

Moorside Primary School



Multilingual Development Policy

MOORSIDE PRIMARY SCHOOL

PURPOSE, VISION & VALUES

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.
We pride ourselves in being a caring school community where everyone is welcome.
We strive to deliver an outstanding education for all our children.
We help everyone to become caring and active citizens
We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.
We want to create new opportunities for everyone to succeed.
We want to create a culture which broadens all of our horizons.
We want everyone to be able to tackle the challenges we will face in an ever changing world.
We want all of our children to effectively engage with each other and with our community.

Our values

We all believe that

Our local community deserves a school they can be proud of
We are a caring community where everyone is welcome
We all value, respect and support each other
Our community has the right to be safe and healthy.
Our children should have the chance to enjoy and be enthused by their time in our school

We all work together to make sure that

Everyone always tries their best and take pride in all that they do
Everyone demonstrates good manners at all times
Everyone respects each other and show consideration
Everyone respects and cares for our environment and resources
Everyone celebrates each other's successes and achievements

Multilingual Development Policy

School Aims

- To ensure education is based on exclusivity and promotes excellence in all aspects for all pupils in our schools.
- To provide outstanding provision which maximises opportunities for all pupils, parents and the wider community.
- To ensure the principles of every child matters are at the heart of the shared policy and practice and all pupils feel safe and cared for.
- To develop the well-being of both pupils and staff, ensuring a good learning/working environment.
- To use and share expertise to remove barriers to learning.
- To ensure the vision and values of the school are consistently applied by a highly motivated, professional and skilled staff.
- To create an environment where every person feels their contribution is valued.
- To promote safeguarding and set high standards of teaching and learning.
- To ensure that systems for tracking and intervention ensure all pupils, irrespective of background, to flourish and make accelerated progress, thus overcoming instances of underachievement and low aspirations.
- To deliver a creative and innovative curriculum, this meets the needs and interests of all pupils, within and beyond the school day.
- To ensure financial management is effective, enabling the school to be as richly resourced as possible in staff, equipment and materials.

Multilingual Development Policy

No child should be expected to cast off the language and culture of the home as s/he crosses the threshold of school and the curriculum should reflect this. (*Bullock report 1975 and 1977*)

Children do more than receive knowledge; they contribute themselves to the process of education by bringing to it their own cultural experiences, values and perspectives. Schools must utilise such contributions in the learning process. (*Birmingham Curriculum Statement 1991*)

Aims of Policy

Within Moorside Primary School we aim to ensure that:

- Multilingual and bilingual skills are recognised, valued and used appropriately;
- Display and classroom environments reflect the multilingual nature of our community;
- Our planning and teaching take account of the needs of children who have English as an Additional Language;
- The particular needs of asylum seekers, refugees and travellers are met;
- Recognise that certain concepts may have been already learned in a child's home language and that our role may be to translate that concept rather than to teach it;
- We do not perceive a lack of competence in English as a lack of language or as a sign of special educational need;
- All children who come to school with skills in their home language(s) become fluent and effective users of English as well as in their home language(s);
- Children can choose to speak in their "preferred" language in various circumstances during the school day.

Philosophy

At Moorside we aim to enable all children who have English as an Additional Language to become confident users of both their first, second and subsequent languages. We seek to develop their self-esteem which will in turn help them to develop a positive attitude to their own abilities as learners.

Multilingualism must be taken into account and catered for at all stages in teaching and learning, especially at the planning stages.

When a child comes to school as a proficient user of a first language the role of the teacher in these early stages is to actively promote the first language alongside the second language through planned activities, peer interaction, staff management deployment strategies, visual methods, displays, labels, books, games, CD's, parental involvement, etc. All these factors enhance the value and importance of the first language to the child and the school.

The school must try to bridge the gap between the family culture and the school culture. Children must be allowed to develop as whole personalities, balanced between two cultures, not confused by both. Each language must be seen

as of equal importance. Children must feel that their home languages are valued; and retain their pride in using them.

We aim to sustain the linguistic diversity and achievements of the majority of our children. We seek to celebrate their achievement by continually making high standards the norm of our classroom life. We attempt to follow the National Curriculum non-statutory guidelines which recommend that:

- Different languages should be valued and used in the classroom.
- Children who have English as an Additional Language should have opportunities to use their existing language abilities and knowledge in different contexts and for different and new purposes.

We support and adopt the view on Bilingualism which recognises that bilingual children's additional skills (for example their ability to translate) not only require acknowledgement as personal achievements, but may also be regarded as a resource for monolingual children and adults within the school.

Organisation

Good first wave teaching should ensure that all pupils are well catered for, and take part in learning opportunities which are carefully adapted to meet their needs. The needs of children who require extra support in English or their home language to ensure access to the full curriculum will be addressed with the support of the EAL teachers and multilingual teaching assistants as well as other teaching assistants who work throughout the school. Whenever possible, EAL support takes place in class, with specialist staff working alongside the class teacher, reshaping and refining explanations to ensure understanding and providing additional resources to enhance the child's learning. Some withdrawal may be considered appropriate in order to pre-teach a concept or to consolidate learning. Various models of team teaching can be used to effectively support pupils and maximise the effectiveness of additional support.

The focus of EAL support will include:

- Newly-arrived children will receive some specific support in a small group or on an individual basis, possibly in a withdrawal situation, but in consultation with the class teacher;
- Advanced Bilingual children will receive support as identified by the EAL co-ordinator and the leadership team.
- Specific multilingual projects, such as cross-age peer tutoring and paired reading, will be organised to promote the use and value of the children's linguistic abilities throughout the school;
- Key words and academic concepts of different subjects in the child's first language will be taught in order to facilitate the acquisition of English;

The Role of Staff

Strategies for EAL support include:

- planning collaboratively with class teachers to ensure that work is suitable for bilingual learners at different stages of development;
- providing small group input to meet the linguistic, academic, emotional and social needs of the individual children;
- working collaboratively with colleagues to provide additional support and teaching where needed;
- providing a specific programme of study for individual children, helping them to function within the mainstream classroom;
- assessment and monitoring;
- building up resource banks of audio materials, visual aids, language games, bilingual dictionaries and dual language text books and promoting their use across school ;
- promote bilingual skills to support learning and enhance the whole school environment e.g. labelling and notices; poetry and songs; maths and science;
- involvement in specific projects and work related to the understanding of language

Teaching

If we are to provide appropriate support for EAL pupils in order to give them access to the whole curriculum we must:-

- Address the implications of second/third language acquisition and how we can facilitate this in the curriculum.
- Continue to be aware of the need to appoint bilingual staff or enlist parental support if we are to extend pupils' concept development in their first language.
- Undertake INSET on second language acquisition and bilingualism.
- Encourage parental support
 - Use resources effectively
 - Identify the language and learning needs of pupils and provide for these needs by:-
 - Providing opportunities to review, revisit, and repeat activities

- Providing opportunities to draft and redraft their own writing
- Teaching advanced reading strategies in all curriculum areas
- Supporting the development of a range of genres and text types through role-play, modelling writing, exploring how language is used in a particular area e.g. maths or science practical work.
- Analyse the language and learning needs of the curriculum and provide support through:
- Supporting the classroom vocabulary development through the use of word banks, displaying vocabulary in other languages, using bilingual dictionaries, labelling equipment, resources and displays - having word walls etc.
- Visual support for key concepts - diagrams, maps, reallia, pictures
- Repetitive language structure activities such as matching halves of sentences, sequencing in science experiments etc.
- Planning that includes opportunities to use first languages in the classroom
- Identifying language and learning curriculum related outcomes
- Identifying support requirements of pupils
- Matching task to ability
- Not allowing pupils to struggle if in difficulty but giving timely and effective adult support
- Being aware of oracy and literacy development related to the content of the curriculum (in first language where appropriate) through:
- Teacher awareness of individual pupil's first/second language and her/his expertise in those languages
- Drafting a piece of writing in the first language in order to support English opportunities to reflect on the pupil's own language learning
- Using story props
- Sequencing pictures before creative or non narrative writing
- Providing writing frames for pupils' writing

Provide opportunities for the practice and development of language skills through:

- Collaborative activities that require talk to complete the task
- Opportunities for reporting back to others
- Pupil groupings which provide teacher or pupil support for speaking and writing before bilingual pupils are asked to produce language
- Resources produced by peers as models of what can be achieved
- Using the structure and vocabulary of a given text to create their own text
- Using first languages in learning
- Ensure classroom organisation and pupil groupings (i.e. mixed ability, co-operative groups) support pupils active participation through:
- Grouping and regrouping pupils for connected activities in order to develop their language skills and expertise
- Supportive experts [it is not immediately obvious that this means other pupils rather than specialised staff] are in each group e.g. good readers and writers
- a range of grouping strategies to include mixed or like-ability groupings, language, interest, gender, age, friendship, to include good role models.

Attainment and Progress

If we are to ensure that the profile of attainment amongst EAL pupils matches that of the school as a whole, and that the progress of these pupils is satisfactory or better then we must:-

Recognise that advanced bilingual learners need support, as well as newly arrived pupils

- Keep accurate and up-to-date pupil records including information about first languages and educational background
- Regularly carry out data analysis to monitor the progress and attainment of vulnerable groups and identify pupils who may need support
- Support pupils in assessment tasks
- Make the distinction between pupils for whom English is an Additional Language and those who also have Special Educational Needs and support them appropriately
- Recognise very able pupils with EAL and challenge them appropriately.

The Curriculum and Assessment

Accurate assessment of children's knowledge and understanding in English as an Additional Language can be difficult for various reasons including:

- Their understanding may be limited by their lack of language proficiency
- They have not acquired the language skills to express their meaning
- They may be too timid, afraid of making mistakes.
- Sometimes children use the rules of their first language to translate literally into the second language
- Sometimes they use inappropriate or half-remembered words and structures to convey meaning.

Children need to be assessed by a variety of methods to try to reveal their true level of understanding and language competencies.

Strategies include:

- Observation
- Listening
- Asking them to follow instructions
- Transcription/retelling a story verbatim
- Reporting on an experiment
- Talking about an experience
- First language assessment in speaking, reading and writing
- Monitoring ethnicity
- Valuing the first/second language whilst acquiring a second/third

These assessment methods would be carried out in several situations to see if the same judgements hold true in different contexts.

In order to ensure that EAL pupils are being provided with their full curriculum entitlement we must:

- Endeavour to work and plan together where appropriate, building on what we know
- Ensure the curriculum is challenging and tasks have a clear context
- Provide opportunities for first hand experiences e.g. visits
- Ensure the curriculum builds on the experiences of all pupils
- Ensure learning tasks and resources are differentiated
- Ensure use of visual cues as well as verbal
- Ensure assessment informs curriculum planning
- Use visual cues as well as verbal

Record Keeping

Assessment use of proficiency in English (see Appendix)

Leadership and Management

Governors, parent link worker and the school leadership team should all contribute to the quality of education provided for EAL pupils by:

- Ensuring admission and induction procedures support newly arrived EAL pupils e.g. through effective dissemination of early profiling information to Transcription/retelling a story verbatim.
- Actively promoting parental involvement with a welcoming ethos and where possible appropriate translation/interpretation services
- Providing liaison with outside agencies for EAL pupils with SEN
- Liaising with Refugee and Asylum Seekers support systems
- Ensuring there is equal status of mainstream and specialist staff in the eyes of pupils and staff
- Making access to resources, equipment, money and information for specialist staff on the same basis as mainstream staff.
- Enabling time for joint review, planning and evaluation
- Securing access to continuing professional development for specialist staff
- Ensuring there is time for liaison between SENCO and specialist staff on SEN issues to enable EAL pupils with SEN has their needs met.
- Checking that monitoring procedures are in place and are effective.

- The monitoring and evaluation of the effectiveness of our EAL support, and our multilingual policy, will be carried out by Senior Leaders.

Resources

All staff should make maximum use of resources available in our school.

Resources include:

- Dual text books: Bilingual tapes, CDs in twelve languages
- Labels and signs around school
- Bilingual staff; parents and other community members
- Books in community languages
- Bilingual dictionaries
- Visual timetables

Staff should be aware of the community organisations which support parents:-

First Step

A charity which educates mothers who speak languages other than English

West End Refugee Service

Local provider of practical help to families

ESOL

Through Newcastle city Council a provider of English Language Learning Opportunities to Adults for Whom English is not the language spoken

Angelou Centre

Black-led women's centre based in the West end of Newcastle. A range of services on offer for women only from Black and Minority Ethnic groups (BME).

Big word

Translating Service

Display

Displays afford us creative opportunities to celebrate our cultural and linguistic diversities. When we are using display to enhance the curriculum, not only can the work displayed be relevant to all curriculum areas, but can also reflect the languages of our pupils. We can do this by:-

- Having dual language text, English text and other first language texts as part of the display
- Labelling displays using more than one language
- Using display to reflect linguistic and cultural diversity.
- Displaying work in progress as well as completed work
- Displaying work which supports language development

Equal Opportunities/Special Educational Needs

At Moorside Primary School we seek to ensure that **all** children have

- Appropriate access to language support whatever their age, race, gender, legal status or special/specific need within the constraints of current staffing levels and budget allocation.
- The opportunity to make progress

Where there is specific concern about a child's progress or lack of it, there may need to be joint intervention by the Senior Leadership Team. Bilingual children who fall into a category of causing concern will be given a first language assessment wherever possible. This should ensure that discrepancies in identifying education need and specific learning difficulties. Pastoral care may be required for asylum seekers or refugees – and also for their parents. In these instances the parent liaison worker will be involved. Some modifications to the children's curriculum may be required if they suffer from trauma.

Teaching Strategies

These policy guidelines have been developed through a process of shared discussion and curriculum development meetings. The process of policy development in school is seen as a continuous one and it is intended that these guidelines will change and grow in line with classroom practice and developing expertise.

This section of the school policy is designed to support the teacher in implementing the philosophy and aims of the policy.

All staff are responsible for supporting children who have English as an Additional Language. Where teachers need advice and guidance on bilingual matters, they should refer to the Senior Leadership Team.

Ways to Implement the Policy

This is an enormous task, requiring a whole school approach with everyone working together to a common aim. The whole staff, Teaching Assistants, administrative staff and midday supervisors must work together to develop a shared ethos of welcoming and supporting multilingualism. The 'hidden' curriculum needs to send the right messages to our children.

Some specific points to consider:

1. Conversations in home language should be positively encouraged;
2. The proper pronunciation of children's names and places important to them is essential. Names are a fundamental part of our individual identity;
3. We actively try to learn words in the child's first language - showing our appreciation of its value and importance to the child;
4. Topic content should include the achievements of other cultures and languages. For example, compare 'borrowed' words from other languages - such comparisons will help children to see the inter-relatedness of language. Use examples of leaders and key people from other cultures within the framework of a topic.
5. The planning of lessons should take into account the relevance and importance of linguistic diversity. Teachers should be aware of possible ambiguities and misinterpretations open to EAL children and plan to overcome potential difficulties.
6. Strategies such as planning bilingual support (peer support/parental involvement) for those children who may have difficulties in understanding a concept in English are vital. Ask members of staff with specific expertise in a particular language for support and help. Concepts already formed in the first language need to be transferred to English - a different task from teaching the concept itself. Explanation prior to a lesson from a peer in a home language may help with understanding and access to learning. Also, we need to be aware that concepts cannot always transfer identically from one cultural context to another.
7. Members of staff who are native speakers of a child's mother tongue positively enhance the child's self-concept and can help to see the positive benefits of speaking two languages. Parents should be treated with respect and all members of staff should be treated equally, so that children do not feel people from their own cultural background are seen as subordinates.
8. Children new to English must be allowed to experience the receptive stages of language learning, i.e. to observe, use gestures to communicate, to use their first language, speaking only when confident, perhaps to peers initially. They need positive and sensitive support as they develop confidence and begin to participate actively in English as an Additional Language.
9. Each language system has its own set of rules. The 'scaffolding' for these rules comes from the parents and then the teachers and the peer 'leaders' in the class. It is important that all children, including the 'leader' are encouraged to become more competent models of language use so that they can provide the role model for other speakers. The focus for language support for developing bilingual children is not just the beginner or newly-arrived non-English speaking child. All children for whom English is an Additional Language need specific and well-planned language teaching.
10. When difficult concepts have to be addressed in subjects such as Science and Maths, it may be better to present these in the first language with support from the second language rather than vice versa. Positive strategies for accessing such support need to be developed.
11. Subtle nuances of English will be gradually assimilated by the new learner. Idioms will need clarification. Languages are culturally embedded and some children may not be able to share or understand some of the experiences of ironies/humour described in literature for example. Good illustrations will provide insight. Children need to be able to discuss and explore texts and language on a regular basis, using newspaper articles, magazines, books and sayings. They need to discuss literal and symbolical/metaphorical meanings 'The giant smacked his lips'. What does this mean?
12. Everyone who is teaching should be aware of the differences and potential confusions inherent in

language conventions, e.g. writing from left to right. Children need time to be trained in new letter formations and grammatical structures.

13. Build up various areas of role play (not just in Early Years classrooms) within the context of the National Curriculum, where notices demonstrate meaning and purposeful communication takes place in each language the pupil is developing. Reflect on the community represented within school and the contributions these communities make to the area. Signs and notices in the classroom and role play areas should reflect this cultural mix. Switching between languages should be encouraged.
14. Discuss differences between cultures and languages, pointing out that all are equally important and all have a great contribution to make towards a more interesting and diverse world. All children should be involved in some sort of bilingual project or language research project during their time in school.
15. Displays throughout the school should reflect the languages represented within the school - all through the year not just at festival times. Use photographs, books, cut-outs, tapes, parents and visitors to support bilingualism.
16. Multilingualism is important to all children in school and to the whole school ethos. Monolingual children eager to learn from their peers should be encouraged to try. It should be a sharing, enriching experience, seen as the norm, not as an exception.

As a school we are working toward a more defined curriculum for the development of all speaking and listening skills.

'Useful Ideas'

- Preface a story with three or four words explained fully - via actions and pictures;
- Read a simpler text;
- Ask questions 'gently' bearing in mind the difficulties the child may be experiencing;
- Group children appropriately;
- Use bigger pictures, clearly sequenced and other visual aids/artifacts;
- Get another child to translate, paired language games, advanced bilingual learner to help another;
- Use puppets to get children to 'speak through' thus building up confidence;
- Children requiring extra input should sit nearer to the teacher;
- Share the book with small group/individuals as well as the class;
- Repeat things;
- Use appropriate material;
- Use simple language structures initially; speak clearly and slowly at first;
- Be aware of language demands placed on the child and the complexities involved in the language
- Learn words from the child's home language - empower the child, raise the status of the home language;
- Use the computer as an aid; use the programmes available in various languages as well as English;
- Stop and check if the child has understood - ask lots of questions;
- Read repetitive stories which will relay constant meanings of things;
- Put up bilingual/trilingual signs;
- Use stories with structures which can be used in normal speech, e.g. Nursery Rhymes;
- Use useful phrases regularly;
- Singing and repetitive rhymes all help;
- Bilingual role play is important;
- Circle Time

Date to be implemented	June 2019
Date to be reviewed	January 2020