



Bilingual and Multilingual Learning at Cedar Procedures and Practices

1. Student admission or teacher/student referral

The application form for admission to the school must include a completed Languages Section B. The Admissions Administrator is responsible for ensuring that this section is completed.

The Admissions Administrator shares with the TSS and BML Coordinators relevant information for applicants who list any languages other than or in addition to English. This includes the completed application form, along with any school reports, academic, EAL or SEN assessments, IEPs, Educational Psychologist reports, or other relevant documents submitted in support of the application for admission.

The BML Coordinator reviews the provided information, and where there is any doubt about the ability of Cedar International School to meet the needs of the applicant, conducts further research, including but not limited to a family interview about language background and use of languages in the home, and English Proficiency testing if deemed warranted. The BML Coordinator then advises the TSS Coordinator and the Admissions Administrator. Candidates for admission into Grade 10 must have achieved a proficiency level of B2 on the Common European Framework of Reference for Languages (CEFR).

In cases where a student has been admitted without any information on languages spoken having been shared, any administrator, coordinator or teacher who notes a need is expected to bring this to the immediate attention of the TSS and BML Coordinators.

2. Assessment of English proficiency

Once a student has been identified as a bilingual or multilingual learner (BML), that is someone who fluently speaks a language other than English, or who speaks at least one language in addition to English, his or her proficiency in English is assessed. Formal assessment may be conducted using the Oxford

Online Placement Test. Additional assessment is carried out through classroom observation, feedback from teachers and conversations with parents, as needed.

3. Identification of needs and planning for support

Further observation is conducted and discussions held with the student, parents and teachers to help identify needs and plan for support and/or enrichment.

4. Communication of needs and support

Once needs have been initially identified, the BML Coordinator shares with all stakeholders suggestions for support strategies via email, shared TSS monitoring sheets and/or other shared documents and staff meetings. Strategies for maintaining and/or developing the home language are included in such discussions and documentation, and include consideration of bilingual or multilingual approaches to allow for accessing the curriculum and demonstrating learning.

5. Development of B/ML Passport, if needed

If TSS and BML Coordinators feel there is a need for more individualised support, the BML Coordinator invites the student to meet and discuss plans and a Bilingual or Multilingual Learning Passport (BLP/MLP) is co-written by the student, BML Coordinator, teacher(s), and parents and shared with all teachers who work with the student. Secondary school students set their own language learning targets.

6. Implementation of B/MLP

The BML Coordinator meets with the student and the homeroom teacher and/or subject teachers (content teachers), learning support staff and EAs about how to implement the plans.

The B/MLP is used to share learning goals and list support strategies. Specific materials and/or strategies are shared through other means, e.g. emails, shared documents, dictionaries and glossaries, UOI/subject-specific vocabulary lists with translations, translating tools, etc.

The BML Coordinator meets as needed with the homeroom teacher and/or content teachers to plan strategies which will help the student meet both learning outcomes for the class and academic language outcomes required for meeting those outcomes.

7. Communication with parents

After input from all stakeholders (student, BML coordinator, parents, class teachers), a signed and dated copy of the Passport is delivered to parents.

8. Monitoring of progress

Classroom observation is conducted frequently, along with informal meetings or communication with teachers when adjustments to the plan or learning targets are needed. Thereafter, the student's progress is monitored through questionnaires or meetings with the BML Coordinator at least twice per semester.

9. Reporting on progress and achievements

The end-of-semester report includes feedback on the student's progress towards the course/programme learning outcomes as well as his/her achievement of personal language learning goals and BLP/MLP targets where applicable. Additionally, in cases where a BLP/MLP has been agreed upon, this will be reviewed at least once annually.