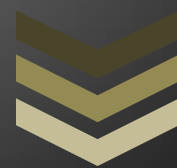


# Language Policy



**SYP – Gymnasium 1306**

**Last reviewed**

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### **IB Mission Statement**

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 organization works with schools, governments and international organizations 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.

### **School of Young Politicians Mission Statement**

The School of Young Politicians provides students with education which enables them to become holistic lifelong learners who are not only knowledgeable but also caring people contributing to the change of the world making it better and more peaceful. Being internationally minded and tolerant they understand that the differences should be respected and act as compassionate members of the world society.

## IB Learner Profile

### **Inquirer**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **Thinker**

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **Communicator**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

### **Open-minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **Balanced**

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### **Risk-taker**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## Language policy: Purpose, philosophy and aims

***The purpose of the SYP Language Policy is the same as IB sees it:***

*“The International Baccalaureate is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds. With these aims in mind, the IB has, instituted its language policy to provide a framework that will ensure that the IB’s values and aims in relation to multilingualism and access are reflected in the organization’s activities.” (February, 2014)*

Being a state autonomous school we create a challenging and motivating multilingual environment where the languages of instruction are Russian (PYP and MYP) and English (partially in MYP and fully in DP). The school emphasizes the importance of language learning as it believes this gives our students an opportunity to experience different cultural backgrounds and to enhance the understanding of international mindedness through the promotion of cultural identity, intercultural awareness and global citizenship.

At SYP we believe that the foundation for all learning is language. Language is the primary means of communication and is fundamental to lifelong learning. In order for students to be successful learners, they must be able to use language appropriately, accurately and confidently both orally and in writing in a variety of contexts for a variety of purposes. Language enables students to become inquirers as well as develop critical thinking and social skills. Furthermore, language proficiency enables students to acquire knowledge related to all areas. Language acquisition is a life-long process; therefore, all teachers are considered language teachers. Finally, language is taught through context and relates new information to existing knowledge.

In partnership with parents, students, teachers, and community members, SYP provides instruction that encourages both diversity and unity, develops integrity and character, and promotes initiative and collegiality among our students. Therefore, we understand that students must become both culturally and linguistically proficient in a second language. Accordingly, language learning is not limited only to the acquisition of a second language, but also includes the importance of cultural understanding and sensitivity, and fosters international understanding.

SYP offers equal learning opportunities to all students and offers a choice of the programme they like to study: state programme or the IB. The time allocation to the language and Literature teaching gives a strong base to develop strong language skills in our students.

## School Language Profile

SYP – Gymnaisum 1306 is a state school serving the educational needs of primarily the citizens of Moscow in Ramenki district. We serve a diverse student population, one that includes students who speak over fourteen different home languages and come from varied ethnographic and economic backgrounds. Approximately twenty-five percent of our student population qualifies as Russian Language Learners when they come to PYP Kindergarten. Some students are categorized as Russian speaking students with limited or no language B experience, Russian speaking students with prior language B instruction, bilingual students who speak their mother tongue in addition to Russian, and non-Russian speaking students. At the same time we get students who in PYP are fluent Russian and English speakers though their mother tongue is different.

To sum up, we have as a language of instruction Russian in PYP (both kindergarten and elementary school), Russian with some combination of English (some subjects we start introducing in English) in MYP and English in DP. The language programme that is developed in the school aims to serve all students' language needs.

### **PEDAGOGY**

At SYP, we recognize that all teachers are also language teachers who have the responsibility to facilitate language acquisition and promote communication skills through their grade level and content area classes. The pedagogical attributes of the IBPYP, IBMYP and IBDP as well as guiding documents are outlined in **Appendix A**.

### **ASSESSMENT**

While language acquisition follows distinct stages, students' rate of acquisition varies greatly from individual to individual. Therefore, language teachers assess all language skills (reading, writing, listening and speaking), regularly differentiating through scaffolding or extension as required. Formative and summative assessments in the classroom provide information on language growth. Language teachers regularly standardize students' work to ensure a fair application of assessment criteria. Standardized tests and external examinations in the Secondary school also provide evidence of language acquisition levels. Students who are identified as requiring additional support in Russian/English to access the curriculum will be placed in the appropriate **Language Support** classes and assessed regularly to monitor progress. A student may be exited from the pullout or scheduled Language Support classes when the student can participate fully in the regular educational programme. When evaluating a student's possible exit, a team consisting of the Russian Language Support or EAL teacher, a classroom teacher and a Leadership team member will use information from several sources to make the determination to exit the student from the programme. Parents will be informed about the decision before the transfer takes place. After the student exits from the Language Support programme, the RLS/EAL teacher at that level will closely monitor the student's academic progress.

### **PROFESSIONAL DEVELOPMENT**

As it is an expectation for all teachers to be language teachers, on-going training focused on integrated language instruction is offered throughout the year. The school is committed to providing embedded professional development for language learning across the curriculum. The IB Coordinators ensure that staff receives on-going professional development opportunities and monitors that strategies are successfully implemented. In all sections of the school (IBPYP, IBMYP, and IBDP), we practice co-teaching where the emphasis is supporting the classroom or subject area teacher in the use of differentiation and language acquisition strategies. Through the co-teaching coordinators plan with the classroom or subject teachers and ensure that they receive the necessary support and professional development for integrating these strategies on a regular basis. Language teachers collaborate with subject teachers providing ideas for developing listening, speaking, reading and writing skills of all students through the subject area. Language teachers also offer workshops throughout the school year for all staff. Professional development is embedded into the regular school day as often as possible to facilitate transfer to the classroom. Follow-up coaching by language teachers is an integral part of every workshop offered. Other professional development opportunities that focus on differentiated instruction include, but are not limited to: First Steps Resource Training (there are a number of trainers in the elementary school), curriculum review and assessment moderation, staff meetings, and off-site workshops and conferences.

## *Language Policy – Primary Years Programme*

### **Identification of Language Needs**

The language of instruction in PYP is Russian. Second language – English is introduced as early as the 3 year –olds’ in the kindergarten. Additional languages, which are on choice (German, French, Spanish and Chinese) are introduced only in the elementary school (PYP grade 2).

As required by state guidelines, all students enrolled in SYP must complete a Home Language Survey indicating the language most often spoken in the home, as well as additional languages spoken. For any student who is not from a home in which Russian is the listed primary language, testing must occur to determine level of ability in it. This information determines whether or not the student is classified as a student for which Russian is the second language, and informs the school of the primary language. Any student who is determined to officially be “Russian as a Second Language” is placed with a teacher who is certified in teaching. Students who are not fluent in Russian are put together with the main group but under the RSL teacher’s supervision.

### **Support for Language Learners**

Our teachers are working to create a caring language community to enhance the language learning of all students. SYP strives to promote a language-rich campus for all students through the implementation of technology, multimedia and library resources. We ask that teachers be well informed of their students who have language needs and other language abilities.

SYP encourages families to continue mother tongue development at home, and support is given to these students whose mother tongue is a language other than Russian. Many of our teachers are already certified in teaching students who have Russian as their second language, and we have committed to providing opportunities for all of our teachers to reach this certification. We also provide support through our parent body (those who speak the same language) and through our professional staff. This includes two Spanish teachers, two French teachers, and several staff members who speak additional languages.

### **Parent Support for Language**

Parents are encouraged to support language development at home through homework assignments and grade level newsletter suggestions. Parents are often asked to read with students on a regular basis, discuss concepts to check for understanding/comprehension, assist with inquiry-guided research, complete writing prompts, and encourage oral communication.

### **Language in the Classroom**

In the classroom, language is supported through various literacy activities such as guided reading, writer’s workshop, writing in content, classroom libraries, visuals, instructional vocabulary, individual word lists, daily read alouds and opportunities for students to use language during presentations and collaboration.

Learning is differentiated in the classroom in a variety of ways. Students are individually assessed in their reading ability using different strategies and system, organized into groups, book clubs, and literature studies. They participate in “Reading to a friend” and other pass time activities. Students are assessed individually and organized into groups focusing on spelling pattern and transfer. Writing is used to focus on meaning as much as technical skill, and self-expression is encouraged by regular intervals of written and oral reflection. The focus of the learning is for the experience to be relevant, engaging and challenging to each student.

## **Language and the Program of Inquiry**

Language is integrated throughout the Program of Inquiry. Higher level thinking, key concept questions, and extended research all lend themselves to having a strong vocabulary and language presence within the planners. Oral, visual, and written language are all present within planner activities. Literature selections both in read-alouds and guided reading are chosen to build an understanding of the concepts within the planners.

There are monthly rotations of integrated specials throughout all PYP grades. This would include the language of visual art, music, English, and PE (movement) co-teaching with classroom teachers to incorporate their specific areas of knowledge and encourage connections with the POI planners.

## **Additional Language**

English is the second language taught to students through several formats. Each student in Kindergarten attends **3 lessons per week each lasting 30 minutes**. Besides they have **2 p/w lessons of Math in English each 30 minutes long**.

In the elementary school they have **3 lessons p/w** with a Russian speaking teacher and **2 lessons p/w** with a native speaker. Each of these **lessons lasts 30 minutes**. Additionally, they have the ESL teachers join their programme of inquiry to enhance their inquiry through the additional language learning.

The level of language learning is externally assessed with the help of different language Olympiad participations, exposition to internal assessment namely *Cambridge Exams: Starters, Movers, Flyers, KET, PET*.

For the junior students native speakers are invited from England and a **3 -week course** is arranged in the suburbs of Moscow, in a picturesque resort “Sosnovy bor”.

Beginning from grade 2 (elementary school PYP) the students start studying the third language – on their own choice from German, French, Spanish, Arabic and Chinese.

Morning announcements allow for additional learning – we have our students share with the class the messages of the morning announcement in their mother tongues which creates another opportunity for these students to practice their mother tongues. Our goal is to place a higher focus on incorporating mother tongue languages throughout our learning engagements and physical environment. The same is often organized with the additional languages – students have to say the same in the additional language that they study.

Additional opportunities for language learning exist in our after school enrichment programs such as drama in English and German, different language clubs, music in English and French.

## **Language Resources**

SYP has an extensive literacy library of leveled books that support our IB planners both in kindergarten and the elementary school sections. The library has a wide range of fiction and nonfiction books, and we continually grow our collection of books in other languages. In addition, we have a variety of online resources to support student learning and research. SYP has also purchased online programs to support students who are struggling with reading.

SYP offers professional development in the realm of language arts in a variety of ways. A professional library of resources is available for teachers to learn additional best practice methods and the teaching staff comes with a wide variety of abilities and experience and can provide professional development internally as well. SYP also provides opportunities for teachers to pursue their English as a Second Language certification by providing test preparation materials and covering the exam fees. We regularly utilize time during our staff development and team planning time to further our language knowledge, and we are working toward a vertically aligned campus in the area of Language Arts.



## Language Policy – Middle Years Programme

### **Instruction and Assessment in Language and Literature (Russian Language and Literature)**

Beliefs and Practices: By participating in language instruction, students explore the fundamental concepts of analyzing text, organizing text, producing text, and using language with the purpose of communicating, learning holistically and promoting intercultural awareness. Within the Middle Years Programme, students will read a variety of texts including narrative, informational, and argumentative. Through reading instruction, students will locate, evaluate, and synthesize information in order to create new knowledge. Another critical aspect of SYP language instruction is the acquisition and application of listening and speaking skills in order to enhance comprehension and communication. In order to provide students with an authentic and diverse language and literature learning experience, teachers will:

- *Use the MYP aims and objectives as best practice*
- *Instruct with Reading/Writing Workshop methodologies where appropriate*
- *Facilitate reading in all subject areas*
- *Provide cross-curricular connections between texts when available*
- *Utilize a variety of texts and media including global works and perspectives*
- *Group students based on interest, ability, and data*
- *Use formative assessments to drive instruction*
- *Design reading/writing instruction with authentic summative assessments*
- *Participate in state diagnostic assessments and exams*
- *Provide opportunities for students to take action within the larger community*
- *Focus on multiple learning experiences*
- *Provide opportunities to increase intercultural awareness through language instruction*

### **Instruction and Assessment in Language Acquisition (English as a Second Language and German/French/Spanish, Chinese as Additional Foreign Languages)**

Beliefs and Practices: Becoming culturally and linguistically proficient in two or more languages is the essence of Language Acquisition instruction for SYP. However, the acquisition of language is seen as a continuum along which each individual student progresses in a variety of courses. In order to provide students with an authentic and diverse language acquisition learning experience, teachers will:

- *Use the MYP aims and objectives as best practice*
- *Set goals based on an outcome of proficient communication, regardless of a student's starting point or background in the language*
- *Include aspects of culture as part of the curriculum*
- *Employ an interactive approach to language learning*
- *Integrate the skill areas of listening, speaking, reading, writing, and viewing*
- *Embed grammatical structures and vocabulary development within instruction*
- *Use formative assessments to drive instruction*
- *Design instruction for authentic summative assessment*
- *Provide opportunities for students to take action within the larger community*
- *Have the student learning levels externally assessed with the help of different language*

*Olympiad participations, exposition to internal assessment namely GESE ( Graded Examinations in Spoken English) Trinity and Cambridge Exams: PET, FCE, CAE.*

- *Provide with an opportunity to go on summer vacations to England to have a 3-week language practice in a reputable summer language school “Elac”. Students of grades 5-6 (MYP1 and MYP 2) have a course in St. Leonard school (Mayfield), grades 7-8 (MYP 3 and 4) in Jubilee Campus of Nottingham University and grade 9 (MYP5) in Eastbourne College.*

## **Language of Instruction**

The primary language of instruction for SYP is Russian (all state school must have Russian as a language of instruction in the secondary school, only high schools must have other options in the form of additional educational programmes). Through schoolwide direct instruction, students develop the fluency and literacy skills necessary to ensure their ability to communicate effectively. As required by the State, the Common Core Standards are implemented in all grade levels.

## **Additional Languages**

SYP offers the following foreign languages

As obligatory language of study in MYP we offer English. The placement of the students is organized based on their grade level and in each of the grades we have them divided into groups according to the language phase they belong to. For example, MYP1 has three groups of English language: first group has all the students with phase 1 learning outcomes to be met at the end of the year only; the second group has all the students whose level is strong phase 1 and they would aim form further development; the third group has all the students whose diagnostic testing showed that they can cope with phase 2.

At the beginning of each academic year the diagnostic testing serves as the base for dividing the groups. If during the academic year students show great progress or the other way regress, their move from one group to the other is realized after the committee of the ESL teachers and IB coordinators make such decisions.

Students have **5 lessons of English p/w** with Russian speaking and native speaker. To prepare our students for the DP, we offer several subjects as addition in English (Math, Science, Critical thinking and Art). This allows our students to have English not just as a second language course, but as a language of direct instruction and it makes their language skills more developed.

Besides English, students also study the third language **3 lessons p/w** – additional foreign language which on their own choice might be:

- French
- German
- Spanish
- Chinese

With the additional languages, the placement is organized differently. Each grade level has only 1 group for each of these languages. The groups are very small (maximum 5 students in each), thus the work is organized based on the level differentiation. The placement though focuses on having close in level groupings so that phase 1 and 3 are never in the same group.

Phases 1 and 2 are grouped together, phases 3 and 4 as well as 2 and 3 may form a group, phases 4 and 5 as well as 5 and 6 might form other groups.

Effective grouping allows for a more effective teaching and learning happen in class. Thus, diagnostic testing is the first thing we have with the students at the beginning of the year. One thing though is different with additional languages – we do not have moves from 1 group to the other during the year as it would change the grade levels and we do not have mixed grade level groups. If a student has progress or regress and needs more individualized approach we offer extracurricular activities to those. Students who wish to have more practicing to improve their language skills might participate in our Drama clubs (German) or have additional tutoring to catch up with the group. Our tutors meet with the main course teachers and form a plan to help the students catch up with the group on time.

To further develop the language skills of our students, SYP:

- *Organizes external assessment such as TestDaF and OSD for German; DELF and DALF for French etc.*
- *Organize Language practicing trips to the country the language is spoken not only to practice but also to have cultural induction and to have better understanding of that culture*
- *Organize different school events such as International days, International cousin days, World Literature days, etc.*

### **Support for Mother Tongues**

In SYP we support our families whose native language is not Russian. We encourage our parents and students to speak and develop their mother tongue at home. This strengthens the child's language skills while instilling a sense of importance about his/her culture. The reasons for supporting the preservation and development of a person's first language are many, all of which are in keeping with the IB principles. Furthermore, we aim to support students and families in the maintenance and development of both mother tongue language and literacy skills. This includes the active support and development of the mother tongue through recognizing and celebrating various mother tongue languages throughout the schools, assisting parents in accessing materials in the mother tongue, and providing extended mother tongue resources in our libraries and resource centers.

### **Learning of Host Country (Russian) Language and Culture**

Students have an apt of opportunities (e.g. monthly class trips) to develop their deep understanding of the Russian language and culture. All MYP classes have many out-of-school educational projects which allow them to learn a lot about Russian culture while visiting museums, galleries, different theatres for a variety of performances, etc. Their trips to different regions and parts of Russia give them a chance to better know the country, the language nuances and differences and to become more aware of the culture itself.

As language instruction in SYP seeks to be as inclusive as possible, accommodations are made for students needing additional language support. Students acquiring Russian as a second language participate in the RSL program in order to expedite Russian language learning, enhance Russian acculturation, and to receive support that helps foster success in general education classes.

### **Strategies to Support Teachers and Students**

All educators in the SYP are responsible for the development of student language. Therefore, teachers, administrators, media specialists, and support staff are engage in ongoing professional development to continue to improve literacy instruction. General education students are supported in language development by holistic instruction through inquiry-based instruction. Differentiated practices are noted in instructional units to meet diverse learning preferences. Our inclusion policy serves the purpose of having all students' needs accordingly met including those related to their language proficiency and abilities in general.

## Language Policy – Diploma Programme

### **Description of IB Subject Options for Group 1**

SYP being a state school has to keep to certain requirements of the state, from which affecting the Diploma Programme is the one that all the students who are Russian citizens and study in the high school have to take a final exam of Russian Language and Literature. The course learning outcomes are very close to those of the IB Literature course and SYP offers Language A: Literature HL/SL as an integrated course, which means that we have IB Literature course requirements completely met and additionally have 2 more hours of Russian language and Literature to meet the state requirements. This course is mandatory to all of our students of the DP who have Russian citizenship. The students who are not Russian may instead take Language A: Literature HL/SL or Language A: Language and Literature HL/SL depending on their choice and educational background.

Students study works in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. The response to the study of text is through oral and written communication which enables students to develop and refine their command of the language (IBO 2011). Students are assessed according to IB Diploma Programme policies as described in the Language A subject guides.

The HL has **6 lessons p/w (45 minutes each)** to meet the requirement of IB to have **240 teaching hours** for HL subjects and SL students have **4 lessons p/w** to meet the requirement of **150 teaching hours** over the two-year course of the Diploma programme.

### **Description of IB Subject Options for Group 2**

Our desire is for each International Baccalaureate student to reach his/her highest proficiency and literacy level in a second language. Students are provided differentiated instructional strategies in an effort to accommodate different learning styles.

As SYP has English as the language of instruction in DP, all students who have Russian as their Language A, must take English B HL as their Language B subject. This is a requirement because they have to take their exams in English and without this course the study of other subjects would be much more difficult. The students who have English as their Language A can choose any of the languages at offer at SYP as Group 2 languages:

- *Russian B (ab initio; SL; HL)*
- *French B (ab initio; SL; HL)*
- *German (ab initio; SL; HL)*
- *Spanish (ab initio; SL; HL)*

What level of these languages is taken by a student is regulated according to the IB requirements and the diagnostic testing that is organized during the admission/transfer of the student to the Diploma programme.

All these courses are taught following the subject guide requirements. The assessment is based on IB DP criteria and has IA and EA components.

Students having HL as the level of any language taken as Group 2 subject have 6 lessons p/w and the SL and ab initio students have 4 lessons p/w/

### **Language Support:**

SYP understands the importance of students preserving and enriching their mother-tongue language. We encourage students to continue to use their mother-tongue language skills because this allows them to embrace their personal identity, highlight their cultural heritage, and increase their overall ability to learn. Students are provided with resources such as free peer-tutoring for those who are English speakers and non-English speakers as well as Russian speakers and non-Russian speakers. All IB DP classrooms are equipped with language dictionaries and computer labs are equipped with language programs. All teachers collaborate with our English Language teachers to ensure that instructional strategies are appropriate and facilitate learning. Students and parents are provided with translators during conferences and schoolwide meetings. Our coordinators and university counselor are bilingual, so that both students and parents can get any support they need.

### **Language Support for Our Families:**

Having English as a working language for Diploma Programme, we see that our parents may face some difficulties because they mainly speak Russian in their homes. That is why SYP has developed several strategies to make it easier for them to reach all the needed information. Some of them are:

- *There is a IB DP coordinator assistant who is bilingual and transfers all the necessary information from English speaking teachers to Russian speaking teachers and parents.*
- *We have translators who are always available to translate any document or paper that is needed for parents' complete understanding of what is happening in the DP community*
- *Important documents related to the programme are available in Russian translation to our community*
- *All the messages sent to parents or to other community members are bilingual (English and Russian)*
- *All the announcements are bilingual*
- *Parent meetings and conferences are held in English with Russian translations*

### **Language Support for Diploma Students**

As we realize that not all students have the language proficiency that is need for being able to study in the Diploma Programme at the moment of their entry, we offer them a wide range of a language support both in class and after.

- *All teachers commit to provide regular before- or after-school or lunchtime tutorial sessions whereby students are able to get one-to-one or small group support in meeting the course expectations. Also, many teachers make themselves available through other means to assist students.*
- *As appropriate, individual students may have language goals included in their Individual Education (IEP) Plans. If this is the case, teachers are informed of and make modifications to meet these language goals.*

### *Communication of Language Policy to the SYP community*

The language policy is introduced to the SYP community through multiple pathways including staff meetings, PLT meetings, separate IB programme stage meetings (PYP, MYP and DP separate meetings), in homeroom teacher newsletters sent to the parents, homeroom teacher meetings with the students, student assembly. The policy is also featured on the SYP website. New staff is familiarized with the document during orientation.

### *Reviewing committee and the review process*

All the school policies are reviewed annually. Their review starts in March and finishes in August before the start of the new academic year after which it is publicized.

The reviewing committee which has HoD of languages, one representative language teacher from each section of the school (kindergarten, elementary school, middle school and high school), all IB coordinators, Head of IB and Head of Academics, one representative from the parent council and one representative from the student council.

The procedure is the following:

- At the end of March the review is announced and the whole community is offered to send their feedback and comments on the current policy. In April the feedback is thoroughly considered and all the new publications of IB are referred to keep the documents informed and up to date.
- In May the committee reveals the new version for a public discussion.
- At the end of August after a final meeting and discussions of the further comments received, the committee verifies the final version and the policy is publicized.

## References and Resources

- *Guidelines for developing a school language policy*
- *Developing academic literacy in IB programmes (IB 2014)*
- *Guidelines for developing a school language policy (IB 2008)*
- *Guidelines for school self-reflection on its language policy (IB 2012)*
- *Learning in a language other than mother tongue in IB programmes (IB 2008)*
- *Making the PYP happen: A curriculum framework for international primary education (IB 2009)*
- *Language Scopes and Sequences (IB 2009)*
- *PYP principles for learning and teaching (video transcript, June 2016)*
- *MYP: From principles into practices (IB - for use from September 2014/January 2015)*
- *Coordinator support material (IB)*
- *MYP: Language and Literature subject guide (IB - for use from September 2014/January 2015)*
- *MYP: Language Acquisition guide (IB - for use from September 2014/January 2015)*
- *Diploma Programme: From principles into practice (For use from August 2015)*
- *DP: Language B subject guide (IB – first examinations 2015)*
- *DP: Language A: Literature subject guide (IB – first examinations 2015)*
- *DP: Language A: Language and Literature guide (IB – first examinations 2015)*

## Appendix A

	Language Learning in the IBPYP	Language Learning in the IBMYP	Language Learning in the IBDP
Pedagogical attributes of programmes	<ul style="list-style-type: none"> <li>• Promotes inquiry based authentic language learning</li> <li>• Focuses on the transdisciplinary nature of language learning</li> <li>• Incorporates the teaching and learning of language into the programme of inquiry</li> <li>• Develops the skills of listening, speaking, reading, writing and media literacy</li> <li>• Interrelates the skills of listening, speaking, reading, writing and media literacy</li> <li>• Provides for the teaching of additional languages</li> <li>• Promotes consistency of practice in the teaching and learning of all languages where more than one language of instruction is used</li> <li>• Provides appropriate feedback to support learning</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes inquiry based authentic language learning</li> <li>• Focuses on the transdisciplinary nature of language learning</li> <li>• Incorporates the teaching and learning of language into the programme of inquiry</li> <li>• Develops the skills of listening, speaking, reading, writing and media literacy</li> <li>• Interrelates the skills of listening, speaking, reading, writing and media literacy</li> <li>• Provides for the teaching of additional languages</li> <li>• Promotes consistency of practice in the teaching and learning of all languages where more than one language of instruction is used</li> <li>• Provides appropriate feedback to support learning</li> </ul>	<ul style="list-style-type: none"> <li>• Considers prior knowledge</li> <li>• Develops language in context in each content area</li> <li>• Promotes collaborative learning</li> <li>• Provides appropriate feedback to support learning</li> <li>• Accommodates diverse learning styles</li> <li>• Values and respects students' ideas</li> <li>• Makes expectations explicit</li> <li>• Embraces a multitude of perspectives</li> <li>• Enables students to understand how judgments about learning are made, and how to provide evidence of their learning</li> <li>• Develops meta-cognition, structured inquiry and critical thinking</li> <li>• Promotes engaging, challenging, rigorous, relevant and significant learning</li> </ul>
Further guidance and support	<p><i>Language scope and sequence document is maintained and reviewed in accordance with the curriculum review cycle. The PYP language guide can be found in Making the PYP Happen, subject guides</i></p>	<p>Language scope and sequence document is maintained and reviewed in accordance with the curriculum review cycle. <i>The MYP language A and language B subject guides and MYP: From</i></p>	<p>Diploma Programme <i>language A Literature, and language A Language and Literature, language B, and language ab initio subject guides, and in the Diploma Programme assessment Principles and</i></p>



	<i>and IB scope and sequence document.</i>	<i>Principles into Practice</i> provide further guidance	<i>Practice document.</i>
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