Lismore Comprehensive School

*English as an Additional Language*

Policy for supporting
Newcomer Pupils
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1. Definitions
A ‘Newcomer pupil’, refers to a pupil 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.

An ‘International pupil’, in Lismore Comprehensive is a pupil whose home language is not English. Although they have developed the necessary language to access the curriculum, they have other cultural and linguistic backgrounds. It is important that they are also included in this policy as they may need additional support such as: the use of interpreters; the chance to take examinations in their home language; the opportunity to have their culture and language recognised.

2. Rationale
An important characteristic of our school is its inclusive and diverse nature, and as we work towards maximum integration for all our pupils, it is important to recognise that Lismore Comprehensive school’s policies apply to all of our pupils.

The purpose of this policy is to outline additional strategies which are in place to support the individual needs of Newcomer and International pupils.

Lismore recognises that the increase of Newcomer pupils, although providing an opportunity for diversity, provides challenges. As an inclusive school, Lismore is committed to providing for the needs of every pupil. Raising achievement and improving standards are key areas of our School Development Plan.

It is important to ensure staff are aware of both pastoral and curriculum support strategies in place, to guarantee that Newcomer pupils receive the support needed to ensure integration and access to the curriculum, so they can fulfil their potential.

3. Statement of Aims
Lismore is committed to meeting the pastoral, curricular, linguistic and intercultural needs of all our pupils.
Aims of this policy:

- To provide Newcomer pupils with a welcoming environment where they are accepted, valued and encouraged to participate.
- To develop strategies to promote inclusion and encourage new pupils to be included as part of the school.
- To ensure that pupils can see their languages, culture and identity reflected in the classrooms and the wider school.
- To make appropriate provision for teaching and learning opportunities, including support arrangements.
- To identify, record and monitor language development and proficiency of each pupil.
- To ensure effective communication with parents.
- To make appropriate use of Inter Agency support.

4. Context of our school

In 2012/2013, Lismore Comprehensive pupils included:

- Pupils with 8 other Home Languages – Polish, Portuguese, Lithuanian, Cantonese, Russian, Filipino, Slovakian and Urdu.
- 101 International pupils
- 41 pupils designated as Newcomer

5. Designation of Newcomer Pupil status

When a pupil joins Lismore Comprehensive, it can be a difficult process to identify if they are an International pupil or a Newcomer pupil, as they may be transferring from a local primary school or have newly arrived in NI.

Transferring from Primary School

The EAL Co-ordinator will liaise with the teacher responsible for Primary School Liaison. Information on Newcomer pupils from feeder primary schools will be requested. The DENI Newcomer Designation form for each pupil should be forwarded to Lismore Comprehensive. The EAL Co-ordinator will meet with each pupil and an initial assessment of his or her English Language proficiency will also take place.
Pupil new to this country

The Principal/Member of SMT/Year Head and/or EAL Co-ordinator will meet with the pupil and Parents/Guardians. This initial meeting will be used to disseminate information. An initial English assessment will be carried out early in Term 1.

A Newcomer designation form will be completed for each Newcomer pupil and retained by the EAL Co-ordinator.

6. Induction Procedures

The following additional arrangements will be put in place to ensure the smooth induction of our Newcomer pupils into Lismore.

Induction for Newcomer pupils (new to NI)

- The Principal/Member of SMT/Year Head and/or EAL co-ordinator will meet with the pupil and Parents/Guardians. An interpreter can be organised if necessary. This meeting will be important to gather essential information from parents and also to inform them about school procedures. A welcome booklet, provided by the EAL Co-ordinator will be provided to parents. A tour of the school may also take place, if possible.
- Information will be disseminated to appropriate staff.
- A class ‘buddy’ assigned by the Form Tutor, will be appointed to welcome and support Newcomer pupil.
- In the early days, an assessment of the pupil’s English Language will take place.
- An initial band placement will be made, which will be reviewed.

Induction for Newcomer pupils (transferring from Primary Schools)

- EAL Co-ordinator will meet with the Newcomer Pupil in September.
- A welcome booklet will be provided.
- In the early days, an assessment of the pupil’s English language capacity will take place.
- Following the Primary 7 test, an initial band placement will be made. This will be reviewed.
• An initial band placement will be made, which will be reviewed.

7. Teaching and Learning
It is important that the individual needs of Newcomer pupils are taken into consideration by teaching staff. Staff should take into account the pupils’ level of English language proficiency when planning teaching and learning activities. Cultural diversity should be recognised and celebrated in the classroom where possible. All departments have contributed to the collation of the home-school journal which is available for KS3.

Teaching strategies and resources should be adapted to meet the needs of Newcomer pupils.

*Suggested possible strategies include:*
• Provision and pre – teaching of key language relating to curriculum topics
• Signposting of clear learning intentions on boards
• Use of visual material where possible
• Use of home- school journal and homework planner
• Provision of dictionaries and key word lists
• Collaborative group work
• Appointment of classroom buddies
• Enhanced opportunities for speaking and listening
• Effective role models of speaking, reading and writing
• Additional verbal support-repetition, alternative phrasing, peer support, modelling key language
• Writing frames, directed activities related to texts
• Opportunities for role play
• Pupils receive regular feed back from staff
• Further support for pupils’ language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, etc.
• Effective use of classroom assistants
• Additional language support through timetabled support classes with the language assistant.
Where a pupil has another additional need, such as SEN, this will be addressed under the relevant policy.

(See Appendix A - Inclusion and Diversity Service Post Primary Toolkit resources)

8. Assessment of English Language

Pupil’s English language proficiency in speaking and listening, reading and writing will be identified and monitored across subject areas, using the Common European Framework of Reference for Languages (CEFR). There are six levels of proficiency within each skill:

- A1  Breakthrough
- A2  Waystage
- B1  Threshold
- B2  Vantage
- C1  Effective Operational Proficiency
- C2  Mastery

Pupils new to Lismore will be given an estimated CEFR level based on initial assessments/testing and information forwarded from primary schools. Subject teachers will monitor pupils’ language proficiency and complete CEFR forms for each Newcomer pupil once per year, in May/June. Results will be collated by the Co-ordinator and disseminated to staff through Heads of Departments.

Teachers should take into consideration pupils CEFR levels when preparing and planning teaching and learning activities, to ensure individual pupils’ needs are met. Once a pupil has reached B1 level, there is no need to further monitor in this way, as they should be able to access mainstream curriculum.

(See Appendix B - Cross Curricular Descriptors based on the CEFR,
Appendix C - Newcomer CEFR Pupil Record Form,
Appendix D - Electronic CEFR help sheet)
9. Examinations

**Examination Concessions**

The EAL Co-ordinator will liaise with the Examinations Officer to ensure provision is made for all Newcomer pupils to receive the available concessions. Concessions are available at Key Stage 3, GCSE, AS and A2 Level. These include use of bilingual dictionaries and extra time.

**Bi-Lingual Translation Dictionary**

- All Newcomer pupils may use a bi-lingual dictionary, if this is normal classroom practice.
- The use of a bi-lingual dictionary is made available if a candidate’s first language is not English, and the examination is presented through the medium of English language.
- There is not a requirement to process an application for a bilingual translation dictionary using Access arrangements online or to record the use of the arrangement. No evidence is needed to support the arrangement.

**Bi-Lingual Translation Dictionary AND up to a maximum of 25% extra time**

If the candidate meets the following criteria: first language is not English, they have been in the UK for less than two years prior to the date of the examination, neither parent is British born, they have not been educated in an English speaking school abroad,

- They are entitled to the use of a bilingual dictionary and are allowed and a maximum of 25% extra time.
- An application must be submitted using Access arrangements online (for GCSE) prior to the candidate’s first examination. Appropriate evidence of need must be held on file.

Bilingual translation dictionaries may only be used in examinations by candidates whose first language is not English. However, such dictionaries must not be used in English Language, Irish Language or Modern Foreign Language examinations testing one of the languages of the dictionary or a similar language. The use of a
bilingual translation dictionary should reflect the candidate’s normal way of working within the centre.

A reader will not be allowed if a candidate’s literacy difficulties are primarily caused by English not being his/her first language.

**Informal Assessments**
Informal assessments/examinations in the classroom should take into consideration the individual needs of the pupils and their language development and teachers should make appropriate provision.

**Primary 7 Band Placements**
As with all examinations, those sitting the band placement test in Primary 7 will access appropriate concessions.

**Examinations in Home Language**
- Pupils will be given the opportunity to take GCSE exams in their home language, if available. Pupils will take this exam in Year 11. These include GCSE Polish, Portuguese and Russian.
- Pupils will be given the opportunity to take Polish, Portuguese, and Russian at AS Level, in Year 13.

The Languages Department will assist in conducting speaking tests, in Lismore. It may also be necessary to liaise with other schools to facilitate speaking tests.

**JETSET Examinations**
Newcomer pupils who receive withdrawn support with the language assistant, will sit JETSET tests (Junior English Tests Senior English Tests), to allow the Newcomer pupil to gain a qualification in English Language. Pupils will be entered for tests appropriate to their level. Success in these exams will be celebrated through presentation of certificates.
10. Intercultural Awareness

Within Lismore there is a high emphasis on embracing the cultural identities of each pupil. This is very evident in the weekly Citizenship classes at KS3 and KS4 which focus on developing the pupil’s sense of identity within a multicultural school and society. As the school has a range of pupils from differing backgrounds, it is essential to give the pupils the opportunity to discuss the diverse society in which they live.

Opportunities for promoting and celebrating diversity include:
- Multi-lingual signs and displays throughout the school
- Making accommodations across all areas of the curriculum where possible
- Extra curricular activities, including Extended Schools clubs
- International links (e.g. Comenius links, e-twinning)
- Assemblies and celebrations (e.g. European day of Languages)

A positive attitude to home languages should be encouraged through:
- Dual language signs throughout the school
- Encouraging pupils to use home languages to help with curriculum understanding
- Provision and use of bilingual dictionaries
- Exams in home language

11. Parents/Guardians and Wider Community

Lismore provides a caring and welcoming environment for Newcomer pupils. As the school is made up of such a diverse spectrum of national identities we take into account Parents/Guardians linguistic, cultural and religious backgrounds when developing home-school links.

We have worked with members of the wider community to support our Newcomer pupils, such as the Migrant Support Service.

To ensure that our written and spoken communication with families is effective, interpreters and translated letters are used.
**Interpreters**

Interpreters can be arranged throughout the year for Parent/Teacher meetings by the EAL Co-ordinator. Necessary documents will be completed as required.

Our current practice relating to general Parent/Teacher meetings is that subject teachers will be requested to write a comment for the pupil, if more than one pupil requests an Interpreter. Comments will be collated and relayed to the Parent/Guardian, by the Form Tutor, with the use of an Interpreter. This is to make the process as manageable and effective as possible. If a Parent or subject Teacher specifically requests a meeting, this is arranged.

*(See Appendix E - Guidelines for working with Interpreters)*

**Translated letters**

Translated letters are available in a range of languages from the EAL co-ordinator relating to:

Letters are available, including:

- Parent Teacher Meeting
- Attendance causing concern
- Past absence note for Parents
- Future absent note for Parents
- Detention

In various languages, including:

- Polish
- Lithuanian
- Portuguese
- Latvian
- Russian
- Filipino
- Cantonese

*(See Appendix F - Sample of Translated letter)*
12. Inter - Agency Work
Lismore Comprehensive recognises the importance of using the expertise of external agencies to support pupils.

To date links have been established with the following:

• Inclusion and Diversity Service

Our EAL Co-ordinator maintains links with the Inclusion and Diversity Service (IDS). An IDS School Officer is assigned to the school each year. The IDS inform school work, through an action planning process.

• Interpreting services

• Translation services

• Local Parish e.g Polish Priest

• Other schools

13. Staff Professional Development
An EAL Co-ordinator has been appointed to oversee provision for Newcomer pupils. Training for the Co-ordinator is provided through the Inclusion and Diversity Service. The Co-ordinator disseminates information to staff as necessary and oversees additional support and provision for these pupils.

The School Development Plan will incorporate the EAL Development Plan, which is accompanied by relevant action plans and reviews.

Professional development opportunities are undertaken to ensure that the provision for Newcomer pupils is appropriately delivered and co-ordinated.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

This policy will be reviewed every two years by the EAL Co-ordinator.
15. Useful resources and contacts

- Diversity NI, Interpreting Service – 028 90 473737

- Inclusion and Diversity Service – Antrim Board Centre, Antrim BT41 4DH. 028 94 482210

- ‘Toolkit for Diversity in the Post Primary School’

- Education Support Website for Parents and Teachers
  [www.education-support.org.uk](http://www.education-support.org.uk)

- Department of Education

- ‘Joined Up Developing Good Relations in the School Community’

- Common European Framework of Reference
16. Appendices and References

Appendices

<table>
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<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
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<td>Appendix A</td>
<td>Post Primary Tool Kit – List of Resources</td>
</tr>
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<td>Appendix B</td>
<td>Cross Curricular Descriptors based on the Common European Framework of Referencing (CEFR)</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Newcomer CEFR Pupil Record Form (CEFR)</td>
</tr>
<tr>
<td>Appendix D</td>
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</tr>
<tr>
<td>Appendix E</td>
<td>Guidelines for working with Interpreters</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Sample of Translated letters</td>
</tr>
</tbody>
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APPENDIX A

Inclusion and Diversity Service Post Primary Toolkit resources

List of contents:

Available at [http://www.education-support.org.uk/teachers/ids/toolkit-for-diversity-post-primary/](http://www.education-support.org.uk/teachers/ids/toolkit-for-diversity-post-primary/) and RM Staff folder -> EAL -> PostPrimaryToolkitForDiversity
APPENDIX B
Cross Curricular Descriptors based on the Common European Framework of Referencing (CEFR)

<table>
<thead>
<tr>
<th>Description</th>
<th>CEFR Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic skills and competences</td>
<td>A1, A2</td>
</tr>
<tr>
<td>Intermediate skills and competences</td>
<td>B1, B2, B3</td>
</tr>
<tr>
<td>Advanced skills and competences</td>
<td>C1, C2</td>
</tr>
</tbody>
</table>

Notes:
- A1 and A2 levels are for beginners.
- B1 and B2 levels are for intermediate learners.
- C1 and C2 levels are for advanced learners.
- The levels are designed to measure proficiency in language learning.

<table>
<thead>
<tr>
<th>Example activity</th>
<th>CEFR Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading a simple text</td>
<td>A1</td>
</tr>
<tr>
<td>Writing a short note</td>
<td>A2</td>
</tr>
<tr>
<td>Listening to everyday speech</td>
<td>A2</td>
</tr>
<tr>
<td>Speaking in familiar contexts</td>
<td>A2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>CEFR Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussing family life</td>
<td>B1</td>
</tr>
<tr>
<td>Reading a newspaper</td>
<td>B2</td>
</tr>
<tr>
<td>Writing a paragraph</td>
<td>B2</td>
</tr>
<tr>
<td>Writing a short story</td>
<td>B3</td>
</tr>
<tr>
<td>Speaking in a familiar context</td>
<td>B2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>CEFR Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dealing with a variety of public services</td>
<td>C1</td>
</tr>
<tr>
<td>Discussing cultural events</td>
<td>C2</td>
</tr>
<tr>
<td>Giving and receiving information in a professional context</td>
<td>C2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>CEFR Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigating complex legal documents</td>
<td>C2</td>
</tr>
<tr>
<td>Conducting a business meeting</td>
<td>C3</td>
</tr>
</tbody>
</table>
## APPENDIX C

### Newcomer CEFR Pupil Record Form

<table>
<thead>
<tr>
<th>Newcomer Pupil Record Form</th>
<th>Date: May 2011</th>
</tr>
</thead>
</table>

### Monitoring English Language Proficiency

Cross-curricular benchmarks based on the Common European Framework of Reference (CEFR)

**Please tick, moving from left to right.**

<table>
<thead>
<tr>
<th>Pupil:</th>
<th>Class:</th>
<th>Teacher:</th>
<th>Subject:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>A1 Breakthrough</strong></th>
<th><strong>A2 Waystage</strong></th>
<th><strong>B1 Threshold</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking &amp; Listening</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Follow single step routine instructions by observing others</td>
<td>Follow straightforward familiar instructions</td>
<td>Use correct punctuation consistently*</td>
</tr>
<tr>
<td>Listen for &amp; understand isolated, familiar words and phrases when listening to a conversation</td>
<td>Listen to others contributions in class and use them as a model</td>
<td>Spell &amp; write frequently used topics words more consistently</td>
</tr>
<tr>
<td>Speak isolated, familiar words and phrases when speaking aloud</td>
<td>Ask other pupils for help</td>
<td>Share ideas about what they are going to write in a limited extent</td>
</tr>
<tr>
<td>Use personal vocabulary for immediate environment</td>
<td>Ask questions about word meanings in a text</td>
<td>Devise a timeline for a topic such as their own life, a historical event, the growth of a business etc. using words &amp; pictures</td>
</tr>
<tr>
<td>Convey immediate needs &amp; ask for assistance</td>
<td>Hold discussions &amp; contribute 2-3 phrases on a familiar topic</td>
<td>Use a writing frame to write short descriptive or explanatory text on a familiar topic</td>
</tr>
<tr>
<td>Indicate lack of comprehension</td>
<td>Get the main idea of short conversations or explanations</td>
<td>Give simple personal reactions to text using a writing frame</td>
</tr>
<tr>
<td>Understand teacher explanations supported with illustrations</td>
<td>Understand most instructions</td>
<td>Outline a text, extracting main points &amp; some details, with support</td>
</tr>
<tr>
<td>Understand most instructions</td>
<td>Listen for &amp; identify main relevant concrete facts</td>
<td>Write short narrative or descriptive texts using planning, drafting &amp; refining, with support</td>
</tr>
<tr>
<td>Ask questions to clarify information &amp; respond to others’ questions</td>
<td>Ask questions to clarify information &amp; respond to others’ questions</td>
<td>Write an account from another point of view using the 3rd person narrative, with support</td>
</tr>
<tr>
<td>Follow main points &amp; contribute to class discussions on familiar topics</td>
<td>Ask questions &amp; express simple opinions on texts read</td>
<td>Give a brief description of a process or concept with the aid of notes, headings &amp; dictionaries</td>
</tr>
<tr>
<td>Speak clearly to be understood by a sympathetic native speaker</td>
<td>Recount &amp; sequence main events with support such as a storyboard</td>
<td>Organise own writing using headings, subheadings &amp; paragraphs</td>
</tr>
<tr>
<td>Sequence ideas &amp; information with help</td>
<td>Use a bilingual dictionary to look up unfamiliar words</td>
<td>Record own reactions &amp; opinions, with support</td>
</tr>
<tr>
<td>Use developed vocabulary to express simple thoughts &amp; opinions</td>
<td>Understand most written instructions</td>
<td>Short sentences in different ways</td>
</tr>
<tr>
<td></td>
<td>Read a variety of texts &amp; use a widening range of reading strategies</td>
<td>Begin to use simple punctuation</td>
</tr>
<tr>
<td></td>
<td>Read short or slightly longer text segments &amp; explain in own words using a framework</td>
<td>Use simple present &amp; past tenses correctly</td>
</tr>
<tr>
<td></td>
<td>Use a textbook index, contents table etc., to find specific information</td>
<td>Use a range of punctuation</td>
</tr>
</tbody>
</table>

*Capital letters, full stops, commas
APPENDIX D

Electronic CEFR Help Sheet

Monitoring of Newcomer pupil’s English Language proficiency using the Common European Framework of Reference (CEFR)

To find folder
- Go to RMStaff -> EAL -> CEFR
- Open appropriate CEFR folder

To find Pupil record form
- Open the appropriate year group folder
• Open the pupil’s folder

• Select your subject area
- If the following screen appears, click ‘Enable Macros’.

To complete CEFR form

- Start with the speaking and listening row, on the left hand side at A1 Breakthrough stage and tick on the left hand side of this column what the pupil can do. If it does not apply to your subject area tick the N/A on the right hand side of the column.
- Only move onto the A2 Waystage if all boxes in A1 Breakthrough have been ticked (either that the pupil can do or that it doesn’t apply)
- Only moved onto the B1 Threshold stage if all boxes in A2 Waystage, have been ticked.

This information has been completed for you

You can only move to the next level, if all the boxes have been ticked (either that the pupil can do or that it doesn’t apply)
- Repeat this process for Reading and Writing.

<table>
<thead>
<tr>
<th>Importance</th>
<th>Benchmark</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete paragraph structures using visual aids, labelled diagrams, maps or charts as a key.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. Express ideas using symbols, pictures &amp; diagrams.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. Write personal key words.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4. From upper and lower case letters.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5. Begin to use appropriate punctuation.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6. Use correct punctuation consistently.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7. Spell words correctly and regularly.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8. Explain ideas about what they are learning in a logical order.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9. Explain a timeline for a topic such as their own life, a historical event, the growth of a character etc.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10. Give a simple personal reaction to something interesting.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>11. Begin to check work.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>12. Outline a text, extracting main points.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>13. Write short narratives or descriptive texts using linking words.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>14. Write an account from another point of view using the 3rd person narrative, with support.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>15. Give a brief description of a process or concept with the aid of notes, headings &amp; diagrams.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>17. Record own reactions &amp; opinions, with support.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>18. Start sentences in different ways.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>20. Use a range of punctuation.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Only complete this first page, there is no need to complete second page.

- Click file and save.
- It is hoped that these forms can be added to, each year, to show progression of the pupil’s English language.

![Image of a form with checkboxes and notes for literacy assessment]
APPENDIX E
Guidelines for working with Interpreters

1) PRE-SESSION
- Clarify your role within your organisation
- Allow the interpreter time to introduce himself/herself and their role
- Explain the purpose and most likely outcome of the meeting
- Allow enough time for an interview, as it will probably take twice as long as it would without an interpreter
- Arrange seating for the most direct communication between you and the client

Suggested seating arrangement:
- Sit opposite the client with the interpreter at the client’s side, or
- In a circle where more people are involved

2) DURING THE SESSION
- Speak and look at the client not the Interpreter. This often does not come naturally. It is better to speak directly e.g. “How are you today?” rather than “How is he feeling today?” as this is time-consuming and reduces directness
- Use short sentences and avoid ambiguous or complex grammar
- It will greatly help if you avoid slang and jargon and allow the interpreter to speak when you have completed one, two or three sentences to encapsulate a section of your message
- Take extra care in explaining regulations and reasons for asking for certain types of information
- Moderate the speed of speech
- Summarise and check what you have understood
- Allow the interpreter time to intervene where necessary
- Be sensitive to the demands and pressures on the interpreter. Interpreting requires enormous concentration, especially liaison interpreting where the interpreter has to switch constantly between languages. It will be even more demanding if the circumstances are sensitive or stressful.
• Do not expect interpreters to keep going indefinitely; they may need a break halfway or to continue at another appointment

3) POST SESSION
• Check with the client that they have understood everything
• Allow the client to ask supplementary questions or seek clarification
• Feedback to the interpreter service co-ordinator if there have been any difficulties.
• Complete and sign the interpreter’s time sheet

Taken from S.T.E.P (South Tyrone Empowerment Programme)
APPENDIX F  Sample of Translated letter

An English version of the letter should also be included on the back.

Example of Parent Teacher Meeting (English Language Version)