

ISN Nice
Language Policy
2023



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Introduction

As an IB World School, the International School of Nice aligns its assessment practices with the IB mission, philosophies, standards and practices and the IB learner profile. Policies at ISN are developed in collaboration with teachers, students and parents to ensure that our policies reflect the needs and values of our community. Our policies are intended to embrace ISN's vision to prepare today's learners to confidently embrace challenges as adaptable, empathetic global citizens who will be active contributors for a more sustainable world and mission to:

- INSPIRE students to take a leading, active and caring role in our changing world
- SUPPORT students in achieving their academic potential and developing their individuality
- NOURISH the minds and spirits of our students in a safe, friendly and caring environment

ISN's values



B

Belonging

We feel valued, needed, and accepted by others.

We all belong to the inclusive and diverse ISN Community.

R

Respect

We communicate and act with courtesy and politeness. We value what we have.

I

Integrity

We act with honesty, fairness and compassion even in the face of challenge.

C

Courage

We respond in a way which allows us to act on our values rather than our impulses.

K

Kindness

We nurture and care for the physical, emotional & social wellbeing of ourselves and others.

<p>Belonging</p> <p>We feel valued, needed, and accepted by others.</p> <p>We all belong to the inclusive and diverse ISN Community.</p>	<p>Respect</p> <p>We communicate and act with courtesy and politeness. We value what we have.</p>	<p>Integrity</p> <p>We act with honesty, fairness and compassion even in the face of challenge.</p>	<p>Courage</p> <p>We respond in a way which allows us to act on our values rather than our impulses.</p>	<p>Kindness</p> <p>We nurture and care for the physical, emotional & social wellbeing of ourselves and others.</p>
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Context

The International School of Nice is a Pre-Kindergarten through grade 12 day school with an enrollment of 467 +/- . The Primary School offers classes from Pre-Kindergarten through grade 5, and the Secondary School caters for students in grades 6 through 12. The International Baccalaureate PYP program is in place for the Primary School, MYP for grades 6 through 8, and the Diploma Program for grades 11 and 12. The IGCSE program is offered for the majority of the curriculum subjects in grades 9 and 10. The School is accredited by the CIS, MSA and the International Baccalaureate.

Our students come from a range of cultural & linguistic backgrounds, with a majority speaking at least one language other than English at home. This is most commonly French or Italian, although recently there has been an increase in the number of learners speaking Russian and/or Ukrainian as their primary language(s) joining the school. Students are encouraged to maintain their home language through a events such as International Mother Tongue Day, Globeducate Poetry Slam, and Globeducate Reads. These events provide the opportunity for pupils to read, write, speak and perform in the language of their choice.

Ethos

Our language policy at ISN is fundamental to supporting the five pillars of our school's strategic plan, namely:

- Ensuring our learners are "Career, University and Life Ready Graduates"
- Promoting "Student Social and Emotional Wellness"
- Developing "Our Talented Workforce"
- Strengthening "Parent and Community Partnerships"
- Making best use of our "Facilities and Operations"

Developing confident communication skills, literacy, and oracy in more than one language supports all of these aims, and is central to the work of the school.

Working Languages of ISN

English is the primary language of instruction at ISN. As such, pupils are required to commit to developing a level of proficiency in English that allows them to access the curriculum and participate fully in the academic and social aspects of school life. Communication in English is expected in the classroom, apart from language lessons. In addition, the day to day running of the school is dependent on proficient French speakers among our teaching, administrative, and support staff.

Students with English as an additional language

All children whose mother tongue is not English are assessed upon entry. Students who do yet have a level of English proficiency which will allow them to fully participate in the curriculum will participate in an EAL programme, which is timetabled in parallel with the English Language & Literature lessons and run by the REACH center. This allows pupils to access the curriculum outside of English Language & Literature with suitable differentiation by class teachers. The English department works very closely with the EAL teacher to ensure a smooth transition from EAL to mainstream English when students have acquired the necessary proficiency to access the Language & Literature curriculum (usually B1+). Students have the opportunity to be assessed at three times in the school year, with the majority attaining the required level within one academic year. Students who do not reach the required level within the expected timeframe are dealt with on a case-by-case basis. Students making the transition from EAL lessons to mainstream are supported in the classroom by suitable differentiation and adapted pedagogy to suit their needs.

Multilingualism at ISN

At ISN, multilingualism is recognised as a “fact and a right” (IBO, 2014). The ability to communicate in more than one language is critical in fostering understanding, empathy and respect in our learners as global citizens. Accordingly, all teachers throughout the School are viewed as language teachers with responsibilities in facilitating appropriate communication. In viewing our staff members as life-long learners, we encourage staff to acquire a working knowledge of the language of our host country. Communication in personal languages in the school outside of the classroom is encouraged. This adds richness to the school culture, as well as promoting intercultural communication and aiding the development of multiliteracies. Multilingualism is further promoted and celebrated on International Mother Language Day, through in-class activities and other celebratory events.

Inclusive Language Learning at ISN

Equal access to language development, and an inclusive education in which literacy across more than one language is accessible to all learners, is embedded in the pedagogy of all teachers and is supported at ISN through the REACH center, the Head of Inclusion, and support staff. The Head of Inclusion communicates learners’ needs to teachers, and suggests strategies to help staff differentiate instruction for students with specific learning needs/differences. Our support staff provide on-going support in class for learners at any stage in the PYP, MYP, IGCSE, or IBDP programmes.

Language Learning at ISN

All students study at least two languages, at least one of which is Language and Literature and one additional language. English and French, can be studied as Language and Literature as standard. Private language lessons in other languages can be arranged as required to support the development of learners' personal language(s)¹. IGCSE examinations can be taken in English, French, and Spanish. Students in the Diploma Programme have access to a range of languages as both Language and Literature & Language Acquisition (see appendix) , supported by qualified teachers in several different World Languages. Additionally, IBDP learners have the option to study through the Pamoja platform. Parents and carers of our learners are encouraged to consult the World Languages Coordinator in the first instance to plan and support the learner's language learning profile at the school.

Resources for Language Learning at ISN

Our most valuable resource for promoting a rich and diverse language- learning culture is our staff, who model the attributes of the IB learner profile by being open-minded, curious, and knowledgeable about language. Our English and Modern Languages teachers promote a love of languages, through the study of literature and a wide range of non-literary texts, to help develop cultural awareness and sophisticated communication skills in reading, writing, speaking and listening. Thus, learners see language as a valuable resource for personal expression and cultural communication.

Language Learning in the primary school

Languages Department

The modern languages department comprises 2 members who teach French throughout the Primary Department. Instruction is chiefly through inquiry based pedagogy by qualified and experienced teachers, supported by published materials, online resources (e.g. Language Boost, TV5monde, YouTube etc.)

Language Arts

Language Arts is taught 5 times a week by Homeroom teachers throughout the Primary Department. Instruction is chiefly through inquiry based pedagogy by qualified and experienced teachers, supported by published materials (e.g. novels, plays and poetry), online resources (e.g. Literacy Shed, YouTube etc.). Each unit is supported by a class novel linked to the unit of inquiry, teachers use this to plan lessons linked to curriculum objectives. Teachers follow the Spelling Shed curriculum, each child is

assessed at the beginning of the year to evaluate which scheme they will follow. At the end of each scheme each child will be assessed before moving onto the next scheme.

Guided Reading is taught twice a week, in which Homeroom teachers work within smaller groups to teach reading objectives. These sessions revolve around different text types such as fiction, non-fiction and poetry.

From Kindergarten to Grade 2, phonics is taught alongside Language Arts for early phonetic understanding and spelling.

Library

The Primary Department has its own library, where students can borrow books to help with their studies, or for personal enjoyment. Books are available to borrow in English, French, Russian, Italian, Spanish and German. The school librarian leads weekly hour lessons with each class to encourage a love of reading, support reading programmes, and promote academic writing skills throughout the school year.

Language Learning in the secondary school

Modern Languages Department

The modern languages department comprises 8 members who teach French and Spanish as either Language and Literature or Language Acquisition in the MYP/IBDP programmes, and as an IGCSE subject. Instruction is chiefly through inquiry based pedagogy by qualified and experienced teachers, supported by published materials, online resources (e.g. Language Boost, TV5monde, YouTube etc.)

English Department

The English department comprises 5 members, and is supported by one part-time EAL teacher. The English department offers MYP Language & Literature courses in two broad-banded streams to cater for the range of proficiency levels in our students. There are no more than two CEFR levels in each class group, which all follow the Language & Literature curriculum. Within a language acquisition class there will be no more than two language level phases present. Students will be assessed and streamed according to their pathway (see appendix 1). At IGCSE, learners are able to sit for qualifications at a level that best suits their personal abilities and ambitions for further study². In the event that numbers permit a discreet Language B section, students will be assessed three times per academic year to ensure they are streamed into, and working at the appropriate phase. Instruction is chiefly through inquiry based pedagogy by qualified and experienced teachers, supported by published materials (e.g. IBO approved textbooks, novels, plays and poetry), online resources (e.g. YouTube, American Rhetoric, In Thinking, ibo.org etc.)

² English as a Second Language/English as an Additional Language/First Language English; the majority of students taking First Language English will also take the IGCSE World Literature course.

The school has its own library, where students can borrow books to help with their studies, or for personal enjoyment. Books are available in a number of languages. The school librarian works closely with the English department to encourage a love of reading, support reading programmes, and promote academic writing skills throughout the school year.

Best Practices

Language development is supported by, and in turn supports, inquiry based learning. Curriculum planning, delivery, and assessment at ISN is carried out in accordance with the International Baccalaureate standards and best practices. Curricula are planned collaboratively, and resources developed are shared, to ensure consistency of standards. In the classroom, all teachers deploy a range of strategies to support learners develop communication skills (reading, writing, speaking, and listening) throughout their school life. These include:

- co-operative learning
- peer teaching
- self/peer assessment
- providing quality feedback (as defined in the ISN Assessment Policy)
- utilizing a range of resources (including digital technology) to support learning, such as printed text, audio-visual materials, images
- providing a range of classroom activities that encourage students to communicate their thinking (e.g. Making Thinking Visible thinking routines)
- Providing learners with a range of options and opportunities for communicating in class (in writing, verbally, or through images/diagrams)
- Offering a range of assessment options (e.g. Trimind model of assessment) to provide students with opportunities to communicate their learning in a manner that suits their preferred learning style.

Beyond the classroom, staff model strong communication and linguistic skills at all times, and take an active approach to developing their own language skills. The Modern Languages department offers advice, support and resources for anyone interested in improving their language skills in the language of our host country. Our learners are also supported to take up opportunities to get involved in the local community (e.g. through the Community Project and CAS) allowing them to develop their communication skills beyond the classroom. Our wider school community - families of our learners and our Parent Teacher Association are also encouraged to celebrate the linguistic and cultural diversity in the school through planning, delivering, and attending events that showcase and support the range of languages and cultures comprising our school community.

Review

This language policy has been reviewed in October 2022 and is due to be reviewed every 2 years from that date, with the next review due in October 2024.

List of Abbreviations

MYP = Middle Years Programme

IBDP = International Baccalaureate Diploma Programme

IGCSE = International General Certificate of Secondary Education

ISN = International School of Nice

PYP = Primary Years Programme

Bibliography

IBDP English A Language & Literature Guide (first assessment 2021), (IBO, 2019)

IBDP Language B Guide (IBO 2020)

IB learner profile (IBO, 2013)

ISN Strategic Plan 2021-2024

ISN Languages Letter 2022

IB programme standards & practices (IBO, 2014)

MYP English A Language & Literature Guide (IBO, 2014)

MYP Language Acquisition Guide (IBO, 2020)