



HOLY TRINITY COLLEGE



Promoting: "Inspiration, Innovation, Excellence".

Newcomer Policy

Jan 2016

"Holy Trinity College is committed to providing high quality opportunities for each pupil to develop his / her unique talents to the full, in a secure, caring environment"

A '**newcomer pupil**', refers to a child or young person who has enrolled in a school but who does not have satisfactory language skills to participate fully in the school curriculum and does not have a language in common with the teacher (*Every School A Good School – Supporting Newcomer Pupils*).

In Holy Trinity College, the number of Newcomer pupils continues to grow year on year. Inclusion for all within the School community be it academic or pastoral, is key for the successful development of every pupil. The College aims to ensure that its workforce has the capacity and skills to support all Newcomer pupils during their time in the College and in preparation for Further and Higher Education and the world of work. We therefore ensure that every support possible is made available to Newcomer pupils; that they, like every other pupil can avail of high quality learning and teaching; access to a broad and balanced curriculum; access to a range of extra-curricular activities; and that each pupil can grow and develop positive relationships in an environment where he / she will feel happy, feel safe and enjoy his / her learning on a daily basis. The arrival of 'Newcomer' children has enriched our school community and of the 9.6% currently attending, about 5% do not have English as their first language.

This Policy outlines the steps taken to ensure that an effective education is provided for 'Newcomer' pupils and the support provided for those who do not have English as their first language.

- The appointment of an Newcomer Coordinator
- Language Teacher (2 days per week)
- Language Classroom Assistant (2 days per week)
- Inclusion and Diversity Service

Induction / Admissions Meeting:

An Induction process ensures that pupils feel welcome and informed upon arrival. Newcomer Pupils and parents will meet with the Vice Principal and Newcomer Coordinator on arrival (Interpreter may be required). The purpose of the meeting will be to:

- Discuss expectations or concerns the parents/student might have about Holy Trinity College and in particular the new system of education / Key Stage they will be entering. Differences in the school system, classroom environment, routine, examinations, meals etc. will all need to be clarified.
- Provide the student and parents with the school welcome book / Prospectus, including a map of the College, important organisational information and pictures of the key staff involved in supporting the student initially. Talk through the book to clarify understanding of school routine. Carry out a tour of the College.

- Gather important information about previous education and relevant admissions details, including any relevant pastoral issues. Admission/ medical/ permission / internet forms can be completed before the parents leave.
- Ensure that information is accurate in order to be shared with relevant teaching staff.
- Arrange a buddy (usually a pupil from same country / speaks same language) to accompany the pupil in his/ her first day in the College.
- Begin to prepare a programme of appropriate support and assign pupil to relevant class
- On arrival for first day in Holy Trinity College, the pupil will be made welcome by his / her buddy and Newcomer coordinator / teacher /classroom assistant. In the relevant classroom area, the pupil will have explained to him / her again, the support which he / she can avail of and how this support can be accessed.

Teaching and Learning:

In Holy Trinity College, every pupil is entitled to a high quality education and therefore we must place ourselves in an ideal place to deliver on this premise and recognise the importance of every lesson in developing pupil potential. Newcomer pupils should be provided with intense tuition / support in order to achieve the following:

- Basic 'survival' language skills to cope in the school environment
- Improvement in overall competence in understanding and use of the English language, indicated through the successful completion of JETSET examinations
- The successful completion of GCSE / 'A' Level examinations in their first language. The Newcomer Coordinator should ensure all necessary documentation be completed regarding exam entries, oral examiners, exam techniques, after school revision etc. This also enables pupils to maintain and develop their skills in their home language.
- CEFR monitor forms to be completed by literacy subject teachers /Newcomer teacher at the end of the year and referred to Newcomer Coordinator.
- Additional timetabling of tailored support – for English language support
- Applications for Interpreters via the Inclusion and Diversity Service re; parent / teacher meetings
- Use of a language diary/keywords book – new subject-specific words for each subject
- Use of EAL Classroom Assistant to assist during internal examinations
- 'Newcomer friendly' teaching methods, such as pictorial instructions, clear and straightforward learning outcomes, customised tasks – the creation of a stimulating learning environment with a strong emphasis on visual material and attracted display of pupil work. (see Appendix 1)
- Schemes of Work should be reviewed on regular basis to include strategies for differentiation and to meet the needs of all pupils.
- Guidance will be provided for Options at the end of Year 10 and Year 12
- The setting up of After School Clubs to promote integration and inclusivity through participation in sporting activities and additional English support.
- Pupils are encouraged to celebrate their culture and language – European Language week

Pastoral Support:

The general welfare and personal development of all pupils is of paramount importance to all who work within Holy Trinity College. We are a caring school with positive relationships and an excellent support structure in place for all pupils. We believe that positive values enables pupils to become responsible, grow in confidence, show respect and become worthy citizens of their community. It is important that the Form Teacher, who is the key point of daily contact, makes their Form Room as welcoming and as inclusive as possible. If there are any concerns, they should be dealt with immediately via the pastoral support structure in place.

- All pupils are valued members of the school community
- We ensure there is respect for oneself and for the value, worth and dignity of each individual in the school community
- The cultural differences of pupils are respected and valued
- Equal opportunities exist for all pupils
- Clear communication is essential for progress of pupils
- Welcome booklets are available for 'Newcomer' pupils, distributed initially during the Year 8 Induction evening and at subsequent times throughout the year.
- Buddy system in place
- Interpreters are available if and when required

Assessment:

The purpose of Assessment is to enhance pupil learning and achievement, whilst at the same time raising pupil motivation and self-esteem. The Pupil Tracking System enables pupils to recognise their strengths, set targets for improvement and be reflective in their learning. In addition:

- The English skills of each Newcomer pupil are assessed individually in order to ascertain their ability and establish support required.
- Assessment for Learning strategies are incorporated within each subject area
- Head of Year in conjunction with Raising Standards Leader will ensure mentoring support available if required
- Pupils with Newcomer are given the opportunity to sit JETSET English exams throughout the year.
- Newcomer pupils are given an opportunity to sit a GCSE and 'A' level in their own language

Additional Information:

Positive cross community relationships have evolved through the schools' involvement in CRED and Together Through Culture initiatives, enabling Inclusion, Diversity and Equality projects to be developed leading to greater understanding of different cultures.

Appendix 1

Strategies for class teachers to use with Newcomer pupils

- Teach sounds/words same way as for young learner – except this can be accelerated if the pupil is older.
- Involve Newcomer pupils in ordinary lessons. Use props and pictures so that they can grasp basic elements. Use mime/diagram/maps, and simple differentiated work sheets.
- Let them work in own language or use L1 books at first.
- Encourage group work as a pupil will only acquire language if they listen and use it. Working in a group is a valuable tactic to encourage language use in new pupils. Speaking in groups is less daunting than in front of a whole class. Observation of others is easier and the teacher may have an opportunity to clarify and extend some language within the group.
- Correction should be positive and none threatening – allowing the pupil to “have a go”. Respond to attempts to make meaning rather than over emphasising correctness.
- Check understanding by asking questions which require yes/no answers.
- Keep speech clear and simple, without slowing down too much. Try to avoid colloquialisms. At the beginning try to keep to one way of expressing something even though there maybe a variety of expressions in English for example “May I.....” “Can I.....” “I want to.....” (Choose one version).
- Do not expect the child to speak too much at the beginning. They need quite a long time to observe and assimilate. Do not feel guilty if they spend time in the class observing or doing holding exercises, but try to find time in each lesson for a short time speaking directly and demonstrating to them. They often get the general idea from other children.
- Use the Newcomer Support Team to advise you with resources and materials for Newcomer pupils for example bilingual dictionaries, course books, etc.
- Use classroom assistants to help you make books, topic information such as simple sentences, key words, etc.
- Encourage Newcomer pupils to listen with visual clues as this helps new pupils to become more familiar with sounds and patterns of English.
- Use technology such as interactive white board, computer based language games and DVDs to stimulate Newcomer pupils.
- Display Key Words and Sentences in the classroom.