

NASSEA Steps and the DfE Proficiency in English Scale

| DfE Proficiency in English Scale | NASSEA Assessment Scale Reception | NASSEA Assessment Scale KS1 | NASSEA Assessment Scale KS2 | NASSEA Assessment Scale KS3/4 |
|-----------------------------------|-----------------------------------|-----------------------------|-----------------------------|-------------------------------|
| A New to English | Induction | Induction | Induction | Induction |
| | 1 | 1 | 1 | 1 |
| B Early Acquisition | 2 | 2 | 2 | 2 |
| | | | 3 | 3 |
| C Developing Competence | 3 | 3 | 4 | 4 |
| | | 4 | 5 | 5 |
| D Competent | | 5 | 6 | 6 |
| | | 6 | 7 | 7 |
| E Fluent | | | | 8 |
| | | | | 9 |

NASSEA Assessment Framework and the DfE Proficiency Scale

Background

Since NASSEA published its assessment framework, a 'request for change' to the Common Basic Data Set appeared on the DfE website in March, suggesting that schools will be required to collect English language proficiency information on all their EAL pupils. Following this, the DfE published the School Census Guide indicating that this change to the school census will be implemented in September 2016, with an initial collection in the autumn term, followed by an annual collection from spring 2017 for pupils in Reception and above.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/520758/2016-to-2017-School-Census-Guide-V1_0.pdf

The DfE proposes to use the codeset currently used in the Welsh education system which comprises five stages, from A – New to English, to E – Fluent.

Using the information we have to date, we have created a grid to show how the DfE scales can be aligned with the NASSEA steps.

Why bother with two sets of assessment information?

The DfE is proposing to collect a snapshot of information about the number of pupils across the country at different stages of learning English. The scales will not be useful in planning next steps in language development for EAL learners in the classroom. The NASSEA step levels are more comprehensive and will support practitioners in ensuring that pupils make progress. In addition, the NASSEA step levels are age-related, while the DfE scales will be applied to children from Reception to KS4.

What should we do?

We would recommend that schools use the NASSEA step levels first, deciding on a 'best fit' across the four areas of listening, speaking, reading and writing before matching to the appropriate DfE scale. In training sessions held so far, participants have consistently reached a consensus on assessment using case studies.

You will notice that the cut-off points for each key stage, apart from KS3/4 do not appear in the 'fluent' stage for the DfE proficiency scales. This is intended to remind teachers that EAL learners may continue to need support.

What happens next?

Use the NASSEA framework to gain a meaningful understanding of your EAL learners' development. Use the alignment grid to find each pupil's DfE band to record on the census in October. Follow the link above to find out more about the census requirements as there are other changes for the Autumn term.

If you have any questions that have not been answered, please email Melanie Griffin.

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