

THE MULTILINGUAL CLASSROOM AUDIT

Plan together. Make access possible.



THE IDEA

Audit participation, task access and response opportunities in one multilingual classroom before deciding the next improvement.



IN THE CLASSROOM

Choose one school procedure and identify what a teacher or family must actually do.

ACROSS SUBJECTS

Apply to curriculum planning, assessment instructions and family communication; keep responsibilities explicit.

HOW TO USE IT

1



Audit participation, task access and response opportunities in one multilingual classroom before deciding the next improvement.

2



Name responsibility, resources and a realistic review point.

3



Trial the action in one setting and collect access or participation evidence.

4



Revise the procedure from the evidence and communicate the agreed practice.

THE MULTILINGUAL CLASSROOM AUDIT

“All teachers support language” becomes a practical expectation: identify the task’s language demand, provide one appropriate model and collect an individual response. A slogan alone does not establish practice.



WHY IT WORKS

Makes the support explicit, shared and open to review.



EAL UPGRADE

Replace specialist-led reminders with a sustainable shared routine; retain review when evidence shows a barrier.



TRY IT TOMORROW

Ask whether staff can describe the action and whether learners can access the task more independently.



TEACHER LANGUAGE

“What action will happen, who owns it, and how will we check it?”