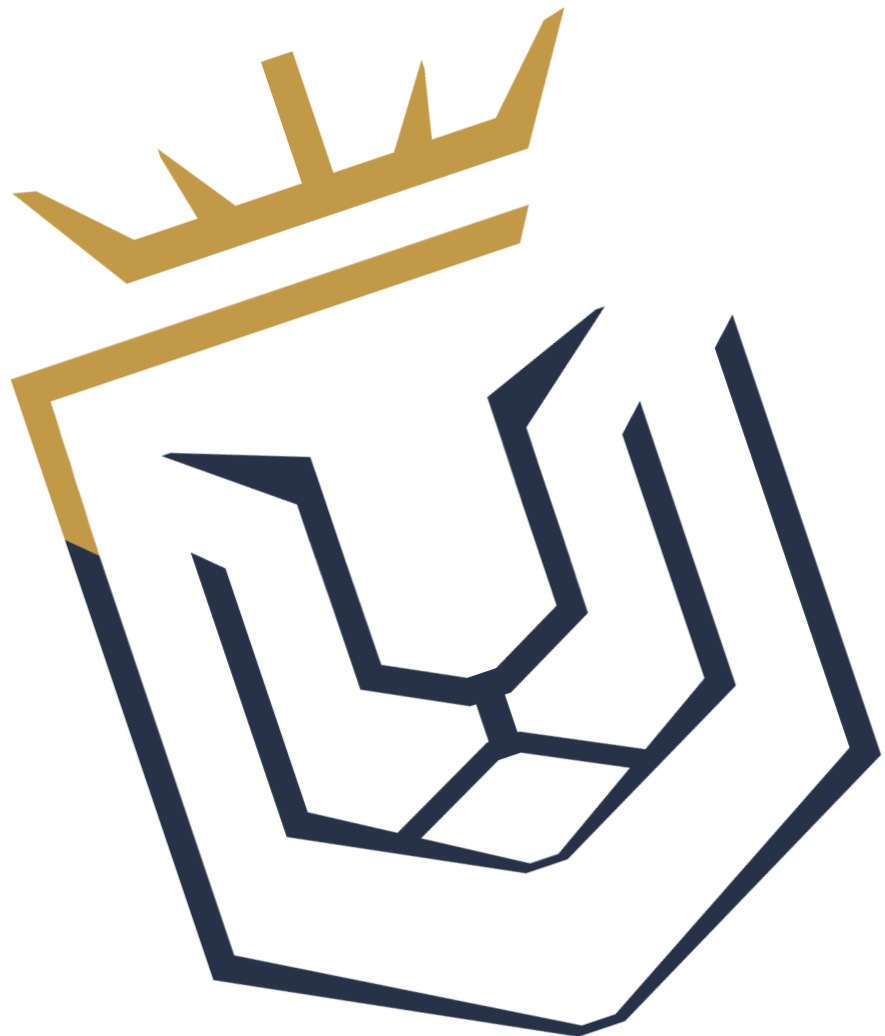




Language Policy

Date: 2024

Review: 2025





INTRODUCTION

Nobel Algarve British International School Almancil aligns its Language Policy with the English National curriculum, the IGCSE and the IB mission, philosophies, standards and practices and the IB learner profile. Policies at our school 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 our mission to *to prepare each student to become a global citizen who can shape the world*. Our core values nurture a community that promotes us to:

- **Be excellent:** We do challenging work and achieve incredible things. Excellence is one of our core values.
- **Be supportive:** We support each other as we grow. Globeducate values a culture of discipline, teamwork, respect, perseverance and determination.
- **Be a pioneer:** We innovate and push for boundless creativity, through proactivity, responsibility and passion.
- **Be global:** We know no bounds to shape the world. We embrace different cultures through diversity and inclusion.

CONTEXT

Nobel Algarve Almancil is a Nursery through Year 13 day school with an enrollment of 425. The Primary School offers classes from Nursery through Year 6, and the Secondary School caters for students in Years 7 through 13. The English National Curriculum is in place for the Primary School, a specialised middle school programme for years 7 through 9, the IGCSE in Years 10 and 11, and the Diploma Programme for Years 12 and 13¹.

Our students come from a range of cultural & linguistic backgrounds, with a majority speaking at least one language other than English at home. Students are encouraged to maintain their home language through 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 Nobel Algarve Almancil is fundamental to supporting the four pillars of Globeducate :

- Delivering educational excellence
- Developing skills and competencies
- Building character
- Nurturing global perspectives

¹ Nobel Algarve British International School, Almancil is a Candidate School for the IB Diploma Programme (*), pursuing authorization as an IB World School. IB World Schools share a common philosophy; a commitment to high-quality, challenging, international education, that we believe is important for our students. Our school also has received recognition to conduct International GCSE and GCSE exams with Pearson.

(*) Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org





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

WORKING LANGUAGES OF NOBEL ALGARVE ALMANCIL

English is the primary language of instruction at our school. 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 Portuguese speakers among our teaching, administrative, and support staff.

STUDENTS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

Students who do not 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. 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 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 NOBEL ALGARVE ALMANCIL

At NABIS, 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 Home Language Day, through in-class activities and other celebratory events.

INCLUSIVE LANGUAGE LEARNING NOBEL ALGARVE ALMANCIL

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 the school through 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 Primary, Secondary, IGCSE, or IBDP programmes.





LANGUAGE LEARNING AT NOBEL ALGARVE ALMANCIL

All students study at least two languages, one of which as Language and Literature and one additional language. English and Portuguese can be studied as Language and Literature. Private language lessons in other languages can be arranged as required to support the development of learners' home language(s). IGCSE examinations can be taken in English, French, and Portuguese. Students in the Diploma Programme have access to a range of languages as both Language and Literature & Language Acquisition, 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 IBDP Coordinator in the first instance to plan and support the learner's language learning profile at the school.

RESOURCES FOR LANGUAGE LEARNING AT NOBEL ALGARVE ALMANCIL

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 3 members who teach Portuguese throughout the Primary Department. Instruction is chiefly through inquiry based pedagogy by qualified and experienced teachers, supported by published materials.

LANGUAGE ARTS

Language Arts is taught 5 times a week by classroom teachers throughout the Primary Section. Instruction is chiefly through inquiry based pedagogy by qualified and experienced teachers, supported by Teaching Assistants. From Kindergarten to Grade 2, phonics is taught alongside Language Arts for early phonetic understanding and spelling.

LIBRARY

The school has a 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 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 four members who teach French and Portuguese as either Language and Literature or EFL/Language Acquisition, and as an IGCSE subject. Instruction is chiefly through inquiry based pedagogy by qualified and experienced teachers, supported by published materials, online resources.

ENGLISH DEPARTMENT

The English department comprises three members and offers Language & Literature courses in two broad-banded streams to cater for the range of proficiency levels in our students. At IGCSE, learners are able to sit for qualifications at a level that best suits their personal abilities and ambitions for further study. Instruction is chiefly through inquiry based pedagogy by qualified and experienced teachers, supported by published materials (e.g. IGCSE and IBO approved textbooks, novels, plays and poetry), online resources.

LIBRARY

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 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. 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 NABIS 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
- 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 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 CAS) allowing them to develop their communication skills beyond the classroom. Our wider school community - families of our learners and our Parents Club 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.

