



Induction Procedures

Agreed on: October 2019

Reviewed on: October 2020

Part One- Induction of staff new to the school

Rationale

Frome Vale Academy is striving to become a learning school through a culture of continuous improvement. Our main purpose is learning - for both staff and pupils. Through the continuous learning of our staff and Academy Council members the school improves and develops, and bringing ever greater benefits for our pupils. Effective induction is a vital foundation for continuous learning by supporting the effective performance and continuing professional development of all staff and Academy Council members new to the school. Induction is a process which starts when a person joins the school and continues through the first year at the school and beyond. Induction is a process which aims to increase the effectiveness of all staff and councillors both as individuals and as team members, by ensuring they understand the policies and expectations of the school and by supporting highly effective performance. This policy applies to teaching and support staff. It thus enables them to contribute to the school's vision and goals and to fulfil its guiding principles. The induction process will ensure mutual benefit for the individual and the school.

Purposes

Our induction process will:

- Contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meet the needs of pupils, parents and the wider community;
- Contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective work at the school;
- Ensure teachers new to the profession have the best start in their careers and are supported in effective practice;
- Ensure all staff new to the school understand what is expected of them at the school and gain support to achieve those expectations;
- Build co-operation between staff of all sections of the school;
- Ensure that all staff are valued and recognised as the school's most important asset.

Guidelines (*how will staff development be implemented*)

Induction activity is planned in the context of both the school's vision, goals and guiding principles, CLF's vision and national standards for teacher induction and for other specific roles and responsibilities. Resources are prioritised to support induction.

Financial and other resources for induction are allocated annually and apportioned in accordance with the induction needs of staff and councillors. Resource will be available for the whole school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school.

Management and Organisation of Induction

The principal is responsible for the overall management and organisation of Induction. The Vice Principal is responsible for Newly Qualified Teacher Induction across the whole school working closely with the School Business Manager and the admin manager will oversee the induct

Newly Qualified Teachers

For Newly Qualified Teachers the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole school level and at an individual NQT level. Each Newly Qualified Teacher is provided with an Induction Tutor who will either be a named senior, experienced and competent member of staff.

The Induction Tutor is responsible for the day to day management of the induction of Newly Qualified Teachers.

Induction tutors will be supported in their role by:

- being provided with information from UWE/ CLI (Cabot Learning Institute) and school, relevant to the induction process;
- being offered training provided by CLI on the Role of the Induction Tutor
- having meetings with the member of staff responsible for the overall induction programme in the school
- having their role as an induction tutor as part of their performance management process
- through the monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme
- asking for feedback from the school and from the LEA on the quality of their work.

School Induction programme for Newly Qualified Teachers

The induction programme for staff new to teaching is designed to induct them into the profession and into the school. At the school all new teachers are expected to undertake their professional responsibility in striving to meet high standards. The induction programme at the school consists of support, monitoring and assessment elements and NQTs are expected to engage in the programme. All new teachers are allocated an Induction Tutor. Within the resources available in the school, new teachers are offered a mentor when possible.

All new teachers are invited to visit the school for 2 days before they take up post to familiarise themselves with procedures and curriculum content through meeting with curriculum leaders.

All new teachers are met on their first day by their mentor / line manager. All new teachers are provided with copies of school policies, the school's staff handbook and the Expectations book, and will be expected to develop their understanding of them. All new teachers will meet with the Head Teacher within their first week in post. NQTs will receive feedback on their strengths and areas for development.

Induction Tutors are responsible for the day to day management of their NQT's induction, and will meet with their NQT regularly. The Induction Tutor reviews progress, set targets, and identifies support strategies with the NQT.

All newly qualified teachers are observed teaching during their statutory induction period and this is undertaken by the Induction Tutor, a senior member of staff or an experienced teacher as appropriate (see the NQT induction programme for details)

Three formal assessments will be undertaken during the NQT induction period. These will be documented on forms that are sent to the LEA and must be signed by the NQT Induction Tutor and Head Teacher

Each NQT has 10% professional development time during their statutory induction period. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school. Each NQT has a planned programme to ensure 10% professional development is used to the maximum effect.

NQTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction. Each NQT develops with their Induction Tutor their own induction and support plan. Each NQT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio. The Induction Tutor and school maintains a documented record of the NQTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.

Newly Qualified Teachers who are not meeting the induction standards or making satisfactory progress towards them will be develop with the Induction Tutor a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school. As appropriate UWE and CLI will be involved to ensure the action plan can be implemented.

Induction for experienced staff

- All new experienced staff will be allocated a line manager.
- All new experienced staff will be allocated a mentor, and every effort will be made to
- ensure this is not the line-manager, within the resources available in the school.
- All new staff will be invited to visit the school before they take up post. All new staff will be met on their first day by their mentor / line manager.
- All new staff will be provided with copies of school policies and the school's staff handbook and be expected to develop their understanding of them.
- All new staff will meet with the Head Teacher within their first week in post and the DSL.
- An induction programme will be provided for new staff and their attendance is expected. All new staff will have a review of their induction after one month, three months and six months with their line manager
- All new staff will be provided with an explanation of the school's performance management arrangements (see the school's performance management policy) within which they will be expected to participate.
- All new staff will be expected to contribute to the spirit and life of the school to ensure a conducive environment for learning for all school members, students and staff.

Induction of Support Staff New to the role

- All support staff will be invited to the school prior to taking up the post.
- All new support staff will have a line-manager who will discuss their job description with them. An induction programme will be designed for each new member of support staff.
- All staff will complete a checklist to ensure they are familiar with all areas to undertake their job. Appendix 1

CLF Induction

Although the new member of staff will be working at Frome Vale Academy, they are an employee of Cabot Learning Federation. As such, new staff will also be inducted into the CLF and will have access to a range of materials such as videos and information booklets. On recruitment, new staff will be sent a welcome letter and will also follow the CLF induction process. Appendix 2

Appendix 1

Name:

Start Date:

Preparation, welcome & introductions	Task completed (tick)	Date completed
Inform all staff, in advance, of the arrival of a new member of staff, their name, role and start date		
Appoint a mentor		
Allocate someone to meet on first day		
Show where central curriculum resources are kept in areas of the school		
Allocate classroom/work area & pigeon hole		
Clarify any queries re; ICT programmes		
Give induction programme, courses to new member of staff, as well as others involved i,e mentor, with pre-arranged dates for it to take place		
Welcome to school and introduce to other members of staff		
Issue staff handbook		
Issue code of conduct		
Advise of any important diary dates, meetings etc		
Ensure they have the appropriate workwear for the post		

Facilities	Task completed (tick)	Date completed
Car parking		
Staffroom		
Toilets		
Breakfast/lunch facilities		
Location of fire extinguishers, fire drill procedures, first aid room, first aiders, accident book and accident procedures		
Registration & lunch procedures		
Location of notice boards and access to information		
Internal and external telephone numbers		
Use of photocopiers, email address, computer log in and printer code		
Entry and exit from building, provide fob for main door		
Beginning and end of day procedures for children entering and leaving school		
Procedures for children where parents are late		

collecting		
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Overview of provision for pupils	Task completed (tick)	Date completed
What sort of school we are		
The history of FVA, the development of our philosophy of education and FVA citizen		
Our plans for the future, both in the short and long term		
The Nest		

Educational Plan	Task completed (tick)	Date completed
Our mission statement		
Our values		
The goals and targets set out in our ADP		
How their role will specifically contribute to FVA		
The progress made this year in relation to the targets set in our ADP		
What have been our key achievements and why		
Where do we still need to improve		
How we measure and review progress		

Policies and Procedures	Task completed (tick)	Date completed
School policies		
Equal opportunities policy		
Discuss other issues such as Maternity/Paternity leave, holidays, bereavement and other leave and sickness		

Health & Safety	Task completed (tick)	Date completed
Health & Safety structure chart		
Health & Safety policy		
Off site school visits policy		
Inspection of play equipment procedures		
Procedures relating to violence towards staff		
Site security policy		
Procedures for reporting areas of concern		
Procedures for evacuating disabled pupils		

Pupils/Parents	Task completed (tick)	Date completed
Information about the pupils and parents, their expectations of FVA		
Where to find contact names and numbers		

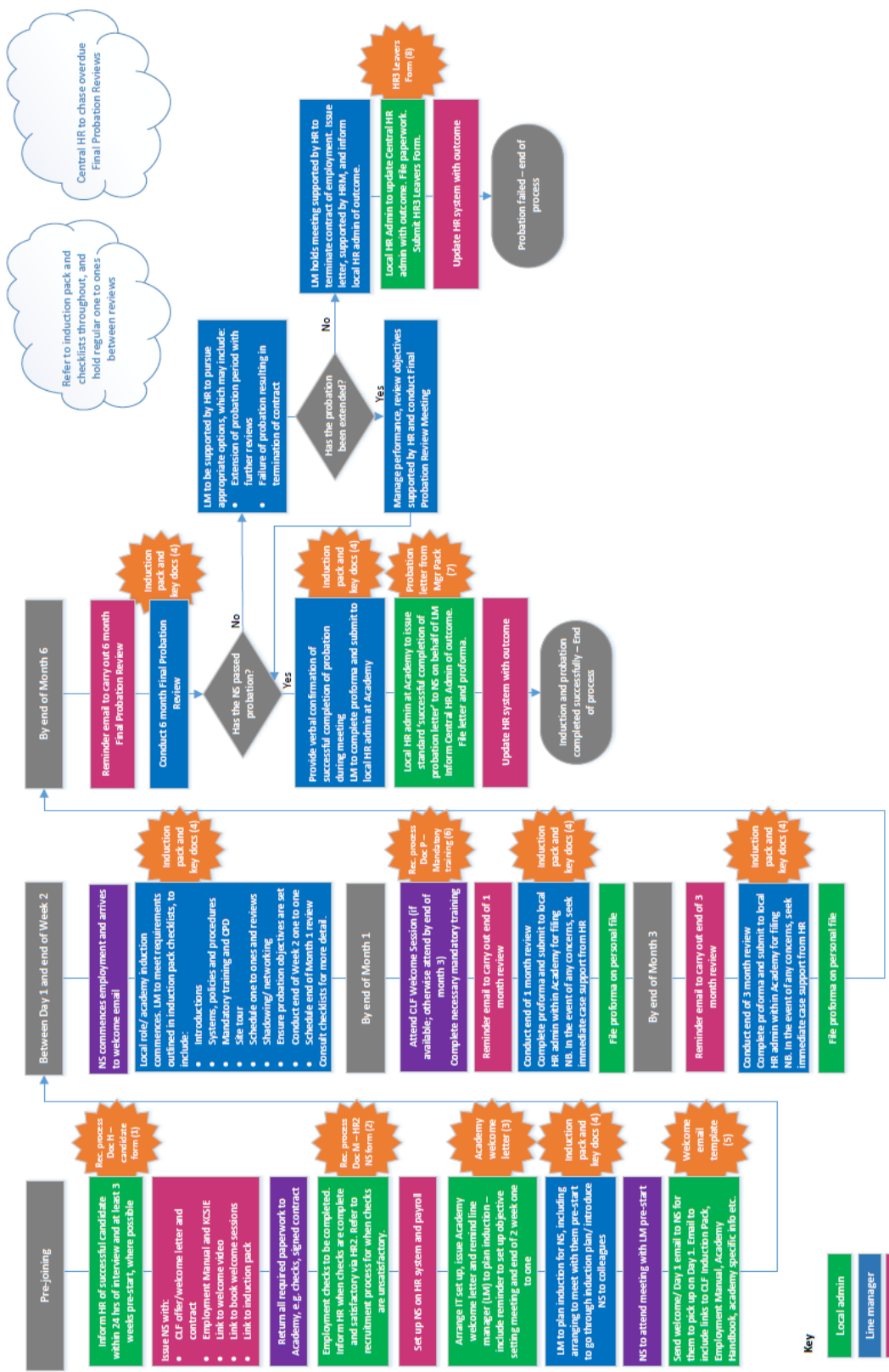
Where to find pupil information		
Information on SEN, SENCo, how to contact outside agencies e,g school nurse		
Information about school clubs		

Finance	Task completed (tick)	Date completed
Petty cash procedures		
Budgets and expenses		
Any financial responsibility related to the role		

Role and information specific to the role	Task completed (tick)	Date completed
Job title and description		
Who the role is responsible to, line manager, team leader		
Explain role and responsibilities within relevant team		
Discuss the contribution the post will bring to FVA in achieving targets set		
Who are the people who will support the new member of staff		
Important results to achieve with timescales		

Training and Development	Task completed (tick)	Date completed
Outline INSET programme for the coming year		
Explain systems for implementing Performance Management		
Discuss member of staff training and development needs together with personal development plans		
Links with school ADP, school INSET and targets set		

Appendix 2



Key

- Local admin
- Line manager
- HR
- New Starter (NS)

Note: Recruitment process to be followed in conjunction with this process

Part Two- Induction of pupils new to the school- mid year/ non Reception arrival

Pupil Induction Policy

At Frome Vale Academy we strive to ensure that every pupil feels welcome. It is essential to have a smooth transfer from one establishment to another, or in to school for the first time. New arrivals need to integrate quickly and begin to achieve. Our pupils will feel happy, confident, prepared and secure in their new surroundings.

Aims

- For pupils to feel 'safe, settled and valued'.
- To ensure that children feel welcomed and at ease in their new surroundings, as quickly as possible.
- To involve parents and carers in the life of Frome Vale Academy by giving them information re school, curriculum, uniform, clubs, etc.
- To ensure teachers receive information pertinent to each pupil before the child enters class to prepare staff and other pupils for the child's arrival.
- To maintain communication with parents to facilitate progress.
- To welcome pupils and parents into the life of Frome Vale Academy

Admission Procedures for New Arrivals

School Admissions notify school about newly arrived pupil.
Family contacts school and is welcomed. Informal discussion and tour arranged and previous school identified if possible. Teachers are informed.

Admission discussion:

- Welcome
- Completion of admission form
- Tour of school
- School information pack Prospectus – including:
 - -Home/school agreement
 - -School dinner menu
 - -Breakfast/After school club information
 - -School behaviour policy
 - -Free school meals letter
 - -Uniform list
 - -School term and holiday dates
 - -Homework policy

- Arrange start date for pupil.
- Pupil allocated to class
- Admission information passed to class teacher and SENCO of necessary
- Class teacher, LSA, SENCo, prepare for new pupil's arrival.
- New pupil starts school.

Welcome Interview

- This would be the Principal and may be with the SENCo if there are any special needs.
- Parents and child are taken on a tour of the school.
- Parents are given a school information pack.
- A school admissions form is completed
- Parents may be informed about:
 - Free school meal entitlement
 - Other Agencies
 - Travel routes to school
 - SLT member, child and parents sign the Home-School Partnership Agreement

First Day

- The first day can be set 1/2 days after the welcome meeting to ensure class teachers and relevant staff are informed and prepared.
- The school will be flexible with length of first day (or more), parents staying, etc, according to individual need.

On arrival, office staff will escort new pupil to allocated class where the class teacher will have arranged a buddy/buddies to greet and look after him/her.

Teacher Welcome

- Teacher welcomes and introduces new pupil to class.
- Use friendly and affirming body language and gestures – e.g. smiling.
- Display the pupil's language and culture in the classroom through books, visuals and labelling
- Ensure the pupil enjoys the same rights as the rest of the class.
- Teacher communication:
 - o Welcome and smile, greet in first language if possible.
 - o Pronounce new pupil's name correctly.
 - o Build relationship
- Allow new pupil time and space to be silent and settle in new environment.
- Ensure new pupil is looked after and is coping during changeovers e.g. sets, lessons, breaks, lunchtime, assembly etc.
- Recognition of different previous education experiences and other personal experiences.
- Observe new pupil informally during day (inform LSAs to do same) to see how the child is coping, level of confidence.
- Ensure appropriate/differentiated activities and tasks are available (with support if necessary) for child to access.

Buddy/Friendship Support

- Friendly talkative children.
- From same cultural background if possible.
- Include a speaker of same first language if possible.
- Keen and sufficiently mature to take on role and maintain it.
- Training for buddies (by class teacher) e.g. circle time/lunchtime club.
- Ensure new pupil is supported and included in class and around school at play and lunch times.

- Show new pupil class routines e.g. lining up in playground, registration, going to assembly, getting changed for PE, going to lunch, where to keep belongings and work, going home.
- Ensure buddy takes child to toilet during breaks.
- How to ask to go to toilet and show where toilets are.
- Introduce them to canteen staff, midday assistants, teacher on playground duty.
- Not to leave new pupil alone, including in games during breaks.
- Buddy to chat to new pupil even if don't share first language, but aware of silent period and how to communicate with new pupil.

End of Day

- Class teacher to meet parents at end of day to hand over new pupils and begin to build links e.g. in playground/class door as dismiss class.
- Class teacher needs to be aware that child may be coping on surface but is still anxious and unsure.

First Week

- Allow pupil time and space to settle down.
- Be consistent in approach to new pupil.
- Involve new pupil in classroom routines e.g. registers.
- Ensure classroom routines are clear and consistent.
- Provide opportunities for recently arrived pupils to interact with their peers, through sharing books, playing games, investigative activities and other collaborative activities.
- Teacher observes pupil within class groups rather than withdrawing pupil.
- Don't limit the pupil's experiences by setting expectations too low e.g. don't put in bottom group only – possibly pupil following the teacher and being part of all the teacher focussed support groups.
- Arrange one session where new pupil can be in small group situation outside of main class e.g. induction group to allow pastoral support and appropriate group activities.
- Continue positive relationships with parents e.g. informal meetings at beginning and end of day.

Nursery/Reception Induction

Entry for pupils in the early years setting is staggered. Teachers carry out home visits as part of induction whereby procedures are discussed and agreed.

Pre first day Checklist:

THE CLASS

- Are friendly and helpful
- Can pronounce name of new pupil correctly
- Use PSHE/Circle time – how class will welcome new pupil
- Organise buddies for in class and playground support

- Buddies to share same language where possible

RESOURCES

- Prepare books, pens, pencils, etc
- Organise tray, clothes peg
- Arrange seat with a buddy
- Put picture labels around the classroom
- Liaise with SENCo to arrange first language labels if possible/necessary
- Ensure name is written correctly – register, tray, peg, etc
- Arrange support for new pupil with new pupil

SUPPORT

- Arrange support (TA) for new pupil where necessary
- If siblings arrive together, provide opportunities for them to get together
- Inform all staff about new pupil including SMSAs to ensure no hiccups during breaks
- Share relevant information with all staff involved with the new pupil
- Be aware if parents/carer needs to stay and support their child (where appropriate)

CURRICULUM

- Introductory activities ready
- Dual language books, tapes or CDs
- Visual, practical resources to support teaching and learning
- Involve a speaker of the same language who may be in a different class or year

Frome Vale Academy Induction Policy

Part Three- New Arrivals Policy- Induction for learners with English not as their first language

Further progress for these pupils will be dependent on an accurate assessment of need including level of proficiency in first language, previous educational experience, information on cultural and family background, and a judgement on English language proficiency.

Assessments and further advice can be requested by schools from Bristol Ethnic Minority Achievement Service at Bristol Education Centre, Sheridan Road, Horfield, BS7 0PU.

Downloadable materials relating to support for EAL pupils are available on the EMAS website: <http://emas.bristol-lea.org.uk>.

N.B. A pupil new to English does not have to be new to the country. Our definition of this is a child who has no or very basic English

Welcoming the pupil in the first week

It is important to provide a welcoming environment to avoid pupil anxiety. The admission date should be discussed in advance with the prospective class teacher in order to ensure a planned induction for the new pupil. Class teachers should be given at least 24 hours notice before a child starts school.

All other relevant school staff should also be informed in order to provide a consistent welcoming ethos. The *class check list* provided in this pack can be used by all staff involved.

Before start date or asap and within 2 weeks

Arrange for the pupil to make a pre-visit to see the school and meet the class teacher/tutor with the parents/carers. Collect information on the Newly Arrived pupil form. At this initial meeting, it is important to establish the pupil's previous educational experience. Some will have had access to excellent educational provision outside the UK, others may have had a little or no experience of school before, e.g. due to different admission ages, adverse conditions in country of origin, or refugee issues.

Establish an easy communication system, which may include bilingual support, with the family. During the first term meet with the parent/carers regularly. (Even if the parent is reluctant to make contact please can teachers inform parent/carer of their child's progress in the early stages) Also inform them of class communication strategies e.g. look at class notice boards, letters home etc.

- Ensure that a list of required school items, such as P.E. kit, is given to parents/carers at this meeting. Check this list is understood by the parents/carers and that they understand the relevance of these activities as part of the curriculum.
- Encourage the family to allow the pupil to stay for lunch. Also check if the pupil is entitled to free school meals. Check for special dietary requirements.
- Tell the class group that a new pupil is joining. Say something about his/her country and culture and his/her language background. Use a world map to identify the country of origin and invite discussion about what pupils already know about this country.

N.B. An interpreter could be present during the pre-visit. Contact Bristol Translating and Interpreting Service (0117 903 6400) if no there is no bilingual relative, friend or bilingual member of staff is available.

- Invite the pupils to say how they can help. It is important that they are involved. Steer pupils towards sensible, helpful behaviour and avoid 'babying' the newcomer.
- If possible, ask a pupil from the same language background to help out with very important messages or information, where appropriate. An older pupil with the same language background could provide much needed reassurance and explanation at lunch times or break times. Investigate the linguistic skills of all school staff - someone might know the pupil's language.

First Day

- Welcome
- Ensure that essential classroom equipment is available for use by the pupil, and their use is demonstrated if necessary.
- Involve pupil in practical classroom-based activities as soon as possible. Focus on hands-on activities which will provide opportunities to learn everyday classroom vocabulary, e.g. colours, numbers, classroom items (see list of suggested language items provided).
- Group pupils with the best possible role models in terms of language and behaviour. Articulate, engaged and motivated pupils will provide examples of high standards.
- Prepare a visually meaningful plan of the day or week, if appropriate. Ensure times are clearly indicated and use universally understandable symbols where possible.
- Familiarise the pupil with the school's layout, particularly entry and exit points. A friend to take them on a guided tour – show them the toilets, hall, library area, offices, , play area, where the Early Years, KS1 and KS2 areas are.

Ongoing support

- Within a month, a First Language assessment should be arranged.
- Assess the pupil's English using the "Language in Common" scales of listening, speaking, reading and writing.

- For the first few weeks, try to go through the time table/routines of the day with the new pupil to avoid confusion and misunderstanding. This is particularly important for pupils with no prior experience of school.
- Try to organise some special time each day with the new arrival to help the pupil feel safe and secure.
- Establish the pupil's IT skills by observing his/her familiarity with computers. Arrange for support (e.g. T.A or older pupils) to teach basic keyboard skills if this is necessary.
- Ask playground duty teachers, T.As. and class monitors to keep a friendly eye on the new arrival during breaks and intervene immediately if there are any concerns.
- Arrange to see the parents/carers soon to check that they are happy about how their child has settled in. Use bilingual support for this if needed.
- Collect resources/equipment/materials to make a new arrival box appropriate to your class group needs (see list of useful resources provided).
- Investigate useful websites, including the EMAS website.
- Use the EMAS publication *Action Planning for EAL pupils*, which provides a comprehensive and user friendly set of pupil descriptors directly linked to targets and teaching strategies. It is available on the EMAS website and from the EMAS office.

Class check list for pupils new to English

- 1 Discuss the new pupil's arrival with the class beforehand and practise pronouncing his/her name correctly
- 2 All pupils learn to say or sign *Welcome* and *Hello* in the appropriate language.
- 3 Display written examples of the pupil's first language around the school, e.g. classroom labels.
- 4 Have the parents/carers been asked to help with the translation of basic words and instructions?
- 5 Are a map of the country of origin, photos and basic information displayed in classroom?
- 6 Has pupil received school induction pack?
- 7 Delegate friends (suggest 2) to look after new pupil for at least 2 weeks
- 8 Has pupil had a tour of school with class friends?
- 9 Does pupil have: school bag, P.E. and swimming kit, lunch box?
- 10 Does pupil have timetable for week including equipment needed for specific activities?
- 11 Is there an appropriate bilingual dictionary/ phrase book/ picture dictionary?
- 12 Identify any other pupil in school who shares the same language and enlist their help as appropriate.
- 13 Does the pupil need an individual action plan? Who is responsible for drawing this up and monitoring it?
- 14 Are notes, trip information and costs, school newsletters etc. translated or explained to parents?
- 15 Is there an easy system for communicating with the family?

Helping pupils to get started with English

Listening and speaking

- Focus initially on supporting pupils to listen, understand and speak. Some bilingual children often listen actively but they do not have the confidence to speak English in the early stages. Very often learning is taking place silently. This could sometimes take a long time and should *not* cause immediate concern.
- If possible, sit new pupil with friend/same first language speaker.
- Where possible, encourage pupils to use first language together. This helps the pupil to understand the topic as well as showing his/her bilingualism is valued.
- Provide opportunities for new arrivals to help in the school, e.g. handing out books, preparing equipment, relaying messages etc.
- Encourage use of tape-recorders, e.g. for listening to stories in English and/or first language.

- Devise collaborative group activities, e.g. collage, model making, cooking, technology and story making.
- Present concepts through visual, concrete and familiar contexts, e.g. pictures, cut-outs, photos, rubber stamps etc., and allow time to discuss and describe these.
- Be aware of difficulties caused by idiomatic language. Use clear, consistent instructional language.
- Model correct language back to pupils in response to any inaccurate language they have tried out. In the early stages don't insist pupils repeat what has been said.
- P.E., games and swimming are very good learning situations. Use them for vocabulary of space, actions and sequence etc. Prepositions can be modelled and learnt during P.E. lessons.

Reading and writing

- Keep the emphasis on understanding rather than the production of accurate reading or writing.

Use all available means to show the meaning of words and writing, e.g. direct experience, demonstration, role-play, illustration, discussion and contextual clues. The use of first language, where appropriate, will help. Previously acquired literacy skills in first language, e.g. visual strategies, alphabet knowledge and awareness, will support literacy in English. Be aware that other languages have different conventions, such as writing right to left and top to bottom, e.g. Urdu, Arabic and Chinese.

- Do not take cultural knowledge for granted. Be sensitive to the need for explanations for and of different cultural contexts, references and life experiences, e.g.: Has your pupil ever seen a castle/ park/beach? Do they know how to make toast? Are they permitted to sit beside pupils of the opposite sex?
- Draw on literacy experiences in first language where available, e.g. bilingual labels using first language, bilingual word lists for topic work. (Parents /carers, pupils could make these.)
- Allow literate pupils to complete tasks in their first language. This helps them to feel the same as the other pupils, provides interesting classroom displays, and illustrates diversity of literacy skills. Parents/bilingual support staff/older bilingual pupils can be asked to evaluate the accuracy of the work.
- Note that some pupils may be competent readers and writers of English, even though their spoken English is limited.
- Investigate dual language resources, simplified texts, audio and video tapes and begin to build up school/class capacity to meet the needs of new to English pupils.
- Plan for your new arrivals linguistic needs - include specific activities for EAL pupils on your planning sheets to ensure they have real access to the curriculum.

Suggested classroom activities

Decide on your objectives in terms of knowledge, skills, attitudes and concepts, and then choose appropriate activity. For young pupils with no previous experience of schools, a range of good play activities, e.g. toys, puzzles, and early motor skills activities, would be more appropriate.

Listening:

- find matching picture
- draw
- sequence
- tick a list
- fill in a chart
- label diagram
- trace a route, following instructions
- fill in gaps in a text
- follow instructions

Reading:

- use first language books, taped stories,
- language master cards
- simplified version of story
- cut-outs/puppets for pupil to retell story
- match words/sentences to picture
- read and draw
- read and fill in a chart

Speaking:

- talk about a picture
- tell a story (make up own in English or first language)
- role play
- class surveys, eliciting simple information
- play a (language) game
- give instructions
- oral reports
- collaborative group activities
- barrier games

Writing:

- use a simplified worksheet
- label diagram in two languages
- make own dictionary/glossary - first language/English
- games, crosswords, word search
- true/false, yes/no answers to
- circle/delete
- substitution
- multiple choice
- speech bubbles
- grids, flow charts, graphs, pictograms
- fill in blanks (cloze)
- models of good writing
- sequencing
- prediction
- simple comprehension questions
- write own story in first language
- provide writing frameworks with key
- vocabulary

This is a good checklist to use to find out how much English a pupil does know if you are aware they have basic English. In addition it is a good tool to use to extend an EAL pupil's English.

Deciding which language items to teach

Basic vocabulary areas: always include 'a' and 'the' as appropriate when teaching nouns.

Vocabulary Area

Examples of words to be taught

1 social language Please, thank you, sorry, hello, goodbye etc

2 classroom objects Pencil, rubber, book, board, chair, table, carpet, tray, folder, door, felttip, paint, scissors, glue, ruler, milk, crisps etc

3 areas of the school Classroom, hall, playground, toilet, dining hall, office, stairs, staffroom, library, corridor, car-park, upstairs, downstairs etc.

4 school routines Assembly, playtime, dinnertime, whistle, home time etc

5 clothes Shoes, dress, coat, trousers, trainers, shorts, swimming costume, towel, shirt, blouse, vest, pants, T-shirt, socks, jumper etc.

6 parts of the body Head face eyes ears hair nose mouth teeth tongue body arms hands legs feet etc.

7 health Tummy ache, toothache, earache, cut, bleed, hurt, broken etc.

8 colours Black, white, red, blue, green, yellow (beware colour blindness)

9 people Girl, boy, man, woman, children, teacher, teacher's name etc

10 family Mother, father, sister, brother

11 reading Book, page, word, picture, story etc.

12 Maths counting 1 - 10, 10 - 20, 20 - 100 etc.

13 Maths money Pound, penny

14 Maths computation Add, take away, multiple, divide, more, less etc.

15 Maths shapes Square, circle, triangle, rectangle etc

16 Maths measuring How long, how short, centimetre, metre, height, width

17 meals/food Dinner

- food usually served for school dinners

- other food as necessary for recipes used in class

18 meals/utensils Plate, knife, fork, spoon, bowl, rubbish, bin, cup, saucer, mug etc

19 instructional verbs

(classroom)

Sit down, stand up, stand still, write, stop, draw, colour, paint, listen, line up, go and get/show me your stick etc.

20 instructional verbs

(PE)

Jump, hop, climb, roll, throw, catch etc.

21 Street (nouns) Road, pavement, zebra crossing, traffic light etc. Shop, house car, lorry, van etc.

22 street (verbs) Look, cross, stop, be careful, go etc.

23 Time - Now, yesterday, tomorrow, last week, next week

- Dinner time, play time, home time,

- 9 o'clock, half past seven etc.

24 House

outside/rooms

Roof, door, wall, garden, etc.

Sitting room, bedroom, kitchen etc.

Upstairs, downstairs

25 House- furniture Bed, bath, cooker etc.

26 day/months Monday, Tuesday, March, April etc.

27 Weather Cold, hot, rain, sunny etc

Checklist of functions and sentence patterns

Functions Sentence patterns

Identifying objects What's this? It's a What are these? They're

Is this a? Yes it is/No it isn't

Are these? Yes they are? No they aren't

Asking for things Can I have a

Identifying actions What are you doing? I'ming

What is she/he doing? S/he'sing

Are you? Yes I am/No I'm not

Is s/heing? Yes s/he is/No s/he isn't etc.

Locating objects *prepositions*:-

Where's the/my/your?

It's here/there It's on/in/under/beside/etc

Describing problems What's the matter?

I've hurt/lost/broken

My hurts/is broken/is missing/etc.

Expressing likes/dislikes Do you like?

Yes I do/No I don't because....

Expressing possession That's mine/his/her/ours/etc.

I've got a

Have you got a? Yes I have/No I haven't

Describing objects What colour is this? It's red/blue/etc

How big/long/wide is this? It's ... cm long/wide

They're the same/different

What's it made of? It's made of wood/paper/etc.

Counting How many are there? There is/are 1/2/3/etc. A lot/many/
some/a few/etc.

Describing ability I can

Can you? Yes I can/No I can't

Reporting and narrating *simple past tense*:-

I went/saw/played etc

Did you go/see/play etc. ? Yes I did/No I didn't

yesterday, last week

Describing lifestyles and

regular events

What does a chemist/bus driver/etc. do? He...

She...

What do you do after school? etc.

Predicting the future I'm going to be an astronaut/film star/zoo keeper

We will look at that tomorrow.

I'm holding a party on Sunday etc.

Referring to past and

present

I've hurt/broken/lost my

Has s/he gone/seen/written etc.

Expressing obligation. You must/mustn't have to/ought to/should

Guidelines for supporting EAL pupils during Literacy lessons

The following chart identifies some of the difficulties that EAL pupils may be experiencing and suggests guidelines for supporting these pupils.

When children experience the difficulties mentioned below they may see themselves as underachievers. It is important to have high expectations for all pupils and to share these expectations with your pupils.

It is essential that Literacy planning specifically refers to the needs of your EAL pupils by incorporating the guidelines and activities suggested below. If effective support is not explicitly planned, then it will not happen.

Shared Text Work Shared Text Work Suggestions

Children may experience difficulties when confronted by a text that is beyond their understanding/ experience/vocabulary.

Therefore, children may feel:

- uncomfortable/uninvolved
- unable to contribute effectively
- unable to bring prior knowledge to the text.

• Pre-tutor/ reinforce the text outside the literacy lesson (monolingual or bilingual).

Ensure these times are planned for every week. Use parental support where appropriate.

- Select books which are culturally relevant and, where possible bilingual.
- Present repetitive tasks for younger children in a similar form.
- Choose a teaching focus which addresses language needs for EAL pupils.
- Think about the way you ask questions and the language you use.
- Use visual aids and artefacts.

- Use picture or word cue.
- Reinforce vocabulary from text whenever it occurs in other curriculum areas

Word/Sentence Level Work Word/Sentence Level Work Suggestions

Children may find the word/sentence work difficult to understand when:

- they lack time and opportunity to become familiar with English
- they lack self-esteem because of exposure to inappropriate tasks and resources
- certain sounds do not exist in their first language
- there is an inability to cope with different language structures
- they have a limited English vocabulary and knowledge of rhyme in first language
- their decoding skills are well ahead of their comprehension.
- Using chanting or rhyming activities, include rhymes in other language.
- Blank out text to focus on words, letters and punctuation.
- Use breakthrough activities.
- Use word washing line.
- Mime verbs and play guessing games to reinforce 'action' words.
- Use magnetic board/plastic letters.
- Use culturally appropriate visual aids and artefacts to develop phonic and vocabulary skills.
- Use language games (e.g. barrier games, track games).

Guided and Independent Work Guided and Independent Suggestions

Children often cannot stay on task when:

- they do not understand the task when explained in English
- they may be unable to seek clarification of the task
- there is an inappropriate match of activity to language skills
- they lack knowledge of English and how the language works
- they are unable to record in English
- the resources are inappropriate to the task.
- Ensure tasks are appropriate.
- Use a variety of prompts to check understanding of tasks.
- Use other adults to encourage those who lack confidence by modelling language, checking understanding and providing scribe support.
- Use collaborative tasks/activities to develop understanding and explore meaning.
- Encourage peer support within group as appropriate.
- Focus on speaking and listening activities: use listening centre, Language Master, ICT, story props.
- Provide a range of bilingual books and tapes.
- Make a tape to reinforce text (or game).
- Play language games to extend spoken language e.g. matching and sequencing.
- Provide word packs, writing frames, bilingual dictionaries.
- Provide opportunities to record in home language.

Plenary suggestions

Children will be unable to participate fully in the session when they have:

- difficulties in expressing and explaining themselves in English
- difficulties with vocabulary and structure
- difficulties with pronunciation which may prompt ridicule.

Allow more time for feedback to ensure that children at different levels of English acquisition are able to participate.

- Encourage pupils to speak in first language with peer interpretation.
- In addition to spoken and written feedback, include drama, mime, puppets, graphs and other pictorial forms.

- Encourage collaborative feedback.
- Use audio tapes as appropriate.
- Speak through talking partners.

PLEASE NOTE:

Many of the difficulties experienced and suggestions given will also apply to the Mathematics lessons.

Questions teachers ask about EAL

Q: Who can provide support during the Literacy Lesson?

A: Support for various parts of the Literacy Lesson can be provided by:

- bilingual support teacher
- other EMAS staff
- T.A. (bilingual or monolingual)
- student teacher
- pupil sharing same language
- parent helpers.

Q: How do I increase EAL pupils' confidence in the use of spoken English?

A: To increase pupil confidence in using spoken English teachers can:

- provide an environment which encourages oral interaction
- model correct spoken responses
- respond sensitively to different forms of pronunciation and dialect
- encourage the use of talk partner/talk pairs
- if possible, encourage first language discussion with talk partners, with feedback to class/teacher in English.

Q: In what ways can parents participate in the learning of EAL pupils?

A: Parents can:

- prepare their child for the next week's book with a simplified version to read together at home
- supervise language games
- reinforce understanding of stories and instructions in first language in the classroom and at home
- support some practical activities e.g. cooking, book and puppet making in class.

Q: How can bilingual support staff be used effectively?

A: Bilingual specialist language teachers can:

- check pupils' understanding of text and task
- observe target pupils ability to participate in a shared reading session
- draw pupil's linguistic and cultural experiences into whole class work
- deliver shared reading session either bilingually or monolingually
- assist in the selection of culturally relevant text and appropriately inclusive activities
- support teacher to ensure that all information of pupil's literacy is taken into account, including literacy skills in first language, when putting children into ability groups
- assist teacher in linking the literacy lesson with the rest of the school day
- read all or part of the text or guided readers in first language to groups
- share planning for specific needs of EAL pupils.

Q: When is it appropriate to withdraw an EAL pupil from part of the Literacy Lesson?

A: EAL pupils with little or no experience of the English language will benefit from a structured programme focusing on spoken English. This is essential to the acquisition of literacy skills.

Summary

Inclusion for all pupils is a sound principle in any educational initiative. For EAL pupils within the Literacy Lesson, success is also dependent on maintaining high expectations and ensuring that planning for the literacy lesson takes their language needs into account.

Part Four- Induction of Academy Council members

Frome Vale Academy Council Induction

The Academy Council and Head Teacher believe it is essential that all new Councillors receive a comprehensive induction package covering a broad range of issues and topics.

There is a commitment to ensure that the new councillors are given the necessary information and support to fulfil their role with confidence. The process is seen as an investment, leading to more effective governance and retention of councillors.

PURPOSE

- To welcome new councillors to the Academy Council and enable them to meet other
- members
To encourage new councillors to visit the school to experience its atmosphere and understand its ethos
- To meet the Head Teacher, staff and children
- To explain the partnership between the Head Teacher, school and Academy Council
- To explain the role and responsibilities of councillors
- To give background material on the school and current issues
- To allow new councillors to ask questions about their role and/or the school
- To explain how the Academy Council and its committees work
- To allow new councillors to join the committee(s) of their choice

New councillors will:

- Be welcomed to the Academy Council by the Chair
- Be invited by the Head Teacher to visit the school
- Have the opportunity to tour the school and meet staff and children
- Receive an informal briefing on the school from the Head Teacher
- Have the opportunity to meet informally with an existing Governor who will then act as their mentor
- Be accompanied by their mentor to their first full Academy Council meeting (if required)
- Have the opportunity to review their first meeting with the mentor
-

New councillors will receive:

- The Department for Education and Skills' "Guide to the Law for Councillors"
- The school's "Guidelines for Councillors"
- The school prospectus
- The Local Authority's governor training programme

- Details of the Academy Council committees including their terms of reference
 - Dates for future councillors' meetings including committees
 - Details of how to contact the other councillors
 - Details of how to contact the school including the e-mail address
 - A calendar of school events
 - Recent school newsletters
- New councillors are also recommended to read:
- The School Improvement Plan
 - The latest Ofsted report and action plan
 - Policy documents relevant to committee membership
 - The latest School Profile
 - The monitoring performance and evaluation policy
 - The school visits policy
 -
 - Areas that the Head Teacher will cover include:
 -
 - Background to the school
 - Current issues facing the school
 - Visiting the school
 - The relationship between the Head Teacher and Academy Council
 -
 - Areas that the mentor will cover include:
 -
 - An overview of the Governor's role
 - How the full Academy Council and committee meetings are conducted
 - How to propose agenda items
 - Governor training