

Multi-Lingual Learner Policy

2023- 2024



This policy will be reviewed on an annual cycle

Person responsible for the Policy:	Mrs Shacklady
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RLA's Intent

Purpose: The purpose of our MLL Policy is to detail RLA's conscious, purposeful and deliberate approach to the accurate identification and the meeting of needs of pupils who are typically classified as having 'English as an Additional Language' (EAL). As with all learners, MLL pupils will need varying levels of provision dependent on their life experiences.

Definition: MLL (was EAL) **is not SEND**. A MLL pupil is a pupil whose first language is not English. This includes all stages of English language development - from pupils who may be fully bilingual to those who have no English. Each MLL learner's curriculum offer will be informed by their MLL assessment (Bell Foundation) in accordance with our Pathway model.

MLL pupils may be:

- ✓ Newly arrived from a foreign country and school;
- ✓ Newly arrived from a foreign country, but have attended an English speaking school;
- ✓ Born abroad, but moved to the UK at some point before starting school;
- ✓ Born in the UK, but in a family where the spoken main language is not English

Aims of our MLL Policy: Our Policy aims to teach MLL knowledge and understanding so as to support effective, accurate teaching and assessment procedures, which result in good progress being made to learn English. This Policy teaches us to use available and appropriate resources and strategies to ensure the meeting of the needs of pupils who just happen to have English as an additional language, thus raising pupil achievement and aspirations ('possibilities.')

When planning deliberate pupil offers, we constantly review our provision to ensure that we are effective, adhering to principles of Equality, Diversity and Belonging, informed by baseline assessments and on-going learning through our tiered curriculum offer:

Equality: Be proactive in removing barriers that stand in the way of our MLL pupil's learning and success at the start of the learning journey.

Diversity: Meet our responsibilities to MLL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential; and to our curriculum driver of Belonging:

Belonging and Cohesion: Provide our MLL pupils with a safe, welcoming, respectful, nurturing environment where they are accepted, valued and encouraged to participate with all of their peers as equal members of the RLA family.

Key Principles of Additional Language Acquisition:

- MLL pupils are entitled to the full National Curriculum programme of study. All teachers have a responsibility for teaching English as well as other subject content to all pupils in their care;
- Access to learning requires explicit attention to words and their meanings embodied in each subject. Meanings and understanding must not be assumed, but must be taught through pre-teaching and teaching of our Pathway Model and tiered curriculum offer: universal, additional and specialist, including our Learning Village teaching;
- Language is central to our identity. Thus, the home language of all pupils and staff is recognised and valued. Pupils are encouraged to maintain their home language at times appropriate to their needs.
- Many pupils acquire the ability to communicate in English quite quickly; but, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for typically between 7 to 10 years.
- Language develops best when used purposefully across our curriculum. Demands of language learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling and teaching use of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

Implementation

Responsibilities:

Assistant Heads - To obtain, collate and distribute information on new pupils to relevant teacher, including:

- Language(s) spoken at home;
- Initial assessment based on the Bell Foundation Assessment Framework – approximate Band
- From the previous school, information on level of English studied/used;
- Details of curriculum at previous school.

Deputy Headteacher – Monitor the outcomes of our MLL learners to evaluate this Policy in line with our assessment calendar and co-produce policy and practice changes with the Headteacher.

MLL Leader

- Monitor the progress of MLL learners through existing Literacy/subject monitoring and SLT reporting
- Co-ordinate caseload allocation and additionality offers through our tiered curriculum offer and Pathway model
- Supervise our MLL team to ensure accurate knowledge of impact and good working practices
- Provide support and advice to class teachers, through this Policy and personal research.

MLL Team and Teachers:

- Colleagues communicate with each other to ensure adaptive, deliberate provision based on individual progress
- Record and monitor MLL learners' progress in line with our assessment calendar
- Make parents and carers of MLL pupils fully aware of this Policy and its practices
- Share relevant information on pupils with MLL to support the pupil's wellbeing and sense of achievement
- Fully implement training outcomes in planning, teaching and assessing MLL learners
- Set ambitious and challenging targets for pupils learning English and ensure that these are met
- Are knowledgeable about pupil's abilities and needs in learning English and implement proven strategies across the child's curriculum offer
- Use assessment knowledge consciously, purposefully and deliberately in curriculum planning, classroom teaching, use of resources and pupil grouping

Pupils:

- Pupils are encouraged to set or co-produce their own targets to nurture self-esteem and increase accountability.

Entry into School and Non-Routine Admissions: Children are assessed and banded using Bell Foundation's EAL Assessment Framework. Bands used at RLA are:

A: New to English B: Early Acquisition C: Developing Competence D: Competent E: Fluent

New to English. Pupils in the English education system who are New to English will progress at very different rates according to their educational background, life experiences and the effectiveness of the support they receive. New to English learners can be described as working at band A on The Bell Foundation's EAL Assessment Framework. As a general rule, New to English learners tend to be in their first two years of learning. Learners New to English (working at Band A):

- Engage in highly scaffolded listening and learning activities, linking sounds to actions and meanings
- Show emerging competence in basic oral expression
- Demonstrate little/no knowledge of written English, taking first steps to engage with written and digital texts in English
- Demonstrate competence in managing basic, simple and isolated phrases

Band A learners require considerable support to access curriculum content through regular pre and universal teaching as well as through very regular Learning Village teaching.

Early Acquisition. Pupils at Early Acquisition can be described as working at Band B on the EAL Assessment Framework. As with 'New to English' learners, those at Early Acquisition tend to be in their first 2 years of learning. These learners:

- Show a developing autonomy in processing speech
- Show emerging competence in the ability to respond verbally in interactions with others
- Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning
- Demonstrate competence in producing basic sentences on familiar topics conforming to taught expectations

Band B learners need a significant amount of EAL support to access the curriculum. During the **New to English and Early Acquisition stages**, the focus for teaching and support should be on effective communication and 'meaning making'. At these stages fluency and building confidence is more important than accuracy.

Developing Competence. Pupils who are Developing Competence, have typically been learning English for between 2 and 5 years and are described as working at Band C. At this stage, learners would typically be confident in communicating in English and would be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with errors sometimes continuing for a number of years. These learners:

- Show developing independence in the use of basic listening skills needed to engage with learning
- Demonstrate emerging competence in spontaneous expression and communication
- Draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks
- Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts

Learners working at Band C will require regular MLL support to access the curriculum fully. At this stage, the focus for teaching and support should be about increasing range and accuracy of language use. MLL learners who are **Developing Competence** need to be encouraged to notice key features of English and self-correct.

Competent. Pupils who are Competent are described as working at Band D. These learners:

- Apply listening skills over an increasing range of contexts and functions
- Demonstrate competence in producing more varied and complex speech in a wider range of contexts
- Engage with curriculum related reading activities independently and productively in different subject areas
- Demonstrate competence in controlling content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar

Fluent. Pupils who are Fluent are described as working at Band E. These learners:

- Demonstrate confidence in writing accurately and independently in a variety of genres
- Engage with curriculum-related reading activities independently and productively in different subject areas
- Show competence in fluent, creative use of spoken English
- Show an ability to understand and respond to spoken communication in school contexts with little or no hindrance

At the **Competent and Fluent stages**, the focus for teaching and support is about promoting more sophisticated uses of language; exploring how to control of genre and register; and varying style and format to adapt to a range of contexts.

Learners working at both the Competent and Fluent stages may still need some/occasional support to access complex curriculum material and tasks.

Teaching strategies: As pupils are assessed and allocated the relevant band, teaching teams must follow our Curriculum Offer Pathway Model, incorporating guidance from The Bell Foundation Classroom Strategies and from the Learning Village curriculum framework into teaching planning, preparation and assessment.