

<b>Policy Name</b>	Language Policy (Primary)				
<b>Effective Date</b>	January 2022	<b>Date of last revision</b>	October 2024	<b>Version No.</b>	1
<b>Author</b>	Coordinators				

Version History				
Version	Approved by	Revision Date	Details of Changes	Author
1.1		21/10/24	Throughout Update to ICS London	SJ
			Page 5 Updated Phonics Program - LW Updated phonics support in place across the school Update to frequency of reading and phonics assessment	SJ

## International Baccalaureate's Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## ICS London's Mission and Vision Statements

Our innovative approach to education inspires each and every student to discover their strengths within a community of future leaders.

We aim to be a community of compassionate and inspired world citizens.

### Policy Statement

Learning a language, be it the first or additional language, is central to expressing who we are as individuals and serves as both the medium and the means of learning in educational contexts.

Language is acquired in socio-cultural contexts allowing us to construct meaning, express our thoughts and develop our own value and belief system.

This policy outlines the language provision at **ICS London** Primary School. The school recognises that embracing the learning of languages, other than one's home language, provides students with the key to understanding their adopted countries and respective cultures.

### Scope

The following policies should be read in conjunction with this document:

- **ICS London** Early Years Policy
- **ICS London** Curriculum Policy

- ICS London Teaching Policy
- ICS London Assessment Policy

This policy applies to:

- Staff
- Volunteers
- Children

## Language Philosophy

Language learning is fundamental to all learning. Language is evidence of, and a tool for thinking. Therefore, all teachers are language teachers (IB, 2018).

Effective language learning takes place when language is personalised, contextualised and brought to life through authentic and/or real-world connections.

There is a beneficial link between language proficiency and a child's social, emotional and academic development.

Successful language development takes place in meaningful, relevant contexts so that the learner develops holistically.

Language learning and development helps learners to become more independent thinkers, develops an understanding of different perspectives and heightens their intercultural awareness.

Our aim is that the teaching and learning of language is a part of all school activities in order to develop learner independence and place international mindedness at the heart of learning.

## Language and Identity

We recognise the important role that home languages play in fostering a spirit of learners' individuality and identity, as well as the language of instruction.

We recognise the benefits and opportunities offered by multilingualism.

Our aim is that students develop their home language as well as the language of instruction.

We recognise the importance of educating children and parents about the importance of maintaining and being literate in their home language (Goldenberg, 2008) and give parents information about this belief in their home language as much as possible.

Where possible, parents are encouraged to help discuss important concepts in their home language through homework assignments with their children.

Students are able to use their home language to access the curriculum where appropriate. Students are given opportunities in class to use their home language to express themselves in spoken and written language, often as a scaffold to English language learning.

The school is committed to increasing the number of documents translated into the languages of our community.

As an inclusive school, the diversity of our student body is reflected in the number of languages spoken at a range of levels. The result is a diverse range of language-related programmes.

### **The Study of Language A - English**

Students are integrated into mainstream classes immediately as we believe that they can best gain academic literacy through learning with their peers.

Students in all year levels are offered intensive language support through our teaching teams. Many English as an Additional Language (EAL) students in mainstream classes receive some support from English Language teachers, depending on their level of English.

Classroom teachers plan with the language specialists to deliver lessons differentiated to the different language needs of the students.

### **The Study of Language B - French, Mandarin or Spanish**

Students learn Mandarin, Spanish or French during the school day from specialist teachers who are fluent in the language.

Students are required to choose which language they will study on entry to the school.

If a student's home language is Mandarin, Spanish, or French they will be required to study one other language.

The languages are taught through authentic contexts with links to the mainstream curriculum where appropriate.

## Speech and Language Therapy

The school has a speech and language therapist who provides support for students and staff.

A fully collaborative and integrated approach is adopted for learners with speech, language and communication needs and those without language, to successfully access the curriculum.

## Literacy

Literacy is at the heart of all language learning. Through a balanced literacy workshop approach of reading (aloud, shared, guided and independent) and writing (shared, guided and independent), students explore the many facets of literacy on a daily basis.

Literacy learning is integrated through the Programme of Inquiry and all staff collaborate to reinforce cross-curricular literacy goals. Learners are also encouraged to extend their literacy learning at home, both in English and their home language.

All classrooms have their own library with a range of fiction and non-fiction books available to students as well as books in the languages of the class.

All students have access to the school library including fiction, non-fiction, and home language books across many levels.

The researched-based synthetic **phonics programme Little Wandle Letters and Sounds** is used. **Students are directly taught using the programme starting in our Nursery Reception class through to Year 2, and for any children in our older years in need of phonics support, provision is put in place for this..**

## Assessment

**Reading and phonics assessments take place three times a year as appropriate to each student's reading level.**

Students' language is assessed through formative and summative assessments, often with the aid of a rubric or checklist. Students are assessed in all areas of language when they start school and throughout the year, where appropriate, according to age and language level.

Students are given the opportunity to reflect on their progress and to develop their own goals.

The progress of English as an Additional Language students progress is tracked three times a year in addition to the other language and literacy assessments.

### **Professional Development**

Our professional development opportunities reflect the importance of language teaching and learning in the school.

We encourage colleagues to seek out professional development related to language awareness and understanding of language teaching strategies.

### **Recruitment**

We actively seek out teaching and support staff with an awareness and understanding of language learning.

### **References**

Cummins, J. (1979), Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. Working Papers on Bilingualism, No. 19. 121-129.

Goldenberg, C. (2008). Teaching English language learners. What the research does and does not say. American Educator. Summer.

The Primary Years Programme: Learning and Teaching (2018) International Baccalaureate.