

Guidance on Meeting the Needs of New Arrivals

A Handbook for Primary Schools

Tower Hamlets EMA Team

2007

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Guidance on Meeting the Needs of New Arrivals

A Handbook for Primary Schools by Tower Hamlets Ethnic Minority Achievement (EMA) Team

The purpose of this handbook is to offer guidance to schools in reviewing their provision for pupils who are new arrivals and have English as an Additional Language (EAL), as to make pupils welcome is to be inclusive. Many schools already make effective provision for such pupils through a carefully planned and co-ordinated programme of activities for those important first weeks after admission, both within and outside of the mainstream classroom. Such a programme is designed to help children and their families familiarise themselves with their new school, its environment and routines and to provide support for learning English.

Who are new arrivals and how can schools support these pupils?

In this handbook the term 'new arrival' is used to describe any pupil who is admitted to a school mid-term and has EAL. However, within this group pupils vary greatly in age, experience and need. Some new arrivals may have had limited or no previous experience of formal education before coming to Tower Hamlets and speak little or no English. This group will need intensive support. Some new arrivals may have experienced years of formal education before admission to a Tower Hamlets school and may also be fluent in English. This group will need to be inducted into the routines of the school and supported to make friends, but will not require intensive language support to ease their assimilation into the mainstream classroom. All new arrivals, whatever their fluency in English, will need to feel that their previous learning and experiences are valued. An effective induction programme should therefore be based on thorough and timely assessment to support a pupil's confidence and to build on skills and experiences. In the document, '*Good Practice in Primary Schools*' (2004), HMI has set out the features of an effective school ethos that supports raising the achievement of ethnic minority children. These features are:

- high expectations and quality teaching and learning;
- valuing cultural diversity;
- creating a school environment where learners feel settled in class and around the school;
- challenging racism and making strong links with parents.

All children thrive in such an ethos, but for new arrivals who speak EAL, these features are essential.

Newly arrived learners of English in Tower Hamlets

Most EAL pupils who are new arrivals in Tower Hamlets schools belong to families who have moved to London for employment and possess official status in the UK. There is also a small but increasing group of refugees or asylum seekers who are seeking or have been granted such status. A small but significant number of unaccompanied minors come to live with extended family or are taken into public care. New arrivals make Tower Hamlets the vibrant place it is and schools play a major part in establishing community cohesion. This involves creating an inclusive ethos and removing barriers to learning, so that all children enjoy and achieve.

Tower Hamlets support for schools and their provision for new arrivals

The proportion of new arrivals to Tower Hamlets schools is low when compared to neighbouring London boroughs, currently 9% of primary aged pupils, although some schools attract a higher and more varied number of casual entries. Although relatively few in number, these pupils present challenges to meeting their learning needs. The following pages describe the support available to schools from the local authority, central government and voluntary groups.

Tower Hamlets EMA Team

This team of four EMA consultants and a senior school development adviser offer guidance on teaching and assessing pupils in the early stages of learning English, managing EMA resources and brokering support from other sources.

EMA Team contact details

Senior school development adviser

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General information from national website addresses

Schools are advised to use three sites recommended below to search for information, guidance and examples of good practice in meeting the needs of new arrivals. Their value cannot be too highly stressed.

- A new resource from the Primary National Strategy is called the New Arrivals Excellence Programme, providing a web focus and forum online. Guidance and examples of good practice are provided on www.standards.dcsf.gov.uk/newarrivals/
- A Home Office/DCSF website promotes the integration of refugee children on www.nrif.org.uk/Education/index.asp. All the basic information is here with references to information documents and examples of good practice from schools around the country
- The QCA Pathway to Learning for New Arrivals contains advice on teaching and learning and excellent links to support agencies, such as the Immigration Law Practitioners' Association www.qca.org.uk/inclusion/pathways

Accessing interpretation and translation services

Translated materials for schools, including welcome letters and other school information, is available in many languages at www.dgteaz.org.uk/resources/letters.htm

In addition, Tower Hamlets schools have found the Newham Council service very reliable and responsive in providing face to face interpreters in many languages. Charges run at about £30 per hour.

Contact: Mradula Dixit
Address: London Borough of Newham
Housing and Customer Services
Newham Language Shop
Town Hall Annexe
330-354 Barking Road
London E6 2RT

Tel: 0208 430 3667
Fax: 0208 430 6717

Tower Hamlets Interpreters' Course

These courses are managed by the Equalities and Parental Engagement Team. Enquiry line: 0207 364 4127.

Interpreting Courses for bilingual staff (arranged by the Workers' Educational Association)

1. Introductory course: Interpreting in Schools and Early Years Settings (10 hours).

This course can be delivered flexibly to meet your needs, e.g. 5 weekly sessions or 2 days intensive course.

- Explore the role of an interpreter in schools and settings
- Discuss good practice and policy
- Develop strategies for dealing with a range of situations

2. Accredited course: Community Interpreting – Essential Skills & Knowledge (60 hours) 10 sessions.

- Awarded Open College Network Certificate level 2 or 3
- Overall attendance of at least 80% is required
- A completed portfolio must be submitted

Accessing Mother Tongue assessment

Sometimes a newly-arrived arrived EAL learner fails to make anticipated progress over the first six months after admission. This may indicate the child has special educational needs. If a school and parents are concerned at a child's lack of progress, or they suspect that lack of fluency in English is masking the diagnosis of an additional need, the EMA co-ordinator should arrange for a Mother Tongue assessment through Tower Hamlets Community Languages Team. They can provide this assessment, currently at no charge, in about 8 languages. The council funds these assessments.

Head of Community Languages Team

jamal.uddin@towerhamlets.gov.uk telephone 020 7364 7373

Accessing Tower Hamlets support for parents

There is a good range of support for parents in the borough. Schools will already be familiar with the Parents' Advice Centre that works with parents of children with SEN, including translated materials.

Head of Parents' Advice Centre, Harford Street

clare.dorothy@towerhamlets.gov.uk telephone 020 7364 6392

There are many successful projects in Tower Hamlets schools to enable parents to support their children's education. Parent Involvement Co-ordinator, Jill McGinley, offers training and advice to schools and runs a number of courses

for both parents and the interpreters that work in schools. The publication, '**Parents Matter - Parental Involvement in Children's Learning**', supports school self-review of the effectiveness of current work with parents. It also contains examples of good practice and a list of local authority contacts. Copies can be obtained from:

Parental Involvement Co-ordinator jill.mcginley@towerhamlets.gov.uk
telephone 020 7364 4127

Accessing support for families through Praxis

A school is often seen by newly arrived families as approachable and the first point of information. Schools can put families in touch with Praxis, a national organisation supporting displaced people in the UK that provides services to Tower Hamlets new residents, giving advice and orientation, particularly for those with uncertain immigrant who do not have straightforward access to health and housing services. Praxis also supplies information translated into Bengali, Somali, Lithuanian, Portuguese, and Turkish, to name only a few.

Praxis advice line telephone 0207 749 7608

General information
www.praxis.org.uk.

Accessing support from other agencies

Catholic churches in the local area and beyond provide designated Chaplaincies for different groups.

Filipino Chaplaincy

8 Ridgale Street
Bow
London E3 2TW
Tel: 0208 980 3017

Brazilian Chaplaincy

Saint Anne's Parish
Underwood Road
Spitalfields
London E1 5AW
Tel: 0207 247 7833
Email: cnsaparecida@bol.com.br

Lithuanian Chaplaincy

21 The Oval
Hackney Road
London E2 9DT
Tel: 0207 739 8735
Email: lithuanianchurch@rcdaw.org.uk

German Chaplaincy

St. Boniface Church
47 Adler Street
London E1 1EE
Tel: 020 7247 9529

Vietnamese Chaplaincy

117 Bow Common Lane
Bow
London E3 4AU
Tel: 020 7987 3477
Email: paulchanh@gmail.com
Website: www.lavang.co.uk

Maltese Chaplaincy in East London

(at the German Church see above)
Tel: 020 7247 3879
Mobile: 07930 198 251

Terminology referred to in the handbook

- **Asylum-seeker**
One who has fled from his or her home country in search of safety and who has applied for political asylum in another country.
- **Bilingual**
The term “bilingual” is used to describe pupils who regularly use two languages (regardless of their proficiency in either language). Many of these pupils may be “multilingual”, a term used to describe those who regularly use more than two languages.
- **Casual entry**
This describes pupils who are admitted any time after the start of the academic year.
- **English as an additional language**
English as an additional language is used to refer to the learning of English by speakers of other languages and the term is commonly abbreviated to EAL. The term describes a wide range of learners, varying in age, first language background and fluency, English language fluency, previous experience of schooling and prior and current exposure to English. EAL teaching recognises that these learners need to acquire English at the same time as progressing through the mainstream curriculum. EAL teaching is therefore primarily concerned with teaching English through the context of the whole curriculum. EAL pedagogy recognises the need for learners to be able to use English for both social and academic purposes. It acknowledges the support necessary for learners to gain fluency in the spoken and written language of the academic curriculum at the same time as gaining the knowledge, skills and understanding of all curriculum subjects.
- **Ethnic Minority Achievement Grant (EMAG)**
The EMAG is the main source of additional central government funding available to schools and local authorities for giving minority ethnic and EAL pupils access to the curriculum. EMAG-funded staff are frequently deployed to support the induction and integration of new arrivals and to track their progress.
 - **Refugee**
A person who has been given full refugee status, according to the provisions of the 1951 UN Convention and the 1967 UN Protocol Relating to the Status of Refugees, after having been judged to have fled from his or her home country or to be unable to return to it ‘owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion’.

Effective school provision for new arrivals

The following extract from the DCSF provides clear guidance on meeting the needs of new arrivals. The complete piece also sets the national scene.

www.standards.dfes.gov.uk/primary/publications/inclusion/newarrivals

Aiming High: “Meeting the needs of newly arrived learners of EAL”, DfES May 2005

Parents and carers should be given information about: the English school system; the school's expectations of pupils; the school day; the homework system; uniform or dress requirements; and benefits such as free school meals or uniform grants. Parents/carers will find a tour around the school supportive and interesting, especially as the school setting might be very different from their own experience. Discuss how parents/carers can work in partnership to support the pupil's learning. Showing a video or display of typical school activities can be helpful. Some LEAs have prepared video and other materials designed to introduce newly arrived children and their parents/carers to the key features of primary school settings in the UK.

Translation and interpretation for a pre-admission discussion with parents or carers may be provided by the LA or it may be possible to find another person from the community to help with this. Welcome booklets and leaflets for parents, translated into relevant languages, can be prepared with the help of local EMA translation and interpretation services or from an online resource.

Obtaining information about new arrivals An initial interview with parents/carers to discuss the school way of life and the pupil's background paves the way for a good relationship between home and school. For some minority ethnic parents/carers this meeting may be their first experience of an English school and it is therefore helpful to make the discussion as clear and thorough as possible while bearing in mind the sensitive nature of some of the discussion points. Reassure parents/carers that information they tell the school will be treated as confidential (an issue of particular concern and importance for refugee and asylum-seeking families).

Factual information should include: country of birth; educational background; any breaks in education; languages spoken and level of literacy; subjects studied in previous school(s) (if applicable); attitude to school, progress made, attendance etc.; parents' languages; siblings; health and diet.

The interview may also involve discussion of other factors which may affect the child such as: separation from relatives; war or the political situation in their home country; financial difficulties, which may have implications for school uniform and PE kit; temporary nature of accommodation; religious or cultural identity and its implications; teaching and learning styles and the environment to which the pupil is accustomed, which may be very different; and being new to a white or multicultural environment.

All members of the teaching and support staff should be given information about newly arrived pupils. This may take the form of a summary of information from the interview, to be shared through staff meetings, briefings, handouts or staff notice boards.

The relevant class should be informed that they would be receiving a new arrival so that they are prepared to be welcoming on the first day. This could include having learned greetings in the language of the new pupil.

The new pupil should be given helpful and age-appropriate induction information, such as a local map, plan of the school, names of their teachers and a timetable. This material needs to be supported with visual information and translation where possible so it is accessible to learners and parents/carers who speak little or no English. Identifying a 'buddy' for the newly arrived pupil will prove extremely supportive. The buddy needs to be a confident pupil (ideally, but not necessarily, sharing the newcomer's language) who can act as a friend during the first days and weeks. The buddy needs to be briefed to support the new arrival in managing potentially stressful situations such as using the toilets, lunchtime, playtime, PE and any lessons that take place outside the main classroom area and may involve different adults.

Placing a new arrival in an appropriate class, group or set

Schools have found all of these strategies useful:

- Children learning English as an additional language succeed more quickly alongside fluent users of English who can provide good language and learning role models, so inclusion in mainstream classrooms should be the ultimate aim of any induction programme.
- Placing the pupil in a class or group including a pupil who speaks the same language is an obvious support. Placement is carefully considered as research shows that maintaining an age-appropriate curriculum and securing high cognitive challenge are critical to progress for learners of EAL, although exceptions can be made with the co-operation of the parents/carer.
- Learning English as an additional language is not considered to be a 'special need', so bilingual learners are not automatically identified for Special Needs support as this is considered inappropriate to their needs.
- Assessment of Special Educational Needs is complex and is not undertaken too soon after the child arrives in school.
- New arrivals showing signs of emotional disturbance are given additional support or the help of outside agencies. Tower Hamlets Educational Psychology Service offers advice on dealing with pupils who have suffered traumatic experiences, contact the Principal Educational Psychologist david.carroll@towerhamlets.gov.uk telephone 020 7364 4323

- In group working sessions a newly arrived child is placed where other children provide good role models in terms of language and learning.
- Any assessment of a pupil's English language competence is carried out in a situation familiar to the learner. Teachers use their professional judgement regarding the assessment procedure and ensure that it does not cause distress or discomfort to the learner.
- As the use of test scores is considered unfit for this purpose, they should not be the sole criteria for placing a pupil in a teaching group.
- Wherever possible, assessment of cognitive and academic language development is carried out by a trained adult who shares the pupil's first language as this will enhance the quality of the assessment information obtained to support planning for next steps. Where this is not possible, assessments through the medium of English are delayed until the child is settled.
- Oral assessments in and through English are carried out once the child has begun to communicate confidently in English. Some newly arrived pupils may have literacy skills in English, which can be assessed earlier.

Effective mainstream classroom provision for new arrivals

All classrooms in Tower Hamlets should be good places for both EAL and monolingual pupils to learn together. The following advice comes from Pauline Gibbons, the widely acknowledged expert on learning to learn in a second language. Teachers should review their current practice with new arrivals in mind, using this as a checklist and noting areas of existing good practice and areas for development.

'Learning to Learn in a Second Language' – Pauline Gibbons Greenwood Press 1993

Not surprisingly, a classroom, which is characterised by the features stated below, would support any child's language learning, but for bilingual children the type of classroom described is of special relevance.

- *The classroom provides a comfortable learning environment where children feel confident to 'have a go', without fear of failure. Many EAL children suffer low self-esteem because of early frustrations and language-related difficulties in school. In addition, positive responses by teachers to children's first language and culture are important in enhancing learners' self-esteem and developing their confidence.*

- *Language is used in the service of other learning, with planned integration of content and language. Learning is most effective when the focus is on using language to learn about something else.*
- *There are planned opportunities for meaningful interaction between peers. The peer group is a powerful resource, providing a range of models of language use, and the need to communicate offers the learner a real motivation to use language.*
- *Children have opportunities to be 'problem solvers' rather than 'information receivers'. Collaborative learning ensures children are given responsibility for some of their own or the group's learning.*
- *The models of language presented are understandable to the learner but also provide new ways of expressing meaning. Children hear models, which extend their own language use.*
- *There are frequent opportunities for interaction between teacher and individual student. In classrooms where there are large numbers of bilingual children and few good English models, the quality and quantity of personal interactions with the teacher becomes a major resource for children's language development.*

Sample policy for casual admissions and induction

This is an example of a school's casual admissions and induction policy. For further advice on mid-term admissions, please contact Tower Hamlets Pupil Services,

e-mail pupil.services@towerhamlets.gov.uk telephone 020 7364 5006

The aims of a casual admissions and induction policy for new arrivals are to:

- Provide a warm welcome for children and their families, to reassure them that school is a safe and caring environment.
- Provide children and families with accessible information about the school, the curriculum and the local area.
- Ensure any children who may have medical needs are properly assessed on entry to the school, particularly hearing and eyesight tests for those who have not attended school before. This may be a priority if a pupil has come from a setting where access to health care is limited.
- Record relevant information about a child's background and previous educational background.
- Acknowledge and celebrate the skills and knowledge that new children bring to the school.
- Ensure that children's wider needs are addressed through co-ordination with school agencies and services.
- Develop strategies to encourage new pupils to make friends and have a positive peer support.
- Enable each child to participate in the curriculum at an appropriate level.

The casual admissions procedure – step by step

- 1) A family arrives.
- 2) They are welcomed by the office staff. If a school place is available they are given an appointment card (**see appendix 1, page 29**) to meet EMA co-ordinator and Headteacher.
- 3) The office staff sends any names of all children admitted mid-term to Pupil Services.

- 4) If a school place is not available, the school completes form PA1 and provides the family with information on the appeals procedure, at the same time notifying Pupil Services of all children refused admission.
- 5) The senior teacher with responsibility for EMA/ the EMA co-ordinator arranges for an interpreter for the family. If the child has been in a school in England, download electronic Common Transfer Files (CTF) from the S2S site on www.teachernet.gov.uk.
- 6) The class teacher is briefed about the new arrival and organises 'buddies' to meet the child on the appointment day.
- 7) The parents/carer and child return for an appointment with the headteacher, EMA co-ordinator or class teacher and an interpreter, if required. At this meeting:-
 - any additional school forms are completed;
 - the preferred name ascertained;
 - a pupils' first language is named by the parents/carers;
 - a permission form for visits is completed;
 - a home-school agreement is discussed and signed;
 - a free school meals form, if appropriate, is completed;
 - a welcome letter is explained and given (**see appendix 2, page 29**);
 - a tour of the school is given;
 - the child meets his/her class teacher and 'buddies' (**see appendix 3, page 30**)
- 8) The EMA co-ordinator informs the class teacher of key information from the meeting.
- 9) The class teacher prepares the class and the classroom for a new arrival (**see appendix 4, page 31**).
- 10) The EMA co-ordinator supports the class teacher in planning for and assessing the new arrival's attainment and progress.

Roles and responsibilities of admissions and induction

(This will depend upon the child, the setting and the time of year)

The office staff should:

- Welcome families who visit the school to enquire about school places.
- Provide families with information about the school.
- Arrange a date and time for the welcome interview. Record information on PA1 form and inform parents/carer of the likelihood of a place and when and how this will be confirmed.
- Arrange a meeting with headteacher and EMA co-ordinator and give the family an appointment card (**see appendix, 1 page 28**).
- Provide families with information about other local schools and appeals process if places are not available

pupil.services@towerhamlets.gov.uk telephone 0207364 5006

The head teacher and the EMA Co-ordinator should:

- Inform and support class teachers in preparing for initial meeting with new arrivals and 'buddies'.
- Prepare forms and materials for welcome interviews, arranging an interpreter if needed (**see page 5**).
- Welcome a child and parents/carer on admissions day and arrange for non-contact time for the class teacher.
- Fill in admissions form and conduct admissions interview, responding to parents' questions and concerns and seeking information about their child's prior experience, their talents and any special requirements.
- The home-school agreement should be explained to families and signed during this interview. One copy is given to parents/carer and one is retained in the school file.
- Any welcome booklet/DVD is discussed and school routines, rules and procedures explained.
- If necessary assist families in applying for free school meals and give them information about other family support services if needed.
- Organise a tour of the school for the family/child.

- The EMA co-ordinator or the headteacher introduces the new arrival to classroom teacher and their 'buddies' who arrange to meet the children in the playground on the start date.

The EMA co-ordinator should also:

- Maintain a record of newly arrived children.
- Monitor how new arrivals have settled in and maintain appropriate records.
- Brief the class teacher on information from the interview and support initial activities.
- Liaise with class and support teachers on the progress of new arrivals.
- Develop effective communication with children and families, drawing in interpretation services where required (**see page 5**).
- Refer family to home/school worker to ensure a child's wider needs are met.
- Arrange a mother tongue assessment if there are concerns about a child's progress and liaise with inclusion manager/SENCO and SEN team if there are additional physical or emotional needs.

The class teachers should:

- Read the pupil's admission form.
- Organise a 'buddies system' (make sure peers have the skills to be class buddies and choose buddies preferably speaking the same language) so the new child is well supported.
- Ensure the class is a safe and welcoming place for the newly arrived pupil by preparing books, tray and equipment as appropriate, helping the child to learn class routines, rules and expectations, preparing the class for the new child. Interpreters can provide dual language labels.
- Ensure in collaboration with the EMA co-ordinator that appropriate resources and strategies are adopted for accessing the curriculum.
- Acknowledge a child's previous learning, achievements, experiences and culture. Be alert for any signs of emotional stress, such as acute withdrawal or aggression.
- Build on and extend a child's prior achievements and be familiar with any induction assessment.

- Ensure all staff working with the child is fully informed by assessments, monitor how well the child is settling in and report any cause for celebration or concern.
- Work with the EMA co-ordinator to assess the child's attainment and progress.

Useful strategies to help new arrivals settle in during the first few weeks of school

Both children and their families will be influenced by the messages they pick up about a school from its environment and the way staff behave. The following list is by no means comprehensive, but includes activities that schools have found useful in settling new arrivals in and making them feel more secure.

- All staff use friendly and affirming body language and gestures.
- Pupil 'buddies' are allocated, preferably from the same/similar background.
- A tour of the school introduces key areas.
- Key members of staff are able to speak a few words in child's home language.
- New arrivals with no English are taught basic survival language e.g. toilet, yes/no, hello, I do not understand.
- A visual timetable is supplied to a child and parents/carer.
- A child's language and culture is included in story, music, artefacts, pictures and bilingual labels/posters.
- Dual language books are provided in the library (check that the child is literate in their first language).
- ICT programs are used to develop key vocabulary and number skills.
- Instructional visuals for lining up etc are displayed.
- Organised activities are planned for independent work within literacy and numeracy sessions.
- Assessment activities are planned for number concepts, science, knowledge and understanding of the world, music etc.

Assessment of the attainment and progress of new arrivals

Assessing English

The National Curriculum levels are used to assess all pupils' attainment and progress. For pupils at the very earliest stages of learning English, the QCA Extended Scale should be used to assess attainment in reading, writing, speaking and listening. This covers Steps 1 and 2 and Level 1 (threshold and secure). Both class and EMA teachers need to know how to use this scale so either can carry out the assessment. If the EMA teacher does the assessment, they should always share this information with the class teacher. The assessment should then be recorded on the class attainment profiles and added to the school's tracking records.

Details of the Extended Scales for listening, speaking, reading and writing are to be found in the publication, '**A language in common – assessing English as an additional language**' on www.qca.org.uk

Involving parents/carers

Talking to parents/carers about their child and how they are settling in is very important because they know the talents and experiences a child may bring to the school that are particular to their culture. If there is no adult or older child at the school who can speak the family's language, a school can arrange an interpreter (**see page 5 for details**)

Assessment in the first few weeks

Schools should make an assessment of new arrivals in their first weeks at the school. This should be as wide-reaching as possible, taking into account any previous educational history, family context or particular interests.

Assessment reviews

It is good practice to hold a review meeting about the progress a newly arrived child has made within the first six weeks or so. Pupils are still 'new' of course although for their peers, the 'newness' may have rubbed off and this can affect relationships and other social factors. It would also be useful to have a similar meeting to talk to parents/carers.

What if progress is not as anticipated?

Some children take time to settle and also have personal and social issues that may not have been apparent to start with. Parents/carers may well have insights to add regarding their perceptions about how their child is settling in. If the school and parents are concerned that a pupil is not making anticipated progress, or lack of English is masking some additional learning need, it is helpful to arrange for a Mother Tongue Assessment from Tower Hamlets Community Languages Team. These assessments are paid for out of the central EMA budget and no charge is made to schools.

A DCSF publication entitled, '***EAL Assessment training for teachers marking progress training material for assessing English as an additional language***', provides trainer's notes and handouts on using the QCA Extended Scale and can be downloaded from

www.standards.dfes.gov/ethnicminorities/resources/markingprogress

Good practice in making initial assessments

The following points are applicable to all language assessments, but have particular importance for pupils learning EAL, especially those new to English, no matter what their age.

Obtaining evidence:

Observation of the pupil's responses provides evidence of listening with understanding to English through:

- physical and verbal responses;
- attentiveness to speech;
- facial expressions;
- eye contact;
- response to name;
- response to other language(s);
- the child asks questions of the speaker.

Evidence of attainment in speaking English can be assessed from a range of situations, such as when:

- a pupil speaks to:
 - one person at a time;
 - a partner in pair work;
 - small groups;
 - a whole class.
- makes utterances of a type that:
 - initiate talk e.g. naming, requests;
 - support talk e.g. echoing words, response to questions;
 - extend talk e.g. role play, drama.
- Shows features of speech related to:
 - pronunciation;
 - clarity;
 - audibility;
 - formal/ informal usage.
- Uses non-verbal communication to support meaning.

Examples of evidence of attainment in reading English are:

- knowledge about how print and books work;
- use of reading strategies;
- understanding and responding to text;
- asking text-related questions;
- enjoyment of books and reading activities;
- able to transfer literacy skills from another language.

Examples of evidence of attainment in writing English are:

- using pictures or symbols to convey meaning;
- awareness of purpose and choice of appropriate text structure;
- use of spelling strategies;
- grammatical accuracy;
- range of vocabulary.

Teachers' assessment of achievement should:

- record evidence of progress in ways that are manageable;
- present a rounded picture, drawn from many contexts;
- use the principles of 'best fit' to make sense of disparate information;
- explicitly support teaching and learning;
- influence decisions about future teaching.

Supplementary programme of work to support Key Stage 2 pupils with little or no experience of English.

This is a very basic programme that can be used in the first few weeks of school. However, a more detailed course to support teaching English over the first ten weeks after admission.

For more information, please contact jane.connolly@towerhamlets.gov.uk
telephone 020 7364 4613

The programme aims are as follows:

- to enable pupils to develop vocabulary and language structures related to the curriculum through oral and practical activities;
- to provide focussed and planned opportunities for pupils to develop subject specific and cross-curricular skills, which are necessary for success in the mainstream classroom;
- to enable pupils to learn through activities which involve high level conceptual skills appropriate to Key Stage 2 but do not require high levels of literacy or language, which may act as a barrier to learning and success;
- to provide pupils with a basic, 'general literacy'. For example familiarity with key visuals such as flow charts and maps which may be used to support their future learning;
- to provide pupils with experience of some basic non-fiction text types which can be understood in the context of preceding hands-on practical work.

Organisation of the programme:

The programme is intended to supplement rather than replace in-class EMA support. It does not address basic literacy skills, such as phonics, or numeracy, which will continue to be taught within the pupil's year group. Pupils should only begin the programme after a 'settling in' period of at least two weeks in which they will have had an opportunity to form friendships with peers and become familiar with the routines of the classroom.

As each unit covers a particular subject area there is no definite progression embedded in the course. Therefore, as new arrivals start school at any point in the academic year, they may enter the programme at the beginning of any unit until they have completed all units.

The programme can be led by the EMA co-ordinator initially, with support from dual-language assistant where possible.

Unit and curriculum link	Learning intentions	Activity	Resources	Text follow up activities	Language learning objectives
<p style="text-align: center;">Unit 1 (2 weeks)</p> <p style="text-align: center;">Geography</p> <p style="text-align: center;">ICT</p> <p style="text-align: center;">Mapping skills</p>	<ul style="list-style-type: none"> • To identify plans as representations of objects and places • To draw and recognise plans of familiar places • Recognise features of local area plans • To mark routes on plans • To describe routes and places using simple verbs and prepositions 	<ul style="list-style-type: none"> • Match simple plans with corresponding objects ICT My World • Use magnetic pictures and board to create a plan of the classroom and describe • Walk around local area and visit shops (buy pencils) and park, take digital photographs • Draw route on of map of local area and describe 	<p>My World plan programme</p> <p>Magnetic set for plan of classroom and magnet board</p> <p>Plan of local area (copy for each child)</p> <p>Digital camera</p>	<p>Write recount of the walk around local area</p> <p>(support with key vocabulary, photos)</p> <p>Redraft with photos to make book</p>	<p style="text-align: center;">Vocabulary</p> <p>Prepositions: next to, in front of, on, along, past, right, left, to, into</p> <p>Nouns: Chair, table, door, window, board, books, street, shop, park, corner</p> <p>Language function: Description of classroom (present tense verbs – mainly is) Retelling, explaining (past tense verbs, went, walked, bought, played, came back)</p>

Unit and curriculum link	Learning intentions	Activity	Resources	Text follow up activities	Language learning objectives
<p>Unit 2 (1 week)</p> <p>Design and technology</p> <p>Mathematics (measure)</p>	<ul style="list-style-type: none"> To follow a recipe (using diagrams as picture cues) To work carefully and systematically, using appropriate techniques To evaluate work as precede and adapt methods accordingly To make careful measurements of mass 	<ul style="list-style-type: none"> Follow a recipe to bake simple cakes, evaluating methods and products 	<p>Recipe card with picture cues</p> <p>Ingredients and equipment</p> <p>Sequencing cards</p> <p>Cloze procedure frames</p>	<p>Ordering cards with process described, pictures, simple sentences to show sequence of actions</p> <p>Completing cloze procedure</p> <p>procedural text with missing nouns and verbs</p>	<p>Vocabulary</p> <p>Sequential connectives: first, then, next, finally</p> <p>Nouns: sugar, flour, eggs, bowl, milk, butter, oven, spoon etc</p> <p>Verbs: sieve, stir, mix, weigh, cook, beat</p> <p>Language function: instruction (using imperative verbs)</p>

Unit and curriculum link	Learning intentions	Activity	Resources	Text follow up activities	Language learning objectives
<p style="text-align: center;"><u>Unit 3</u> (1 week)</p> <p style="text-align: center;">History</p> <p style="text-align: center;">Data handling</p> <p style="text-align: center;">ICT</p>	<ul style="list-style-type: none"> • To understand and construct timelines as a means of representing information • To identify key events • To sequence events in chronological order • <i>To record work using word processor</i> 	<ul style="list-style-type: none"> • To interpret and discuss timelines showing teacher's life (with photos to support understanding) • Draw up timeline of own life showing events in chronological order 	<p>Illustrated timeline of teacher's life</p> <p>Frame for constructing pupil's timeline</p> <p>Word bank</p> <p>Writing frame in <i>Microsoft Word</i> for recount, using timeline as support</p>	<p>Use frame to write recount of life, using timeline as support</p> <p><i>Draft and redraft using word processor</i></p>	<p style="text-align: center;">Vocabulary</p> <p><i>To describe events:</i> born, lived, moved etc</p> <p><i>To describe relationships:</i> friend, mother, brother</p> <p><i>Language function:</i> recount, using the past tense</p>

Unit and curriculum link	Learning intentions	Activity	Resources	Text follow up activities	Language learning objectives
<p style="text-align: center;">Unit 4 (2 weeks)</p> <p style="text-align: center;">Science</p> <p style="text-align: center;">ICT</p> <p style="text-align: center;">Data handling</p>	<ul style="list-style-type: none"> To begin to develop skills of scientific observation (with support): Asking questions, which can be tested, predicting, fair testing, observing, measuring results, recording results in tables and diagrams, interpreting results to answer original questions To use ICT to record and interpret data 	<ul style="list-style-type: none"> To carry out a simple investigation relating to a science unit currently being studied by pupils e.g. forces, light, materials etc 	<p>Materials and equipment appropriate to the particular investigation</p> <p>Word banks for equipment and materials</p> <p>Frame for recording questions and conclusion</p> <p>Frame for shared recording of results as table, chart or diagram as appropriate</p> <p>ICT program to construct tables and bar charts</p>	<p>Record key question</p> <p>Record equipment and materials using labelled diagrams</p> <p>Record result in table, chart and/or diagram, using measure and observational sketches as appropriate</p> <p>Use results to form conclusion, which answers original question. Record using frame to support</p>	<p style="text-align: center;">Vocabulary</p> <p>question, result, equipment</p> <p>vocabulary to describe materials, equipment and observations as appropriate</p> <p>Language functions: questioning, describing, reporting</p>

Unit and curriculum link	Learning intentions	Activity	Resources	Text follow up activities	Language learning objectives
<p><u>Unit 5</u> (2 weeks)</p> <p>Science</p> <p>Design and technology</p>	<ul style="list-style-type: none"> To interpret and follow simple instructions, working collaboratively and carefully to complete task To make simple observations To record understanding using flow charts and diagrams 	<ul style="list-style-type: none"> Follow instructions to complete science related activities from 'Bags of Science activity packs' Make careful observations and work as group with teacher to explain results, using diagrams and flow charts to support understanding 	<p>Planting seeds or constructing an electrical circuit</p> <p>Word banks for equipment, materials and sequencing cards</p>	<p>Record explanations of results using diagrams and flow charts</p>	<p>Vocabulary</p> <p>Parts of a plant or circuit, first, next, after, finally</p> <p>Language functions explaining (pupils to use flow charts and diagrams to communicate ideas)</p> <p>Use of the imperative verb – put, fix, dig</p> <p>Language extended by using explanation structures e.g. as the... because... this makes...</p>

Appendix 1

Welcome to Gasworks Hill Primary School



Please come to an admissions meeting on _____

at _____

You need to bring:

- Your child's birth certificate/passport
- Name/address/telephone number of your child's doctor
- Transfer note if your child is transferring from another school
- Name/address/telephone number of your previous school
- Medical/dietary information
- Details of whom to contact in an emergency

Your child may be entitled to free school meals we will discuss this at the meeting.

Afterwards we will show you around the school and introduce your child to their class teacher. You will also receive a school welcome booklet and be able to borrow the school welcome video which will tell you more about our school and the routines.

The telephone number of Gasworks Hill Primary School is _____.

Please let us know if you can not make this appointment.

Appendix 2

Welcome to Gasworks Hill Primary School



Gasworks Hill Primary School
Electricity Street
London
020 731 5678

Headteacher:
Deputy:

School begins at _____ and finishes at _____

You will be starting on _____

Your teacher is _____

Your class is _____

Your 'buddy' is _____

P.E is _____

You will need a T-shirt, a pair of shorts and trainers or plimsolls.

Our golden rules are:

To be gentle
To work hard
To look after property
To listen to others
To be honest

Appendix 3

The role of the 'buddy' in helping a new child

Teachers find 'buddies' really help new arrivals settle in. As part of the admission interview a new child will be taken to meet their class and teacher in their classroom. At this point two members of the class are usually chosen to be the new arrival's buddies and will be introduced to the child. Teachers have also found that things work better if the buddies have been trained, maybe by older children who have been buddies before.

These children will have a particular responsibility for looking after the new arrival during his or her first few days.

A helpful and successful buddy should:

- greet the new arrival in the playground on his or her arrival at school on the first day;
- show the new arrival where to line up to be collected by the teacher;
- show the new arrival around the school making sure they know where to have lunch, where to find the toilets and drinking water;
- make sure the new arrival is invited to join games and activities at play times and lunch times;
- help the new arrival to get help from an appropriate adult if it is needed at any time during the school day;
- continue with their responsibilities until the child has become settled and established in their own friendships with peers.

Appendix 4

Checklist for class teachers

Have you

Read the admission form?

Labelled a tray (and coat hook) with the pupil's preferred name, ensuring it is correctly spelt?

Prepared and labelled exercise books?

Considered where the child will sit and in which groups he / she will work in?

Informed them of children due to arrive and talked to them about welcoming new arrivals?

Placed the child with a friendly and helpful 'Buddy' who can help them during play and lunchtimes? 'Buddies' can also help children become familiar with classroom routines.

Familiarised yourself with the child's recent history and experiences, which may include being a refugee, homeless or other difficult circumstances? What is the child's current living situation? Does the child have any siblings or relatives in the school?

Assessed how well the child functions in English and discussed this assessment and any concerns with the EAL teacher?

Looked at whether the child is new to school or checked the child's record from previous schooling (if available) and considered how to build on previous achievements?

Made contact with the child's parent / carers? Are there any concerns that you need to discuss with them at an early opportunity? Have parents / cares had an opportunity to share their own concerns?

Referred any health concerns to the school nurse?

Useful websites and resources

	Guidance on:										Information about:										Resources:												
	Rights and entitlements	Race equality and inclusion	Admissions	Collecting learner information	Sharing learner information	Information for parents/carers	Placing learners in groups/sets	Use of support staff	Assessment	Access arrangements for national tests	Cultural issues	Induction	Class buddies and peer support	EAL and SEN	School policies	Lesson planning	Writing schemes of work	Principles of best practice	Key Stage 4 new arrivals	Learners new to schooling	Refugees and asylum-seekers	Countries of origin	HMI and Ofsted views	Information for parents and carers	Welcome booklet	Assessment material	Dual language texts	English	Mathematics	Science	Other subjects	Refugee issues	
QCA: Pathways to learning for new arrivals (QCA 2004) www.qca.org.uk/8476.html	X	X		X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X											
The integration of refugee children: good practice in educational settings www.nrif.org.uk/Education/index.asp	X	X	X					X				X	X		X	X	X	X	X														
NALDIC ITTSEAL web site www.naldic.org.uk/ittseal2/index.cfm		X	X					X		X	X	X	X		X						X												
CEA@Islington www.islingtonschoolsemas.net/mobility_home.htm		X	X	X	X			X				X	X		X		X	X						X									
Hounslow Language Service www.ealinhounslow.org.uk						X		X			X		X	X	X	X	X				X	X		X		X	X	X	X	X	X	X	
Portsmouth Ethnic Minority Achievement Service (EMAS) www.blss.portsmouth.sch.uk			X	X				X		X		X	X	X							X	X		X				X	X		X	X	
Hampshire EMA Service www3.hants.gov.uk/education/ema.htm										X			X	X								X			X	X						X	

	Guidance on:																	Information about:	Resources														
	Rights and entitlements	Race equality and inclusion	Admissions	Collecting learner information	Sharing learner information	Information for parents and carers	Placing learners in groups/sets	Use of support staff	Assessment	Access arrangements for national tests	Cultural issues	Induction	Class buddies and peer support	EAL and SEN	School policies	Lesson planning	Writing schemes of work	Principles of best practice	Key Stage 4 new arrivals	Learners new to schooling	Refugees and asylum-seekers	Countries of origin	HMI and Ofsted views	Information for parents and carers	Welcome booklet	Assessment material	Dual language texts	English	Mathematics	Science	Other subjects	Refugee issues	
Relearning to learn NUT/DfES www.standards.dfes.gov.uk/ethnicminorities/links_and_publications/763019											X	X					X						X										
Slough EAZ myweb.tiscali.co.uk/beginners/index.htm								X			X				X						X				X		X						
Bristol EMA Service www.bristol-cyps.org.uk/services/emas							X	X			X				X									X									
Hertfordshire Minority Ethnic Curriculum Support Service www.thegrid.org.uk/learning/mecss		X						X						X																			
Manchester EMA Team www.manchester.gov.uk/education/diversity/ema/newarriv.htm				X	X	X	X		X		X				X																		
Collaborative Learning Project www.collaborativelearning.org																													X	X	X	X	X
Mantra Lingua Ltd. www.mantralingua.com																								X		X							

	Guidance on:										Information about:										Resources												
	Rights and entitlements	Race equality and inclusion	Admissions	Collecting pupil information	Sharing learner information	Information for parents and carers	Placing learners in groups/sets	Use of support staff	Assessment	Access arrangements for national tests	Cultural issues	Induction	Class buddies and peer support	EAL and SEN	School policies	Lesson planning	Writing schemes of work	Principles of best practice	Key Stage 4 new arrivals	Learners new to schooling	Refugees and asylum-seekers	Countries of origin	HMI and Ofsted views	Information for parents and carers	Welcome booklet	Assessment material	Dual language texts	English	Mathematics	Science	Other subjects	Refugee issues	
On the Move: Managing pupil mobility: guidance http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0780+2003&				X	X	X		X	X			X	X		X			X	X														
Managing Pupil Mobility: A handbook for induction mentors http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0781+2003&			X	X	X	X		X			X	X	X																				
Literacy Across the Curriculum, Unit 12 All Inclusive www.standards.dfes.gov.uk/keystage3/downloads/it_xc2_023501mod12eal.pdf	X							X				X			X		X																
Raising aspects of managing ethnic minority achievement http://www.standards.dfes.gov.uk/ethnicminorities/				X				X	X			X			X	X	X																
Ensuring the Attainment of Mobile Pupils http://publications.teachernet.gov.uk/eOrderingDownload/ws_mobilepupil103704.pdf								X	X					X	X	X	X																
Aiming High: Meeting the needs of newly arrived learners of EAL www.standards.dfes.gov.uk/primary/publications/inclusion/newarrivals/			X	X	X	X	X	X						X				X															

Guidance on:																	Information about:		Resources															
	Rights and entitlements	Race equality and inclusion	Admissions	Collecting learner information	Sharing learner information	Information for parents and carers	Placing learners in groups/sets	Use of support staff	Assessment	Access arrangements for national tests	Cultural issues	Induction	Class buddies and peer support	EAL and SEN	School policies	Lesson planning	Writing schemes of work	Principles of best practice	Key Stage 4 new arrivals	Learners new to schooling	Refugees and asylum-seekers	Countries of origin	HMI and Ofsted views	Information for parents and carers	Welcome booklet	Assessment material	Dual language texts	English	Mathematics	Science	Other subjects	Refugee issues		
Leicester LA																				X	X	X												X
Devon LA			X																									X		X	X	X	X	X

Other online resources to support teachers with new arrivals in their class

EMA Online (www.emaonline.org.uk). Access to EAL and bilingual teaching materials developed by Birmingham, Leeds and Manchester LAs with funding from the DfES. The site contains many practical ideas and links.

NALDIC Quarterly Vol. 3, Number 4, Summer 2006 (www.naldic.org.uk; www.naldic.org.uk/docs/resources/naldic_quarterly.cfm).

An overview of good practice and several case studies of schools' and LAs' responses to the need to cater for new arrivals. The website also covers all aspects of EAL teaching and research with excellent links and updates. See also NALDIC Working Paper 8: 'Teaching isolated bilingual learners of English 2005' (www.naldic.org.uk/docs/publications/new.cfm).

BECTA (www.schools.becta.org.uk). Write ESOL resources in the search facility for a series of resources and guidance for using ICT with EAL learners (www.becta.org.uk/teachers/teachers.cfm?section=1_3_2_1&id=2625).

DfES Publications (www.dfes.gov.uk/publications/).

Assessment of pupils learning EAL

(www.standards.dfes.gov.uk/keystage3/respub/en_assess_eal).

Marking Progress

(www.standards.dfes.gov.uk/ethnicminorities/resources/markingprogress.pdf). Training materials for assessing EAL.

Qualifications and Curriculum Authority (QCA) (www.qca.org.uk). Copies of *A Language in Common: Assessing English as an additional language* are available to order. You can also download a copy from www.qca.org.uk/3359.html.

Ofsted (www.ofsted.gov.uk).

Evaluating Educational Inclusion (HMI 235, 2000)

Inspecting English as an Additional Language (HMI 250, 2001)

The Education of Asylum-seeker Pupils (HMI 453, 2003)

Practical ways to support new arrivals in the classroom by Frank Monaghan (National Centre for Language and Literacy 2006) is available from (www.ncll.org.uk).

Multikulti (www.multikulti.org.uk/). Accessible, accurately translated advice and information in community languages. Translations are available in 12 languages – Albanian, Arabic, Bengali, Chinese, Farsi, French, Gujarati, Portuguese, Somali, Spanish, Turkish and Urdu; and Multikulti is currently translating new material in three subject areas – immigration, health, discrimination and racism.

Multiverse (www.multiverse.ac.uk). A website with comprehensive resources that focuses on the educational achievement of learners from diverse backgrounds, including those with EAL.

Centre for information on Language, Teaching and Research (www.CiLT.org.uk). Details about awards available in a range of languages and links to examination boards.

www.londongt.org/real An organisation that aims to improve the quality of identification, provision and support for gifted and talented learners from the black and minority ethnic (BME) and EAL populations, especially underachievers. Resources will be on this site from summer 2008.

Learning in 2 (+) Languages is downloadable from Learning and Teaching Scotland's website (www.ltscotland.org.uk/inclusiveeducation/findresources/learningintwopluslanguages.asp). You can also order a copy from enquiries@LTScotland.org.uk

Nation Master (www.nationmaster.com). Useful background information about a learner's home country: every aspect is covered – downloadable maps and photographs are available.

Country information profiles are provided on the QCA pathways to learning for new arrivals website (www.qca.org.uk/9984.html).

Asia Source (www.asiasource.org/reference/language.cfm). Lists of Asian language resources, including general resources, lessons, online dictionaries, related software and fonts in most Asian languages.

Education Systems in Europe (www.eurydice.org/portal/page/portal/Eurydice). Information about education systems within Europe.

This **BBC** website (www.bbc.co.uk/languages) features information about and courses on European languages. Go to www.bbc.co.uk/languages/other/quickfix to see and hear a few common words and phrases in 36 languages. This is very useful if you want the class to learn welcoming phrases before a new learner arrives.

On this page **BBC World Service** produce [Polish/English](#) content for people trying to learn English. The content is mainly suitable for Polish pupils who are beginners at secondary schools.

Enchanted Learning (www.enchantedlearning.com). Downloadable worksheets in seven languages, including Portuguese, Dutch, French and Spanish. The site is particularly good for material suited to the EAL beginner. The **English Club** site (<http://games.englishclub.com/>). A wide range of games for children and adults learning EAL. Many of the games are also suitable for native speakers of English.

Clicker 4 is a frequently used ICT tool to support EAL learners and there is a collection of case studies at www.cricksoft.com/uk/ideas/teaching_eal/hounslow.htm. Free grids can be downloaded from the Clicker Grids for Learning (www.learninggrids.com/).

The **Northern Association of Support Services (NASSEA)** ([/www.nassea.org.uk](http://www.nassea.org.uk)). Information about language acquisition and bilingualism. There are details about conferences and courses in northern England, and links to downloadable documents produced in northern LAs.

Translated Letters for Schools (www.primaryresources.co.uk/letters/). Downloadable letters to parents and carers on a range of topics and in several languages. Visit this website to print out standard letters to parents and carers translated into 30 languages.

EAL-BILINGUAL email list. Teachers of EAL throughout Britain use it to share information, ideas and queries, all closely related to practice. To join the list, via email, send a message with subject or body 'help' to eal-bilingual-request@lists.becta.org.uk

National Grid for Learning ([National Grid for Learning](http://www.nationalgridforlearning.org.uk)) has a searchable catalogue of online resources to support parents, carers and teachers.

The **TES** has a [Polish picture resource](#) which is ideal for children in Key Stage 1. You need to register with the TES to be able to download this resource. It offers simple vocabulary ([word and picture fan](#)) ([Hello in 300 languages](#)).

Birmingham Grid for Learning. Search the activities index for online activities. Visit the ([Achievement pages](#)) for information about African Caribbean and Asian heritage and White achievement issues and links to downloadable resources.

Bromley ([Bromley Centre for Multicultural Resources](#)). Online catalogue of the resources in the Centre: a useful source of information about resources.

<http://homepage.ntlworld.com/gordon.ward2000/listfiles.htm>. Numeracy and literacy activities for beginners to English, including card games and track games.

LittleLearner (www.littlelearner.eu/downloads.htm). Downloadable Polish and Romanian resources including basic vocabulary and posters, admission forms and basic information for new arrivals.

Best Teacher Site (www.bestteachersites.com/web_tools/word_search/). This large site allows teachers to make word searches, webquests and KWL charts, quickly and easily.

Dictionaries and translations

www.word2word.com/dictionary.html

Links to online dictionaries in around 30 languages.

www.blss.portsmouth.sch.uk/resources/interc.shtml

Good intercultural resources such as common words in Chinese, Arabic and Bengali.

www.primaryresources.co.uk/letters/

14 standard primary school letters on topics such as school visits, special assemblies or an accident in 31 languages.

http://celebl.e2bn.net/index.php?option=com_content&task=section&id=4&Itemid=41

Simple phrases in 14 languages in short video clips of bilingual learners living in Cambridgeshire.

www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/science/body_parts_p/index.htm

Body parts with clear pictures and in Bengali, Mirpuri, Punjabi, Gujarati and Urdu – for younger children.

www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/community_lang_acids_alkalis/index.htm

Online activities teaching acids and alkalis with explanations in Arabic, Bengali, Chinese, Somali and Urdu.

www.becta.org.uk/teachers/teachers.cfm?section=1_3_2&id=680

Science materials: apparatus, hazards and safety. The sheets are available in Arabic, Bengali, Chinese, Greek, Punjabi, Spanish, Turkish and Urdu.

www.bbc.co.uk/languages/other/quickfix/

Essential phrases in every European language – useful for English classmates who want to learn some of the new arrivals' language as they can hear as well as see the language.

www.bbc.co.uk/languages/other/index.shtml

Essential phrases in Chinese and Japanese to help you communicate with your new arrival.

www.bbc.co.uk/worldservice/

News in 43 languages for learners with good levels of literacy in their first language.

<http://ga.water.usgs.gov/edu/watercycle.html>

As well as lots of information about water, this gives a diagram of the water cycle in 30 languages.

www.yourdictionary.com/languages.html

Access to online translation in more than 300 languages.

A number of websites will translate text into a variety of languages

These websites include this [translation site](#) providing online dictionaries. Online text and web page translation available in Spanish, French, German, Portuguese, Italian and Norwegian. A translation service is available for a much broader range of languages.

[free on-line dictionaries](#) and translation are available in Polish, Slovenian, German, Catalan, Russian, Italian and Turkish.

www.ilovelanguages.com provides information on languages.

www.onlinenewspapers.com allows learners to read the newspapers from home in their first language.

Translates English words into [\(Chinese ideographs\)](#).

www.hazar.com is a translation site for Turkish.

[Langtolang](#) translates into English, Turkish, German, French, Spanish, Russian and Italian.

Alta Vista host [Babel Fish](#) is a text translation device that can be used on web pages or you can copy and paste words and see a translation.

www.onlinenewspapers.com gives key words in [Somali](#) and in [Urdu](#) and a lot of useful science related topics.

Electronic translation (www.ectaco.com) is a useful source for dictionaries or electronic translators.

Sites for learning English

www.learnenglish.org.uk/

Designed by the British Council, an interactive English language teaching website with a wide range of articles, games, activities and comprehension activities. There is also a section for younger learners with some knowledge of English.

www.englishspace.ort.org

Provides over 60 hours of interactive lesson materials specifically designed for UK EAL newly arrived immigrant, refugee, and asylum seeking pupils of secondary school age.

<http://a4esl.org/>

Offers some free online activities which help with learning English in Key Stages 2, 3 and 4. There are sections for primary age children, visitors' English, etc.

www.britishcouncil.org.cn/trenduk/

Website in Chinese or English designed to inform people what is going on here. It could be used to support a new arrival.

<http://iteslj.org/links/ESL/Bilingual/>

Bilingual vocabulary quizzes in a range of subjects in 20 languages.

www.topmarks.co.uk/

EAL resources, interactive games and activities and links to lesson plans.

Multicultural resources, including dual language books and dictionaries

Milet (www.milet.com)

Publisher of dual language texts and bilingual dictionaries.

Grant & Cutler (www.grantandcutler.co.uk)

Language specialist bookshop with a very wide range of bilingual dictionaries. The bookshop stocks a wide range of single and bilingual dictionaries in many, many languages. It also stocks European dual-language books and videos.

Letterbox Library (www.letterboxlibrary.com/acatalog/index.html)

Provides a range of books on refugees, bereavement and bullying.

MantraLingua Ltd (www.mantralingua.com)

Publisher of bilingual books and CDs for children. Mantra publishes colourful dual-language books including two useful paperbacks called *Phrases for School* and *Words for School*. These titles are available in various languages, including Arabic, Bengali, Chinese, Portuguese and Turkish. Mantra also has multi-language friezes, welcome posters and signs, books videos and a Welcome CD-ROM. You can order online.

Multicultural Books (www.multiculturalbooks.co.uk) offers over 6000 titles.

The Willesden Bookshop (www.willesdenbookshop.co.uk) has lists of multicultural collections (including many valuable materials imported from the United States) and dual language books.

Trentham Books (www.trentham-books.co.uk). International publisher of professional books and journals in this field.

Soma Books (www.somabooks.co.uk). Supplier of quality dual language books in Gujarati, Hindi and Malayalam.

Refugee Council Publications Unit (www.refugeecouncil.org.uk). Educational materials for school use, including a free leaflet called *Helping Refugee Children in Schools*. Also useful for use with newly arrived refugee learners, fully illustrated word lists in various languages, including Turkish, Albanian and Serbo-Croat-Bosnian. You can order publications online.

OXFAM (www.oxfam.org.uk/coolplanet). Full of resources designed to bring a global perspective to the classroom. Oxfam also produces a catalogue.

Mirage Children's Theatre
telephone/fax: 020 7349 9969
email: mir-arts@dircon.co.uk

A non-profit making multicultural arts organisation. It offers dual language story tapes of *Goldilocks* and *Billy Goats Gruff* that bring these traditional stories to life in mother tongue and English. Tapes are available in ten languages including Albanian, Arabic, Portuguese and Turkish and are suitable for Foundation Stage children.

Suppliers of multicultural toys and dolls to support play activities

[Positive Identity](#) – educational books, dolls, puppets, puzzles and posters can be ordered through www.positive-identity.com.

[East-West Education](#) offers ethnic costumes from Asia for dolls and children. The [Parrotfish Company](#) provides photo packs, costumes and artefacts.

Online learning materials

The [BBC's](#) highly recommended educational site caters for all ages.

The [National Curriculum on-line](#) website not only gives access to the text of the National Curriculum but also links to other sites providing resources.

[English Online](#) is aimed at supporting UK English teachers for Key Stages 3 and 4. You will need to register and pay to view some of the content. Free content includes sample work schemes.

[Actis Scenaria](#) offers Internet learning resources. Using technology, learners can resolve real-life emergency situations. A projects box is available for Key Stages 2 to 4; however, you will need to pay for a password.

[National Grid for Learning](#) has a searchable catalogue of online resources to support parents, carers and teachers.

Race equality

QCA's Respect for All website (www.qca.org.uk/301.html) has a substantial range of practical suggestions and guidelines for incorporating multicultural perspectives in all curriculum subjects.

The **Black History Month** official website is at www.black-history-month.co.uk

Moving Here (www.movinghere.org.uk) has a vast archive about migration, with many personal stories.

The **100 Great Black Britons** list (www.100greatblackbritons.com/home.html) reflects the history of the Black community over the past one thousand years.

National Archives (www.nationalarchives.gov.uk/pathways/blackhistory/) offers virtual books and journeys about the black and Asian presence in Britain, 1500–1850, set up in association with the Black and Asian Studies Association.

Commission for Racial Equality (CRE) works to promote a fair and just society, free from prejudice, racism and discrimination ([Learning for All – Standards for Race Equality in Schools](#)).

Britkid is a website about race and racism seen through the eyes of children. **Show Racism the Red Card** (www.srtrc.org/) is a video pack and lesson plans looking at racism in football. Many national and international footballers present their views.

The **Children's Society** website ([Count us in: young refugees in the education system](#)) includes a report based on research carried out in July and August 2006, when The Children's Society asked 106 children and young people from abroad about their experiences of gaining access to education, and what they thought would help them to settle into school or college and enjoy their education. This short report provides useful information for schools.

Information about refugees and asylum seekers

The **Refugee Council** website has a wide range of information and resources on refugees and asylum seekers (www.refugeecouncil.org.uk). [The practice advice section](#) has bilingual resources and information for schools.

[Refugee Council: where on earth does it all begin?](#) Why do people flee their homelands and where do they come from? This section aims to bring to life the whole subject of migration, asylum and the needs of refugees. Our overview on the top ten asylum-producing countries for the UK illustrates the many reasons why people are fleeing.

The **Refugee Education** website (www.refugeeeducation.co.uk) has useful advice and guidance.

Praxis (www.praxis.org.uk) has a lot of useful material about the media treatment of asylum and refugee issues, and also a number of stories by refugees to Britain recounting their experiences.

Refugee Week is celebrated each year in June (www.refugeeweek.org.uk).

World Refugee Day (www.worldrefugeeday.info/) offers ideas and resources.

Asylum Rights (www.asylumrights.net) provides resources relating to recent events, including a set of material and full-text documents concerning UK proposals for transit processing centres and regional protection zones.

Refed is a valuable discussion group for practitioners to share information about events and resources. Contact refed-subscribe@yahogroups.com to subscribe, send an empty message.

The **Information Centre about Asylum and Refugees in the UK (ICAR)** (www.icar.org.uk) is developing a series of nationality-based navigation guides to refugee populations in the UK. The contacts section at the back of each guide has information on country-specific groups and projects.

HarpWeb (www.harpweb.org.uk/index.php) is a health portal for refugees and new arrivals.

The **General Teaching Council for England** produces resource files full of information on supporting, working with and understanding refugee and asylum seekers as well as Roman and Gypsy Traveller communities (www.gtce.org.uk/networks/achieve).

Salisbury World (www.salisburyworld.org.uk/) provides educational, social and emotional support for refugee children and young people, and supports parents, carers and the wider refugee community by providing home–school liaison, family workshops and outings, and also a comprehensive social advice service.

The [Save the Children Fund](#) website gives information on the experience of refugees.

The **DfES** publication [Good Practice Guidance on the Education of Asylum Seeking and Refugee Children](#) provides comprehensive guidance to support teachers in their work with refugee children.

[Schools against deportations](#) is a site run for teachers, headteachers, lecturers, teaching assistants, students, young people, trade unionists, mentors and others working in the education system who are concerned about the damaging impact which the threat of deportation, or actual deportation, can have on children and young people studying in schools and colleges.

Providing opportunities to learn about refugees and new arrivals

[I am Here!](#) is a Save the Children citizenship Key Stage 3 resource pack for teaching about refugees, identity, inclusion and the media. It includes lesson plans, a video of young refugees' testimony and other resource materials to raise awareness among indigenous school populations about diversity and refugees. It also includes a one-hour training programme to increase teachers' confidence in teaching about refugees.

[Student Action for Refugees \(STAR\)](#) involves a youth programme visiting schools to raise awareness about the issues facing refugees. The organisation also has numerous resources for use in schools.

[Haringey Refugee Education Resources](#) is an example of a website that provides schools with learning materials to promote refugee awareness. *Moving Here: Welcoming new communities to the East of England: An educational resource for primary Key Stage 2* is available from www.glypt.co.uk with a DVD and teacher's pack.

EU Accession Migrant Worker Families: A learning experience (www.educationbradford.com) shows EU Migrant workers sharing their experiences of life and schooling in their home countries and in England – DVD and resource pack.

Bullying

All schools are required to have an anti-bullying policy and should monitor whether refugee children and young people are experiencing bullying.

The **DfES** anti-bullying website ([Don't suffer in silence](#)) provides access to a range of resources, including anti-bullying films and free downloads of postcards with advice for victims of bullying. These postcards come in English, Albanian, Arabic, French, Kurdish, Mandarin, Russian, Somali, Tamil and Turkish.

Brighton and Hove's anti-bullying website ([Coastkid](#)) features a character called Hussein, a refugee from Zaire.

Information and support on bullying can also be found on:

- [ChildLine](#)
- [Kidscape](#)
- [Bully Free Zone](#)
- [Bullying Online](#)
- [Actionwork](#)

Teaching resources are available to schools to challenge racism and promote racial harmony. These include:

- [Throwing Stones](#) – an anti-racist teaching guide for Key Stages 2 and 3, produced by Leicestershire Constabulary;
- [Learning for Life](#) – a series of CD-ROMs with activities for 5–13 year-olds, developed by Grampian Police and produced by Leicestershire Constabulary.

Involving children in planning and decision making

Children of all ages appreciate being consulted and having their views considered as part of how services and activities are planned. Opportunities to be consulted and involved can be fun and can provide the foundation for children to make decisions and develop independence. [Save the Children](#) publishes a range of publications that can help practitioners consult children and involve them in planning:

- [Children as Partners in Planning: A training resource to support consultation with children](#)
- [Children are Service Users Too: A guide for consulting children and young people](#)

Out-of-school-hours learning

[Who Cares? Trust](#) publishes several resources that can help schools improve educational outcomes and experiences of young people in public care.

Supplementary schools

www.supplementaryeducation.org.uk is a website dedicated to providing information, advice and resources to supplementary schools across England.

Information for parents and carers

www.parentcentre.gov.uk is a DfES website that provides leaflets and information about the English education system – a guide for parents and carers on the National Curriculum (in all key stages) is available in [11 different languages](#).

DfES translations of leaflets on curriculum topics are designed to support parents and carers in helping their children with homework. The translations are available in Bengali, Chinese, Cantonese, Greek, Gujarati, Hindi, Punjabi, Somali, Turkish, Urdu and Vietnamese.

- [for children aged 5 to 7 years](#)
- [for children aged 7 to 11 years](#)

The **Multilingual Family in the UK** website (www.multilingualfamily.co.uk) is designed to help multilingual families in the UK meet up and ensure that they make the most of being multilingual. It includes online forum for finding and communicating with families in the same geographical area and resources categorised by language.