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Collecting and recording data on pupils' first language

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Guidance

Welsh Assembly Government Circular No: 001/2011
Date of issue: January 2011

Collecting and recording data on pupils' first language

- Audience** All maintained schools, local authorities.
- Overview** This guidance provides new advice on the collection and recording of data on pupils' first languages.
- Action required** The collection and recording of data on pupils' first languages in School Management Information Systems, based on the new standard language category list at Annex A.
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- Additional copies** Further copies of this document can be obtained at the above address. This document can be accessed from the Welsh Assembly Government website at www.wales.gov.uk/educationandskills
- Related documents** *The Learning Country: Vision into Action* (2006)
Inclusion and Pupil Support National Assembly for Wales Circular No: 47/2006 (2006)
Collecting and Recording Data on Pupils' Ethnic Background Welsh Assembly Government Circular No: 006/2009 (2009)



ISBN 978 0 7504 5907 5

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WAG10-10792

F5291011

Contents

| | |
|---|-----------|
| Summary | 2 |
| Section 1: Introduction and policy context | 4 |
| Section 2: Reasons for first language data collection in Wales | 6 |
| Section 3: Benefits of collecting first language data | 10 |
| Section 4: Information for schools on collecting pupil language data | 13 |
| Section 5: Information for LAs on collecting pupil first language data | 15 |
| Section 6: Seeking information from parents/carers and pupils | 17 |
| Section 7: Process for collecting and recording data | 21 |
| Annex A | |
| Standard language category list and guidance notes | 23 |
| Annex B | |
| Sample pro-forma: PLASC first language data collection | 31 |
| Annex C | |
| Sample letter from schools to parents/carers | 33 |

Summary

From January 2012, the Welsh Assembly Government will start to collect information on the first language of all compulsory school aged pupils in all maintained schools through the Pupil Level Annual Schools' Census (PLASC). Although this will not become a mandatory data field within PLASC until January 2012, local authorities (LAs) and schools are encouraged to prepare for its introduction by collecting this data on a voluntary basis during academic year 2010/2011. This guidance document sets out the arrangements needed in order for LAs and schools to collect this data.

The purpose of this additional data collection is:

- (a) to better understand the linguistic diversity of the school population in Wales; and
- (b) together with other information collected through PLASC, to assist the Welsh Assembly Government, LAs and schools in planning and providing services to support pupils with additional language development needs. This will help to ensure 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 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).

From 2012, there will be a formal requirement for all maintained schools to report on pupils' first language. This will apply for all compulsory school aged pupils to ensure a consistent approach across Wales and 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 Welsh Assembly Government will collect details of one first language for all pupils via PLASC in accordance with the standard language list provided at Annex A. This is explained further in section 2.

This guidance document seeks to assist LAs and schools in collecting this new data and sets out the policy basis and reasons for collecting first language data.

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, LAs 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 LAs and schools already collect data on pupils' first language using a variety of language category systems.

1.6 All LAs and schools are now encouraged to begin collecting first language data on a voluntary basis to prepare for its inclusion in PLASC 2012 . First language data collection 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

¹ Welsh Assembly Government, 2007

System (MIS) software during academic year 2010/11; schools should contact their MIS support service to establish which software release will contain it.

1.7 The bilingual nature of Wales raises certain issues for the collection of language data and makes it less straightforward than in a monolingual setting. These complexities are fully acknowledged and further explanation is provided in **section 2**.

1.8 This guidance sets out arrangements for the collection of first language data with the aim of yielding accurate, consistent and reliable data.

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 Everyone 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

Rationale

2.1 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 national and local monitoring purposes.

2.2 However, a bilingual education system already exists in Wales and all children and young people 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, 'English and/or Welsh' is presented as a single option choice for first language for PLASC data entry, not as two separate options.

2.3 A simple definition of 'First' language in the context of this guidance 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'

(Some LAs/schools may already collect this data as 'home language').

Here are some examples:

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.

A mother has moved from England to Wales. Her two children attend a Welsh medium primary school. They speak English at home.

The first language for these pupils is English and/or Welsh.

Welsh speaking parents use the Welsh language exclusively in the home. Their children attend Welsh medium primary and secondary schools.

The first language for these pupils is 'English and/or Welsh'.

2.4 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'.

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 proficient 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.

2.5 Certain children who have been profoundly deaf from birth use British Sign Language (BSL) as their principal means of communication. For these children, the language of the home cannot be their first language (unless this is also BSL) as it will not be the first language that they learned as small children. Therefore, in such cases, the first language should be recorded as BSL where this is presented as the first language by the parent or pupil (see section 6). The language of the home may be a Multiple First Language (see section 7).

Other forms of signing may be used to support communication for pupils with a range of special educational needs. This guidance relates only to deaf children using BSL as their main form of language.

2.6 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, LAs and the Welsh Assembly Government to have a better understanding of all the languages (including British Sign Language) 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.

There is also potential for the data collection to inform planning of wider community services, including family language support where English/Welsh is not the first language.

The reasons why education policy should recognise pupils' linguistic diversity

2.7 First language data will provide very useful information for:

- the monitoring of attendance and 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.

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

2.9 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.

2.10 This is why the Welsh Assembly Government is formalising arrangements for first language data collection, rather than leaving it as a matter for individual LAs or schools to determine.

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

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

2.12 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.

2.13 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, LAs and the Welsh Assembly Government. However, language data will not allow individual pupils to be identified publicly. Any data will be released only 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 and so on;
- target community language teaching, where relevant;
- 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
- provide schools with better information about pupils transferring to them from elsewhere.

At **LA** 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 (including BSL) 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, LA 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:

All schools will need to:

- 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 LA). The standard language list at Annex A should be available to parents to choose from if they wish.

4.2 Administrative tasks for schools:

- Schools are encouraged to begin collecting first language data now on a voluntary basis but **all** schools must 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 2012 PLASC; and
- Record language data collected from pupils or parents in their Information Management Systems as part of their standard pupil records. Schools will need to have a full data set recorded in time for the January 2012 PLASC exercise.

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

- For existing pupils, schools will need to seek language data from the pupil or parents as appropriate in accordance with the standard language list at Annex A.
- Schools may still wish to combine the gathering of language information for existing pupils with their annual data-checking exercise.
- Once data has been collected and recorded it will form part of the Common Transfer File and move with pupils if they relocate. This will reduce the administrative burden on an ongoing basis. In accordance with best practice and good data management, schools will still wish to include language data held on pupils in their annual data checking exercise, allowing parents and pupils the opportunity to correct or update information held about them.

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 autumn 2010, schools are encouraged to collect information for their new intakes on the basis of the language list at Annex A. LAs 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 LAs on collecting pupil first language data

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

5.3 In some LAs, 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 LA data management, language specialist and technical staff.

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

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) during academic year 2010/11. All LAs 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.
- The list is extensive, and many local authorities will 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. Parents and pupils should not, however, be prevented from asking for a language not shown on a reduced list to be recorded.

- The number of languages represented within LAs and within individual schools varies significantly across Wales. Current arrangements for language data collection also vary widely. Planning will need to take account of these issues in terms of preparation required for, and implementation of, the PLASC first language data collection.

During 2010 (if the data is to be collected on a voluntary basis) LAs should:

- Provide advice and support for schools on the collection and recording of data on pupils' first language with PLASC 2012 requirements in view. It is for each LA to identify local needs in this regard and offer appropriate training. This may include the need for wider awareness raising for schools on race equality, ethnic and cultural diversity and particular issues affecting refugees and asylum seekers.
- Ensure that arrangements are such that this data is passed between schools when pupils transfer.
- Ensure that schools which are already collecting first language data 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.
- 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.

Compulsory exercise January 2012:

- Ensure that schools are collecting pupil language data during the Autumn Term 2011 and ensure that all schools have recorded data on the first language of all pupils on roll in time for the January 2012 PLASC exercise. The suggested completion deadline is 1st November 2011 for the January 2012 PLASC exercise.

Ongoing

- LAs will need to keep their language lists under review to ensure that all first languages represented within the authority are represented.

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, LAs and schools will first have identified the relevant languages known to be spoken within the authority from the full standard list. There should be 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.

Special Educational Needs

6.5 Where children and young people have special educational needs, it may be more appropriate to use their functional, rather than chronological, age in determining whether the pupil or parent/carer should make the decision about first language.

Supporting pupils and parents in providing language information

6.6 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 may be unable to read/understand the information request or 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.

Refugee families and asylum seeking families may be particularly wary of requests relating to first language because of their particular history and current status.

6.7 In such cases, pupils or parents may need direct support 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.

Some schools/LAs may be able to provide translators or translated information for certain languages.

6.8 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

6.9 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

6.10 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.

There are certain sensitivities around some potential responses. For example, parents/ carers may select a language perceived to be of higher status rather than the child's actual first language. It is accepted that this may have some impact on the accuracy of data being collected.

Right to refuse to provide data

6.11 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

6.12 Pupils and parents have the right to see a pupil's personal file, 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, LA and Welsh Assembly Government does with the information it holds on pupils. They also have the right to have the data amended.

Translated versions of the model form and letter

6.13 Copies of the model proforma at Annex B and the model letter to parents at Annex C are available in the following languages:

| | |
|-----------|---------|
| Arabic | Punjabi |
| Bengali | Somali |
| Cantonese | Urdu |
| Gujarati | Polish |

Copies of the form and the letter in these languages are available from:

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

Tel: 029 2082 6212
e-mail - Naomi.John@wales.gsi.gov.uk

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, LAs 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 which 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 school's software allows it. In such circumstances only the 'first' language will be included in any further PLASC collection.

A child is from a family with an Italian mother and an English father. The mother speaks to the child in Italian and the father speaks to the child in English. The child attends a Welsh medium school and speaks to his/her siblings in Welsh, so the child is proficient in three languages. The father was the primary care giver when the child was small.

The first language for this child would be English and/or Welsh.

The Multiple First Language for this child would be Italian.

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. 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 it is intended that the software will reduce the administrative burden, for example by enabling block entry of the majority first language with manual entry needed only for other first languages.

Annex A

Standard language category list and guidance notes

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 | Main Code | Sub-Code | Descriptor |
|-----------|----------|----------------------|-----------|----------|-------------------------------|
| ABA | | English and/or Welsh | AZE | | Azeri |
| ACL | | Acholi | BAI | | Bamileke (Any) |
| ADA | | Adangme | BAL | | Balochi |
| AFA | | Afar-Saho | BEJ | | Beja/Bedawi |
| AFK | | Afrikaans | BEL | | Belarusian |
| AKA | | Akan/Twi-Fante | BEM | | Bemba |
| AKA | AKAF | Akan (Fante) | BHO | | Bhojpuri |
| AKA | AKAT | Akan (Twi/Asante) | BIK | | Bikol |
| ALB | | Albanian/Shqip | BLT | | Balti Tibetan |
| ALU | | Alur | BMA | | Burmese/Myanma |
| AMR | | Amharic | BNG | | Bengali |
| ARA | | Arabic | BNG | BNGA | Bengali (Any Other) |
| ARA | ARAA | Arabic (Any Other) | BNG | BNGC | Bengali (Chittagong/Noakhali) |
| ARA | ARAG | Arabic (Algeria) | BNG | BNGS | Bengali (Sylheti) |
| ARA | ARAI | Arabic (Iraq) | BSL | | British Sign Language |
| ARA | ARAM | Arabic (Morocco) | BSQ | | Basque/Euskara |
| ARA | ARAS | Arabic (Sudan) | BUL | | Bulgarian |
| ARA | ARAY | Arabic (Yemen) | CAM | | Cambodian/Khmer |
| ARM | | Armenian | CAT | | Catalan |
| ASM | | Assamese | CCE | | Caribbean Creole English |
| ASR | | Assyrian/Aramaic | CCF | | Caribbean Creole French |
| AYB | | Anyi-Baule | CGA | | Chaga |
| AYM | | Aymara | | | |

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No: 001/2011

| Main Code | Sub-Code | Descriptor |
|-----------|----------|----------------------------------|
| 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 | | Chitrالي/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 |

| Main Code | Sub-Code | Descriptor |
|-----------|----------|----------------------|
| FIJ | | Fijian |
| FIN | | Finnish |
| FON | | Fon |
| FRN | | French |
| FUL | | Fula/Fulfulde-Pulaar |
| GAA | | Ga |
| GAE | | Gaelic/Irish |
| GAL | | Gaelic (Scotland) |
| GEO | | Georgian |
| GER | | German |
| GGO | | Gogo/Chigogo |
| GKY | | Kikuyu/Gikuyu |
| GLG | | Galician/Galego |
| GRE | | Greek |
| GRE | GREA | Greek (Any Other) |
| GRE | GREC | Greek (Cyprus) |
| GRN | | Guarani |
| GUJ | | Gujarati |
| GUN | | Gurenne/Frafra |
| GUR | | Gurma |
| HAU | | Hausa |
| HDK | | Hindko |
| HEB | | Hebrew |
| HER | | Herero |
| HGR | | Hungarian |
| HIN | | Hindi |
| IBA | | Iban |
| IDM | | Idoma |

Collecting and recording
data on pupils' first
language

January 2011

Guidance Circular
No: 001/2011

| Main Code | Sub-Code | Descriptor |
|-----------|----------|---------------------|
| IGA | | Igala |
| IGB | | Igbo |
| IJO | | Ijo (Any) |
| ILO | | Ilokano |
| ISK | | Itsekiri |
| ISL | | Icelandic |
| ITA | | Italian |
| ITA | ITAA | Italian (Any Other) |
| ITA | ITAN | Italian (Napoletan) |
| ITA | ITAS | Italian (Sicilian) |
| JAV | | Javanese |
| JIN | | Jinghpaw/Kachin |
| JPN | | Japanese |
| KAM | | Kikamba |
| KAN | | Kannada |
| KAR | | Karen (Any) |
| KAS | | Kashmiri |
| KAU | | Kanuri |
| KAZ | | Kazakh |
| KCH | | Katchi |
| KGZ | | Kirghiz/Kyrgyz |
| KHA | | Khasi |
| KHY | | Kihaya/Luziba |
| KIN | | Kinyarwanda |
| KIR | | Kirundi |
| KIS | | Kisi (West Africa) |
| KLN | | Kalenjin |

| Main Code | Sub-Code | Descriptor |
|-----------|----------|-------------------------|
| KMB | | Kimbundu |
| KME | | Kimeru |
| KNK | | Konkani |
| KNY | | Kinyakyusa-Ngonde |
| KON | | Kikongo |
| KOR | | Korean |
| KPE | | Kpelle |
| KRI | | Krio |
| KRU | | Kru (Any) |
| KSI | | Kisii/Ekegusii (Kenya) |
| KSU | | Kisukuma |
| KUR | | Kurdish |
| KUR | KURA | Kurdish (Any Other) |
| KUR | KURM | Kurdish (Kurmanji) |
| KUR | KURS | Kurdish (Sorani) |
| LAO | | Lao |
| LBA | | Luba |
| LBA | LBAC | Luba (Chiluba/Tshiluba) |
| LBA | LBAK | Luba (Kiluba) |
| LGA | | Luganda |
| LGB | | Lugbara |
| LGS | | Lugisu/Lumasaba |
| LIN | | Lingala |
| LIT | | Lithuanian |
| LNG | | Lango (Uganda) |
| LOZ | | Lozi/Silozi |
| LSO | | Lusoga |

Collecting and recording
data on pupils' first
language

January 2011

Guidance Circular
No: 001/2011

| Main Code | Sub-Code | Descriptor |
|-----------|----------|------------------------------|
| LTV | | Latvian |
| LTZ | | Luxemburgish |
| LUE | | Luvale/Luena |
| LUN | | Lunda |
| LUO | | Luo (Kenya/Tanzania) |
| LUY | | Luhya (Any) |
| MAG | | Magahi |
| MAI | | Maithili |
| MAK | | Makua |
| MAN | | Manding/Mandekan |
| MAN | MANA | Manding/Mandekan (Any Other) |
| MAN | MANB | Manding (Bambara) |
| MAN | MANJ | Manding (Dyula/Jula) |
| MAO | | Maori |
| MAR | | Marathi |
| MAS | | Maasai |
| MDV | | Maldivian/Dhivehi |
| MEN | | Mende |
| MKD | | Macedonian |
| MLG | | Malagasy |
| MLM | | Malayalam |
| MLT | | Maltese |
| MLY | | Malay/Indonesian |
| MLY | MLYA | Malay (Any Other) |
| MLY | MLYI | Indonesian/Bahasa Indonesia |
| MNA | | Magindanao-Maranao |
| MNG | | Mongolian (Khalkha) |

| Main Code | Sub-Code | Descriptor |
|-----------|----------|-----------------------------|
| MNX | | Manx Gaelic |
| MOR | | Moore/Mossi |
| MSC | | Mauritian/Seychelles Creole |
| MUN | | Munda (Any) |
| MYA | | Maya (Any) |
| NAH | | Nahuatl/Mexicano |
| NAM | | Nama/Damara |
| NBN | | Nubian (Any) |
| NDB | | Ndebele |
| NDB | NDBS | Ndebele (South Africa) |
| NDB | NDBZ | Ndebele (Zimbabwe) |
| NEP | | Nepali |
| NOR | | Norwegian |
| NUE | | Nuer/Naadh |
| NUP | | Nupe |
| NWA | | Newari |
| NZM | | Nzema |
| OAM | | Ambo/Oshiwambo |
| OAM | OAMK | Ambo (Kwanyama) |
| OAM | OAMN | Ambo (Ndonga) |
| OGN | | Ogoni (Any) |
| ORI | | Oriya |
| ORM | | Oromo |
| OTL | | Other Language |
| PAG | | Pangasinan |
| PAM | | Pampangan |
| PAT | | Pashto/Pakhto |
| PHA | | Pahari/Himachali (India) |

Collecting and recording
data on pupils' first
language
January 2011
Guidance Circular
No: 001/2011

| Main Code | Sub-Code | Descriptor |
|-----------|----------|---------------------------|
| PHR | | Pahari (Pakistan) |
| PNJ | | Panjabi |
| PNJ | PNJA | Panjabi (Any Other) |
| PNJ | PNJG | Panjabi (Gurmukhi) |
| PNJ | PNJM | Panjabi (Mirpuri) |
| PNJ | PNJP | Panjabi (Pothwari) |
| POL | | Polish |
| POR | | Portuguese |
| POR | PORA | Portuguese (Any Other) |
| POR | PORB | Portuguese (Brazil) |
| PRS | | Persian/Farsi |
| PRS | PRSA | Persian/Farsi (Any Other) |
| PRS | PRSD | Persian (Dari) |
| PRS | PRST | Persian (Tajiki) |
| QUE | | Quechua |
| RAJ | | Rajasthani/Marwari |
| RME | | Romany/English Romanes |
| RMI | | Romani (International) |
| RMN | | Romanian |
| RMN | RMNM | Romanian (Moldova) |
| RMN | RMNR | Romanian (Romania) |
| RMS | | Romansch |
| RNY | | Runyakitara |
| RNY | RNYN | Runyankore-Ruchiga |
| RNY | RNYO | Runyoro-Rutooro |
| RUS | | Russian |
| SAM | | Samoan |
| SCB | | Serbian/Croatian/Bosnian |

| Main Code | Sub-Code | Descriptor |
|-----------|----------|--------------------------|
| SCB | SCBB | Bosnian |
| SCB | SCBC | Croatian |
| SCB | SCBS | Serbian |
| SCO | | Scots |
| SHL | | Shilluk/Cholo |
| SHO | | Shona |
| SID | | Sidamo |
| SIO | | Sign Language (Other) |
| SLO | | Slovak |
| SLV | | Slovenian |
| SND | | Sindhi |
| SNG | | Sango |
| SNH | | Sinhala |
| SOM | | Somali |
| SPA | | Spanish |
| SRD | | Sardinian |
| SRK | | Siraiki |
| SSO | | Sotho/Sesotho |
| SSO | SSOO | Sotho/Sesotho (Southern) |
| SSO | SSOT | Sotho/Sesotho (Northern) |
| SSW | | Swazi/Siswati |
| 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) |

Collecting and recording
data on pupils' first
language

January 2011

Guidance Circular
No: 001/2011

| Main Code | Sub-Code | Descriptor |
|-----------|----------|------------------------------|
| 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 |

| Main Code | Sub-Code | Descriptor |
|-----------|----------|--------------------------------|
| 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. LAs 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.

Annex B

Sample pro-forma: PLASC first language data collection

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 Privacy Notice "What the School, Local 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].

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 LA 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: Responses to Question 1 only will be used in the PLASC return.

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

Collecting and recording data on pupils' first language

January 2011

Guidance Circular

No: 001/2011

Annex C

Sample letter from schools to parents/carers

Dear Parent/Carer

Collecting and Recording Data on First Language of Pupils

Why are we collecting this information?

Schools need to collect information about the First Language of their pupils. This is so that schools, Local 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.

What does 'First Language' mean?

By 'First Language' we mean the language your child first learned as a small child. Your child may still be using this language at home or in your community, even if he or she uses another language or languages (such as English and/or Welsh) more often.

I enclose a form that asks about your child's **First Language**.

Who should complete the form?

If your child is at primary school, you should complete the form for him or her.

The Information Commissioner advises 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 advises 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.

What will happen to the information?

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 Authority and the Welsh Assembly Government as part of local and national statistics.

What happens when my child moves school?

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.

Can I check the information being held about my child's First Language?

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)

Further copies of this document are available from:

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Support for Learners Division
Department for Children, Education and Lifelong Learning
Welsh Assembly Government
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