

FCJ Primary School



Multilingual Learners (MLL) Policy

Mission Statement

Teach the children with all the kindness and gentleness possible.

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Author	SENDCo

Article 3: Acting in the best interest of the children in our care.

The FCJ Governors are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.



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1 Introduction

In FCJ schools, we recognise that every individual is a child of God. Our aim is to nurture and inspire our students to become their best selves. Outstanding teaching enables achievement and excellence for all.

2 Purpose

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as Multilingual Learners (MLL).

3 Definition

A multilingual learner is a child who is exposed to a language other than English in their home.

4 Aims

This policy sets out the school's aims and objectives with regard to meeting the needs and celebrating the skills of MLL pupils, and helping them to achieve the highest possible standards.

- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with MLL bring to the school whenever possible.
- To implement appropriate strategies, as necessary, to ensure that MLL pupils are supported in accessing the full curriculum.
- To help MLL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage children to practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills.

5 Objectives

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with MLL and to give appropriate provision throughout the school.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with MLL.
- To monitor pupils' progress each term in class moderation and curriculum meetings in order to make decisions about classroom management and curriculum planning.

6 School/Class Ethos

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and MLL pupils are encouraged to play a full part in all learning opportunities. MLL learners make the best progress within a whole school context, where pupils are educated with their peers. The school structure, pastoral care and overall ethos aim to help MLL pupils integrate into the school whilst valuing diversity.

MLL learners are supported in class as needed, including teachers recognising the pupil's mother tongue, identifying their strengths and boosting the individual's self-esteem, and enabling the pupil to become bi-lingual. Staff also acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class. We also recognise that support may be necessary beyond the time a pupil appears orally fluent.



FCJ has a number of staff who speak a range of different languages, including Polish, French, German and Africans, and can offer support to children as required. In some circumstances, children may also be supported by the MLL/EAL (English as an Additional Language) Team.

7 Assessment

The pupil's needs are identified during the admissions process and shared with relevant staff.

Teaching and Learning Staff can help pupils learning English as an additional language in a variety of ways:

- By planning adapted work for MLL pupils if necessary.
- By setting appropriate expectations, encouraging pupils to contribute and give more than one-word answers.
- By monitoring progress carefully and ensuring that MLL pupils are set appropriate and challenging learning objectives and outcomes.
- Recognising that MLL pupils may need more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.

The monitoring of pupils' progress is shared between all teachers, learning support workers and the School SENCo

8 Further information:

This policy exists and is to be used in conjunction with the other Curriculum Policies, Assessment, Behaviour Management, SEND, Safeguarding and Child Protection, Health & Safety.

Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle.