



International School  
of Hellerup



# Language Policy

International School of Hellerup

## **International School of Hellerup**

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Language Policy

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# A Note for Parents

Dear ISH Parents,

At ISH, our school policies are rooted in the IB philosophies, standards, and practices. We aim to model the principles of the IB learner profile and the IB mission in each of our policies.

Our policies have been developed through discussions with teachers, parents and students to determine both content and layout. These are the policies mandated by the IB:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

ISH is a diverse global community and this is a source of pride for our school. We intentionally include and appreciate students of all identities, social situations, learning abilities, and language backgrounds, as long as we are able to cater to their particular needs. By enrolling your child or children at ISH, you are agreeing to respect and promote the diversity of our student community. Our school policies are intended to embrace and encourage our diversity.

In each of our policy documents, you will find the philosophy driving the policy, your child's rights and community responsibilities, a description of how each policy upholds the IB learner profile, and links to the other policies. Additionally, procedures and processes associated with each policy are included in the appendices. Finally, hyperlinks are also embedded for further reading of ISH and IB documents.

We look forward to working at home and at school to ensure that our students receive a quality education that meets the high standards of the International Baccalaureate. Through our partnership, our students will know their right to this education and understand their responsibility to uphold the rights of others.

Thank you in advance for reading these policies thoroughly.

Warmest regards,

Joanna Christoffersen  
Primary Years Coordinator

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Middle Years Coordinator

Melissa Christensen  
Diploma Coordinator

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## Our Guiding Principles

At ISH the Language Policy reflects the IB's guiding principle that, 'Learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding in the IB. IB programmes, therefore, support complex, rich, dynamic learning across a range of language domains. All IB programmes mandate that students learn another language.

### IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organisation works with schools, governments, and international organisations 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.

### ISH Vision

Our vision is to foster a nurturing and respectful environment where all individuals become reflective and active members of the society, contributing to common good and world peace through/based on universal values

### ISH Mission Statement

Our mission is to provide the highest quality education in a student-centered environment by empowering individuals to fulfill their human potential to become purposeful life-long learners and responsible global citizens.

# Language Policy

All IB policies are available on our school website under the ['School Policies'](#) page.

## Our Language Philosophy

At the International School of Hellerup we strongly believe in the ideal that all teachers are language teachers and should promote the concept of communication in its various forms throughout the school community. Many of the students at the International School of Hellerup are multilingual and are learning in a language that is not their home or family language. Many students have two or three languages in their language profile. We recognise these identities and, therefore, ISH promotes a multicultural and multilingual learning environment, thus encouraging internationally minded individuals.

Effective learning depends on student engagement with the inquiry cycle: understanding → taking action → reflection → understanding. This lifelong learning process is the focus of all aspects of our curriculum. Students are encouraged to question, challenge, think and rethink texts and their meanings. They are not only exposed to different forms of communication, but they study the languages by applying inquiry techniques to their own work. Through opportunities to collaborate with others, students develop their communication skills, which we believe will strengthen them as communicators.

## Language Rights, Roles and Responsibilities

All the members of a school community have a role to play in the development and maintenance of the school's language and English as an Additional Language (EAL) programme. The learning community at ISH shares the roles and responsibility, though they may vary. In general the following roles are appropriate:

### The School Leadership

- Ensures that accurate data is collected through enrolment procedures, up to date language placement tests, interviews and meetings with parents, so that information about the school population can be collated, and to ensure that important factors that may influence students' learning are known before enrolment
- Provides teachers with access to information about their students that is relevant to the teaching and learning program
- Provides opportunities for staff professional development to ensure that there is an awareness in the school community of the implications of second language acquisition

for learning and teaching, and so that teachers can access the latest information about EAL methodology and resources

- Promotes a 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 learning programs in all learning areas are formulated and implemented with the language learning needs of all students in mind
- Ensures that all teachers are informed about teaching strategies for making the MYP curriculum accessible for all students, including EAL students
- Ensures that curriculum policies require that multicultural perspectives are incorporated in all learning areas.
- Ensures that language pathways are communicated to families and students, and takes their choices into consideration in the design and implementation of the language programs and classes

### **EAL Teachers**

- Provides information which helps teachers to plan and implement school programs with multicultural perspectives, and develop cross-cultural understandings with their students
- Provides resource information for teachers in the areas of second language acquisition, EAL teaching methodology, classroom organisation, and selection of suitable texts and resources for EAL learners
- Keeps abreast of the latest information in the EAL field, e.g. through professional learning opportunities and shares this with staff as appropriate
- Provides specialist EAL teaching that increases students' capacity to participate successfully in mainstream classroom activities and to achieve the goals of the mainstream curriculum
- Assists the classroom teacher in assessing EAL students' competence in English, formulating practical goals and objectives for EAL learners and planning a program that caters for the needs of all EAL learners
- Assists teachers to plan and implement a program inclusive of EAL needs
- Organises information and prepares sessions for staff

- Consults with School Psychologist and/or Head of Student Support regarding the language development of the students with IEPs, LSPs, and GSPs
- Consults with language teachers and language departments in the assessment of language skills and placement into the relevant language classes
- Works in cooperation with the curriculum coordinators in the design and implementation of the curriculum in order to cater for the needs of language learning
- Identifies language needs and implements intervention programs pertinent to the needs of the student

### **Homeroom/Advisory and Subject teachers**

- Consider the language learning needs of all students when planning activities across all areas of the curriculum
- Support EAL students in learning through the use of English, while they are learning English
- Use assessment strategies that allow all students to demonstrate their understanding across the curriculum
- Keep assessment records that track the growth of understanding and skills in both English and EAL
- Inform parents of student progress in EAL as well as in the learning areas other than English
- Provide opportunities for all students to share their diverse experiences
- Develop classroom activities that relate to and build upon the experiences that students bring to the learning situation
- Ensure that multicultural perspectives are incorporated into all aspects of the classroom's social and learning environments.
- Attend relevant professional learning opportunities to support students' language development

### **The Student**

- Takes every opportunity to learn and provides feedback on their learning
- Shows interest in learning and participates

- Shows respect and sensitivity toward teachers and peers
- Takes ownership of their learning and seeks help when needed
- Provides feedback and reflection on language learning
- Attends additional language classes if required by the EAL teachers and Head of Student Support and Admissions Officer during the admission process
- Demonstrates academic honesty and integrity in language assessments and observations. Has the right to exit language support programmes, tutoring or phase requirements when sufficient proficiency is demonstrated through work, performance, and grades

### The Family

- Communicates directly with the learning community regarding their child's language development
- Complies with the additional costs required for their child's language support.
- Is informed about their child's language pathways at ISH and in IB
- Is involved in choosing modern languages between French and Spanish for their child to pursue in the early years of MYP and at PYP 5
- Knows that they are waiving their rights to receive Danish language instruction by accepting EAL support in PYP
- Reads and returns forms and notifications from the coordinators and language teachers regarding their child's language learning

### 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 recognise that language learning involves risk taking. We encourage our 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.

## Connections to other IB Policies

### Language and Admissions

#### English Placement/Admissions test

Students seeking admission to PYP 4 and 5, MYP and DP above must take an English placement/admissions test before entry. The English screening test also serves as a language placement test to ensure accurate phase placement and admissions to the school. Together with academic records, language background information and the [language profile](#) form, the student is admitted and placed into the relevant language phase.

The specific placement tests for each level administered will be at the discretion of the Admissions Officer.

#### English Placement/Admissions Tests at ISH

- Upper PYP (Grades 4 and 5)
- PYP 5 : Transition to MYP Screening Test
- Lower MYP (Grades 6 and 7)
- Upper MYP (Grades 8, 9, and 10)
- DP

The appropriate coordinators (Head of Student Support and Programme Coordinators) will assess the tests, and the results will be reported to the Admissions Officer to evaluate the student's readiness for admission to ISH.

In Upper PYP and MYP, if students demonstrate lower-than-expected English proficiency and regular English pathways are not viable, parents will be asked to cover the cost of additional English tuition to support the student's learning.

Students with identified learning difficulties are granted inclusive access arrangements (e.g. additional time, assistive technology, etc.) for the placement test, as specified by their Individualised Education Program (IEP).

For detailed information about the English Placement tests, please contact the Head of Student Support.

## Language and Inclusion

At ISH, all teachers are considered language teachers, and all members of the learning community play a role in a child's language development. ISH strives to include a student's home language, language profile, and background in the learning process. The aim is for students to develop and maintain their home language, additional/host languages, and the medium of instruction while pursuing their studies at ISH.

For students whose primary language is not English, ISH acknowledges the dual task of learning English to access the curriculum and learning it as the medium of instruction. All teachers collaborate with the EAL department in the inclusive design and delivery of the curriculum. EAL students receive tailored language instruction in EAL classrooms and learn English through subject-specific instruction with accommodations, differentiated teaching strategies, assessments, and extensions.

Through close collaboration with teachers, families, and students, the EAL department monitors a child's language development using observations, data collection, and assessments. The data, stored in EAL Logs and Language Profiles, informs teaching, learning, and assessment practices for language development.

The EAL department meets regularly with teachers during collaboration cycles, transdisciplinary planning meetings, and faculty meetings. These meetings ensure that teachers are informed about EAL students, their inclusion in mainstream classes, and their progress in language learning and abilities.

## Language and Academic Integrity

The ISH Academic Integrity Policy includes clear definitions, practices and consequences of academic dishonesty. In their language learning, students are expected to act as principled learners, upholding honesty and integrity while furthering their language development.

While academic dishonesty is defined and explained in the Academic Integrity Policy, specific issues may arise in language classes or in the use of English or other languages at ISH.

At ISH, the following practices are considered dishonest with regards to language learning:

- Claiming ownership of another student's, group's, or pair's work.
- Using online translation tools or websites to translate phrases or texts, whether from their own home language or other published sources, unless explicitly approved by the teacher.
- Translating the original text into their home language during reading comprehension assessments to demonstrate understanding in English or the target language.

- Receiving unapproved support from another student, parent, teacher, or tutor.
- Writing text in their home language and presenting it as original writing during target language assessments.

## Language and Assessment

At ISH, the assessment of language learning is an ongoing process conducted throughout the school year in both formal assessments (formative and summative) and informal situations (learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), as well as students' knowledge of grammatical structures and their ability to use these correctly, are assessed regularly at levels appropriate to the students' language phase and abilities. A range of formative and summative assessment measures is utilised. The ISH Assessment Policy applies to the EAL Program as well as the grading schemes used in the report cards of each school section.

An initial assessment of language skills is administered to all students at the admission process through Admissions/Placement tests (see the relevant section). These tests help determine the student's language level and suitability for admission. In addition, families are asked to complete a Language Profile form (see appendices for forms for each program) to provide background information about the student. Together with academic records, the Language Profile form, and the placement test, the student's English language skills are assessed, and they are placed into the relevant language class and phase.

If a student is identified as requiring EAL support, an EAL Log is created. This log helps track the student's language learning and progress by documenting the following:

- Strengths
- Weaknesses
- Proficiency levels in all four skills
- Language goals
- Language background
- Strategies that support the student's language development
- Strategies that do not support the student's language development
- Feedback from teachers
- Contact information
- Interests

The EAL Department maintains and updates the logs using feedback from subject teachers, report cards, observations, and student work. This information is shared with all teachers working with the EAL student to guide differentiation and inclusion strategies.

Students remain in the EAL Programme and on the EAL register until they demonstrate the language 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 skills.

Student language level and ability is acknowledged and incorporated into the planning of assessments. In subjects where writing is not required by the published criteria, teachers strive to provide alternative modes of presentation for students. Additionally, whenever reading, writing, listening or speaking tasks are assigned, expectations are set according to the student's language level.

## Cycle of Review

*Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy has been published in January 2025 and applies until January 2027. Policies will be reviewed and updated during the January curriculum day each year.*

# Appendices

## Appendix 1: Language Pathways Clarifications

Students entering MYP 4 or MYP 5 who, in their ISH language assessment, have not yet reached English Phase 3 or above, will be required to receive additional English tutoring and specialised language instruction. Parents should note that these services will be provided at their own expense.

Students who have not achieved MYP Phase 4 proficiency in English by the end of the MYP 5 school year will not be eligible for admission to the IB Diploma Programme at ISH.

### Language of Instruction - English Pathways

IB Programme	Starting with	Language Programme
<b>PYP</b> <ul style="list-style-type: none"> <li>Students at all levels are accepted. Students at phase 1 and 2 get EAL support as pull out or in-class, as deemed appropriate.</li> <li>Students from Phase 3 and above are integrated into PYP homeroom classes.</li> <li>PYP 5 Phase 1 EAL students may also receive extra language support if recommended by the Head of Student Support and PYP coordinators.****</li> </ul>	Phase 1	Intensive EAL
	Phase 2	Intermediate EAL Support
	Phase 3	Integration
	Phase 4	Integration
	Phase 5	Integration
	Mother Tongue family /Home language	Homeroom class
<b>MYP</b> <ul style="list-style-type: none"> <li>Students in MYP 1-3 are offered English Language Acquisition from phases 1-3.</li> <li>MYP 1-3 Students in Phase 1 and 2 are requested to receive additional EAL tutoring after school hours.</li> <li>Students in MYP 4 and 5 are offered English Language Acquisition at Phases 3 and above. **</li> <li>MYP 1-5 students from Phase 1-6 may also receive extra support for other subjects if recommended by the Head of Student Support and MYP coordinators.****</li> </ul>	Phase 1	Language Acquisition
	Phase 2	Language Acquisition
	Phase 3	Language Acquisition
	Phase 4	EAL (in class support)/English L&L
	Phase 5	Language Acquisition/English L&L
	Phase 6	English L&L
<b>DP</b>	Phase 1	Not Accepted

<ul style="list-style-type: none"> <li>Only students with Phases 3 and above are accepted.</li> <li>Only students with Phase 3 and 4 Language are guaranteed admission to Lang B level classes.</li> <li>Phases 5 and above students should expect to take Language A classes.</li> </ul>	Phase 2	Not Accepted
	Phase 3	Lang B English SL ****
	Phase 4	Lang B English SL/HL
	Phase 5	Lang A SL or Lang B HL ***
	Phase 6	Lang A SL/HL
	Mother Tongue	Lang A SL/HL

\*Please note that Phases in MYP and PYP are different.

\*\* Please see admissions policy for further details.

\*\*\* With approval of the EAL and DP Coordinator

\*\*\*\* Added tuition expenses may apply for this service.

\*\*\*\*\* Additional Language support might be needed and added tuition expenses may apply for this service if required at the admissions.

### PYP to MYP Programme Transition Chart

PYP 5 Phase completed	MYP 1 Phase entered
Phase 1 Intensive	Phase 2
Phase 2 Intensive	Phase 3
Phase 3 Integration	Phase 4
Phase 4 Integration	Phase 5
Phase 5 Integration	L&L
Home Language	L&L

All PYP 5 students take a screening test before transitioning to MYP to ensure accurate phase placement. The test is administered during the second half of the spring term by the EAL teachers. The results are shared with parents and students at the beginning of the next academic year. In addition to the test results, input from PYP 5 language teachers and the student's language background are considered to determine the appropriate transitioning phase for the student.

### MYP to DP Programme Transition Chart

MYP 5 Phase	MYP 5 Class	DP 1 Options
Phase 3	Lang Acq. Class	Lang B SL
Phase 4	Lang Acq. Class	Lang B SL/HL
Phase 5 *	Lang Acq. Class	Lang B HL <i>or</i> Lang A L&L SL
Phase 5	L&L Class	Lang A Lang & Lit SL
Phase 6	L&L Class	Lang A Lang & Lit SL/HL
Phase 6	L&L Class	Lang A Literature SL
Mother Tongue	L&L Class	Lang A Lang & Lit SL/HL
Mother Tongue	L&L Class	Lang A Literature SL/HL

\* with teacher approval.

In the IB Diploma Programme (DP), it is school policy that all students must take English as one of their subjects. This supports the Academic English required for success throughout the Programme.

At ISH, students may take multiple languages, provided that one of them is English. The MYP requires a minimum of two languages, and the DP also has the same requirement. At the DP level, it is possible for students to study a third language.

ISH is unable to accommodate students who do not wish to take English as one of their languages in the DP.

## Host Country Language - Danish Pathways

### Danish in PYP

The IB PYP Language Scope and Sequence (2009) identifies three strands—oral language, visual language, and written language—that are learned across and throughout the curriculum. Each strand is an integral component of language learning. In the Language Scope and Sequence (2009), the strands of oral, visual, and written language are described separately and represented by four continuums:

- Listening and speaking
- Viewing and presenting
- Reading
- Writing

These four language continuums are organised into five developmental phases, with each phase building upon and complementing the previous one. The continuums explicitly outline the conceptual understandings that need to be developed at each phase.

At ISH, the five developmental phases of language learning are adapted to each year level in the Primary Years Programme for Danish Advanced students.

PYP year	Phases
<b>PYP 1</b>	Phase 1
<b>PYP 2</b>	Phase 2
<b>PYP 3</b>	Phase 3
<b>PYP 4</b>	Phase 4
<b>PYP 5</b>	Phase 4 & 5

Students at all levels of Danish proficiency are accepted at ISH. Following observation and collaboration between the Danish teachers and the homeroom teacher, students are placed into

Danish proficiency groups—beginner, intermediate, or advanced—based on their language background, initial assessments, ongoing assessments, and Danish skills.

Below is an overview of the different phases taught at each year level.

Home Language integration: Home language is incorporated into Danish instruction and homeroom classes at all phases of learning in the PYP at ISH.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<b>PYP 1</b>	Danish*				
<b>PYP 2</b>	Beginner/ Intermediate	Advanced			
<b>PYP 3</b>	Beginner	Intermediate	Advanced		
<b>PYP 4</b>	Beginner	Beginner/ Intermediate	Intermediate	Advanced	
<b>PYP 5</b>	Beginner	Beginner/ Intermediate	intermediate	Intermediate/ Advanced	Advanced

\* Danish language classes start at PYP 1 and students are grouped into three different groups based on their home language information and assessment results conducted by the Danish teachers. If the home language is Danish or one of the languages is Danish, the student is grouped with the students with the same profile. For the written *language* continuum, all the students are regarded as at the same proficiency level.

\*\* Students spend a year in one phase at least a year before moving onto the next group as agreed by the Danish teachers in PYP and relevant coordinators.

\*\*\* Group sizes depend on the student body in that academic year.

\*\*\* Minimum two consecutive phases (ie, phase 1 and 2 together or phase 2 and 3 together) can be clustered in one group based on the number of students in a year level.

### Danish PYP to MYP Programme Transition Chart

PYP 5 Phase completed	MYP 1 Phase entered
Phase 1	Phase 2
Phase 2	Phase 3
Phase 3	Phase 4
Phase 4	Phase 5
Phase 5	Danish Advanced
Mother Tongue	Danish Advanced

### Danish in MYP and DP

See [FP9 Prep Syllabus attached here](#)

IB Programme	Starting with	Language Programme
<b>MYP</b>	Phase 1	Language Acquisition
	Phase 2	Language Acquisition



<ul style="list-style-type: none"> <li>Students in MYP 1-5 are offered Danish Language Acquisition at all phases.</li> <li>See <a href="#">FP9 Prep Syllabus attached here</a></li> </ul>	Phase 3	Language Acquisition
	Phase 4	Language Acquisition
	Phase 5	Language Acquisition +FP9 extra lesson in MYP 3+4
	Phase 6	Language Acquisition +FP9 extra lesson in MYP 3+4
Language and Literature		
<b>DP</b> <ul style="list-style-type: none"> <li>Only students with Phases 3 and above are accepted.</li> <li>Only students with Phase 3 and 4 Language are guaranteed admission to Lang B level classes.</li> <li>Phases 5 and above students should expect to take Language A classes.</li> </ul>	Phase 1	Not Accepted
	Phase 2	Not Accepted
	Phase 3	Lang B Danish SL
	Phase 4	Lang B Danish SL/HL
	Phase 5	Lang A SL or Lang B HL ***
	Phase 6	Lang A SL/HL
Lang A SL/HL		

\*Please note that Phases in MYP and PYP are different.

\*\* Please see admissions policy for further details.

\*\*\* With approval of the the respective HODs and Coordinators

### Other World Languages Pathways

#### French Language Acquisition

Students at varying levels of French proficiency are accepted in the secondary school at ISH. Following observation and assessment by the French teachers, students are placed into language proficiency groups—emergent, capable, or proficient—based on their language background, initial assessments, ongoing assessments, and French skills. Below is an overview of the levels offered at each year level at ISH.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<b>MYP 1</b>	Emergent	Emergent				
<b>MYP 2</b>	Emergent	Emergent	Capable			
<b>MYP 3</b>	Emergent	Emergent	Capable	Capable		
<b>MYP 4</b>	Emergent	Emergent	Capable	Capable	Proficient	
<b>MYP 5</b>	*	*	Capable	Capable	Proficient	Proficient

\* Please note that ISH does not currently offer emergent level (Phases 1-2) language courses in French for MYP 5 students.

<b>DP</b> <ul style="list-style-type: none"> <li>Only students with Phases 4 and above are accepted.</li> <li>Only students with Phase 4 and 5 Language are guaranteed admission to Lang B level classes.</li> </ul>	Phase 1	French Ab Initio*
	Phase 2	Not Accepted
	Phase 3	Not Accepted
	Phase 4	Lang B French SL/HL
	Phase 5	Lang B French SL/HL

<ul style="list-style-type: none"> <li>Phases 6 students should expect to take Language A classes.</li> </ul>	Phase 6	Lang A SL/HL
		Lang A SL/HL

\*French Ab Initio class can be offered if there is sufficient number of students.

## Spanish Language Acquisition

At ISH, Spanish is introduced as an additional language in the lower MYP. In MYP 1, students and their parents choose between French and Spanish. Once students select Spanish, they are encouraged to follow the Spanish Language Pathway outlined below. Following observation and assessment by the Spanish teachers, students are placed into language proficiency groups—emergent, capable, or proficient—based on their language background, initial assessments, ongoing assessments, and Spanish skills.

Below is an overview of the levels offered at each year level at ISH. Please note that only two consecutive phases can be combined in one year level.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<b>MYP 1</b>	Emergent	Emergent				
<b>MYP 2</b>	Emergent	Emergent	Capable*			
<b>MYP 3</b>		Emergent	Capable	Capable*		
<b>MYP 4</b>			Capable	Capable	Proficient*	
<b>MYP 5</b>	**	**		Capable	Proficient	Proficient*

\* The starred level may not be offered if there are already students in the previous two phases. They can only be offered if there are students ONLY in the previous phase. Fx, MYP 5 Spanish can be either Phases 4 & 5 or Phases 5 & 6.

\*\* Please note that ISH does not currently offer emergent level (Phases 1-2) language courses in Spanish for MYP 5 students.

<b>DP</b> <ul style="list-style-type: none"> <li>Only students with Phases 4 and above are accepted.</li> <li>Only students with Phase 4 and 5 Language are guaranteed admission to Lang B level classes.</li> <li>Phases 6 and above students should expect to take Language A classes.</li> </ul>	Phase 1	Spanish Ab Initio**
	Phase 2	Not Accepted
	Phase 3	Not Accepted
	Phase 4	Lang B Spanish SL/HL
	Phase 5	Lang B Spanish SL/HL
	Phase 6	Lang A SL/HL
	Mother Tongue	Lang A SL/HL

\*\*Spanish Ab Initio class can be offered if there is a sufficient number of students.

## Family Language (Home Language Programme)

The Home Language Programme (HLP) provides extracurricular language classes for native speakers. The aims of the Home Language Programme are:

- to maintain and develop students' home language and literacy skills
- to create a network of students sharing the same nationality/language.

The courses are open to all ISH students and consist of one-hour weekly classes, offered across two terms: September–December and January–May.

After an initial assessment, students are grouped into mixed-age classes based on similar proficiency levels. HLP teachers set individual learning goals for each student. Lessons are then planned to differentiate instruction on a student-centred, individual basis, incorporating an exploration of cultural aspects specific to the countries where the language is spoken.

Languages offered include Spanish, French, German, Italian, Chinese, Portuguese, Korean, Hindi, Romanian, Arabic, Polish, Russian and Danish. The offer is based upon the current students' request.

## Diploma Programme Self-taught Languages

In the Diploma Programme, self-taught Language A Literature SL is a demanding and rigorous course comparable to Language A Literature SL. Over the course of two years, students are expected to read 10 works selected from the IB Prescribed Authors List (PLA). They will take the Literature A SL DP exams during their second year. The course is a part of Group 1 and follows the same protocols as other DP courses. For more information, consult the DP Program Requirements (<https://ish.dk/academics/dp/>).

### Eligibility

- The student's eligibility is based on an entrance interview with the DP coordinator and their previous academic records.
- The student must have native-level proficiency in both written and oral literacy in the target language.
- The student should have experience studying literature in the target language.

### Requirements

- Self-management skills: This subject is designed as a self-taught course, requiring students to study independently. Independent studying involves:
  - Acquiring and reading the required texts.
  - Creating and maintaining a Learner Portfolio (binder, notebook, folder), to document their work and progress.
  - Adding reflections and work to their learner portfolios regularly.
  - Reviewing the Literature A DP guide and Self-Taught Student Guide.
  - Preparing for the assessments.
  - Taking mock exams.

### Tutor

- Students are expected to find a tutor to support their learning.
- Tutors are not hired by the school and must be paid for by the student.
- Students determine the frequency and format of tutoring sessions (virtual or in-person).
- Students may arrange to use the school's premises and resources for tutoring sessions.
- Each semester, ISH will request tutors to grade a mock exam using the IB rubric.

### **Self-Taught Literature Supervisor**

A Self-Taught Literature Supervisor meets with students weekly to monitor their progress, guide them in literary analysis, and help develop their writing skills.

## Appendix 2: IB Standards and Practices for Language

**Culture 4:** The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

**Culture 4.1:** The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

**Culture 4.2:** 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)

**Culture 4.3:** The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

**Culture 4.4:** 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)

**Culture 6:** The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

**Culture 6.1:** The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

**Culture 6.2:** The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

**Culture 6.3:** The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

**Culture 6.4:** The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

**Culture 6.5:** The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

**Culture 6.6:** The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

**Culture 6.7:** The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

## Appendix 3: Additional Readings

- PYP Language Profile
- [Danish Advanced and FP9 Language Exam Preparation](#)
- [MYP Language Profile](#)
- [ISH Language Levels CEFR and IB Phases](#)