

## EAL Pupils and KS2 Tests

### Introduction:

Defining 'EAL':

According to the Department for Education (DfE), a pupil is considered to have English as an additional language if they are exposed to a language at home other than English. This broad classification covers a spectrum ranging from fluently multilingual individuals to those with minimal knowledge of English. It encompasses students who have spent most or all of their lives in this country, as well as those who have recently arrived.

### Addressing Frequently Asked Questions:

#### Do the children need to take the tests?

At Key Stage 2, a pupil should not be entered into the tests if either:

1. the pupil is working below the level of the tests (this is entered on the marksheet as a 'B') or
2. the pupil is working at the level of the tests but unable to access them (this is entered on the marksheet as a 'U') or
3. the pupil's standard of attainment cannot be established because they have just arrived in school (this is entered on the marksheet as a 'J')

For more information on all of the above, please see the KS2 Assessment & Reporting Arrangements.

#### 'Disapplication'

The term 'Disapplication' has been widely misused or misunderstood over the years. It does not apply to the context of tests and is now no longer applied in teacher assessment either.

The only correct usage of the term 'disapplication' in an assessment context is where a child has been disappplied from all or part of the National Curriculum. This is an extremely rare occurrence, as the National Curriculum is intended to be inclusive. A child can only be disappplied from the National Curriculum by applying to the Secretary of State for Education. More information about disapplication can be found here:

[Gov.UK: Disapplying aspects of the national curriculum](#)

Where a child does not meet any of the standards set out within the Teacher Assessment Framework, teachers should assess them using the Pre-Key Stage Standards. If children are working below the Pre-Key Stage Standards, they should be assessed using the Engagement Model.

#### What support can we provide?

Tailor support to the individual needs of EAL students, avoiding a one-size-fits-all approach.

Reading and grammar tests must be conducted in English, with no translation allowed.

However, various support options are available for the maths test, including the use of translators, scribes, or transcripts. Adherence to the KS2 Test Administration Guidance is crucial.

#### How will it affect our data?

Attainment data may be impacted if a child does not achieve the Expected Standard, regardless of test entry.

In terms of the progress data, if the children were not in the country at KS1, they won't form part of the progress calculation anyway. If they were in the country and have KS1 data, then progress scores will be calculated for them. Where children are working below the standard of the test and Pre-Key Stage Standards are submitted, these are used in the progress calculation. (Scores are allocated to each PKS standard for this purpose: PK6 = 79 points, PK5 = 76 points, and so on, dropping by 3 each time.)

After all tests have taken place, in the following September, there is a process by which Headteachers can apply to remove recently arrived EAL learners from the validated (published) data.

This is the DfE's '**Check your performance measures data**', accessible through the school's DfE sign-in. This allows you to apply to remove a child from the published data provided that child:

- arrived from overseas and was admitted into an English school for the first time since 1 Sept 2021
- came from a country that does not list English as one of its official languages; and
- has English as an additional language (or doesn't speak English at all)

There may be exceptional circumstances which mean that you can apply with additional evidence.

The initial (unvalidated) data release in '[Analyse School Performance](#)' (ASP) and in the [Inspection Data Summary Report](#) (IDSR) would include the results of all Year 6 children, but the later (validated) release of ASP and IDSR ought to reflect any changes made in the Tables Checking exercise.

### **EAL and/or SEND?**

Identifying whether or not a pupil with EAL who has recently arrived in the UK also has SEND is a complex issue. Teachers have to ensure that the child or young person has enough time to settle in, learn English and adjust, whilst also assessing and providing appropriate, personalised support as needed.

Often 'best practice' advice has been that schools wait two years after a pupil arrives in the UK before formally identifying SEND, on the understanding that this can help to challenge assumptions which otherwise might lead to misidentification and wrong labels. Investigations and evidence should be started if a pupil is not making progress at the same rate as their peers after 6-12 months, 'in a supportive learning environment with EAL support' to support identifying SEND. However, the pupil's specific context needs to be considered.

Ideas of ways to build evidence:

[EAL Assessment Framework - The Bell Foundation \(bell-foundation.org.uk\)](https://www.bell-foundation.org.uk/)

Build relationship with family

Observe socially and in the classroom

Use a translator to work with the pupil, this may evidence difficulties in their first language

Is the pupil making progress? If not, what areas are they struggling with?

SEND Code of Practice –

*Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.*

*Difficulties related solely to limitations in English as an additional language are not SEN.*

Richard Burbage

[richard.burbage@suffolk.gov.uk](mailto:richard.burbage@suffolk.gov.uk)

07743 194726

Lead Assessment Officer

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