



Language Policy

ALOHA COLLEGE MARBELLA
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Philosophy and Aim

Aloha College Marbella is an International Baccalaureate (IB) World School. We believe that language plays a fundamental role in the education of young people and in our wider school community. We recognise that the relationship between learning and language is inextricably linked; students learn language, learn about language, and learn through language. It is through language that students can explore concepts and theories, solve problems, make discoveries, express opinions, organise information and ideas, and communicate effectively within the school and the wider community

We appreciate that language and the acquisition of language is developmental in nature, existing in a fluid and transitional state, responding to changes in culture, technology and society. As such, the process of learning language is ongoing and dynamic, underpinning the entire curriculum.

At Aloha College Marbella, we also recognise that language is one of the cornerstones of culture and identity and as such we believe that the development of a student's mother tongue, use of the host nation language and use of English is central to their learning in our goal of producing internationally-minded global citizens. Given the importance of language, we recognise that at Aloha College Marbella teachers are responsible for the continual development of language learning, assisting students in their academic and wider education, in essence, **every teacher is a language teacher.**

At Aloha College Marbella we create a challenging and motivating multilingual environment where the language of instruction is English. We acknowledge the central role language plays in both teaching and learning. As an international school, we promote cross-cultural and multilingual integration in our approach to language teaching and learning. We also recognise the importance of learning additional languages.

The aim behind our language policy is to ensure the establishment of policies and programmes that underscore the integral role that language plays in international education.

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Profile

Aloha College Marbella is an international school with over 900 pupils from 57 nationalities. English is the main language for communication and instruction. Many of our students are Spanish mother tongue speakers for whom English is an additional language. However, most students are bilingual.

A minority of students are English native speakers. There is an increasing number of students for whom both Spanish and English are additional languages.

We recognise the importance of native tongue teachers at Aloha College Marbella, and as such, most of the teaching staff are English native speakers from a range of international backgrounds. We also employ several Spanish mother tongue speakers to facilitate students' learning and development in the language of the host country.

From Reception upwards students learn and communicate in English, but also take part in an extensive programme of Spanish to further the development of their mother tongue language. In Secondary, Spanish nationals continue to advance their learning of Spanish as a first language (in addition to English) to achieve the 4th ESO and ensure that they can access higher education both globally and in the host nation. For those students for whom Spanish is not their mother tongue, we offer Spanish as an additional language in order for them to communicate with their peers at school and live their lives effectively in the host country.

At KS4, We have recently implemented the DELE qualification for non-native Spanish students whose level of the language is beyond MFL Spanish.

At DP level, Language A students will be able to choose from: Spanish or English (Language and Literature) or both. These options are available at higher and standard levels. This reflects Aloha College Marbella commitment to the language of the host country and to English as our primary language of instruction. Language B students will be able to choose from English (higher and standard levels), Spanish, French, German (higher, standard and ab initio levels). Our broad curriculum includes History at IB DP (taught in Spanish) empowers students to graduate with a bilingual diploma.

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The tables below show both the current nationality and language percentages at Aloha College Marbella (this information is updated monthly).

Table 1: Nationality

YEAR	British	Russian	Spanish	Dutch	German	Swedish	Other
NS	10%	4%	32%	2%	6%	6%	40%
Rec	22%	8%	22%	2%	2%	14%	30%
1	13%	5%	25%	4%	4%	7%	43%
2	19%	7%	19%	2%	2%	12%	39%
3	19%	5%	22%	2%	2%	10%	23%
4	26%	10%	31%	2%	0%	10%	23%
5	28%	20%	22%	2%	3%	5%	20%
6	25%	5%	27%	0%	2%	12%	29%
YEAR	British	Russian	Spanish	Dutch	German	Swedish	Other Nat
7	31%	9%	30%	3%	5%	2%	23%
8	28%	18%	12%	3%	2%	3%	43%
9	20%	12%	22%	3%	5%	3%	31%
10	20%	9%	24%	6%	3%	6%	31%
11	22%	16%	28%	5%	5%	2%	12%
12	20%	9%	39%	2%	5%	3%	26%
13	15%	13%	34%	0%	0%	2%	36%
	19%	13%	30%	3%	2%	5%	28%

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Table 2: Language *

YEAR	British	Russian	Spanish	Dutch	German	Swedish	Other
NS	14%	9%	23%	0%	0%	5%	50%
Rec	5%	10%	19%	0%	0%	0%	67%
1	19%	13%	16%	0%	0%	3%	48%
2	18%	12%	29%	0%	0%	6%	35%
3	19%	7%	15%	2%	0%	2%	32%
4	23%	17%	33%	2%	0%	8%	17%
5	16%	18%	31%	0%	2%	0%	33%
6	19%	14%	37%	0%	0%	0%	31%
YEAR	British	Russian	Spanish	Dutch	German	Swedish	Other
7	21%	12%	25%	2%	0%	0%	40%
8	18%	16%	27%	0%	1%	1%	30%
9	18%	11%	41%	0%	0%	4%	27%
10	34%	9%	22%	0%	0%	4%	30%
11	26%	16%	24%	0%	3%	3%	21%
12	14%	11%	39%	0%	5%	2%	30%
13	18%	14%	30%	0%	0%	2%	36%
	20%	13%	28%	0%	1%	3%	33%

*Language percentage is an estimate as there are bilingual pupils in the other nationalities section

Objectives

The language policy and programs at Aloha College Marbella aim to adhere to the IB prescribed elements of language instruction and practice as we:



- establish and promote inquiry-based learning of language at the various grade levels.
- understand and encourage the trans-disciplinary nature of language by promoting collaboration across grade levels and subject areas.
- implement an intentional integration of teaching and learning of language into the core curricular goals.
- promote teaching and learning of language skills, including reading, writing, speaking and listening across the curriculum.
- develop and implement programs that integrate media literacy.
- provide learning opportunities for a second language.
- expect that all students graduating from Aloha College Marbella are prepared to play a full and active role in an international society through being proficient in English and at least one other world language.

Language of instruction

The primary medium of instruction is **English**, keeping in mind the following:

- the importance of English as a universal language in education and in international relations.
- the understanding of the value added to instruction and learning of English by providing near or perfect immersion classroom settings.
- the essential need for the development of skills in English language as pertaining to the four skills of language acquisition: reading, writing, speaking and listening.
- all teachers, librarians, administration staff etc. at Aloha College Marbella are aware of their role as language teachers within their own areas and recognize the importance of this role within the school philosophy.
- prospective students are required to demonstrate the ability or the potential to access the curriculum in English by taking an entrance test and at an interview prior to admission.

Additional Languages

All students at Aloha College Marbella receive tuition in **Spanish** whether as a First or a Second world language.

- At Key Stage 3 all students study Sociales in Spanish in addition to Spanish language classes in accordance with the requirements of the Spanish Education System.



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- At Key Stage 4, provision is made for First Language Spanish students to receive Historia classes in Spanish in order to meet the requirements of the Spanish Education system if they wish to receive the Secondary School Diploma.
- At Key Stage 5 all students have the opportunity to study Spanish either as part of the IB programme or as an A Level.
- Aloha College Marbella offers incoming IB students with no prior knowledge of Spanish the possibility to start studying the language at ab initio level.

All Key Stage 3 students at Aloha College Marbella are required to study either **French** or **German** as a third world language.

- Students are supported in their choice of language through receiving taster classes in both languages during induction week at the end of Key Stage 2.
- Aloha College Marbella encourages and offers the opportunity for continued study of a third language at Key Stages 4 and 5.
- Students and parents are fully supported in their language choices throughout Key Stage 4 and 5 through personal interviews and information evenings.
- Whenever possible, provision is made for students with a mother tongue other than English or Spanish to take an IGCSE qualification in their own language at the end of Key Stage 4.
- Whenever necessary, provision is made for incoming IB Second Language English students to study their own language as a self-taught candidate in Group One.

Parental Involvement in Language Development

In alignment with our commitment to fostering multilingualism and cultural understanding, our language policy recognises the essential role of parents in supporting their children's language development. To promote collaborative planning, the school offers regular opportunities for parents to engage in discussions about their child's language profile and progression, including options for IGCSE, A-Level, and IB pathways. Parents have access to language assessments, curriculum overviews, placement guidelines, and informational brochures to support informed decision-making.

Through informational sessions, parent meetings, and brochures, we aim to equip parents with strategies to support language learning at home, reinforcing each child's linguistic and cultural identity.

At Key Stage 5, for those choosing to study the IB Diploma (IBDP), parents and students are fully informed of the Diploma's language placement guidelines and understand that the IBDP seeks



to cultivate multiliteracies. Meetings may be scheduled as needed to ensure that each student's language pathway is optimal and aligns with IB principles.

Language integration across the Curriculum

Language learning will be integrated across all subject areas to promote interdisciplinary understanding and application of language skills. Teachers will incorporate language development activities and assessments into their lessons, emphasising the importance of effective communication in all academic disciplines. Teachers incorporate language-rich activities, such as discussions, debates, and projects, into their lessons to promote language acquisition and application.

Standards and expectations in relation to referencing, bibliography and spelling protocols, as outlined in our Academic Honesty policy, apply to all language learning courses and usage.

Aligned with the IB language policy's emphasis on fostering multilingualism, we extend our language offerings beyond the curriculum by providing additional languages such as Mandarin as part of our co-curricular programme which are offered by external providers. This initiative aims to enrich students' linguistic repertoire and cultural understanding.

Additionally, recognising the importance of supporting staff members from non-Spanish speaking backgrounds, we provide Spanish language lessons to facilitate communication, integration and a sense of belonging within our school and wider community.

Language proficiency assessments

Regular assessments will be conducted to monitor students' language proficiency levels and provide targeted support and intervention as needed to help them achieve their language learning goals.

GL CAT4 tests provide baseline data on verbal and non-verbal reasoning skills as part of the admission process.

Other internationally recognized language proficiency exams, such as the DELE provide students with opportunities to earn official certifications and credentials in their target languages.

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SEND Support

Our Language Policy supports our SEND policy. Our school will provide additional support and resources for students with diverse linguistic backgrounds and learning needs to ensure equitable access to language learning opportunities. Teachers provide differentiated instruction and support for students with diverse language backgrounds and proficiency levels, including English language learners and students with special learning needs. Technology is integrated to provide access to authentic language materials and multimedia resources, including language learning software, podcasts, videos, and interactive websites, to expose students to diverse language contexts and real-world language use.

Language and Admissions

Aloha College Marbella admissions policy is dedicated to fostering a diverse and inclusive learning environment that values linguistic and cultural diversity. We welcome students of all linguistic backgrounds and proficiency levels, including multilingual, bilingual, and English as an Additional Language (EAL) learners. Our admissions process considers factors such as language proficiency, cultural awareness, and the potential for contribution to our diverse community. We actively seek students who demonstrate an interest in language learning and cultural exchange, aiming to create an enriching environment where all students can thrive academically, socially, and emotionally, preparing them for success in a globalised world.

Bibliography

IB document: Guidelines for developing a school language policy

IB document: Learning in a language other than mother tongue in IB programmes.

IB document: Language and learning in IB programmes

IB document: Guidelines for school self-reflection on its language policy