

## Using APP: Children for whom English is an additional language

Assessing Pupil Progress (APP) provides a useful opportunity to assess progress made by English as an additional language (EAL) learners in English and mathematics.

The APP process enables teachers to recognise and record uneven profiles and different rates of progress in the different language modes and this is particularly useful for children who are learning EAL.

To use Assessment for Learning (AfL) and APP effectively with bilingual learners, schools need to ensure that teachers have the appropriate subject and pedagogic knowledge so that they can assess language development as well as curricular learning. Teachers of all bilingual children need to be aware of the children's language development, as well as their learning needs in particular subject areas, when making a judgement about performance and achievement.

When assessing writing, teaching staff need to be aware of the aspects of language that are identified \* as requiring particular attention for bilingual learners. Teachers need to understand the nature of children's errors rather than just assessing them as mistakes.

Many of these aspects of language are linked to:

- AF 5: Vary sentences for clarity, purpose and effect
- AF 6: Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
- AF 7: Select appropriate and effective vocabulary.

They include accurate and appropriate use of determiners, prepositions, verb tenses, modals and subject-verb agreements. While these may not affect judgements about National Curriculum levels at levels 1 and 2, they are crucial if children are to achieve level 4 and beyond, as many of them in turn affect progress in the other assessment focuses (AFs).

Information from assessments of children learning EAL will need to inform language development targets as well as ensuring progression in the core subject areas.

For assessing reading, evidence should be gathered from across the curriculum and using a range of strategies through which children can demonstrate comprehension.

When collecting evidence for mathematics, children who have used their first language to learn mathematics should be given opportunities to show their knowledge and understanding through the use of their first language as well as English.

As with all learners, decisions about attainment levels need to be drawn from a range of evidence. The profiles of EAL learners are likely to be more uneven than that of other pupils and therefore it is essential that the widest range of evidence possible is used to make a periodic assessment.

## 2 of 2 The National Strategies | Primary Leading and managing APP, APP and EAL

*A language in common: assessing English as an additional language* (Ref: QCA/00584) QCA (2000) provides extended scales, which show progress towards level 1 in English and supplement the APP guidance for level 1. This is a useful resource for teachers who are assessing older children who have recently arrived in the country and are beginners in learning English.

It is not recommended that schools or specialist staff adopt separate scales or measures of performance for making judgements about levels of English language proficiency. Locally devised fluency scales create additional work and do not necessarily provide reliable or consistent information that can be used for tracking progress or setting targets. (More information can be found in: *Aiming High: Guidance on the assessment of pupils learning English as an additional language* DfES 1469-2005DOC-EN).

Note: P scales should not be used to assess EAL learners unless they also have a special educational need that is unrelated to their language learning need.

### Useful resources

DfES (2006) *Excellence and Enjoyment: Learning and teaching for bilingual children in the primary years* (Ref: 0031-2006PCK-EN), Unit 1 Planning and assessment for language and learning: Information on use of questioning, oral and written feedback, use of learning objectives and success criteria, and use of first language in assessing learning.

0013-2006PCK-EN: [www.standards.dcsf.gov.uk/primary/publications/inclusion/bi\\_children/](http://www.standards.dcsf.gov.uk/primary/publications/inclusion/bi_children/)

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For further guidance on conditions that enable bilingual learners to show what they know and can do in language and curricular learning, see:

New Arrivals Excellence Programme Guidance 00650-2007BKT-EN  
[www.standards.dcsf.gov.uk/primary/publications/inclusion/neap\\_guidance/](http://www.standards.dcsf.gov.uk/primary/publications/inclusion/neap_guidance/)

QCA (2000) *A language in common: assessing English as an additional language* (Ref: QCA/00584)

DfES (2005) *Marking progress: Training materials for assessing English as an additional language* (Ref: 0196-2005) at:  
[www.standards.dcsf.gov.uk/ethnicminorities/raising\\_achievement/763697/?section=4](http://www.standards.dcsf.gov.uk/ethnicminorities/raising_achievement/763697/?section=4)

*Teaching units to support guided sessions for writing in English as an additional language* Ref: 00068-2007FLR-EN  
[www.standards.dcsf.gov.uk/primary/publications/inclusion/bilingual\\_teaching\\_units/](http://www.standards.dcsf.gov.uk/primary/publications/inclusion/bilingual_teaching_units/)

\* L. Cameron and S. Besser (2004) *Writing in English as an additional language at Key Stage 2* (Ref: RR586 (report) or RB586 (brief)).