



<b>Policy Name</b>	Language Policy (Secondary School)				
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<b>Author</b>	Coordinators				

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Version	Approved by	Revision Date	Details of Changes	Author

## 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 organization works with schools, governments and international organizations 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 a second 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 Secondary School. The school recognises that embracing the learning of languages other than one's Mother Tongue provides students with the key to understanding their adopted country's culture and respective cultures.

ICS London is an international school and therefore, the language provision changes depending on the needs of the student intake. Language provision and intervention is monitored closely by:

- IB Programme Coordinators
- Director of Student Support
- Literacy team (led by Head of Faculties English and Humanities)
- Head of Languages Faculty

Parents and families are involved in all discussions around language provision and interventions.

### **Scope**

The following policies should be read in conjunction with this:

- Academic Integrity Policy
- Assessment Policy
- Admissions Policy
- Inclusion Policy

This policy applies to:

- Teaching staff
- Students

### **Access**

This policy is accessible via our website.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our ICS Professional Code of Conduct.

### **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.

### **English as the language of instruction**

At ICS, English is the language of instruction therefore all subject teachers are teachers of language. Students must demonstrate a proficiency in the language in order to access the whole IB curriculum. For all learners, English language development is integrated within authentic contexts (subjects and units of inquiry),

while some skills are taught separately (e.g. spelling strategies, grammar skills and academic reading and writing skills).

Upon admission to the Secondary School, all students are assessed for English language competency. ICS London uses MidYIS, YELLIS, ALIS, NGRT reading tests, and (Renaissance) Star Reading Age test data to assist in the assessment of students' language competency alongside classroom attainment in English Language and Literature lessons. A student's programme of study will be informed by the needs identified through this assessment. Students who demonstrate proficiency in English will study English as their Language A. Students who cannot demonstrate sufficient mastery of the language will take a different pathway.

Such students' language proficiency is assessed against the Common European Framework of Reference. The minimum expectation for new students joining ICS London relates as follows:

A2 level (KEY) → MYP1, MYP2, MYP3.

B1 level (PET) → MYP4, MYP5.

B2 level (FCE) → DP1, DP2

Following this assessment, support is provided depending on the individual needs of each student. Support may include withdrawal from specific subjects in order to receive intensive language training or individualised intervention. The aim is for students to return to the full curriculum programme as soon as possible.

The Languages Faculty also offer strategies and training for teachers to implement in their own subject specific classrooms.

### **The Study of Language and Literature - English**

At ICS, the aims of the teaching and study of Language A English are to encourage and enable students to use the language as a vehicle for thought, creativity, reflection and self-expression.

Through the study of a variety of different texts and text types, students develop their ability to critically analyse language and its impact on a given audience. Furthermore, students develop skills in media and information literacy, and in reading, writing, listening and speaking.

### **The study of an additional language - Mandarin, Spanish, French or English**

Bilingualism encourages a more developed awareness of language and as such all students gain advantage by learning an additional language. As well as developing competency in one or more foreign language(s), students also develop metalinguistic and linguistic skills, learning strategies, and an appreciation of different cultures.

Students are required to study a second language. At Diploma level, students choose either a Language B or Language Ab Initio course, depending on their prior learning.

At MYP, students' Language Acquisition choice is either Spanish, Mandarin or French and these are offered at different phases.

### **The Mother Tongue Programme at ICS**

ICS London offers the formal teaching of their Mother Tongue to students who wish to continue their study of it at Diploma level. In these cases, students study the School-supported self-taught Language A (SSST). Mother Tongue tutors are recruited by the school and the language provision is reassessed every year according to the needs of our new students. ICS London provides support to Mother Tongue tutors through regular collaborative planning meetings.

### **School-wide objectives**

A school-wide literacy development plan is established and led by the Head of Faculty (English and Humanities). Its aim is to ensure that:

- A consistent whole-school approach to the teaching and learning of literacy is adopted at ICS London; one which enables students to develop proficiency and academic literacy in English across the curriculum
- All Faculties set language and literacy development targets
- All subject teachers commit to having a language and literacy development focus within all units of work, including interdisciplinary units
- Language and literacy interventions take place across the curriculum
- All staff have opportunities to develop their language teaching through INSET and training
- Whole-school opportunities for the development of language and literacy are regular (e.g. International Day; World Book Day, Poetry Day, etc)

### **The Student Support Department**

For some students with specific language learning difficulties and dyslexia, ICS London may issue a language waiver in order for them to spend extra time learning English and/or focusing on interventions. This is arranged with the individual student and their family under the guidance of the SENCo and the Academic Coordinators during the first International Individual Learning Plan (IILP) meeting. Students'

progress is monitored regularly and evaluated termly to assess whether they have met the requirements to join mainstream language classes.

### **The Library and Language Learning**

Within the ICS Secondary Library, students have access to resources for the purpose of research and reading for pleasure. Although the majority of fiction in the collection is in English, we endeavour to provide a range of material for all reading abilities and interests.

To support learning English as a second language, the library stocks some bilingual and visual dictionaries. Students are encouraged to purchase their own bilingual dictionaries to support their own learning.

### **Language and Academic Integrity**

At ICS London, students are encouraged to use the MLA format for referencing work and generating bibliographies. As consistency is key in helping students to learn the importance of academic integrity, staff are trained during induction in the format themselves.

Students have instruction in MLA formatting and resources are made available via the Student Nexus. Students are first introduced to these protocols in MYP1 and this is reinforced regularly as they progress through the school. Students are also trained in how to use referencing aides within software applications. For example: Microsoft Word, Google Doc, EasyBid which make the process easily accessible.

The MYP Personal Project and Diploma Extended Essay provide a focal point for the use of these referencing skills, however it is our goal that students will already be confident in referencing before they reach these milestones. An understanding of Academic Integrity is core to the IB and to ICS London's Academic Programme. As such, all students are familiar with the ICS Academic Integrity Policy document. Students are encouraged to discuss the ethical implications of Academic integrity and are made aware of the practical consequences of contravening school policy in this matter. The ICS London Academic Integrity Policy is shared with parents, students and staff.

### **Contributors**

Programme Coordinators (PYP, MYP, DP)

Director of Student Support

Heads of Faculty

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