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Department for Children, Education, Lifelong Learning and Skills

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Pupil Level Annual Schools' Census: First Language Data Collection

Consultation

Consultation document No: 070/2009
Date of issue: 5 June 2009
Action required: Responses by 28 August 2009

Pupil Level Annual Schools' Census: First Language Data Collection

Audience	10% sample of community schools in Wales; Local Education Authorities; Governing Bodies of Foundation and Voluntary Aided Schools in Wales; Secretaries of Professional Organisations in Wales; Estyn; Welsh Local Government Association; Association of Directors of Education in Wales; Welsh Language Board; Equality and Human Rights Commission; Wales Council for Voluntary Action; Relevant voluntary sector organisations; Other stakeholders / interested parties.
Overview	This consultation document seeks your views on a proposal to include data on pupils' first language in the Pupil Level Annual Schools' Census, the proposed means of collecting such data and a broad outline of the guidance which will support its introduction.
Action required	Responses by 28 August 2009. Response forms can be sent to: Benjamin Graham-Woollard Support for Learners Division Department for Children, Education, Lifelong Learning and Skills Welsh Assembly Government Cathays Park Cardiff CF10 3NQ or completed electronically and sent to: DCELLS.SupportforLearnersDivision4@wales.gsi.gov.uk
Further information	Enquiries about this document should be directed to: Theresa Davies, see address above Tel: 029 2082 1658 Fax: 029 2080 1044 E-mail: DCELLS.SupportforLearnersDivision4@wales.gsi.gov.uk
Additional copies	This consultation document is available in electronic format only.

Contents

Summary

This consultation document seeks your views on the proposal to include data on pupils' first language in the Pupil Level Annual Schools' Census (PLASC), the proposed means of collecting this data and a broad outline of the guidance for Local Education Authorities (LEAs) and schools.

From January 2011, it is proposed that the Welsh Assembly Government will collect information on the first language for all compulsory school aged pupils in all maintained schools through PLASC based on the standard language list at Annex A. The purpose of this approach will be:-

a. to better understand the linguistic diversity of the school population in Wales; and

b. together with other information collected through PLASC, assist the Welsh Assembly Government, LEAs and schools in planning and providing services to support pupils with additional language development needs so that all pupils have every opportunity to fulfil their potential.

Since there is already bilingual educational provision in Wales for pupils whose first language is English and/or Welsh, the primary focus of this proposed data collection is to gather and collate information about the **other** first languages of pupils in Wales. The data will complement the existing information collected by the Welsh Assembly Government via PLASC on pupils' ethnic backgrounds and levels of English language acquisition of pupils for whom English is an additional language (EAL).

The proposal in this consultation document will make it a formal requirement for all maintained schools to report on pupils' first language for all compulsory school aged pupils to ensure a consistent approach across Wales which will also allow for cross-referencing. The language field will be a mandatory requirement for all pupils aged 5 and over, but an optional requirement for younger pupils. The proposal is for the Welsh Assembly Government to collect via PLASC one first language for all pupils in accordance with the standard language list at Annex A. This proposal is explained further in section 2.

This document also provides a broad outline of the guidance which will be issued to assist LEAs and schools in collecting this new data set and explains the policy basis and reasons for collecting first language data. More detailed, explanatory guidance will follow to support the introduction of the new data set in due course.

This consultation welcomes your views on the proposal that the Welsh Assembly Government will collect information on the first language of all pupils through PLASC based on the standard language list at Annex A.

In particular, your views are sought on the following aspects:-

1. Are there are any further aspects that would need to be addressed in the guidance, in addition to the broad points outlined here?

2. Are the proposed actions sufficient to achieve comprehensive data on languages other than English and Welsh?

3. What training would you find helpful to support the implementation of the proposal to collect first language data?

4. How will LEAs and schools use first language data, together with other information collected through PLASC, to better support and plan services?

The consultation period ends on 28 August 2009.

Responses should be sent to:-

Support for Learners Division
Department for Children, Education, Lifelong Learning and Skills
Welsh Assembly Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

DCELLS.SupportforLearnersDivision4@wales.gsi.gov.uk

It should be noted that the responses to the consultation will be made public. Normally, the name and address (or part of the address) of the author are published along with the response. If you do not wish to be identified as the author of your response please state this expressly in your response.

Section 1: Introduction and policy context

1.1   'One Wales'[1] sets out a programme of government which explicitly recognises the diversity of Wales, geographically, socially, linguistically and culturally. The Welsh Assembly Government is committed to giving the children of Wales the best start in life, through providing a first-class education for all children, whatever their social origins or wherever they live.

1.2   The Welsh Assembly Government published overarching guidance *"Inclusion and Pupil Support"* in November 2006. The guidance on first language data collection should be considered within this context.

1.3   Promoting race equality and cultural diversity is an ongoing and constantly developing aspect within education. The collection of first language data for pupils of compulsory school age in all maintained schools will, together with other information collected through PLASC, make a major contribution to the planning and implementation of strategies which promote equality, value diversity and support the educational inclusion of all pupils.

1.4   It will also help the Welsh Assembly Government, LEAs and schools to understand what effect having English as an additional language has on pupil attainment and how best to cater for pupils with additional language development needs.

First language data collection

1.5   The Welsh Assembly Government already requires schools to report on information on the ethnic background of their pupils. Some LEAs and schools already collect data on pupils' first language using a variety of language category systems. The proposal in this consultation document will make it a formal requirement to report on pupils' first language data for pupils of compulsory school age in all maintained settings. This will ensure a consistent approach across Wales which will allow for a comparable position to be drawn and for cross-referencing.

1.6   It is proposed to include the collection of first language data in PLASC from January 2011. This follows on from the introduction of data collection on pupils' levels of EAL in PLASC 2009 and the introduction of revised and extended ethnic background categories for PLASC 2010. The standard language list at Annex A will be available in schools' Management Information System (MIS) software prior to PLASC 2011.

1.7   This consultation recognises that the bilingual nature of Wales raises certain issues for the collection of language data and makes it less straightforward than in a monolingual setting. This is explained further in section 2.

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[1] Welsh Assembly Government, 2007

1.8   The consultation acknowledges these complexities and sets out a proposal for the collection of first language data which will, as a first step, provide more accurate, consistent and reliable data. It will also build on and complement the information already collected by PLASC on fluency and the use of Welsh and EAL acquisition.

Data protection

1.9   First language is not in itself considered to be 'sensitive personal data' under Section 2 of the Data Protection Act 1998. However, in view of the possible linking of language data with ethnicity data for analysis and resource allocation purposes, it is **strongly recommended** that the data be treated as sensitive personal data.

1.10   All people involved in the handling of personal data should be aware of their duties and responsibilities under the Data Protection Act. Guidance is available from the Information Commissioner's web site at: **www.informationcommissioner.gov.uk**. Further information on the management of pupil data can be found at: **www.wales.gov.uk/ims**.

Section 2: Reasons for First Language data collection in Wales

2.1 For this data collection exercise, a simple definition of 'First' language is '*the language which a child first learned as a small child, and to which s/he may continue to be exposed to at home or in the community*' e.g.

> A Somali family have settled in Wales. The parents speak very little English or Welsh and the language of the home is Somali. The children are learning English and Welsh at school and receive EAL support.
>
> **The first language for these pupils is Somali.**

2.2 It is important at the outset to define the meaning of 'First' language in the context of this consultation because this differs from the way that first language may be described in Wales for other purposes.

'First' language for this exercise describes:-

'***English and/or Welsh***'
OR
'***another language***' *(not English and/or Welsh)*

Where a child has learned and used another language in their early years as well as English and/or Welsh, the **other** language would be described as the first language irrespective of the pupil's proficiency in 'English and/or Welsh'. e.g.

> A child is born in Wales to a Polish family who have moved here to live. The first language that the child learned was Polish, which continues to be used at home although the parents are learning Welsh and sometimes practice at home with their child. The child attends a Welsh medium school and is developing their proficiency in Welsh and English. The child mainly speaks Welsh at school and in the wider community.
>
> **The first language for this child would be Polish.**

2.3 It is acknowledged that best (inclusive) practice in the area of language is based on knowledge of the linguistic repertoire of all pupils. The collection of first language data, together with other information collected through PLASC, will enable more effective targeting of language support and resources for all compulsory school aged pupils in all maintained schools. The data may also be used for local monitoring purposes. However, a bilingual education system already exists in Wales and all children and young people will learn both English and Welsh. The education system also provides for pupils to receive their education principally through the medium of English **or** Welsh. In addition, PLASC data on fluency and the use of Welsh is already collected. For those reasons, it is proposed that **'English and/or Welsh' is presented as a single**

option choice for first language for PLASC data entry, not as two separate options.

2.4   Presently, there is no comprehensive and consistent information available nationally about children and young people in Wales who have languages other than English and/or Welsh as their first language. This limits the ability to plan and provide suitable support where it is needed for pupils with additional language development needs. Therefore the new data set will enable schools, LEAs and the Welsh Assembly Government to have a better understanding of all the languages that are spoken in the communities in Wales. Together with other information collected through PLASC, this will inform the planning of services to support all pupils.

The reasons why education policy should recognise pupils' linguistic diversity

2.5   First language data will be very useful information in:-

- the monitoring of attainment;
- the development of strategies and practices which support specific learning needs of individual pupils; and
- targeting resources and support both locally and nationally.

Language is a very important part of any child's identity. Where schools recognise the linguistic diversity of pupils, this can contribute positively to community cohesion and bring schools closer to the communities they serve. Collecting language data gives a clear message to children and parents that their identity is recognised and valued within the school community.

2.6   Clear guidelines in the new national curriculum point to the importance of using and encouraging home language use and bilingualism in all languages for the academic and personal benefit of the children and young people.

2.7   The recognition and valuing of linguistic diversity can also contribute to the building of a language-friendly environment. This benefits all children by creating the conditions which encourage greater language awareness and openness to different cultures. In turn, this facilitates language learning for all.

2.8   It is for these reasons that the Welsh Assembly Government intends to formalise arrangements for first language data collection, rather than leaving it as a matter for individual LEAs or schools to determine.

Analysis and monitoring of pupil attainment data by ethnicity and first language

2.9   The collection of first language data will extend the range of data informing the analysis of pupil attainment at both local and national levels.

2.10   The first language data will complement ethnicity and EAL data and will reveal the sometimes complex inter-relationships between ethnic background and language. The collection of first language data will also enable the information to be correlated with data on EAL Stages, in order to monitor educational progress.

2.11   Good quality language data will enable more effective allocation and targeting of language support resources, including multilingual support and interpreting and translation provision.

Section 3: Benefits of collecting first language data

3.1   Together with other information collected through PLASC, first language data can contribute a great deal to planning and implementing strategies to promote equality, value diversity and support the educational inclusion of all pupils, especially those who speak languages other than English and/or Welsh. The 'Including All Learners' approach in the new national curriculum is described in the following statement:-

> *"Every learner should develop a sense of personal and cultural identity that is receptive and respectful towards others. Learning providers should plan in all subjects to develop the knowledge and understanding, skills, values and attitudes which will enable learners to participate in our multi-ethnic society in Wales. They should develop approaches which support the ethnic/cultural identities of all learners and reflect a range of perspectives, to engage learners and prepare them for life as global citizens".*

3.2   Language has an essential role in defining personal identity for children and adults. For a child, the initial development of relationships and learning and the first exposure to social and cultural values happen through the language(s) acquired in early years. Good quality language data can therefore provide schools with a better understanding of the linguistic and cultural heritage of their pupils and of their local communities. Collecting the information also gives a clear message to children and parents that their identity is recognised and valued within the school community.

3.3   Recognising, valuing and building on the linguistic heritage of children from all communities can provide real benefits for all children and young people. Recognising and valuing linguistic diversity can also contribute to the building of a language-friendly environment. This will benefit all learners by creating the conditions which encourage greater language awareness and openness to different cultures, and so facilitate language learning for all.

3.4   Linked to other data in PLASC, collecting first language data will provide improved statistical information for schools, LEAs and the Welsh Assembly Government. However, language data will not allow individual pupils to be identified publicly. Any data will be released in accordance with the National Statistics Code of Practice.

At **school** level, the data will:-

- help to characterise the linguistic diversity of the school;
- enable more effective targeting of language support by allocating language teaching assistants, interpreters, home school liaison workers etc;
- target community language teaching where relevant;

- potentially assist schools to identify language(s) for translating communications to parents;

- help schools to know which language to encourage pupils to use in school;

- assist schools in devising teaching and learning strategies responsive to pupils' diverse learning needs;

- help schools to provide all children with the opportunity to fulfil their potential; and

- give schools better information about pupils transferring to them from elsewhere.

At **LEA** level, the data will:-

- indicate regional variations in linguistic diversity;

- enable more effective targeting of language support by allocating language teaching assistants, interpreters, home school liaison and community workers; and

- support the provision of community language teaching.

At **Welsh Assembly Government** level, first language data will provide a rich source of statistical information on:-

- how many languages are spoken in Wales;

- how many learners have English and/or Welsh as their first language; and

- how many learners in Wales have another language as their first language.

3.5   Linked to other data in PLASC, the benefits of good quality language data will include:-

- use of language information alongside ethnicity data to provide better information about all pupils;

- better information at school, LEA and the Welsh Assembly Government level on the attainment and progress of pupils with different language needs; and

- more effective allocation and targeting of language support resources.

3.6   Such data will also support the Welsh Assembly Government and its partners, such as Estyn, by contributing to national policy and strategy, and in evaluating those national policies and strategies to ensure that central resources are effectively targeted.

Section 4: Information for Schools on collecting pupil language data

4.1 **Management tasks for schools:-**

- identify a lead manager to oversee the process of language data collection;

- distinguish between the responsibilities of staff involved in inputting the data (administrative staff) from staff applying specialist knowledge to the data collection process for example, ethnic minority achievement service (EMAS) staff and assign tasks as relevant;

- ensure that suitable support is provided to all staff involved in the data collection and inputting;

- ensure that the data collection process is managed sensitively, with due regard to the advice issued in the Welsh Assembly Government guidance on language data collection; and

- determine a limited list of common languages from the full standard language list to be used when collecting the information from pupils and parents/carers (either independently or based on information from the LEA). The standard language list at Annex A should be available to parents to choose from if they wish.

4.2 Administrative tasks for schools:-

- ensure that all pupils in secondary schools or parents/carers of pupils in primary schools are invited to provide first language information prior to the January 2011 PLASC exercise; and

- input language data collected from pupils or parents in time for the January 2011 PLASC exercise.

4.3 Collecting data on existing pupils where language data is already collected:-

- for existing pupils, schools will now need to seek language data from the pupil or parents as appropriate in accordance with the standard language list at Annex A; and

- schools may still wish to combine the gathering of language information for existing pupils with their annual data-checking exercise.

4.4 Collection of language data for the first time (new pupils):-

- where current standard admissions processes do not include the collection of pupil language data, and where new pupils are registered

in school for the first time, schools will need to gather information on a pupil's first language. This should take place after parents have received confirmation of their child's place at the school, preferably at the same time as other personal data. This should be done, wherever possible, at an early meeting with parents of new pupils.

4.5   From the summer of 2010, or early in the Autumn Term, schools should collect information for their new intakes on the basis of the language list at Annex A. LEAs may however support schools by providing a reduced list of languages known to be spoken within the authority (based on the standard language list at Annex A) to include in the data capture form.

Section 5: Information for LEAs on collecting pupil first language data

5.1   LEAs will need to provide some support and guidance for schools in preparation for the collection of first language data. Current arrangements in local authorities vary widely in relation to the existing collection of language data, and the nature and extent of the support schools will require from their local authorities will depend on the existing arrangements.

5.2   In many LEAs, schools will already be collecting and recording language information for their pupils, for the purposes described earlier although this will not be in accordance with the standard list at Annex A.

5.3   In some LEAs, schools have not been collecting language information for their pupils or may have been using a restricted list of language categories. Where this is the case, schools may require considerable support from LEA data management, language specialist and technical staff.

5.4   The following actions are likely to be needed to be taken by all LEAs:-

Preparatory work to determine language categories

- the full standard list of language categories at Annex A will be available to all schools in the look-up list in their management information system (MIS) for PLASC 2011. All LEAs will need to consider how best to communicate the full language list and how to help schools understand and use it. More detailed guidance notes on using the standard language list are provided at Annex A; and

- the list is extensive, and local authorities also need to consider supporting schools by providing a reduced language list for schools to include in the data capture form, reflecting the languages known to be spoken within the authority.

During 2010

- provide advice and support for schools on the collection and recording of data on pupils' first language in line with PLASC requirements and offer appropriate training;

- ensure that arrangements are such that this data is passed between schools when pupils transfer; and

- where schools are already collecting first language data, ensure that they review any existing language list and codes against the new standard list at Annex A and re-collate the language data for all pupils already on roll.

By Autumn term 2010

- ensure that schools are collecting pupil language data during the Autumn Term 2010 and ensure that all schools have recorded data on the first language of all pupils on roll in time for the **January 2011** PLASC exercise. (We suggest a completion deadline of 1 November 2010 if the software is available by that date); and

- some schools may already conduct a routine annual data checking review with parents during the autumn term. This would be an appropriate opportunity to collect new or amended data from parents or pupils.

Section 6: Seeking information from parents/carers and pupils

Role of pupils and parents/carers in determining first language

It is assumed that in working with pupils and parents/carers, LEAs and schools will first have identified the relevant languages known to be spoken within the authority from the full standard list. There are no circumstances under which pupils or parents/carers should be presented with the full list unless the parent/carer has asked for it.

Pupils aged 5 to 12 years

6.1   It is recommended that those with parental responsibility should determine the first language of pupils at primary school.

Pupils aged 12+

6.2   The Information Commissioner has advised that pupils aged 12 to 15 are generally considered capable of deciding their own first language. It is recommended that decisions regarding a pupil's own first language, if they are aged between 12-15 years old, are best made with the support and knowledge of their parent(s) or of those with parental responsibility in a family context.

Pupils aged 16+

6.3   The Information Commissioner advises that pupils aged 16 and over should make their own decisions.

Children Looked After

6.4   Where a pupil aged 12 to 15 is looked after by the local authority, the decision of the pupil overrides that of the authority or the authority's designated carer.

Supporting pupils and parents in providing language information

6.5   In most cases the collection of language information should be a relatively simple process, particularly when schools actively promote positive attitudes towards multilingualism and linguistic diversity. Some pupils or parents, however, might be reluctant to provide the information requested or might offer an incomplete response. Pupils or parents from minority language backgrounds could be unwilling to respond if they believe that:-

- the school might favour respondents who describe themselves as speakers of English and/or Welsh, especially where these are in the majority;
- the name of their language might not be known to the school; and/or
- they perceive that their language has a relatively low status with those asking for the information.

6.6   In such cases, pupils or parents may need to be supported to provide the information. For instance, individual cases could be followed up by a member of staff who knows the child well or by specialist EAL staff.

6.7   **Pressure should not be placed upon pupils or parents who remain undecided or reluctant to provide information** despite being encouraged to do so. In such circumstances the school should consider whether:-

- the pupils or parents could be invited to provide the information at a later date; and

- in the case of new pupils, accurate data may be more easily obtained if the pupil is first allowed time to settle into the school.

Ascribing a language

6.8   In some cases where the pupil or parent does not initially provide information, the school may be able to ascribe a language if they are confident that they can base this on valid information. In such cases pupil or parent confirmation must be invited. The school must indicate at the appropriate place in the pupil's record where the school has ascribed the first language for that pupil.

Accepting responses

6.9   Schools must accept the responses provided by pupils or parents. First language data should be regarded as personal to that pupil as the data subject, with individual decisions respected.

Right to refuse to provide data

6.10   Any pupil or parent is entitled to refuse to provide this data. If there has been an active refusal this must be recorded as a refusal and a first language must not be ascribed to that pupil.

Access by pupils and parents to sensitive personal data held by the school

6.11   Pupils or their parents have the right to see the pupil's personal files, including the first language data held by the school on the individual, as set out in the Privacy Notice issued by the school which advises on what the school, LEA and Welsh Assembly Government does with the information it holds on pupils. They also have the right to have the data amended.

Section 7: Process for collecting and recording data

Collecting multiple and additional language information outside of PLASC

7.1 PLASC will only require the **first** language to be recorded.

7.2 In consultation with schools, LEAs may wish to promote language data collection at school level beyond first language data. This will extend local knowledge about multiple languages known or used by pupils.

7.3 Schools may be able to use this process to record other languages where these apply, including Multiple First language(s), if the software is available. Other information that could be collected includes the preferred correspondence language of the home where a school has facilities for correspondence in a range of languages, and any other languages that the pupil is learning outside of school (tuition language(s))(see Annex B).

First Language and Multiple First languages

7.4. A first language should be recorded where a child learned the language as a small child and may continue to be exposed to this language at home or in the community. This may be the 'mother' tongue, but not in all cases.

7.5 If a child was exposed to more than one language (which may include English and/or Welsh) during early development, a language other than English and/or Welsh should be recorded as the first language, irrespective of the child's proficiency in English and/or Welsh. In such cases, English and/or Welsh, or another language if relevant, could be recorded as a Multiple First Language (see below and Annex B) in the school data collection form if the software is available.

A child is born into a family where the mother speaks Bengali to her children but the father and the child's older brothers and sisters mostly speak English. The child, therefore, learns two languages as a small child and continues to be exposed to both languages as part of their everyday life.

The first language for this child would be Bengali.
The Multiple First Language for this child could be English and/or Welsh.

Transfer of language data after initial collection

7.6 It is intended that this data will be transferred for existing pupils as part of normal Common Transfer File (CTF) procedures.

Software Issues

7.7 The Welsh Assembly Government is working with software suppliers to ensure that their systems meet the guidance requirements, in preparation for

PLASC 2011. However, not all schools in Wales use the same management information systems so there may be some variation in the timing of MIS updates.

7.8   Should there be any issues whereby schools have pupil language data that they are unable to record within their MIS during the preparatory period, the data should be recorded and held securely for input when software installation allows.

7.9   For some schools, the majority of children will have the same first language. In such cases is it intended that the software should enable block entry of the majority first language with manual entry needed only for other first languages.

Standard Language Category List

The following table contains the standard language categories, with main codes and sub-codes where relevant. Please see the guidance notes for more information.

Main Code	Sub-Code	Descriptor
ABA		English and/or Welsh
ACL		Acholi
ADA		Adangme
AFA		Afar-Saho
AFK		Afrikaans
AKA		Akan/Twi-Fante
AKA	AKAF	Akan (Fante)
AKA	AKAT	Akan (Twi/Asante)
ALB		Albanian/Shqip
ALU		Alur
AMR		Amharic
ARA		Arabic
ARA	ARAA	Arabic (Any Other)
ARA	ARAG	Arabic (Algeria)
ARA	ARAI	Arabic (Iraq)
ARA	ARAM	Arabic (Morocco)
ARA	ARAS	Arabic (Sudan)
ARA	ARAY	Arabic (Yemen)
ARM		Armenian
ASM		Assamese
ASR		Assyrian/Aramaic
AYB		Anyi-Baule
AYM		Aymara
AZE		Azeri
BAI		Bamileke (Any)
BAL		Balochi
BEJ		Beja/Bedawi
BEL		Belarusian
BEM		Bemba
BHO		Bhojpuri
BIK		Bikol
BLT		Balti Tibetan
BMA		Burmese/Myanma
BNG		Bengali
BNG	BNGA	Bengali (Any Other)
BNG	BNGC	Bengali (Chittagong/Noakhali)
BNG	BNGS	Bengali (Sylheti)
BSL		British Sign Language
BSQ		Basque/Euskara
BUL		Bulgarian
CAM		Cambodian/Khmer
CAT		Catalan
CCE		Caribbean Creole English
CCF		Caribbean Creole French
CGA		Chaga
CGR		Chattisgarhi/Khatahi
CHE		Chechen
CHI		Chinese
CHI	CHIA	Chinese (Any Other)
CHI	CHIC	Chinese (Cantonese)
CHI	CHIH	Chinese (Hokkien/Fujianese)
CHI	CHIK	Chinese (Hakka)
CHI	CHIM	Chinese (Mandarin/Putonghua)
CKW		Chokwe
CRN		Cornish
CTR		Chitrali/Khowar
CWA		Chichewa/Nyanja
CZE		Czech
DAN		Danish
DGA		Dagaare
DGB		Dagbane
DIN		Dinka/Jieng
DUT		Dutch/Flemish
DZO		Dzongkha/Bhutanese
EBI		Ebira
EDO		Edo/Bini
EFI		Efik-Ibibio
ESA		Esan/Ishan
EST		Estonian
EWE		Ewe
EWO		Ewondo
FAN		Fang
FIJ		Fijian
FIN		Finnish
FON		Fon

Main Code	Sub-Code	Descriptor	Main Code	Sub-Code	Descriptor
FRN		French	KIN		Kinyarwanda
FUL		Fula/Fulfulde-Pulaar	KIR		Kirundi
GAA		Ga	KIS		Kisi (West Africa)
GAE		Gaelic/Irish	KLN		Kalenjin
GAL		Gaelic (Scotland)	KMB		Kimbundu
GEO		Georgian	KME		Kimeru
GER		German	KNK		Konkani
GGO		Gogo/Chigogo	KNY		Kinyakyusa-Ngonde
GKY		Kikuyu/Gikuyu	KON		Kikongo
GLG		Galician/Galego	KOR		Korean
GRE		Greek	KPE		Kpelle
GRE	GREA	Greek (Any Other)	KRI		Krio
GRE	GREC	Greek (Cyprus)	KRU		Kru (Any)
GRN		Guarani	KSI		Kisii/Ekegusii (Kenya)
GUJ		Gujarati			
GUN		Gurenne/Frafra	KSU		Kisukuma
GUR		Gurma	KUR		Kurdish
HAU		Hausa	KUR	KURA	Kurdish (Any Other)
HDK		Hindko	KUR	KURM	Kurdish (Kurmanji)
HEB		Hebrew	KUR	KURS	Kurdish (Sorani)
HER		Herero	LAO		Lao
HGR		Hungarian	LBA		Luba
HIN		Hindi	LBA	LBAC	Luba (Chiluba/Tshiluba)
IBA		Iban			
IDM		Idoma	LBA	LBAK	Luba (Kiluba)
IGA		Igala	LGA		Luganda
IGB		Igbo	LGB		Lugbara
IJO		Ijo (Any)	LGS		Lugisu/Lumasaba
ILO		Ilokano	LIN		Lingala
ISK		Itsekiri	LIT		Lithuanian
ISL		Icelandic	LNG		Lango (Uganda)
ITA		Italian	LOZ		Lozi/Silozi
ITA	ITAA	Italian (Any Other)	LSO		Lusoga
ITA	ITAN	Italian (Napoletan)	LTV		Latvian
ITA	ITAS	Italian (Sicilian)	LTZ		Luxemburgish
JAV		Javanese	LUE		Luvale/Luena
JIN		Jinghpaw/Kachin	LUN		Lunda
JPN		Japanese	LUO		Luo (Kenya/Tanzania)
KAM		Kikamba			
KAN		Kannada	LUY		Luhya (Any)
KAR		Karen (Any)	MAG		Magahi
KAS		Kashmiri	MAI		Maithili
KAU		Kanuri	MAK		Makua
KAZ		Kazakh	MAN		Manding/Mandekan
KCH		Katchi	MAN	MANA	Manding/Mandekan (Any Other)
KGZ		Kirghiz/Kyrgyz			
KHA		Khasi	MAN	MANB	Manding (Bambara)
KHY		Kihaya/Luziba	MAN	MANJ	Manding (Dyula/Jula)

Main Code	Sub-Code	Descriptor	Main Code	Sub-Code	Descriptor
MAO		**Maori**	**PNJ**		**Panjabi**
MAR		**Marathi**	PNJ	**PNJA**	Panjabi (Any Other)
MAS		**Maasai**	PNJ	**PNJG**	Panjabi (Gurmukhi)
MDV		**Maldivian/Dhivehi**	PNJ	**PNJM**	Panjabi (Mirpuri)
MEN		**Mende**	PNJ	**PNJP**	Panjabi (Pothwari)
MKD		**Macedonian**	**POL**		**Polish**
MLG		**Malagasy**	**POR**		**Portuguese**
MLM		**Malayalam**	POR	**PORA**	Portuguese (Any Other)
MLT		**Maltese**			
MLY		**Malay/Indonesian**	POR	**PORB**	Portuguese (Brazil)
MLY	**MLYA**	Malay (Any Other)	**PRS**		**Persian/Farsi**
MLY	**MLYI**	Indonesian/Bahasa Indonesia	PRS	**PRSA**	Persian/Farsi (Any Other)
MNA		**Magindanao-Maranao**	PRS	**PRSD**	Persian (Dari)
			PRS	**PRST**	Persian (Tajiki)
MNG		**Mongolian (Khalkha)**	**QUE**		**Quechua**
MNX		**Manx Gaelic**	**RAJ**		**Rajasthani/Marwari**
MOR		**Moore/Mossi**	**RME**		**Romany/English**
MSC		**Mauritian/Seychelles Creole**			**Romanes**
			RMI		**Romani (International)**
MUN		**Munda (Any)**			
MYA		**Maya (Any)**	**RMN**		**Romanian**
NAH		**Nahuatl/Mexicano**	RMN	**RMNM**	Romanian (Moldova)
NAM		**Nama/Damara**	RMN	**RMNR**	Romanian (Romania)
NBN		**Nubian (Any)**	**RMS**		**Romansch**
NDB		**Ndebele**	**RNY**		**Runyakitara**
NDB	**NDBS**	Ndebele (South Africa)	RNY	**RNYN**	Runyankore-Ruchiga
			RNY	**RNYO**	Runyoro-Rutooro
NDB	**NDBZ**	Ndebele (Zimbabwe)	**RUS**		**Russian**
NEP		**Nepali**	**SAM**		**Samoan**
NOR		**Norwegian**	**SCB**		**Serbian/Croatian /Bosnian**
NUE		**Nuer/Naadh**			
NUP		**Nupe**	SCB	**SCBB**	Bosnian
NWA		**Newari**	SCB	**SCBC**	Croatian
NZM		**Nzema**	SCB	**SCBS**	Serbian
OAM		**Ambo/Oshiwambo**	**SCO**		**Scots**
OAM	**OAMK**	Ambo (Kwanyama)	**SHL**		**Shilluk/Cholo**
OAM	**OAMN**	Ambo (Ndonga)	**SHO**		**Shona**
OGN		**Ogoni (Any)**	**SID**		**Sidamo**
ORI		**Oriya**	**SIO**		**Sign Language (Other)**
ORM		**Oromo**			
OTL		**Other Language**	**SLO**		**Slovak**
PAG		**Pangasinan**	**SLV**		**Slovenian**
PAM		**Pampangan**	**SND**		**Sindhi**
PAT		**Pashto/Pakhto**	**SNG**		**Sango**
PHA		**Pahari/Himachali (India)**	**SNH**		**Sinhala**
			SOM		**Somali**
PHR		**Pahari (Pakistan)**	**SPA**		**Spanish**

Main Code	Sub-Code	Descriptor
SRD		**Sardinian**
SRK		**Siraiki**
SSO		**Sotho/Sesotho**
SSO	**SSOO**	Sotho/Sesotho (Southern)
SSO	**SSOT**	Sotho/Sesotho (Northern)
SSW		**Swazi/Siswati**
STS		**Tswana/Setswana**
SUN		**Sunda (Indonesia)**
SWA		**Swahili/Kiswahili**
SWA	**SWAA**	Swahili (Any Other)
SWA	**SWAC**	Comorian Swahili
SWA	**SWAK**	Swahili (Kingwana)
SWA	**SWAM**	Swahili (Brava/Mwiini)
SWA	**SWAT**	Swahili (Bajuni/Tikuu)
SWE		**Swedish**
TAM		**Tamil**
TEL		**Telugu**
TEM		**Temne**
TES		**Teso/Ateso**
TGE		**Tigre**
TGL		**Tagalog/Filipino**
TGL	**TGLF**	Filipino
TGL	**TGLG**	Tagalog
TGR		**Tigrinya**
THA		**Thai**
TIB		**Tibetan**
TIV		**Tiv**
TMZ		**Berber/Tamazight**
TMZ	**TMZA**	Berber/Tamazight (Any Other)
TMZ	**TMZK**	Berber/Tamazight (Kabyle)
TMZ	**TMZT**	Berber (Tamashek)
TNG		**Tonga/Chitonga (Zambia)**
TON		**Tongan (Oceania)**
TPI		**Tok Pisin**
TRI		**Traveller Irish/Shelta**
TSO		**Tsonga**
TUK		**Turkmen**
TUL		**Tulu**
TUM		**Tumbuka**
TUR		**Turkish**
UKR		**Ukrainian**
UMB		**Umbundu**
URD		**Urdu**
URH		**Urhobo-Isoko**
UYG		**Uyghur**
UZB		**Uzbek**
VEN		**Venda**
VIE		**Vietnamese**
VSY		**Visayan/Bisaya**
VSY	**VSYA**	Visayan/Bisaya (Any Other)
VSY	**VSYH**	Hiligaynon
VSY	**VSYS**	Cebuano/Sugbuanon
VSY	**VSYW**	Waray/Binisaya
WAP		**Wa-Paraok (South-East Asia)**
WCP		**West-African Creole Portuguese**
WOL		**Wolof**
WPE		**West-African Pidgin English**
XHO		**Xhosa**
YAO		**Yao/Chiyao (East Africa)**
YDI		**Yiddish**
YOR		**Yoruba**
ZND		**Zande**
ZUL		**Zulu**
ZZX		**Refused**
ZZZ		**Classification Pending**

Guidance Notes : Using the Standard Language Category List

1.   Main codes and sub-sets

1.1   The standard language list is intended to provide schools with the opportunity to record and return language data for the large majority of pupils on roll in schools in Wales, and to avoid wherever possible the use of the 'Other Language' category.

1.2   Each language category has a 3-letter code. The language list provides codes for 'Other Language', 'Other Sign Language' (i.e. other than BSL), 'Classification Pending' (to be used where information has not yet been returned) and 'Refused' (where the information has been actively refused).

1.3   In some cases a language category will have sub-sets, where more than one separate language is recognised within the main language category. In these cases, the sub-set language will have a 4-letter code, with the first three letters the same as for the main language category.

> e.g.   Panjabi is the main language category with code PNJ.
> Panjabi (Mirpuri) is a sub-set language and has the code PNJM.

Brackets generally show a variety of the language category and are used to identify most sub-sets. The name of a country in brackets indicates the place of origin of the language; it will not in all cases be the country of origin of the pupil. The use of sub-sets allows for more precise collection of first language data.

1.4   The standard list covers both high frequency and lower frequency languages. The latter are included where these are socially significant in their country of origin. LEAs and schools will be able to determine which languages are relevant within their communities and to produce edited lists to provide to parents/carers and pupils for the data collection exercise.

2.   Using the codes

2.1   The language code to be entered for a child depends on whether:-

a. The child's language is known:-

In this case the child's correct language should be identified from the standard list and the code entered accordingly.

In a very few cases, where the correct language does not occur in the new category list, it will be appropriate to enter the code 'OTL' ('Other Language').

b. The child's language has not yet been identified:-

In this case the code 'ZZZ' ('Classification Pending') should be entered, **not** 'OTL' ('Other Language'), to indicate that the child's language has not

yet been identified. This information should be sought and updated when convenient.

c. The information is refused:-

In this case the code 'ZZX' ('Refused') should be entered, **not** 'OTL' ('Other Language'), to indicate that this information was refused on request.

2.2   The source of the language information code should be entered to reflect where the information has been provided by the pupil, parent, school, previous school or other.

Sample Pro-Forma   **Annex B**

PLASC FIRST LANGUAGE DATA COLLECTION

<mark>The data requested will be stored on the school management information system and used for the purposes outlined in our Privacy Notice. Every effort is made to ensure the accuracy and security of personal data held by the school. Individuals have certain rights of access to personal information held on them; these are outlined in our leaflet "What the School, Local Education Authority and Welsh Assembly Government does with Information it holds on Pupils" copies of which are available on request from [XXXX] or on our web site at [XXXX].</mark>

We are trying to find out all of the languages that are spoken by pupils in our school.

1.   Was the first language you learnt as a small child English and/or Welsh? (This might be the language you still speak at home or in the community.)

Please tick one of the following:

YES: ☐

NO: ☐   **(If No, please answer question 2)**

2.   If the first language you learnt as a small child was not English and/or Welsh, what was the first language you learnt? (With the help of LEA staff, schools may find it helpful to include at this point a reduced list of common languages, reflecting the languages spoken within the authority)

Pupil response: (First Language)

If you do not want to provide first language data, please indicate by ticking this box: ☐

If school MIS software allows schools to record additional language data, schools may wish to collect this additional information for local use. Where this is the case, schools may find it appropriate to include the request for the information in this form at this point. The following outline provides examples for gathering this data.

3.   Do you speak any other languages at home or in the community?

Pupil response: (Multiple First Language(s))

4.   Are you learning any other languages outside of school?

Pupil response: (Tuition Language)

**5.   Which language is best to use when we write to your parents/carers?
Please select from one of the following:**

Pupil response: (Correspondence Language)
English:
Welsh:
Bilingually in English and Welsh:
Other (please specify):

*Please indicate who provided the information above by ticking one of the
following boxes:*

This information was provided by:

Parent ☐   *Carer* ☐   *Pupil* ☐

Note to schools: Question 1 is for the PLASC return.

*Other questions are for school collection as relevant
(see Annex C)*

Sample letter from schools to parents/carers

Dear Parent/Carer

Collecting and Recording Data on First Language of Pupils

Schools need to collect information about the First Language of their pupils from January 2011. This is so that schools, Local Education Authorities and the Welsh Assembly Government can have a better understanding of all of the languages that are spoken in communities in Wales. This will help us to plan services to provide support for pupils who need it in order that they have every opportunity to do as well as they can at school.

I enclose a form that asks about your child's **First Language**. This is the language your child first learned as a small child. They may still be using this language at home or in your community.

If this language is not English or Welsh, you should record this as the first language, even if your child uses English and/or Welsh more often.

If your child is at primary school, you should complete the form for them.

The Information Commissioner says that pupils aged 12 to 15 are generally able to decide their own first language. However, it is recommended that this decision is best made with the support and knowledge of their parent(s) in a family context.

The Information Commissioner says that pupils aged 16 and over should make their own decisions.

Please return the form to school in an envelope to the school office (or by email if it has been sent to you that way) by *(insert date).* Please contact the school office if you would like help with completing the form.

This is confidential information, and will not be published in any way that allows individual children to be identified. The information will not be used for any other purpose than described earlier in this letter. From time to time this information will be passed to the Local Education Authority and the Welsh Assembly Government as part of local and national statistics.

If your child moves to another school, the information about your child's First Language will be passed on to the new school so that you do not have to be asked for it again.

You can ask to check the information about your child's First Language at any time and the information can be changed or removed if you wish.

Thank you very much for your help.

Yours sincerely

(Headteacher's name)

**PLASC FIRST LANGUAGE DATA COLLECTION
CONSULTATION RESPONSE PROFORMA**

Consultation response proforma

Name: ....

Organisation: …………………………………………..

Address: …………………………………………..

                               …………………………………………..

                               …………………………………………..

Responses to the consultation may be made public. Normally, the name of and address (or part of the address) of the author are published along with the response unless you indicate otherwise. Would you prefer that your response is kept confidential?

Yes: ☐

No: ☐

We welcome your responses on the proposal that the Welsh Assembly Government will collect information on the first language of all pupils of compulsory school age in maintained settings through PLASC from January 2011.

Please respond by 28 August 2009 (see main document for return details).

1.   Are there are any further aspects that would need to be addressed in the guidance, in addition to the broad points outlined in the consultation paper? If you answer YES, please tell us what they are.

YES/NO

Comments:

2.   Are the proposed actions sufficient to achieve comprehensive data on languages **other than** English and Welsh? If NO, please state why not.

YES/NO

Comments:

3.   What training would you find helpful to support the implementation of the proposal to collect first language data?

Comments:

4.   How will Local Education Authorities and schools use language data, together with other information collected through PLASC, to better support and plan services?

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Comments:



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5.   Are there any other issues that you wish to raise in connection with this consultation document?

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Comments:



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Thank you very much for taking part in this consultation.