"> Can indicate skills which are not yet apparent Can be cross-matched with school reports (if available) Can indicate future progression paths 	<ul style="list-style-type: none"> Can be subjective Can be what the family thinks the school wishes to hear

Handout 3.1 (2/2)

Translation of school reports	<ul style="list-style-type: none">• Based on taught curriculum• Based on knowledge of pupil	<ul style="list-style-type: none">• Cost of translation• Can be difficult to interpret if you do not know the curriculum or system• Can be subjective
Observation of pupil in class	<ul style="list-style-type: none">• Based on taught curriculum• Not pressurised• Assesses speaking and listening as well as reading and writing• Clearly contextualised	<ul style="list-style-type: none">• Can be time-consuming• Difficult to use for initial placement in sets or groups

New Arrivals Excellence Programme Secondary Training

CPD Module 4: Teaching and learning

Aims:

- To understand the key principles of teaching and learning for pupils new to English.
- To explore pedagogy to provide access to the curriculum for pupils new to English.

Key messages:

- Teaching and learning must be based on robust assessment processes.
- Teaching and learning requires appropriate levels of cognitive challenge.
- English is developed through subject content.
- Access to learning should be carefully planned for.

Overview of programme:

CPD Module 1 Senior leadership briefing	CPD Module 2 Preparing for new arrivals
CPD Module 3 Assessment	CPD Module 4 Teaching and learning

Next steps:

- Senior leaders should consider how a possible whole-school teaching and learning focus will support the learning of pupils new to English.
- The senior leader responsible for teaching and learning or the teaching and learning group in each school should consider how new developments align with existing priorities.
- The senior leadership team should consider the CPD implications of teaching and learning developments making use of leading teachers, advanced skills teachers, local authority National Strategy and EMA consultants and senior leaders. Alternatively, schools could develop coaching to support CPD.

Resources and further reading:

New Arrivals Excellence Programme: Guidance (00650-2007BKT-EN).

www.standards.dcsf.gov.uk/primary/publications/inclusion/naep_guidance/

New Arrivals Excellence Programme website:

www.standards.dcsf.gov.uk/primary/publications/inclusion/naep/

New Arrivals Excellence Programme: Management guide (00041-2008DWO-EN).

Pathways for learning – QCA website on EAL learners: www.qca.org.uk/qca_7526.aspx

Access and Engagement: Teaching pupils for whom English is an additional language (booklets for each subject area available).

www.standards.dcsf.gov.uk/secondary/keystage3/all/respub/englishpubs/en_eal

www.standards.dcsf.gov.uk/secondary/keystage3/all/respub/ma_eal

www.standards.dcsf.gov.uk/secondary/keystage3/all/respub/sc_eal

www.standards.dcsf.gov.uk/secondary/keystage3/all/respub/ict_eal

www.standards.dcsf.gov.uk/secondary/keystage3/respub/foundationpubs/

Pedagogy and Practice: Teaching and Learning in Secondary Schools.

www.standards.dcsf.gov.uk/secondary/keystage3/all/respub/sec_ppt10

New Arrivals Excellence Programme

CPD Module 4: Effective teaching and learning for pupils new to English

Module outline

- Activities may be selected and adapted to suit the particular needs of the school.
- Timings may be adjusted to allow sufficient discussion, where required.

Timing	Activity	Resources
5 min	Introduction/outline of session: <ul style="list-style-type: none"> • Aims • Key messages 	Slide 1: Title slide Slide 2: Aims Slide 3: Key messages
15 min	Activity 1: Strategies to support pupils new to English	Slide 4: DVD Clip 1 New Arrivals Excellence Programme DVD case study 6 Activity sheet 4.1
5 min	The 'Waves' model of teaching and learning	Slide 5: Inclusive teaching and learning: The 'Waves' model
10 min	Activity 2:	Slide 6: Case study activity 2 Handout 4.1: Case study – background
15 min	Activity 3:	Slide 7: Case study activity 3 Handout 4.2: Activity sheet 4.2: Teaching and learning grid Resource 4.1: Thinking grid Resource 4.2: Graphic organiser Resources 4.3a and 4.3b: Loop card activity Slide 8: Effective teaching and learning strategies
15 min	Activity 4: <ul style="list-style-type: none"> • Card sort Key points to make – notes for presenters	Slide 9: Ready for more? Activity sheet 4.3: Card sort activity
10 min	Plenary: <ul style="list-style-type: none"> • Planning • Feedback 	Slide 10: Plenary Activity sheet 4.4

Equipment required: Microsoft PowerPoint, data projector, screen, laptop, flipcharts. DVD player

New Arrivals Excellence Programme Secondary Training

CPD Module 4: Effective teaching and learning for pupils new to English

Audience

Senior leaders, middle leaders, teachers and teaching assistants

Estimated time needed

1 hr 15 min

Introduction

5 min

Use **slide 1** (title slide) to welcome colleagues and explain that this session will explore effective teaching and learning strategies for pupils new to English.

Show **slide 2** and outline the aims for the session.

Aims	Slide 2
<ul style="list-style-type: none"> To understand the key principles of teaching and learning for pupils new to English To explore a pedagogy, which will enable access to the curriculum for pupils new to English 	

Say that today's session is not long enough to explore every facet of pedagogy appropriate for pupils new to English, but that this session serves as a starting point for schools to identify additional aspects of pedagogy they may want to develop as individuals, departments or as a school. This session will consider generic teaching and learning principles that provide access to the curriculum for pupils new to English; subject departments may want to shape these teaching and learning approaches to suit their own purposes. Emphasis will be placed on providing access to learning and the curriculum by designing inclusive learning experiences for all pupils. Specific strategies that maximise access to the curriculum for pupils new to English will be explored and exemplified.

Show **slide 3** to highlight the key messages of this session.

Key messages	Slide 3
<ul style="list-style-type: none"> Learning and teaching must be based on robust assessment processes Effective learning and teaching requires appropriate levels of cognitive challenge English is best developed through subject content Access to learning should be carefully planned for 	

Points to note:

Assessment is key in planning for effective learning and teaching. Remind colleagues about the range of assessment evidence that can be used to determine the appropriate levels of cognitive challenge that pupils new to English require to become independent learners.

Planning learning experiences and matching teaching and learning approaches to the learning needs of newly-arrived pupils is at the heart of personalised learning and is inclusive of all learners. Personalised learning means that all young people, irrespective of their starting point, are able to fulfil their potential as learners.

Language development should be one of the key factors that influence the pedagogic approaches adopted by teachers and other practitioners when planning for pupils new to English. These pupils face two main challenges: they need to learn English and they need to learn the content of the curriculum. Learning a language is more than just learning vocabulary, grammar and pronunciation; it involves using all these elements appropriately for a variety of real purposes or functions. All research shows that English is developed more rapidly when taught through the medium of the curriculum than as an isolated language activity.

Access to learning should therefore be carefully planned to have a strong focus on supporting both the learning and language development of all pupils. Make the point that while EAL learners do tend to make better progress at Key Stages 3 and 4 than their monolingual peers, pupils new to English may not always be able to access every aspect of every lesson. However, they should make accelerated progress if planning takes consideration of their needs to ensure progression.

Activity 1 Strategies to support pupils new to English 15 min

Show **slide 4**.

Activity	Slide 4
Watch the video sequence. Identify how the teacher has used: <ul style="list-style-type: none">• robust assessment processes• appropriate levels of cognitive challenge• subject content to develop English• planning to scaffold access to learning	

Tell colleagues that they will now watch a video sequence (**DVD clip 1**) of a small Roman Catholic secondary school in a shire county. Say that the school is a Catholic, voluntary-aided comprehensive school with 650 pupils on roll aged 11 to 19. With 26 languages represented, the school has had an increase of EAL learners from 3% to 9% in less than six months.

Play **DVD clip**.

Ask colleagues to watch the clip of the science teacher and note the teaching and learning strategies he uses in terms of:

- robust assessment processes
- appropriate levels of cognitive challenge
- development of English through subject content
- carefully planned access to learning

Colleagues may use **Activity sheet 4.1** to record their observations. It may be necessary to watch this extract twice.

Ask colleagues for feedback. Highlight the following:

- A 'buddy' to assist with subject content and English development.
- Keywords translated into first language (L1).
- Test papers translated into L1 to assess science knowledge rather than English skills.
- Bilingual dictionaries provided.
- Active learning strategies used.
- Collaborative assessment of and planning for pupils between teacher and additional adults.
- Pupils encouraged to use L1 to consolidate their learning.
- Visual prompts.
- Models.
- Practical activities.
- Demonstrations.
- Pupils paired for peer- and self-assessment both with English and first language peers.
- Careful planning to ensure access to the curriculum for pupils new to English.

Presenter should draw attention to the fact that many of these strategies are possible without an additional adult. Note in this clip that the bilingual language assistant was involved in the assessment of and planning for newly-arrived pupils, which is an effective model.

Show **slide 5**.

<p>Inclusive teaching and learning: The 'Waves' model of intervention</p> <p>Focus on Waves 1 and 2 intervention in this session</p> <p>Wave 1: Quality-first teaching</p> <p>Wave 2: Additional, tailored intervention linked to Wave 1 provision</p>	Slide 5
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Explain that links between these strategies for providing access to the curriculum for EAL learners and mainstream teaching will now be explored. Say that effective inclusive provision has been summarised in the 'Waves' model of the National Strategies. This model is a useful tool to support efficient curriculum planning, inclusive teaching and personalised approaches to address diverse needs. It is a strategic approach to teaching and additional intervention designed to maximise achievement for all learners. The waves model can be extended to incorporate additional challenge for all learners, including pupils new to English, and can be used as a strategic approach to developing the broader notion of personalisation.

Explain that the focus of this session will be Wave 1 and 2 intervention. It is important that planning for teaching and learning is first and foremost quality-first, whole-class teaching (Wave 1) to provide access to the curriculum for newly-arrived pupils learning EAL; however, some additional small-group guided learning (Wave 2) may need to take place to support the learning of these pupils. Ideally, this will be done within the mainstream class as guided learning opportunities; however, if focused, time-limited withdrawal is deemed to be appropriate, for example in pre-teaching, concepts or skills can be introduced to target pupils prior to whole-class mainstream teaching.

Make the point that Wave 3 intervention includes individualised programmes that complement Wave 1. Expectations for Wave 3 teaching are to accelerate and maximise progress and minimise performance gaps. This may involve support provided by a specialist teacher, highly-

trained teaching assistant or academic mentor. This support for pupils will be one-to-one or with very small groups, to support pupils towards the achievement of very specific targets. This is the preferred model as Wave 3 provision is linked to the National Curriculum at all times and avoids decontextualised language activities.

Remind colleagues that while pupils new to English may not always be able to access every teaching and learning activity, quality-first teaching will accelerate progress towards independence.

Make the point that additional information on the 'Waves' model can be found in *New Arrivals Excellence Programme: Management Guide* (00041-2008DWO-EN).

Activity 2

10 min

Show **slide 6**.

Activity 2	Slide 6
<ul style="list-style-type: none">• Read the background to the case study• Identify factors that will inform the teacher's planning, to ensure access to the curriculum for those pupils new to English	

Tell colleagues that a case study of a teacher's planning will shortly be considered, but we first need to consider factors that should impact on this planning. Ask colleagues to read the background to the case study on **Handout 4.1**, identifying aspects that should inform the teacher's planning to ensure access to the curriculum for those pupils new to English. Highlight or underline relevant information. This activity can be done in small curriculum groups or in groups from a range of subject departments.

Take brief feedback and ensure that the following aspects are included:

- the teacher is prepared for the new pupil's arrival and therefore plans appropriate learning opportunities
- planning is informed by assessment
- effective groupings for collaborative work are created
- a buddy system is implemented
- all pupils are involved in welcoming the pupils by learning their names and a few words in the pupils' first language
- bilingual dictionaries are provided
- the teacher plans the provision for newly-arrived pupils as part of quality-first teaching
- the clear focus is on learning objectives, learning outcomes and success criteria to support pupils' learning
- language and literacy development are considered as part of effective teaching and learning

Add that pre-teaching is another strategy for preparing pupils new to English for a new unit of work. Ideally, this can be run as a guided learning session within the mainstream classroom or as part of Wave 3 provision prior to the unit starting. Say that some preparation could be done for homework, for example:

- translating keywords into first language
- sharing future curriculum topics with the pupils so that these can be discussed with parents or carers.

Say that pupils should not be overloaded as pupils new to English often experience fatigue while they improve their English skills.

Make the point that further information regarding first language assessments is available in:

New Arrivals Excellence Programme: Guidance

www.standards.dcsf.gov.uk/primary/publications/inclusion/neap_guidance/

Activity 3

15 min

Show **slide 7**.

Activity 3	Slide 7
<ul style="list-style-type: none"> • Read the case study on Handout 4.2 • For each lesson episode, use Activity sheet 4.2 to: <ul style="list-style-type: none"> – identify the activities which support the learning of pupils new to English – add any additional ways in which these activities support learning – suggest alternative strategies that meet the same purposes 	

Now ask colleagues to read the case study of the lesson sequence on **Handout 4.2**. Ask them to use **Activity sheet 4.2** to identify the teaching and learning activities that support the learning of pupils new to English. Prompts in the speech bubbles are provided to highlight the purpose of the strategies used. However, colleagues should consider both alternative reasons for these choices and alternative strategies that meet the same outcomes or fulfil the same purpose. Resources **4.1**, **4.2**, **4.3a** and **4.3b** (answers to 4.3a) accompany **Handout 4.2**.

This activity can be done in small subject department groups or in groups from a range of subject departments.

Ask each group to contribute one alternative strategy identified in the task.

Show **slide 8** to draw colleagues' attention to good practice when working with new arrivals.

Effective teaching and learning strategies	Slide 8
<ul style="list-style-type: none"> • Creating a supportive context • Teacher modelling of language and skills • Focused pair and group talk, including the use of first language • Collaborative activities • Graphic organisers • Effective use of additional adults 	

Activity 4

15 min

Show **slide 9**.

Ready for more?

Slide 9

Consider the teaching and learning activities on the cards.

- Identify those strategies which effectively support the writing of pupils new to English
- Discard any inappropriate strategies

Make the point that while a range of general teaching and learning has been explored to support the learning of pupils new to English, more detailed strategies can be considered to support the writing of these pupils. Many of the strategies used for pupils new to English will successfully scaffold the writing of all pupils.

Remind colleagues that the case study had as its outcome a piece of writing. Ask groups of three or four to use **Activity sheet 4.3**, the card sort activity, to identify those strategies that would support the writing of pupils new to English and discard those which are irrelevant.

Make the point that the focus should be on Wave 1 quality-first teaching and that new arrivals may not always access all aspects of learning at the same level as pupils who speak English as their first language.

Refer colleagues back to **Activity sheet 4.1**. Ask them to ensure that the strategies they have identified as appropriate are based on or contribute to a robust assessment system, have appropriate levels of cognitive challenge, develop pupils' language through subject content and enhance access to the curriculum.

The following cards should have been discarded:

- New pupils copy a piece of text from a textbook to practise their writing.
- Pupils write their first drafts independently.
- New pupils were given a picture of a synagogue to colour in as they cannot write independently in English.
- Pupils write in silence so that everyone can concentrate.

Make the point that while most pupils will be working towards independence in writing and learning rapidly with appropriate teacher modelling, shared and guided work, pupils new to English may take longer to reach independence.

Plenary

10 min

Show **slide 10**.

Plenary

Slide 10

- Identify features of teaching and learning you would like to develop or enhance, to support pupils new to English:
 - in your own teaching
 - in your curriculum area
 - as a whole school

Ask each group to identify aspects of good practice that might be developed using **Activity sheet 4.4**. Refer back to **Handout 4.1**. Allow five minutes for feedback.

Information gathered in this session should be collected and collated by senior leaders and used to inform a whole-school approach.

Activity 1 DVD clip

<p>Appropriate levels of cognitive challenge</p>	
<p>English developed through subject content</p>	
<p>Careful planning to scaffold access to learning</p>	
<p>Robust assessment processes</p>	

Activity 3 Teaching and learning

Lesson episode and purpose	Features of teaching that support learning of new arrivals	How these aspects support learning	Alternative strategies to meet the same purposes
Starter activities		Activation of prior knowledge, practising skills or consolidating knowledge Identification of gaps in knowledge	
Introduction		Objectives and expectations shared Use of context of previous and future learning Activity is distinct from but can precede the starter	
Introduction of new learning or new task		New learning introduced and modelled by teacher	
Development		Pupils use new knowledge, understanding or skills Some pupils benefit from shorter and more varied learning tasks	
Plenary		Short review of learning	

Activity 4

Ready for more? Card sort activity

Provide one set of prepared cards per group for the card sort activity.

<p>The teacher planned to include a guided writing session led by a learning support assistant. The guided group, including the two newly-arrived pupils, would focus on structuring sentences.</p>	<p>The teacher shared a number of examples of diary entries with pupils, making the conventions of this text type explicit, for example first person, past tense, personal tone, etc.</p>	<p>Following the teacher's modelling of the text type, all pupils created their own list of success criteria for their writing.</p>
<p>The two new arrivals were encouraged to write their diary entries in their first language. Pupils could translate their writing into English if they felt confident.</p>	<p>Pupils were given sentence starters and a range of connectives to scaffold their writing.</p>	<p>Pupils wrote their first attempts in pairs; the teacher used a pair-to-four activity to encourage peer assessment of pupils' first drafts. Pairs used the success criteria to assess each other's work.</p>
<p>The teacher demonstrated the writing of a diary entry for pupils.</p>	<p>Pupils wrote their first drafts independently.</p>	<p>Pupils used a card sort activity to sequence and prioritise the information to include in their diary entries.</p>
<p>The new arrivals were given a writing frame, including visual prompts with keywords, to scaffold their writing.</p>	<p>Prior to the lesson, the teacher consulted the English department to establish whether pupils have dealt with recount texts in the past.</p>	<p>Pupils wrote in silence so that everyone could concentrate.</p>
<p>New pupils were given a picture of a synagogue to colour in as they could not write independently in English.</p>	<p>New pupils copied a piece of text from a textbook to practise their writing.</p>	

Activity sheet 4.4

Plenary: Developing and enhancing teaching and learning

Identify features of teaching and learning you would like to see developed or enhanced to support pupils new to English.

Your own teaching	1. 2. 3.
Your curriculum area	1. 2. 3.
As a whole-school	1. 2. 3.

Activity 2

Case study – background

Background:

Teacher A was informed that two pupils new to English would be joining a Year 7 religious education group. Following initial assessments of the pupils' English and first-language skills, advice was sought from an LA colleague. Tables were rearranged in groups to facilitate collaborative work. A seating plan that grouped the newly-arrived pupils with 'buddies' was implemented (the class prepared a greeting for the two new pupils in their first language and learnt their names to make them feel welcome). The librarian provided bilingual dictionaries for these pupils.

A series of lessons on the beliefs and customs of Judaism was planned, focusing on what pupils would know, understand and be able to do, before thinking about the learning activities. The language required to meet the outcomes of each lesson was an integral part of the success criteria, in line with the school's literacy policy.

Activity 3

Case study – lesson sequence

Lesson 1

This activity ensures that every pupil who has a religion can see it represented in the lesson. This will support pupils to make links between religions.

Starter activity:

Each group was given labelled **photographs, pictures and artefacts** reflecting a range of faiths. Pupils sorted these cards into faith groups. Using the thinking grid (**Resource 4.1**), pupils were asked to answer three key questions:

- What do these pictures and artefacts tell me?
- What guesses can I make? What can I infer?
- What other questions do I need to ask?

Provided pupils are literate in first language, bilingual dictionaries provide access to unknown words and concepts.

Encouraging pupils to make small contributions builds confidence and fosters motivation.

Language and literacy affects pupils' thinking and learning. Literacy objectives and success criteria should be integral to subject outcomes.

The two pupils new to English were given a glossary of keywords translated into first language and were encouraged to use their **bilingual dictionaries** to identify any unfamiliar keywords. As both pupils are literate in their **first language**, they were encouraged to record their learning in the language of their choice. In the feedback session, these two pupils were asked to **contribute** one or two words in English about a picture or artefact.

Introduction:

Following the starter which introduced pupils to some keywords and initial concepts about Judaism, learning objectives and success criteria were used to give pupils 'the big picture' of the lesson. The plenary activity was explained briefly as an opportunity to show that they had achieved the objectives.

Visual clues provide a context for pupils' learning and allow them to make links with and build on prior knowledge.

Pupils take ownership of their learning which leads to independence. Also encourages use of higher order thinking skills.

Use of first language is recommended for pupils new to English and for any EAL learner when learning new concepts or abstract ideas.

Possible literacy objectives for this lesson: to listen for a specific purpose; to synthesise information from a range of sources.

Introduction of new learning or new task:

Focused activities using videos are another effective way to provide access to the curriculum for pupils new to English.

Thinking time is important for pupils new to English; it allows translation and oral/mental rehearsal of any questions or responses.

Graphic organisers are a means of valuing pupils' existing knowledge even if they have limited English vocabulary. In this case it provides a scaffold for categorising information.

Peer and self-assessment encourages independent learning. Sharing success criteria gives pupils clarity about expectations.

Before pupils were shown a short video clip, they were instructed to identify additional keywords and concepts to answer the questions identified in the starter activity. This would contribute to the final task of the unit – working in pairs to write an account in the form of a diary entry.

The two new pupils were allowed to work with their 'buddies' during this activity. After watching the video clip, pupils had a few minutes to **'think, pair, share'** any new information they had learned. Before giving pupils time to rehearse orally a response to at least one question, the teacher modelled the type of language she expected pupils to use.

Development:

The teacher then asked each group to record all the information they had learnt under specific categories (religious buildings, religious symbols, rituals and celebrations, dress, etc.) using a graphic organiser (**Resource 3.2**). The teacher worked with the guided group, which on this occasion included the two newly-arrived pupils, while other groups worked independently. A brief feedback session gave pupils the opportunity to assess the quality of their own and others' work against the success criteria. Each group was also asked to rate their effectiveness as a group.

Plenary:

A 'loop card game' (**Resource 3.4**) aimed at reinforcing key vocabulary and learning points about Judaism was used at the end of the lesson.

Oral rehearsal in small groups allows pupils to hear good models of English, rehearse responses and clarify any misconceptions in a safe environment.

Guided learning is an essential teaching strategy to accelerate pupil progress and independence.

Interactive activities enhance pupils' sense of achievement, and allow pupils to apply their learning in a supportive and inclusive environment.

Thinking grid

What other questions do I need to ask? I need to ask what the festival is and what the objects represent

What guesses can I make? What can I infer? I infer that this is used in a religious festival

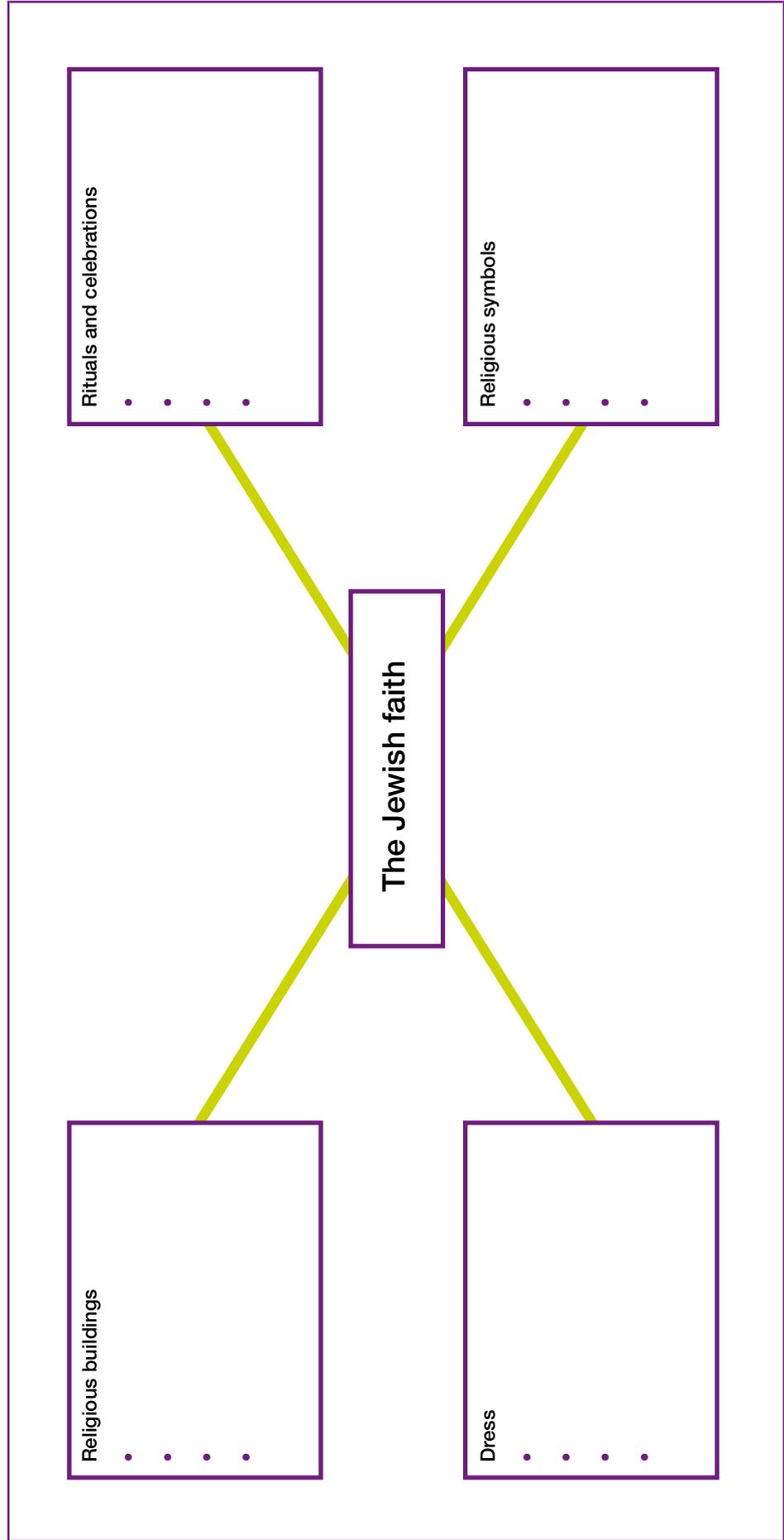
What do these pictures tell me?



Activity 3

Resource 4.2

Graphic organiser



Activity 3

Resource 4.3a (1/2)

Loop card game

Statements or questions are prepared on the right hand side of a set of playing cards. The keyword on the left hand side of the card answers the statement or question on the previous card. On **Resource 4.3**, the numbers indicate the matching questions and answers.

Rosh Hashanah	The most important Jewish document is the Jewish version of the Bible
The Torah	A Jewish festival, marking the exodus of the Hebrews from captivity in Egypt
Passover	The promises that were made between God and the Israelites, who agreed to worship no other gods
The Covenant	This biblical figure is considered the father of Judaism
Abraham	This is a place of prayer, worship, learning and socialising for Jews
Synagogue or Shul	Six million Jews lost their lives during the Second World War
Holocaust	A head covering worn by men as an outward sign of respect for God and a symbol of devoutness
Scull cap, Kippah or yarmulke	Adult males over the age of 13 wear these in the synagogue as a reminder to observe God's commandments
Prayer shawl or tallith	Spiritual leaders of the Jewish faith
Rabbis	The Jewish holy day of rest
Sabbath or Shabbat	Celebrations for the Sabbath, or day of rest, start on this day

Resource 4.3a (2/2)

Friday	This ritual, carried out by a woman, marks the start of the Sabbath
Lighting of two candles	These ten laws, given to Moses by God, summarise how we should treat each other and God
The Ten Commandments	A special goblet for sweet wine, as part of the Sabbath meal
Kiddush cup	This is a soft rich bread in the shape of a braid, shared at all festivals except Passover
Challah	This is the holiest day of the year, when Jewish people repent for their sins and pray for forgiveness
Day of Atonement or Yom Kippur	The ritual ceremony that marks the 13th birthday of a Jewish boy
Bar Mitzvah	This greeting, used by Jewish people, means 'peace'
Shalom	A seven-branched candlestick holder or candelabrum, lit on Hanukkah
Menorah	This Jewish symbol is named after King David of ancient Israel
The Star of David	Also known as the Festival of Lights, this celebration marks the purification of the temple in Jerusalem in 165 BC
Hanukkah	This Jewish celebration takes place in late September, to celebrate the start of the Jewish new year

Resource 4.3b (1/2)

Loop card game

The numbers on each card indicate the matching questions and answers.

Rosh Hashanah 22	The most important Jewish document is the Jewish version of the Bible 1
The Torah 1	A Jewish festival marking the exodus of the Hebrews from captivity in Egypt 2
Passover 2	The promises that were made between God and the Israelites, who agreed to worship no other gods 3
The Covenant 3	This biblical figure is considered the father of Judaism 4
Abraham 4	This is a place of prayer, worship, learning and socialising for Jews 5
Synagogue or shul 5	Six million Jews lost their lives during the Second World War 6
Holocaust 6	A head covering worn by men as an outward sign of respect for God and a symbol of devoutness 7
Scull cap, kippah or yarmulke 7	Adult males over the age of 13 wear these in the synagogue as a reminder to observe God's commandments 8
Prayer shawl or tallith 8	Spiritual leaders of the Jewish faith 9
Rabbis 9	The Jewish holy day of rest 10
Sabbath or Shabbat 10	Celebrations for the Sabbath or day of rest start on this day 11

Resource 4.3b (2/2)

Friday	11	This ritual, carried out by a woman, marks the start of the Sabbath	12
Lighting of two candles	12	These ten laws, given to Moses by God, summarise how we should treat each other and God	13
The Ten Commandments	13	A special goblet for sweet wine, as part of the Sabbath meal	14
Kiddush cup	14	This is a soft rich bread in the shape of a braid, shared at all festivals except Passover	15
Challah	15	This is the holiest day of the year, when Jewish people repent for their sins and pray for forgiveness	16
Day of Atonement or Yom Kippur	16	The ritual ceremony that marks the 13th birthday of a Jewish boy	17
Bar Mitzvah	17	This greeting, used by Jewish people, means 'peace'	18
Shalom	18	A seven-branched candlestick holder or candelabrum lit on Hanukkah	19
Menorah	19	This Jewish symbol is named after King David, of ancient Israel	20
The Star of David	20	Also known as the Festival of Lights, this celebration marks the purification of the temple in Jerusalem in 165 BC	21
Hanukkah	21	This Jewish celebration takes place in late September, to celebrate the start of the Jewish new year	22

New Arrivals Excellence Programme Primary and Secondary training modules

Glossary

AfL	Assessment for learning
CPD	Continuing professional development
DHT	Deputy headteacher
EAL	English as an additional language
EMA	Ethnic minority achievement
HT	Headteacher
L1	First language
LA	Local authority
NAEP	New Arrivals Excellence Programme
SLT	Senior leadership team

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