

Guidance for the assessment of newly arrived pupils learning English as an additional language in Key Stages 1 and 2



Contents

Introduction:

Context	2
First language assessment	2
Stages in the assessment process	3
Flow chart – overview of the assessment process	4

Profiling:

Introduction	6
Snapshot observations sheet	7
Detailed observations sheet	8
Initial assessment profile sheets	9
Initial mathematics assessment profile sheet	11
Initial assessment summary	12

Assessment:

Introduction	14
Assessment of listening and understanding	15
Guidance and activities	
Assessment of speaking skills	18
Guidance and activities	
Assessment of reading skills	26
Guidance and sample texts	
Phonic assessment page	
Assessment of writing skills	33
Guidance and activities	
Assessment of mathematical skills and language	39

Appendices:

EMA Network Addendum to the school admission form	42
EAL assessment frameworks: Bell Foundation and NASSEA	45

Introduction

Context

Small numbers of pupils from different countries have been arriving in Milton Keynes since it was created. The numbers have significantly increased over time, with many pupils arriving in school mid-term. These pupils are at different levels of English language acquisition. Some may present as having no English at all. To help meet the needs of these pupils, schools need to first make an English language acquisition assessment before setting academic targets. Historically, most Milton Keynes' schools have used the NASSEA¹ or the NALDIC² assessment descriptors. The NALDIC descriptors have now been superseded by the Bell Foundation EAL Framework³.

This information has been produced in response to requests from schools needing support around the assessment of the English language acquisition and the early mathematics skills of their new arrivals from overseas. It caters for pupils of different ages, who have different interest levels and a range of English language skills. New arrivals will have had different educational experiences in their countries of origin and will also be at varied levels of maturity. In recognition of the wide range of experiences a variety of activities, pictures and texts have been included that could be used throughout the primary phase.

First Language Assessment

Assessment of proficiency in first language can be very helpful in determining a child's previous language experience and current level of achievement. Schools may be able to ask their own bilingual staff to help with this, but otherwise should enlist interpreters from the Milton Keynes Language Service at customerservices@milton-keynes.gov.uk. The **Initial assessment profile** sheet has two columns to record assessments made in both first language (L1) and English (L2). For assessments made only in English, L2 column should be completed.

¹ Northern Association of Support Services for Equality and Achievement

² National Association for Language Development in the Curriculum

³ Bell Foundation EAL framework: <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>

Stages in the assessment process:

Assessment of pupils with English as an additional language is a continuous process. It begins before the pupil arrives, with the gathering of background information, including cultural heritage, to establish previous experiences, prior learning and achievements, and to identify possible factors that may affect learning.

See the flow chart on the next page for an overview of the process.

We recommend the use of the EMA Network Addendum to the School Admission Form to obtain and record background information. See Appendix 1.

A key person, such as a Teaching Assistant (TA), Bilingual Language Assistant (LA) or EMA Co-ordinator (EMACo), should be identified and allocated for each new arrival. This person will have an important role throughout the assessment process, recording and discussing observations with the class teacher and helping to allocate an initial English acquisition level.

As soon as the pupil arrives, staff will observe how he/she interacts with peers and adults, both in class and in the playground. A record of these “snapshot observations” will need to be kept, to contribute to the pupil’s profile.

Sample observation sheets and profiling sheets have been provided. See Profiling section.

As the pupil settles in, detailed observations can be made during whole class and group work sessions in English and Mathematics.

Finally, focused, individual assessments of listening and understanding, speaking, reading and writing can be carried out in a one-to-one session either using the assessment sheets in this pack or the school’s own assessment system.

The time needed for the initial assessments will vary according to the pupil’s profile; it may take up to an hour. The exploration of mathematical knowledge and language may need the allocation of an additional session.

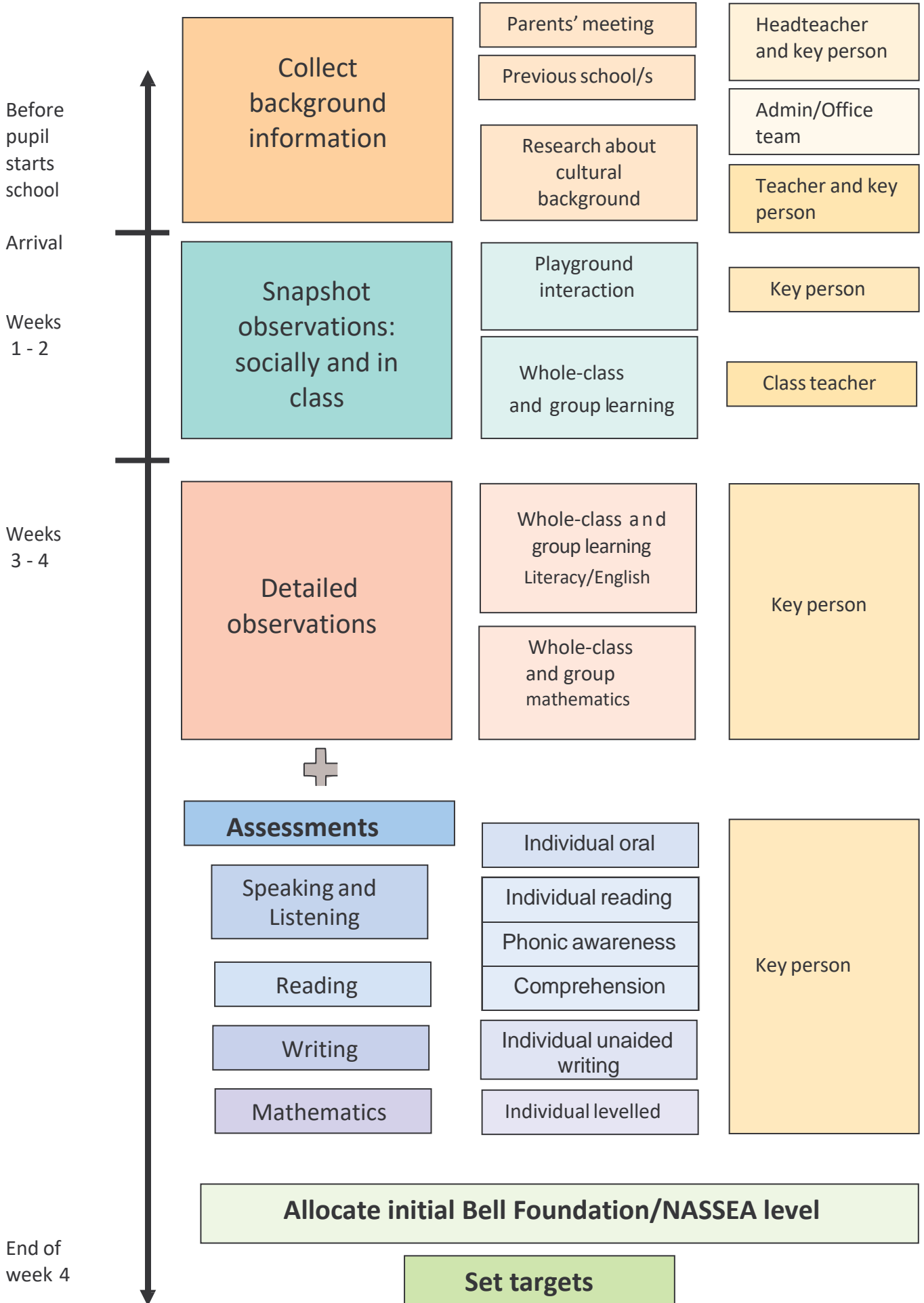
By following the stages above, schools should be able to complete the initial assessment and build up a pupil profile within four weeks of the new arrival starting school.

Initial English acquisition levels can be allocated at this point and targets set. See Overview of the assessment process (Bell Foundation ‘bands’ or NASSEA ‘steps’).

The assessment results should be used to plan ‘next steps’ and inform target setting.

The findings of the assessments should be reviewed approximately six weeks later, as part of the planning and review cycle.

Overview of the Assessment Process



Profiling

Creating a pupil profile

Introduction

Staff will notice the newly arrived pupil's early attempts at listening and communicating from their first days, thus informal observations in different situations can begin to be made. These observations need to be recorded in order to build up an initial profile.

The profiling section of this document contains a range of sample record sheets that may be adapted if required:

Snapshot observations

The Overview of the assessment process indicates that 'snapshot' observations should be made during the first couple of weeks. A Snapshot observations sheet has been provided, which could be used by the class teacher, playground staff and the key person allocated to the new arrival.

Detailed observations

More detailed observations need to be made during whole class and group work in English and mathematics. The Detailed observations sheet may be used for observations in the different settings.

Initial assessment profile

As indicated in the Overview of the Assessment Process, one-to-one assessment should take place after the observations mentioned above. The Initial assessment profile sheet will provide a more detailed record of the pupil's English language skills in listening and understanding, speaking, reading and writing.

Initial mathematics profile

To assess the pupil's number knowledge and ability in calculation, an Initial mathematics profile sheet has been included.

Initial assessment summary

Finally, an Initial summary sheet has been included. Key points could be recorded here and distributed to all the staff who may be involved with the pupil.

Snapshot observations

Pupil name:

Year group/class:

Record brief comments to include: Evidence of listening and understanding, interaction with others, attempts at communication, actual words spoken, as well as the setting e.g. playground, dining hall, classroom.	
Activity observed and where	Comments, observer's initials and date

Detailed observations

Pupil name:

Class/year group:

Record brief comments.

It may be helpful to focus on the following: pupil's ability to engage with the task, interaction with peers and adults in the class, evidence of listening and understanding, reading and writing skills, attempts to communicate and words spoken by pupil, help given by peers and adults.

Activity and setting (whole class or group)	Comments, observer's initials, and date

Initial profile checklist for pupils for whom English is an additional language (EAL)

Pupil name:

Class/year group:

Assessment date:

Assessed by:

Speaking		
L1: first language	L2: second language (English)	
	L 1	L 2
Can offer and respond to greetings		
Can respond to request for personal information		
The pupil can name:		
Colours		
School items		
Animals		
Transport		
Body parts		
Household items		
Food		
Clothes		
Can narrate a simple story using a picture sequence		
Can respond to requests for information about a picture		

Listening		
Can respond to a simple classroom instruction		
Can respond to two consecutive instructions		
Can identify pictures following an aural description		

L1 = Language 1 L2 = Language 2 (English)

Reading		
L1: first language	L2: second language (English)	
	L1	L2
Can name random letters – lower case		
Can name random letters – capitals		
Can say the sound/phoneme for individual letters at random – lower case		
Can say the sound/phoneme for individual letters at random – capitals		
Can read C.V.C. words		
Can read some words with consonant clusters		
Can read some words with long vowels		
Can decode simple text without understanding (e.g. Sam went shopping)		
Can read simple text & demonstrate understanding (e.g. Sam went shopping)		
Can read simple story & predict ending (e.g. Tom's house)		
Can read a Step 2/3 text without understanding (e.g. The Boy and the Lion)		
Can read a Step 2/3 text with understanding (e.g. The Boy and the Lion)		

Writing		
	L1	L2
Can write own name		
Can write on lined paper		
Can copy single words from left to right		
Can copy a sentence with capital letter, full stop and spaces between words		
Can write some common words independently		
Can write a sentence independently without punctuation		
Can write a sentence independently with a capital letter and full stop		
Can write some sentences about a picture		
Can write a simple narrative or recount		



Initial mathematics assessment of EAL Pupil

Pupil name:

Class/year group:

Assessment date:

Assessed by:

Mathematical knowledge and understanding			
	L1	L2	Comments/Details
<p>Can use physical and pictorial resources to demonstrate number sense and subitising</p> 			
<p>Can use physical and pictorial resources to demonstrate understanding of number bonds</p> 			
<p>Can count to ten</p>			
<p>Can count up to twenty (Remember that teen numbers will be tricky)</p>			
<p>Can identify and name random numbers</p>			
<p>Can place numbers on a number line (fully numbered and partially numbered lines)</p>			
<p>Can identify and respond to mathematical operations</p> <p style="text-align: center;">$+$ $-$ \times \div $=$</p> <p>(if age appropriate)</p>			
L1 = First language. L2 = Second language (English)			

Initial Assessment Summary

Pupil name:

Date:

Assessor:

First language:

Language proficiency level (EAL band/step):

Initial impressions:	Bell/NASSEA level	Comments and observations
Listening and understanding		
Speaking		
Reading		
Writing		
Comments and observations		
Spelling		
Handwriting/ letter formation		
Learning behaviours		

Please refer to Bell Foundation or NASSEA. See Appendix 2

Assessment

Assessment

Introduction

This section gives more detailed guidance for staff making the focused assessments of pupils listening and understanding, speaking, reading and writing skills. We recommend making these assessments when the pupil has settled in, around his/her third week in school.

Sample assessment sheets have been included that may be adapted by schools and used as appropriate. The sheet for listening and understanding is numbered Listening 1 and those for speaking are numbered 1 – 6. Sample sheets for reading and writing assessments are numbered Reading 1 – 5 and Writing 1 – 4 respectively.

Suggestions for using the sheets are given at the beginning of each assessment section, under the title of: Listening and understanding advice and activities, Speaking advice etc.

The assessments do not necessarily have to be used in the order that they appear in this information booklet. There may be overlaps in the information obtained; for example, a pupil may display additional speaking skills during the reading assessment. Similarly, as part of the process of making a pupil feel welcome and at ease, greetings and requests for personal information, instructions to “close the door”, “come and sit on the blue chair”, etc. are likely to take place simultaneously. Thus, listening and understanding assessments, and speaking share certain elements.

Assessments should be carried out in a situation that is familiar to the child and by a well-known adult. The class teacher or the “key person” who has been allocated to the new arrival is likely to be the best person for this.

The findings of these focused assessments must be considered along with the snapshot and detailed observations that have been taking place.

A range of profiling sheets has been included. These will help staff to record the results of their observations and assessments. See **Profiling** section (page 6).

Assessment of listening and understanding

Introduction

Newly arrived pupils begin to demonstrate an understanding of general classroom vocabulary and instructions as they settle in. A pupil who is not yet speaking in English may be building up a passive vocabulary and may respond to instructions and questions non-verbally.

The snapshot observations and more detailed observations will provide important evidence of the pupil's ability to listen attentively and demonstrate understanding.

See next sheet for detailed guidance on administering the listening assessment.

Please note that the completion of the assessment activity or the response to an instruction will not indicate a specific Bell Foundation band/NASSEA step. Previous observations and discussion with the class teacher will be required in order to allocate an appropriate step.

Assessment of listening and understanding skills

Guidance and activities

Following verbal instructions

Some classroom objects and pictures of common items can be used for this assessment.

When taking the pupil into a quiet area for the assessment, simple instructions can be given e.g. “Close the door please”, “Come and sit on the blue chair”.

Similarly, the assessor can make simple requests for objects using visual material e.g. “Give me a blue pen”, “Point to the cat/where’s the cat?”

To observe if the pupil can follow two consecutive instructions the following activity could be tried.

Using familiar objects, tell the child you are going to ask them to do something else now. Then give two instructions e.g. “Put the pencil in the cup and the pen on the book.”

Identifying a picture from an aural description will also provide information.

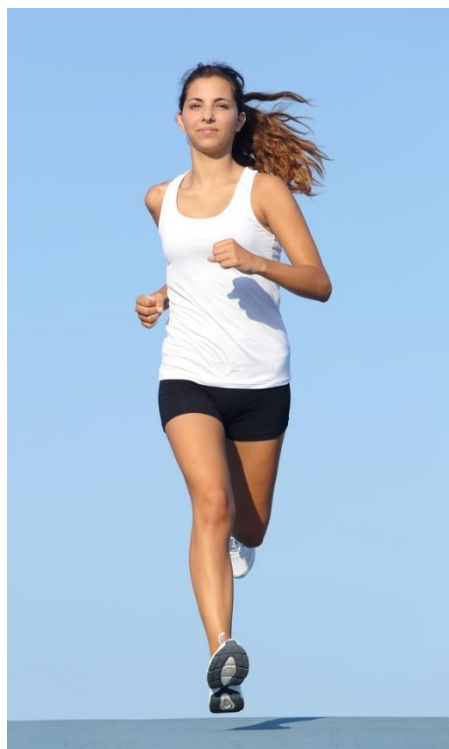
The following Listening sheet 1 can be used to assess whether a child can follow an aural description.

The assessor should read the descriptions and ask the learner to identify which of the pictures it corresponds to:

- * He is wearing a T-shirt and jeans.
- * He has grey hair and a beard.
- * He is wearing a yellow jumper.
- * He is holding a baby.
- * He has short hair.
- * He is reading a book.
- * She is wearing shorts, a vest and trainers.
- * She has long hair.
- * They are wearing coats, trousers and boots.
- * They have hats and gloves.

The pupil’s responses can be recorded on the **Initial assessment profile sheet**.

Listening sheet 1



Assessment of speaking skills

Introduction

Some learners of English as an Additional Language (EAL) are more willing to speak than others and it may be difficult to get them to attempt to speak even in a small withdrawal group or a one-to-one session. Some pupils who are learning EAL go through an initial “silent phase” that can last weeks, or even months. If this is the case, the objects and pictures suggested on the speaking assessment pages can be used to ascertain passive vocabulary/understanding rather than speaking skills; for example, the pupil could be asked to, “Give me the

or, “Point to the”

If a pupil is not able to respond to greetings such as, “How are you?”, “How old are you?” he/she may nevertheless be able to name some familiar items and respond to questions about a picture story. The sample sheets **Speaking 1- 6** have been included to support staff with these activities.

See next sheet for detailed guidance on administering the speaking assessment.

The one-to-one assessment will give an indication of the Bell Foundation band/ NASSEA step for speaking, but previous observations and discussion with the class teacher will be required in order to allocate a specific step.

Assessment of speaking skills

Guidance and activities

Responding to greetings and questions about self

- The assessor may wish to use greetings and requests for personal information at the beginning of the assessment.

For example:

Good morning (name). How are you?

How are you getting on at school? Where do you come from?

Where do you live now? How old are you?

Have you got any brothers and sisters?

Naming vocabulary items

- Ask the pupil to name common items using the pictures on **Speaking Sheets 1 - 3**.

Ideally, schools will generate their own resources from items and representations available in the school. Try to make the representations within the experience of the child, for example school and community items.

An alternative is to use an illustrated dictionary – My bilingual talking dictionary from Mantra Lingua is ideal, flash cards or illustrations from picture books.

To tailor the resources, gather artefacts and pictures to represent the following themes: Food and drink, Clothes, body parts, school and learning, transport, household items and family.

Use a set of coloured pencils to check if the student knows the names of the colours in English.

Narrating a story using a picture sequence

- Ask the pupil to sequence some pictures from a story the child has encountered in the classroom or select from **Speaking Sheets 4 – 6**.

Ask the pupil to tell the story, giving some help initially. If possible, record what the pupil says electronically and make a transcript of the exact wording afterwards.

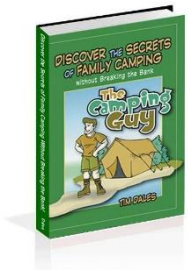
If the pupil is unable to make any attempt, move on to the final part of the assessment.

Responding to questions about a picture

- Ask simple questions about the pictures in the sequence e.g. *What's this? What's he doing? Where's the cat?*

Pupil's responses to the above can be recorded on the Initial assessment profile sheet.

School items:



Animals:



The body:

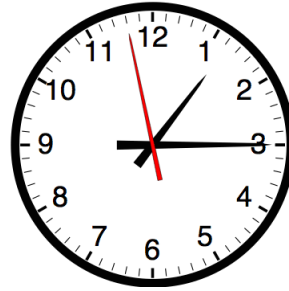


Transport:

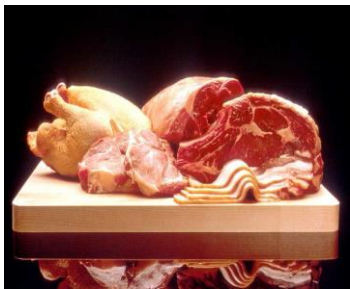
Speaking sheet 2



Household items:



Food:



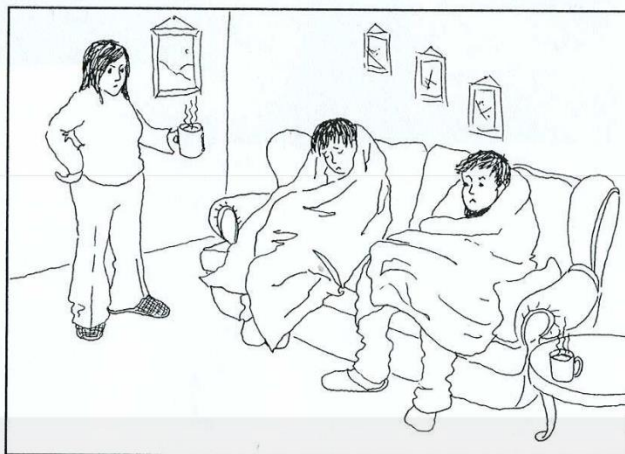
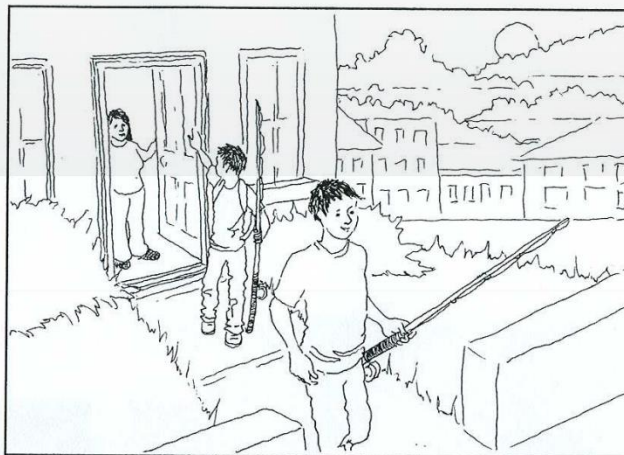
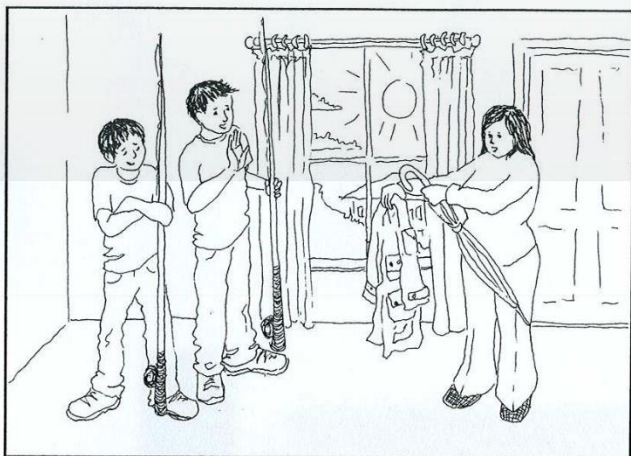
Clothes:







GOING FISHING



Assessment of reading skills

Introduction

As mentioned previously, assessment of reading should be based on observations and knowledge of the child's reading over a period of time. However, a one-to-one session with a new learner may help to give an initial indicator of where the pupil is with regards to the Bell Foundation bands/NASSEA steps.

Early picture reading books, with some repetition, are ideal for assessing reading comprehension. However, **sample Reading Sheets 1- 4** may be useful as examples of texts to use with pupils between Bell Foundation bands A and C/NASSEA steps 1 and 5.

Please note that completion of a single reading passage during the focussed assessment will not indicate a specific Bell Foundation band/NASSEA step.

An assessment of the pupil's phonic knowledge will also help with target setting and planning next steps and so a sample **phonic assessment sheet Reading 5**, has been included in the pack. It can be used to check initial sounds and letter names, ability to synthesise/blend some CVC words, words with adjacent consonants and words with long vowel phonemes.

See next sheet for detailed guidance on administering the reading assessment.

Assessment of reading skills

Guidance and activities

Use of the reading texts in the pack:

Reading sheet 1 could be used to help ascertain if the pupil is at NASSEA step 1 for reading (Bell Foundation band A stage). The letters “s a p i n t” have been included (not in the exact teaching order) to check if the pupil “can identify some letters of the alphabet by shape and sound”.

Staff may wish to check all 26 alphabet letters. Use plastic letters or alphabet letter cards, as appropriate to the pupil’s age. The letters have been included in random order on the phonic assessment sheet **Reading sheet 5**.

Reading sheet 1 also has a selection of early phase words, plus three picture clues. A camel has been included as this would be a familiar animal for a child from Somalia and other African and Arabic countries.

Schools may also want to use their own list of keywords/first hundred words or similar, to test the sight vocabulary of more advanced learners of English.

To help establish if a pupil is at NASSEA step 2 (Bell Foundation band A/B stage), the assessor could use an early picture story/reader with a clear picture on the cover. The pupil should be encouraged to use the pictures to predict words and simple text.

A pupil at NASSEA step 3 (Bell Foundation band B stage) will be starting to read simple books with repetitive phrases and using initial and final sounds to try to read unfamiliar words. See **sample Reading sheet 2 and Reading sheet 3**.

Step 4 pupils should be able to recognise many of the Foundation/Reception year words, as well as read CVC words. They will be able to demonstrate their understanding of the meaning of simple sentences. **Reading Sheet 2** and **Reading Sheet 3** may also be useful for these pupils.

At step 4 and above, it is recommended that staff also select a non-fiction text and a poem from Book Band 1, to use as part of the assessment.

The texts included in the pack are **Sam went shopping** and **Tom’s House**, plus **Reading sheets 2 and 3**, as mentioned above. **The Boy and the Lion Reading sheet 4** may be useful to contribute to the assessment of more advanced EAL learners reading at approximately NASSEA step 5 (Bell Foundation band D stage).

The questions at the foot of each sheet are in a small font and should not be read by the pupil. The assessor can read these to check comprehension.

S a p i n t

The boy



cat

camel

is my and

Dad

Mum



Sam went shopping



This is Sam. Sam is 5.



This is Sam's mum. Sam likes his mum.

Sam went to the shop with his mum.

He got a ball.

Then they went home.

- Who is this? (point to Sam)
- Who is this? (point to mum)
- Where did Sam go?
- What did Sam get?

Tom's House



This is Tom. He is six.



Tom went to the shop with his mum. His mum was in the shop a long time, so Tom went out. He wanted to go home.

He walked down the road. He came to a



big house. It was not his house. He walked on down the road. He came to a little house. It was not his house. He walked on down the road. He did not see his house. He was lost.

Who is this? (point to Tom's mum)

How old is Tom?

Where did Tom go?

Why did Tom go out of the shop?

What will happen next?



The Boy and the Lion



Once there was a boy who worked for a king. But the king was cruel to him, so the boy ran away from the king and away from the town. He met a fierce lion in the jungle.

The boy was afraid because the lion looked angry. The lion said, "I am angry because there is a thorn in my foot."

So the boy sat down to pull the thorn out of the lion's paw and the boy and the lion became friends.

One day the boy went back to the town. The same day the cruel king went hunting and he caught the lion in a net.

Then he saw the boy in the town and he caught him as well. "I will punish you for running away! I will throw you to the lion," shouted the king.

So the king threw the boy into the lion's den. However, when the lion saw the boy, he lay down and smiled. The boy smiled too and put his arm around his friend. The king was so surprised that he let the boy and the lion go free.

Why did the boy run away from the king?

How did the boy help the lion?

How did the king punish the boy when he caught him?

What did the lion do when he saw the boy?

Why did the king let the boy and the lion go free?

Phonic assessment

Lower case letters:

	c	j	m	p	t	u	a	e	s	x	f	b	q	z	d	i	v	g	l	n	r	k	y	h	o	w
name																										
sound																										

Capital letters:

	W	O	H	Y	K	R	N	L	G	V	I	D	Z	Q	B	F	X	S	E	A	U	T	P	M	J	C
name																										
sound																										

CVC:

cat	bag	net	leg	pin	kit	pot	box	mug	sun

words with adjacent consonants:

plum	crab	twin	step	skip	smell	sniff	cross	chin	shop	thin	think

words with long vowel phonemes:

train	tray	seen	leap	hide	night	boat	hole	moon	tune

Assessment of writing skills

Introduction

The person assessing the pupil will need to look at examples of writing completed in class and observe the pupil in Literacy, before administering a more formal writing assessment. If enough information has been obtained in class, it may not be necessary to withdraw the pupil to assess his/her writing in a one-to-one situation. However, staff may find it useful to ascertain the pupil's level of English when writing unaided and to make a formative assessment from this work.

If the pupil does not appear to have any knowledge of writing, a copying exercise has been included on the following guidance sheet, to help assess step 1 pupils.

Assessors could select from **Writing sheets 1 – 4**, which may be useful starting points for a one-to-one assessment in writing.

Please note that completion of a single writing activity will not indicate a specific Bell Foundation band/NASSEA step.

Previous observations of writing and discussion with the class teacher will be required in order to allocate the appropriate step.

See next page for detailed guidance on administering the writing assessment.

Writing skills

Guidance and activities

To build up a profile of the pupil's English writing skills, the following stages can be followed:

- Provide lined paper and ask the pupil to write his/her name.
- Then, ask/indicate that you want him/her to copy the three items below. (Adapt or enlarge these according to the age of the pupil.)

b R o p s t z L M a f g p k

cat dog baby apple

I am at school in England.

Ask the pupil to write some more words that he/she knows in English.

- If the pupil is able to write in English, you could ask him/her to write about a picture or write the story that he/she narrated earlier in the speaking activity.

Writing sheets 1 – 3 have been included to give pupils the opportunity to write about something they are familiar with. Staff can select the picture that they feel is most appropriate for the pupil being assessed.

- If the pupil is able to write in English, but needs help with sentences, schools could adapt the sentence completion **Writing sheet 4**, or use it in its entirety for more advanced learners of English.

The pupil's responses can be recorded on the Initial assessment profile sheet.

For pupils who can write in their first language, the one-to-one assessment session can provide an opportunity to find out about their first language literacy skills too.

Name:

Date:

Children eating watermelon



Name:

Date:

Finish the sentences:

1. I like

2. I don't like

3. I can

4. I can't

5. Yesterday I

6. Tomorrow I

7. Every day

8. Next weekend

9. When I grow up I would like to

For pupils able to write in English but needing help with sentence completion **Writing sheet 4** or use it in its entirety for more advanced learners of English.

Assessing learners of EAL in mathematics

Introduction

EAL learners have the same capacity for mathematics as their English first language (EFL) peers. Newly arrived overseas pupils may be well grounded in mathematics as it is well taught in many other countries (Poland is seven places ahead of the UK in the 2018 PISA mathematics rankings and Asian countries dominate the top places). The challenge for schools is to recognise the mathematical skills and knowledge of EAL learners and to challenge them through accessible learning and teaching targeted on need.

In assessing mathematical understanding and knowledge it is important to recognise and address the challenges for EAL learners.

What are the barriers?

- Language and information overload
- The additional time taken to process language. EAL learners will need more time than their English first language (EFL) peers as they translate between languages
- Misconceptions and misinterpretations. Translation may lack precision leading to errors in understanding
- Lack of challenge. EAL learners may be perceived as being below age expectation when they may already be exceeding the expected standard; only the language barrier is preventing them from participating in challenging learning pitched at an appropriate level
- Too much spoken and written English. EAL Learners are likely to struggle in language rich lessons leading to poor self-esteem and lower expectations for learning
- Unfamiliar teaching approaches and systems. Newly arrived EAL learners will be disorientated by the new setting and approaches to learning. Consequently, it may be weeks before a newly arrived EAL learner can focus on curriculum-based learning.

Assessment essentials

When initially assessing the mathematical knowledge and understanding of EAL learners the following guiding principles are key:

- Use **teacher** led one-to-one assessment
- Use physical and pictorial resources
- Use mathematical language
- Model tasks and model the language surrounding them so that children can pick up and use the model sentence

Don't

- Don't use formal tests
- Don't use worksheets without modelling them first
- Don't use word problems
- Don't under-estimate the mathematical ability of the learner

Guiding principles:

- **Teacher led one-to-one assessment**
The teacher needs to be able to observe responses, language, and learning behaviour in order to make judgements about mathematical capabilities and language/learning barriers. The teacher will need to re-shape questions and tasks in response to the learner and probe to confirm understanding.
- Refer to the new [Mathematics Guidance June 2020](#) documents and accompanying Powerpoints for exemplification of concrete resources and representations.
- **Physical and pictorial resources**
Removing or minimising text immediately opens the learning up to EAL learners. An EAL learner can easily access a whole class mathematics lesson if learning and tasks are presented visually, and physical and pictorial resources are available. Not only can a pupil follow learning and tasks presented in this way, learners can also “show” their understanding by manipulating physical resources, marking a diagram or drawing their responses.

Suitable resources include:

3D and 2D shapes - ideally wooden and plain

Dice – 6 sided, 8 sided, 10 sided and place value dice

Dienes

Dominoes

Double sided counters

Numicon

Straws for place value and place value arrow cards

100 squares

Number lines

Calculation cards (calculation on one side – modelled answer on the flip side)

- **Mathematical language**
Use correct mathematical language. This ensures precision in explanations and responses, and links to the mathematics lesson context.
The use of correct mathematical language in lessons reduces the language burden on pupils making the “mathematics” their main focus. Not only do pupils develop mathematical vocabulary and phrasing, they also practice grammatical phrasing that is transferable to other contexts.
- **Model tasks and the language surrounding them**
This ensures important confirmation of the task expectation and provides important context. Simply saying “Show me other ways of making ten with the Numicon” may fail completely because the language and/or context is not understood. If modelled by the teacher, the pupil will be confident in demonstrating their mathematical knowledge and may even go on to demonstrate further knowledge because they are comfortable with the task.

Don't

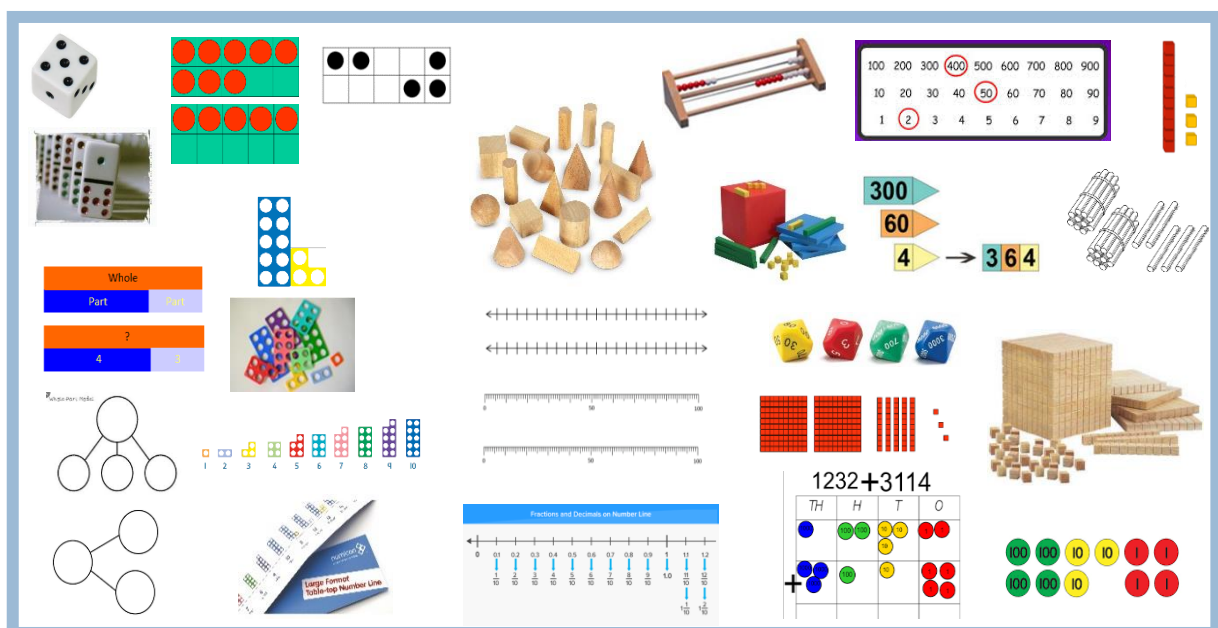
- **Don't use formal tests**
Wastes valuable teacher time and expertise during one-to-one. Tests should be done in the usual class context (modified appropriately).
- **Don't use worksheets** (without modelling first)
Worksheets are often “closed” and waste valuable teacher time and expertise as they are diagnostically limited. In an assessment context, worksheets often represent a “reading” check not a mathematical one, so if used it is important that tasks are read and modelled for the pupil.
- **Don't use word problems**
Tests reading not mathematical knowledge and skill
- **Don't underestimate the mathematical ability of the learner**
See Introduction on page 39.

Mathematics assessment toolkit

An assessment for new to English/EAL learners must be flexible and responsive. The teacher will have a **'toolkit'** of physical and pictorial resources which the learner can use to respond to questions.

The teacher will model the use of resources before asking the pupil to respond to questions. The resource itself is used to explore language and generate questions: “What is this?” - “How many...” and instructions: “Show me...” – “Your turn”. The smaller the range, and greater the consistency of questions and instructions, the better. Findings could be recorded on the Initial mathematics assessment sheet – page 11.

Example toolkit:



Appendix 1

EYFS/Primary Addendum to the admissions form
Personal Details:

Name of Child:						
Date and place of birth:						
Name child is called at home:						
Name child is to be called in school/Early Years setting (if different):						
Father's name:						
Mother's name:						
Carer's name (if the pupil does not live with parents) and relationship to the pupil:						
Carer's name:				Relationship:		
Names and ages of any brothers and sisters:						
Who else does your child spend time with who may influence their language or languages?						
Language Map	Parent 1	Parent 2	Grandparents	Siblings	Others	
Name:						
Language/s Spoken:						
Language/s Written:						
Time child spends with this person:						
If person speaks more than one language, when is each language spoken?						
Child's spoken proficiency in each language/s Fluent/Understand but does not speak fluently						

What is your preferred method of communication (online, written, verbal) and which is your preferred language of communication? Please give details:	
Which religion do you practice?	
Is there any food your child is not permitted to eat for health or cultural reasons?	
Does your child have any cultural issues around eating food or going to the toilet?	Please provide details:

Other educational experiences:

Are there any prior experiences which may affect your child's learning?			
Yes/No? If so, please give details:			
Please give details of previous schooling both within and outside the UK			
Name of school	Location	Local authority (if applicable)	For how long?
Does your child attend any of the following classes? Please circle			
1. Supplementary School	2. Language	3. Maths	4. Dance 5. Music 6. Sport
8. Other			
Please give details:			


Health details:

Does your child have any issues with?		
	Yes / No	Details
1. Asthma 2. Allergies 3. Epilepsy 4. Sight 5. Hearing 6. Speech 7. Sleeping 8. Any other?		
Does your child have any hair or skin-care requirements? Please give details		

General details:

What activities does your child enjoy doing?
Does your child have a favourite toy? Please give details
Does your child enjoy sharing books? Please give details
Does your child enjoy both outside and indoor play? Please give details

Appendix 2



EAL Assessment Framework for Schools: PRIMARY

Supporting primary and secondary schools in assessing progression in EAL learners over time in Listening, Speaking, Reading and Viewing, and Writing.

This framework will be updated from time to time. Please check that you have the latest version of the framework on The Bell Foundation website at www.bell-foundation.org.uk.

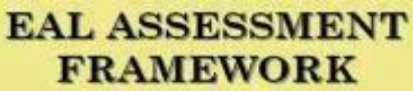

PRIMARY SPEAKING		BAND A	BAND B	BAND C	BAND D	BAND E	
LEVEL OF PROFICIENCY	CEFR	Emerging competence in basic oral expression	Oral competence includes emerging ability to respond verbally in interactions with others	Emerging competence in spontaneous expressions and communication	Competence in producing more varied and complex speech in a wider range of contexts	Developing competence in fluent, creative use of English	
	LEVEL OF PROFICIENCY	1	Can produce simple words or short phrases and recognise simple greetings.	Can answer yes/no questions (e.g. 'Do you like this?') and 'where' questions (e.g. 'Where is the teacher's office?').	Can communicate features of immediate context (e.g. 'The photo is a good photo').	Can use prepositions that increasingly contextualise the English heard around them (e.g. 'The language learners in their presentation').	Can make predictions (e.g. 'I can predict what happens next in different contexts...') and identify a speaker's purpose (e.g. 'I can predict the teacher's purpose for the object of the lesson because it is more than one').
		2	Can recognise concrete meanings and reference (e.g. simple names, familiar tasks (e.g. 'to sit', 'to stand', 'to eat')).	Can produce simple, named information (e.g. names, familiar names, or on topics related to personal experience and experience).	Can use some vocabulary that has been introduced on tasks and in English lessons (e.g. 'Can we go to the park?').	Can answer English questions from a limited range (e.g. 'Who, what, or when?').	Can ask simple questions with some detail (e.g. 'Who, what, or when?').
		3	Can respond to questions which are usually repeated (e.g. 'What time is it?').	Can respond simply to a question relating to an immediate task, while the grammar is basic and the content is simple (e.g. 'What is the name of the school?').	Can use some vocabulary that has been introduced on tasks and in English lessons (e.g. 'Can we go to the park?').	Can give oral presentations on content based topics, appealing age-appropriate level.	Can give a short oral or book discussion without support or scaffolding (e.g. 'No').
		4	Can identify and name some colours and simple objects (e.g. 'The car is red').	Can report basic facts of information personally heard (e.g. 'Meeting days of the week, or something in a lesson that the teacher has said').	Can express likes, dislikes, or preferences with simple phrases (e.g. 'I like the ice-cream because it's sweet').	Can make simple presentations on a limited range of topics (e.g. 'I like to go to the park because it's nice').	Can compare attributes of oral inputs (e.g. 'I like to go to the park because it's nice').
		5	Can make simple statements when prompted and supported by your educational staff (e.g. 'Yes, I do').	Can deal with short oral or written messages and concrete situations (e.g. 'What time is it?').	Can speak to others socially using simple but usually simple grammatical structures.	Can use phrases of time and place to report activities, and longer phrases to report descriptions (e.g. 'I go to the park every day, every year, every year').	Can give a short oral or book discussion without support or scaffolding (e.g. 'No').
		6	Can use some common adjectives (e.g. 'big', 'small', 'tall').	Can begin to use forms flexibly (e.g. 'I like to go to the park every day of the week, or something in a lesson that the teacher has said').	Can take part in role-play using some appropriate descriptive content.	Can produce longer statements by using a small range of linking elements, and to present information in simple sentences (e.g. 'I like to go to the park because it's nice').	Can use a growing range of vocabulary related to concrete topics, but still makes occasional mistakes.
		7	Can ask simple questions about one word (e.g. 'What is it?').	Can give a short reading of a story or response, perhaps transcribed, using simple words and phrases, but still with difficulty with some pronunciation (e.g. 'I like to go to the park').	Can ask questions for social and academic purposes.	Can compare features in reports, maps, and charts.	Can prepare and deliver oral presentations on a range of concrete topics at age-appropriate level, although it is still with some occasional mistakes.
		8	Can make basic needs known to others (e.g. 'I need a drink').	Attempts to follow and use simple modified expressions in a small group setting (e.g. 'I like to go to the park').	Makes relevant spontaneous comments, usually with simple and concrete content (e.g. 'I like to go to the park').	Can use knowledge of first language to work out the meaning of unfamiliar English words or phrases (e.g. 'I like to go to the park because it's nice').	Can use a growing range of vocabulary to report on concrete topics, but still makes occasional mistakes.
		9	Can communicate some basic content in longer, more complex situations, supported by the teacher and peer practice (e.g. 'I like to go to the park every day of the week, or something in a lesson that the teacher has said').	Can begin to meet the speech demands of group activities and classroom presentations (e.g. 'I like to go to the park every day of the week, or something in a lesson that the teacher has said').	Can use English to present without long pauses for lexical translation and comparison.	Can present information (e.g. 'I like to go to the park every day of the week, or something in a lesson that the teacher has said').	Can discuss, describe, compare, and compare independently, using a range of language structures, but still makes occasional mistakes.
10		Can present responsibility and attempt to negotiate English lessons and resources.	Can participate in classroom discussions and academic tasks.	Can make observations and explain ideas clearly during lessons and in writing (e.g. 'I like to go to the park every day of the week, or something in a lesson that the teacher has said').	May still explain more complex ideas in first language when the meaning of unfamiliar English words or phrases is not clear (e.g. 'I like to go to the park every day of the week, or something in a lesson that the teacher has said').	Can compare and contrast ideas and understandings in different subject contexts.	

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Bell Foundation EAL Framework:

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

The documents are available on-line and are free to download

nassea
The Northern Association of Support Services for Equality and Achievement

EAL Assessment Framework Overview		Step 1	Step 2	Step 3	Step 4	Step 5	TRANSITION	Step 7	Step 8
		Surviving a school day	Reacting to learning experiences	Engaging more independently	Emerging control over language tools	Developing fuller understanding, extending responses		The need for support reduces	Fluency, monitoring
Listening/Understanding		Can understand class-room words. Can respond to one step instructions. Can learn and use new words taught in class.	Can understand one-step familiar, practical and short speech.	Can use existing support and differentiation provided in class. Can understand targets and appropriate learning objectives. Can pick up and use new vocabulary quickly.	Can understand beyond the simplest part of the lesson. Can be easily understood. Can express content independently.	Can converse socially and on task. Can communicate familiar content and own observations with detail. Can describe, narrate and share reasoning and opinions, although with errors.	The pupil can communicate in English to age-appropriate expectations. The pupil will sometimes perform at a much lower standard than was expected. This is because the pupil's need for contextual support is greater under some circumstances. Providing more contextual support at times of change and the start of a new unit of work will raise attainment.	Can understand the gist of the lesson with no adjustment for EAL. Can interact spontaneously during all class activities.	Can understand the content of a lesson in the same way as most peers.
Speaking		Can answer 'where, what, who, when' questions. Can produce learned words, learned short phrases. Can communicate with people who adjust the conversation for EAL needs.	Can communicate about the concrete, the practical and the familiar. Can speak independently in longer, communicative utterances. Can express a lot of relevant content.	Can ask for clarification in a 'focused way'. Can speak independently in longer, communicative utterances. Can express a lot of relevant content.	Can express content independently. Can be easily understood. Can express content very well with scaffolding and rehearsal.	Can converse socially and on task. Can communicate familiar content and own observations with detail. Can describe, narrate and share reasoning and opinions, although with errors.	The pupil's need for contextual support is greater under some circumstances. Providing more contextual support at times of change and the start of a new unit of work will raise attainment.	Can converse about lesson content with only minor errors. Can express both concrete and abstract ideas. Can explain own reasoning.	Can use English spontaneously in an age appropriate way. Can use English effectively, both socially and academically.
Reading		Can read own name. Can understand signage in school. Can understand labels. Can recognise words by shape and first letter.	Can answer one-step questions about the concrete, the practical and the familiar. Can read simple text relating to something already discussed. Can locate high content words in texts. Can recognise most initial consonants.	Can locate taught features of text and layout. Can retrieve information at a simple level. Can read with understanding a differentiated text. Can use phonic skills.	Can attempt a range of texts. Can decode unfamiliar words. Can read text content with scaffolding.	Can understand a simple text, if the vocabulary is mostly familiar. Can describe, narrate and share reasoning and opinions, although with errors.	Can read an age-appropriate text and understand the main points.	Can understand age-appropriate texts. Can understand inference at an age-appropriate level.	
Writing		Can form most letters. Can copy known words. Can conform to taught layout.	Can write short sentences with scaffolding. Can attempt some independent writing. Can use capital letters and full stops.	Can write sentences about familiar content. Can use a model to improve writing. Can produce easily read handwriting. Can use more taught punctuation.	Can write meaningful sentences with short text with scaffolding. Can use common spelling patterns. Can use basic punctuation independently. Can apply common spelling patterns.	Can write a simple paragraph about familiar content. Can describe, narrate and share reasoning and opinions, although with errors.	Can write clearly, with detail. Can explain own point of view, giving reasons. Can explain advantages and disadvantages.	Can produce detailed, well-structured, cohesive texts at an age-appropriate level.	
		Short phrases, single words.	Can recognise that verbs change form, but cannot yet use verb forms with accuracy.	Can use more grammatical features, adopting what she hears others say, but with errors. Uses 'and' because.	Can self-correct some grammatical mistakes.	Can communicate in cohesive English, although with errors.	Can use features of grammar associated with higher order thinking skills. These have been taught and modelled.	Unfamiliarity with some aspects of the language, or with some vocabulary, can cause underachievement if teachers are not aware of the pupils' language needs.	

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The NASSEA EAL Assessment Framework is available at: <http://www.nassea.org.uk/product/eal-assessment-framework/> Cost is £20 and includes a hard copy with cd-rom.