Supporting Pupils with EAL
Using Assessment

Useful websites with **teaching and learning ideas** for all key stages (additional content may require a subscription)

Naldic
www.naldic.org.uk/eal-teaching-and-learning/eal-resources/

The Bell Foundation
ealresources.bell-foundation.org.uk/teachers/great-ideas-pages

Twinkl
www.twinkl.co.uk/resources/english-as-an-additional-language-eal

British Council
schoolsonline.britishcouncil.org/find-classroom-resources

The EAL Hub
www.ealhub.co.uk

Access to Education

Access to Education/PSS: for further guidance and support:
accesstoeducation.birmingham.gov.uk/index.php/PSS/eal.html

There is a general consensus that:

"Proficiency in English can provide essential information about an EAL learner's likelihood to succeed in school and potential need for support." (Strand et al, 2005, 2015, 2018)

Although there is no statutory requirement to assess a pupil's proficiency in English, this information supports teachers in planning effectively for pupils with EAL. This in turn helps to develop both curriculum skills and English proficiency.

Remember:

- Assessment of proficiency in English should not be limited to those pupils who are newly arrived to the country.

- Assessment of language should not be based on a stand-alone piece of work or observation.

- Assessment data only aids progress when it is used to inform planning for teaching and learning.

Using Assessment of Proficiency in English to Support Planning for Learning

Key Features of EAL Proficiency in English Scales	Considerations for planning
A New to English May use first language or remain silent in the classroom. May copy/repeat some words or phrases. May understand some everyday expressions but may have minimal or no literacy in English.	Needs a considerable amount of EAL support. Consider pairing with first language buddies and supportive English language role models. Use visual support, collaborative activities, listening activities, language drills, graphic organisers, bilingual dictionaries and model survival vocabulary.
B Early acquisition Beginning to use spoken English for social purposes and participating in learning activities with support. May understand simple instructions, narrative/accounts with visual support. Beginning to read and write and has some subject specific vocabulary.	Still needs a significant amount of EAL support to access the curriculum. Consider use of speaking frames, substitution tables, writing frames, sentence starters, flow charts, barrier games and DARTS. Pre and post tutoring of new vocabulary, model social language exchanges, whilst continuing the use of relevant strategies suggested for those new to English.
C Developing competence More independent participation in learning. Spoken English still displaying some structural inaccuracies. May be able to follow abstract concepts and more complex written English.	Requires ongoing EAL support to access the curriculum fully. Literacy will require ongoing support, particularly for understanding text and writing. Consider use of modelling and scaffolding academic vocabulary and language structures, recast errors, use differentiated questioning and use a dictogloss approach.
D Competent Accessing the curriculum with peers with occasional evidence of errors in structure and accessing abstract vocabulary.	Needs some/occasional EAL support to access complex curriculum material and tasks. Consider providing Talk for Writing strategies, spotting/cue sheets, use of an English dictionary/thesaurus and error correction codes so pupils clearly understand their mistakes.
E Fluent Operates across the curriculum to a level of competence equivalent to that of a pupil who uses English as their first language.	