**Pupil and School Support - New to English Assessment Profile**

**Rationale:**

The EAL Language Assessment profile has been split into the four main areas – Speaking, Listening and Understanding, Reading and Writing. Because of differences in the developmental acquisition of language in older pupils, there are separate Assessment profiles for Primary and Secondary phases. They are based on the Solihull Metropolitan Borough Council EAL Profile of Competence (2016) but have a few differences.

The criteria are arranged into eight steps which are linked to the 2016 School Census Proficiency in English codes. The criteria are presented in a similar format to the Birmingham SEN toolkits in order to provide a consistent approach to assessment across the various high need groups. These can be used in order to initially baseline the skills of a pupil who is new to English, tracking of progress and identification of appropriate levels of provision. If a pupil is newly arrived and is using language within the developing competency band or above, they will be deemed able to be assessed and tracked in line with the school’s usual assessment and tracking systems.

**How to Use:**

Once a pupil new to English is deemed to have settled into school, usually following the first two weeks of entry into school, class teachers can use this assessment to baseline them. Each area has been split into developmental stages; the earliest stage in development being at the bottom.

Highlight the descriptors that reflect the class teacher’s observations and assessments of the pupil. The descriptors have been split in to bullet points in order for class teachers to only highlight the statement that is applicable. Please do not automatically highlight the whole stage if it is not all representative of their ability at that time. This is not a best fit assessment.

This process can be repeated at suitable times to track the pupil’s progress until the pupil is able to access the in-school assessment systems.

It is worth noting that a newly arrived pupil may be in their ‘silent period’ and therefore assessments and highlighted descriptors should reflect this.

At all times it is important to differentiate the assessment criteria in line with age related expectations.