

New Arrivals Procedure



Refer to: Teaching English as an Additional Language 5-11: A Whole School Resource File by Caroline Scott:
<http://www.communicationacrosscultures.com/resources>

1. Make contact during admission or in meeting in the first week and find out additional information. See p 17-23
2. Before the new arrival starts, play empathy cards with entire class (see link: <http://www.eallearning.com/article/recipe-successful-start-new-arrivals-school-part-1-free-empathy-cards-attached>). Also nominate buddies, at least two and though the buddy role p14.
3. Provide a welcome pack on first day and introduce this to the parents after school. This includes the following (all resources located here: <http://www.communicationacrosscultures.com/resources>)
 - Remember book pg.72&24 - a self made dictionary based on intervention learning and personal learning. See inside cover of remember book.
 - My book of verbs. Instructions on inside cover. Five verbs can be learnt every day, either in class or at home.
 - Welcome/ transition booklet, including parent information - cultural transition, see point 9.
4. Introduce the new arrival to the class by including everyone in an introductory circle time. This is a good time for the new arrival to work with buddies and stick up labels around the classroom (see resources link point 3). Make sure the new arrival has written the labels in the mother tongue.
5. Introduce the new arrival to the mentor (the person who will run the survival intervention and offer cultural transition - see role on parent information card, pg.14-16.) Also introduce classroom instructions. See pg.31-32.
6. Mentor introduces survival language key ring to buddies. Buddies to teach the new arrival what the pictures mean/ how to use the key ring. The survival language key ring can be kept with the child and revisited at home with parents.
7. Mentor delivers emergency language sessions see pg.35
8. Mentor completes a baseline assessment - part 1. Pg.437. Depending on results, the mentor may need to assess the new arrival on part 2 and 3. Mentor to mark assessment. Assessment can be completed verbally if the child is illiterate in English. Complete and date the extended scale pg.480-481. This assessment procedure needs to be completed every half term to check progress.
9. Start the new arrival on the welcome/transition booklet. This can be done in class with buddies, at home, with the mentor, or in class in the very early days. The child should have the opportunity to share this with the class once complete (maybe after 2/3 weeks).
10. Mentor begins EAL intervention sessions based on the outcomes of the baseline assessment. Planning needs to drawn up. Sessions go from pg.83. Assessment for learning template used to gauge the next steps pg.411 and is kept in class for teacher to refer to when planning in class sessions. Both teacher and mentor can update this sheet so they are fully aware of what has been covered and when as well as any gaps missing.
11. Mentor creates classroom EAL resource box with teacher and parents. See pg.373. The mentor can add games that have been used in the intervention sessions that may be useful in the classroom.
12. Teacher uses cross curricular planner pg.326 to ensure survival language objectives are reached alongside curriculum content objectives, where possible. Teacher to review medium and short term plans in light of this.
13. All planning to have a language learning objective alongside content learning from this point forward. See managing new arrivals in the mainstream p344. Also see Progression in Language Structure document (<http://www.eallearning.com/article/progression-language-structures>)

Note that the following also need to happen:

- Phonics assessment and classes
- Guided reading assessment and readers provided at the right level (phonic based readers are a good idea e.g. Magic series)

References:

Teaching English as an Additional Language 5-11: A Whole School Resource File by Caroline Scott