



Euston Street P.S. & Nursery Unit

Newcomer Policy

Commitment to review

Date the plan came into effect	November 2018
Who is responsible for this document	Principal, SLT, SMT, Newcomer coordinator
Issued to	Staff, BOG, parents, pupils (friendly version)
Date of issue	April 201
Review date	April 2020
Related Policies	T&L, Pastoral Care, Safeguarding

Newcomer Policy Euston Street Primary School

Supporting Newcomer Pupils in Euston Street Primary School

Introduction

Mission

'Achieving Excellence Together'

'To work together for excellence in: our learning; our school; our community; and our future.'

Our purpose therefore is to be an excellent school. We continually strive for excellence in every area of school life. To achieve this aim we must always have the right school **vision and values** and these must be at the heart of all that we do, including our School Development Plan.

Vision

In order to achieve excellence in each aspect of school life, our vision is:

'To create a safe, happy learning community. A community where together, we inspire and equip our pupils so that they fulfil their potential, use their talents and follow their dreams now and always.'

Values

We believe that our school is a place where the child is at the centre.

'We value kindness, integrity, hard work and mutual respect.'

Good attendance at school is essential for a pupil's education and establishes a positive working ethos early in life.

Purpose

The school attempts to reflect the linguistic, religious and cultural diversity of its pupils and community through:

- the physical environment, signage etc.
- celebrations such as European Day of Languages
- assemblies
- using intercultural resources for learning
- the celebration of home languages
- the promotion of effective communication with home
- the use of translation services
- the use of Language Champion pupils
- the appointment of a newcomer coordinator and support teacher

Pastoral Care

The school provides a welcoming environment for newcomer parents and pupils through:

- the creation of a physically welcoming environment including visual cues and signs.
- preparation of peers / buddies to welcome new arrivals
- designated Language Champions are there to support both parents and children in their own language where possible.

- familiarisation with routines quickly through visual timetables displayed in classrooms.
- Dedicated Newcomer teacher

Teaching and Learning

Opportunities for celebrating diversity are provided through:

- all areas of the curriculum where possible particularly through The World Around Us and PDMU.
- extra-curricular activities such as Newcomer Club for KS1.
- extra-curricular activities are open to all children depending on targeted age group.
- intercultural resources throughout the school.

A positive attitude to home languages is encouraged through:

- dual language books where possible.
- encouraging pupils to use home languages to help with curriculum understanding through the use of HSJ which are being developed.
- children sharing their language with their peers.
- languages being celebrated where possible e.g European Day of Languages and assemblies.

Teaching strategies and resources are adapted to suit the needs of newcomer pupils through:

- provision and pre-teaching of key language relating to curriculum topics.
- appointment of classroom buddies.
- signposting and clear learning intentions on boards.
- use of visual material where possible.
- adaptation of tasks to suit the pupil's level where possible.
- provision of dictionaries.

Additional language support is available through our Newcomer Support Teacher who supports children both inside and outside the classroom. This support can take place through withdrawal on a 1:1 basis or in a group setting. Children are supported in Talking and Listening, Reading and Writing.

Assessment

All staff are aware of assessment arrangements such as temporary exemption in the case of statutory assessments.

Assessment for learning is a key element of the curriculum. The benchmarks from the *Common European Framework of Reference (CEFR)* are used to assist in recording newcomer pupils' progress, setting targets and planning for language learning.

Feedback to parents is communicated through

- parent-teacher meetings where an interpreter is provided if necessary.
- Reports using a grading/number system to indicate progress.
- short clear comments on books.

Feedback is communicated to pupils through written comments on work. The teacher may also provide verbal feedback to the child to ensure they understand any comments made. In some cases, feedback may be given in symbol form such as the use of a happy face/sad face that children will be familiar with.

Monitoring & Evaluating

Pupil books and short term planning are evaluated by coordinators each term. This evaluation process will include the work of Newcomer pupils.

The Newcomer pupils who have SEN will also have plans to target their needs.

Home-school / Community Links

Induction for newcomer parents includes

- a welcome meeting where essential information is given and gathered where possible. Interpreters are provided if necessary.
- a Data Capture form will be sent home to gather information.
- opportunities for parents to come to the school to learn more about the education system and curriculum.
- information about ESOL classes (English for Speakers of Other Languages) in the local area.

Parents are informed about the curriculum, their child's progress and school events through:

- The welcome meeting
- The visual welcome book
- The home-school journal
- The homework planner / diary
- Comments on books
- P / T meetings with interpreters where possible
- Translations of general information and monthly Newsletters
- Pupil reports

Professional development

A Newcomer Coordinator has been appointed to oversee provision for pupils. Training for the coordinator is provided through the Intercultural Education Service.

Time has been for the coordinator to carry out duties and liaise with other teachers.

Time has been / will be made available to all teachers meet with the Newcomer Coordinator when necessary.

Training in using the CEFR will be provided for all staff through the Newcomer Coordinator and IES.