



# Our Heritage



## EAL POLICY

Review Date: July  
2028  
Agreed by Governors:  
July 2025

**Responsibility:**  
make good choices  
because your  
actions matter

**Respect:**  
value everyone  
and everything in  
how you listen,  
speak and in what  
you do

**Compassion:**  
show care and  
understanding for  
everyone

**Courage:**  
be brave; believe  
you can

## **EAL POLICY**

### **What is EAL?**

The term 'EAL' is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019).

### **Rationale:**

At Halsford Park Primary School, we know that with the right personalised support and intervention, every child can achieve. Our ultimate goal is for learners to be successful, confident individuals, who soar to success, make a positive contribution to the community and society - both now and in the future. We believe that intentional welcoming of new pupils and positive partnerships with families will drive high expectations from all parties and positively support all learners to achieve.

As a school, we focus on a sense of belonging - 'To feel a sense of belonging is to feel accepted, to feel seen and to feel included by a group of people.' (Owen Eastwood, 2021). As a result, we aim to provide a nurturing environment in which children are taught our core values: respect, responsibility, compassion and to have courage. We recognise that linguistic and cultural diversity enrich our school and that a child's achievement is linked to a welcoming environment in which they feel valued and confident.

Building on each child's knowledge and understanding of other cultures and languages will support EAL learners in becoming confident speakers, readers and writers of English in all areas of the curriculum. All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of our community. For pupils, who are learning English as an additional language, this includes recognising and valuing their home language and background. We are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community. We take a whole school approach, including ethos, curriculum and education against racism.

### **Overall aims of the EAL Policy:**

The policy aims to raise awareness and to support consistent planning, organisation, teaching and assessment procedures, and the use of resources and

strategies to meet the needs of all EAL pupils; therefore raising pupil achievement, aspirations and sense of belonging. The over-arching foundations within our policy are:

### 1. Equality

To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

### 2. Diversity

To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and Early Years foundation stage to achieve their full educational potential.

### 3. Belonging and Cohesion

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

### **Our aims:**

Our overall aim is to provide a supported and safe learning environment for all children with particular focus on EAL children. All staff, parents and carers and the wider community contribute to the induction and success of the individuals whether they have joined from Early Years or mid-year.

- Provide a welcoming atmosphere for all EAL pupils and families.
- To provide the child[ren] and parent or carer with a Welcome Pack to ensure that have the relevant information needed to start school.
- To assist and support all EAL pupils in their acquisition of English language skills.
- Assess the skills and needs of pupils with EAL.
- Gather accurate background information on children's backgrounds, cultures and abilities.
- Provide and support teachers and support staff with the necessary skills, resources and knowledge to support EAL pupils.
- Use all available resources to raise the attainment of EAL pupils and ensure that they are being used consistently throughout a child's time at Halsford Park.
- Monitor pupils' progress, and adapt policies and procedures accordingly.

- Ensure all children's languages, cultures and identities are represented and celebrated in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English alongside a child's first language.
- Ensure pupils with EAL are acknowledged for their skills and abilities in their own languages.

## Context

The Government defines EAL learners as:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

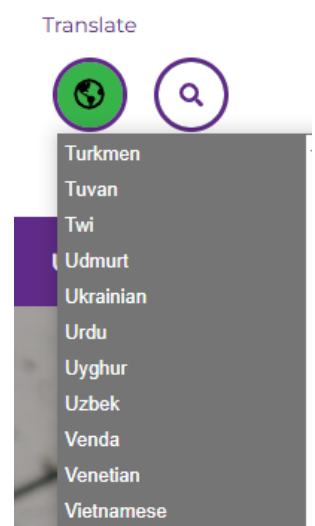
When starting at Halsford Park information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background

## Welcoming EAL Families

Upon starting at Halsford Park school, children will be provided with a welcome pack that can be translated into different languages (See Appendix 2). This will be accompanied by a social story to support EAL learners visually with starting at a new school (See Appendix 1). Our school website also provides parents with up-to-date information, which can also be translated into over 50 languages. This will be a part of welcoming families and their induction at the school.

Any children starting mid-way through an academic year will also be provided with the New Starter Pack and staff will follow the Mid-Year Induction Framework to aid transition.



## **Parents, Carers and the wider community**

As part of our wider community, we believe that it is the responsibility of families to contribute to welcoming new families to our Halsford Park family. We firmly believe that language learning is most successful, for both first and EAL speakers where the informed contribution of parents to their children's education is seen as vital to each child's progress. Positive home/school links are very important and are the responsibility of both teaching staff and parents/carers.

Parents and Carers need to understand the English educational system and must be encouraged to work closely with the school. Families need to feel confident in approaching the school and support will be given when completing forms or attending parent meetings.

At Halsford Park school we encourage parent involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers where a welcome pack is given to both child and adults.
- Ensure the language used in letters to parents is clear and straightforward and use translators and if appropriate and available.
- Digital technologies such as Google Translate are also used as a way to promote parent/carers inclusion within the school community.
- Identify linguistic, cultural and religious background of pupils and establish contact with the wider Community.
- Parent representatives to contact EAL families to engage with school functions and offer support.
- Celebrate and acknowledge the achievements of EAL pupils.
- Recognise and encourage the use of a first language for developing positive links between school and home.
- Support parents, so they can help their children at home.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

## **Key principles for second language acquisition**

The key principles for the acquisition of a second language are:

- language develops best when used in purposeful contexts across the curriculum
- effective use of language by all is crucial to the teaching and learning of every subject
- the language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension
- access to learning requires attention to words and meanings embodied within each curriculum area. Meanings and understanding cannot always be assumed but need to be explored
- staff have a crucial role in modelling the uses of language in both the classroom and everyday environment settings
- the focus and use of additional support are best seen as an integral part of curriculum and lesson planning
- all children have an entitlement to access the full curriculum and any enrichment opportunities this provides
- a distinction is made between EAL and SEND
- language is central to our identity. Staff need to be aware of the importance of a child's home language and to build on their existing skills, knowledge and understanding
- many concepts, skills, knowledge and understanding depend upon, and benefit from, well developed home language and literacy in the home language enhances subsequent acquisition of EAL
- all languages, accents and cultures are equally valued

## **The 5 Stage Model for Language Acquisition**

### **A. New to English**

A child may;

- Use their first language for learning and other purposes.
- Remain silent in the classroom.

- Copy/repeat some words and phrases beginning with their peers.
- Understand some everyday English expressions but have minimal or no English literacy for example, signs.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing with the use of early phonic phases to support.
- Become familiar with some subject specific vocabulary.

A child at this stage needs significant scaffolds to support learning and language acquisition.

### **B. Early Acquisition**

A child may;

- Participate in some learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing with continued use of phonics to support this.
- Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully.

### **C. Developing Competence**

A child may:

- Developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

#### **D. Competent**

A child at this stage can operate across the curriculum to a level of competence nearing to that of a pupil who uses English as his/her first language. They may still make grammatical errors and need support to develop their linguistic skills.

#### **E. Fluent**

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

### **EAL teaching and learning**

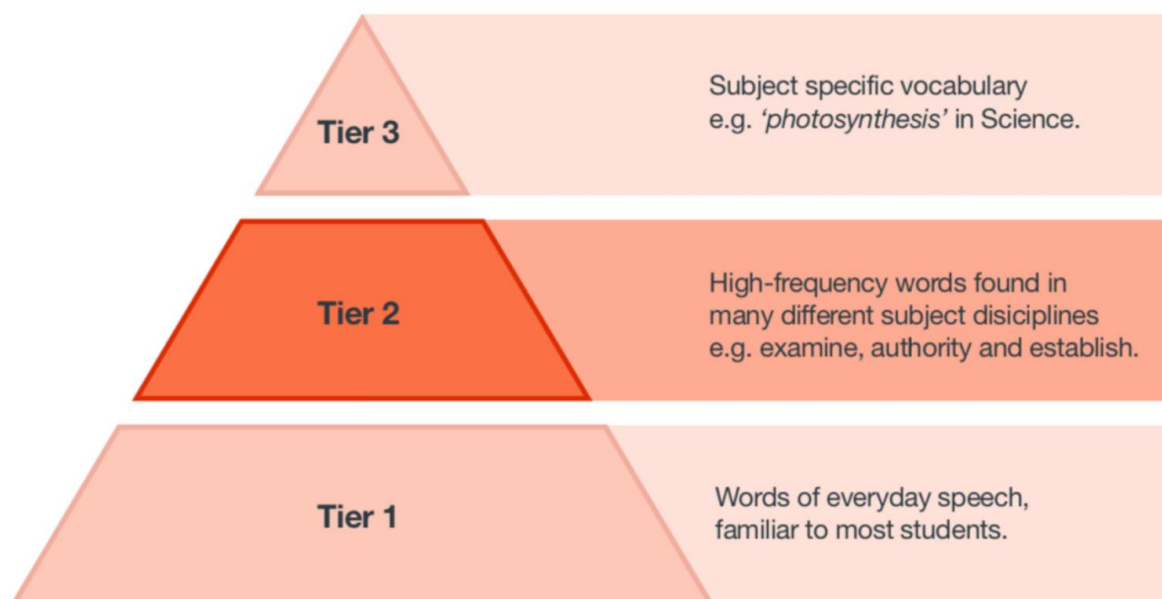
Communication is the main area of focus for EAL pupils in all lessons. The central task is to create a communicative climate where language acquisition can take place naturally. The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful total experience. At the centre of speaking is listening, the two impacting the other.

The children get an opportunity to communicate through paired work and group work which involves both listening and speaking. This is done across all areas of the curriculum and school day. Key vocabulary is embedded into each lesson with opportunities for rehearsal and its use in context, often taught at the beginning of a lesson with “me, then you” verbal rehearsal. Tiered vocabulary is used to support EAL learners with language acquisition, starting with everyday vocabulary and building to subject specific vocabulary that can be used independently. Pictorial representations are used to support EAL learners and are visible in individual books and on working walls.



Staff may use the following support strategies to ensure equal opportunity to access the curriculum and ensure progress in attainment from their starting points:

- Pre-teaching done before a unit of work/lesson
- Collaborative group work
- Everyday planned opportunities for speaking and listening
- Effective role models of speaking, reading and writing in a 'buddy' system/ talk partners/ peer mentors/ play leaders / prefects as appropriate
- Verbal support given within lessons through repetition, alternative phrases and peer support
- Additional visual support for example: word and image visuals, posters, objects, non-verbal clues, pictures, demonstration, resources, etc.
- Bilingual resources for example: texts, key words in both languages, key word lists, writing frames, use of IT programmes and transcription



materials etc.

- Additional access to Chromebooks and classroom laptops with EAL based programmes
- Opportunities for practical learning
- Regular interactions and feedback from staff
- Learning progression moves from concrete to abstract concepts

- Continued small group work and 1 to 1 support work

Baseline assessment are used by staff to inform planning and teaching.

### **Planning, monitoring and assessment for EAL**

At Halsford Park Primary School we provide adaptive teaching strategies and scaffolds that support the individual needs of EAL learners in line with our Teaching and Learning Policy.

Learning activities are carefully structured and focused to take account of a range of purposes and audiences. All lessons have clear learning objectives and we endeavour, within available resources, to deploy appropriate staff and resources to ensure that all children are able to participate fully whether this be through adaptations, adjustments or scaffolds.

EAL learners are assessed in line with the schools Assessment Policy and the planning for EAL pupils incorporates assessments gained from The Bell Foundation. Staff regularly observe, assess and record information about pupils' developing use of language. Assessment data for EAL students is recorded and tracked on Arbor. Achievement Team Meetings are also used to support target setting for individual EAL learners to raise attainment.

### **Assessment and record keeping**

- Pupils are assessed in their English proficiency in Speaking, Listening, Reading and Writing and given a baseline assessment linked to assessment descriptors in each band from A-E using The Bell Foundation - Assessment Framework
- Each band has 10 assessment descriptors. Pupils are not expected to achieve all the descriptors within a band (some may not be applicable to certain ages, for example) and in some instances pupils attain the descriptors in a different order to those listed; this is not unusual and is not a cause for concern.
- It is important to be aware that the descriptors are sequenced to reflect internal progression within each band of descriptors, e.g. descriptors 1- 3

are 'early development' and descriptors 8 -10 are 'getting closer to the next band'. Although the descriptors are not expected to be achieved in strict order by all pupils, this way of ordering the descriptors within each band enables teachers to set targets from the descriptors and to track progression.

- Assessments are recorded on each pupil profile and updated onto Arbor at the end of each term where the proficiency band in Speaking, Listening, Reading and Writing can be updated and tracked.
- EAL Assessment packs are used to assess maths, reading, listening and speaking and are conducted for each EAL pupil upon starting at Halsford Park.

Consideration and sensitivity is given to the appropriateness of formatively assessing EAL pupils at the earlier stages of English acquisition.

See Appendix C for EAL Assessment Packs

### **Resources and Classroom environment**

At Halsford Park Primary school we use a range of resources to support EAL learners such as translation software on Chromebooks and school laptops, dual language textbooks, dictionaries and visual keyword mats both on desks and working walls. The use of videos, maps, digital technology and visual props also provide crucial support.

The built-in accessibility features on the Chromebooks such as translate and screen sharing as well as other tools are used to support children across different subject areas. Displays and resources reflect linguistic and cultural diversity. Where applicable, peer support is provided through things such as peer mentors.

### **Key responsibilities and staff development**

All staff at Halsford Park are aware that children in school with English as an additional language have a competence in their first language which equals or surpasses their competence in English. They understand that a high-level understanding of a child's first language provides academic advantages through maintaining two language proficiency. All staff know that maintaining a child's first language is a powerful tool for a child accessing and developing their

conceptual knowledge through the medium of English. In this way, we consider all staff to be teachers of EAL.

As a wider staff team, we have a collective responsibility to identify and remove barriers that may impact our EAL pupil's achievement, sense of belonging and success. We believe it is the responsibility of all staff to ensure that these barriers are removed from pupil's paths.

The EAL Champion will:

- Understand what defines outstanding EAL provision and provide support on EAL teaching for wider staff.
- Keep up to date with educational guidance and current classroom practice.
- Manage the induction of EAL learners and monitor EAL arrivals
- Monitor teaching, learning and assessment
- Collect and analyse EAL data and advise on EAL development priorities
- Manage EAL resources
- Maximise opportunities for staff professional development
- Liaise with and support the school leadership team on matters relating to EAL

The Diversity Champion will:

- Promote a school environment that celebrates diversity
- Promote positive relationships with parents of EAL learners and families from different cultures.
- Maximise opportunity for EAL families to engage directly with the school community
- Work with subject champions to ensure diversity is represented within curriculum subjects
- Liaise with clubs lead to ensure that clubs offer and include all pupils for example, an opportunity for children to celebrate their own culture in a school club setting.

### Class Teachers will:

- Remove barriers that stand in the way of the learning and success of EAL learners.
- Ensure they are using appropriate strategies such as those outlined in this policy to support all EAL learners.
- Undertake initial assessments using Assessment packs every term to update targets and monitor pupils progress.
- Ensure they provide a welcoming classroom environment that promotes diversity and cultural differences
- Support EAL learners with transitions
- Communicate with EAL families and support with forms, upcoming trips etc.

### The Office Team will:

- Ensure families have all the induction information they need before they start school
- Where possible, link with Year group parent reps so they can
- Support with form filling/use of google translate to help


### **EAL and Special Educational Needs (SEN)**

We recognise that academic ability is not measured in the ability to speak English fluently. Should Special Educational Needs be identified, EAL pupils have equal access to the School's Inclusion provision. Communication will be made with parents and Chronology started/updated.





The use of the EAL Assessment packs will enable teachers to begin to identify any gaps within learning ability however will not underpin any formal diagnosis. Staff at school will work closely with the SENco to identify areas of need and support strategies.






## Appendix A – Welcome to Halsford Park Social Story








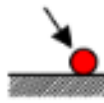
 Welcome to Halsford Park Primary School.




 We are very  excited  to welcome you  to our  school and

 looking forward  to learning  together. 

 Starting a  new  school can  be scary.  There are lots of 

 adults  here to help you.  It will be okay. | 

 On your  first day  walk to the  office and someone  there 

 will  help you  find  your  new  classroom.

## Appendix B – Welcome Packs

### Halsford Park EAL Pupil Welcome Pack- Student



My name is: \_\_\_\_\_

I speak: \_\_\_\_\_

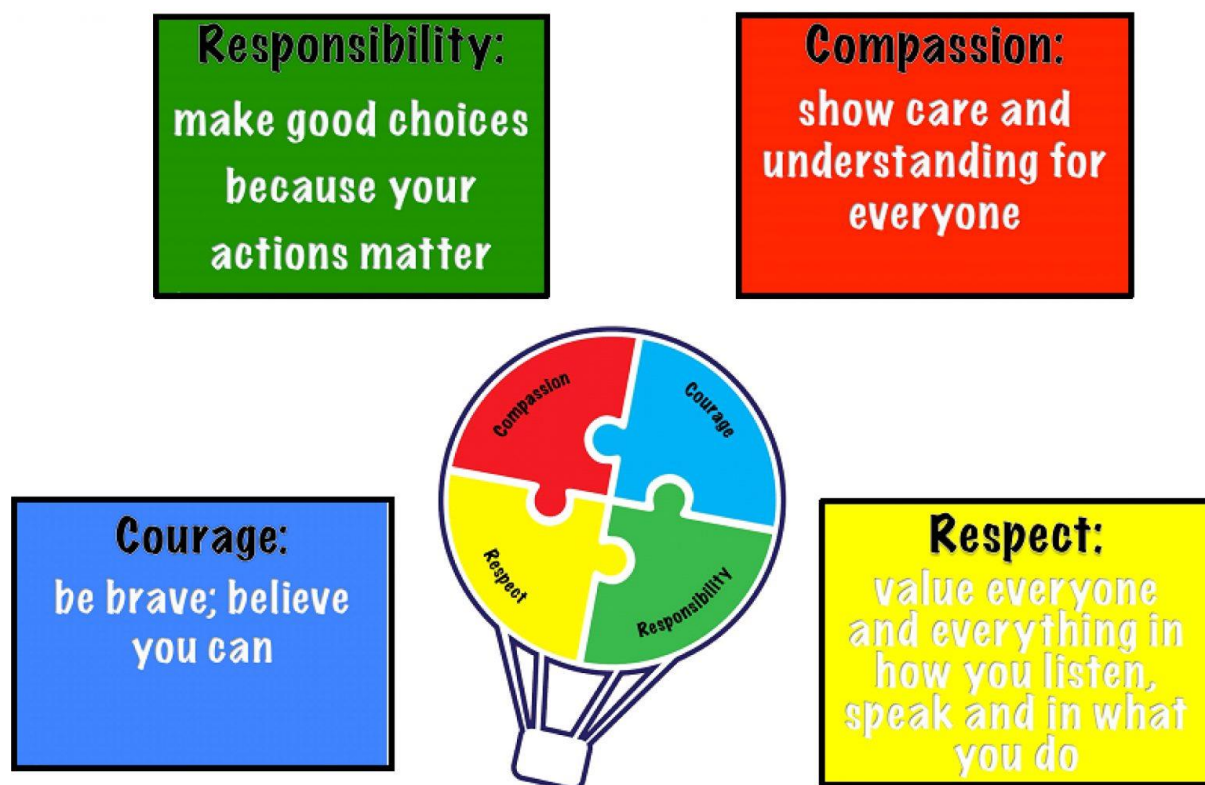
I am in Year: \_\_\_\_\_

My class is called: \_\_\_\_\_

My teacher's name is: \_\_\_\_\_



## Our Core Values- Soaring to Success



## Our Core Values- Soaring to Success

### Translate the core values

Core Value- English	Core Value- Translated
<b>Responsibility</b> Make good choices because your actions matter	
<b>Respect</b> Value everyone and everything in how you listen speak and in what you do	
<b>Compassion</b> Show care and understanding for everyone	
<b>Courage</b> Be brave; believe you can	



## The school day

Insert year group weekly  
timetable

## Useful words and phrases

English	Translation
Hello / Goodbye	
Please / Thank you	
How are you?	
I'm fine, thank you	
Yes / No	
I'm not sure	
My name is...	
I am from...	
I don't feel very well	
I need help	
I don't understand	

## Alphabet



# Numbers

1 2 3 4 5 6 7 8 9 10  
one two three four five six seven eight nine ten

111111

666666

one

six

222222

777777

two

seven

333333

888888

three

eight

444444

999999

four

nine

555555

1010101010

five

ten

1 2 3 4 5 6 7 8 9 10  
one two three four five six seven eight nine ten

Write the correct number.

1   

2         

3  

4          

5 

6          

7          

8            

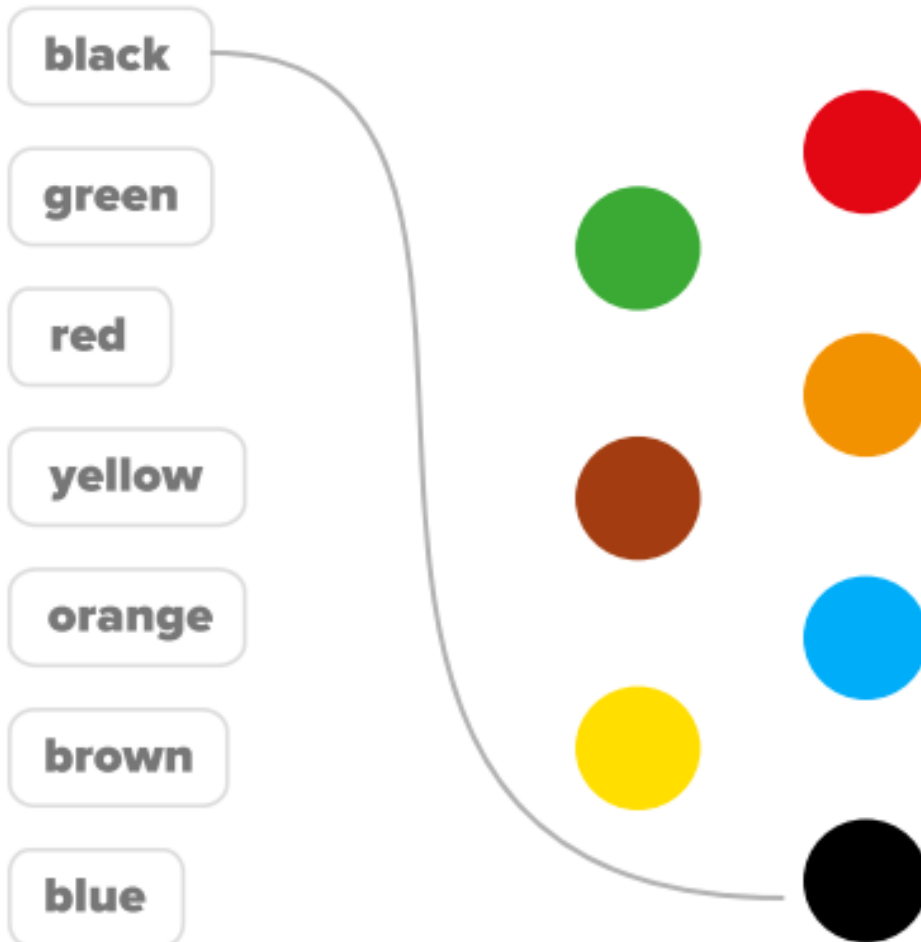
9     

10 

## Colours



Match the word to the correct colour.



## Shapes

**Circle**



1 side

**Triangle**



3 sides

**Square**



4 equal sides

**Rectangle**



4 sides

**Trapezium**



4 sides

**Rhombus**



4 sides

**Pentagon**



5 sides

**Hexagon**



6 sides

**Octagon**

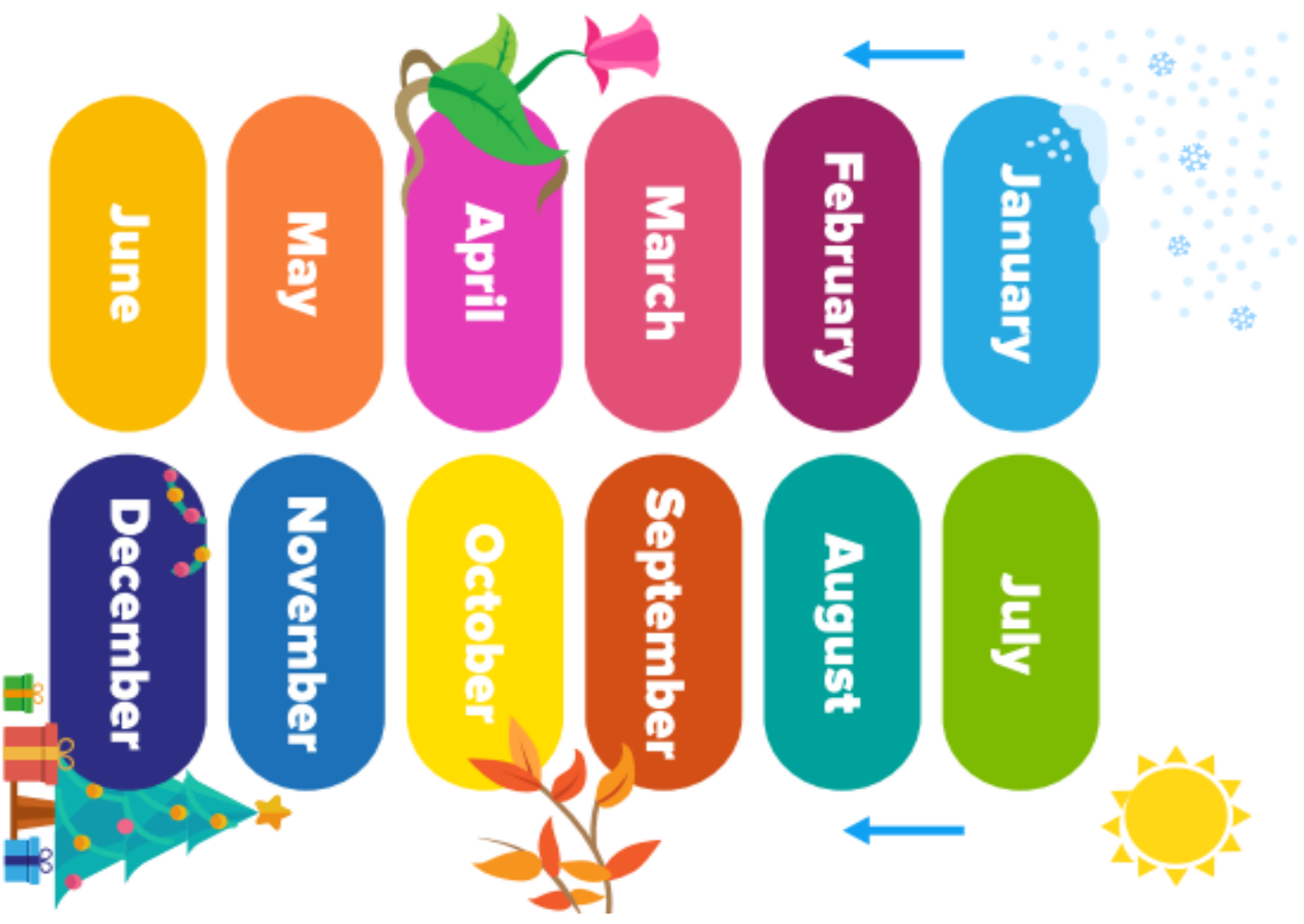


8 sides

## Days of the week



## Months of the year



## Areas of the school



**classroom**



**playground**



**corridor**



**dining hall**

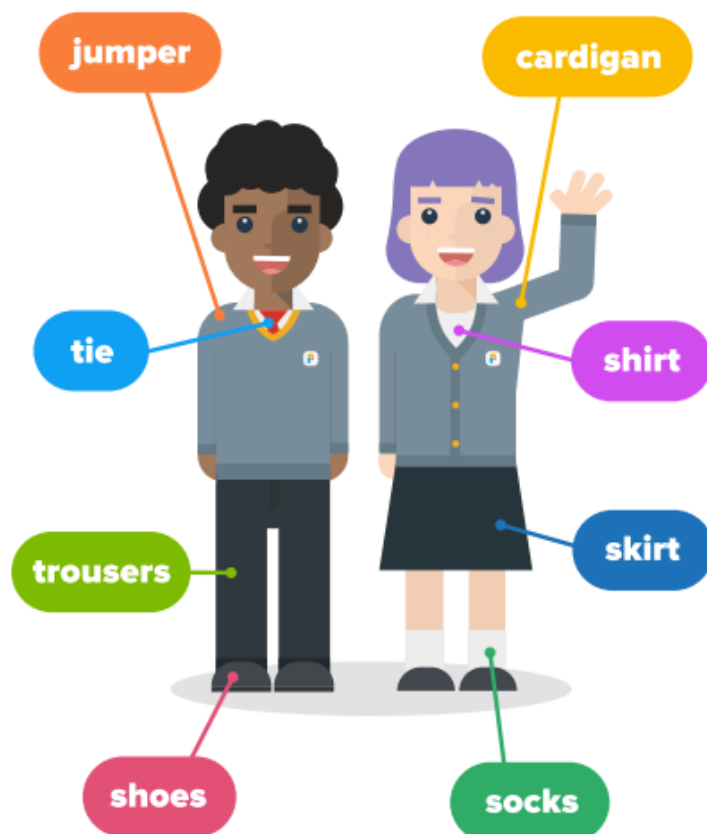


**reception**

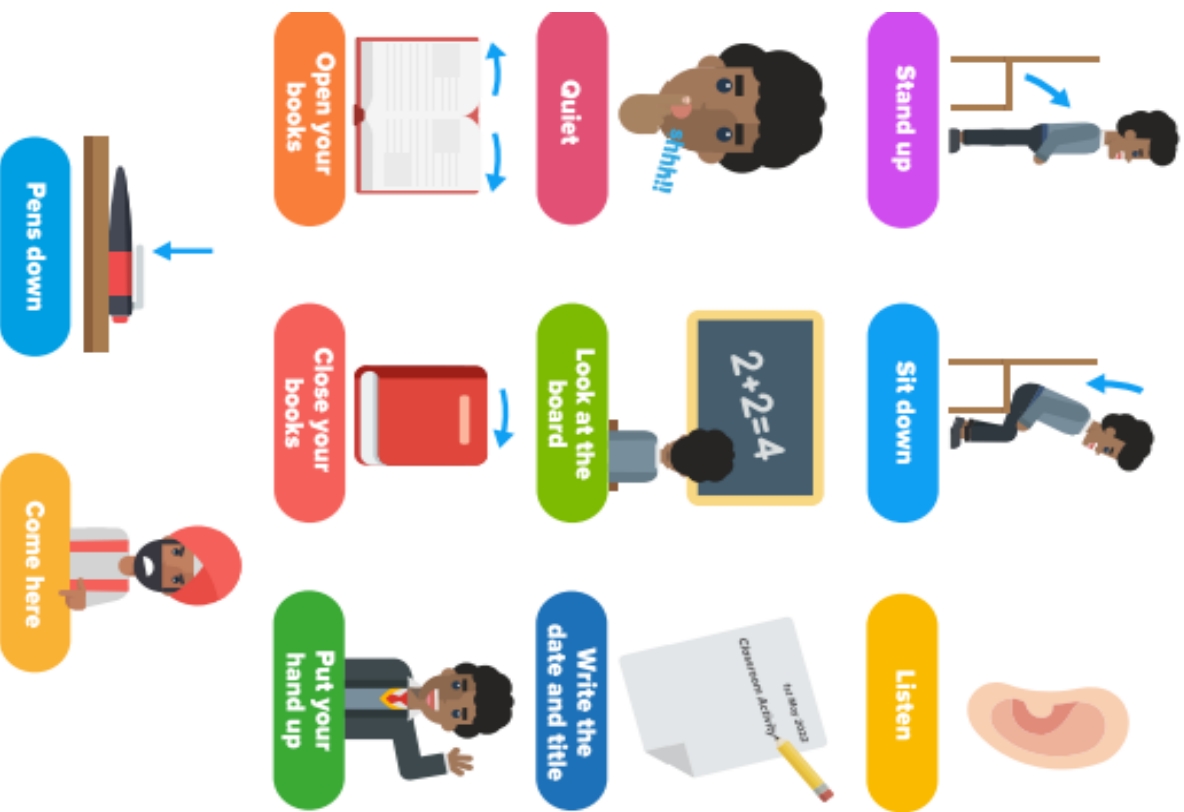


**toilet**

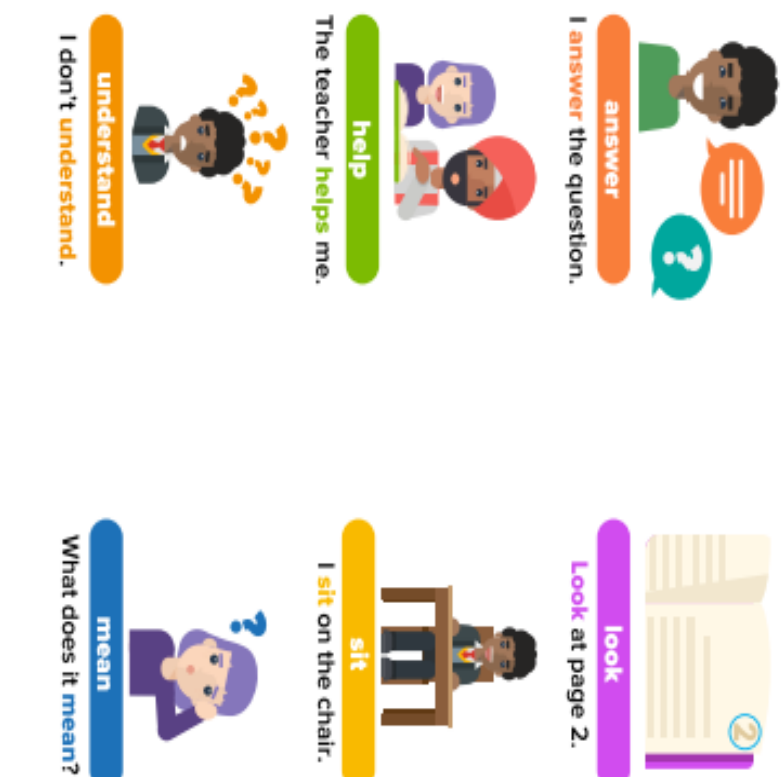
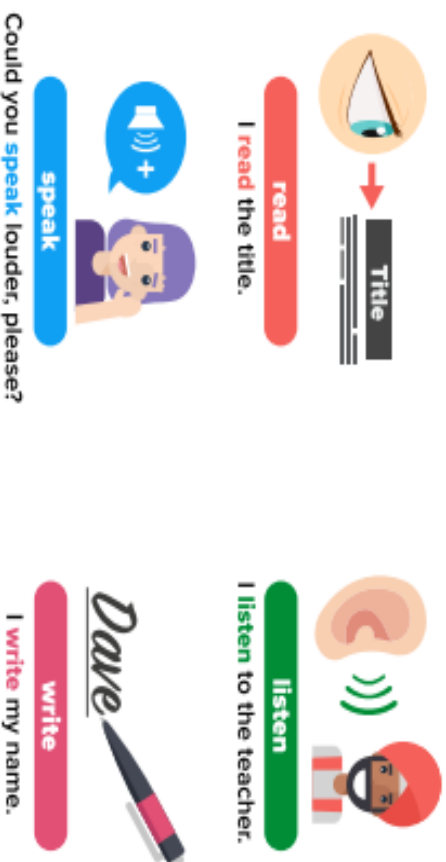
## School uniform



## Classroom language



## Useful classroom verbs





## Classroom Objects



**notebook**



**table**



**chair**



**clock**



**whiteboard**



**pencil**



**pen**



**rubber**



**ruler**



**scissors**



**glue**



**school bag**



**pencil case**



**book**



**coloured pencils**

Do you have...?



Trace the classroom object words and write the translation in your home language in the box.



table

Translation



pencil



notebook



rubber



scissors



clock



pen



ruler



whiteboard

How do you feel?



happy



sad



scared



worried



hungry



sick



angry



excited



tired



I FEEL....

## Welcome to Halsford Park Primary School

This pack has been produced for parents of children with English as an additional language starting at Halsford Park Primary School. It contains the answers to a lot of frequently-asked questions. We hope you find it a useful.

### School Contact Details

Address:

Manor Road

East Grinstead

RH19 1LR

Email (school office): [office@partnersinlearning.co.uk](mailto:office@partnersinlearning.co.uk)

Log on to our [school website](#) to access the latest newsletter and information about our school.



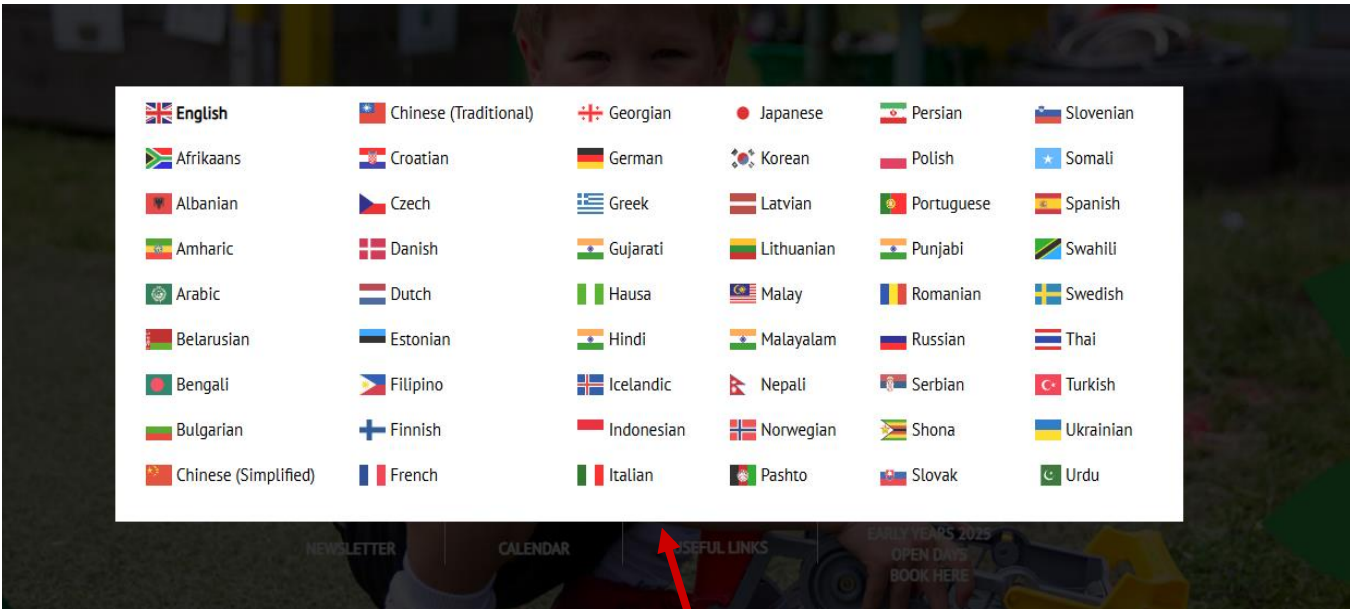
# How to translate documents, emails and websites

School website:

<https://halsfordparkprimaryschool.co.uk/>



Choose language from the list and the school website will be translated.



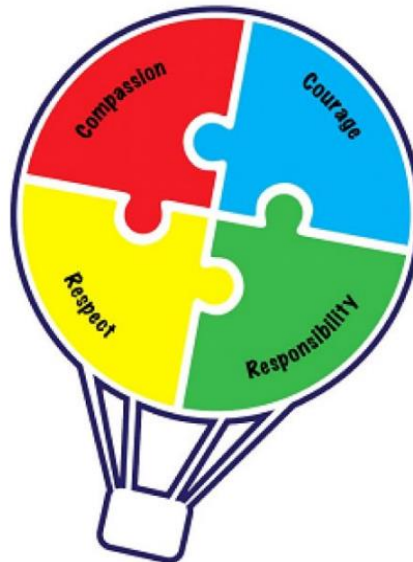
Select language.

Halsford Park Primary School Core Values - Soaring to Success

**Responsibility:**  
make good choices  
because your  
actions matter

**Compassion:**  
show care and  
understanding for  
everyone

**Courage:**  
be brave; believe  
you can



**Respect:**  
value everyone  
and everything in  
how you listen,  
speak and in what  
you do



## Our Core Values- Soaring to Success

### Core Value- English

#### Responsibility

**Make good choices because your actions matter**

#### Respect

**Value everyone and everything in how you listen speak and in what you do**

#### Compassion

**Show care and understanding for everyone**

#### Courage

**Be brave; believe you can**





## School Term Dates and Hours

Term dates are published on the school website.

Inset days are teacher training days and children do not attend school on these dates.

Th

### EVERYCHILD PARTNERSHIP TRUST TERM DATES 2024-2025

2024/25 West Sussex dates may vary in comparison to other neighbouring local authorities

September 2024						
M	Tu	W	Th	F	S	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2024						
M	Tu	W	Th	F	S	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2024						
M	Tu	W	Th	F	S	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2024						
M	Tu	W	Th	F	S	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2025						
M	Tu	W	Th	F	S	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2025						
M	Tu	W	Th	F	S	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Key words:

Early Years- first year at school.

Key stage 1: year 1 and 2

Key Stage 2: years 3, 4, 5 and 6.

## The school day

Teachers to add in school day timetable

Year 3 -Bright Sparks		Autumn 1- Week 2- 09.09.23		Spellings- Spring 2 - Week 5	
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Key events					
8.40 - 9:00	Handwriting	Handwriting	Handwriting	Handwriting	Homework check/handwriting
9.20 - 9:40	Assembly- Mrs Spencer	KS assembly	Singing assembly	Celebration assembly	Class forum
9:40-10:30	PPA RE and Music	PE Handball	English - Week 2 - Free write- dragon word bank and free write	Maths Lesson 2 - Place value	Spelling test Check homework TTRS certificates
10.15-10:30	Playtime	Playtime			Playtime
10:30-11:30	PPA RE and Music	Fluent writing	Fluent writing	Fluent writing	Fluent writing
11:30-12:00		English - Week 2 - lesson 2- I can identify word classes quiz Can the children add any more words to WW	Maths Lesson 1 - Place value	Maths Lesson 3 - Place value	Maths Lesson 4 - Place value
12.00-1.00	Lunch	Lunch			Lunch
1:00 - 1:20	Fluent writing	Fast maths	Fluent writing/Fast maths	Fluent writing/Fast maths	Handing out homework Finish any work from the week Reading
1:20-1:45	English - I can identify word classes	Finish off art work	Computing- E-safety	PE Football	
1:45 - 2:45pm	Drawing skin - sketching skills In detail drawing.	Science Electric safety do's and don'ts	Art- drawing dragons- combining skills from past 2 lessons	Science Electric components	2.30pm - Reward time
2:45 - 3:00	Class read	Sharing a text with the class	Sharing a text with the class	Sharing a text with the class	Sharing a text with the class
3:00 -3:05	Home time	Home time	Home time	Home time	Home time

Here is an example timetable used in year 3.







## Attendance and absence

Halsford Park Primary School believes that good attendance is not simply a legal requirement but essential.

### **What to do if your child is sick**

- Please phone the office in the morning before 9am or leave a message on the answer system if your child is unwell.
- Any medical problem please let us know
- We are able to administer certain medication in school.

Mrs Nix and Mrs Alsbury will be able to help you.



Mrs Nix



Mrs Alsbury





## Key people



Mrs Spencer  
Headteacher



Miss Loftus  
Deputy Headteacher



Mrs Barlow  
Lead Practitioner



Mrs Goodwin  
Lead Practitioner



Ms Davies  
SENDCO

## Attendance and absence

**What to do if you are not sure if your child is well enough to go to school**

Contact the school office. The office will pass on any concerns to the teacher and there are several First Aiders in school, we can keep a close eye on your child and send them home if necessary. You can call the office later on in the day to check they are OK.



## **What to do for school dental and medical treatment**

It is expected these are taken outside school hours wherever possible. Please let the school office know in writing, in advance of the date and time of the appointment and when your child will be collected from and/or returned to school.

## **Your child needs to bring to school:**

- School bag



- Reading book and reading record



- A packed lunch (if appropriate)



- Plastic water bottle (named)



- Healthy snack



- A coat



## School Uniform:

Shirt/Polo Shirt – white School Sweatshirt/Cardigan – branded purple Tailored Trousers – mid to dark grey or black Pinafore dress/skirt – grey or black (winter) Dress in shades of purple with neat check or stripe pattern (summer) Tailored Shorts – grey or black (summer) Socks – white, grey or black Tights – plain grey or black Sensible black shoes – <b>no</b> heels please Plain jacket/anorak/coat Waterproof fleeces Baseball caps/ sun hat	<b><u>Hair</u></b>  Please can hair longer than the shoulders be tied back for PE lessons and also if hair is long enough to cover the eyes when working for health and safety reasons.
<b>P.E. Kit</b>	Shorts – navy blue or black PE t shirt – white Trainers (for outside wear which do not extend above the ankle) Plain tracksuit bottoms – navy blue (for outside PE sessions) School logo jumper/cardigan
<b>Outdoor Learning Clothes</b>	<b>Clothes which you don't mind getting dirty.</b> These will be weather dependent but may include tracksuit bottoms, T-shirt and jumper, layers may be required if really cold Waterproof coat Wellingtons or shoes which can get muddy
<b>Clubs</b>	Additional items of clothing may be needed to take part in some after school sporting activities:- Football – boots, shin pads, mouth guards (optional) Rugby – boots, mouth guards Environmental – Wellingtons, tracksuits bottoms

## School Meals

Children will either have hot school dinners or a packed lunch.

### **(a) The school lunch service**

This is catered by Chartwells our in-house catering company, who produce a new menu three times a year in line with government food standard guidelines and provide a hot, freshly cooked meal as well as vegetarian and Halal alternatives. The menu is sent to all parents.

The children are supervised whilst eating and are encouraged to eat, but the school cannot force them to do so.

### **(b) Packed lunches**

If your child wishes to bring a packed lunch please try to pack a healthy lunch and make sure that food packets can be opened independently.

We do have a few rules that we respectfully ask you to observe:

- **No nuts or nut products of any kind.**
- Please do not send hot food, sweets, chocolate bars, fizzy drinks or drinks in glass bottles.
- Children are not allowed to swap food or drinks.
- Please supply your child's lunch in a lunchbox with their name on it.

## Home Learning

Home Learning will continue to be set for children using Google Classroom throughout the academic year.

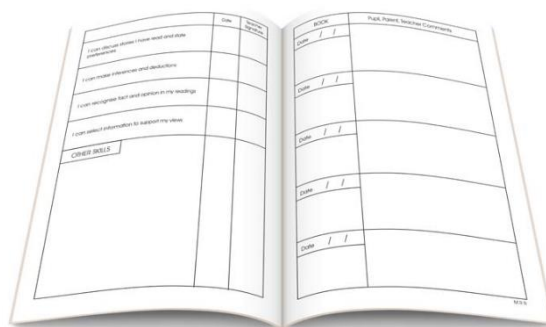
Each Friday, your child will be set their home learning activities on Google Classroom by their teacher.

Children will be expected to complete home learning activities by the following Wednesday, by 'handing in' on Google classroom.

The school expects home learning to be completed but please do not spend more than 40 minutes on one task. If your home learning is resulting in a negative experience; stop, write on 'had a go' and for how long.



Google Classroom



## Pupil Premium

In order for the school to receive the Pupil Premium funding a Parent/Carer must be claiming one of the following benefits:

- Income Support
- Income-Related Employment and Support Allowance
- Income-Based Job Seekers Allowance
- Child Tax Credit so long as you do not get Working Tax Credit and your family's annual income (as assessed by HMIR on a TC602 form) is not above £16,190. Anyone receiving working tax credit is not entitled to free school meals regardless of their income.
- The Guaranteed Element of Pension Tax Credit.

Registration is easy!

Use the online eligibility checker by accessing the following web address:

[Pps.lgfl.org.uk](https://Pps.lgfl.org.uk)

Speak to the school office who will be happy to help.



# *Our Guide to Google Classroom*







# TODAY WE WILL LEARN ABOUT OUR NEW GOOGLE CLASSROOM!

## HOW DO I GET ONTO MY NEW VIRTUAL CLASSROOM?

CF-Opal 20-21  
KS2 Y4

Stream

Classwork

People

Grades



CF-Opal 20-21

KS2 Y4

Class code emymazg

Meet link Generate Meet link



Select theme  
Upload photo

Upcoming

No work due soon

View all



Share something with your class...



Communicate with your class here



Create and schedule announcements

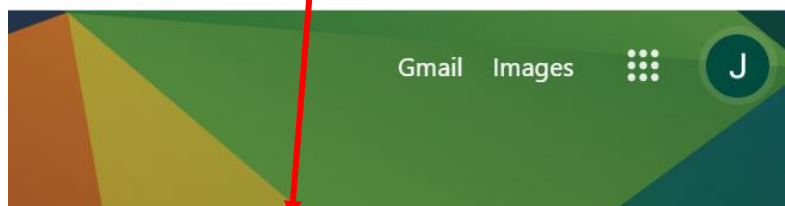


Respond to student posts



1. Open a 'New Tab'.

2. Either type Google Classroom in to the search bar *or* click on the waffle to find the Google Classroom symbol.



About 860,000,000 results (0.41 seconds)

edu.google.com › products › classroom

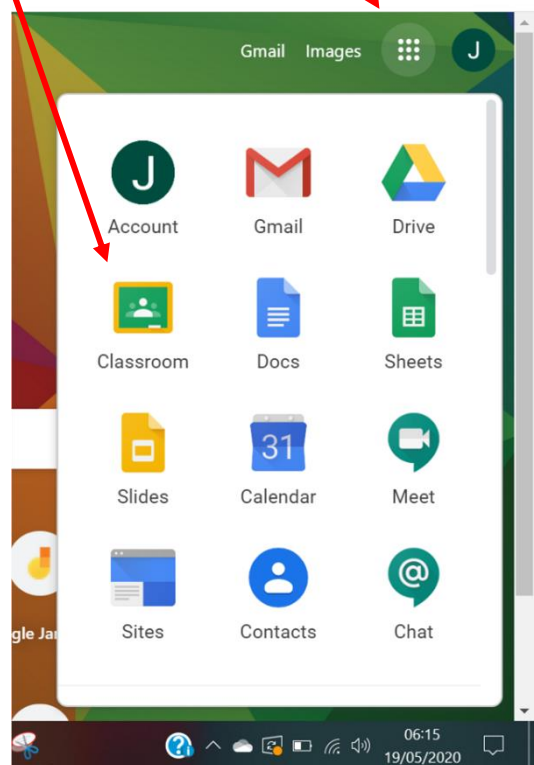
**Classroom: manage teaching and learning | Google for ...**

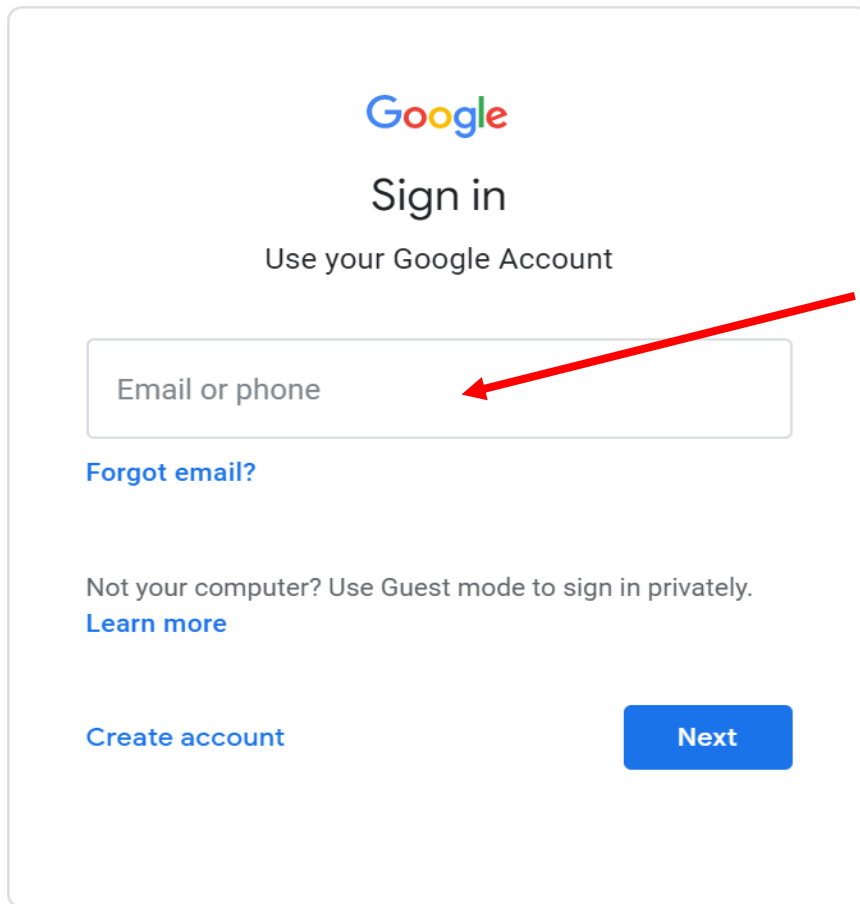
Google worked with educators across the country to create **Classroom**: a streamlined, easy-to-use tool that helps teachers manage coursework. With **Classroom** ...

classroom.google.com

**Google Classroom**

Sign in. Use your **Google Account**. Email or phone. Forgot email? Type the text you hear or see. Not your computer? Use a private browsing window to sign in.





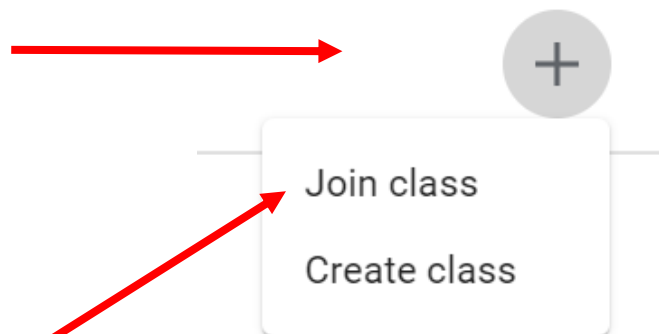
The image shows the Google sign-in interface. At the top is the Google logo, followed by the text 'Sign in' and 'Use your Google Account'. Below this is a text input field labeled 'Email or phone'. A red arrow points from the right towards this input field. Under the input field is a blue link 'Forgot email?'. Further down, there is a line of text: 'Not your computer? Use Guest mode to sign in privately.' followed by a blue link 'Learn more'. At the bottom left is a blue link 'Create account', and at the bottom right is a blue button labeled 'Next'.

3. Now you may be asked to 'Sign in' using your Google Account (your @partnersinlearning.co.uk address).

4. Once you have entered your details, you will be in the Google Classroom main page.

5. Now you need to click on the grey coloured cross on the top right of the page.

6. Then, this will give you two options. You need to select 'Join class'.







## Join class

Ask your teacher for the class code, then enter it here.

Class code

Cancel

Join

7. Once you have clicked this option, you will see this box appear in the middle of your screen.

8. Now, you need to enter YOUR class code which your Teacher has given you.

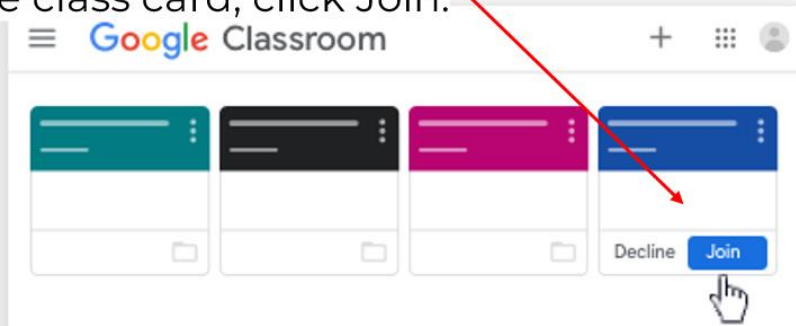
9. Then, click 'Join'. Now, you should be in your new classroom!

10. Finally, let's look at how our class page works!

Your teacher may have already invited you to your classroom without the code so please go onto google classroom by this link:

<https://classroom.google.com/u/0/h>

1. Make sure to sign in with the correct account by using your own child gmail account.
2. On the class card, click Join.



NOW, YOU SHOULD BE LOGGED IN TO YOUR NEW CLASSROOM.  
NEXT, LET'S EXPLORE HOW IT WORKS.

CF-Opal 20-21  
KS2 Y4

Stream

Classwork

People

Grades




## CF-Opal 20-21

KS2 Y4

Class code emymazg

Meet link Generate Meet link



### Welcome To Year 4 Opal Class!

Select theme  
Upload photo

Upcoming

No work due soon

View all



Share something with your class...



Communicate with your class here



Create and schedule announcements




Respond to student posts

The first part is 'stream'. Here you will see all announcements made by your teachers. You can also see any assignments that are added here too!

People

Grades

## 3RD 2024



Customize

Meet

Generate link

Class code

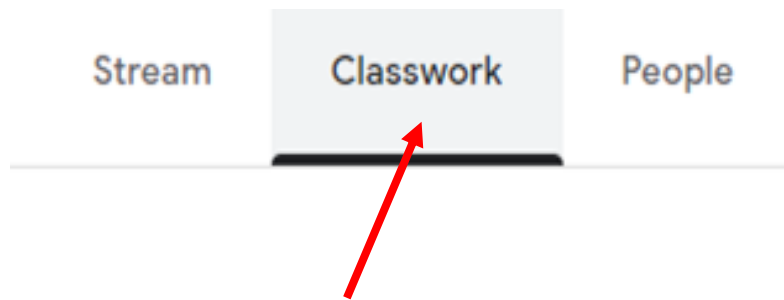


Announce something to your class

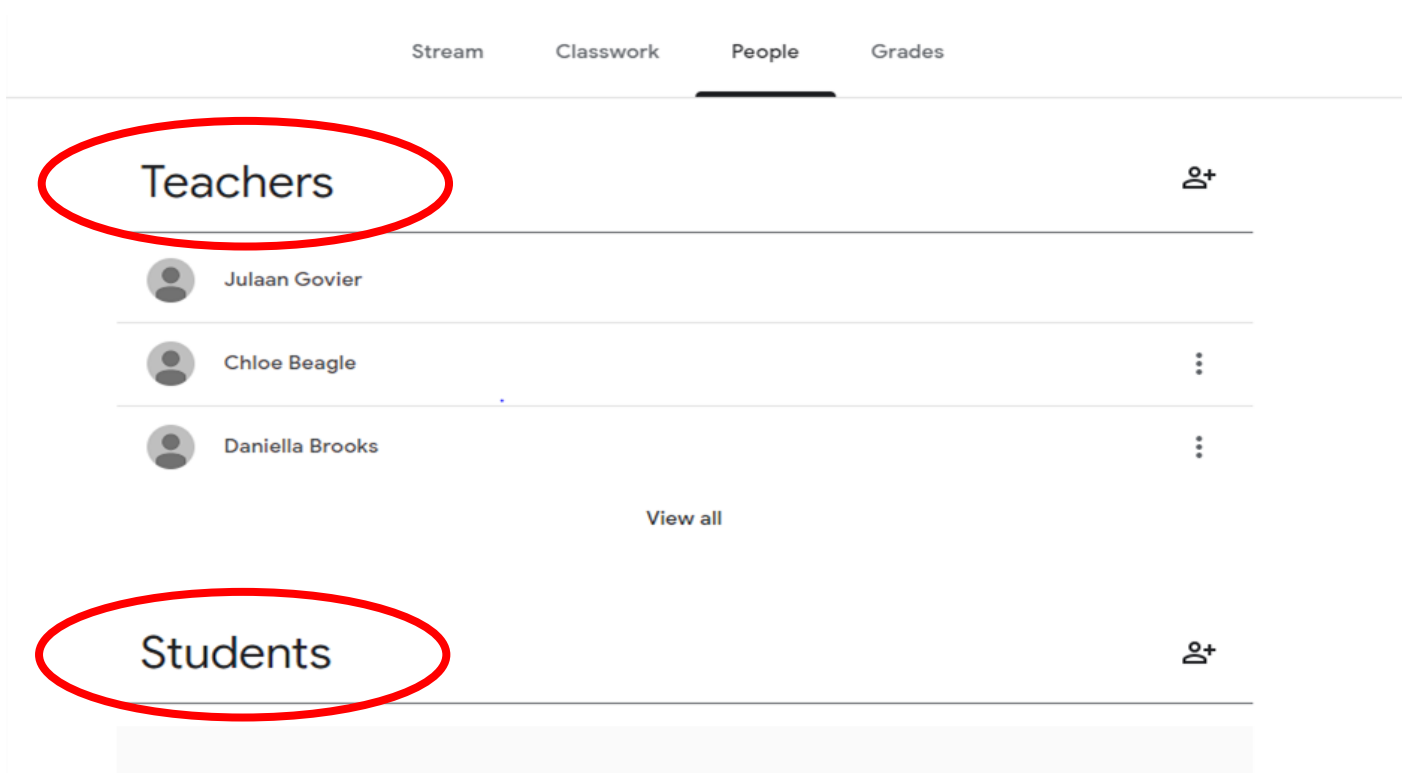


Rhiannon Lippett posted a new assignment: Homework due Friday 20th December 2024  
Dec 13 (Edited Dec 16)





The next tab is called 'Classwork'. Here you will find all the work that is set for you. You can click on an assignment here to complete the work set.



The third tab is called '**People**'. Here you will find all the teachers and students that are in your class.

# What happens next?

Hand in your homework to your teacher on the date it is due.



## Homework due Friday 20th December 2024



Rhiannon Lippett • Dec 13 (Edited Dec 16)

Good afternoon.

This weeks homework:

### Spellings

Our spelling focus this week will be common exception words.

### Maths

Spend time logging on to Times Tables Rock Stars help with the fluency of your times tables.

Complete the number story below. You can use different colours and make these poster like. Be ready to share them on Friday. We would love to have some for our working walls.

### English

Write a postcard as if you were Howard Carter or Lord Canarvon in Egypt (1922/1923) when discovering the Tutankhamun's tomb.

You will mark homework in class with the class teacher.

## Appendix C- Initial profile and assessment checklist

Pupil name:		Year and class:	
First language:			
<p>Contextual background of the pupil:</p> <p>Previous educational experience? Pastoral needs? First language? Any SEN needs or concerns?</p>			

<b><u>Snapshot Observations</u></b>	
<p><u>Record brief comments to include:</u></p> <p>Evidence of listening and understanding, interaction with others, attempts at communication, actual words spoken, as well as the setting e.g. playground, dining hall, classroom.</p> <p>It may be helpful to focus on the following: pupil's ability to engage with the task, interaction with peers and adults in the class, evidence of listening and understanding, reading and writing skills, attempts to communicate and words spoken by pupil, help given by peers and adults.</p> <p><u>Observations:</u></p>	
<b>Activity observed and where</b>	<b>Comments, observer's initials and date</b>


<b><u>Speaking</u></b> <a href="#">Notes for assessor and resources</a>			
Task	English	Home Language	Comments
Can offer and respond to greeting			
Can offer and respond to greeting			
<b>Pupil can name:</b>			
Colours			
School items			
Animals			
Transport			
Body parts			
Household items			
Food			
Clothes			
Can narrate a simple story using a picture			

sequence			
Can respond to requests for information about a picture			

<b><u>Listening</u></b> <a href="#">Notes for assessor and resources</a>			
Task	English	Home Language	Comments
Can respond to a simple classroom instruction			
Can respond to two consecutive instructions			
Can identify pictures following an aural description			

<b><u>Reading</u></b> <a href="#">Notes for assessor and resources</a>			
Task	English	Home Language	Comments
Can name random letters – lower case			
Can name random letters – capitals			
Can say the sound/phoneme for individual letters at random – lower case			
Can say the sound/phoneme for individual letters at random – capitals			
Can read C.V.C. words			

Can read some words with consonant clusters			
Can read some words with long vowels			
Can decode simple text without understanding (e.g. Sam went shopping)			
Can read simple text & demonstrate understanding (e.g. Sam went shopping)			
Can read simple story & predict ending (e.g. Tom's house)			
Can read a Step 2/3 text without understanding (e.g. The Boy and the Lion)			
Can read a Step 2/3 text with understanding (e.g. The Boy and the Lion)			

<p style="text-align: center;"><b><u>Writing</u></b></p> <p style="text-align: center;"><a href="#">Notes for assessor and resources</a></p>			
Task	English	Home Language	Comments
Can write own name			
Can write on lined paper			
Can copy single words from left to right			
Can copy a sentence with capital letter, full stop and spaces between word			
Can write some common words independently			
Can write a sentence independently without punctuation			
Can write a sentence independently with a			



capital letter and full stop			
Can write some sentences about a picture			
Can write a simple narrative or recount			

<b><u>Maths</u></b> <u>US</u>			
Task	English	Home Language	Comments
Can count to ten			
Can count up to twenty			
Can identify and name random numbers			
Can place numbers on a number line			
Can use physical and pictorial resources to demonstrate understanding of number bonds			
Can use physical and pictorial resources to demonstrate number sense and subitising			
Can identify and respond to mathematical operations			

<b><u>Initial Assessment Bands</u></b> <small>*Add to Arbor to create baseline assessment*</small>		
	Bell Assessment Band - best fit	Comments and Observations

Listening		
Speaking		
Reading		
Writing		
Behaviour, attitude to learning, interaction with adults.		
Assessment date:		
Completed by:		
<b><u>Suggested 'next-step' targets</u></b> (2-4 descriptors from higher up in band or next band) <a href="#">Classroom support strategies linked to assessment band</a>		
Listening		
Speaking		
Reading		
Writing		

## **Appendix C- Assessment Guidance Documents- Speaking**

### **Assessment of Speaking Skills - Notes for Assessor and Resources**

#### Responding to greetings and questions about self

- The assessor may wish to use greetings and requests for personal information at the beginning of the assessment. For example: Good morning (name). How are you? How are you getting on at school? Where do you come from? Where do you live now? How old are you? Have you got any brothers and sisters?

#### Naming vocabulary items

- Ask the pupil to name common items using the pictures on **Speaking Sheets 1 - 3**.
- To tailor the resources, gather artifacts and pictures to represent the following themes: Food and drink, Clothes, body parts, school and learning, transport, household items, family, animals and colours.

#### Narrating a story using a picture sequence

- Ask the pupil to sequence some pictures from a story from **Speaking Sheets 4 – 5**.
- Ask the pupil to tell the story, giving some help initially. If possible, record what the pupil says in the comments section of the assessment record.
- If the pupil is unable to make any attempt, move on to the final part of the assessment.

#### Responding to questions about a picture

- Ask simple questions about the pictures in the sequence pictures from **Speaking Sheets 4 – 5** e.g. What's This? What's he doing? Where's the cat?

**School items:**

**Speaking sheet 1**



**Animals:**



**The body:**



Food:



Clothes:

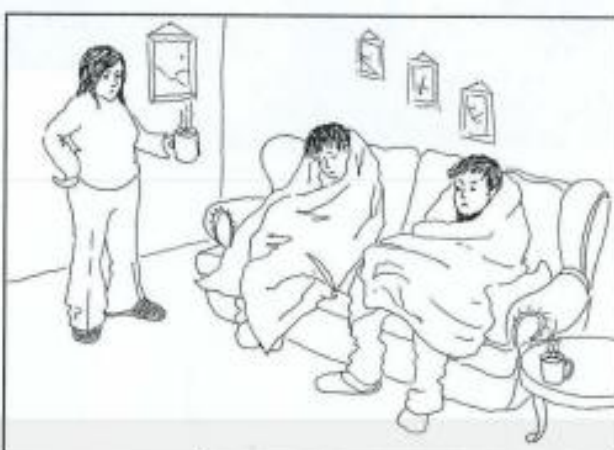


Speaking sheet 4





## GOING FISHING



## **Appendix D- Assessment Guidance Documents- Listening and Understanding**

### **Assessment of listening and understanding skills - Notes for Assessor and resources**

Following verbal instructions

Some classroom objects and pictures of common items can be used for this assessment.

When taking the pupil into a quiet area for the assessment, simple instructions can be given e.g. "Close the door please", "Come and sit on the blue chair".

Similarly, the assessor can make simple request for objects using visual material e.g. "Give me a blue pen", "Point to the cat/where's the cat?"

To observe if the pupil can follow two consecutive instructions the following activity could be tried.

Using familiar objects, tell the child you are going to ask them to do something else now. Then give two instructions e.g. "Put the pencil in the cup and the pen on the book."

The following **Listening sheet 1** can be used to assess whether a child can follow an aural description. The assessor should read the descriptions and ask the learner to identify which of the pictures it corresponds to:

- \* He is wearing a T-shirt and jeans.
- \* He has grey hair and a beard.
- \* He is wearing a yellow jumper.
- \* He is holding a baby.
- \* He has short hair.
- \* He is reading a book.
- \* She is wearing shorts, a vest and trainers.
- \* She has long hair.
- \* They are wearing coats, trousers and boots.
- \* They have hats and gloves.



Listening sheet 1



## Appendix E- Assessment Guidance Documents- Reading

### Assessment of Reading Skills - Notes for Assessor and Resources

**Reading sheet 1** could be used to help ascertain if the pupil is at Bell Foundation Band A. The letters “s a p i n t” have been included (not in the exact teaching order) to check if the pupil “can identify some letters of the alphabet by shape and sound”.

Staff may wish to check all 26 alphabet letters. Use plastic letters or alphabet letter cards, as appropriate to the pupil’s age. The letters have been included in random order on the phonic assessment sheet **Reading sheet 5**.

**Reading sheet 1** also has a selection of early phase words, plus three picture clues. A camel has been included as this would be a familiar animal for a child from Somalia and other African and Arabic countries.

To help establish if a pupil is at Bell Foundation band A/B stage, the assessor could use an early picture story/reader with a clear picture on the cover. The pupil should be encouraged to use the pictures to predict words and simple text. A pupil at Bell Foundation band B stage will be starting to read simple books with repetitive phrases and using initial and final sounds to try to read unfamiliar words. See sample **Reading sheet 2** and **Reading sheet 3**.

Some children may be able to recognise and read CVC words. They will be able to demonstrate their understanding of the meaning of simple sentences. **Reading Sheet 2** and **Reading Sheet 3** may also be useful for these pupils.

The texts included in the assessment pack are Sam went shopping and Tom’s House, plus **Reading sheets 2 and 3**, as mentioned above. The Boy and the Lion (**Reading sheet 4**) may be useful to contribute to the assessment of more advanced EAL learners reading at approximately Bell Foundation band D stage. The questions at the foot of each sheet are in a small font and should not be read by the pupil. The assessor can read these to check comprehension.

# S a p i n t

The boy



cat



camel

is my and

Dad

Mum



Sam went shopping



This is Sam. Sam is 5.



This is Sam's mum. Sam likes his mum.

Sam went to the shop with his mum.

He got a ball.

Then they went home.

Who is this? (point to Sam)  
Who is this? (point to mum)  
Where did Sam go?  
What did Sam get?

## Tom's House



This is Tom. He is six.



Tom went to the shop with his mum. His mum was in the shop a long time, so Tom went out. He wanted to go home.

He walked down the road. He came to a



big house. It was not his house. He walked on down the road. He came to a little house. It was not his house. He walked on down the road. He did not see his house. He was lost.

Who is this? (point to Tom's mum)

How old is Tom?

Where did Tom go?

Why did Tom go out of the shop?

What will happen next?



## The Boy and the Lion



Once there was a boy who worked for a king. But the king was cruel to him, so the boy ran away from the king and away from the town. He met a fierce lion in the jungle.

The boy was afraid because the lion looked angry. The lion said, "I am angry because there is a thorn in my foot."

So the boy sat down to pull the thorn out of the lion's paw and the boy and the lion became friends.

One day the boy went back to the town. The same day the cruel king went hunting and he caught the lion in a net.

Then he saw the boy in the town and he caught him as well. "I will punish you for running away! I will throw you to the lion," shouted the king.

So the king threw the boy into the lion's den. However, when the lion saw the boy, he lay down and smiled. The boy smiled too and put his arm around his friend. The king was so surprised that he let the boy and the lion go free.

Why did the boy run away from the king?

How did the boy help the lion?

How did the king punish the boy when he caught him?

What did the lion do when he saw the boy?

Why did the king let the boy and the lion go free?

### Phonic assessment

Lower case letters:

[illegible]

Capital letters:

[illegible]

CVC:

[illegible]

words with adjacent consonants:

[illegible]

words with long vowel phonemes:

[illegible]

## Appendix F- Assessment Guidance Documents- Writing

### Assessment of writing skills - Notes for Assessor and Resources

To build up a profile of the pupil's English writing skills, the following stages can be followed:

- Provide lined paper and ask the pupil to write his/her name.
- Then, ask/indicate that you want him/her to copy the three items on **writing sheet 1**. (Adapt or enlarge these according to the age of the pupil.)

Ask the pupil to write some more words that he/she knows in English.

- If the pupil is able to write in English, you could ask him/her to write about a picture or write the story based on **writing sheet 2, writing sheet 3 or writing sheet 4**. Staff can select the picture that they feel is most appropriate for the pupil being assessed.

If the pupil is able to write in English, but needs help with sentences, schools could adapt the sentence completion **Writing sheet 5**, or use it in its entirety for more advanced learners of English.

For pupils who can write in their first language, the one-to-one assessment session can provide an opportunity to find out about their first language literacy skills too.



## Writing sheet 1

b R o p s t z L M a f g p k

cat dog baby apple

I am at school in England.

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## Writing sheet 2



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### Writing sheet 3



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## Writing sheet 4



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Finish the sentences:

1. I like .....

2. I don't like .....

3. I can .....

4. I can't .....

5. Yesterday I .....

6. Tomorrow I .....

7. Every day .....

## **Appendix D- Resources/ useful websites**

[Promoting Equality and Tackling Racism- Guidance for West Sussex Schools](#)

[Hate Crime and Hate Incidents – West Sussex Services for Schools](#)

[Report a hate crime- West Sussex County Council](#)

[Hate Incident Support Service \(HISS\), West Sussex](#)

[Anti-racism: how to review and re-frame your curriculum](#)

[The Bell Foundation](#)