



## MULTILINGUAL POLICY

POLICY FOR	MULTILINGUALISM
PERSON RESPONSIBLE	
REVIEW DATE	June 2026
REVIEWED BY	Assistant Principals
APPROVED DATE	June 2025 6
APPROVED BY	Executive Principal/ CEO and Head of School / Deputy CEO
DATE OF NEXT REVIEW	June 2027
RELATED POLICIES	Reading Policy, Assessment Policy

Executive Principal / CEO and Brand  
Ambassador for GEMS Westminster Schools.....



## Introduction

GEMS acknowledges the vibrant cultural and linguistic diversity of its student body as a fundamental characteristic of its educational network in the UAE. This policy stands on the foundational principles of Quality First Teaching and Inclusive Education, aiming to address the distinct needs of each learner to foster a truly inclusive academic setting and reflects GEMS's ethos for **Multilingualism** (MLL):

*"To ensure all students feel comfortable and supported, providing them with equal opportunities to learn through language and reach their full potential."*

At GEMS, we embrace multilingualism as an asset, celebrating the ability to build proficiency in more than one language. Our approach integrates **GEMS of the World Core Language Techniques**—Say–Show–Go, Pause & Process, Expand It, Word Up!, Show What You Know, and Plan to Shine—to make learning clear, visible, and inclusive for all.

We recognise that language development is multi-dimensional, encompassing listening, speaking, reading, and writing. All four skills are developed in an integrated way to ensure students can access, engage with, and excel in the curriculum.

Within this, reading plays a pivotal role as the primary means of accessing written curriculum content. Through the **Read Like a GEM** strategy, we ensure that reading fluency, comprehension, and vocabulary are embedded alongside oral language development and writing skills in both the **Universal Offer** for all students and the **Targeted Offer** for those requiring additional support.

Teaching and learning are planned so that each child can aspire to the highest level of personal achievement and we believe all students, no matter their starting point and initial barriers to learning, can go on to achieve high performance.

At the Westminster School, we believe that fostering an inclusive environment is not just the responsibility of the Inclusion department but a shared commitment of the entire school community. Our teachers, staff, and parents actively contribute to creating an inclusive atmosphere that values and respects the language and cultural diversity of our students.

Through all stages of English language provision, together, we strive to create an inclusive educational environment that celebrates diversity and empowers all learners to become confident, knowledgeable, and globally minded individuals.

## Aims & Objectives

- Enable all multilingual learners to access and engage fully with the curriculum and wider school life, ensuring they develop **listening, speaking, reading, and writing** skills to their highest potential.
- Ensure every student achieves curriculum outcomes and examination results appropriate to their ability, supported by differentiated teaching and targeted interventions.
- Promote understanding among staff, students, and parents of the strengths multilingual learners bring, the nature of language learning, and the most effective ways to support it—while providing opportunities for students to develop and maintain their home language.



- Provide clear guidance to staff, students, and parents on the benefits of multilingualism, and ensure alignment with GEMS-wide strategies including **Read Like a GEM** and **GEMS of the World**.
- Implement consistent assessment processes for language proficiency, including the use of **FlashAcademy** and **NGRT**, with clear referral procedures and mapping to CEFR levels and reading categories.
- Strengthen collaboration between the classroom teachers, form tutors, and Key Stage Leaders through shared planning, use of **Core Language Techniques**, and coordinated support.
- Equip new staff, students, and parents with the knowledge and confidence to support multilingual learners from day one, including induction into the **100 Days of Success** onboarding programme for new-to-English students.
- Ensure that the **Universal Offer** (reading for pleasure, vocabulary development, subject readers, read-alouds) and the **Targeted Offer** (phonics, decoding, comprehension, bespoke language pathways) are available and accessible to students who require them.
- Monitor and respond to progress in all four skills, with particular attention to reading as the gateway to accessing the written curriculum.

## Definitions

The KHDA (Knowledge and Human Development Authority) Inspection Framework defines Multilingual students as ‘students for whom the language of instruction is an additional language.’ In the UAE, we have an increasing proportion of students whose home language is not English. These students have a range of English language proficiency and not all MULTILINGUAL students require Multilingual provision.

**Multilingualism**– Multilingualism refers to the presence and use of multiple languages in schools. This can include students who speak languages other than the language of instruction at home, as well as schools that offer instruction in more than one language. GEMS Education recognizes and embraces the linguistic diversity of students, providing them with the opportunity to develop proficiency in multiple languages and a deeper understanding of different cultures.

Celebrating our home language is an integral part of a child’s multilingualism, contributing to their cultural identity, cognitive development, academic success, and social well-being. Embracing and valuing the home language as part of multilingualism can lead to positive outcomes for individuals, our families, and communities

These students have a range of English language proficiency and not all Multilingual students require Multilingual provision.

**Multilingual student (MLL)** student at The Westminster School refers to an individual whose primary or dominant language is not English and who requires support to develop proficiency in English for academic purposes. MLL students typically have varying levels of English language proficiency and may face challenges in accessing the curriculum and with participating fully in educational activities conducted in English.

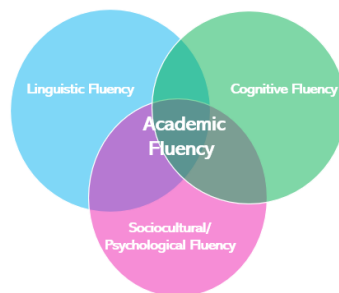


A student would be classified as an MLL student if they have *one or more of the following characteristics*:

- They are in the process of acquiring proficiency in the English language, whilst also developing their content knowledge and academic skills.
- They have varying levels of proficiency in English, ranging from beginner to advanced.
- They are students who struggle in accessing the curriculum due to language barriers
- They are students with limited vocabulary, grammar, and language skills, which impacts their communication, comprehension, reading, writing, listening, and speaking abilities in an academic setting.

### Fundamental Principles of Multilingualism Provision

At GEMS, we believe that **academic success for multilingual learners** depends on the integration of three interdependent dimensions: **Linguistic fluency, Cognitive fluency, and Sociocultural/Psychological fluency** (Kern, 2003). All three are developed through purposeful teaching of the **four language skills**—listening, speaking, reading, and writing—embedded in every subject.



To help our students achieve **Linguistic fluency**, we need to help them understand

- how language functions (grammar rules, intonation, parts of words parts)
- where and when to use certain genres and forms of writing
- how to organise and structure different text types (discourse markers etc)
- academic vocabulary, including words that are used across subject areas, for example: analyse, explain.

To help our students achieve **Cognitive fluency**, we need to teach them

- critical thinking skills
- higher order thinking skills
- how to identify fact from opinion
- how to read texts critically
- how to write and speak persuasively using evidence
- to think about their own language acquisition
- how to evaluate /monitor their own learning.

To help our students achieve **Sociocultural/Psychological fluency** we need to ensure active participation in the school community, understanding social and cultural norms, and building confidence in communication. This is fostered through an inclusive ethos, structured peer interaction, and the **100 Days of Success**

onboarding programme for new-to-English students.

To achieve these dimensions, all teachers employ the **GEMS of the World Core Language Techniques**:

- **Say–Show–Go** – clear, visual, consistent instructions.
- **Pause & Process** – time to think before speaking.
- **Expand It** – encouraging full, academic responses.
- **Word Up!** – making key vocabulary visible and interactive.
- **Show What You Know** – using visual tools to demonstrate understanding.
- **Plan to Shine** – co-planning lessons with language needs in mind.

Our provision aligns with the **Read Like a GEM** strategy, ensuring that the **Universal Offer** (reading for pleasure, vocabulary development, read-alouds, subject readers) and **Targeted Offer** (phonics, decoding, comprehension, bespoke pathways for new-to-English learners) are available to all who need them. These offers support reading as the primary access point to the written curriculum while integrating listening, speaking, and writing development.

By embedding these approaches into daily teaching, we ensure that multilingual learners are not only able to access the curriculum but are equipped to excel academically, socially, and personally. All three are developed through purposeful teaching of the **four language skills**—listening, speaking, reading, and writing—embedded in every subject. These dimensions were first identified by Kern in 2003, who argued that all three must be addressed by schools for all students to reach their true potential. This is why **we strive to keep learners in the mainstream as much as possible**.

## Identification of MLL Students

### 1.1 Identification of MLL Students

During the admission process, the following indicators may suggest that a student requires English language support:

- Home language is not English, as indicated on the admissions form.
- Schooling to date has taken place in a non-English medium.
- Admissions testing (e.g., CAT4) or prior school reports show lower attainment in literacy than expected for age/grade.
- Initial interactions show limited ability to communicate in English.

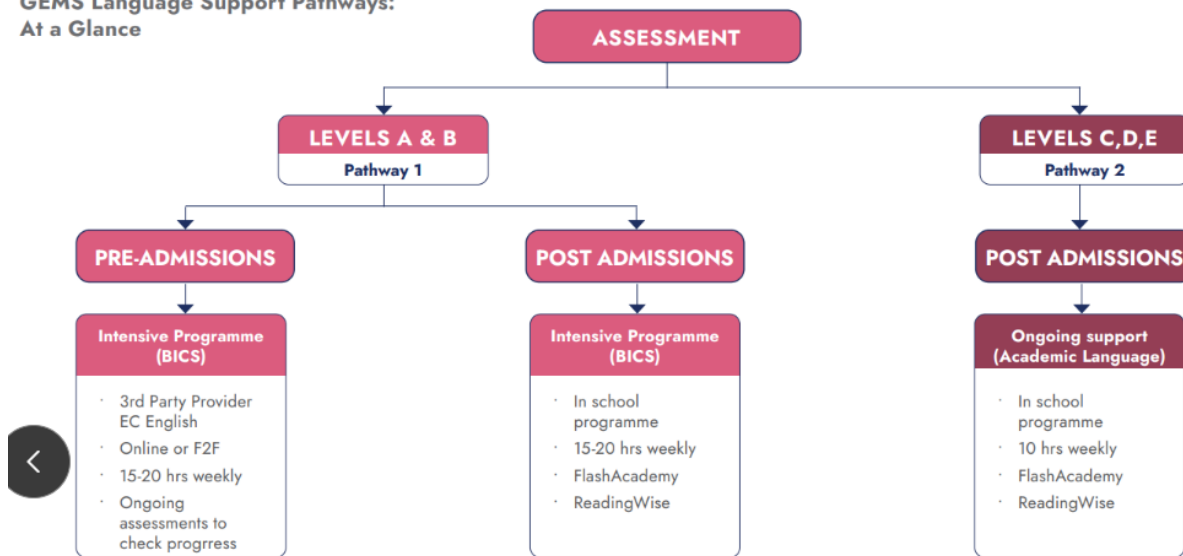
### Step 1: Pre-admissions Screening

For all prospective students from Year 2 (Grade 3) onwards, where English is an additional language, the school will administer the standard admissions assessment in English and Mathematics. Following the assessment, the English department will evaluate the results and provide an overview of the student's language proficiency. Where a language need is identified, the student may be recommended for support through FlashAcademy upon enrolment. This adaptive, AI-marked digital tool assesses listening, speaking, reading, and writing, producing a CEFR-aligned proficiency level (A–E) and detailed skill profile.

In addition, once the student joins the school, an EAL Proficiency Assessment will be conducted to determine the student's level across the four key language domains: reading, writing, speaking, and listening. This information will be used to inform appropriate support and intervention strategies.



**GEMS Language Support Pathways:  
At a Glance**



**Remember: Every interaction is a language opportunity. Be intentional. Be explicit. Be inclusive.**

(Home assigned modules on FlashAcademy too- 15-20 hours)

**Step 2: Mapping**

FlashAcademy results are cross-referenced with Bell Foundation and CEFR levels to determine appropriate language pathways:

- Levels A & B : Intensive BICS and foundational literacy (FlashAcademy + ReadingWise Zip & Decoding).
- Levels C & D : Academic language focus (FlashAcademy + ReadingWise Vocabulary & Comprehension).
- Levels E: Maintenance and extension of academic language proficiency.

**Step 3: Individual Language Plan (ILP)**

All students identified as ELL will have an ILP outlining:

- Language proficiency profile (FlashAcademy + NGRT).
- Priority skills in listening, speaking, reading, and writing.
- Universal and/or targeted intervention allocation.
- Core Language Techniques to be used in class.

**Step 4: Early Years and Lower Primary**

At The Westminster School, we are committed to ensuring that all students receive the language support they need to succeed across the curriculum. To identify students who may require additional language intervention, we use the Wellcomm assessment data in the Early Years as a baseline measure of communication and language development. In Year 1, the Phonics Screening Check serves as an additional baseline tool to help us identify students who may benefit from targeted language support. These assessments guide our planning, intervention strategies, and ongoing monitoring to ensure every learner develops strong foundational language skills.

Schools will adapt the above process for Early Years and Year 1, using age-appropriate language and literacy observations alongside teacher judgement to determine support needs.

This combined assessment approach ensures that both oral language development and reading proficiency are tracked, forming the basis for targeted support that addresses all four language skills.

**Mapping of levels to CEFR (See appendix for CEFR level descriptors)**

	Basic User		Independent User				Proficient User				
CEFR	A1		A2		B1		B2		C1		C2
IELTS	0 - 4		4.5	5	5.5	6	7	8	8.5	9	
Bell Foundation	A		B		C		D		E		
	New to English		Early Acquisition		Developing Competence		Competent		Fluent		
WIDA	1	1	2 3		4 4.5		5+				
	Entering	Beginning	Developing		expanding		Bridging				

**MLL Support**


All teachers are teachers of Multilingual Learners, and as such they continue to remain responsible for the teaching and learning for their students. Teachers and assistants use support strategies to ensure that students are able to access the curriculum.

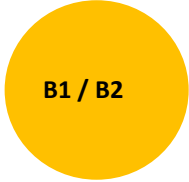
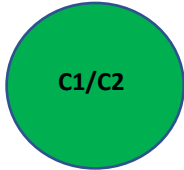
All teachers are responsible for identifying students who are experiencing challenges with learning, and in collaboration with the Inclusion team, will ensure that those students requiring different or additional support are identified at an early stage (when they have not been identified through our admission process).

It is important that all data is correctly captured for these students and routinely updated to track progress.

Students can be referred to the **Head of Multilingualism for entry** or at any point during their education. In line with our SEN graduated approach, we recognise that there is a **continuum** of MLL needs. Students identified as MLL through the language screener or referral are assigned to one of three tiers of support.

**Language Support Interventions**

<b>Tier 3</b>		<p><b>Tier 3: Intensive Support (Pre-A1 to A2 / SAS &lt;85 / New to English)</b></p> <ul style="list-style-type: none"> <li>• Daily small-group or 1:1 phonics sessions using ReadingWise Zip (10 mins daily for 10 weeks).</li> <li>• Decoding intervention (ReadingWise Decoding) <b>3x weekly, 20 mins per session.</b></li> <li>• <b>FlashAcademy daily</b> for high-frequency vocabulary, grammar, phonics, and survival language.</li> <li>• Oral language focus through structured speaking frames and modelling (GEMS of the World: Say–Show–Go, Expand It).</li> <li>• Reading comprehension developed alongside oral retelling, visual organisers, and guided writing tasks.</li> <li>• Integration into mainstream classes with scaffolded tasks and peer support.</li> </ul>
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		<b>Tracking: NGRT, SWRT (where relevant), and FlashAcademy results reviewed termly.</b>
<b>Tier 2</b>		<p><b>Semi-intensive interventions: CEFR B1–B2 and/or NGRT SAS 85–94.</b></p> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• <b>ReadingWise</b> Comprehension programme <b>3x weekly (30–45 mins).</b></li> <li>• Continued <b>vocabulary development</b> via ReadingWise Vocabulary module (Tier 2 and 3 vocabulary).</li> <li>• <b>Subject-specific vocabulary</b> pre-teaching linked to upcoming lessons.</li> <li>• Structured talk routines (GEMS of the World: Pause &amp; Process, Expand It) to develop academic speaking and writing.</li> <li>• Reading-to-writing tasks that integrate comprehension, summarising, and academic composition.</li> <li>• Mainstream teachers embed Universal Offer strategies—GEMS Readers, Reading Challenge, Read Alouds, Subject Readers.</li> </ul> <p><b>Tracking: NGRT + FlashAcademy termly, ILPs updated accordingly.</b></p>
<b>Tier 1</b>		<p><b>High Quality Teaching CEFR C1–C2 and/or NGRT SAS 95+.</b></p> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Full access to Universal Offer: GEMS Readers Catalogue, Reading Challenge, Read Alouds, Vocabulary Programme (ReadingWise), Subject Readers.</li> <li>• Opportunities for extended academic writing and oral presentations.</li> <li>• Advanced vocabulary study (ReadingWise advanced lists) and disciplinary literacy across subjects.</li> <li>• Teacher modelling of reading, writing, and discussion at a high academic level.</li> </ul> <p><b>Tracking: NGRT annually, FlashAcademy as needed to monitor sustained proficiency.</b></p>

### Support across all Tiers:

- ILPs document priority skills and targeted strategies in listening, speaking, reading, and writing.
- **GEMS of the World Core Language Techniques** are non-negotiable in every classroom.
- Home–school communication highlights progress and next steps.

### Mainstream Provision

In GEMS schools, **every teacher is a teacher of language and literacy.** All mainstream lessons are designed so multilingual learners can access the curriculum through intentional development of **listening, speaking, reading, and writing** skills.

#### Classroom Practice

Teachers embed the **GEMS of the World Core Language Techniques** into daily routines to make language visible, clear, and accessible:

- **Say–Show–Go** for clear, consistent instructions.
- **Pause & Process** for thinking and rehearsal time.

- **Expand It** to develop full, academic responses.
- **Word Up!** to keep key vocabulary visible and in use.
- **Show What You Know** for low-stakes visual demonstration of understanding.
- **Plan to Shine** through co-planning with multilingual leads.

### Integration of the Universal Offer

All students, including multilingual learners, benefit from the **Read Like a GEM Universal Offer** in mainstream classes:

- **GEMS Readers Catalogue** – diverse, high-quality books available in libraries, classrooms, and through the Reading Challenge.
- **GEMS Reading Challenge** – school-wide reading engagement.
- **Read Alouds** – modelling fluent reading and rich discussion.
- **Vocabulary Programme (ReadingWise)** – Explicit teaching of Tier 2 and Tier 3 vocabulary.
- **GEMS Subject Readers** – subject-specific texts that link language learning with curriculum content.

### Disciplinary Literacy

Each subject area identifies the language demands of its curriculum and explicitly teaches them:

- In Science, Geography, and History – reading and writing to explain processes and analyse evidence.
- In Mathematics – precise use of mathematical language, problem explanations, and reasoning.
- In the Arts and PE – oral critique, descriptive language, and reflective writing.

### Collaboration

Mainstream teachers work with the Multilingual team to:

- Access ILPs and implement agreed strategies.
- Share observations on student progress in all four skills.
- Adjust scaffolds and remove them gradually as proficiency grows.

By embedding these approaches, mainstream provision ensures that language learning happens **through the curriculum**, not just alongside it, and that multilingual learners develop the skills needed to achieve at the highest levels.

## Year 8,9,10

For students entering in Year 8, 9, 10 the following recommendations may be given in addition to any appropriate ones from Tier 1,2 or 3:

- Additional **support in Tier 3 vocabulary** for Grade 9/ Year 10
- Consideration for demotion to the year below if deemed necessary for academic progress in alignment with KHDA policy.
- Amend to suit school:
  - *All students are expected to pass 5 MOE approved subjects at the end of Year 11*
  - In year 11, students will be enrolled in English as a Second language



## Grade 10,11,12/ Year 11,12,13

For students whose language proficiency is A1 or A2, parents will be informed that their English language level will affect their ability to access the curriculum and may limit their access to external examinations. These students will be enrolled for BTEC level-2 and 3 pathway.

For students whose language proficiency is B1/B2 a conditional offer will be given with the expectation that an English course will need to be completed, and certification submitted to the school. Such students will be recommended to complete ILETS. Or enrol for the BTEC level-2 and 3 pathway. Parents will be required to sign a Letter of Undertaking outlining the school expectations to ensure the best possible outcomes for their child.

### Assessment Accommodations

Assessment accommodations are designed to ensure that multilingual learners can demonstrate their true knowledge, skills, and understanding without being disadvantaged by language barriers. All accommodations are determined through **evidence-based assessment** (FlashAcademy, NGRT, ILP records) and in line with awarding body regulations.

### Classroom-Based and Internal Assessments

- Use of glossaries (no definitions) wordbank/vocabulary mats where appropriate.

Use of online dictionary & Translation Apps.

- Additional time (typically up to 25%) for reading-intensive tasks.(include students on FlashAcademy too for access accommodation during reinforcements and assessments)
- Separate room or small-group setting to reduce anxiety and distractions.
- Oral support for task clarification (not content explanation), ensuring instructions are understood.
- Pre-teaching of key vocabulary prior to assessments.
- Use of visual scaffolds, graphic organisers, or sentence starters to support written responses.
- Allowing oral presentation of answers in place of written responses for certain tasks, if part of the ILP.

Oral language modification of instructions.

Permitted adjustments may include:

- 25% additional time.
- Separate room for reduced anxiety.

### Official External Examinations

- All adjustments must meet awarding body requirements (e.g., Pearson, Cambridge, IB, KHDA regulations).
- Accommodations requiring formal approval (e.g., 25% extra time, reader, scribe) must be supported by an **official report from an Educational Psychologist** or equivalent professional evidence.

So Inclusion Department will look into this and provision to be given only if student fall into the SOD register.

### Decision Process

- Decisions are based on combined data from **Flash Academy** (language proficiency), **NGRT** (reading proficiency), (CAT4 data) classroom performance, and ILP review.
- The ELL Coordinator, Exams Officer, and Inclusion Lead collaborate to ensure compliance and fairness.
- Parents are informed of any accommodations in advance.



<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

## Responsibilities

### Corporate Head of Multilingualism (GEMS Education)

- Oversees group-wide strategy for multilingual learners and ensures alignment with Read Like a GEM and GEMS of the World.
- Provides training, resources, and guidance for school leaders and multilingual coordinators.
- Monitors impact of provision across schools using FlashAcademy and NGRT data.

### School Multilingual Lead Coordinator

At The Westminster School our Multilingual Lead Coordinator has responsibility for the MLL provision within the school.

- Ensures all multilingual learners are identified through **FlashAcademy** (language) and **NGRT** (reading), with results mapped to CEFR levels and RLAG categories.
- Oversees the development, implementation, and review of Individual Language Plans (ILPs) covering **listening, speaking, reading, and writing** targets.
- Coordinates delivery of **Universal Offer** strategies for all students and **Targeted Offer** interventions for those at risk.
- Ensures **Core Language Techniques** are consistently used across classrooms.
- Leads professional development on multilingual strategies, disciplinary literacy, and RLAG interventions.

### Heads of Year / Subject Leaders

- Embed language objectives into subject planning and teaching.
- Monitor the progress of multilingual learners in all four skills.
- Support teachers in integrating **Universal Offer** elements (e.g., Read Alouds, Vocabulary Programme, Subject Readers) into subject lessons.

### Classroom Teachers

- Take full responsibility for the progress of multilingual learners in their class.
- Consistently apply **Core Language Techniques** in daily routines.
- Provide scaffolded access to subject content through targeted vocabulary, structured talk, and accessible texts.
- Monitor and feedback on students' development in listening, speaking, reading, and writing.

### Support Staff

- Deliver small-group or 1:1 interventions (e.g., ReadingWise, FlashAcademy) as directed by the ILP.
- Liaise regularly with classroom teachers to ensure strategies are reinforced in mainstream lessons.

### Parents and Guardians

- Support language learning at home, including encouraging reading for pleasure, conversation in home language, and regular use of assigned digital platforms.
- Engage with the school on ILP reviews, progress updates, and celebration of success.

### All Staff

- Understand that **every teacher is a language teacher**.
- Commit to inclusive teaching practices that support multilingual learners in accessing and excelling in the



curriculum.

- Take part in professional development to maintain up-to-date skills and strategies.

### Links to Other Policies

- Inclusion Policy
- G&T Policy
- Safeguarding Policy
- Wellbeing Policy
- Consulting and involving parents

### Enhancement Summary and RLAG/GOTW Alignment

This section summarises the enhancements suggested to ensure the Multilingual Policy fully aligns with GEMS frameworks Read Like a GEM (RLAG) and GEMS of the World (GOTW). These recommendations maintain the original integrity of the document while enhancing clarity, monitoring structure, and stakeholder engagement.

#### RLAG Alignment Table

The RLAG strategy is embedded across all aspects of the multilingual provision to ensure reading fluency, comprehension, and vocabulary development are systematically supported. The table below outlines how each RLAG reading strand aligns with multilingual teaching and intervention practices at our school.

RLAG Strand	Application within Multilingual Provision	Examples of Evidence in Practice
<b>Fluency</b>	Daily read-alouds, guided reading sessions, and ReadingWise Zip phonics programme enhance word recognition and pace.	Student reading records, NGRT progress data, classroom observation notes.
<b>Vocabulary</b>	“Word Up!” routines and ReadingWise Vocabulary module explicitly teach Tier 2 and Tier 3 words in every subject.	Word walls, subject-specific glossaries, ILP vocabulary targets.
<b>Comprehension</b>	ReadingWise Comprehension and FlashAcademy reading modules develop understanding through structured questioning and summarising.	ILPs tracking comprehension skills, ReadingWise analytics, teacher assessments.
<b>Inference</b>	“Pause & Process” and “Expand It” techniques build inference and reasoning through structured oral responses and visual supports.	Recorded classroom discussions, student journals, speaking and listening checklists.
<b>Critical Reading</b>	Subject reading (e.g. in Humanities and Science) encourages evaluation of evidence, comparison of viewpoints, and independent analysis.	Annotated texts, written responses, cross-curricular reading tasks.

Through this integrated approach, all students including multilingual learners develop the skills needed to read, think, and communicate as confident global learners in line with GEMS’s RLAG expectations.



## Impact and Evaluation

The effectiveness of multilingual provision will be evaluated termly through triangulated data analysis (NGRT, FlashAcademy, teacher feedback). Progress summaries will be shared with ASLT and linked to the school's RLAG and Inclusion action plans.

## Parent and Community Engagement

Parents will be invited to termly multilingual coffee mornings where strategies for supporting reading and language at home are modelled. Information will be available in the main home languages represented within the school community.

## Language and Cultural Visibility (GOTW)

Each classroom and shared area should reflect the linguistic diversity of the community through dual-language displays, multilingual labels, and culturally relevant literature.

## Monitoring and Impact

To ensure the effectiveness of multilingual provision across the school, a comprehensive monitoring and evaluation process will be implemented. This will include:

- **Local Data Reviews:** Termly analysis of student performance data, including NGRT, FlashAcademy, and other internal assessments, to identify trends, gaps, and areas for targeted support.
- **ILP (Individual Learning Plan) Audits:** Regular audits of ILPs to ensure that multilingual learners' needs are accurately identified, provision is personalised, and targets are being met.
- **Termly Walkthroughs:** Scheduled classroom observations and walkthroughs by GOTW Champions and curriculum leaders to evaluate the implementation of multilingual strategies and teaching approaches.
- **Triangulated Evaluation:** Progress will be assessed by triangulating quantitative data, qualitative teacher feedback, and student engagement, ensuring a holistic understanding of impact.
- **Reporting and Action Planning:** Findings from reviews, audits, and walkthroughs will be shared with ASLT and linked to the school's RLAG and Inclusion action plans to inform ongoing improvement.

This structured approach ensures that multilingual provision is continuously monitored, evaluated, and adapted to maximise student progress and engagement.

## Parent Engagement

### Parent and Community Engagement

The school actively fosters strong partnerships with parents and the wider community to support multilingual learners. Strategies include:

- **Multilingual Coffee Mornings:** Regular sessions where parents can meet staff, share experiences, and learn strategies to support their children's language development at home.
- **Translated Resources:** Key school communications, learning materials, and guidance documents will be provided in relevant home languages to ensure accessibility for all families.
- **Reading at Home:** Parents are encouraged and supported to engage in reading activities with their children, with guidance and resources provided to promote literacy in both the home language and English



These initiatives aim to strengthen the home–school partnership, enhance parental involvement, and support learners’ language development across settings.

## Language Visibility

### Language and Cultural Visibility (GEMS of The World)

The school promotes the recognition and celebration of students’ linguistic and cultural identities through:

- **Multilingual Displays:** Classrooms and communal areas feature student work, signage, and visual resources in multiple languages.
- **Dual-Language Texts:** Reading materials and resources include both English and students’ home languages to support literacy and cross-linguistic learning.
- **Identity Representation:** School practices, displays, and events reflect the diverse cultural and linguistic backgrounds of the student community, fostering inclusion and a sense of belonging.

These measures ensure that all languages and cultures are visible, valued, and integrated into the learning environment, supporting the ethos of GEMS of The World.

## Monitoring Arrangements

This Multilingual Policy will be reviewed annually by the Corporate Head of Multilingualism. At every review, the policy will be approved by Mr. David Irish, SVP of Academic Excellence and Lisa Crausby, OBE, CEO Education.

## Appendix 1

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	<b>Listening</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	<b>Reading</b>	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	<b>Spoken Interaction</b>	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	<b>Spoken Production</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	<b>Writing</b>	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.