

Pupil and School Support

Partners on the pathways to a positive future for children and young people.

Moderating teacher assessment of EAL learners proficiency in English



Maria Brophy

Aims of session

- To explore current practise in different settings.
- To look at support materials available locally and nationally.
- To establish how your school setting can move forward with the moderation of proficiency codes for EAL learners across key Stages.

DEFINITION

The Department of Education's definition of an EAL learner includes anyone

‘who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the community’. (School Census 2016–2017)

DEFINITION



This definition includes, for example:

- Newly arrived children from abroad who speak, read or write little or no English
- Children or young people from other countries, who may have been educated in an English-medium or bilingual school abroad and are able to read and write fluently in two or more languages
- Children who were born in the UK and were brought up speaking and understanding another language at home or in the community. They may now use English most of the time at home and school.

DEFINITION

Schools assess their EAL pupils against a five point scale of reading, writing and spoken language proficiency outlined below and make a '**best fit**' judgement. For this purpose, detailed assessment is not required and there are no specified resources. In most cases, the class teacher or English teacher will be able to use their overall knowledge of the child to give a best fit stage.

RATIONALE – Why assess??



To inform planning
and teaching.

To set individual
targets.

Data Analysis.

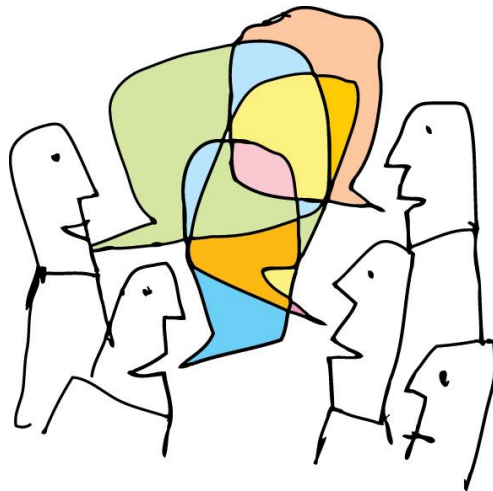
Support Identification
of SEND.

Investigate
Underachievement.

Activity

What is current practice in your setting to assess EAL students??

DISCUSS



Current Practice

- Office manager determines a pupils code and inputs data for the census!!
- English Department identify each students proficiency code.
- EAL coordinator is responsible to make final judgement.

What do you expect to see??

- Pupils in nursery stage classified as 'New to English' (A) or early Acquisition (B)



- Pupils in KS2 moving towards 'Developing Competence in English' (C) and (D)



- Pupils in KS3 and KS4 moving towards 'Fully Fluent' (E)

What do you expect to see??

Feedback



What do you expect to see??

Teachers should attempt to interpret the descriptors according to the objectives and expectations of the year group.

Potential Problems

- What barriers or issues has your school faced with this process???



Problems identified nationally

Reception and Year 1 – difficulties in applying descriptors which refer to expectations above the age of the pupils.

SEND – Identifying SEND in children with EAL and determining the extent to which EAL rather than SEND is affecting progress in learning.

Problems identified nationally

Attainment – Discrepancies comparing between stage of English and curricular reading and writing assessment results.

Assessment – Ensuring all staff are familiar with best practice of assessing EAL learners using the frameworks available.

Issues to address

Key stage 1:

Most of the descriptors by stage C are beyond the age expectations for younger children i.e.

‘May be able to follow more complex written English’

‘strives towards more developed pieces of writing for a range of purposes.’

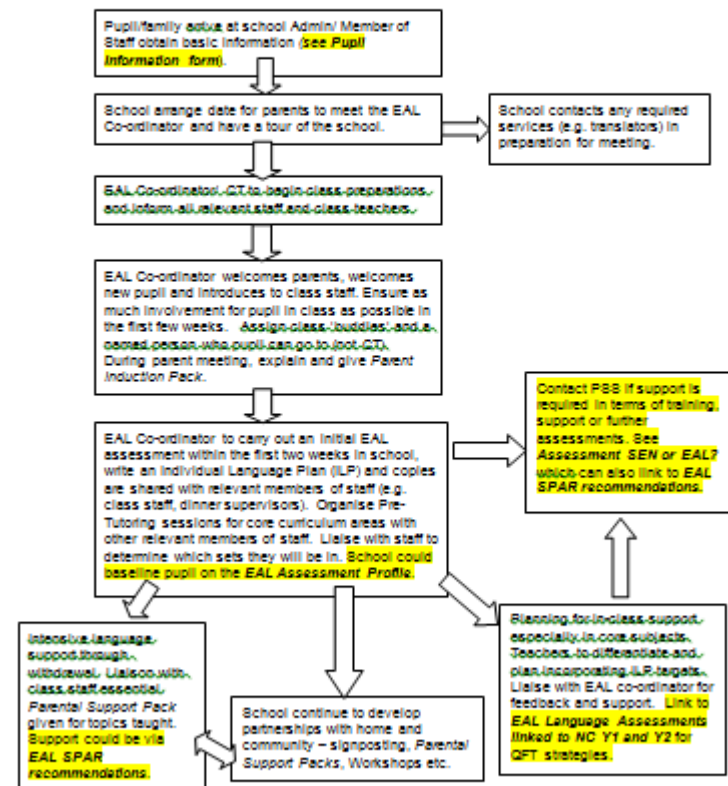
Issues to address

EAL or SEND?

SEN or EAL?

School staff have raised a concern about whether a pupil is EAL or SEN.

Through discussion, establish where the school are in relation to the *Induction Flow Chart for Newly Arrived Pupils*. Obtain as much background information as possible and advise according to the steps.



Issues to consider

- Students will not necessarily achieve age related expectations whilst still at the early stages of learning English. (Especially younger children)
- Students may perform at a high level in maths. (where assessment is based on numeracy rather than the language aspects of maths.)
- If B/C code students are working at age related levels does this need further investigation? (Could the Proficiency Code be wrong???)

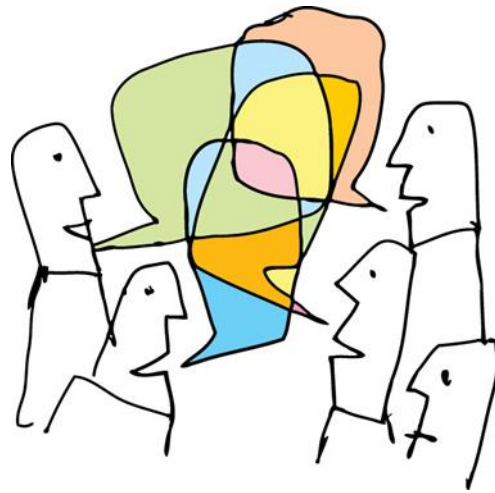
Frameworks available

- Birmingham EAL Assessment Framework
- The BELL Foundation
- NASSEA (The Northern Association of support services for Equality and Achievement)
- Lambeth Assessment Framework
- Solihull EAL Framework.
- Enfield Assessment Framework

Staff

- Do all staff know what assessment framework is being used in school?
- Have staff had training in the assessment of EAL??
- Are timeframes for gathering data clear to staff?
- Is EAL assessment built into the whole school assessment cycle?

What is good moderation?



DISCUSS

What is good moderation?

Moderation can be described as a dialogue between two or more teachers, and between teachers and other professionals, to agree and make judgments about what pupils understand, know or can do.



What is good moderation?

‘Moderation, like assessment, may be more manageable if it is viewed as an ongoing process throughout the year rather than something that is only carried out occasionally or just before the census information is due.’

What do we need?

TIME



KEY STAFF

Annotated
examples of pupils
work **ACROSS**
curriculum areas



The Assessment
Framework to
guide you.



CONVERSATION

What is good moderation?



The dialogue that accompanies the moderation process can be of vital importance in that it can lead to a better understanding of the Proficiency codes.

Moderation Activity

Use the Birmingham EAL Assessment Framework to assign proficiency codes to the pieces of work on your table.



Things to consider

- Use cross-phase and cross-year group moderation within your school to ensure consistency in the moderation process(e.g. collect and compare examples across year groups of different proficiency codes)
- Build links with other local primary schools or with schools similar to yours.
- It is essential to share a variety of evidence including workbooks, recordings, video, photographs
- It might be helpful to create a pupil profile (example: Bell Foundation)

Things to consider

EAL ASSESSMENT FRAMEWORK FOR SCHOOLS

Pupil Assessment Profile example C

Leila – Year 8 – Secondary

Contextual Background	
<p>Learner: First language: Arabic. Refugee (with related additional pastoral needs). Joined school two terms ago after arriving in UK. Previous education included English lessons. Parents say Leila was doing well at school in all subjects.</p> <p>School: Rapidly-improving Academy on the outskirts of a large city. EAL population 64% with EAL learners at all stages. (We have provided the section about the school to give you some background to the setting of each profile. The blank form for your own school does not include this section.)</p>	
Assessment in action: some example performance indicators	Proficiency Evidenced by descriptors in Listening, Speaking, Reading, and Writing. Band
<p>1. Acquiring academic content</p> <ul style="list-style-type: none"> Leila often shows by her reaction or behaviour that she has picked up on e.g. sarcasm or emphasis of a particular point. Leila listens actively to teacher inputs, assemblies etc. and no longer switches off because she cannot follow what is being heard. In Geography, she successfully selected key information she heard in a video clip about flooding to complete a blank grid. Leila is quite good at deconstructing longer words encountered in texts (e.g. <i>unthinkable</i>) to work out their meaning. 	<p>D</p> <p>C</p> <p>D</p> <p>D</p>
<p>2. Demonstrating learning</p> <ul style="list-style-type: none"> Every Friday in Science, Leila updates the TA who supports her once a week, explaining recent lesson content and sharing any difficulties. When Leila did not know the word 'imply', she expressed this as 'when you say something without exactly say it with your words'. Leila's writing shows her understanding, but she sticks mainly to simpler sentence structures and still makes regular errors. 	<p>C</p> <p>C</p> <p>C</p>
<p>3. Following instructions and understanding teacher feedback</p> <ul style="list-style-type: none"> This morning Leila did not understand immediately when her Art teacher told her to 'get cracking'. Leila understood the key content of an 'assignment sheet' her ICT teacher gave the class at the start of an extended task. 	<p>C</p> <p>C</p>
<p>4. Using (age-) appropriate language and register in a classroom context</p> <ul style="list-style-type: none"> Yesterday in PE, Leila said 'I don't care' instead of 'I don't mind' when working with a partner. This kind of unintentional impoliteness is quite common with Leila. Leila over-uses 'and' and 'then' in her writing, or misuses words like 'however' or 'therefore', as a KS1 or KS2 learner might. 	<p>B</p> <p>C</p>
<p>5. Functioning in social language situations in and outside the classroom</p> <ul style="list-style-type: none"> Within her small group of friends or to trusted adults, Leila chats about a wide range of topics, although she still makes regular errors. Leila joins in group work mostly on a passive level, although she understands the group task and the dialogue taking place around her. She has a growing repertoire of phrases to express emotions e.g. pleasure, sympathy, surprise, shock and uses these appropriately. 	<p>C</p> <p>B</p> <p>C</p>
<p>Although Leila is meeting some D descriptors, she is mostly operating within Band C. She particularly needs to work on the C band descriptor SeS-C6 (see target below) but she is ready to be encouraged to meet more D descriptors.</p> <p>Suggested 'next-step' targets for Leila:</p> <p>Can express belief, opinion, agreement and disagreement politely</p> <p>Use both formal and informal English in appropriate contexts</p> <p>Can search for and locate information from a range of sources, including the internet and social media</p>	<p>Overall Proficiency (best fit)</p> <p>C</p>

Things to consider

- Comparisons should be made to a peer with English as a first language of similar ability
- It is best fit? It is not necessary to achieve all the criteria within a stage to assign that stage of English.
- Writing work assessed should be independent, unsupported and without scaffolding
- Consider writing across the curriculum. Writing in Science or history might not match competency in English lesson work.

How can we ensure accuracy and consistency in our judgements?

- Over time, consider collecting examples of work that include features of different codes; this will help you to interpret, understand and internalise the descriptors for attaining a particular Proficiency code.
- The Birmingham EAL Framework exemplars (EAL toolkit)

Thank you for listening!!

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