

INITIAL PROFILE FOR PUPILS NEW TO ENGLISH

PART 1

Pupil:

School

D.O.B

Date of admission to school

Boy

Girl

Class / year group on entry

Parents / Carers

Date of entry in the UK

Place of birth

Ethnicity

Country of Origin

Religion

Languages(s) used by student

1. Speak Read Write 2. Speak Read Write

Languages used by parents / carers / siblings, including English

1. Speak Read Write 2. Speak Read Write

Previous schooling

(Including home country and UK schools, home / state/private education, start and duration, continuous/interrupted, subjects studied, available assessment evidence, including previous school reports)

Additional education

(Including Supplementary schools, religious, music/ art/ sport tuition, etc)

Other relevant background information

(e.g. Family circumstances, siblings, health, refugee, free school meals, looked after child, interests etc. N.B. some of this information might be confidential or sensitive)

Interviewer:

Parent/ Carer:

Date:

PART 2

INITIAL ASSESSMENT

LISTENING

SPEAKING

Initial targets (to be negotiated with class/
subject teacher):

Initial targets (to be negotiated with class/ subject
teacher):

READING

WRITING

Initial targets (to be negotiated with class/
subject teacher):

Initial targets (to be negotiated with class/ subject
teacher):

MATHEMATICS

COMPUTING

Initial targets (to be negotiated with class/
subject teacher):

Initial targets (to be negotiated with class/ subject
teacher):

Information on Home Language / First Language (if possible/ relevant)

Next Steps

(Buddy, tour of the school/ school routines, appropriate provision, Teacher/ Bilingual support, Resources)

Adults involved in the initial pupil profile *(Tick as appropriate)*

EAL Coordinator Teacher TA/ BCA

Assessor:

Date:

Notes for the assessor

Initial assessment

It is best if the initial assessment is carried out by EMA/ EAL manager / coordinator a few weeks after the New Arrival has settled in school.

Initial assessment will:

- determine the new arrival's level of English, but also to find out the student's levels of achievement across the curriculum
- establish the English language level of the new arrival
- provide a framework for tracking progress enabling teachers to plan appropriate learning experiences for new arrivals
- enable the school to determine what support – if any - is required

It involves:

1. **discussion with parents** – they can provide information on how they viewed their child's achievement, what sort of curriculum was followed in the pupil's previous school and how informal or formal the school's structure was;
2. **discussion with the pupil** – about previous schooling and own achievements within that system. Valuable information such as how the student views their own strengths and weaknesses in school can also be gathered through such a discussion;
3. **observing** the pupil in different settings (classroom, playground, PE, lunch time, etc) – these observations will provide valuable information on the pupil's language usage and ability to communicate in English in both formal and informal situations. Observations will also provide information on what sort of learner the pupil is;
4. **work samples** – these include work done in numeracy, literacy, etc. homework, drawings, etc.
5. **previous school records** – if available, these should provide information on the student's progress and achievement levels in their previous school;
6. **discussion with support staff and other teachers** – support staff may initially be working quite closely with the new arrival, particularly those new to English, and may be able to offer insights into the pupil's learning styles, level of English and approaches to learning;
7. **assessing knowledge and understanding in mathematics, science and so on through the student's first language** – it is important that those carrying out such assessments have received appropriate training and have a clear understanding of the nature of conceptual and linguistic development.

The five proficiency codes in English may provide a good baseline assessment for new arrivals



The pupil may:

Use first language for learning and other purposes
Remain completely silent in the classroom
Be copying/repeating some words or phrases
Understand some everyday expressions in English but may have minimal or no literacy in English
Needs a **considerable** amount of EAL support.



The pupil may:

Follow day-to-day social communication in English and participate in learning activities with support
Begin to use spoken English for social purposes
Understand simple instructions and can follow narrative/accounts with visual support
Have developed some skills in reading and writing
Have become familiar with some subject specific vocabulary
Still needs a **significant** amount of EAL support to access curriculum.



The pupil may:

Participate in learning activities with increasing independence
Be able to express self orally in English, but structural inaccuracies are still apparent
Be able to follow abstract concepts and more complex written English
Literacy will require ongoing support, particularly for understanding text and writing.
Requires **ongoing** EAL support to access curriculum fully.



Oral English developing well, enabling successful engagement in activities across the curriculum

Can read and understand a wide variety of texts

Written English may lack complexity and contain occasional evidence of errors in structure

Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary

Needs **some/occasional** EAL support to access complex curriculum material and tasks.



Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.

Operates **without** EAL support across the curriculum.
