



Alderman White School

A member of The White Hills Park Trust

Multilingual Policy

Statutory or non-statutory:	non-statutory
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Introduction

At the White Hills Park Trust, we feel that it is essential for all students to feel safe, accepted and valued ensuring that their learning is successful. Students with limited and developing English are recognised for the part they play and the contribution they make. As a Trust we celebrate bilingualism as a strength and recognise the importance of all languages and cultures in the wider school community. The implementation of the policy is the responsibility of each school.

Definition of Multilingual

The term Multilingual identifies students for whom English is an additional language, using a wide variety of one or more language other than English at home or in their community. The ML students within the WHP Trust vary from being fluent in English to total beginners.

Aims

- To provide high-quality teaching in the classroom lessons.
- To ensure that ML students can access the National Curriculum and teachers support in the learning of English as well as other subject content.
- To provide differentiated work which will develop and expand the use of English.
- To ensure an understanding of the English language continuously develops and progresses over a period of time.
- That all ML students should feel valued and included in within the school community.
- A clear distinction will be made between ML and Special Educational Needs and ML students will receive a curriculum offer according to their ability.
- Strive to encourage parents to feel part of the school community and ensure they can access all communications and activities.

Objectives

Ensure provisions are made and ML students can access all areas of the curriculum. This is achieved through individual support and the use of classroom strategies aimed at ML students. Close monitoring of progress ensures that students English is improving, and individual targets are being met.

- Classroom based activities have clear learning objectives and use appropriate materials and support to enable ML students to participate in lessons.
- Carrying out a language assessment after four weeks of arrival and in later months identifies ML student's level of English and monitors their progress.
- Provide an environment where ML students feel safe, valued and part of the school community, giving support in all aspects of their schooling.
- Identify the ML student's ability through The Ravens Matrix's (visual assessment) at the initial admissions meeting. This will give a clear understanding of their ability, ensuring they are placed in the correct sets and guaranteeing that their lack of English does not affect this.
- Identify the level of English of ML students and determine the support required.

- Involving parents in all aspects of schooling by providing translators for meetings and specialised parents evenings for different nationalities and allows extra time to discuss their child's schooling. Ensuring letters and important phone calls can be translated ensures communications are understood fully. Involving parents in cultural events encourages them to participate fully in their child's achievements and celebrations.

Admissions procedure

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. During the admission of ML students, the ML Coordinator is present with a translator if required, giving further support to both ML student and parents. The Raven Matrices assessment is completed instead of a reading and spelling test to determine an ability level. The ML Coordinator liaises with the achievement leaders to ensure the ML student is placed in a suitable set and form. All teaching staff are informed of the new arrival to ensure strategies are in place to support.

During transitions from primary school and from key stage 3 to 4, the ML Coordinator closely monitors and supports ML students, giving extra guidance and reassurance where needed. Any issues are resolved through close liaising with achievement leaders and teaching staff.

Materials

The White Hills Park Trust provides appropriate materials such as bilingual dictionaries, electronic translators, translated work and key word lists.

Teaching Strategies

- Provide strategies to support teaching staff when teaching both ML beginners and developing bilinguals.
- Enhanced opportunities are provided for speaking and listening and the use of drama techniques and role play. ML students have effective staff and peer models of spoken language.
- Additional visual support is provided such as posters, pictures, objects, demonstrations, use of gesture.
- Additional verbal support is provided such as repetition, modelling, and peer support.
- Use of peer and group work that involves purposeful talk and encourages participation.
- Scaffolding is provided for language and learning such as writing frames.
- To ensure that use of first language is encouraged and recognised.
- The ML Coordinator will deliver planned lessons with individual ML students and small groups.
- When possible, provide peer to peer support from students who share the same language particularly during the 'settling in' period.

Planning, Monitoring and Evaluation

- Target for ML students are appropriate, challenging and are reviewed regularly.
- Planning for ML students involves both curriculum and ML specific objectives.
- Teaching staff assess and monitor the development of ML students in English, modifying lessons to suit.
- ML Coordinator will provide support, guidance, and advice for the teaching of ML students.

Assessment

- Progress in English is regularly assessed and monitored through language assessments and assessment day data. Students are placed into relevant intervention groups using the following criteria as specified in national guideline. **A - New to English** (limited or no English), **B – Early acquisition** (has some understanding of familiar words and is beginning to communicate with single words or phrases), **C – Developing competence** (confidence has grown in speaking, writing, and reading. Support and differentiated work is needed), **D – Competent** (working more independently, checking of understanding is required regularly), **E – Fluent** (Able to access the curriculum to the best of their ability), **N – not assessed**.
- Support and guidance to teaching staff is provided to A and B students.
- Consideration and sensitivity is given to the appropriateness of testing ML students in the early stages of learning English.
- Giving support in testing and exams such as extra time, translation and bilingual diction is permanently provided while the development of their English language improves.
- Teaching staff have regular opportunities to liaise with the ML Coordinator and discuss ML students' progress, needs and targets.
- Setting of groups is never carried out on assessments alone and consideration of their stage of learning English is always considered.

Parental/Community Involvement

- The admission process for new arrivals is welcoming and adapted to fit with the family's needs.
- Providing translators for meetings, parents evenings and translated letters where needed, to ensure good communications with parents/carers.
- Being aware of student and their parent's spoken language, culture, and religious background.
- Celebrating the achievements of ML students within school and the wider community.
- Supporting parents to assist their children at home with their development of English and their first language.
- Providing ML students and parents with the opportunity to attend supplementary school wherever possible and the partaking in examinations in their home language.
- Whilst ensuring that religious celebrations are recognised and supported within school, direction is taken from the local authority as to the number of absences permitted for religious celebrations.

SEN and Gifted and Talented

- Most ML students who need support do not have SEN.
- If SEN is suspected a first language assessment is carried out to confirm, ML students have equal access to SEN provisions and support.
- Close liaising between the ML coordinator and the school SENCO ensures ML/SEN students receive full support.

Support – Access arrangements

In line with the JCQ rules students whose first language is not English are permitted to use a bilingual dictionary during exams if this is their usual way of working in lessons. This applies during the first three years of arriving in the country and entitles them to 10% extra time. After three years students may continue to use a bilingual dictionary with no extra time. None of these arrangements apply in exams that are assessing English.