



KIS VISION - TO BE A CARING, IMPACTFUL COMMUNITY THAT EXCELS IN LEARNING AND IN LIFE.

KIS MISSION - THE **KIS** COMMUNITY NURTURES A GROWTH MINDSET THROUGH A HOLISTIC EDUCATION THAT CONNECTS CULTURES

KIS Language Policy

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1. Philosophy

- All teachers are teachers of language.
- The acquisition of language is a dynamic, life-long process that permeates all learning.
- Effective teaching practice arises from a constructivist approach to learning, allowing students to build on prior knowledge and construct personal meaning.
- Through meaningful interactions, we communicate with and understand others, the world and ourselves to develop intercultural awareness.
- Learning additional languages enriches personal growth, enhances first language development, and promotes international-mindedness.
- The development of the mother tongue language is crucial for maintaining cultural identity.

2. Languages at KIS

A. Language of Instruction and Inclusion

English is the language of instruction and inclusion at KIS. English is used to deliver the curriculum (with the exception of lessons which are designed to teach another language), and is the common language of communication in the school (for example, in reports and on the school website). As the shared language of our school, English is the language of inclusion, and its use is encouraged in social and non-academic contexts so that all staff and students can be included wherever possible.

While we actively promote the use of English, we also celebrate and encourage the development of language skills in other languages, and their use in the appropriate contexts. For example, it is recognized that some students may want and need to use other languages to clarify and consolidate meaning. More detail about supporting students who are still developing the language of instruction can be found in the divisional sections of the policy.

B. Mother Tongue Development

The mother tongue language is often the language used in the home and the first language acquired. It is the one in which the individual is most proficient. KIS encourages the development of the mother tongue and first languages of students through an ethos of inclusion and celebration of linguistic diversity within the community. We recognise that competency in one's mother tongue is an important factor in success as a learner of additional languages. Every year KIS hosts an 'International Mother Tongue Day' in which all mother tongue languages are promoted.

The host country's languages are Kazakh and Russian. KIS promotes these languages by providing lessons in Kazakh language instruction for all students. Russian is studied widely throughout the school.

C. Additional Languages

KIS seeks to enable children to function as global citizens, which in part entails the ability to function capably and comfortably within and between cultures. Developing the capacity to

speaking more than one language is an integral part of this preparation, so all students study at least two languages either a Language and Literature or Language Acquisition, unless they are already studying language and literature in two different languages. More detail and a breakdown of language options can be found in the divisional sections of the policy.

3. Stakeholder Responsibilities

Language teaching is the responsibility of all teachers and is most effective when supported by all stakeholders.

A. Students:

- learn to work independently and in cooperative groups
- regularly reflect on their learning
- use language as a way of thinking and reflecting
- set personal learning goals, use effective learning strategies, and self-assess their work
- select and read books independently for different purposes
- demonstrate respect for others by using a common language in social situations.

The principle is that all participants in a conversation should be able to understand. For example: if two children are speaking in their mother tongue, and a student who is unable to understand this language joins the conversation, it is expected that the students will switch to a language that is commonly understood.

B. Teachers:

- provide a broad range of activities and tasks that provide a balanced programme, incorporating all four areas of language: speaking, listening, reading, and writing, in a language-rich environment
- strive to create supportive, emotionally safe environments in which students can take risks and express themselves in a variety of ways
- help students to make meaningful interdisciplinary connections to other subjects and the world around us
- use English as the primary language of instruction and social interaction in and out of the classroom, except in lessons of other languages
- give ongoing feedback to students on their linguistic and cognitive development by using a variety of balanced assessment strategies
- use appropriate technology to enhance and accelerate language development
- select resources that are linguistically accessible and culturally inclusive.

C. Administrators:

- use English as the primary language of communication
- share responsibility for oversight, implementation and revision of the Language Policy and curriculum efforts
- support teachers in their delivery of instruction
- promote an embedded professional development model enabling collaboration concerning curriculum, instructional techniques, assessment and student progress

- promote communication with parents concerning students' language development and provide translators when needed.
- provides and maintains library materials and resources which support the educational and recreational reading needs of our students
- scrutinize learning and teaching for consistency, clarity and developmental appropriateness

D. Parents

Parents can support their children's success in language learning. Families are encouraged to:

- have a positive attitude towards English and other languages
- promote the advantages of learning other languages
- maintain mother tongue literacy skills at home or after school
- learn about how children acquire language in order to support the school's efforts
- promote & support reading at home in both the mother tongue and the additional language(s) a student is studying

4. Languages in the Elementary School (PYP)

A. Admissions and Placement

Generally, KIS places students according to age and the previous school grade. Initial assessments will be conducted during the admission process using the WIDA screener and CAT4 for Grade 1 - 5 students. Early Years students do not require a CAT4 or WIDA score to be admitted. Once admitted to school, the elementary students will also be assessed by their homeroom teacher using a running record to determine their current reading level, and Schonell spelling test to determine their spelling age.

A meeting of the administration, and EAL teacher may be held following the initial assessments to make the decision about student placement/support and if the student will be successful in accessing the curriculum.

B. Support for students who are not yet proficient in English

EAL refers to English instruction that is given to assist the student in gaining sufficient English language proficiency to cope within the English-speaking school environment. EAL students are provided extra help through designated and/or integrated support. *Designated* refers to separate classes, usually small groups of students who have been withdrawn from one or more subjects or lessons; *integrated* means in-class support, e.g. with an EAL teacher working alongside one or more students in need of targeted support with English in that subject. We offer EAL support starting from Kindergarten class.

a. Decision making process for EAL support

For a student to be identified as an EAL student, the following procedure and criteria will be followed:

Based on the initial assessment:

- i. If the child, in grade 2- 5, achieves less than a score of 5 in WIDA assessment, the child will be given EAL support by the EAL teachers
- ii. If the child in grade 1 achieves less than a score of 3.5 in WIDA assessment, the child will be given EAL support.

b. Assessing Progress

The collaborative planning and teaching between the classroom teacher and the EAL teacher provides ample opportunity to constantly reflect on the progress of each EAL student in the class. All students in the class will have the same assessments and the same standards and benchmarks. All decisions may be reviewed by the homeroom teacher and the EAL teacher at any time to reassess the level of student support. Students will be assessed at the end of each academic year using WIDA to show their progress.

c. Exiting the EAL program

Based on day-to-day assessments and observations, as well as WIDA score, the EAL teacher and Principal will confirm when the student may be able to graduate from the EAL program. The decision is made based on the following criteria:

- WIDA assessment score
- the reading level of the student
- classroom observations

The administration will approve the decision, and will meet with the teachers and/or parents if necessary. If the group decides that the student is ready to exit EAL support, the parents will be informed of the progress.

C. Assessment

All homeroom and Language teachers address their students' individual language learning needs, by creating curriculum content that meets the expectations of the range of language proficiencies at KIS.

- Teachers conduct ongoing assessment of students' academic and language accomplishments and needs.
- Teachers take reading records three to four times a year and recorded in the Student Tracking document.
- Teachers collect representative samples of students' work in their portfolios via seesaw to document linguistic and academic growth in language.
- Teachers communicate clearly with parents regarding students' accomplishments and needs.
- Teachers will provide opportunities for self- and peer assessments which encourage students to take ownership and responsibility for their learning.

5. Languages in the Secondary School (MYP)

A. Admissions

There are 6 Phase Levels in Language Acquisition. Phase 1 is the beginning level and Phase 6 is the highest level. Being placed in a Phase Level allows students to receive targeted instruction and ensures that they are assessed against criteria that are appropriately challenging.

Students can move up phase levels. This process begins with the classroom teacher recommending the move and providing evidence of the students' growth in accordance with the IB rubric. Once a phase level move has been agreed, parents are emailed to notify them of their child's progress.

When students get to Phase 5 or 6 we begin to consider them for the Language and Literature course if it is available in the language they are studying.

When considering admissions to the MYP, there is a sliding scale of minimum English language competence required to enter each grade level:

	Minimum English Level
Grade 6	Phase 2
Grade 7	
Grade 8	Phase 3
Grade 9	Phase 4
Grade 10	

As part of the admissions process, all students are tested on their reading, grammar and listening in English, as well as their general cognitive abilities. The reading, writing and listening English tests are done using the Oxford Online testing platform, and CEFR (Common European Framework of Reference for Languages) levels are awarded. At KIS, we roughly equate CEFR Levels with IB Phase Levels in the following way:

	CEFR Equivalency
MYP Phase 1	A1
MYP Phase 2	A2
MYP Phase 3	B1
MYP Phase 4	B2
MYP Phase 5	C1
MYP Phase 6	C2

Further to these tests, students submit a Category 4 Assessment, a writing assessment, previous school references and, where necessary, a speaking assessment. All of the data collected is considered so that we have a view of the student and their language proficiency

that is as holistic as possible. The MYP Coordinator, Learning Support Coordinator and relevant languages teachers' views may be sought in order to reach a final decision about admittance and class placement.

B. Class Placement

Once students have been admitted, they are supported to study their best language. To facilitate this, we offer the following courses in the MYP:

	Languages offered
Language and Literature course	English
	Russian
	Kazakh
Language Acquisition course	English
	Russian
	Kazakh
	French

All students study at least one Language and Literature course. They must either study an additional Language and Literature course or a Language Acquisition course. In some situations in the lower MYP, we may allow a student to temporarily study two Language Acquisition courses, until they have developed the confidence to move to one Language and Literature course. As of 2024, all MYP students must take a Kazakh Language and Culture course in accordance with government regulations.

Students who are native or near-native speakers of English or Russian study those languages in the Language and Literature course. Students who are still learning to communicate in English, Russian or French are placed in a Language Acquisition course, according to their Phase Level.

When students are transitioning from our PYP to MYP, we work out which course and phase level is best for each student by exploring:

- Grade 5 teachers' recommendation based on student performance and progress
- IB Rubrics
- MAP data

MYP Language assignments for English and Russian are shared with prospective Grade 6 parents at the beginning of June.

C. Timetabling

In our timetable, English Language Acquisition and English Language and Literature always happen at the same time because students will only ever attend one of these courses.

Kazakh law states that Kazakh citizens must study Russian, and, in Grades 9 and 11, they have to take their national exams in Russian. We encourage students to take Russian Language and Literature instead of Russian Language Acquisition if they have the skills required.

If Kazakh citizens do not have a sufficient language level to study Russian Language and Literature, then they have to study Russian Language Acquisition. A number of expat students also choose to take Russian Language Acquisition. Others choose to take French.

Russian Language and Literature, Russian Language Acquisition and French Language Acquisition are backed together on the MYP timetable. This means that students cannot study both Russian and French. Because all Kazakh citizens must study Russian, they cannot study French.

D. Support for students who are not yet proficient in English

a. Learning support

Students with language proficiency needs which are not fully met by the Language Acquisition curriculum may be provided with additional learning support. This may involve one-on-one or group learning sessions or self-management support.

All teachers have before-school office hours during which students can receive subject specific support. Sometimes this is left to the discretion of the student and, at other times, it is made mandatory. Flex times provide another opportunity for students to meet with teachers to receive help with their learning.

b. Vocabulary teaching

Vocabulary teaching is an important element of the MYP at KIS. In every unit, students receive a vocabulary list. These are posted in the 'Language Development' section of our ManageBac Unit Planners and on Stream View for students to access.

6. Languages in the Secondary School (DP)

A. Support for Students' Best Languages

We define a student's best language as the language in which the student is most proficient. This is not necessarily the same as the language students speak at home, but the language the student has received most of his or her previous education in, and in which he or she prefers to learn.

The development and maintenance of best languages at KIS will be analyzed, different models for this will be considered, and the model chosen shall be under continuous improvement to cover the needs of the actual students.

The following are taken from *Language and learning in IB programmes*, IBO 2011:

Group 1 is also the site where the IB recognizes the right of all students to study their mother tongue/best language at the same level as other DP subjects. Apart from the 50 languages that are automatically available, students can also make a special request for an examination in their best language. Upon receipt of such a request, the IB undertakes to appoint an examiner and set a paper for assessment. This applies even if only one student requires the service, and it is offered at the same cost to schools as any other DP subject. In order to further support best language entitlement, the IB also offers a school-supported self-taught course. This ensures that, even if the school is unable to provide a teacher for a Language A subject, a carefully planned self taught course can be followed, with the student's work being accurately assessed to the same standard as students who have followed the course with a teacher.

KIS actively supports students in their desire to study their best language as Language A: Literature. The Diploma Programme Coordinator (DPC) will ensure that each student will receive this information and opportunity to learn their best language (see point II). The teacher of Language A Literature will be responsible to tutor the students and provide them with lists of authors.

B. Courses Offered

IBDP students are required to choose one Group 1 and one Group 2 course.

Group 1

Contains the course which is designed for students who have previous experience of using the language of the course in academic contexts. At KIS we offer the following:

- Russian A Language and Literature at Standard and Higher Level (SL/HL)
- English A Language and Literature at Standard and Higher Level (SL/HL)
- School supported self-taught literature (SL)

School Supported Self-taught Courses: The school will assist parents and students in finding suitable 'school-supported self-taught courses' (SSST). Students will provide an internal supervisor, where these are available. The school will link students with a tutor either internally or externally. However, third-party services may incur an additional cost which must be covered by the student's family. Retaining a tutor in the target language is essential for success in the SSST. A supervisor is provided by the school (see II. 2) and the school will assist in finding a tutor in that language. An external tutor that incurs an additional cost must be paid by parents. The school supervisor will provide one class a week and one class or more is provided by the external tutor in that language. SSST can only be taken as a Standard Level (SL) subject.

Group 2: Language Acquisition

The IB offers two modern language courses:

- Language B—for students with some experience of the language
- Language ‘*ab initio*’ (*‘from the beginning’*)—for students with little or no experience of the target language.

The courses share an emphasis on the importance of understanding language acquisition as a process that also involves the recognition and understanding of another culture. The continuous reflection during the immersion in a culture leads a person to assumptions about the world that are not necessarily shared by others. To know more than one culture will mature this process further. This is central in the development of intercultural awareness and international-mindedness.

KIS is able to offer the following courses:

- Russian B at Standard and Higher Level (SL/HL)
- English B at Standard and Higher Level (SL/HL)
- French B

Students who wish to study another language will have the option to take a IB authorized DP Online Course. Online courses are delivered by Pamoja Education and are developed under the IB’s rigorous quality assurance standards, cover the same course content and prepare students for the same assessments as a traditional face-to-face IB Diploma Programme course. Courses in Pamoja Language Acquisition include:

- Mandarin ab initio
- Spanish ab initio
- Spanish B

C. Roles and Responsibilities

a. DP Coordinator

The Diploma **Coordinator** has the **following responsibilities:**

- ensure that the ATL skills communication and social skills serve as an underlying principle in language skills
- promote the aims/values stated in the Language Policy of KIS
- promote and ensure that the school community’s interpersonal behavior and communication is characterized by our school’s values of dignity, diversity and relationships
- ensure that the teaching in school is always under continuous improvement and that teachers are given the opportunity to actively develop their language skills to improve their teaching
- arrange support and involve the school’s counselors and EAL coordinator to make an individual plan for individual students, if it is discovered that the student’s English is not proficient enough to manage the expectations of the Diploma Programme
- revisions to the DP section of the Language Policy

- professional development in language proficiency.

b. School-supported self-taught Language Supervisor

Currently KIS supports students with an internal supervisor. It is the role of the supervisor to:

- Explain the expectations and mechanics of the course
- meet for at least 1 lesson with students each week
- Deliver instruction on principles of IB literary analysis standards
- Explain the expectations of the rubric for each assessment
- Guide the student in meeting deadlines (internal and external)
- Prepare the student for final exams (routines, procedures, expectations)
- Deliver instruction on academic writing for assessment and exams
- Monitor and promote academic honesty, in accordance with the KIS Academic Integrity Policy
- Maintain up to date information in accordance with the [Language A: literature \(school-supported self-taught, first assessment 2021\)](#) guide.

D. EAL Support in the DP

Students in the DP who need additional support with their English language will receive support from a specialist EAL teacher in the following ways:

a. In Class Support

If a student is struggling with their use of English there will be an opportunity for in-class support for a limited time. An EAL teacher (if available) will attend the classes which have been highlighted as a concern. The EAL teacher will assist with the understanding of instructions, extending vocabulary and structuring written work.

b. One-to One Support Sessions

Students who need extra EAL support can attend one-to-one support sessions with an EAL specialist during their free periods. The number of sessions a student attends will depend on the level of need and degree of progress, which will be evaluated in subject meetings.

E. Receiving a Bilingual Diploma

A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.

Students who gain a grade 3 or higher in studies in language and literature and a grade 3 or higher in an individuals and societies or science subject, completed in a different language, will also receive the bilingual diploma.

7. Policy Review

Our IB Language Policy is designed to be a living document that evolves with our school community's needs and reflects best practices in assessment. To ensure its relevance and effectiveness, the policy will undergo regular reviews and updates. The review process will be transparent, inclusive, and collaborative, involving key stakeholders such as teachers, administrators, students, parents, and external evaluators as appropriate.

The review cycle will be conducted annually. During the review period, feedback and suggestions for improvement will be actively solicited from all stakeholders through surveys, focus groups, and consultation sessions.

The IB Program Coordinators will lead the review process, synthesizing feedback and identifying areas for enhancement or clarification. Proposed revisions will be shared with the school community for further input and discussion.

Following thorough deliberation and consensus-building, the updated version of the IB Language Policy will be presented to the school leadership team for approval. Once approved, the revised policy will be disseminated to all stakeholders and integrated into the school's ongoing professional development initiatives to ensure understanding and implementation.

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