

Course Outline

Session	Details
1.	Understanding your pupils: developing a welcoming whole school ethos
2.	Assessment and tracking of pupils new to English
3.	More practical strategies for inclusion
4.	Supporting second language acquisition: theory and practice for mainstream classrooms
5.	Working together: home, school and community



The Ethnic Minority Achievement team is highly experienced and acclaimed and has in the last five years delivered training and consultancy to schools in more than 30 local authorities as well as providing the pan-London accredited course for London Challenge nationally and internationally.

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Ethnic Minority Achievement Service

EMAS



Supporting the Achievement
of Newly Arrived Pupils
in Primary Schools

Supporting the Achievement Of Newly Arrived Pupils In Primary Schools

What teachers said about the course:

'Excellent! I am going back to school armed with ideas about how I can best include children with English as an additional language.'

'Very applicable to the experiences we have to deal with.'

This course provides guidance and successful strategies:

- welcoming and understanding the issues for newly arrived pupils and their parents/carers
- developing a range of inclusive teaching and learning techniques
- supporting the achievement of new arrivals through assessment
- strengthening partnerships between home, school and community

The course aims are:

- To promote practical strategies to enable pupils new to English to participate and achieve in mainstream classrooms
- To gain insight into the issues – both linguistic and social – relating to pupils new to English
- To consider ways to promote a positive whole school ethos

To increase understanding of the theoretical aspects underpinning good practice and how to apply them in the classroom

Who should attend?

Senior leadership teams and teaching staff, teaching assistants

Which schools would benefit from this course?

Primary schools with:

- Recently arrived pupils with English as an additional language
- Occasional to frequent mid-term admissions
- High mobility figures
- A changing pupil profile
- An interest in developing innovative and inclusive teaching styles across the curriculum