



Adopted by the Governing Body of Dunkirk Primary School

Approval:	Head Teacher April 23
Review:	In accordance with LA
To be reviewed by:	Alison Kendall April 26
Committee responsible:	P&PC

INTERNATIONAL NEW ARRIVALS AT DUNKIRK

- All new arrivals including refugees, asylum seekers and economic migrants from overseas have the right to enjoy a welcoming, safe and stress-free environment within our school.
- They need to know that they are valued and that they belong even if their stay in our school is short.
- They need to have bilingualism recognised as a positive part of their intellectual development and they need opportunities to use their home language to support their learning and development of English.
- It is important that they are made to feel part of the lessons and learning environment as soon as possible.
- All new arrivals must be given learning opportunities that are accessible, relevant and purposeful within the context of the national curriculum.
- New arrivals need to be able to see themselves, their languages, culture and identity reflected not only in the classrooms but also in the wider school and through an inclusive curriculum.
- We recognise that the needs of EAL (English as an Additional Language) learners and INA (International New Arrival) learners can be different.

AIMS

- To provide a warm welcome for New Arrival children and their parents and carers, this will reassure them that our school is a safe and caring environment.
- To integrate Newly Arrival pupils into the life of the school as quickly as possible.
- To integrate New Arrival pupils into the life of the class as quickly as possible.
- To ensure that accurate information about a child's background and previous educational experience is gathered on admission.
- To value and celebrate the skills and knowledge that new children bring to the school.
- To ensure that the inclusion of new arrivals is a shared, whole school responsibility.
- To ensure that each child enjoys access to the whole curriculum and is able to reach their full potential.
- To prepare the school and the class to receive the new pupil/s.
- To monitor the initial and ongoing progress of New Arrival pupils as part of whole school pupil tracking.

INTENT

The school's curriculum is broad and ambitious, and designed to give all our pupils, including those with English as an Additional Language (EAL) and International New Arrivals (INAs), the knowledge and cultural capital they need to succeed in life. Our pupils study the full curriculum via ACT (about/create/take action), through a broad range of subjects and the curriculum which has been designed to overcome the following barriers to learning for INA pupils and pupils with EAL:



INTERNATIONAL NEW ARRIVALS POLICY

- Addressing social disadvantage;
- Addressing gaps within language;
- A well-planned and sequenced curriculum that can be adapted for specific needs of pupils;
- A curriculum that reflects the school's local context exploring diversity and tolerance;
- A curriculum that remains as broad as possible for as long as possible;
- High academic ambition for all pupils including those with EAL and INA pupils;
- Keeping children safe and the development personal, social, and emotional skills. The curriculum is designed for all but made appropriate and accessible for INA pupils and pupils with EAL, through the Dunkirk model of teaching. This is to ensure that all key knowledge is accessed and revisited at appropriate accessible stages gradually building on the knowledge secured before. This can be transferred into long term memory and recalled when necessary.

IMPLEMENTATION

The curriculum is implemented through a range of ways as a direct result of the school's learning and research vision (PRIDE) and intent. This is evident via:

- A curriculum that is strong and implemented consistently across the school
- Series of lessons that contribute well to delivering the curriculum intent
- Pupils work, over time and across the school, is planned and sequenced
- Clear induction process
- Clear assessment systems
- Continuing Professional Development (CPS) linked to individual support, the EAL/ INA Action Plan and the School Development Plan (SIP)
- Focused Pupil Progress Meetings
- Focused interventions
- Early Career Teacher (ECT) Induction Programmes
- Newly appointed staff induction systems;
- Embedding of the school's Marking and feedback Policy
- EAL/ INA Policy.

Teaching is designed to help pupils acquire a high standard of English allowing pupils to access the content of the curriculum. Pupils will then be able to transfer knowledge and skills already taught if there has been previous schooling in a different language, or where there has been no schooling at all, new skills and knowledge will be developed and revisited in order to secure the content they have been taught and to integrate new knowledge.

Teachers plan effective cognitive strategies, such as pre-teach, MOY (My Turn/Our Turn/Your Turn) and interventions, that make maximum use of lesson time and coordinate lesson resources. Within planning there is clear evidence of using active and practical strategies to support EAL and INA pupils, which is reflected in pupils' books across different subjects and as a result, skills rapidly improve. Pupils show that they develop Dunkirk PRIDE in their learning behaviours and work.

IMPACT

The school implements a broad curriculum and as a result:

- Pupils develop knowledge and skills across the curriculum and, as a result, make high levels of progress.
- Precision in planning, with a focus on specified WALT outcomes which allows for rapid progress across the curriculum.



**INTERNATIONAL NEW ARRIVALS
POLICY**

- Pupils have the opportunities to regularly revisit concepts (flashback/re-activate) and link ideas together.
- A range of high quality authors and poets (representing a global dimension) are studied to support language acquisition.
- Pupils acquire language skills quickly and those with English as a second language rapidly become bilingual pupils able to thrive.
- Development of the whole child and gaining a sense of global awareness, pupils are happy engaged learners eager to share their learning with adults, family and class peers.
- Strong emphasis on revision of reading (phonics/fluency/comprehension) to ensure pupils' standards are high and pupils are well prepared for their next stage of learning.
- High focus on developing core skills allows pupils to thrive, access key learning and embed skills across the curriculum.
- Focus on providing opportunities of working with children beyond their own school, sex, religion and experience. Pupils are able to mix, collaborate and work appreciate the views of others.
- A curriculum focusing on Dunkirk ACT, British citizenship and global responsibilities, pupils leave Dunkirk Primary School able to integrate into modern British and a Worldwide Society.
- A strong focus on religious freedom, tolerance and understanding pupils have a deep level of appreciation of the views of others and how these may differ from their own, through our RE and ACT curriculum.
- Active engagement with parents, the curriculum goes beyond the classroom and promotes home study and research, parents are engaged and have ownership of the school and see it as part of the community.
- The arts, health and inclusion carrying equal importance, alongside the academic achievements, pupils make healthy choices, appreciate music, art and know the importance of keeping a healthy lifestyle for physical and mental health.
- The curriculum being fully inclusive for all, pupils have time and opportunities to work alongside their class peers who may have learning and physical needs, this creates a strong sense of care and inclusivity.