

## Le Rocquier School Multilingual Learner (MLL) Policy 2024-2025

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*“Languages form an integral part of life. For people living in Jersey languages contribute to our diverse and vibrant society, and so should be acknowledged and celebrated. The promotion and development of languages is essential to identity and inclusion. It is the aim of this Policy to provide a consistent framework for educators to create optimal conditions for students to achieve and reach their full potential.” CYPES*

### **Rationale:**

At Le Rocquier we encourage, welcome, and respond to a diverse range of language strengths, needs and identities, with the task of preparing students to leave us with the linguistic, academic, and social skills and competencies they require to become successful members of our island community. A key element for success is empowering children to value their own language and cultures, and those of their peers. Raising the profile of all languages has a positive impact on inclusion and well-being for students. At Le Rocquier our vision is that all Multilingual Learners fully and implicitly access and enjoy an inclusive education that results in high levels of English proficiency, mastery of at least age-related expectations, and opportunities to develop proficiency in multiple languages and broad cultural understandings.

### **Aim:**

With the current school population consisting of approximately 34% multilingual students, our vision is to ensure all learners can fully and implicitly access and enjoy an education from Year 7-11 (and beyond) that results in high levels of English proficiency; achieve mastery of at least age-related expectations; and enable opportunities to develop proficiency in multiple languages and broad cultural understandings.

### **The aims of this policy are:**

- To develop school-wide approaches to the development of languages as a key to success in a globalised world
- To raise awareness of the benefits of cultural and linguistic diversity and champion its contribution to the school community
- To provide all children with equal opportunities to make progress in language development and learning in the languages of their heritage and the languages of the Island
- To support and encourage the learning of non-traditional modern languages (beyond French/Spanish/Italian/Mandarin) and home and heritage languages (Jèrriais) as having equal value in a child’s linguistic development and the school’s linguistic landscape.

- To raise awareness of the language-based learning needs of all subjects, and ensure that all educators, irrespective of subject or specialisation, are equipped to support language development in their classes.
- To maintain consistent collaborative contribution to an Island-wide MLL strategy, in line with the Language Policy for Jersey Education.
- To ensure that all parents and caregivers can access information on the education provisions for their children within school, including for language development, thus enabling them to support their children at home.

*“It is very important that students be encouraged to continue their native language development. When parents ask about the best ways they can help their child at home, you can reply that the child should have the opportunity to read extensively in her own language”- Cummins.*

### **Roles and Responsibilities:**

A successful Language Policy depends on the commitment and ‘buy-in’ of all stakeholders.

- All languages are inherently valuable and of importance to the student for their sense of identity and belonging.
- Students must be encouraged and supported to value their home language(s) and continue to develop proficiency in them, inside and outside the classroom.
- The knowledge, experience and high expectations of the teacher will enable equitable access for all students in all languages.
- Quality learning in languages is achieved with strategic planning, excellent resourcing, and evidence-based methodology.
- Reflective practice, including Continuous Professional Development, enables educators to review and develop their approaches to teaching and learning in multilingual classrooms.
- Schools will endeavour to build community links so that all parents and caregivers feel welcome and involved in the life and fabric of the school.
- As educators, we will aim to be exemplary role-models in attaining a high level of competency in the languages we teach.
- As educators, we will aim to be exemplary role-models in demonstrating passion and respect for linguistic diversity.

Senior Leadership Team: Lead and give a high profile to Multilingual learners. Support the Literacy HUB by dedicating CPD to MLL training, ensuring that MLL is at the core of quality assurance and supports multilingual students across the Le Rocquier community.

MLL lead: Coordinates whole school initiatives and supports departments in the implementation of strategies, encouraging the sharing of good practice as well developing positive language role models across the school community. Uses data to ensure that pupils receive the correct interventions or language support.

Teachers across the curriculum: Contribute to pupils' development of language, since speaking, listening, writing, and reading are, to varying degrees, integral to all lessons. Plan lessons that consider varying proficiency levels of all students, including MLL, in line with the Teaching Standards 2012.

*'Demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of standard English, whatever the teacher's specialist subject.'*  
(Teacher standards September 2012.)

Learning Resource Manager: Support staff and pupils with resources that support Language learning, ensuring a range of reading material is provided that serves the first languages of all students .

Pupils: Take increasing responsibility for recognising their own language needs and making improvements in their reading, writing, speaking, and listening across all curriculum subjects. Continue to use and maintain their first language, celebrating their linguistic identity and contributing to the overall cultural diversity of the school.

Parents/Guardians: Support the school in the development and implementation of this policy. They should: encourage their children to use the range of strategies they have learnt to improve their levels of English language proficiently as well supporting their home language .

**Evaluation:**

This policy will be reviewed every year for the first three years and then every two years. The first year is an introduction to some of the changes being implemented in the hope that we can slowly build to ensure that we are following all the steps recommended by the Multilingual Learner Advisory Service (MLLAS).