

Access arrangements for pupils learning EAL in KS2 and KS3 National Curriculum assessments 2007

A school can make a number of special arrangements for pupils learning English as an additional language, which it may be useful for trainee teachers to be aware of. Some access arrangements, involving translation of test materials into the home language, are possible at the discretion of the school and others are only possible after prior permission has been applied for and granted. The information here relates to the arrangements for 2007

Translation of Mathematics and Science Tests

Since 2006, whole test papers, not just words and phrases, were allowed to be translated for pupils with limited fluency in English, who regularly have translations provided to support their progress. Past experience shows that translations which regularly support pupils' learning, on a day-to-day basis, are frequently provided by teaching staff, parents and peers or by other outside helpers at times of assessments. For the purposes of the National Curriculum Statutory Tests translators must not be related to the pupil.

Each school will need to make their individual translation arrangements for any eligible pupils, as translated materials are not made generally available to all schools or groups of schools. Early opening only need be applied for in advance if the translator cannot prepare or make such translations on the day of the test. This could be the case if the translator is unable to be present very early on the day of the Mental Arithmetic test or is unavailable at the time of the other tests.

Translation and Conducting of the Mental Arithmetic Test

The English transcript of the Mental Arithmetic test should be translated into the pupil's home language, before the pupil arrives in the room. The translator should make a written transcript in the appropriate foreign language and the test must be conducted orally in a separate room for each language. Pupils must not be allowed to see the transcript of the test. Pupils will enter their answers on the answer sheet in the same way as other pupils, but the translator should ensure any English words on the answer sheet have been translated into the pupil's home language before the test starts. If a translator needs to do the translation of the mental arithmetic test on the previous day then permission must be requested in advance.

In the past, in certain Luton high schools, the test has been conducted in five different languages in one school and at the two different tiers. The questions will be read aloud in the foreign language and all timings will be strictly observed using a clock with a reliable second hand or a stop watch. These timings will be precisely the same as for pupils taking the test in English and no extra time is permitted.

Conducting Tests with Home Language Translations

To prevent disturbance to other pupils, a separate room should be used for oral translation of test papers for pupils with limited English.

Additional Time

EAL pupils who are working below the level of the English test may be considered eligible for up to 25% extra time in the mathematics and science tests, if they fulfil certain criteria. The pupil must have limited fluency in English, having been assessed as being at Level 1 Threshold or Level 1 Secure on the QCA [A Language in Common](#) scale. Additional time must be applied for in advance according to the rules stated below.

Translations of Pupil Responses

Many answers are in the form of multiple choice, but where a pupil has written answers in his/her home language the school must provide a translation in English for external marking, together with the pupil's script. From past experience, there is usually room for English translations to be written alongside or above the pupil's answer. These translations should be done after the test, after the pupil has left the room, and should be signed and dated by the translator confirming they are an accurate representation of the pupil's answers. If there is no room for the translation of the pupil's answer on the test paper it should be written on a separate piece of paper and attached, with question numbers clearly given.

English Tests

No translations are permitted apart from rubric or general instructions which are not part of the actual question. EAL pupils who are eligible for extra time, due to lack of fluency in English, will be below the level of their age related

English test and will therefore not be entered for it. EAL pupils deemed able to access the English test will not be eligible for extra time on account of any lack of fluency in English.

Access Arrangements for EAL pupils at the discretion of the school

Schools only need request permission in the case of early opening of test papers for early translation purposes or provision of up to 25% extra time for eligible EAL pupils as outlined above. In all other cases where translation is being made at the time of the test, or in the hour before the test, no advance permission is necessary.

Requests for early opening and additional time

Where a school feels it is justified to apply for early opening or additional time, the request must be made online at www.naa.org.uk/tests by 5 p.m. on March 1st 2007. The application will then be processed by each local authority. Responses will be received by mid-April 2007. Schools have the right to appeal if they feel a decision is incorrect according to the rules.

EAL Pupils with a statement of SEN

In the same way as any other pupil with a statement of SEN, additional time is permitted at the school's discretion and does not need to be applied for in advance.

Translators

As noted previously, the translator may not be related to the pupil taking the test.

All translations must be made on the school or test centre premises, even if they have been permitted to be made on the day before the test. If early opening has been permitted and translations have been made the day before the test, the papers must be kept in a secure place in school until the time of the test.

Past experience suggests that translators should be shown past papers for information purposes and be familiarized with the procedures, rules and style of the test papers. They should be aware that some EAL pupils may not be familiar with certain technical terms in their home language, particularly more old-fashioned technical terms. Ideally, in advance of May 2007, translators should practise some tests with the EAL pupil concerned, using last year's papers.

Sometimes schools and LA staff are not aware of the expertise required to translate test papers precisely and accurately. Some fluent speakers of a language are not literate in that language. General fluency on the part of the translator may still not mean that terms like *median*, *oak tree*, *aluminium* or *bird of prey* come instantly to mind. It is acceptable for translators to use a dictionary. By using past papers as an example, schools should ensure that their translators understand what will be required and are happy and able to cope with the task, as a nervous, diffident translator may unsettle the pupil being assisted.

EAL pupils new to the school after 1/2/2007

If a pupil new to English joins the school after February 1st 2007, it may be too late, by the time he/she has been informally assessed, to include his/her name in any application for extra time or early opening by the deadline of March 1st 2007. For such pupils, if the deadline is missed, but such provision is deemed necessary for the pupil to gain fair access the tests in maths and/or science, the school should contact the NAA Early Opening Co-ordinator for applications after 1/3/2007 on Tel. No. 08700 606040.

Advantages of entering EAL pupils new to English for National Statutory Tests in Mathematics and Science

Past experience has shown that pupils in the early stages of learning English are keen to take the tests and are boosted by accessing the age appropriate tests with permitted translation in their home language. Entering such pupils for the tests shows a valuing of prior learning much promoted in EAL advice nationally. In so doing, they are often able to prove their curricular knowledge and conceptual awareness in concrete terms, alongside their peers. This also demonstrates their potential to their future high schools, when they join the schools in Year 7, and influences their placement in ability sets in Year 10.

To prove this point, a Hungarian pupil who arrived in Luton in Year 6, new to English, gained Level 5 in both Mathematics and Science Tests, with home language translations. In 2006 several pupils at KS2 and KS3 gained age appropriate levels or higher levels in maths and science with permitted translation.

Which pupils are exempt from inclusion in School and Local Authority results for publication?

According to the most up-to-date information from the DfES Public Enquiry Unit, EAL pupils who arrived in school, new to English, in the last two years before the time of the National Statutory Tests do not have to be

included in the school's results or included in published "league tables". These pupils can however be included at the school's request. The DfES Public Enquiry Unit does not expect any change to these rules for 2007.

Access Arrangements KS1

As access arrangements are designed to neither advantage or disadvantage individual children, it is considered that special arrangements may be appropriate for children for whom English is an additional language and who have limited fluency in English. In the same way as for KS2 and KS3, translations in an EAL child's home language may be appropriate to support teacher assessment, where the child is receiving home language support on a regular basis

Author

Rona Grabowski

Rona is the Co-ordinator for Refugees, Asylum-seekers and other Pupils new to the UK for Luton Borough Council

Copyright NALDIC 2011