



Whole School Language Policy

International School Delft

Version November 2020



ISD Language Policy

ISD MISSION STATEMENT

The school's Mission statement is **"Inspiring Learning for a sustainable future"**.

Our Vision Statement is to be an inclusive community that embraces authentic inquiry-based learning to create **compassionate, internationally minded** individuals who strive to make a positive and peaceful change in the world.

The language policy is embedded in the mission/vision statement as follows:

Compassionate & internationally minded

Effective communication is key in becoming compassionate and internationally minded individuals. By developing rich and varied language skills throughout their education, students can express their thoughts, feelings and values.

It helps young people to develop an understanding of the world. It is essential for the development of social, emotional and cognitive skills.

Philosophy

The community of ISD comprises of more than 40 nationalities, most of our students have a first language other than English. We value all languages as equal and encourage the use of multiple languages in school by staff and students.

As a school community we are all exposed to a wide variation of cultures and languages including those of the Netherlands. Understanding and acceptance of each other leads to a deeper appreciation of what it means to be a global citizen in the 21st century.

Language and Communication are key elements into developing young people who strive to make a positive and peaceful change in the world.

Developing confidence as a communicator is critical to becoming a productive and positive member of the world in which we live. When students develop varied language skills, they can stand up for themselves and their ideals.

At International School Delft (ISD), we believe that language is at the heart of learning, fundamental to all teaching and learning as it is central to the entire curriculum. It empowers students to develop their conceptual understanding, critical thinking, and cognitive skills.



At ISD we believe that all teachers are language teachers and that all students should be supported to be able to access the curriculum. Throughout our programme we nurture the development of English as the language of instruction, Dutch as the language of our host country, and students' home languages. Additional languages are taught during their time at ISD. Language learning is most effective when learned and used in context. A rich language environment is promoted throughout the school.

As a community we recognise the shared responsibility for language development and understand the importance of language and its role in all teaching and learning.



Purpose and goals of our Whole School Language Policy

The purpose of this policy is to provide an overview of language learning at ISD. This learning is in line with the principles and practices of the International Baccalaureate (IB) PYP and MYP programmes.

The policy outlines our linguistic and academic approach to teaching languages at ISD.

Our approach to language learning at International School Delft

We strive to enable our students to sustain and support all their languages. We do this by setting the following goals:

- To enrich teaching and learning
- To celebrate and promote the linguistic diversity of our community
- To meet the needs of all our students' language profiles which determines the decisions made about their language learning and social well-being.
- To promote, encourage and support the maintenance and further development of the mother-tongue. Which is crucial for academic and social development as well as for personal identity.
- To enable our students to learn the skills, attitudes, concepts, and knowledge necessary to become independent life-long learners who can think critically and creatively
- To ensure members of our community understand the importance of how language is acquired and developed through student learning
- To encourage the learning of languages in all aspects of school life, not only in the classroom.
- To develop an academic level of language competence in English, as this is our language of instruction.
- To promote the learning of Dutch Language and culture for all members of the school community

Curriculum and English

ISD is an IB school following the PYP and DP programmes. Language learning in the curriculum is taught in context within the units of inquiry. Since English is the language of instruction at ISD, the development of effective communication skills in both written and spoken English is crucial to a student's success in other subjects. As a result, subject teachers other than English, will also have an element of language teaching in their curriculum planning and teaching.

The goals of the Language policy are embedded in the whole school curricula. Further elaboration of the implementation of the goals for MYP can be found in the Secondary section of this policy.

Parental involvement

ISD values the relationship with parents in supporting their children's language skills. They are an integral part of our community of learners and can provide necessary support for language learning.

Parents are involved in their children's language learning by:

- Attending regular parents' evenings provided by the school, which provides verbal feedback on their children's progress and their targets for the future.
- Attending meetings that are provided by the school, when appropriate, to learn about:
 - how students acquire language
 - how ISD teaches reading/writing/phonics
 - how parents can help at home

Dutch Language (host country language)

All students at International School Delft study the language of our host country, Dutch. This helps them maintain their own language and/or integrate into the local community and to develop their understanding of Dutch culture. Dutch is offered as a language of study from PYP 1 onwards. Lessons are designed to provide children with an enjoyable introduction to the language and culture. Students learn the basic language necessary for simple day-to-day communications. Developers (PYP) and Language and Literature (MYP) courses are offered to students who are more advanced Dutch speakers. Where appropriate, Dutch lessons are tied in with the school's curriculum.

Language is integrated, where possible, into units of inquiry in PYP and continue in MYP. Alignment and breadth in choice of additional languages are made to allow for continuity of language development between PYP and MYP and to broaden the linguistic and cultural horizons of ISD students.

English as an Additional Language (EAL)

In accordance with our whole language approach, EAL learners who do not yet have the levels of English required to follow the curriculum are placed in the age-appropriate mainstream classroom with the other students. In this way they are encouraged to work with peers and participate in learning activities. Teachers differentiate their instruction to support individual learners in their language development.

All teachers have experience teaching EAL students, and all teachers are considered to be teachers of language. In addition, students have access to specialised EAL support depending on their needs, and as identified by the school.

Specialist EAL teachers assess individual student needs on a regular basis. They use student prior knowledge and experience that pupils have of English, to enhance their learning. The EAL specialist teacher works in partnership with parents and staff to develop a programme for the student. EAL staff use a variety of games and resources when developing a language programme

EAL students may be taught individually or in small groups. Learning sessions may take place in or out of the class, depending on student needs. The specialist EAL teacher and class / subject teacher evaluate on a regular basis EAL students' progress.

Aims of English as an Additional Language:

- Development of knowledge, skills and strategies of academic English
- Linguistic support in subject learning to make mainstream classes more accessible to EAL students
- Time and space for students to complete in-class assessments set by other subjects under the supervision of an EAL Teacher
- Student Pastoral Care

Mother tongue languages

At ISD we recognise that many of our students speak more than one language at home. EAL students can make rapid progress when learning English. Within two years, they may be competent English speakers when using English in social situations. However, it may take students from five to seven years to become fully competent in the use of academic language. Actively developing the use of the mother tongue language at home, positively affects the time it takes to acquire English.

We promote mother tongue languages through the PYP and MYP programmes. In addition, mother tongue languages will be supported through extra-curricular opportunities and resources. At all times students are strongly encouraged to follow Mother Tongue classes. Depending on the individual needs of a student and availability students will be encouraged to participate in advanced language classes.

School will further develop this with the help of our Community. Parents will be involved in offering Mother Tongue lessons at school where possible.

For the year 2020-2021 the school leadership is initiating an action plan for the mother tongue development at both Primary and Secondary.



Secondary School (MYP)

Transition to Secondary School and MYP curriculum

All students are required to study a language and literature course. In MYP ISD we offer 2 language literature courses: English Language and Literature and Dutch Language and Literature.

At the secondary school, we have students from a wide range of cultures and backgrounds. Most of our students have a high proficiency in English even if it is not their first language. English is the academic language at ISD, which is taught through a full immersion approach.

This means that all our students are immersed in an English learning environment from the day they join us, including students who are not fully proficient in English. Full immersion allows students to develop their Language skills at a faster pace, while continuing to be challenged academically at an age-appropriate level. To aid students in this transition we also offer an English Language Acquisition Programme from MYP 1 - 4 (Capable/proficient level).

From MYP 3 onward students will need to have an appropriate level of English to access the curriculum. Acceptance is under the school's discretion and deciding factors will include the applicants' language test results.

The ISD Language Profile form

Upon entry to ISD Secondary, parents/students are required to complete a Language Profile form (appendix A) to indicate the student's proficiency in their mother tongue, English and other languages studied at school or spoken at home.

Our prospective Secondary students will be invited for an Admissions' interview in English. EAL learners will be assessed to determine the student's understanding and knowledge in relation to the school's curriculum.

If needed, our English and Support Teachers are consulted to determine correct placement of the children. This may be done with the use of a placement test. Students who are EAL learners will receive additional English support instead of being offered an additional subject. EAL learners will be placed in the English Acquisition class and will receive EAL support and work to progress.

For Secondary School a specialised EAL Teacher will be appointed in September 21.

Dutch Acquisition is mandatory since it is a national requirement, but EAL students will not join French and Spanish Acquisition in the first term. During those lessons they will work on their EAL tasks.



Spanish or French Language Acquisition can be added to the subject package as soon as the student reaches phase 3 in English Language Learning.

The recommendation, however, is for students to wait until they have completed work up to phase 3 for a period of 3 months.

Language Literature Courses MYP: English, Dutch

In the MYP programme students are required to follow two language courses, either one Language Literature course and one Language Acquisition course or two Language Literature courses.

All students will be encouraged to follow an English or a Dutch Language Literature course in MYP if:

- The language is their mother tongue
- His or her educational background has been in that language
- He/ She has studied that language to an advanced level.

When students begin the MYP programme, they may study Language and Literature if their skills in all 4 language areas (reading, writing, listening, and speaking) enable them to access this curriculum.

Our objective is that towards the end of MYP 4, all our students will be able to follow one of the Language Literature courses. This to ensure that in DP they will be able to follow English A Language and Literature as a group 1 subject. **(See Appendix B, for possible pathways)**

Language Acquisition Courses in MYP and Assessment

A Language Acquisition course allows students to develop communication skills and gain proficiency in a language other than their mother tongue. The students develop communication skills and multi-literacy skills using a variety of spoken, visual and written texts. Intercultural awareness and global citizenship are fostered by students exploring cultural perspectives of their own and other communities.

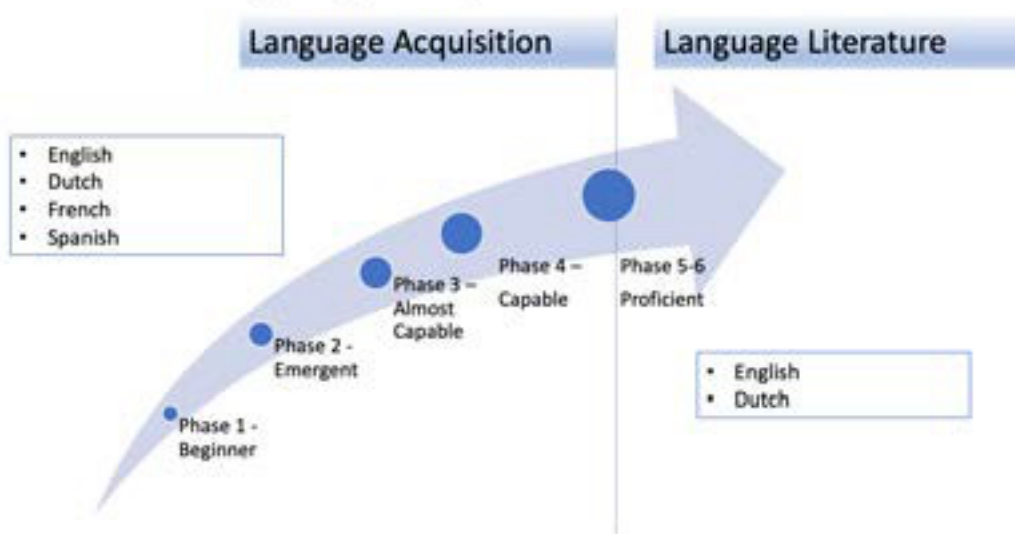
Our students have a wide range of language learning experiences. They may already have knowledge of another language and skills for language learning. They may have studied the additional language before or have no previous experience of the additional language prior to starting the course.

At ISD all Language Acquisition Courses are taught in phases. The phases represent a developmental continuum. Students with no prior knowledge of the language start in the Emergent Phase (phase 1-2). The MYP Language Acquisition Proficiency Table and a placement test are used to identify the appropriate phase for a student.

Phases do not necessarily correspond to age groups or MYP year groups. The phase in which the student is placed should offer the student an academic challenge. Our objective is not to have students from more than 2 consecutive year groups in Language Acquisition Classes. Also, we strive to group students in no more than two consecutive phases in the same class.

While Language Acquisition follows distinct phases, students' rate of Acquisition varies greatly from individual to individual. Therefore, language teachers assess all language skills (listening, reading, speaking, and writing) regularly. Teachers differentiate through scaffolding or task extensions as required. Formative and summative assessments in classroom provide information on language development and are modified and differentiated as appropriate.

Phases in Language Acquisition



English Language Acquisition in MYP

If English is not a student's strongest language and the level of proficiency, as determined by a placement assessment, does not allow success in the Language Literature course, the students will be placed in the Language Acquisition Course.

As for the other Language Acquisition Courses, this course is structured in phases. Placement tests consisting of written and oral tasks are used to determine the correct phase. Transition to the next phase is based on the teacher's judgment. Students who obtain a proficiency level beyond the



proficient phase, make a transition to the English Language Literature course on a trial period of 3 months. After a successful trial period and in agreement with the subject teacher, Language Coordinator the placement becomes definite.

Students may be placed at a different level course, at any point in the school year at the teacher's discretion.

Dutch Language Acquisition in MYP

Dutch, the language of our host country, is compulsory for all students in MYP.

This helps our students to integrate into the local community and to develop their understanding of Dutch culture. Dutch is offered as a language of study from PYP 1 onwards. Lessons are designed to provide children with an enjoyable introduction to the language and culture. Students learn the basic language necessary for simple day-to-day communications. Developers (PYP) and Language and Literature (MYP) courses are offered to students who are more advanced Dutch speakers.

Phases emergent to proficient are offered for Dutch in all MYP year groups. Placement tests, consisting of written and oral tasks are used to determine the phase. **Transition to the next phase is based on the teacher's judgement. Students who reach the proficient phase make a transition to the Dutch Language Literature course on a trial period of 3 months.**

Students who complete the Dutch Language and Literature courses at MYP and DP level will have the necessary skills to access Dutch universities.

French and Spanish Language Acquisition in MYP

The choice is made in liaison with all stakeholders, also the language profile form will be taken into consideration.

For example, a French student who is fully proficient is not allowed to join the French Emergent class but will have to learn Spanish.

Students with no prior knowledge of the additional language start in the Emergent Phase (1-2).

The number of phases offered per year group may vary, depending on student numbers. In case the appropriate phase cannot be offered in the language of choice, the students will take the other Language Acquisition course that is available.



As in the other Language Acquisition we aim not to have more than 2 consecutive phases in the same class, and teachers aim to differentiate instruction to meet the needs of students and to facilitate appropriate learning experiences for all students.

The school guarantees that once a student starts learning an additional language, continuous language acquisition will be provided through MYP and later on in DP. In principle students cannot change from one Language Acquisition Course to the other.

All students learn a language in the Language Acquisition throughout the MYP, unless they follow a Mother Tongue Course. EAL students might start following a Language Acquisition Course at a later stage.

Alignment

The Language policy is closely aligned to the policies of Admissions, Assessment, Academic Honesty and Teaching and Learning.

Responsibilities

The leadership team is responsible for development and review of the Language Policy.



APPENDIX A: Language Profile form ISD

Language Profile International School Delft

Name of Student:	
Date:	

A. Language Profile

	Nationality	First Language	Other Languages Spoken	Other Languages Written
Student				
Father				
Mother				

B. Language Spoken at Home

By Student to Brother/Sister			
By Student to Father		By Father to Student	
By Student to Mother		By Mother to Student	

C. Languages Studied by Student (please indicate what does not apply, crossing out those options).

Language	Spoken	Read	Written	How Many Years ?
	Fluent/Fair/ Beginner	Fluent/Fair/ Beginner	Fluent/Fair/ Beginner	
	Fluent/Fair/ Beginner	Fluent/Fair/ Beginner	Fluent/Fair/ Beginner	
	Fluent/Fair/ Beginner	Fluent/Fair/ Beginner	Fluent/Fair/ Beginner	



D. Main Language of Instruction at previous schools

School name and Place	Main Language of Instruction	Second Language of Instruction (if applicable)

APPENDIX B: Possible pathways ISD MYP-DP

Language Pathways MYP-DP

MYP Language Acquisition	DP	
Emergent phase 1 phase 2	Ab initio Language B SL. (in rare cases)	Dutch, Spanish, French
Capable phase 3-4 Proficient phase 5-6	Language B SL Language B SL /HL	Dutch SL/HL, Spanish SL, French SL
MYP Language and Literature	DP	One Language A is mandatory in DP
English Language-Literature	English A Language Literature SL/HL	
Dutch Language Literature	Dutch A Language Literature SL/HL	