



知州知东新区西亚斯外籍人员子女学校
SIAS INTERNATIONAL SCHOOL OF ZHENGDONG NEW DISTRICT, ZHENGZHOU

IB CONTINUUM LANGUAGE POLICY AND PROCEDURES AY 2022-2023

Sias International School

Reviewed October 2022

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- Reviewed by Sias IS Staff, Students, and Parents November 2022

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Our Guiding Principles

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more respectful 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.

Sias IS Mission

At Sias International School (Sias IS), East meets West to educate and inspire students to be well balanced with a strong mind, body, and spirit, prepared for academic excellence and innovative leadership in an ever advancing, interconnected and technological world.

Sias Values and Beliefs

Sias IS Students are...

Skilled Communicators who:

- listen, read, write, and speak effectively in more than one language
- find their voice and help others find their voice as they initiate reflective and meaningful conversations
- seek first to understand, then to be understood as they collaborate with team members
- synergize others and realize they win when others win

- apply an entrepreneurial attitude to promote novel solutions

Achievers who:

- perform academically to the best of their ability as they develop their mind, body, and spirit
- use a balance of traditional and innovative approaches in their learning
- are proactive and persistent when they encounter obstacles
- reflect on and repair their deficiencies in mind, body, and spirit

Innovators who:

- approach their learning creatively, critically, reflectively and with the courage to take risks
- combine science, technology, engineering, mathematics, arts, and sports to gain future-oriented skills
- use design thinking and next-generation technology to solve problems

Successful Global Citizens who:

- understand and respect the cultures and achievements of East and West
- use the wisdom of the past to create a shared vision for the future
- interact appropriately with others of diverse cultures



- act responsibly for a sustainable and harmonious world

students to be independent, brave, and articulate.

Thinkers: We believe in fostering critical thinking skills and creativity to help students use language to approach complex problems.

Reflective: We believe that reflection helps both students and teachers assess and understand the strengths and limitations of language use. Through reflection, language learning and personal development are considered.

Open-minded: We appreciate our own culture and language, while recognizing the many other forms of languages that can be used to convey meaning.

Language and the Learner Profile

Communicators: We understand that communication is at the heart of education, that communication in more than one language is key to intercultural understanding. We help our students to become strong communicators.

Risk-Takers: We recognize that language learning involves risk-taking. We encourage our

Language Policy

The Sias IS community endeavors to develop the primary language of instruction (English) within our community while preserving the importance of our host nation's language (Chinese).

Our Language Philosophy

- English is the primary language of instruction at Sias IS. All students will develop fluency in the language of instruction.
- We strongly believe that all Sias IS teachers are language teachers.
- We promote international mindedness and encourage multilingualism.
- We provide Chinese language learning which is the host country's language.
- We provide support for students to be successful in language acquisition.
- We encourage students to take action and extend their language learning in ways that help their community.
- We ensure that every discipline includes support mechanisms for language learning, both written and spoken.
- We promote awareness of one's own language and culture.
- We believe that language learning is vital for social, emotional, and cognitive development as well as academic success.

Language Rights, Roles, and Responsibilities

All members of the school community have a role to play in the development and maintenance of the school's language and English as an Additional Language (EAL) program. The learning community at Sias IS shares the roles and responsibilities. In general, the following roles are appropriate:

School Leadership



- Ensures that language background and proficiency are collected through the admission process, interviews, and meetings with parents and that factors that influence students' learning are known to best support students' learning.
- Selects language placement tests and tools for the admission process.
- Provides teachers with access to relevant information about their students needed for teaching and learning.
- Provides staff professional learning opportunities to develop second language acquisition awareness for learning and teaching in the school community so that teachers can access the latest information about EAL methodology and resources.
- Promotes a school culture that values diversity and ensures that multicultural perspectives are incorporated into all aspects of school life.
- Encourages home–school partnerships.
- Ensures that policies and programs in all learning areas are formulated and implemented with the language learning needs of all students in mind.
- Informs teachers about teaching strategies for making the mainstream curriculum accessible for all students at all levels.
- Communicates language pathways and directions to families and students and considers their choices in the design and implementation of language programs and classes.

EAL Team

- Participates in the screening process to assess students' language ability and recommend support accordingly.
- Provides information which helps teachers plan and implement school programs with multicultural perspectives and develop cross-cultural understandings with students.
- Provides resource information for teachers in the areas of second language acquisition, EAL teaching methods and strategies, classroom organization, and suitable text and resource selection for English language learners (ELLs).
- Keeps abreast of the latest research in IB and EAL (e.g., through professional learning) and shares the research with staff as appropriate.
- Assists teachers in assessing English competency, formulating practical goals and objectives, and planning and implementing an inclusive program that caters for the needs of all ELLs.
- Consults with other teachers after the initial language assessment to establish language placement.
- Monitors ELLs progress to determine if students need to be moved into another language class or phase.
- Works with all coordinators in curriculum design and implementation to cater for the needs of language learning.
- Identifies language needs and implements targeted intervention pertinent to the need of students.

The Teacher

- Considers the language learning needs of all students when planning activities across all areas of the curriculum.
- Supports ELLs learning in English, even while they are learning English.
- Uses a variety of assessment strategies that allow all students to express gained understandings across the curriculum.



- Keeps assessment records that indicate the growth and progress in English and EAL understandings and skills.
- Informs parents/guardians of student progress in EAL and other curriculum areas.
- Provides opportunities for all students to share their diverse experiences.
- Develops classroom activities that relate to and build upon the experiences that students bring to the learning situation.
- Practices open-mindedness to facilitate discussions about multiculturalism and multilingualism.
- Attends relevant professional learning opportunities to support student language development.

The Student

- Is encouraged to speak English at every opportunity throughout the school day.
- Shows respect for teachers and peers by adhering to language expectations.
- Takes every opportunity to learn and provides feedback on their learning.
- Takes ownership of their learning by participating and seeking help when needed.
- Provides feedback and reflection on language learning.
- Attends additional language classes if required as part of the admission process.
- Shows academic honesty and integrity while participating in language assessment and observation.
- Has the right to request the exit from the language support program, tutoring, or phase requirements. Students will exit when sufficient proficiency has been demonstrated through work, performance, and grades.
- Works toward international mindedness through multilingualism

The Family

- Communicates directly with the learning community regarding their child's language development.
- Encourages the use of English at home.
- Participates in the school's training sessions and events.
- Complies with the additional costs associated with the school assessed, necessary additional support for their child's language development.
- Is informed of their child's language pathways at Sias IS and in IB.
- Reads and returns forms and notifications from language teachers regarding their child's language progress.

Language Policy Guidelines

Primary Years Programme (PYP):

At Sias IS opportunities are planned for students to learn language, learn about language, and learn through language. The school emphasizes the importance of a partnership between the home and school. The school aims to develop multilingual learners, which leads to international mindedness and a better understanding of other cultures. As there is a strong connection between culture and language, teachers support the learning and teaching of the host country's language (Chinese) to instill a sense of identity.

Sias IS PYP adheres to the following practices:



- English is the language of instruction except during Chinese or other language classes.
- Teachers refer to the Sias IS Language Scope & Sequence to guide teaching, learning, and assessing student progress.
- The language of instruction is built upon previously acquired home language skills and proficiency.
- Home language is an important aspect in affirming identity.
- As English is the language of instruction, an additional language is provided from the age of 3.
- Multilingualism is a significant part in the development of international mindedness.
- School libraries will include multilingual resources to support language and literacy development and teaching units of inquiry.
- Activities and events will be organized to foster and promote language and literacy development.
- Activities and events will be organized in the language of instruction and/or the host country's language to demonstrate cultural awareness and respect for the host country.
- Teachers will differentiate instruction to ensure that the needs of a diverse student population are met.
- Teachers will collaborate with all coordinators and EAL teachers for instructional planning so that all students' language and literacy developmental needs are met.
- Identified and recommended students will complete bi-annual EAL benchmark assessments for reading, writing, speaking, and listening.
- Instructional teams will share and discuss the language needs of individual students between each year's group

Strand	Receptive—receiving and constructing meaning	Expressive—creating and sharing meaning
Oral language	Listening ←	→ Speaking
Visual language	Viewing ←	→ Presenting
Written language	Reading	Writing

Making the PYP Happen, 2009

Middle Years Programme (MYP):

Language learning lies at the heart of the MYP fundamental concepts: holistic learning, intercultural awareness, and communication. Cultural awareness and international mindedness are expanded through the study of language. Students learn that language is a part of identity and through language they can appreciate individuals from other parts of the world and their home country. In all the MYP subjects, communication is an objective and an assessment criterion. All teachers integrate language learning in all their disciplines.

Sias IS MYP adheres to the following practices:

- English is the language of instruction except during Chinese or other language classes.
- All students will be provided with opportunities to study at least two languages.
- School libraries will include multilingual resources to support language and literacy development and teaching units of inquiry.
- Activities and events will be organized in the language of instruction and/or the host country's language to demonstrate cultural awareness and respect for the host country.
- Teaching will be differentiated to meet the language needs of a diverse student population.



- Teachers will collaborate with all coordinators and EAL teachers for instructional planning so that all students' language and literacy developmental needs are met.
- Teachers will collectively support the development of language from entering to emerging, developing, expanding, bridging, and reaching fluency.
- Identified and recommended students will complete bi-annual EAL benchmark assessments for reading, writing, speaking, and listening.
- MYP Language and Literature and Language Acquisition courses must be assessed as prescribed in the respective subject guides
- Teachers will ensure that students are promoted to the next language acquisition phase, based on EAL benchmark assessments for reading, writing, speaking, and listening, sample work, and recommendation of teachers.
- Instructional teams will share and discuss the language needs of individual students.

Connections to other IB Policies

Language and Admissions

English Placement/Admissions test

An initial assessment of skills is administered to all students during the admission process. Home Language Surveys providing background information about the student will be completed by all families. New student language class and phase are determined by previous academic records, the Home Language Survey, and an English placement test. If a student is identified as an English Language Learner with support needs, then an EAL Log will be created. It will be used to monitor language learning and progress by noting the student's:

- Progress of learning
- Proficiency levels in all four skills
- Language goals
- Feedback from the teachers

The EAL Team monitors student progress through anecdotal feedback from subject teachers, observations, student work, and report cards. ELLs language progress information is shared with all teachers that teach the student to provide differentiation, inclusion, and support to fully access the curriculum and achieve their potential.

Students remain in the EAL Program and on the EAL register until they demonstrate the language proficiency and skills necessary to work independently in the mainstream classroom. Students exit the EAL Program once they reach the expected phase requirements in all four skill areas.

Students applying for admission to PYP 4, PYP 5, and MYP must take an English placement/admissions test before entry. The English screening test is also used as a language placement test to ensure accurate language or phase placement and admission to the school. Student admission and placement is based on academic records, language background information, and the Home Language Survey (**See appendix**).

The Academic Leadership Team will determine the specific placement tests for each level.

Upper PYP and MYP students performing severely below grade-level expectations, unable to access regular English pathways, may be asked to join the after-school English Language Support Program



paid separately from regular tuition by the parent/guardian. An individualized learning plan will be created for the student.

For detailed information about the English Placement tests, please contact the EAL Coordinator.

Language and Assessment

At Sias IS, assessment of language learning is an on-going process throughout the school year using formative and summative assessments and informal situations (e.g., learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), including the use of grammatical structures, are regularly assessed using level indicators of the student's language phase assessment objectives. A range of formative and summative assessment measures are used. The EAL Program is subject to the Sias IS Assessment Policy and the grading scheme used in report cards.

Student language level and ability is acknowledged and incorporated into the planning of assessments. Subject teachers will provide language level support for formal and informal assessments that promote advancement of all four language skills. In subjects where writing is not assessed, teachers strive to provide alternative modes of expressive (creating and sharing) language. Reading, writing, listening, or speaking tasks expectations are set according to the student's needs and language phase.

Cycle of Review

There is a commitment from the whole school community to invest in continuous review and training to ensure language systems used are accurate, manageable, and fit for purpose. This will ensure the system is transparent and effective of practice. Following a full review by teachers, students, parents, the Instructional Leadership Team, the Academic Leadership Team, and the Board of the school. This policy has been published in December 2022 and applies until June 2025.

SIAS IS Language Policy Committee

- Remi Fan, EYP Teacher Assistant
- Kenneth Lim, EYP Homeroom Teacher
- Matthew Inwood, EYP/PYP PSPE Teacher
- Nicole Dorn, PYP Homeroom Teacher
- Nina Liao, PYP Homeroom Teacher
- Kairavi Oza, PYP Homeroom Teacher
- Lily Wen, PYP Teacher Assistant
- Ethel Nicole, MYP Language Acquisition Teacher
- Sveta Rhodes, MYP Art Teacher
- Nicholas Bond, Student Support Specialist
- Arif Minhal, MYP Coordinator
- Jules Sali, PYP Coordinator
- Addie Christian, Principal

Appendix



IB Standards and Practices for Language

- The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)
- The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)
- The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)
- PYP: The school ensures that students learn a language in addition to the language of instruction, at least from the age of seven; multilingual programs where students are learning at least two languages can but are not required to offer additional languages.

Language Pathways Clarifications

Students entering PYP 4, PYP 5, or MYP who have not yet reached an EAL Phase 4 or above based on the Sias IS language assessment will be required to participate in the after school English Language Support Program and specialized language instruction. Additional fees may be charged.

Language of Instruction – English Pathways

IB Programme	Starting with	Language Program	
PYP <ul style="list-style-type: none"> • Students at Phases 1 or 2 receive EAL support as pull out or in-class, as recommended by the EAL Team • Students from Phase 4 and above are integrated into PYP homeroom classes • For students in PYP(grade) 5 that are Phase 1 students, may also receive extra language support as recommended by the EAL Team 	Phase 1	Intensive EAL	
	Phase 2	Intermediate EAL Support	
	Phase 3	Intermediate EAL Support	
	Phase 4	Integration (Homeroom with support)	
	Phase 5	Integration (Homeroom with support)	
	Host County Language	Chinese Class	Non-native Chinese speakers will receive intensive to intermediate support based on their proficiency and background experience.
MYP <ul style="list-style-type: none"> • Students in MYP are offered English Language Acquisition at phases. • MYP students in Phases 1 and 2 are requested to attend EAL tutoring in ASA, in addition to the Language Acquisition class • Students in MYP Language Acquisition may also receive extra support for other subjects as recommended by the EAL Team and MYP Coordinator 	Phase 1	Language Acquisition	
	Phase 2	Language Acquisition	
	Phase 3	Language Acquisition	
	Phase 4	Language Acquisition	
	Phase 5	English Language and Lit	
	Phase 6	English Language and Lit	
	Host County Language	Chinese Language and Lit	Non-native Chinese speakers will be placed in Chinese Language Acquisition based on their proficiency and background experience.

PYP 5 ELL students take an English Proficiency test before moving to MYP to ensure accurate phase placement. The EAL Team administers the test during the second half of the spring term. The results are shared with parents/guardians and students at the beginning of the next academic year. Students may be placed into a transitioning phase based on the proficiency test results and referrals from the PYP 5 language teachers.