

EAL Handbook 2018

Contents

Who are our EAL learners?	3
Developing Whole School Provision for EAL/ BME Learners	4
Suggested Assessment/Induction Protocol	5
Week One	
• The Enhanced Induction Meeting	7
• Using Interpreters	8
• Financial Barriers to Inclusion	10
• Prejudice Driven Behaviour	11
• Getting Ready for Newly Arrived Pupil	12
• Supporting Bilingualism- Identifying EAL Learners.	13
Week 1 – 3 Initial Assessment	15
• Gathering Assessment Evidence	16
• Proficiency in English	17
• Assessing English Language Proficiency	19
• The Silent Period: The Pre-production Stage of Language Acquisition	21
• First Language Assessment	21
• Use of Standardised Tests	22
• Assessing Mathematical Ability	22
• Summative Assessment	23
• EAL or SEN?	24
• EAL Gifted and Talented	25

Who are our EAL learners?

Our EAL learners represent the full spectrum of English language levels of acquisition and come into schools from a range of socio economic backgrounds.

Contextual Issues

The key barriers preventing the effective inclusion children and young people with EAL in school include:

- The English language: This can be a difficulty for young people and their parents/carers.
- Lack of familiarity with the school system: this can result in a lack of shared expectations or misunderstandings about school's expectations.
- Bullying and racism: children and young people may experience this and may find it difficult to communicate their anxiety.
- Feeling misunderstood, undervalued or isolated because they cannot see their language, culture and experiences reflected around the school and/or in the classroom.
- Separation from parents and extended family members.
- Different styles or emphasis of prior education.
- Isolation and lack of friends. Financial barriers to inclusion: including supporting children and young people with extra-curricular activities and buying essentials such as uniforms.
- An interrupted education.

In addition to this, and including the contextual issues above, should the child or young person be an asylum seeker then:

- The asylum determination process: creates difficulties where asylum seekers can experience uncertainty about their futures. People have to rely on temporary accommodation, which might mean that their children repeatedly move schools, (resulting in further interruptions to education).
- Experiences of flight and trauma: this can have a negative effect on children and young people's behaviour and their ability to integrate and relate to others.
- He/she maybe an unaccompanied minor (UASC)

Asylum Seekers/ Refugees

Stockton has a number children of asylum seekers or refugee families. There are also unaccompanied minors seeking asylum in Stockton. Asylum seeker and refugee pupils aged 5-18 have exactly the same entitlement to full-time education as other UK pupils and economic migrants. This rule applies equally across Local Authority schools, academies and free schools.

Developing Whole School Provision for EAL/ BME Learners

A strong and explicit leadership of EAL provision, with clearly articulated aims and expected outcomes, will support the development of enhanced provision for EAL/ BME pupils, including those who are asylum seekers.

This EAL Handbook provides a toolkit to support development of whole school provision for EAL/ BME learners. This includes a self-evaluation /audit tool, with an additional EYFS audit tool: Enabling Environment ([Appendices 1 and 2](#)). These are designed to support schools to identify key priorities and support subsequent action planning.

When using this tool, judgements should be made based upon provision and impact. It has been designed for primary and secondary schools, and it may be that some action points are more pertinent to one sector rather than both.

Within the secondary sector, one recommended avenue for distribution of the audit is via departmental meetings. Collation of the results of the audit can be school-wide and departmental-wide; that way the whole school priorities can be identified as well as departmental priorities.

Within Primary, whole school and key stage priorities might be identified.

A proforma action plan has been included, which can be populated to support action planning ([Appendix 3](#)).

Once priorities have been identified, an action plan, can be embedded in the School Development Plan and Departmental Plans, will ensure that provision is proactively enhanced.

The British Council EAL Nexus Programme also provide a toolkit of resources to support evaluation of current practice. Templates are available for:

- Evaluating EAL Management and Provision
- Learning Environment

These can be found on: <https://eal.britishcouncil.org/teachers/school-self-evaluation>

Additionally, a whole school model policy for Stockton schools to develop/ adapt to support bespoke provision has been included. ([Appendix 4](#))

Summary of Suggested Assessment/ Induction Protocol for Children and Young People with English as an Additional Language

<p>Parental/ Pupil initial Interview</p> <p>Week 1</p>	<ul style="list-style-type: none"> • Copy of passport/ NASS details/visa documentation/ • Identify first language and procure an interpreter. • Education History (names of schools, gaps in education, medium taught in, strengths and weaknesses, subjects accessed/ not accessed in country of origin) • Languages (language mapping) • School tour • School conventions shared (lunch time protocols, school transport, drop off/ pick up,; uniform, PE kit, timetable) • Key words in first language requested and transcribed/ transliterated. • Personal details: medical issues, dietary requirements, religious affiliation, supplementary schools • Timetable, equipment, planner • Home language support (laptop, dictionary vocabulary record) • Register for school lunch, computer log on • Assign class and/or form buddies.
<p>Initial English Language Assessment</p> <p>Week 1-3</p>	<ul style="list-style-type: none"> • 1-1 (discussion, reading and writing assessment) • Classroom observation of pupil (after a fortnight) • Book scrutiny (where appropriate) • Completion of initial assessment documentation • Update SIMS re. English Proficiency level
<p>Initial target setting</p> <p>Week 3</p>	<ul style="list-style-type: none"> • Language targets set following assessment • Targets shared with all relevant staff • Relevant staff begin observations
<p>Additional Assessments</p> <p>Weeks 3-4</p>	<ul style="list-style-type: none"> • Maths • Science • Home Language
<p>Student English Language Plan</p> <p>Week 4</p>	<ul style="list-style-type: none"> • Background Information • Initial English Language assessment (NASSEA or equivalent) • Suggested strategies • Intervention plan • Indicative subject levels
<p>6 week review</p>	<ul style="list-style-type: none"> • Collect observation feedback from colleagues and feedback regarding language targets. • Pupil feedback • Update assessment documentation • Update SIMS language proficiency level(if necessary)

Week One

The Enhanced Induction Meeting

Sometimes a newly arrived pupil with EAL arrives at school without any warning. To support an enhanced induction, it is appropriate to arrange an additional meeting, over and above an initial admission's meeting. Parents can be asked to return to school within a two/three day period, to meet with: EAL coordinator, class teacher and an interpreter.

This meeting is vital to supporting an enhanced induction, benefiting school, parents and the pupil. It is an opportunity to share information and expectations about school, as well as an opportunity to gather valuable pupil information (academic and pastoral) and initial assessment evidence.

Agenda items might include:

- Introductions, including interpreter.
- Gathering pupil information: language mapping; previous schooling, gaps in education; medical information; SEN information and dietary information.
- Financial issues, (free school meals, uniform grant for secondary pupils, community transport).
- Prejudice driven behaviour.
- Additional information to be shared, (administration, important dates, policies, equipment and resources, contacts).
- Preparing for newly arrived pupil (information to be shared with class teacher/ form tutor and preparations that will be made).

Please see

[Appendix 5 for suggested agenda](#)

[Appendix 6 Checklist for Admission](#)

[Appendix 7 for Enhanced Induction Meeting](#)

Using Interpreters

Interpreters in schools may be: professional or community interpreters; a member of staff who is bilingual, and other adults with the required language skills who are known to the family or the school and sometimes children in school.

Professional Interpreters

The most effective way to collect background information from a new arrival learner and their family is to set up a parent conference and provide a professional interpreter. There are benefits to employing a professional interpreter, as opposed to a family friend or extended family member. A professional interpreter ensures that confidentiality is upheld and that safeguarding issues are taken into consideration and followed.

Where you have identified a need, which cannot be met from within your setting, it is highly recommended that schools use professional interpreters to support engagement working with a professional interpreter.

The interpreter must be native speaker of the pupil's first language. Double check that the correct language has been identified. For example, a Kurdish Speaker may speak Sorani, Kurmanji or Pehlewani, simply identifying 'Kurdish' may not identify the correct language.

Before the interview:

- Allow time for a pre- meeting (at least 20 mins).
- Make the interpreter aware of usual practices within school and the purposes of the meeting and /or intervention. Interpreters may not have first-hand experience of the English school system and the purpose of the assessment may need to be clarified.
- Prepare any documentation/ information/forms/resources that you wish to share with parents/ children or young people: share this with interpreter in pre meeting.
- Run through the desired outcome.

During the interview/assessment:

- Speak directly to, and maintain eye contact with the pupil and parent carer, NOT the interpreter.
- Leave pauses for the interpreter to speak.
- You may need to clarify issues with the interpreter.
- Observe the engagement between interpreter and pupil.
- If the assessment is with a very young child then it may be that the interpreter needs pre-assessment time with the interpreter in a familiar setting, before the actual assessment.

After the interview:

- Spend time alone with interpreter to discuss outcome and any possible feedback.
- Feedback to parents as appropriate. This may be a phone call or immediate follow up meeting, if parents have been requested to remain in school.

However, it is recognised that it is not always possible to obtain an interpreter at short notice. The following link takes colleagues to an online collation tool, created by SE Grid for Learning. This could be used to gather initial information until a professional interpreter can be brokered. <http://newarrivals.segfl.org.uk/>. This may support collation of key detail. It is available in 17 languages.

For the Local Authority Guidance and List of Interpreters please see Appendix 8

A range of resources to support engagement and guidance relating to the Hampshire Young Interpreters Scheme, please see Appendix 9.

Family and friends as interpreters

Family and friends should not be used as interpreters where there may be personal issues discussed, unless this is requested by the family.

Requests for family and friends to be used as interpreters need to be risk assessed based upon context of individual situations, For example, a suspected forced marriage issue would require a professional interpreter.

Pupils as interpreters

A well planned approach to using children as interpreters can have a range of benefits (Nuffield 201x):

- Child interpreters often academically outperform their non-interpreter peers and display more sophisticated social interactions with others.
- Interpreting has an impact on children's language and literacy development through exposure to a wide range of genres and registers.
- Children can confidently interpret for routine classroom instructions because they involve everyday language.

However, this needs to be managed well, since misuse of pupil interpreters can be stressful for the pupils involved and can breach confidentiality and safeguarding policies. Because of this, all adults in school need to understand when it is appropriate to use pupil interpreters and when it is not.

When to use pupil interpreters.

School staff can work with pupil interpreters where routine classroom instructions are being shared and information sharing about classroom routines is shared.

Hampshire EMAS suggest the following contexts, where pupil interpreters could be used:

- Show non-English speaking visitors around the school.
- Buddy up with new arrivals during their first few weeks to demonstrate school routines, etc.
- Buddy with new arrivals during breaks and lunchtimes and introduce them to other pupils or assist them to communicate.
- Support new arrivals to become familiar with clubs/lunchtime activities.
- Help a new arrival to communicate what they have written or what they want to say.
- Welcome parents at parents' evenings and other events.

When not to use pupil interpreters.

Professional interpreters should always be used in the following situations:

(Hampshire EMAS and UCL)

Interpret during non-routine formal situations where sensitive issues are likely to be raised;

- Where the cognitive challenge may be too high e.g. parent-teacher meetings, admissions, etc
- Interpret for a child making a disclosure.
- Interpret over long periods of time.
- Support other children during national tests or screening programmes.
- For a first language assessment where there are concerns about use of first language and a suspected special educational need
- Is there a sensitive issue so that the discussion might become tense or serious or embarrassing?
- Where family members consider it inappropriate for a child to be involved?
- Where there safeguarding issues or a report of domestic violence?
- Where the police involved, e.g. about a drug related incident involving another student?
- Where the subject of the meeting personal or private to those involved?

- Where a child have problems at school?
- Where it may be necessary to translate a child's criticisms of a teacher?
- For an EAL enhanced induction, where background and personal information is being gathered.

Financial Barriers to Inclusion

Some families experience financial barriers to inclusion and the enhanced induction meeting provides an opportunity for schools to support families to, at least partially, overcome these financial barriers.

Parents of Children may need support to access their entitlement, since linguistically and culturally these entitlements may not be immediately accessible or understood.

Free School Meals

Children of asylum seekers are entitled to Free School Meals whilst the family is supported under the Immigration and Nationality Directorate National Asylum Support Service (NASS).

Asylum Seekers receiving support under part IV of the Immigration and Asylum Act 1999 should complete the Free School Meal application, without providing a National Insurance Number.

Instead, claimants should provide letters which include their NASS Reference Number to confirm entitlement. Alternatively, providing applicants have their NASS number, an application can be made over the phone.

Schools should keep photocopies of such letters. For audit purposes, schools are advised that the following information should also be recorded:

- The name of the office providing support,
- Date of the official letter verifying the parent status.

It may be useful to complete the Free School Meal form ([Appendix 10](#)) with parents, at the parental induction meeting, whilst there is an interpreter present. Parents may decide to allow their children to bring a packed lunch to school and will need to understand the importance of completing a FSM form as a means of acknowledging entitlement, ensuring Pupil Premium is in place to support their child in school.

Uniform Grant for Secondary School Pupils

A school clothing grant can be paid to children in **Secondary** education whose parents receive support under part VI of the Immigration and Asylum Act 1999.

For the School Uniform Grant Application see ([Appendix 10](#)).

Community Transport

It is advisable that asylum seeker families are supported to complete their application form for entitlement to school transport, if appropriate. Please note that if the pupil has been placed in your school via the Fair Access Protocol, then the guidance which applies to pupils who are attending schools within their catchment areas will not apply. For Community transport Application and contact details please see [Appendix 10](#).

Prejudice Driven Behaviour

Information which explains school's anti-bullying procedures, especially in relation to prejudice driven behaviour, should be shared at the enhanced induction meeting. The pupil and his /her family will need to know that they need not expect bullying and that they ought to report bullying in school.

It is important that asylum seeker families understand that they can report racism and other forms of prejudice driven behaviour within school, to any member of staff.

However, it is also important that families understand that they can report prejudice driven behaviour (Hate Crime), if they experience this outside of school, to any member of the school staff.

Families should also be encouraged to report any such incidents to their housing providers and to the Anti-Social Behaviour Team's 24 hour hotline Number: **01642 607943**.

For reference, see School's own 'Recognising, Reporting and Responding to Prejudice Driven Behaviour Policy' and/ or School's 'Single Equality Scheme'.

Getting Ready for Newly Arrived Pupil

Creating a welcoming environment

“It is important that children and young people feel safe and secure and find their language and culture reflected in the school surroundings. This is particularly important for newly arrived asylum seeker children, who may be experiencing feelings of isolation, loss or alienation”.
(Page 4 NAEP Guidance 2007)

Appendix 11 provides an initial checklist for the newly arrived pupils’ Form Tutors/ Head of Year or Class Teachers. This checklist is designed to be a starting point and it is intended to be adapted and added to, to reflect the context of individual schools. As staff develop their own expertise in supporting enhanced inductions, it can be amended as appropriate.

The Enabling Environmental audit may support EYFS and KS1 colleagues to prepare their settings and classrooms for a newly arrived EAL learner.

Supporting Bilingualism- Identifying EAL Learners.

The term 'bilingual' is used to describe people who use more than one language in their daily lives. It may be that individuals have unequal skills in each language.

EAL - The Department of Education Definition

*“A pupil’s first language is defined as any language other than English that a child was **exposed to** during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, **irrespective of the child’s proficiency in English.**”*

Maintaining first language

Home languages are essential for maintaining relationships, particularly with older family members who may not speak English or may have limited English. Parents, grandparents and extended family members need to be able to communicate freely, guide and influence children. Language loss can result in loss of relationships with family members and within the wider community.

“Concepts are most readily developed in the first language, and once developed, are accessible through the second language.”
(Cummins: 2001)

Maintenance of first language, will support a learner in learning new concepts and learning English. It is easier for children to understand and learn English where concepts have already been learnt in home language. Home language skills are transferable to new languages and strengthen understanding of language use. If a child does not continue to develop home language, then this can have a negative effect on development of English.

There is strong evidence that shows that learning and thinking in more than one language can improve creative thinking, problem- solving and expression and gives the learner an enhanced understanding of how languages work, which can make it easier to learn other languages. (Cummins 2001)

Sometimes parents can be anxious about their children learning to speak English and may feel that they need to stop using first language at home. An important message to share with parents is that they should continue to use first language extensively and to support the development of English Language.

Schools need to know which language, or languages, children hear and speak at home. The message that the child’s first language is valued is important for maintaining positive self-esteem and demonstrates that the child’s identity is valued. Where possible, first languages need to be included in the setting, for example: in displays or practitioners learning a few phrases.

There are a number of ways in which first language maintenance can be supported in school. These include:

- Ensuring that parents know at the first induction meeting, that their home language is valued.
- Identifying the language(s) used by children, including detail about where, when and with whom they use their languages and whether or not they are literate in their home language(s).
- Using interpreters, where necessary. This will ensure effective engagement but also will ensure that parents get the message that you value their language and their right to speak it.

- Use of dual language resources.
- Supporting first language accreditation.
- Developing a child language brokers' programme.
- Developing a diverse print environment.

See [Appendix 12](#) for flyer for parents to support first language maintenance which is suitable for EYFS and KS1

Language Mapping

An approach to gathering information about the EAL Learner's languages is to capture detail via a language map. A language map provides information about the language(s) spoken by different people in a learner's life and the different places where languages are spoken ([Appendix 13](#)). It can be recorded in a chart or in a more visual map form ([Appendix 13](#)).

Not only does this share information about the learner's linguistic identify, but it also provides an initial indication about the extent to which language(s) are used and potential possibilities of accreditation of first language.

Week 1-3 Initial Assessment

Gathering Assessment Evidence

Discussion with parents will have provided the school with key information in relation to:

- How they view their child's previous educational achievement.
- The educational emphasis of previous school.
- How formal/ informal the previous school was.
- The child's preferred learning style.
- How the child uses language (English and First language), in different settings.

Discussion with the child will have provided assessment evidence of:

- A possible initial view of engagement with learning.
- How they view their previous school experiences and achievements.
- How the child uses language (English and First language), in different settings.
- Perceived strengths and weaknesses.

The above information is important, however much of it may be subjective.

Previous school reports (translated) may provide information about:

- The child's attitude to learning.
- The child's achievement levels.
- The child's progress.
- Attitudes to learning.
- The child's strengths and weaknesses.

(Adapted from New Arrivals Excellence Programme (2008) National Strategies: DSCF.)

Proficiency in English

From September 2016, DfE require additional information for school census returns, which directly relate to EAL pupils. In addition to ethnicity and language (used for funding), new code sets have been added to autumn school census collection. These new data sets are:

- Proficiency in English;
- Country of Birth;
- Pupil Nationality.

Proficiency in English is required for all pupils recorded on roll in the school census (from September 2016) where:

1. Language has been recorded as anything other than English;
2. The pupil year group is Reception or above.

Schools are to assess the position of their EAL pupils against the five point scale identified below and make a 'best fit' judgement as to the proficiency stage.

Code	Description
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

Code N- 'Not yet assessed' should be limited to pupils who have joined school close to census day, where initial assessment has not been completed.

This information will also be included in the common transfer file from September 2016.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/522546/2016_to_2017_School_Census_Guide_V1_0.pdf

Whilst this proficiency scale provides the DfE with a picture of the numbers of pupils across the country at different stages of learning English, it is not a formative assessment tool, and cannot be used to support planning for English language development, for EAL learners.

Assessing English Language Proficiency

Which Assessment?

NASSEA Assessment Framework

There are a range of EAL assessment tools available for schools to choose from. Stockton EIS are recommending that schools in Stockton use NASSEA Steps. Stockton EIS are members of the professional body NASSEA (Northern Association of Support Services for Equality and Achievement), . D many Stockton schools now use NASSEA Steps. NASSEA steps are age-related and are for use with children from Reception to KS4.

KS1 DESCRIPTORS – STEP ONE

Listening/Understanding
<p>Is willing and ready to watch and listen to some speakers in a supportive situation for short periods of time.</p> <p>Follows a single step instruction when accompanied by supportive prompts, e.g. <i>line up, sit on the carpet.</i></p> <p>Follows cues from others to make choices in practical tasks and routines.</p> <p>Can recognise and respond to some frequently used expressions connected to familiar routines, concrete matters and immediate needs.</p> <p>Can respond to single step questions including <i>wh-</i> questions in concrete contexts.</p> <p>Responds with understanding to simple comments in the context of direct tasks with support.</p>
Speaking
<p>May use gesture and touch when struggling to communicate meaning.</p> <p>Can name some familiar items independently (personal and classroom items).</p> <p>Uses single words and some phrases meaningfully to express needs or comment in a supportive situation (some communications may be incomplete or fragmented).</p> <p>Can answer simple direct questions relating to immediate task or familiar content (may use Yes/No responses).</p> <p>Syntax items in speech (e.g. some verb forms) are basic and may be incomplete, with errors.</p> <p>Pronunciation is often unclear, may be influenced by L1, this is a normal stage and will pass with time.</p> <p>May echo heard words or phrases while processing meaning.</p>

Sample from NASSEA EAL Assessment Tool

It is recommended that schools assess using NASSEA steps (or equivalent) and then use a 'best fit' across listening, speaking, reading and writing before deciding on a 'best fit' for the DfE proficiency scales.

NASSEA have developed a tool which allows teachers to find each pupil's stage, identified through NASSEA formative assessment tool, aligned to DfE Proficiency Scale.

For more information about how to access the NASSEA EAL Assessment Framework and training for your school please contact fiona.ranson@stockton.gov.uk

The Bell Foundation

The Bell Foundation's EAL Assessment Framework for Schools (version 1) is available **free** of charge to all schools in the UK.

The EAL Assessment Framework for Schools is deliberately designed to align with and support the DfE scales.

This Assessment Framework includes:

- Two sets of descriptors for primary and secondary
- A user guide
- A sample of pupil assessment profiles
- Background research



This Assessment framework can be downloaded once colleagues have registered for free:

<https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework>

Listening, speaking, reading and writing evidence can be found across a range of subject areas/ curriculum areas, to contribute to assessment of EAL children.

The profiles of EAL learners are likely to be more uneven than that of other pupils and therefore it is essential that the widest range of evidence possible is used as part of assessment.

The Silent Period: The Pre-production Stage of Language Acquisition.

Many learners who are 'New to English' will go through a silent period, where they appear to be unwilling or unable to communicate orally in the spoken language. This period of time can last from a few days up to a year.

The 'New Learner' should not be forced to speak before they are ready. However, this does not mean that the learner is unable to communicate and should always be encouraged to respond, even if the response is non-verbal. The response could be demonstrated through: a physical response to indicate understanding; following instructions or even copying movements. Teachers may find the check list, provided in [Appendix 14](#), useful. Some observation points may not be relevant to all ages.

First Language Assessment

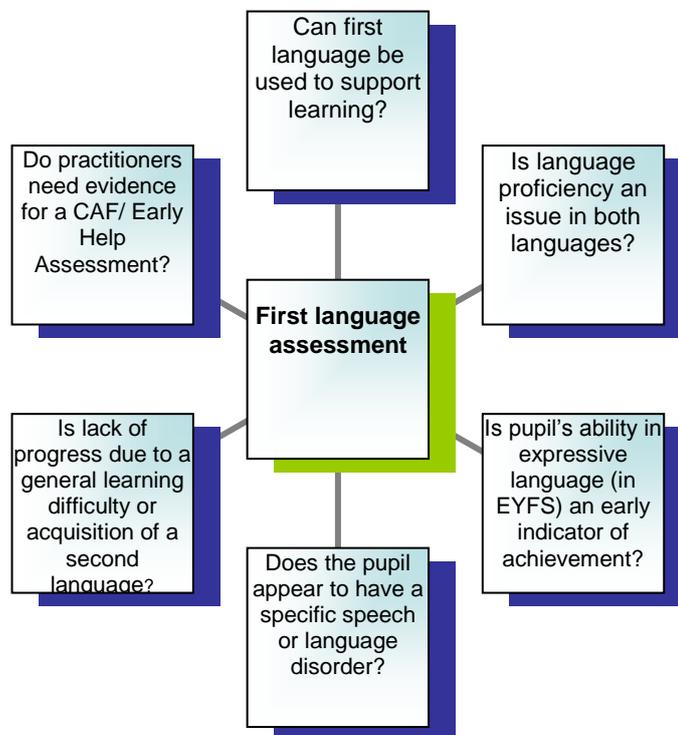
An essential aspect of creating a pupil profile is gathering information about first language strengths. As well as using language mapping, as part of a pupil induction, school may wish to carry out a more formal first language assessment.

What is a First Language Assessment?

A first language assessment can establish a pupil's level of competence and skill in his/her first language.

Why carry out a first language assessment?

A first language assessment can support greater clarity in the following areas:



Points to note:

- An interpreter will be needed.
- Resources used to support first language assessment should be culturally relevant and appropriate.
- When assessing language functions and structures, it is important to remember that English forms and structures may not have an exact equivalent in the child's first language.
- For EYFS, first language assessments may be carried out via a home visit, as well as with the child in the setting. An interpreter ought to be given 'pre- assessment' time with the child, so that he/ she is familiar to the child, before the first language assessment.
- The assessment should be matched to the child's age and ability. Young children in particular may need an assessment to take place over a few shorter visits rather than a concentrated assessment over one visit.

See [Appendix 15](#) for guidance in first language assessment for Early Years and KS1 and for suggested approaches for first language assessment.

Use of Standardised Tests

Most standardised assessments provide limited information about the EAL learner's capabilities in English. The EAL learner is unlikely to fully comprehend the English used in the questions and they may never have come across the content. EAL learners are likely to underperform. Even where tests are translated, EAL learners may also not have previously encountered the content in the tests. Thus, it is not recommended that reading and spelling age tests are conducted with newly arrived EAL learners. Even with more advanced learners, vocabulary and cultural gaps can lead to skewed results.

Non-verbal reasoning tests are not dependent on having knowledge of English and they can be helpful, where the learner understands fully the process of the test.

Assessing Mathematical Ability of Newly Arrived Pupils with English as an Additional Language

Newly arrived pupils can have their prior knowledge assessed in maths and this will support identification of strengths and weaknesses and next steps for appropriate and targeted provision.

Issues to consider:

Firstly, although it is important that assessment of mathematical ability is carried out in a timely fashion, it is probably best to consider undertaking this, after the pupil has had a chance to come into school and meet peers and familiarise him/herself with surroundings, sometime within the first fortnight: the initial induction meeting will not be the best time to undertake mathematical assessments.

After assessment, avoid making conclusions about ability and potential since newly arrived international learners may come from a different education system and may have experienced an interrupted education.

Math's assessments should not be proxy assessments of English (Barwell 2010). Difficulty accessing the language of maths does not mean that pupils are unable to tackle the maths. Difficulties that EAL students may experience include:

- its challenging vocabulary, including technical vocabulary with only one meaning (algebra) and specialist vocabulary with specific meaning in maths (eg: root). Added to this, some technical words do not have first language translations.

- grammar used in maths, for instance: use of Passive Voice ('Each side of the equation is divided by 4'); use of Conditional Clauses (' If X equals Y then what if...'); use of comparatives ('less than') and connectives ('unless').
(Stuard & Rothery, cited in Cline 2010)

It is often said that maths is a universal language; however it is important to note that this idea may be misleading when it comes to the assessment of newly arrived EAL pupils. For instance, a minority of newly arrived students may arrive in School with a range of mathematical skills but may be unable to demonstrate them because they have experienced a different numerical system.

It is recommended that where possible, language support is provided for the pupil to support completion of assessments to establish a truer measure of ability and to identify support needs. If no language support is available then completion of all aspects of mathematical assessments might not be possible in the first instance.

Using an assessment which does not require any specific mathematical vocabulary, such as assessment within Number and Algebra, may support an indicative initial assessment and give an indication of pupil potential, although it should be noted that even symbols for the four basic operations may differ in first language.

The following resources may be useful to schools who wish to undertake initial assessments within mathematics:

English Language Support Programme, Trinity Immigration Initiative. Can be accessed online: <http://www.elsp.ie/MathsOrdinaryLevel.shtml> (last accessed 5/9/17)
Secondary level assessment material and resources to ensure that Mathematical vocabulary is shared and understood.

REAL Project: Realising Equality and Achievement for Learning, Hounslow and London Gifted and Talented. Can be accessed online: www.realproject.org.uk (last accessed 5/9/17)
Initial Assessment Materials for Maths from level 2-6. Resources are free and designed to be customised to suit needs. Teachers/ staff will need to create an account, which gives full access to complete REAL site. Please note, this resource was created using the previous National Curriculum.

Summative Assessment

EAL learners who have been in the UK for less than two years may be disapplied from the tests if they are working below the minimum level. Others may be able to take the tests and have 25 per cent additional time in order to use a bilingual dictionary.

First Language Accreditation

Where possible, allowing students the opportunity to gain first language accreditation supports first language maintenance and demonstrates that the pupil's linguistic diversity is valued.

Lists of those languages that be accredited, can be found on this link: [OFQUAL register of languages available for accreditation](#) (last accessed 5/9/17)

EAL or SEN?

Lack of proficiency in English should not be seen as an indicator of lack of cognitive ability or potential.

Some pupils may take a long time before they feel confident enough to actively take part in lessons and use the English they have learnt.

Many Learners who are 'New to English' will go through a silent period. This is natural and not a reflection of a learning difficulty. This period of time can last from a few days up to a year. This does not mean that the learner is unable to communicate and should always be encouraged to respond, even if the response is non-verbal. The response can be demonstrated through, for instance: a physical response to indicate understanding, following instructions or even copying movements.

Lack of progress may be due to the linguistic challenge presented by tasks rather than underlying learning difficulties and some features of language development, which are common for bilingual learners is often mistaken for SEN.

If a pupil with EAL has any difficulties in learning, this may be because:

- the pupil has not had enough time or opportunity to develop English language skills
- Teaching and learning opportunities have not been differentiated appropriately for EAL learners
- the pupil has developed good 'playground fluency' English, but has not yet had enough time to acquire the academic language skills
- life events such as racism or stress associated with seeking asylum is impacting upon pupil well being

Similarly, EAL pupils with SEN may not be identified and lack of progress may be ascribed to the fact that they are learning English as an additional language. This may not reflect the true needs of the pupil.

EAL Gifted and Talented

Signs that EAL pupils may be Gifted and talented, may be:

- High level of organisation
- High level of motivation
- Highly developed interpersonal skills
- An independent worker, who takes his/her own initiative and extends him/herself.
- Accelerated progress in acquisition of English.

Clear strategies need to be in place to address issues of under-representation, starting from the premise that all learners can be assessed as being potentially gifted and talented in order to achieve “a fully representative G&T population”.

“If your population cannot be fully inclusive of BME/EAL pupils the basis of identification, starting from the school’s definition of G&T, has to change.” REAL Project London Gifted and Talented

Please see [Appendix 16](#) for initial indicators of MAT EAL pupils (for use with international new arrivals). Adapted from London Gifted & talented REAL Project.

