

Language Policy

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Southlands International School recognises that language is central to learning and that all staff are, in practice, language teachers with responsibilities in facilitating communication.

1. Documents which inform this Policy

The documents which inform this Policy are:

- IBO (January 2014) Programme standards and practices Cardiff : International Baccalaureate
- IBO (April 2009) The Diploma Programme: From principles into practice Cardiff : International Baccalaureate
- IBO (April 2008) Guidelines for developing a school language policy Cardiff : International Baccalaureate
- IBO (2012) Guidelines for school self-reflection on its language policy Cardiff : International Baccalaureate
- IBO (April 2008) Learning in a language other than the mother tongue in the IB Cardiff : International Baccalaureate
- IBO (March 2011) The Diploma Programme: General regulations: Diploma Programme For students and their legal guardians Cardiff : International Baccalaureate
- IBO (August 2014) Handbook of Procedures 2015 Cardiff : International Baccalaureate
- IBO (September 2008) Towards a continuum of international education Cardiff : International Baccalaureate

2. Rationale

2.1 The Language Policy of Southlands is designed to help all students to pursue their studies effectively in the different languages in which we instruct. With the proliferation of language learning throughout the world, International schools need a Language Policy to meet the ever-increasing needs of students who require assistance to communicate and use a number of languages at a comprehensible level. It is the policy of this school that students have access to the whole school curriculum and to the full range of co-curricular activities provided by the school.

Whole School Policies

3. Southlands Mission Statement for Language Learning

3.1 Southlands seeks to ensure that:

- each student achieves to the best of his/her ability, and that language does not serve as a barrier to success.
- the development and use of language skills is a fundamental aspect of all learning that takes place here at school.
- the importance of language development is enhanced by the prominent role that language plays in all the curriculum and enrichment activities. This is under-pinned by high-quality, accessible and regularly monitored facilities and resources.

4. Language and Culture

4.1 Southlands values and celebrates the full range of students who form the Southlands community, including those for whom English is not their only language.

4.2 Wherever possible, students are encouraged to share their culture and language backgrounds at school events within the curriculum and during enrichment activities.

4.3 All lessons at Southlands are delivered through the medium of the English language except for lessons in the *Programma Ministeriale della Scuola Italiana* and Italian Language & Literature lessons where the medium is Italian and in Modern Foreign Language lessons the target language will be the medium of communication.

4.4 All written reporting to parents is communicated in English for all courses except the Italian National Programme at Key Stage 3..

5. Southlands definition of levels of language competence for IB Diploma Programme

5.1. Language A standard: students must be able to demonstrate their native or near-native competence at this level. This may be via a GCSE as a first language at grade C and above. In order to assess a student the school may give them an entry examination to assess their level.

5.2 Language B standard: students must have previously studied the language to a sufficient level to be able to access the course. This may be via a GCSE as a foreign language at grade C and above. In order to assess a student the school may give them an entry examination to assess their level.

5.3 Language ab initio standard: this course is for students with little or no knowledge of the language. If a student has previously studied the language then the IBDP Coordinator in conjunction with the IB Group 2 teachers school will assess their level. If the student is deemed to have a working knowledge of the language at an A2 level equivalent or higher they will not be able to pursue the course.

5.4 Bilingual students: If it is felt that a student has the level to complete two languages in Group 1 then this is will need to be approved by the IBDP Coordinator in conjunction with the IB Group 1 teachers.

5.5 Where possible the school will support the study of the Language A Literature school supported self-taught course in a student's native language where native speaking mentors can be provided.

Whole School Policies

6. Support provided

6.1 The school has mechanisms in place for identifying and supporting students who are experiencing difficulties with their use or study of English. Diagnostic testing, staff referral and student self-referral are methods by which individual support requirements can be ascertained and agreed using the following process of English as an Additional Language (EAL) provision:

PROCESS	ACTION
<p>1. <u>School becomes aware of EAL needs of child</u> (a) on induction (by Principal)</p> <p>(b) From subject teacher / class teacher/form tutor</p> <p>(c) From the parents</p>	<p>a) New students in need of EAL support will be referred by the Principal to the EAL Department</p> <p>b) Students identified by subject teachers will raise concern with form tutor/class teacher who will gather feedback from all other teachers and then make a referral to the EAL Department via an EAL support request form filled in by the class teacher (Primary) / Form Tutor (Secondary).</p> <p>c) Students requested by parents to have addition EAL support to be referred to the EAL Department.</p>
<p>2. <u>Intervention by EAL Department</u></p>	<ul style="list-style-type: none"> • When students are referred by teachers to the EAL Department, the class teacher (Primary) / Form Tutor (Secondary) will request permission from parents for the EAL Department to evaluate the child's needs. Should there be a language difficulty the teacher should ask for translation assistance from the office. • The EAL Department will then contact parents to inform them of the process, outcome and plan. • The EAL Department will contact the referral teacher to inform them of the outcome and plan. • The EAL Department will contact other appropriate colleagues as necessary, eg SEN Coordinator, Head of Senior School, IBDP Coordinator, Head of Key Stage to inform them of the outcome and plan. • When students are referred by the Principal or parents to the EAL Department, the EAL Department will request permission/inform parents that the EAL Department will evaluate the child's needs. • The CEFR for Languages scale is used to assess the student's English language competence. • Parents are notified by email that their child will be given EAL lessons to improve and enhance their language skills. • Timetable and nature of support (in or out of class) are then determined in accordance with the evaluation and conclusion of the EAL department. (Priority will always be given to EAL students out of class). • EAL student receives support until such time deemed suitable to re-enter their class on a full-time basis.

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- The number of EAL lessons will take the form of at least one session per week; during the year, this can vary depending on the student's progress.
- EAL sessions generally replace an alternative lesson from the regular class timetable. For IBDP students additional EAL provision will be timetabled in Period Q to conserve subject teaching hours.
- Parents are welcome to meet with EAL teachers to discuss any queries and issues they may have.

6.2 Additional learning support and guidance is available to students via the SEN department.

6.3 International Baccalaureate students for whom English is not their first language will be offered appropriate options in relation to the language element of their programme so that the course is fully accessible. The school recognises the right for an IBDP student to take an A Language as a self-taught option in their mother tongue, if offered by the IBO.

6.4 International Baccalaureate DP students will be required to take a second language from the following: English B HL/SL, Italian B HL/SL, French B SL/HL, Spanish *ab initio* SL, French *ab initio* SL (Pamoja online) or Mandarin *ab initio* SL (Pamoja online)

7. Monitoring, Reviewing and Evaluation

7.1 Teachers will undertake the monitoring of student performance by means of marking of classwork, homework and tests.

7.2 If needed for EAL, specific tests will be carried out twice a year to evaluate student progress by the EAL Department.

7.3 In English, French and Italian students will complete national examinations at the appropriate level. In EAL students will receive a certificate of completion or a certificate of participation at the end of the year, in recognition of their achievement during the course.

7.4 Additional EAL support may available during the Summer School courses provided by Southlands.

8. Resources and training

8.1 Staff and students are able to access and use appropriate resources related to the development of language skills. Resources include books, IT hardware, software, audio visual aids and examination materials.

8.2 The identification, purchase and distribution of resources used to deliver teaching and learning, including language, is overseen by the Principal in liaison with the Head of Section and IBDP Coordinator/Heads of Department/EAL/SEN/Italian Programme Coordinator with a designated budget. This is undertaken on an annual basis for large items of expenditure and at regular intervals throughout the year for smaller items.

8.3 The Library contains a range of language based learning materials that can be used or borrowed by staff and students. Materials are purchased in liaison with teaching departments and updated/replaced on a regular basis.

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8.4 In addition to externally run INSET courses, all staff have access to internal/school based training opportunities, such as RISA (Rome International Schools Association) and ESL conferences – including those specifically related to language.

9. Review

9.1 Reviewing the Policy:

- The Language Policy is developed in collaboration with all teaching and support departments to ensure that it continues to meet the needs of our students.
- In order to reflect the dynamic nature of language development the Policy will be reviewed on an annual basis (see Policy Review Procedure document) so that it can be amended or updated as appropriate.