

Access Arrangements for Bilingual Pupils EYFS – KS4 2013

Introduction

There are more than a million children between 5–16 years old in English schools speaking in excess of 320 languages between them who are at varying stages in their learning of EAL, from newcomers to English to fluently bilingual students. Nearly all of these pupils will be involved in a number of statutory assessments as part of their education.

In England, the results of standardised and statutory assessments undertaken each year are published by the Department for Education. These statistics include figures for children and students '*who do not have English as their first language*' as opposed to those who do. This information is sourced from the background information held on each pupil, usually gathered during the pupil's initial registration in reference to the language of the home. The guidance states that '*a first language other than English should be recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.*' Where pupils or their parents advise that their home language is '*other than English*' this is linked via schools' information management systems to the information stored centrally about pupils. Ultimately this informs the national statistics which are published annually.

Early Years Foundation Stage

From September 2012, all settings have been required to work within the revised Early Years Foundation Stage Framework (EYFS). There are seven areas of learning and development that must shape educational programmes in early years settings. Three areas are seen as particularly crucial. These *prime* areas are:

- communication and language;
- physical development; and
- personal, social and emotional development.

Providers must also support children in four *specific* areas:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the *prime* areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development must be assessed against the *early learning goals*. Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

Arrangements for bilingual children

For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. However when assessing communication, language and literacy skills, *'practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay'*. Providers must ensure that children have sufficient opportunities to learn and *'reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1'*.

Source: DfE (2012) *Statutory Framework for the Early Years Foundation Stage*
<http://media.education.gov.uk/assets/files/pdf/eyfs%20statutory%20framework%20march%202012.pdf>

Phonics Screening Check

In 2012, a new assessment was introduced for pupils at the end of Year 1. Six year old pupils were asked to read (or rather decode phonetically) 40 words, some of which were real words and others which were nonsense words. A pupil needed to read 32 out of the 40 words correctly to be considered to have met the required standard. There are no adaptations for bilingual pupils.

Source: Standards and Testing Agency (2012) *Assessment framework for the development of the Year 1 phonics screening check*

http://media.education.gov.uk/assets/files/pdf/a/phonics_assessment_framework_web_ready_final.pdf

Key Stage 1

The statutory National Curriculum tasks and tests are administered to all eligible children in Year 2 who are working at level 1 or above in reading, writing and mathematics. If teacher assessment and task and test results differ, the teacher assessment results should be reported, provided the judgement is based on an appropriate range of evidence from work completed in class. Schools are not obliged to report task or test results. However, parents must be allowed access to their child's results on request.

Teachers need to determine:

- levels for reading, writing, and speaking and listening
- an overall subject level for mathematics
- a level for each attainment target in science.

Arrangements for bilingual pupils

Most bilingual pupils take the NC tasks and tests. The English tasks and tests are designed to test children's ability to read and write in English and must be conducted in English and the children must respond in English. When necessary the procedures of the tests may be given in the child's preferred language.

In mathematics, the tasks and tests are designed to test children's mathematical knowledge, skills and understanding. Schools can translate whole mathematics test papers for pupils learning EAL who regularly have their work translated. Teachers and/or language support staff may translate the assessment materials and children's responses. However, teachers administering the tests are reminded that children learning EAL or who use British sign language or other sign-supported communication may not be familiar with some subject vocabulary and technical terms in their preferred language.

Some pupils will be working below the level of the tests in English because they are new to English. P scales are not to be used to assess these children, nor any other child learning EAL at any age, *unless they have additional special educational needs*. In contrast, P scales are statutory for children with special educational needs (SEN) who are working below level 1 of the National Curriculum.

Source: Standards and Testing Agency (2012) *2013 Assessment and reporting arrangements Key Stage*

<http://media.education.gov.uk/assets/files/pdf/k/key%20stage%201%20assessment%20and%20reporting%20arrangements%202013.pdf>

Key Stage 2

The National Curriculum Key Stage 2 tests are intended to '*provide a snapshot of a child's attainment at the end of the key stage*' and are taken at the end of Year 6.

In 2013, new forms of these tests will be introduced which require schools to administer the following Level 3-5 tests:

- English reading
- English grammar, punctuation and spelling (new for 2013)
- mathematics

Schools will also be able to administer Level 6 tests.

Arrangements for bilingual pupils

Pupils learning EAL should be registered for the Level 3-5 National Curriculum tests. They should not be entered for the tests if they:

- are not working at the level of the tests; or
- have just arrived in the country so that the school has not been able to establish their level.

The 2013 guidance notes that:

English tests - If EAL learners cannot communicate in English then they will be working below the level of the English tests and should not take them

Mathematics tests - To establish the EAL learner's level for mathematics, teachers and language-support staff should work together to translate National Curriculum work into the child's preferred language. Children working below the level of the mathematics tests should not take them. If a child is working at the level of the mathematics tests, the school should administer the tests using the access arrangements.

All access arrangements for children with EAL must be based on normal classroom practice and be made in the best interests of the child. The school must have evidence that any support provided in the tests is also provided in the classroom. If children learning EAL normally use the English language in the classroom, they should also access the tests by reading and writing in English. If children learning EAL use a combination of English and their first language in the classroom, several options are available, as long as this reflects normal classroom practice. Guidance on the use of translators and translations for children with EAL is not yet available but will be provided on the Department's website at www.education.gov.uk/ks2.

After the tests have been taken some EAL learners may be discounted from calculation of a school's performance measures before publication of the performance tables. These will be pupils who have recently arrived from overseas with little or no English. To be eligible for discounting in 2012/2013, a child must meet all three of the following criteria:

- they were admitted to an English school for the first time during the 2011/12 or 2012/13 school year;
- they arrived from overseas before their admission; and
- their first language is not English. Dialects of English such as Patois or Krio will not be accepted as a language other than English.

During the annual performance tables checking exercise in early September 2013, schools can apply to remove children who meet these conditions from the 'number of eligible pupils' figure that is used for the calculation of performance measures. If a request is accepted, the child will be excluded from calculation of all measures. Omissions will not be granted for an individual subject.

Source: Standards and Testing Agency (2012) 2013 Key Stage 2 *Assessment and reporting arrangements*

http://media.education.gov.uk/assets/files/pdf/2/sta136001_2013%20ks2%20ara.pdf

At the end of Key Stage 4, most pupils take a number of public examinations, such as GCSEs. GCSEs are developed and marked by a number of independent examination boards. The major examination boards have agreed a common set of arrangements for adaptations to examination procedures for pupils learning EAL. Outcomes from these examinations are published annually and produced in school performance tables. Particular forms of benchmarks have been set to compare the performance of different schools, most notably the achievement of 5 GCSEs at A*-C grade including English and mathematics. Most recently a new benchmark known as the English Baccalaureate has been introduced which requires an A*-C grade qualification in English language, mathematics, a science, a humanity and a language other than English.

Arrangements for bilingual pupils

Some pupils will be able to benefit from the use of a bilingual translation dictionary and some will also be able to apply for up to a maximum of 25% extra time.

Bilingual translation dictionaries may be used in examinations by candidates whose first language is not English, Irish or Welsh. However, unless an awarding body's specification says otherwise, such dictionaries must not be used in English/English Language, Irish or Welsh Language examinations or Modern Foreign Language examinations testing one of the languages of the dictionary or a similar language, e.g. a Portuguese dictionary in a Spanish examination.

A standard bilingual translation dictionary must be used by the candidate. This may be an electronic bilingual translation dictionary or a hard copy paper bilingual translation dictionary. Monolingual dictionaries (which define words and phrases) reading pens, translators, wordlists or glossaries must not be used.

The bilingual translation dictionary must not contain/display pictures or provide an explanation or clarification of words and phrases. As an example, a Polish to English bilingual translation dictionary must simply be the word in Polish and the equivalent word in English.

Translation of either examination material or the candidate's answers into or from the candidate's first language are not permitted. Candidates can use a bilingual dictionary without extra time for as long as they need to and normally no special application needs to accompany such usage.

Candidates who are permitted to use bilingual translation dictionaries may also be allowed up to a maximum of 25% extra time if they have been resident in the UK for less than two years at the time of the examination. However evidence that such arrangements are required will need to be provided to the relevant examination board. The guidance from the examination boards for 2012/3 notes that:

Extra time must only be awarded where both the following exist:

- *first that the candidate has to refer to the bilingual translation dictionary so often that examination time is used for this purpose, delaying the answering of questions; and*
- *secondly, that the provision of extra time of up to 25% reflects the candidate's usual way of working with the dictionary. (p45)*

The regulations also make clear that the allocation of extra time is strictly controlled:

Not all candidates for whom English is an additional language will need to use a bilingual translation dictionary and not all bilingual translation dictionary users will need to have extra time.

Extra time must not be awarded to a candidate when using a bilingual translation dictionary if:

- *either (or both) parents/carers are fluent in English; or*
- *the candidate has been educated in an International school where some or the entire curriculum was delivered in English; or*
- *the candidate was prepared for or entered for IGCSE qualifications where the question papers were set in English; or*
- *the candidate was prepared in English for other qualifications.. (p45)*

Source: [Joint Council for Qualifications \(2012\) Regulations and Guidance](#) -Access Arrangements, Reasonable Adjustments and Special Consideration General and Vocational qualifications With effect from 1 September 2012 to 31 August 2013

Bilingual pupils who have recently arrived from overseas can be discounted from the relevant performance tables. When schools are provided with their results for checking, students whose first language is not English and who arrived from overseas and entered school for the first time after the start of the academic year preceding the year of the examinations can be discounted from the results. These pupils are excluded from school, local and regional figures.

The regulations for GCSE examinations taken in 2012 state:

Pupils recently arrived from overseas

Pupils recently arrived from overseas with English as a second language, can be removed from the number of pupils at the end of KS4 provided they meet all of the following criteria:

- they were admitted to an English school for the first time on or after the start of the 2010/2011 school year (considerations can be made where a pupil has been placed at another school for an interim period while awaiting immigration status);
- they arrived from overseas prior to their admission; and
- their first language is not English.

Dialects of English such as Patois or Krio will not be accepted as a language other than English. Similarly, requests in respect of pupils from countries with an English language-based education system, such as Jamaica, will not be accepted.

You should be specific about the country of origin and language. We will not accept 'Africa' or 'unknown' as a country of origin.

Source: 2012 Secondary School Performance Tables KS4 September Checking Exercise Troubleshooting, FAQs and Additional Information

