



Amity International School Amsterdam

Language Policy

Date	Action	Action Performed by
February 2023	Policy Created	Sarah Wade (Principal)
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Mission Statement

It is our mission to provide an engaging and challenging learning environment where students are empowered to succeed academically, socially and emotionally.

Our students learn within a real-world, inquiry-based curriculum which fosters their individuality, creativity and unique interests. We encourage our students to be innovative and reflective thinkers who demonstrate resilience and determination. We promote ethical, responsible action for positive change and provide opportunities for teamwork and leadership. We nourish the development of open-minded, caring individuals who are active and respectful members of the global and local community.

Rationale

The purpose of the Language Policy is to enable all stakeholders within our community to become aware of the various ways language development is integrated and supported within our school programmes. As stated by the IB, language is the bridge to our sense of belonging; it informs our opportunities and ability to develop strong communities, within and outside the school (International Baccalaureate Organization, MYP: Principles into Practice)

Purpose

The creation of such a policy and its implementation within the day-to-day activities of our education underpin our joint commitment to undertake research and celebrate knowledge honestly and respectfully.

This document is intended for students, staff, and parents to gain a better understanding of how language plays a fundamental role in development and assists individuals in understanding their own identities and establishing relationship with others.

Responsibilities

Heads of School

Heads of School will ensure that language remains central to learning across the entire school and is

- embedded throughout the written, taught and assessed curriculum. Through creating a safe and respectful
- environment, the Heads of School encourage dialogue about language development and instruction across all areas of school life. It is expected that all members of the school community will promote the development of language usage and understanding.

The Heads of School will:

- Ensure that the school's allocation of resources is deployed to best meet students' needs in relation to the provision of appropriate language pathways and subject options.

- Provide access to related policy documents for all members of the school community.
- Provide sufficient time for professional development to support Language Instruction on an annual basis.
- Ensure parents/guardians are suitably informed and supported so that they can guide their children in an appropriate manner with regards to their language development
- Maintain and support a dedicated team responsible for the implementation of the language policy
- Ensure that language development is integrated into all school activities both in and out of the classroom.

Teachers

Language is an integral part of all subjects, therefore all teachers within the school are viewed as language teachers.

All teachers will:

- Ensure that language development and instruction is understood and embedded within the curriculum.
- Promote the development of reading, writing (including by hand), listening and speaking within lessons.
- Provide appropriate standardised testing, language course screening and/or pre-unit testing to determine students' verbal reasoning or level of language proficiency.
- Regularly assess and provide timely, actionable feedback to students on the development of their communication skills.
- Put language into context: explain how language provides students with communication and critical thinking skills necessary to comprehend all subjects.
- Explicitly integrate the development of language learning into formative and summative assessment tasks.
- Model the appropriate and context-specific use of language including subject-specific terminology.
- Support students to develop their application of language along a continuum: from the level of informal, novice, subjective and spoken, to the level of formal, highly technical, objective, organised, abstract and specialist.
- Integrate and encourage the reading of academic and non-academic literature in lesson activities.
- Ensure that home-languages are respected and facilitate opportunities for students to develop and share their home language.

Families and Caregivers

Parents/guardians should understand and commit to supporting their children's language development. A sound understanding of the language programs that are being offered, as well as the principles that comprise language instruction that underpins students' ability to participate fully in the IB programme

Families and Caregivers are expected to:

- Understand that language development plays a fundamental role in providing their child with the tools to understand their own identities and establish relationships with others.
- Support the development of the instructional language of the school (English).
- Show commitment to the development of their child's home language and understand that this supports the development of their English language skills.
- Encourage the values of language diversity, intercultural understanding, and international mindedness.
- Collaborate with teachers to support their child's language development.

Students

Students demonstrate their understanding of communication and by continuing to use language in a responsible manner. They will follow, at their age-appropriate level, the directives of their teachers and in all academic and social spheres will aspire to apply and develop their literacy skills in connection with the IB Learner Profile.

Students are expected to:

- Take responsibility for their language development and to be curious to develop their understanding and usage of their main language and all languages that they are exposed to.
- Utilize the school library and library lessons to help support their language development and commit time to the independent reading of fiction and non-fiction texts.
- Seek guidance and support from teachers on how to develop their reading, writing, listening, and speaking skills.
- Use all languages in a respectful manner with all members of the community.
- Respect all home-languages equally.
- Use their home-languages to connect with their peers, and without excluding other students who do not speak it.
- Support their peers in developing their language skills through appropriate collaboration, while enabling their peers to think for themselves and problem solve.
- Respond to their individual needs by using and applying the language resources that are made available to them.

Procedures

- Evidence of students' prior learning and standardised assessment data is reviewed upon application or entry to ensure that students are placed in the appropriate language pathways and phase levels.
- Students' communication skills are regularly assessed through units of inquiries.
- Feedback on the development of communication skills is provided regularly in response to students' summative assessments.
- Students' levels of growth in relation to reading and language usage are assessed twice during the school year, with instructional guidance from

standardised assessment tools used to focus differentiated teaching and learning.

Further information on Amity's procedures and wider approach to language learning can be found in the Language Policy Guidance.

Procedures are subject to review and may be adjusted at the discretion of the senior leadership team.

Appendix 1 Language Pathways

Below is the overview of the general language pathways available for all students to follow from the Early Years, Primary Years, Middle Years and Diploma Programmes.

EYP	PYP	MYP	DP
Daily English Language Lessons (50 mins)	Daily English Language Lessons (50 mins)	Language and Literature: English, Dutch and/or French Lessons 3x per week (50 mins)	Language A (Higher and Standard Levels): Language and Literature (English, French, Dutch and possible self-taught courses, e.g. Japanese)
Dutch Language Acquisition Lessons 2x per week (50 mins)	Dutch Language Acquisition Lessons 2x per week (50 mins)	Language Acquisition: English, Dutch and/or French Lessons 3x per week (50 mins)	Language B: Dutch, French and Spanish; Ab initio: Dutch, French, Spanish