



# Multilingualism Policy

**Developed by:** Amanda Archbald  
**Reviewed by:** Sara Aboussaad, Sarah Oliver-Browning  
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## Introduction

At GEMS Cambridge International Abu Dhabi (CIA), Multilingualism signifies an educational approach that recognises and incorporates the multitude of languages that our learners bring, considering them essential to cultural identity and cognitive growth. This policy underpins the notion that linguistic abilities are interconnected; proficiency in one language can be leveraged to aid the learning of others, making Multilingual Learning an encompassing strategy that cultivates global citizenship.

Multilingual Learners are identified and supported through tailored assessments, mindful of each learner's unique linguistic journey and compliant with the inclusive policies of UAE's educational standards. To guarantee robust support for these learners, CIA appoints a dedicated Multilingualism Coordinator in each phase – primary and secondary – tasked with policy implementation and the integration of adaptive teaching methods into our pedagogical practice.

CIA recognises that all teachers are responsible for the teaching and learning of their Multilingual learners. Teaching and learning at CIA are planned and differentiated to meet all learners' language needs, ensuring each child can aspire to the highest level of personal achievement. We believe all learners, no matter their starting point and initial barriers to learning, can go on to achieve high performance.

This policy reflects GEMS Education's ethos for English as an Additional Language (EAL):

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

The commitment of CIA to inclusive teaching strategies ensures that every learner, including those with additional learning needs, can engage with a comprehensive and personalised curriculum. Our ultimate aspiration is for every learner to navigate their educational path with success, fully prepared for the collaborative and diverse realities of the global stage.





## Rationale

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

The Multilingualism Policy is founded on the principles of Quality First Teaching and Inclusive Education, directly supporting the goals outlined in the introduction. By addressing the distinct needs of each learner, we aim to foster a truly inclusive academic setting. This policy equips all members of the school community with the tools necessary for success within a multilingual learning model, extending beyond English to embrace the full spectrum of languages that enrich our learners' educational experiences.

In alignment with the vision and mission of GEMS CIA:

**Vision:** “To ensure all learners are high performers in a fully inclusive learning environment.”

**Mission:** “To add significant value to the learning experience, ensuring that all learners thrive.”

Through all stages of English language provision, we strive to create an inclusive educational environment that celebrates diversity and empowers all learners to become confident, knowledgeable, and globally minded individuals. This alignment ensures that our approach to multilingual learning is not only comprehensive but also reflective of our commitment to preparing students for the global stage, as emphasized in the introduction.



## Aims and Objectives

This policy is designed to:

- Enable Multilingual learners to have full access to the curriculum and other educational opportunities, ensuring they fulfil their academic potential.
- Ensure that Multilingual learners attain curriculum levels and public examination grades appropriate to their abilities.
- Create awareness among staff, learners, and parents about the nature of learning differences and how Multilingual learners can be best supported within an inclusive community.
- Provide clarity on multilingualism to teachers, parents, and learners.
- Offer information on the process of identification of learners requiring additional English Language support and referral procedures.
- Enhance communication and consistency between the Inclusion department, classroom teachers, form tutors, heads of departments, and key stage leaders.
- Assist new teachers, learners, and parents in adjusting to Multilingual Learning practices.
- Recognise and meet the needs of learners who require additional English Language support.





## Multilingualism as an Asset

At CIA, we view multilingualism not merely as an asset but as a cornerstone of our educational philosophy. The cognitive, social, and economic benefits of multilingualism are integral to the CIA experience. Multilingualism affords learners the cognitive agility to navigate different modes of thinking, increased cultural awareness, and readiness for a globally integrated job market.

We are dedicated to fostering an environment where linguistic diversity is not only supported but celebrated. Our school is envisioned as a multilingual hub, reflecting our linguistic wealth through visual and interactive media and epitomising the value we place on each language's contribution to our shared cultural fabric.

By acknowledging the importance of every language, we affirm that each learner's linguistic background is an invaluable facet of our school's ethos. This conviction enriches the educational journey for all and mirrors our broader aim to cultivate inclusive, globally-conscious individuals.





## Translanguaging Pedagogy

Building on our commitment to multilingualism, CIA actively incorporates translanguaging pedagogy as an integral part of its Multilingualism Policy. This forward-thinking approach allows learners to leverage their full linguistic range, promoting an integrated system of communication that enhances their curriculum experience. Our policy champions this methodology for its capacity to improve comprehension and concept mastery.

Translanguaging permits learners to navigate between languages seamlessly, enriching their understanding and learning retention. It includes pragmatic strategies such as using a native language to clarify concepts, thereby strengthening cognitive connections and educational scaffolding.

CIA recognises the importance of a multilingual teaching staff and values the recruitment of teaching assistants whose linguistic backgrounds mirror those of our learners. These educators are pivotal in implementing translanguaging strategies, offering learners personalised support that respects their linguistic identities.

The deliberate application of translanguaging pedagogy aims to create an academic atmosphere that is both inclusive and appreciative of linguistic diversity. It highlights the significance of every language in the educational landscape, promoting fairness and enhancing the educational achievements of all learners. CIA's endorsement of translanguaging is a testament to our unwavering dedication to providing equitable educational opportunities and supporting every learner's potential for excellence.



## Curriculum and Instruction

CIA integrates language development with academic content through a structured and dynamic curriculum that addresses the diverse needs of our multilingual learners. Our approach includes the following key components:

### Content-Based Instruction (CBI)

CIA integrates language development with academic content through Content-Based Instruction (CBI). Our curriculum incorporates language objectives in all lesson plans, co-developed by subject experts and language specialists, ensuring a symbiotic relationship between language and content mastery. Instructional materials are enhanced with scaffolding tools to assist in understanding and knowledge retention.

### Cultural Relevance

Our pedagogical framework prioritizes cultural relevance, also known as Culturally Responsive Pedagogy (CRP). The curriculum reflects our diverse learner body's backgrounds, incorporating varied perspectives to foster learner engagement and reflective learning experiences. Professional development in cultural competency is mandatory, establishing classrooms as inclusive spaces for all cultural identities.

### Differentiated Teaching Practices

To address the diverse needs of our learner population, CIA adopts differentiated teaching practices. Strategies include:

- Flexible grouping to tailor instruction to individual language and learning requirements.
- Diverse teaching methodologies to suit varied learning styles.
- Continuous formative assessments to guide instructional adjustments and feedback.





## Teacher Training

Teacher training is integral to the successful implementation of our instructional strategies. Educators are provided with ongoing professional development opportunities in CBI, CRP, and differentiation. This is complemented by a collaborative community of practice to share insights and resources for the advancement of multilingual education.

## Regular Review and Evaluation

Our instructional policies are regularly reviewed for effectiveness, involving input from all educational stakeholders. This rigorous evaluation process ensures our teaching methods are consistently refined to meet the evolving needs of our learning community.



## Fundamental Principles of English Language Provision

At CIA, we recognise that to achieve their full potential, Multilingual learners require support in three critical areas: Linguistic Fluency, Cognitive Fluency, and Sociocultural/Psychological Fluency. These principles guide our approach to English Language provision, ensuring a comprehensive and supportive learning environment for all learners.

### Linguistic Fluency

To develop linguistic fluency, our learners need to understand:

- The function of language, including grammar rules, intonation, and word structure.
- The appropriate contexts and purposes for different writing genres and forms.
- How to organise and structure various text types using discourse markers.
- Academic vocabulary, particularly high-utility words used across various subjects, as well as instructional and assessment vocabulary.

### Cognitive Fluency

To enhance cognitive fluency, we aim to teach our learners:

- Critical thinking skills.
- Higher-order thinking skills.
- The ability to distinguish between fact and opinion.
- Techniques for critically reading texts.
- How to write and speak persuasively, using evidence effectively.
- Self-awareness regarding their language acquisition process.
- Strategies for evaluating and monitoring their own learning progress.

### Sociocultural/Psychological Fluency

To foster sociocultural and psychological fluency, we expose our learners to:





- Social and cultural norms, values, beliefs, attitudes, motivations, interests, behaviours, practices, and habits.
- The specific conventions and norms that define the people who use the language.

We understand that sociocultural and psychological fluency is acquired through interaction and communication within the classroom environment. Therefore, we at CIA are committed to keeping our Multilingual learners integrated in the mainstream classroom as much as possible to facilitate this aspect of their development.



## Definitions

To effectively support our Multilingual learners, it is crucial to provide clear definitions that distinguish between different levels of language proficiency and the types of support required. These definitions help ensure that our approach is tailored to meet the unique needs of each learner.

### Multilingual Learners

According to the Abu Dhabi Department of Education and Knowledge (ADEK) Inclusion Policy of 2023, Multilingual Learners are those “who are acquiring the language of instruction and require additional support to address any language barriers to access and attainment.” These learners may have varying levels of exposure to English, ranging from no prior experience to intermediate proficiency.

At CIA, approximately 95% of our learners are multilingual; speaking English at least one other language. Within this broad category, we identify distinct groups based on their specific language support needs:

### Proficient Learners

These learners are proficient enough in English to access the curriculum and participate fully in educational activities without the need for specialised language support. They make progress through personalised learning and high-quality first teaching.

### Learners Requiring Adaptive Strategies

These learners need additional support (Tier 1, Tier 2 and Tier 3) to develop proficiency in English for academic purposes. They may face challenges in accessing the curriculum and participating fully in educational activities conducted in English. Our goal is to provide these learners with adaptive strategies and targeted support to ensure their successful integration and academic achievement.



A learner would be classified as requiring adaptive strategies if they have one or more of the following characteristics:

- They are in the process of acquiring proficiency in the English language while developing their content knowledge and academic skills.
- They are non-native English speakers who may have varying levels of proficiency in English, ranging from beginner to intermediate.
- They struggle in accessing the curriculum due to language barriers.
- They have limited vocabulary, grammar, and language skills, impacting their communication, comprehension, reading, writing, listening, and speaking abilities in an academic setting.

### CIA's Commitment

CIA is committed to supporting all Multilingual learners by:

- Identifying learners who require language support through rigorous assessment and monitoring.
- Providing tailored language support programs for Multilingual learners requiring adaptive strategies to develop their English proficiency for academic purposes.
- Ensuring that proficient Multilingual learners continue to thrive through personalised learning and high-quality first teaching.
- Fostering an inclusive learning environment where linguistic diversity is valued and leveraged for educational enrichment.

By clearly defining these categories, CIA aims to outline the support structures in place for all learners, ensuring that every learner has equal opportunities to succeed academically.



## Identification and Assessment

In alignment with CIA's commitment to providing targeted language support, the identification and assessment of Multilingual learners are of paramount importance. This ensures that every learner receives the appropriate support tailored to their unique linguistic needs.

### New Learners

During the admission process, the following indicators may suggest a learner needs some level of English language support:

- English as an additional language is indicated on the admissions form.
- The learner has been attending a school in a non-English speaking country.
- The learner has been attending a school where English is not the language of instruction.
- The learner demonstrates low levels of English proficiency or literacy based on reports.
- The data from the admissions test or the information in the admissions file indicates that the learner is operating at a significantly lower level than the expected year group in literacy.

For any of the above, the Admissions team will refer the learner to the Multilingualism Coordinator for further assessment and recommendations.

### Procedure for FS to Year 3

The following assessment procedures will be conducted by a member of the Inclusion Team:

#### *Listening & Understanding*

- Task: Present a series of pictures to the child and give specific instructions for them to follow.



### Speaking

- Task: Present a set of picture cards to the child and prompt them to describe what they see in each image.

### Reading

- Task: Offer the child a simple picture book and ask them to identify letters or read short sentences from the book.

### Writing

- Task: Ask the child to draw a picture and label it using words they are familiar with.

## Procedure for Year 4 to Year 13

Learners will complete a standardised English Proficiency Assessment to ascertain their English Language level.

### Current Learners

At the start of each academic year, all learners will complete a standardised English Proficiency Assessment to understand their English language proficiency levels. They will be reassessed at the end of the academic year to measure their progress.

The ongoing nature of our assessment process is reflected in the maintenance of an active ELL register. This document is frequently updated to reflect the latest assessment outcomes and the support provided, ensuring transparency and tracking progress.

Regular term-end assessments, along with as-needed evaluations, allow for the monitoring and adjustment of language support. This approach ensures that our language assistance is appropriately tailored to each learner's developing abilities, demonstrating CIA's dedication to a supportive and adaptable educational strategy for Multilingual learners.





By aligning our language targets with the Bell Foundation Framework and CEFR, rather than fixed age or grade levels, we ensure that assessments are personalised and progression is measured according to each learner's unique linguistic journey. This approach acknowledges that language acquisition is not a linear process tied to age but a developmental progression that varies with individual experiences and exposure.

Based on the assessment results, the Multilingualism Coordinator will develop an Individual Language Plan (ILP) tailored to the learner's specific needs. This plan should include targeted language support strategies, regular progress monitoring, and collaboration with classroom teachers and parents to ensure a consistent approach to language development.

This policy underscores our intent to maintain a supportive infrastructure for Multilingual learners, promoting an adaptive learning environment that evolves with the changing proficiency levels of our learners.



## Role and Responsibilities of the Multilingualism Coordinator

The Multilingualism Coordinator at CIA plays a crucial role in overseeing the school's English Language provision and strategically developing this policy. The Multilingualism Coordinator supports all staff in delivering the best possible provision and outcomes for Multilingual learners.

### Key Responsibilities

#### Identification and Monitoring:

- Ensure that Multilingual learners are identified using the agreed criteria.
- Maintain an accurate and updated ELL Register, reviewed termly.

#### Individual Learning Plans (ILPs):

- Develop and implement ILPs to support and monitor learners' progress.
- Regularly review and amend ILPs to reflect progress and changing needs.

#### Support and Strategy Implementation:

- Oversee the integration of adaptive teaching methods into pedagogical practice.
- Monitor the impact of provision through learning walks and other evaluative methods.
- Facilitate regular communication with mainstream teachers to share progress and effective strategies.

#### Parental and Learner Engagement:

- Keep parents and learners fully informed of progress and planned provision.
- Conduct monthly communications with parents to highlight academic successes and challenges.

#### Staff Development:

- Provide professional development opportunities to staff to support Multilingual learners in the mainstream classroom.





- Ensure all faculties, departments, and key stages have well-planned and effective provision for Multilingual learners within their lessons.
- Promote a collaborative environment among educators to share insights and successful practices.

### Evaluation and Reporting:

- Ensure accurate and updated records of Multilingual learners in line with policy.
- Contribute to the Self Evaluation Framework (SEF) to accurately reflect the strengths and areas of development for Multilingual learners.



## Programme Design

At CIA, we are committed to providing a comprehensive and structured programme to support Multilingual learners across all stages of their education. Our approach includes systematic identification, tailored support, and ongoing assessment to ensure each learner's success.

### Language Proficiency

CIA employs a systematic programme design to cater to the varied language proficiency levels of our learners, benchmarked against the Bell Foundation and CEFR guidelines for language learning. This ensures a consistent and structured approach to language support across our network.

	Tier 3		Tier 2		Tier 1	Proficient User	
CEFR	A1	A2	B1	B1+	B2	C1	C2
Bell Foundation	Band A New to English	Band B Early Acquisition	Band C Developing Competence		Band D Competent	Band E Fluent	

#### Descriptions:

**Band A: New to English** – May use first language for learning and other purposes. May remain completely silent in the classroom. Needs a considerable amount of English Language support.

**Band B: Early Acquisition** – May follow day-to-day social communication in English and participate in learning activities with support. Needs significant English Language support to access the curriculum.

**Band C: Developing Competence** – May participate in learning activities with increasing independence. Requires ongoing English Language support to fully access the curriculum.

**Band D: Competent** – Oral English is developing well. Needs some support to access subtle nuances of meaning and to develop abstract vocabulary.



**Band E: Fluent** – Can operate across the curriculum to a level of competence equivalent to a native English speaker.

### Grouping and Support

Learners identified as needing support through the English Proficiency Assessment or referral are provided with English Language support based on their education phase and EAL level.

**Bands A and B (CEFR A1/A2):** Specialised programme outside of the standard classroom environment. Sessions focus on developing essential language skills.

**Bands C and D (CEFR B1/B2):** Support embedded within the regular classroom. Teachers and assistants deliver a differentiated curriculum.

**Supplementary Programmes:** After-school programmes to reinforce language skills, particularly for foundational level learners.

### Foundation Stage

#### Band A:

- Implementation of the Cambridge Early Years pathway which supports Multilingual learners at all levels.
- Personalised ILP reviewed regularly.

#### Bands B, C and D

- Implementation of the Cambridge Early Years pathway which supports Multilingual learners at all levels.



## Key Stage 1

### Band A:

- In-class support using differentiated resources.
- Language support incurs an additional cost to parents.
- Personalised ILP reviewed regularly.

### Band B:

- In-class support using differentiated resources.
- Language support incurs an additional cost to parents.

### Bands C and D:

- In-class support using differentiated resources.

## Key Stage 2

### Band A:

- In-class support using bespoke resources.
- Language support incurs an additional cost to parents.
- Personalised ILP reviewed regularly.
- Regular communication with mainstream teachers.

### Band B:

- In-class support using bespoke resources.
- Language support incurs an additional cost to parents.

### Bands C and D:

- In-class support using differentiated resources.



## Key Stage 3

### Band A:

- Pull-out weekly intervention using ELL resources and strategies.
- Language support incurs an additional cost to parents.
- Personalised ILP reviewed regularly.
- Regular communication with mainstream teachers.

### Band B:

- Pull-out weekly intervention using ELL resources and strategies.
- Language support incurs an additional cost to parents.
- Regular communication with mainstream teachers.

### Bands C and D:

- In-class support using differentiated resources.
- Language support incurs an additional cost to parents.

## Key Stage 4

### Bands A and B:

- Set for English with lessons 3 times per week in the ESL iGCSE pathway.
- In-class support using National Geographic ELL resources.
- Language support incurs an additional cost to parents.
- Personalised ILP reviewed regularly.
- Regular communication with mainstream teachers.
- Monthly communication with parents.

### Bands C and D:

- Set for English with lessons 3 times per week in the ESL iGCSE pathway.
- In-class support using MCE ESL textbooks.
- In-class support using differentiated resources.





## Key Stage 5

It is unusual for a learner to pursue A Level studies at CIA if they are below Band D (CEFR B2).

### Band D:

- In-class support using differentiated resources and worksheets.
- Additional support arranged as needed after discussion among the Multilingualism Coordinator, parents, and Director of Sixth Form.
- Regular review of the learner's needs.



## Mainstream Provision

CIA is committed to providing a comprehensive suite of English Language resources to support Multilingual Learners across all curricular frameworks. Our policy ensures that the materials and tools selected are inclusive and effective in meeting the academic and linguistic objectives of our learners, aligning with the British curriculum.

### Resource Selection

- **Bilingual Dictionaries and Subject-Specific Glossaries:** Provide key terminologies in both English and the learner's first language.
- **Adaptive Language Development Software Subscriptions:** Offer personalized learning experiences.
- **Interactive Language Applications:** Support curriculum-specific vocabulary acquisition.
- **Levelled Reading Materials:** Accessible via online platforms, promoting cultural diversity.
- **Visual Aids:** Charts and infographics to enhance information understanding.
- **Graphic Organizers:** Aid in structuring written tasks.
- **Audiobooks, E-books, and Text-to-Speech Technologies:** Assist in reading comprehension.
- **Word Processing Tools:** Equipped with spell check, grammar suggestions, sentence starters, and frames.

### Multimedia Technology Integration

- **Educational Videos and Podcasts:** Inclusive of subtitles or transcripts to aid comprehension.
- **Interactive Whiteboards:** Augment visual learning experiences.
- **Culturally Relevant and Diverse Library Resources:** Include materials that reflect the diverse backgrounds of our learners.



## Assessment and Collaboration Tools

- **Digital Formative Assessment Tools:** Provide immediate feedback and language practice.
- **Digital Portfolios:** Allow learners to document and reflect on their educational progress.
- **Online Platforms:** Encourage collaborative learning and communication.

## Classroom Organisation

- **Pairing Basic Users with Proficient Language Buddies:** Support understanding and provide language role models.
- **Assigning Roles in Collaborative Work:** Roles such as timekeeper or tally recorder help learners participate actively.

## Ongoing Differentiation Strategies

- **Clear and Slow Speech:** Expand idiomatic expressions with 'plain English' equivalents (e.g., "It's raining hard" instead of "It's bucketing down").
- **Simple and Repeated Instructions:** Use instructional phrases/words consistently (e.g., put down, line up, first, next, then).
- **Regular Reinforcement:** Provide written or oral models of the language you want learners to produce.
- **Facial Expressions and Gestures:** Use non-verbal cues to make meaning clear.
- **Pointing to Key Words or Pictures:** Ensure visual reference points are always clear.
- **Collaborative Activities:** Encourage exploratory talk and thinking between learners (e.g., sorting, matching, spotting, sequencing activities, or use of graphic organizers).
- **Question Words on Cards:** Support questioning and related activities.
- **Opportunities to Speak:** Continue encouraging responses even if the learner is shy.



- **Scaffolding Speech:** Use substitution tables.
- **Quick Drawings and Visuals:** Use a mini-whiteboard or notebook for on-the-spot visuals and key word reinforcement.
- **Sequencing Activities:** Support the retelling of stories and recounting sequences of events.
- **Visual Support:** Use props, objects, and pictures to aid understanding (e.g., Widgit software).
- **Visual Word Mats:** Create customized word mats using software such as Widgit.
- **Printed Visuals from Teaching Screens:** Allow learners to stick these in their notebooks for reference.
- **Bilingual Dictionaries:** Provide age-appropriate, pictorial dictionaries depending on the learner's literacy level in their first language.
- **High Expectations:** Maintain high expectations for ELLs, recognising their strengths and abilities beyond their language learning needs.

## Language Strategies

Teachers can weave proficiency in English into planning and teaching by implementing these familiar strategies:

- **Skim Reading and Prediction:** Skim text titles, sub-headings, and images to gain a global sense of the text and predict content.
- **Repeated Reading:** Use translation dictionaries to find the meaning of key words and deepen understanding.
- **Scanning for Key Words:** Find information quickly by identifying key words in the text.
- **Using Context for Meaning:** Reread sentences and paragraphs, using visual clues to work out new words.
- **Recognising Subject-Specific Language:** Focus on how language is used in different subjects (e.g., passive voice in science reports, metaphorical language in English).



## Access Arrangements for Multilingual Learners

Building on our commitment to providing comprehensive support and ensuring equitable access to educational resources for all learners, CIA has established specific access arrangements for Multilingual learners. These arrangements are designed to facilitate Multilingual learners' successful participation in assessments and examinations, ensuring they have the necessary tools to demonstrate their knowledge and skills effectively.

### Bilingual Translation Dictionary

**Usage in Exams:** Candidates can use bilingual translation dictionaries in certain exams if their first language is not English and if this reflects their “normal way of working” in their daily school routine. Importantly, the school does not need to apply for this, nor record the use of the dictionary.

**Types of Dictionaries:** The dictionary can be an electronic or hard copy paper version but may not have pictures or explanations or clarifications of words. Bilingual translation dictionaries may not be used in GCSE subjects that assess spelling, punctuation, and grammar.

**Subject Vocabulary Knowledge:** For this arrangement to be as effective as possible, learners need to have good subject vocabulary knowledge in their preferred language and time in class to practice using the dictionary efficiently.

### Bilingual Translation Dictionary with 25% Extra Time

**Eligibility:** Candidates assessed as Band A (New to English) within three years of the examination may be entitled to 25% extra time in addition to the use of a bilingual dictionary.

**Subjects Without Dictionaries:** In subjects where a bilingual dictionary is not permitted, 25% extra time will still be available provided the candidate meets the requirements.





## Preparing Multilingual Learners to Benefit from Access Arrangements

Teachers can train learners to make strategic use of a dictionary by:

**Identifying Key Words in Exam Questions:** Use the dictionary to confirm meanings as needed.

**Scanning Texts:** Identify key words to look up.

**Understanding Etymology:** Use knowledge of word roots, prefixes, and suffixes to access meanings (e.g., understanding "decompression" by recognizing "compress").

**Constructing Answers:** Use the dictionary strategically while formulating responses.

These strategies will help learners get the most out of a dictionary. Teachers should ensure learners use the same approved dictionary throughout their preparation to become familiar with it.



## Professional Development

CIA is dedicated to the continuous professional development of our teachers. Our policy mandates ongoing, specialised training to equip teachers with advanced English Language instructional strategies and to keep them abreast of current theories and methodologies in language acquisition and culturally responsive teaching.

### Key Initiatives

**Workshops and Seminars:** Regularly scheduled sessions led by seasoned English Language experts, focusing on practical application within the classroom.

**Collaborative Planning:** Opportunities for teachers to work together, sharing insights and resources to enhance multilingual education.

**Reflective Practice:** Encouragement of self-evaluation and peer observations to continually refine teaching strategies.

**Regular Evaluation:** Ongoing assessment and updates to our professional development offerings to reflect the latest research and global trends in language education.

### Training Types

#### Content-Based Instruction (CBI) Training

- **Objective:** Equip teachers with the skills to integrate language development with academic content.
- **Activities:** Practical workshops on co-developing lesson plans with language objectives, using scaffolding tools, and enhancing instructional materials.

#### Culturally Responsive Pedagogy (CRP) Training

- **Objective:** Foster an inclusive classroom environment that reflects the diverse backgrounds of our learners.
- **Activities:** Seminars on cultural competency, integrating diverse perspectives into the curriculum, and creating reflective learning experiences.



## Differentiated Teaching Practices Training

- **Objective:** Address the diverse needs of learners through tailored instructional strategies.
- **Activities:** Sessions on flexible grouping, varied teaching methodologies, and continuous formative assessments.

## Language Acquisition Theories and Methodologies Training

- **Objective:** Keep teachers informed about the latest developments in language acquisition.
- **Activities:** Lectures and discussions on current theories, research findings, and innovative practices in language education.

## Collaborative Community of Practice

**Interactive Forums:** Platforms for teachers to discuss challenges, share successful practices, and collaborate on instructional strategies.

**Resource Sharing:** Access to an extensive collection of English Language resources, including teaching materials, assessment tools, and research articles.

## Ongoing Support and Reflection

**Personalised Development Plans:** Tailored to individual educators' aspirations and the specific needs of their Multilingual learners.

**Peer Observations and Feedback:** Structured opportunities for teachers to observe each other's classes and provide constructive feedback.

**Annual Surveys and Feedback Mechanisms:** Collect input from teachers to continuously improve the professional development program.



## Evaluation and Review

To maintain the efficacy and relevance of the Multilingualism Policy, CIA has established a structured review process. This ensures that our strategies and provisions remain effective and aligned with the evolving needs of our learners.

### Periodic Reviews

**Frequency:** The policy will be evaluated annually.

**Scope:** The review will assess the policy's impact, effectiveness, and alignment with current educational standards and practices.

**Responsibility:** The Multilingualism Coordinator, in collaboration with the Policy Review Committee, will lead the annual review process.

### Annual Feedback Mechanisms

#### Staff Engagement:

- **Annual Survey:** Distributed among teachers to gather feedback on the policy's impact and practical application.
- **Departmental Meetings:** Regularly feature Multilingualism Policy discussions to foster an exchange of insights and teaching strategies.

#### Learner Involvement:

- **Focus Groups:** Convened annually, allowing learners to discuss the policy's influence on their educational journey.

#### Parental Input:

- **Parent-Teacher Meetings:** Incorporate Multilingual-related topics, with opportunities for parents to provide written feedback.
- **Annual Forums:** For parents to address the policy's performance, gather suggestions, and facilitate Q&A sessions.



## Policy Review Committee

**Composition:** Representatives from various departments and grade levels.

**Meetings:** The committee will meet annually to evaluate the policy's success and propose enhancements based on direct classroom experiences.

**Role:** Ensure that the policy remains responsive to the needs of Multilingual learners and reflects best practices.

## Data-Driven Assessment

**Data Analysis:** The annual review will analyse feedback from teachers, learners, and parents, alongside the academic data of Multilingual learners.

**External Expertise:** Consultation with external Multilingual education experts may be sought for an unbiased evaluation of the policy's effectiveness.

## Communication and Implementation of Changes

**Transparency:** Adjustments arising from the review process will be promptly communicated to all stakeholders through various channels.

**Awareness:** Ensuring that all members of the school community are informed about changes and updates to the policy.

This structured review process, with clearly defined timelines and responsibilities, ensures that our Multilingualism Policy is continuously improved and remains effective in meeting the needs of our diverse learner population.

