

Language Policy

This policy applies to all students attending the Stephen Perse Foundation (the **Foundation**). It is applicable to the whole school community including those pupils in the Early Years Foundation Stage (EYFS).

Glossary

EAL	English as an Additional Language
IBDP	International Baccalaureate Diploma Programme
MLA	Modern Language Association
SEND	Special Educational Needs and Disabilities

Guiding principles

The Foundation's language policy flows from our curriculum model. We believe that language is central to learning, and therefore all teachers are in practice language teachers. Whilst English is the language of instruction in our school, our school community has a multiplicity of ethnic groups and a variety of cultural traditions, many of which are carried by language.

We are committed to providing a diversity of language instruction through our modern foreign languages programme, and we aim to foster amongst our students both a global outlook as well as an awareness of the United Kingdom's culture, language and traditions. The modern foreign languages programme develops understanding and respect for other cultures whilst upholding fundamental British values.

The Foundation believes that language learning facilitates the acquisition of higher order thinking skills and the development of multiple perspectives on life. Cognitive abilities learnt in one language can be applied to other languages acquired. The Language Policy promotes lifelong learning, developing language skills gives students the capacity to solve problems, think critically and act creatively. We believe that language empowers students to understand, interpret and respond to ideas, attitudes and feelings. This policy supports the shared responsibility of teachers, students and parents for students' language development. All members of the Foundation are encouraged to assume the responsibility to be language learners, and to encourage others in their language learning journey.

For the purposes of this policy, a heritage language learner is a person studying a language who has some proficiency in or a cultural connection to that language through family, community, or country of origin.

Aims of this policy

This policy is a working document developed by teaching and administrative staff at our Foundation and it is consistent with the stipulated principles and practices of the IB. This document outlines our

Foundation's linguistic and academic goals as well as defining the programme designed to help our students to attain these goals. This policy provides an overview and guiding principles for language learning which should permeate the entire school curriculum. We ask our staff and community to commit to this Language Policy to help the Foundation achieve its educational aims.

We strive to address the particular challenges of those students who are learning in a language other than their heritage language by providing an integrated, well-implemented English as an Additional Language (EAL) approach in all school sections. We endeavour to integrate students' cultural and linguistic heritage throughout the curriculum.

Language profile of our school

The majority of our students, parents and staff speak English as their main language. However, our research indicates that over 30 other heritage languages are spoken by our students at home, and many hold passports from other countries in addition to their UK citizenship. All of our administrative and teaching staff speak English and several are fluent in at least one other language.

Teachers' responsibilities and professional development

Our Foundation recognises that all teachers are also English language teachers who have the responsibility to facilitate language acquisition and promote communication skills through their teaching.

In the Senior School and Stephen Perse 6th Form College we have EAL Support Tutors who provide EAL support alongside their other teaching commitments. The EAL Support Teachers are on hand to provide support to teachers of other subjects in the use of differentiation and language acquisition strategies and to ensure that subject teachers receive necessary support and professional development for integrating language acquisition strategies. The EAL Support Teacher provides practical ideas for developing the language skills of all students throughout the different subject areas.

English as an Additional Language

EAL students are classified according to the A-E rankings prescribed by the census requirements 2016 (see Appendix 1). In Years 11-18, there is a minimum requirement for EAL students to be at level C or above.

The number of students within the Foundation for whom speaking English as an Additional Language (EAL) presents a barrier to access to the curriculum is very small. The needs of such students are usually identified as part of the admissions and selection process. In some cases, it is appropriate to recommend a course of intensive EAL tuition prior to enrolment - this will be discussed with parents during the admissions process.

In Years 3-11, pupils requiring additional language support will be identified in discussion with parents during the admissions process or through the class teacher's observations once the pupils have joined the Foundation. When a need has been identified, a Personal Education Plan (PEP) will be drawn up in collaboration with teachers, parents and the pupil. The PEP will focus on those areas of need presenting barriers to the pupil's learning. The Inclusion Specialist will coordinate the delivery and evaluation of the plan as appropriate.

In the Senior School and Stephen Perse 6th Form College, EAL Support Tutors are responsible for assessing the language needs of students joining the Foundation and they will liaise with students, teaching staff and parents to establish whether further support in school is necessary.

If a particular need is identified, EAL Support Tutors will work closely with the student, providing individual or small-group support, setting targets and liaising with teaching staff to ensure that the curriculum can be accessed. Where appropriate, the EAL Support Tutor, in consultation with the SENCO, will also advise on access arrangements in public examinations. EAL support can be discontinued when the EAL Support Tutor is satisfied that the student no longer requires additional provision.

Support for EAL students and those with a heritage language in Years 3-11

Pupils beginning their academic journeys with us who are regularly exposed to languages other than English, or are considered bilingual, are carefully monitored. Information is shared with the teachers of those pupils to ensure that any additional needs are identified early and additional strategies are put in place where appropriate. Young learners are not always able to explain what their language experiences are so liaison between school and home is vital. We recognise the importance of providing opportunities for children to develop and use their home language(s) in play and learning.

As all teachers in the Foundation are language teachers, we regularly review the practices which support good language development. Value is clearly given to the use of a range of languages via whole school approaches including assemblies, language days, cultural trips and visitors into school. An ethos of respect towards all languages, as well as enjoyment in their rich cultural usage, is explicitly fostered.

Language development is promoted through the use of adult modelling, talk partners, talk frames and the general expectation that pupils respond in full sentences. It is acknowledged that a child's conversational fluency may mask gaps in academic language proficiency. Strategies to support this may include pre-teaching of key vocabulary, multilingual displays, subject or situational word banks, language games played as a whole class and in small groups. Technology plays a large part in enabling young learners to record their ideas orally and engaging confidently with the whole curriculum.

All opportunities to encourage pupils to use home languages and English accurately, with flair and confidence, are actively sought.

Support for EAL students and those with a heritage language in Years 11-18

Language A

In the Senior School, all students study English Language and English Literature. In the Stephen Perse Sixth Form College, all International Baccalaureate Diploma Programme (IBDP) students are required to study a language A. This is normally English Literature. Language A provision in languages other than English is available as a Foundation supported self study language. We regularly review our language provision and we are open to the possibility of offering other language A subjects as taught courses

in the future, subject to demand and staff availability. The inclusion of a second Language A subject in the IB would lead to the awarding of a bilingual diploma.

In Years 12-13, EAL students are supported with additional EAL sessions on their timetable. Frequently this time is used to prepare students for the IELTS exam, (sat externally) which for many is a requirement in order to apply to a UK university.

Heritage language

Developing a student's heritage language can accelerate the rate of their English language acquisition, support achievement in all subject areas, increase self-esteem, and enhance intercultural understanding and international-mindedness. We support those with a heritage language by encouraging and facilitating participation in projects like the Juvenes Translatores translation competition, the Mother Tongue Other Tongue multilingual poetry competition, and the Stephen Spender Prize for Poetry in Translation. In Year 12 (summer term), the Modern Language Department's International Newscast allows heritage speakers to showcase their language skills by researching and writing articles for a multilingual newspaper. Students who have a heritage language may also help teachers in the Modern Languages Department deliver Outreach sessions to local primary schools, provide taster sessions for non-native learners of the language, and develop materials for academic lessons in that language using iTunes-U or other digital platforms. Cinema and plays in a foreign language can feature as part of the Foundation's Enrichment provision and some books in both the Senior School and Sixth Form libraries are available in other languages for native speakers.

Students from our Foundation have been supported by the Modern Languages Department in their preparation and entry for public examinations in a variety of languages. The Modern Languages Department is also proactive in facilitating link-ups between these students for the purposes of academic mentoring or pastoral buddying. Where possible we offer language clubs for those with a heritage language to help to develop their language.

For heritage speakers of Mandarin Chinese there is the additional option to sit Cambridge IGCSE Chinese as a Second Language, depending upon their level of exposure and competence in written Chinese. The Course Leader for Chinese ascertains the student's suitability. Some may be more suited to Chinese as a first language or as a foreign language.

The French Department has introduced the DELF course for French heritage speakers. Based on the Council of Europe's 'Common European Framework of Reference for Languages' (CEFR), the DELF Junior is awarded by the French Ministry of Education. This is an official French language proficiency qualification. The DELF Junior can only be taken by students of secondary level age. It has the same structure as the standard DELF, only the topics are different, taking into account the interests of young people.

The DELF Junior comprises four diplomas (A1, A2, B1 and B2), which correspond to the first four levels of language competence framework established by the Council of Europe. Each examination evaluates the 'Four Skills': Listening, Reading, Speaking and Writing.

DELF Junior	User type (for our school)
A1	Basic user

	Y7/Y8 Heritage Learners' club
A2	Basic user Y7/Y8/Y9/Y10 Heritage Learners' club
B1	Intermediate/Advanced Y10/Y11 Heritage Learners' club (Very good IGCSE students)
B2	Advanced Y12/Y13 Available for our Sixth Form native speakers

Language B

Key Stage 3

Studying a modern language is a requirement for all students in Years 7-11 at the Senior School. French and Spanish are currently offered in Years 7 and 8. German and Mandarin Chinese are offered from Year 9. From September 2019, pupils in Year 7 will be able to choose two modern languages from French, German, Spanish and Mandarin Chinese.

Key Stage 4

All students study one modern language at (I)GCSE as part of their core. This is either French, German or Spanish. On a case by case basis this could be Mandarin Chinese. Many study two modern languages. There is the option to attend the extra-curricular Japanese course (extra cost) and the enrichment sessions in Italian, Chinese and Arabic.

IB Diploma

In the IBDP, Language B Higher Level and Standard Level are offered in French, German, Spanish and Russian. Italian is offered as a Language B *ab initio*. Mandarin Chinese is available as Language B, depending on student demand. English is not offered as a Language B subject.

Students are expected to have a good existing knowledge or exposure to the target language before being accepted onto the IBDP Language B course. We gauge a student's linguistic ability by means of written tests conducted as part of the admissions process. Even though there is in effect an entrance requirement for Language B, classes nevertheless consist of mixed ability levels and teachers differentiate instruction to meet the needs of the various language acquisition levels in each class.

Students with minimal previous exposure to the language can study Italian *ab initio* SL.

The choice of Language A or Language B for bilingual IB students is taken on a case by case basis depending on the length of time and how recently a student has been educated in a language other than English. This is discussed with the specific language teacher, Head of IB and Head of Sixth Form. It would not be appropriate for a bilingual student to study one of their heritage languages as Language B as this is described by the IB as an 'acquired language' unless we are confident that the

course will be sufficiently challenging for the student. Language A provision in languages other than English is available as a school-supported self-study language. Language B provision at standard level is also available through Pamoja; an IB approved online self-study course.

Global Outlook

Year 8 students at our Foundation follow a discrete course in Global Outlook, which features a module on global languages, and aims to highlight the desirability of students adopting a world perspective on their lives.

Enrichment (Years 10 - 13)

Within the enrichment provision there are beginners' courses in Arabic, Italian and Mandarin Chinese. Students get the chance to learn some basic skills in spoken and written work. There is a strong emphasis on the cultural dimension of the language as well.

Theory of Knowledge

Languages are included as one of the eight ways of knowing within the Theory of Knowledge course taught to all Year 12 students. The use of language within and between cultures is explored across the different areas of knowledge. The inclusion of EAL students within the teaching groups brings valued different perspectives to these lessons.

Support for language learning

When a student has been identified with language difficulties which do not arise because English is an additional language, intervention and support are provided in line with the Foundation's policy on Special Educational Needs and Disabilities (SEND). If after discussion with the SENCO, Curriculum Leader for Modern Foreign Languages and parents, there may be a change to the curriculum if it is deemed appropriate for the student in question. This is decided on a case by case basis, as having a Special Educational Need or Disability does not preclude a student from studying a modern language.

Parental involvement

Parents are an integral part of our community of learners and provide valuable support for language learning. The Foundation uses multiple methods to communicate to parents the critical importance of maintaining academic proficiency in their heritage language(s). Parents sometimes volunteer to run language taster sessions, for example in Portuguese, attend our evening 'Inspire Me!' events which might have a linguistic theme e.g. Crime & Linguistics, or give talks on cultural phenomena and the role languages have played in their lives and careers.

How this policy will be disseminated

This policy will be introduced to our Foundation's community through multiple pathways including staff meetings and Curriculum Leaders' meetings. The policy will also be featured on our public website. New staff will be familiarised with the document during orientation.

Review of this policy

This policy will be reviewed annually in event and as part of the curriculum review cycle and the Foundation development plan. The Senior Leadership Team will review the implementation of the policy in classrooms and throughout the Foundation on a regular basis.

References

- Language and Learning in IB Programmes

Related policies

Special Educational Needs and Disability Policy

Reviewed: June 2019

Version Control

Date of adoption of this policy	27 June 2019
Date of last review of this policy	26 June 2019
Date for next review of this policy	Summer Term 2020
Policy owner	Inclusion Coordinator
Authorised by	Operations Foundation Leadership Team and Heads of Schools

Appendix 1

A New to English

The pupil may:

- Use first language for learning and other purposes
- Remain completely silent in the classroom
- Be copying/repeating some words or phrases
- Understand some everyday expressions in English but may have minimal or no literacy in English

Needs a considerable amount of EAL support.

B Early Acquisition

The pupil may:

- Follow day-to-day social communication in English and participate in learning activities with support
- Begin to use spoken English for social purposes
- Understand simple instructions and can follow narrative/accounts with visual support
- Have developed some skills in reading and writing
- Have become familiar with some subject specific vocabulary

Still needs a significant amount of EAL support to access curriculum.

C Developing Competence

The pupil may:

- Participate in learning activities with increasing independence
- Be able to express themselves orally in English, but structural inaccuracies are still apparent
- Be able to follow abstract concepts and more complex written English
- Literacy will require ongoing support, particularly for understanding text and writing.

Requires ongoing EAL support to access curriculum fully.

D Competent

Oral English developing well, enabling successful engagement in activities across the curriculum

Can read and understand a wide variety of texts

Written English may lack complexity and contain occasional evidence of errors in structure

Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary

Needs some/occasional EAL support to access complex curriculum material and tasks.

E Fluent

Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.

Operates without EAL support across the curriculum.

N Not yet assessed