Janvrin School



Multilingual Learners (ML) Policy

May 2026

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1. Intent

Janvrin School values multilingualism as a strength and an asset to the whole school community. We are committed to ensuring that all pupils appreciate, respect and celebrate linguistic and cultural diversity. Multilingual learners will feel welcomed, respected and well supported as they develop English proficiency while maintaining their home languages and cultural identities. Staff use inclusive, evidence-based strategies to meet pupils' academic, social and emotional needs, and pupils play an active role in supporting and celebrating multilingualism throughout the school.

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2. Aims and Rationale

This policy outlines how Janvrin School supports multilingual learners, including pupils with English as an Additional Language (EAL), to ensure they:

- Have equitable access to the curriculum
- Make sustained progress in English language development and learning
- Feel confident, valued and included
- Maintain and celebrate their home languages, cultures and identities

The policy aligns with the **Government of Jersey's Supporting Multilingual Learners in School and at Home**, promoting inclusive practice, strong home–school partnerships and recognition of multilingualism as a lifelong skill.

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3. Definition of Multilingual Learners

Multilingual learners are pupils who use one or more languages in addition to English at home or as their first language. This includes:

- New arrivals to Jersey or to Janvrin School
- Pupils born in Jersey who use a language other than English at home

  Pupils who appear socially fluent in English but require continued academic language support

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Home language is the language most used in a child's current home environment. **First language** is the language a child has been exposed to since birth.

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4. Assessment and Identification Assessment Framework

Janvrin School uses **The Bell Foundation EAL Assessment Framework**, which assesses English language development independently from cognitive ability.

Pupils are assessed in:

- Listening
- Speaking
- Reading and Viewing
- Writing

Proficiency stages:

- A – New to English
- B – Early Acquisition
- C – Developing Confidence
- D – Competent
- E – Fluent

Assessment Cycle

- New multilingual pupils are assessed after a **two-week settling-in period**
- Whole-school assessments: o **January:** Years 1–6 o

  April: Reception–Year 6
- Staff completing assessments receive appropriate training
- Annual moderation is led by the ML Lead Assessment information is used to inform:
- Classroom teaching and planning

Pupil targets and intervention

- Professional development
- Strategic decision-making

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5. Monitoring and Use of Data

Janvrin School maintains a clear system for tracking progress and wellbeing of multilingual learners.

Data includes:

- English proficiency stage
- Bell Foundation EAL Assessment
- Academic attainment
- Termly report data
- Progress over time
- Attendance and wellbeing indicators **Processes:**
- ML progress is reviewed alongside attainment data
- Learners are clearly identified within tracking systems
- Gaps in progress are analysed and addressed promptly
- Outcomes are reported to Senior Leadership

Data is used to support learning and raise outcomes, not to limit expectations or define potential.

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6. Quality First Teaching

At Janvrin School, **all teachers are teachers of language**. Support for multilingual learners is embedded within high-quality classroom practice.

Effective teaching includes:

- Explicit teaching of vocabulary:
    - Tier 2 (high-frequency academic language) o
      Tier 3 (subject-specific vocabulary)

  Visual, scaffolded and structured teaching: o
      Consistent use of Widgit symbols
- Oracy-rich classrooms:

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    - Clear modelling of talk o Opportunities for exploratory and presentational talk o Explicit feedback and positive praise
- Adapted tasks that maintain high expectations
- Appropriate use of pupils' first languages as a learning resource

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7. Induction and Pupil Support

Janvrin School provides a welcoming and consistent induction for multilingual pupils.

Induction includes:

- Planned meetings with families (with translation support where required)
- Baseline assessment
- Visual timetables, clear routines and accessible resources
- Staff awareness of pupils' linguistic, cultural and educational backgrounds

Peer Support Buddy System

- All new multilingual pupils are allocated a trained buddy
- Buddies support routines, social integration, confidence and wellbeing
- Oversight ensures safeguarding and effectiveness **Young Interpreters**
- Trained pupils support communication for new starters
- Young Interpreters are visible and identifiable

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8. Celebrating Language, Culture and Identity

Diversity is celebrated as part of everyday school life through:

- Half-termly *Learn a Language* focuses

  Language Friendly Festival
- Culture Day
- Multilingual signage and displays
- Storytelling, music and shared cultural experiences
- Curriculum content reflecting local and global perspectives

Pupils are encouraged to share their languages, experiences and identities.

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9. Transition

Transitions are carefully planned to support continuity. **Within school**

- Transfer of language assessment and support information
- Early planning meetings between staff

Between schools or phases

- Sharing of English proficiency data
- Communication with receiving schools
- Additional emotional and wellbeing support where required

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10. Working with Parents and the Community

Strong partnerships with families and the wider community are central to success. Janvrin School:

- Values parents as partners in learning
- Provides information in accessible formats
- Encourages home language use and literacy
- Signposts families to community and language support services
- Works with local organisations

The school acts as a bridge between home, school and the wider Jersey community.

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11. Roles and Responsibilities

Senior Leadership Team: Strategic oversight and resourcing

- **ML Lead:** Assessment, data analysis, training and guidance
- **Teachers:** Inclusive teaching, assessment and pupil wellbeing
- **Learning Support Assistants:** Targeted language and wellbeing support
- **Pupils:** Respectful participation in an inclusive school community

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12. Monitoring and Review

This policy is reviewed annually to ensure:

- Compliance with Government of Jersey guidance
- Alignment with Bell Foundation research
- Ongoing improvement in provision and outcomes
- Responsiveness to the needs of the school community

Further information:

Supporting multilingual learners (ML) in school and at home