



BILINGUAL LEARNERS AND ACCREDITATION, 2010/2011

National Curriculum Assessments, GCSE concessions, alternative accreditation for GCSE English and accreditation in languages other than English

Assessment and reporting arrangements – Early years foundation stage, years 1 and 2 (key stage 1)	Page 2
Assessment and reporting arrangements – Years 3 to 6 (key stage 2)	Page 6
Teacher assessment and reporting arrangements – Years 7 to 9 (key stage 3)	Page 11
GCSE and Concessions	Page 12
Alternative accreditation for GCSE English	Page 12
Approaches to KS4 options for EAL students (Hounslow LEA)	Page 15
Accreditation in Languages other than English	Page 16

Assessment and reporting arrangements – Early years foundation stage, years 1 and 2 (key stage 1)

<http://www.qcda.gov.uk/resources/publication.aspx?id=37c3685b-dfa7-4eba-abf7-2b3a14df79ec>

N.B. Numerical references refer to paragraphs in the National Curriculum Assessment and reporting arrangements document:

1.3 Who needs to have ARA?

All those responsible for assessment and reporting in the EYFS and key stage 1 need to refer to the ARA. It is the responsibility of local authorities to identify practitioners and settings that will be required to make EYFS profile judgements. It is important that relevant parties read these requirements and are aware of any changes from previous years.

3.5 Exceptions

Exemptions from the assessment arrangements

If settings are granted an exemption or modification from all or part of the assessment arrangements, this should be recorded separately. More information about EYFS profile exemptions is available on the QCDA website at www.qcda.gov.uk/eyfsp.

Alternative assessments

For a small number of children with special educational needs, it may not be appropriate to make an assessment against some of the EYFS profile scales. In these instances, such children may be assessed against local authority systems or other systems according to their needs. This is known as an alternative assessment. P scales are not an appropriate alternative assessment for children within the EYFS as they relate to the national curriculum.

An alternative assessment may be reported to parents or persons with parental responsibility and to the local authority. Many of these children may show judgements against some of the profile scales, with an alternative assessment for the remainder. When an alternative assessment is submitted to the local authority electronically, and reported nationally, it will be represented by a 0. This is a data code only and should not be regarded as a measure of attainment.

There may be cases where it is not appropriate to make a judgement against any scale, for instance if the child has recently arrived from abroad. In these cases, practitioners must use N (for no assessment) when the data is submitted to the local authority. N should not be used to indicate a partial assessment in a scale. Even where a child has recently arrived at the school or setting, it should be possible to make judgements against some of the points within a scale. In such cases, the total of these judgements should be reported as the summary score for the relevant scale.

The expectation is that children will move with their peers and will therefore be assessed only once for the EYFS profile. In exceptional circumstances, after discussion and in agreement with parents or persons with parental responsibility, a child might remain in EYFS provision beyond the end of the academic year in which he or she reaches the age of five. Care should be taken that this decision does not prejudice the child's personal, social and emotional development. In these exceptional cases, assessment should continue throughout the child's time within EYFS provision and an EYFS profile should be completed at the end of the year before the child moves on to the key stage 1 programme of study.

The school should discuss its intention to defer the child's statutory assessment with the local authority EYFS profile moderation manager. This will ensure the child's data is not considered missing when the school submits EYFS profile outcomes for the current cohort.

Care must be taken when entering the child's EYFS profile assessment into any electronic recording system, as the date of birth may now be outside the expected range for the cohort. Local authorities should provide instructions to schools in such cases. The DfE will consider the child to be part of this new cohort, and will accept data submitted in this way, although a check may be made with the local authority as to the accuracy of the dates of birth of individual children.

3.6 Reporting children's attainment to parents or persons with parental responsibility

All EYFS providers must provide parents or persons with parental responsibility with a written summary of a child's progress against the early learning goals and attainment within the assessment scales. A copy of the EYFS profile summary scores reported to the local authority must also be provided to parents or persons with parental responsibility if requested. Providers should avoid reporting raw scores without providing an explanation of what they mean.

Parents or persons with parental responsibility should be involved in the assessment process on a regular, ongoing basis and encouraged to participate in their child's learning and development.

Practitioners may use the information provided by EYFS profile assessment as a basis for their reports to parents or persons with parental responsibility. Reports should be specific to the child, aim to be concise and informative and help to identify appropriate next steps.

If a child changes school during reception year, the new setting will need to report the end of EYFS assessment to parents or persons with parental responsibility.

Teacher assessment at the end of key stage 1

4.1 What do teachers have to assess?

At the end of key stage 1, teachers have to summarise their judgements in relation to the national curriculum level descriptions for each eligible child, taking into account the child's progress and performance throughout the key stage.

They need to determine:

- a level for reading, writing, and speaking and listening
- an overall subject level for mathematics
- a level for each attainment target in science.

For English, a level for reading, writing, and speaking and listening is entered into the school's management information system. For reading and writing, where teachers reach a level 2 judgement, they should then consider whether the performance is just into level 2, securely at level 2 or at the top end of level 2. This refines the judgement into 2C, 2B or 2A.

In mathematics, once teachers have the information about each attainment target, they must reach an overall subject level, giving the greatest emphasis to a child's performance in number. The child's performance in number, which includes handling data in key stage 1, accounts for more than half of the overall performance in mathematics. Using and applying mathematics, and shape, space and measures have equal importance, each accounting for one-fifth of the child's overall performance. If, based on level judgements for each attainment target, teachers reach an overall level 2 judgement, they should then consider whether the performance is just into level 2, securely at level 2 or at the top end of level 2. This refines the judgement into 2C, 2B or 2A. The overall subject level for mathematics must be entered into the school's management information system.

A subject level for science will be calculated automatically when the levels for the individual attainment targets are entered into the school's management information system. Where it is not possible to calculate an overall level because of absence or disapplication from more than one attainment target, the software will generate the code U. Weightings remain unchanged from previous years.

- Scientific enquiry (Sc1) 3
- Life processes and living things (Sc2) 1
- Materials and their properties (Sc3) 1
- Physical processes (Sc4) 1

P scales should be used only for children with special educational needs who are working below level 1. P scales should not be used for children with English as an additional language (EAL) unless they have an identified special educational need. For more details on P scales, visit the QCDA website at www.qcda.gov.uk/pscales.

4.3 Which children are eligible for teacher assessment at the end of key stage 1?

All children in their final year of key stage 1 in the school year 2010/11 must be assessed. This includes children in special schools and those attending pupil referral units on a part-time basis who are still on a school's roll.

All children moving on to the key stage 2 programmes of study in the next school year are regarded as being in the final year of key stage 1. Most of these children will be in year 2 and will reach the age of seven by the end of the school year. In small schools, where children are not in specific year group classes, a child should be assessed in the school year in which he or she reaches the age of seven, provided the child will be moving on to the key stage 2 programme of study in the next school year.

Some children with special educational needs may move on to aspects of the key stage 2 programmes of study without having completed all the key stage 1 programmes of study. Only children who will still be operating wholly within key stage 1 in the next school year should have their statutory assessment delayed.

4.4 Children older or younger than seven at the end of key stage 1

Some children to be assessed at the end of key stage 1 will be older or younger than seven as they are not being taught with their chronological year group. This may be, for example, because they have been moved up or held back by a year or two.

Where a headteacher judges that an individual child or a group of children has completed the key stage 1 programmes of study in a subject or subjects and is ready to proceed to the key stage 2 programmes of study, this child or group of children may be assessed early in those subjects.

If schools have any queries about which children should be statutorily assessed, they should contact their local authority assessment coordinator.

A child may only be statutorily assessed once in any subject. A child who has been assessed earlier than his or her peers may not be statutorily assessed the following year.

For children with special educational needs who will not progress beyond key stage 1, and whose performance is being reported with the P scales, teachers should report their P scale performance when they reach the end of key stage 1 chronologically, with their initial peer group.

4.5 Children for whom the school is unable to make a teacher assessment

For a very small number of children, schools will be unable to record and report a teacher assessment.

Where a valid teacher assessment judgement cannot be made because of long periods of absence, for example because of a prolonged illness, the child should be recorded as A.

When a child arrives in school during key stage 1, the school should make every effort to make a teacher assessment, bearing in mind that teacher assessment does not need to be finalised until Monday 4 July 2011. If a child arrives too late in the summer term for this assessment to be carried out, the child should be recorded as A. If the school cannot make an assessment because the child does not speak English, then the child should be reported as W in speaking and listening, reading and writing, and D in mathematics and science.

Where a child has been disapplied from all or part of the national curriculum, D should be recorded for those parts of the statutory assessment arrangements that are included in the disapplication.

Children who are not physically able to write and can only dictate their writing to a scribe should not have a teacher assessment for writing and should be recorded as D.

Schools should write a short report, setting out the reasons why a teacher assessment will not be made. A copy of the report should be sent to:

- the child's parents or persons with parental responsibility, who should be given an opportunity to discuss the report.

Where a headteacher believes that parents or persons with parental responsibility may have difficulty in understanding the report, they should offer appropriate assistance, for example by providing an interpretation or translation of the documents, or arranging to discuss them with the parents or persons with parental responsibility

- the chair of the governing body
- the local authority assessment coordinator.

A copy should also be placed on the child's educational record. Schools could use the *Notification of disapplication from teacher assessment at key stage 1* form in order to complete this exercise. A copy of the form is available on the QCDA website at www.qcda.gov.uk/accessarrangements.

Children should only be reported as A or D in a subject when moving on to the key stage 2 programme of study in the following school year. Children in mainstream or special schools remaining at key stage 1 should not be reported.

4.6 Further guidance and information

Further guidance and exemplification on assessment for teachers and school record keeping can be found on the QCDA website at www.qcda.gov.uk/tests.

5.4 What if there is disagreement with the school's decision about whether a child should participate in the tasks and tests?

Headteachers have a statutory duty to administer national curriculum assessments to all pupils. Schools do not have to agree to requests from parents or persons with parental responsibility not to enter a child for tasks or tests. Similarly, they do not have to agree to requests to enter a child for national curriculum assessments where the school has decided this is not appropriate.

In these situations headteachers should explain their decision to the parents or persons with parental responsibility. The headteacher's decision regarding participation is final.

5.5 Further guidance and information

Further guidance and information on:

- assessing children who are working towards level 1
- using P scales
- assessing children working at level 1 or above, who are unable to access tasks and tests
- adaptations to the tasks and tests
- access arrangements
- use of scribes and readers in key stage 1
- the language of tests and children's response language

- modified versions of test and task materials
- assessing high attainers

can be found on the QCDA website at www.qcda.gov.uk/tests.

8.1 Reporting teacher assessment results to local authorities at the end of key stage 1

Schools must report for all children:

- a teacher assessment level in reading, writing, and speaking and listening
- a separate teacher assessment level for each science attainment target
- an overall teacher assessment level in mathematics and science
- where appropriate, a P scale.

The overall level for science will be generated by the school's management information system. Schools are not required to report an overall teacher assessment level for English.

Schools are not required to report task and test results to their local authority or the next school when a child moves. However, where the school has recorded this data it can choose whether to include these results in any data provided to the local authority or next school (see section 8.4). Local authorities do not give task and test results to the DfE.

8.3 Reporting children's achievements in maintained schools to parents or persons with parental responsibility

Headteachers are responsible for ensuring parents or persons with parental responsibility receive a written report on their child's achievements at least once during the school year. The minimum content of children's reports, as prescribed in The Education (Pupil Information) (England) Regulations 2005, is outlined in this section.

Schools will be expected to use online reporting from 2012. Further information and materials about online reporting can be found at www.becta.org.uk/schools/parentalengagement.

What discretion do headteachers have?

Headteachers have the discretion to:

- arrange for a child's report to be translated
- include in the child's report additional information about the child's progress, beyond the minimum requirements
- decide when to issue the child's report to parents or persons with parental responsibility, as long as the report begins with the day after the date on which the last report was made and the minimum required information is sent to persons with parental responsibility by the end of the summer term
- decide to give more than one report.

Assessment and reporting arrangements – Years 3 to 6 (key stage 2)

N.B. Numerical references refer to paragraphs in the National Curriculum Assessment and

<http://www.qcda.gov.uk/resources/publication.aspx?id=37c3685b-dfa7-4eba-abf7-2b3a14df79ec>

1.3 Who needs to have the ARA?

All those responsible for assessment and reporting in key stage 2 need to refer to the ARA and ensure they are aware of any changes from previous years.

Special educational needs coordinators or those responsible for access arrangements for the tests Maintained schools have a statutory duty and academies are required, as set out in their funding agreement, to ensure provision is made to meet the special educational needs of their pupils. The access arrangements allowed in the key stage 2 tests are set out in section 13 of the ARA and in more detail in the 2011 key stage 2 *Access arrangements guide* (AAG).

2.1 Access arrangements guide

Comprehensive guidance on access arrangements can be found in the 2011 key stage 2 *Access arrangements guide* (AAG). This is a new publication and is available on the QCDA website at www.qcda.gov.uk/accessarrangements.

2 What do teachers have to assess?

At the end of key stage 2, teachers summarise their judgements for each eligible pupil, taking into account the pupil's progress and performance throughout the key stage. They need to determine:

- a level for each attainment target in English, mathematics and science
- an overall subject level in each of these subjects.

Teachers should base their judgements on the level descriptions in the national curriculum. They should use their knowledge of a pupil's work over time to judge which level description is closest to the pupil's performance, taking into account written, practical and oral work as well as classroom work, homework and the results of school examinations or tests.

Teacher assessment provides a rounded judgement that:

- is based on knowledge of how the pupil has performed over time and in a variety of contexts
- takes into account strengths and weaknesses of the pupil's performance.

Teachers should consider the level descriptions of the attainment targets immediately above and below the level awarded to confirm this level is the closest match to the pupil's performance.

Pupils working above or below the levels covered by the tests

QCDA has produced a suite of optional tasks covering levels above and below the test levels. The optional tasks provide additional evidence that can contribute to teachers' assessment of their pupils. Optional tasks for pupils working above or below the level of the tests are available at www.mycurriculum.com.

4.3 P scales

The use of P scales is statutory for pupils with special educational needs who are working below level 1 of the national curriculum. In this context, special educational needs is defined in the Education Act 1996 as all those on the school's Special Needs Register. Schools will need to use P scales to record and report the achievements of those children in English, mathematics and science. The P scales must not be used to assess children with English as an additional language (EAL) at any age, unless they have additional special educational needs. For further information and guidance on P scales, please visit the QCDA website at www.qcda.gov.uk/pscales.

4.5 Pupils for whom the school is unable to make a teacher assessment

For a very small number of pupils, schools will be unable to record and report a teacher assessment. Where a teacher assessment judgement cannot be made because of long periods of absence, the pupil should be recorded as 'A'. If a pupil has recently arrived in the school and it is not possible to establish the level that the pupil is working at before submitting teacher assessment, the pupil should be recorded as 'A'.

A pupil that does not speak English should be recorded as 'W' (working towards level 1) in reading, writing, and speaking and listening, and 'A' for mathematics and science.

If a pupil has been disapplied from all or part of the national curriculum, they should be recorded as 'D' for the statutory assessment arrangements that are included in the disapplication. The code 'D' should be used for teacher assessment only and should not be included on the *Attendance register*.

4.6 Pupils who have left the school

There will be some occasions where pupils who were registered to sit the test at a particular school have left before test week. In this situation, the school should still report the pupil and record their teacher assessment as 'L' to inform QCDA that the pupil has left the school.

5.1 Reporting teacher assessments

Schools have a statutory responsibility to report the overall subject teacher assessment levels for each eligible pupil to QCDA. Schools must submit their teacher assessment, including overall attainment levels, to QCDA on the *Teacher assessment* section of the *NCA tools* website at www.qcda.gov.uk/ncatools. The deadline for submitting teacher assessment is Friday 8 July 2011.

P scales

P scale data for pupils with special educational needs who are working towards level 1 should be submitted with teacher assessments by Friday 8 July 2011.

More information on how to submit teacher assessment can be found on the QCDA website at www.qcda.gov.uk/teacherassessment.

Reporting pupils' achievements to parents or persons with parental responsibility

Headteachers are responsible for preparing and providing a copy of the headteacher's annual report to parents or persons with parental responsibility noting their child's achievements at least once during each school year. The headteacher also needs to make arrangements to give the recipient of the report an opportunity to discuss its content with the pupil's teacher, if they so wish.

Any national curriculum test result that is not received by a headteacher before the end of the summer term must be provided to parents or persons with parental responsibility within 15 school days of the headteacher receiving it.

Headteachers have the discretion to:

- arrange for the report to be translated
- include additional information about the pupil's progress in the report
- provide more than one report
- decide when to issue the report. The report must be received by the end of the summer term of the year to which the report relates.

The report must start from the day after the date on which the last report was made and contain the minimum required information, as noted in the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437).

7.1 Pupils younger or older than 11 at the end of key stage 2

Schools should contact their local authority assessment advisers, or QCDA for independent schools and academies that are not monitored by their local authority, for advice if they are considering:

- entering a pupil for the tests early (ie before the school year in which they are 11)
- keeping a pupil in year 6 for another year, so that they will take the tests late.

Pupils must only be entered for the key stage 2 tests at an earlier age if they have completed the programme of study and are ready to move on. It is expected that such pupils would achieve at least level 4, as level 4 represents the national expected outcome for most 11-year-olds. A pupil can only take a key stage 2 test once in any subject.

Where pupils are assessed in a subject early, their result should be reported in the year they take the test.

To supplement the statutory tests for high-attaining or gifted and talented pupils who have followed a curriculum that blends faster pace, more breadth and greater depth, schools can use:

- optional tasks that have been designed for pupils working above the level of the tests to inform teacher assessment, available at www.mycurriculum.com.

- the World Class Tests in mathematics and problem solving. More information about these tests is available on the World Class Arena website at www.worldclassarena.org.

Pupils older than 11 who have not taken the key stage 2 tests must be entered to take them at the end of the year in which they complete the key stage 2 programme of study.

7.2 Pupils working below the level of the tests

Pupils who are assessed as working below level 3, and are not expected to reach this level by May 2011, must be registered but should not sit the tests. Pupils working below the level of the tests must be entered as 'B' (working below

the level of the tests) on the attendance registers. Teacher assessment is the only statutory requirement for pupils working below level 3, however, they should still be included when reporting results.

If schools want to administer a test to pupils who are working below the level, for inclusion purposes, then a past test paper should be administered.

If the 2011 national curriculum tests are administered to pupils working below the level of the tests, their completed test scripts must be sent for external marking. These pupils will be awarded levels based on their achievements in those tests.

Headteachers must use P scales for those pupils with special educational needs who are working towards level 1 of the national curriculum. More information on P scales is available on the QCDA website at www.qcda.gov.uk/pscales.

Optional tasks have been produced to support teacher assessment for pupils working below the level of the tests. Optional tasks are available at www.mycurriculum.com.

7.3 Pupils with English as an additional language

Pupils with English as an additional language (EAL) should be registered for the English and mathematics tests.

If pupils cannot communicate in English they should not take the English tests and should be entered as 'B' on the marksheets.

To establish the pupil's level for mathematics, teachers and language-support staff should work together to translate national curriculum work into the pupil's preferred language. Care should be taken when translating sections of the tests from the pupil's preferred language to English.

If a pupil is working below the level of the tests in mathematics, they should be entered as 'B' on the marksheets. If a pupil is working at the level of the tests, the school should consider entering them and using the access arrangements set out in the 2011 key stage 2AAG available on the QCDA website at www.qcda.gov.uk/accessarrangements.

7.4 Pupils whose level cannot be established

If a school does not have enough time before the tests to determine a pupil's level, they must be entered as 'T' on the marksheets. This would apply to pupils who have recently arrived from a different education system, for example.

7.6 Pupils working at the level of the tests but who are unable to access them

Pupils who are working at the level of the tests but who are unable to access them should be registered for the tests and entered as 'T' on the marksheets. Some examples are included below.

- Pupils with a physical or sensory disability.
- Pupils who have spent time in hospital towards the end of the key stage.
- Pupils who have been educated at home or excluded from school and need time to adjust to regular school life.
- Pupils who are experiencing or have recently experienced severe emotional problems, perhaps because of a family crisis.

Schools are responsible for making arrangements to determine whether a pupil is working at the level of the tests but is unable to access them. The headteacher can make final decisions without permission from the local authority. Full details on arrangements for pupils working at the level of the tests but who are unable to access them are set out in the 2011 key stage 2 AAG available on the QCDA website at www.qcda.gov.uk/accessarrangements.

7.7 What if there is disagreement with the school's decision about whether a child should participate in the tests?

Some parents or persons with parental responsibility may ask a headteacher not to enter their child for the tests. Schools should not agree to this simply because parents or persons with parental responsibility are opposed to assessment or feel that their child would find national curriculum assessments stressful.

Parents or persons with parental responsibility may also ask a headteacher to enter their child for a test when the school has decided this is not appropriate. Headteachers should explain the school's decision to parents or persons with parental responsibility.

The headteacher's decision regarding participation is final.

10.3 Preparing equipment for the tests

Schools need to ensure they have all the equipment needed for the tests and that all equipment is working.

Dictionaries and electronic spellcheckers

Pupils may use dictionaries, bilingual word lists and electronic spellcheckers in some of the tests, as shown in the following table, providing this is normal classroom practice. If bilingual dictionaries or word lists are used in the mathematics *Test A* or *Test B*, they must only give word-for-word translations.

11.4 Pupils arriving late for a test

Provided that the confidentiality of a test is not compromised, individual pupils who arrive late but before the rest of cohort has completed the test, should be allowed the full amount of time to complete the test. Where possible, to avoid disruption to other pupils already taking the test, any pupils arriving late should take the test in another room.

If a pupil arrives after the rest of the cohort has completed the test, they should be kept isolated from those pupils. Schools must notify QCDA before the pupil takes the test. For further information on changes to the test timetable, see the 2011 key stage 2 AAG available on the QCDA website at www.qcda.gov.uk/accessarrangements.

11.5 Absence during the test period

Pupils who miss one or more of the key stage 2 test papers in a subject and do not qualify for a timetable variation must be recorded as 'A' (absent) on the *Attendance register*. These pupils will not be awarded a test level for the subject, although teacher assessment levels should still be submitted.

12.10 Discounting pupils' results from Achievement and Attainment Tables

Each year a small number of pupils' results may be discounted from a school's results prior to the publication of the Achievement and Attainment Tables. Schools have an opportunity to do this during the annual Tables checking exercise. Further details about this will be communicated to schools by the DfE. These will be pupils who have recently arrived from overseas with little or no English. To be eligible, a pupil must meet all three of the following DfE criteria:

- they were admitted to an English school for the first time during the 2009/10 or 2010/11 school year
- they arrived from overseas prior to their admission
- their first language is not English. Dialects of English such as Patois or Krio will not be accepted as a language other than English.

A request to have a pupil discounted from the school's Achievement and Attainment Tables will affect the results of all pupils taking the tests at a school. If an omission is granted, it will affect both English and mathematics. Omissions will not be granted for an individual subject.

For more information, schools should contact DfE at www.education.gov.uk/contactus or on 0870 000 2288.

13.2 Who might need access arrangements?

To decide whether an individual pupil needs access arrangements, schools should consider:

- the pupil's assessment needs
- the type and amount of support the pupil receives as part of normal classroom practice.

The access arrangements described in the 2011 key stage 2 AAG may be appropriate for:

- pupils with a statement of special educational needs as described in the *Special educational needs (SEN) code of practice* (available from DfE publications on 0845 602 2260 or at www.teachernet.gov.uk/sen) or a local equivalent such as an Individual Pupil Resourcing Agreement (IPRA)
- pupils for whom provision is being made in school under *School Action* or *School Action Plus* of the *Special educational needs (SEN) code of practice*
- pupils who require alternative access arrangements because of a specific disability
- pupils with English as an additional language (EAL) and who have limited fluency in English.

Inappropriate use of access arrangements can lead to results that do not accurately reflect pupils' abilities. This is considered maladministration and can lead to the amendment or annulment of pupil results. Schools must ensure documentation demonstrating a pupil's eligibility for access arrangements being used is available for inspection should the school receive a monitoring visit during the test period. This documentation must include evidence that resources are routinely committed to providing the support in the classroom.

13.3 What type of access arrangements are available?

The following access arrangements are available for key stage 2 national curriculum tests.

Detailed information, contact details and links to the online application process can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.

13.4 Reading arrangements

Readers

Schools do not need to request permission for the use of a reader if this is normal classroom practice and schools have evidence to show that resources are routinely committed to providing this support.

In the English tests readers may read the general instructions to pupils. However, readers must not read the stimulus in the English reading test.

Further guidance about using readers in the tests can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.

13.5 Writing arrangements

There are a number of different access arrangements available for pupils who require support to write. Schools should consider which of the following access arrangements is most suitable for the pupil. The chosen access arrangement

should reflect the pupil's assessment needs and the support the pupil receives as part of normal classroom practice. Schools must have evidence to show resources are routinely committed to providing this support, except in the case of unforeseen injuries.

Scribe

In a small number of cases, a pupil will need to use a scribe to enable them to access the key stage 2 tests. A scribe is a writing assistant (or amanuensis) who writes out answers dictated by the pupil. The scribe should not be another pupil at the school or a relative, parent or person with parental responsibility of the pupil taking the test. The scribe may also act as a reader.

Whenever a pupil uses a scribe, the school must complete the *Use of a scribe* form and attach it to the pupil's test script. This form can be downloaded from the *Access arrangements* section of the QCDA website at www.qcda.gov.uk/accessarrangements.

Further guidance about using scribes in the tests can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.

Transcripts

Where it would be very difficult for the external marker to read a pupil's writing, a school can transcribe all or part of the pupil's test script. Pupils for whom a transcript might be required should be identified before the tests. Braille test scripts should not be transcribed as QCDA will make appropriate marking arrangements.

A test administrator should transcribe the work with the pupil immediately after the test has been completed. The pupil should be kept separate from the rest of the cohort until the transcript has been completed.

The original test script must always be sent to the marker with the transcript. If the marker can read the pupil's writing, they will mark the original work. The marker will always look at the pupil's original test script to mark the handwriting for the English writing test (longer task). Whenever a school makes a transcript of a pupil's work, the school must complete the *Use of a transcript* form and attach it to the pupil's test script. This form can be downloaded from the *Access arrangements* section of the QCDA website at: www.qcda.gov.uk/accessarrangements

The original test script must always be sent to the marker with the transcript. If the marker can read the pupil's writing, they will mark the original work. The marker will always look at the pupil's original test script to mark the handwriting for the English writing test (longer task). Whenever a school makes a transcript of a pupil's work, the school must complete the *Use of a transcript* form and attach it to the pupil's test script. This form can be downloaded from the *Access arrangements* section of the QCDA website at: www.qcda.gov.uk/accessarrangements

Transcripts should not be made for pupils who cannot read their own writing. These pupils should use a word processor or scribe, if this is normal classroom practice.

Further guidance about using transcripts in the tests can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements

13.10 Arrangements for pupils with EAL

All arrangements for pupils with EAL must be based on normal classroom practice and the school must have evidence that any support provided in the tests is also provided in the classroom.

If pupils with EAL normally use the English language in the classroom, they should also access the tests by reading and writing in English.

There are a number of options available for pupils with EAL who use a combination of English and their first language in the classroom, including oral and written translation of the tests and pupils' responses.

Whenever a written translation into English is made of a pupil's work, the school must complete the *Use of a transcript* form and attach it to the pupil's test script. This form can be downloaded from the *Access arrangements* section of the QCDA website at www.qcda.gov.uk/accessarrangements.

The pupil's script, the translated script and the *Use of a transcript* form should then be sent to the marker.

Further guidance about pupils with EAL can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.

Teacher assessment and reporting arrangements – Years 7 to 9 (key stage 3)

N.B. Numerical references refer to paragraphs in the National Curriculum Assessment and reporting arrangements document:

<http://www.qcda.gov.uk/resources/publication.aspx?id=37c3685b-dfa7-4eba-abf7-2b3a14df79ec>

3.3 P scales for pupils with special educational needs

The use of P scales is statutory for pupils with special educational needs who are working below level 1 of the national curriculum. In this context, special educational needs is defined in the Education Act 1996 as all those on the school's Special Needs Register. Schools must use P scales to record and report the attainment of those pupils in English, mathematics and science. The P scales must not be used to assess pupils with English as an additional language (EAL) at any age unless they also have special educational needs. For further information and guidance on P scales, please visit the QCDA website at www.qcda.gov.uk/pscales.

3.5 Pupils for whom the school is unable to make a teacher assessment

For a very small number of pupils, schools will be unable to record and report a teacher assessment.

Where a teacher assessment judgement cannot be made because of long periods of absence, for example because of a prolonged illness, the pupil should be recorded as 'A' (absent).

If a pupil has recently arrived in the school and it is not possible to establish the level that the pupil is working at before submitting teacher assessment, the pupil should be recorded as 'A' (absent).

A pupil who does not speak English should be recorded as 'W' (working towards level 1) for reading, writing, and speaking and listening, and 'A' (absent) for mathematics and science.

If a pupil has been disapplied from all or part of the national curriculum, they should be recorded as 'D' for the statutory assessment arrangements that are included in the disapplication.

3.6 Submitting teacher assessment to QCDA

All maintained special schools are required to make a teacher assessment submission even if some, or all, of their cohort is disapplied from the national curriculum.

Teacher assessment is submitted to QCDA on the 'Teacher assessment' section of the *NCA tools* website at www.qcda.gov.uk/ncatools.

Teacher assessment and P scale

data must be submitted by Friday 8 July 2011. More information on the submission of teacher assessment and P scale data can be found on the QCDA website at www.qcda.gov.uk/teacherassessment.

GCSE and Concessions

Refer to the Joint Council for Qualifications, 'Arranging Access':

http://www.jcq.org.uk/exams_office/access_arrangements/regulationsandguidance/

<http://www.jcq.org.uk/attachments/published/1096/AARASC%201011.doc>

See page 45/46 for applying for use of bilingual dictionaries and additional time

Alternative accreditation for GCSE English

Appropriate accreditation is needed for some bilingual learners whose English is insufficiently developed for entry to GCSE English. A number of these exams are also valid internationally.

See: http://en.wikipedia.org/wiki/English_language_learning_and_teaching

On the above link, in the section 'Exams for Learners', click on 'Category: English language tests'.

There follows a list of exams which are suitable as alternative accreditation in English for EAL students studying at Key stage 4 or above.

The following definitions should be noted:

ESL English as a second language

ESOL English for speakers of other languages

EFL English as a foreign language

Alternative examinations:

1. **EDEXCEL**: ESOL Skills for Life

<http://www.edexcel.com/quals/esol/esol-life/Pages/default.aspx>

- Entry levels 1-3 and levels 1 and 2
- Paper set externally; marked internally and verified externally
- Speaking and listening, reading and writing can all be assessed separately
- Students have to be 16 before they can be entered
- ESOL for Schools is available for 14+ students at Entry 1-3, and at Levels 1 and 2

2. **Trinity College London**

<http://www.trinitycollege.co.uk/site/?id=263>

- Trinity College London offers several sets of ESOL exams: Graded Examinations in Spoken English at 12 levels; Integrated Skills in English (ISE), Spoken English for Work (SEW), a suite of five exams; ESOL Skills for Life and ESOL for Work.

3. IELTS

<http://www.ielts.org>

- (International English Language Testing System), accepted by most tertiary academic institutions in the UK, Australia, New Zealand and Canada, and by many in the USA.
- Not recommended for students under 16

4. Pitman's ESOL

<http://www.languagecourse.net/exams/english-for-speakers-of-a-other-languages--esol-by-pitman--en.php>

<http://www.cityandguilds.com/cps/rde/xchg/cgonline/hs.xsl/3450.html>

- A new ESOL qualification available at six levels benchmarked to the Common European Framework of Reference for Languages (CEFR)
- The upper levels (Expert and Mastery) are recognised by many English speaking universities as evidence of language proficiency for entry purposes
- Assessment by a single exam which covers listening, reading and writing

5. Cambridge UCLES

<http://www.cambridgeesol.org/resources/teacher/index.html>

- Recognised by universities and employers around the world
- All exams aligned to CEFR
- Young Learners English: Starters; Movers; Flyers
- KET: Elementary level
- PET: Preliminary English Test - Intermediate level
- FCE: First Certificate in English – Upper Intermediate level
- CAE: Certificate in Advance English – Advanced level
- CPE: Certificate of Proficiency in English – very Advanced level

7. City and Guilds

[http://www.cityandguilds.com/cps/rde/xchg/SID-016F2E44-](http://www.cityandguilds.com/cps/rde/xchg/SID-016F2E44-E1F68F6B/cgonline/hs.xsl/search_results.html?fQuery=ESOL&fChkGroup=UK&Submit=Go&callfrom=1&fSearchType=site)

[E1F68F6B/cgonline/hs.xsl/search_results.html?fQuery=ESOL&fChkGroup=UK&Submit=Go&callfrom=1&fSearchType=site](http://www.cityandguilds.com/cps/rde/xchg/SID-016F2E44-E1F68F6B/cgonline/hs.xsl/search_results.html?fQuery=ESOL&fChkGroup=UK&Submit=Go&callfrom=1&fSearchType=site)

- Spoken ESOL on demand examinations available at six levels: Basic Skills, Vocational, International, NVQ and QCF

8. Skills for Life

- ESOL learners in England, Wales and Northern Ireland usually take the national Skills for Life qualifications, which are offered by several exam boards:

<http://www.dfes.gov.uk/readwriteplus/LearningMaterialsESOL>

<http://www.dfes.gov.uk/readwriteplus/ESOL>

<http://www.edexcel.org.uk/quals/esol/>

<http://www.cambridgeesol.org/exams/general-english/sfl/learners.html>

9. Other

- EFL learners in China may take the **College English Test**:

http://en.wikipedia.org/wiki/College_English_Test (*explanation of test*)

<http://www.maycoll.co.uk/english-test.html> (*example test*)

<http://www.english-test.net/esl/english-grammar-test.html> (*example tests at different levels*)

- **TOEFL** (Test of English as a Foreign Language), an Educational Testing Service product, developed and used primarily for academic institutions in the USA, and now widely accepted in tertiary institutions in Canada, New Zealand, Australia, the UK, and Ireland. The current test is Internet based, and is known as the TOEFL iBT. Used as a proxy for English for Academic Purposes:

<http://www.ets.org/portal/site/ets/menuitem.435c0b5cc7bd0ae7015d9510c3921509/?vgnextoid=4876be3a864f4010VgnVCM10000022f95190RCRD>

<http://www.english-test.net/esl/english-grammar-test.html> (*example tests*)

http://esl.about.com/od/teoflexam/TOEFL_Test_of_English_as_a_Foreign_Language_Exam_Help.htm (*example tests*)

- **TOEIC** (Test of English for International Communication), an Educational Testing Service product for Business English

<http://www.uk.toeic.eu/>

<http://www.english-test.net/toeic/> (*example tests*)

<http://www.examenglish.com/TOEIC/index.php> (*example tests*)

- **TWE** – Test of Written English

http://www.eslbee.com/twe_practice_tests_timed.htm

Approaches to KS4 options for EAL students in Hounslow LEA

N.B. The following information is taken from practice in Hounslow. Clearly Hounslow has a different BME population to B&NES, North Somerset and South Gloucestershire but it is hoped that the approaches may be seen as helpful.

EAL as an option in Years 10/11 has been a regular feature of the courses offered in at least 40% of the secondary schools in Hounslow. Over recent years the average number of schools involved has been a minimum of 5 (out of 14). The impetus for this originally was to ensure the success of EAL students in core subjects, although the priority has traditionally been GCSE English and the achievement of grade C, a necessary requirement for students seeking university entrance.

Offering EAL on the timetable at KS4 increases the diversity of the option choices on offer and makes the curriculum more inclusive.

Over the last three years the focus of option group work has expanded under a more general heading of 'progression routes & alternative accreditation'. GCSE English is only one of a number of other courses on offer for EAL students seeking accreditation on the NQF or following a course which has validity for university entrance.

Principles

- Embed the option group in usual school systems (e.g. reports, options booklet information, same patterns of assessment ... etc.).
- Treat this as explicitly taught time (e.g. with its own Scheme of Work) with specific outcomes (e.g. completed assignments, final grades etc).

Below is a brief summary of current work taking place in option groups, and additional information on other courses:

Course	Rationale
AQA Entry Level Certificate	A possible alternative for late arriving students with limited educational backgrounds and new to English. The work links with AQA GCSE so the same texts can be used. The skills needed for Paper 1 can be adapted and students gain an NC Level (up to level 3)
GCSE English Lang/Lit	Students are taught additional coursework assignments so that they have wider range to choose from. The Anthology and set texts can be taught earlier. Specific grammar work and approaches to text level work can be reinforced (e.g. for Paper 1) as well as providing an invaluable space for enhancing knowledge of cultural aspects of language (idiom, literal v metaphorical etc) The teacher should be closely linked to the English dept in terms of the selection of on-going work.

Course	Rationale
AQA Entry Level Literacy	A possible alternative for late arriving students with limited educational backgrounds and new to English.
IGCSE in ESL	This offers an alternative accreditation route for those students seeking to continue into the 6 th Form and university. The advantages for late-arriving students are that there is no coursework (just 2 papers) and the range of socio-cultural knowledge underpinning GCSE English is not as daunting. However, this exam is not suitable for all EAL students and a balance needs to be struck between the time devoted to this exam and potential Time that could be devoted to GCSE English. Students at KS4 also take GCSE English. <ul style="list-style-type: none"> • Note: May have to be taught outside of official time-tabled lessons.
CLAIT	A basic ICT qualification offered to new arrivals, many of whom have missed out on basic ICT skills. The course covers word processing, spreadsheets and databases.

Accreditation in Languages other than English

Asset Languages

See: <http://www.assetlanguages.org.uk/>

This is a new assessment scheme for language learners of all ages and abilities from primary through to higher and adult education. Asset Languages is the assessment scheme for the DCSF Languages Ladder and is being developed by Cambridge Assessment through OCR and Cambridge ESOL, as part of the National Languages Strategy.

The qualifications are recognised and transferable.

- Asset languages are not about learning and testing particular words and phrases – they are a way of summarising what you can do in a language in general.
- They are taken in the classroom – no exam hall stress
- They can be taken at different points during the year
- They are available when students are ready
- They show that students are making progress as their skills develop
- They may be added to later in life

The Languages Ladder is made up of six stages:

1. Breakthrough
2. Preliminary
3. Intermediate
4. Advanced
5. Proficiency
6. Mastery

Each stage is further broken down into up to three smaller grades and four skill areas: listening, speaking, reading and writing.

For each grade and skill there is a corresponding 'Can Do' statement which describes what learners can do at certain levels, for example, 'I can talk about my plans for the future'.

The assessment scheme is being developed in over 20 different languages so that learners can have their achievements recognised. It is planned to include more languages.

Current languages include:

Arabic	Hindi	Somali
Bengali	Italian	Spanish
Cantonese	Japanese	Swedish
French	Mandarin	Tamil
French (Welsh medium)	Panjabi	Turkish
German	Polish	Urdu
Greek	Portuguese	Welsh
Gujerati	Russian	Yoruba

Languages other than English offered by exam boards

1. EDEXCEL

- <http://www.edexcel.com/quals/icqse/icqse09/Pages/default.aspx>
- <http://www.edexcel.com/quals/gcse/gcse-leg/Pages/default.aspx>
- <http://www.edexcel.com/quals/gce/gce08/Pages/default.aspx>
- <http://www.edexcel.com/iwantto/Pages/sa-languages.aspx>

GCSE

Arabic	French	Italian	Modern Greek	Spanish
Chinese	German	Japanese	Russian	Urdu

2. NVQ <http://www.edexcel.com/quals/nvq/lang/Pages/default.aspx>

The language units are eligible for LSC funding for learners aged 16 – 18 and over 19.

Language units attract points for the DCSF School and College Achievement and Attainment Tables (formerly Performance Tables). Each Level 1 NVQ Language Unit attracts 7 points and contributes 5% towards the threshold. Each level 2 NVQ Language Unit attracts 12 points and contributes 5% towards the threshold.

NVQ Level 1

Arabic
Chinese
French
German
Italian
Spanish
Welsh

NVQ Level 2

Arabic
Chinese
French
German
Italian
Spanish
Welsh

NVQ Level 3

Arabic
Chinese
French
German
Italian
Spanish
Welsh

3. OCR www.ocr.org.uk/search/index.aspx?keyword=other+languages

GCSE

Dutch	German	Portuguese	Turkish
French	Gujarati	Spanish	

4. AQA http://web.aqa.org.uk/qual/lang_gate.php

GCSE

Bengali	German	Italian	Polish	Urdu
French	Modern Hebrew	Panjabi	Spanish	

5. WJEC www.wjec.co.uk

GCSE

French	Spanish
German	Welsh

6. CCEA www.rewardinglearning.org.uk/microsites/languages/

GCSE

French	German	Spanish
Italian	Irish	

7. CIE: The University of Cambridge International Examinations

IGCSE (International General Certificate of Secondary Education) is an international qualification for 14 – 16 year olds (Key stage 4). It develops successful students, preparing them for their next steps in education, including progression to A and AS level. It also equips them with skills for immediate employment. It is an exam which tests students' proficiency in English Language and is a suitable alternative for EAL students at GCSE level. No coursework is involved.

A range of languages are also available as qualifications, as First, Second and Foreign Languages (see list below). Typically these courses would prepare students as follows:

First language courses: designed to hone language skills, developing the ability to communicate clearly, accurately and effectively, using a wide-ranging vocabulary, accurate grammar, spelling and punctuation; there is also a literature component.

Second language courses: prepares students who have a working knowledge of the languages to consolidate their understanding in order to progress in their academic/professional career; aims to achieve a level of practical communication ideal for everyday use and to form the basis for more in-depth study.

Foreign language courses: aims to develop the use of language for practical communication based on the four skills of listening, speaking, reading and writing; also aims to offer insights into the culture and civilisation of countries where the language is spoken.

Languages offered:

Afrikaans – first and second language
Arabic – first and foreign language
Chinese (Mandarin) – first and foreign lang.
Czech – first language
Dutch – first and foreign language
French – first and foreign language
German – first and foreign language
Greek – foreign language

Hindi – second language
Indonesian – foreign language

Isizulu – secondary language
Japanese – first and foreign language
Korean – first language
Latin
Malay – foreign language
Portuguese – first and foreign language
Russian – first language
Spanish – first and foreign language;
literature
Thai – first language
Turkish – first language