



English as an additional language **Good Practice Network**

A compilation of resources and strategies to support schools working with children developing English as an additional language.

Compiled by teachers working in schools in the London Borough of Hammersmith & Fulham, the Royal Borough of Kensington and Chelsea, and the City of Westminster.

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Issue 3 - Assessment and Testing of EAL Pupils in Primary Schools

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1 DfE Proficiency Levels for EAL pupils: Guidance for the EAL Coordinator

- Know that Proficiency Levels in English Language are submitted annually to the DfE for every EAL child by means of the School Census
- Ensure ACCURACY about EAL pupil status on your school data system, usually SIMS. This is very important. On admission, be aware that a new family may feel they should claim to speak only English. Be ready to promote the positive value of speaking other languages.
- Note that schools are **NOT** required to submit **any additional or more detailed assessment data** on EAL learners and, for the purposes of the census, you should use a 'best-fit' approach when assigning levels to pupils. If your school would like to use these levels to inform Teaching and Learning, this is a separate activity. Useful descriptors and classroom teaching suggestions may be found in the Westminster Stages of English Language Acquisition but this is not a requirement.
https://www.lbhf.gov.uk/sites/.../reporting_levels_westminster_stages_of_english.docx
- Consult with Class Teachers in November to prepare for annual school census. The levels must be updated on SIMS ready for the school Census in mid-January.
- Give each teacher a list of their EAL pupils and current proficiency levels. Allow 1-3 weeks for teachers to work on this. Attach following notes:
 - Are there any names missing or children now off-roll?
 - Are there any levels you disagree with?
 - Are there any other mistakes?
 - Majority of children will lie in the middle three bands. Fluent is rare. You should not put EYFS children in 'Competent' or 'Fluent' categories. Likewise, no KS1 in 'Fluent' category.
 - 'EAL support' means any teaching of grammar errors or vocabulary that doesn't meet Age Related Expectations
- Contact your SIMS (or equivalent database) support team for these useful things:
 1. To set up a SIMS 'Report' (= a class by class list) of EAL pupils containing these columns: full name, first language, previously recorded Proficiency level, blank column for new level and the current date. This can be personalised for your school. You should learn how to generate this once it is set up on your system. Then you can distribute it to class teachers for them to check.
 2. Instructions on how to carry out a BULK UPLOAD so that you, the Coordinator, can enter the new Proficiency levels for all EAL pupils. There are 2 reasons why this is important: First, this enables the levels to be monitored and moderated across the school. You are the one with responsibility for an overview of EAL at your school. This is one good way to retain that overview. Secondly, other school staff may not have your understanding of EAL or the consequences of inaccurate information.

DfE Proficiency Levels for EAL pupils record sheet

The form below was produced by Hallfield School and could be used by teachers to record the levels of proficiency for individual classes.

A column has been included for planning teaching strategies for children at different levels of proficiency. Teachers can refer to the Westminster Stages of Language Proficiency for suggested strategies at each level:

https://www.lbhf.gov.uk/sites/.../reporting_levels_westminster_stages_of_english.docx



Levels of English proficiency for EAL learners

Class:

Completed by:

Code and description	Names of children	Planned teaching strategies
A – New to English May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.		
B – Early Acquisition May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.		
C – Developing competence May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.		
D – Competent Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.		
E – Fluent Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.		
N		
Not yet assessed		
O		
Not applicable – NOT VALID WITHIN THE SCHOOL CENSUS		

Flora Gardens Initial Language Assessment for New EAL pupils Y1-6	
Child's name	D.O.B.
Country of origin	Current year
Languages understood/spoken	Date entered school
Languages read/written	Previous schooling
Phonic Knowledge (what sound does this letter make? what sound does ball start with? Can you say/write this word p-a-t?)	
Reading – incl. High Frequency words, Reading age (Salford Test or PM levels)	
Speaking and listening (pronunciation/following instructions/appropriate responses/ length of phrases used etc.) Ask child about family, personal information, likes and dislikes. If non-verbal, read a picture story and gauge reactions. Record speaking sample.	
Vocabulary (colours, clothes, animals, everyday objects, prepositions, personal information) Use picture dictionary or picture book.	
Writing (name, 'letters I know' familiar story, sth. about family, description of a picture) Can be English and Home Language.	
Knowledge of Numbers (counting, ordering, names/symbols for operations, X tables, odd/even, more than/less than, date/time)	
Other comments (lively/ withdrawn/ eye contact/ literacy in Home Language/interests/previous school/ friends)	
Language needs and recommendations (incl. level of support required)	
Teacher	Date

- The First Language Assessment pack is designed for children who are not making the progress expected after being in the class for a minimum time of 6 months. There is a Reception pack and a Key Stage 1 and 2 pack. It is not great for Years 4-6 as the assessment is quite basic, but you can get an idea of how proficient they are in their home language and if they require additional support.
- The pack contains an interview to be conducted with the parent of the child and a range of speaking, understanding, comprehension and writing activities. To conduct a First Language Assessment you need to have an interpreter in the child's home language. An interpreter can be found through Hammersmith and Fulham Language Service. When booking an interpreter, make sure they speak the correct dialect e.g. an Arabic speaker from Syria.
- Before the assessment with the child begins, you have time with the parent to find out more information about the child. A list of questions is provided in the pack. The interpreter translates the question to ask the parent and then repeats the answer in English. Once the interview has been completed, the parent leaves and the child is brought in. The interpreter reads through the script, whilst the EAL coordinator writes notes. It is important that the interpreter is clear that this is an assessment to see how proficient the child is in their home language and that she/he should not give hints and clues to the answer. You may need to reinforce this during the assessment. You can request to the Hammersmith and Fulham Language Service to have an interpreter who has carried out a First Language Assessment before.
- The whole interview and assessment process takes about two hours.

To get the pack or for more information, please contact

girvineroberts.205@lgflmail.org or
sarah.hughes@floragardens.lbhf.sch.uk

4 Key Stage 2 SATs Access and Reporting Arrangements for EAL children

Please see the links below for information from the Government. This may change in 2018.

2017 key stage 2: assessment and reporting arrangements (ARA) (March 2017)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/601108/2017_KS2_ARA_v2.0.pdf

Here are some key points to note:

- All children, regardless of their EAL status and regardless of whether they actually take the SATs exams or not, must be registered for the KS2 SATs.

- Schools can apply during the performance data checking exercise for a pupil to be discounted from performance tables calculations **if all** of these criteria are fulfilled:
 - the child arrived at the school any time **after** the end of Year 4 academic year
 - the pupil arrived directly from overseas before she/he became a pupil at the school and had never attended any other school in the UK
 - English is not an official language of the country from which the pupil came

Key stage 2 tests: how to use access arrangements (last updated January 2017)

<https://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements#written-or-oral-translations>

Here are some key points to note:

Written or oral translations

Approval or notification is not required, but the arrangement must reflect **normal classroom practice**. If the school is inspected during the test period, and written translations are being used, inspectors may ask for written evidence, i.e., old test papers to prove that the use of written translation is normal classroom practice for a particular child.

- A translator must not be another pupil at the school or a relative, carer or guardian of the pupil requiring a translation
- Written translations should normally be made during the hour before the test is due to start. If there are exceptional circumstances, a school can apply to open the test paper earlier than this in order to translate a paper.

- Translations should be written in a colour different (e.g., blue) to the colour of the pen used by the pupil. The translations should be written near the question.
- On a one-to-one basis only, oral translations may be given by a translator at the time of the tests.
- The pupil may write their responses in English or in their first language. If the pupil's answers are not in English, a transcript should be made by pupil's usual translator.
- Mathematics papers: translations can be made of questions and instructions
- Reading and SPAG papers: translations can only be made of the general instructions on the inside of the front cover. Translations **cannot** be made of questions or passages of text on which the questions are based. As is the case for all children, help cannot be given with reading or understanding the questions or passages of text on which questions are based.

During recent inspections, EAL coordinators have been asked to provide the following information regarding children who are learning English as an additional language in their schools:

- The numbers of EAL children at different levels of proficiency in English (codes A-E on the DfE proficiency scale)
- Statistics to show how the attainment and progress of EAL children compare to the progress and attainment of non-EAL children in the school
- The numbers of children who have arrived at the school from overseas during the last two academic years
- How the school provides for EAL children who have SEN

It might be useful to have to hand brief case studies of a couple of EAL children with different profiles (perhaps from different phases, of different genders, advanced EAL learners as well as beginners, SEN as well as non-SEN etc.) to show to OFSTED inspectors. To see a case study format, please contact Sarah Hughes, EAL Coordinator at Flora Gardens, School, Hammersmith:

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