



ACS | EGHAM
INTERNATIONAL SCHOOL

www.acs-schools.com/acs-egham

ACS Egham Language Policy 2018/19

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ACS Language Policy

ACS Egham Language Policy outlines the school's philosophy on the teaching and learning of languages and the structures that have been developed to support this philosophy.

“Language stands at the centre of the many interdependent cognitive, affective and social factors that shape learning.”(Corson 1999) Language helps us recognise and understand the world. It helps us see how others live together and form relationships. Language plays a significant role in the development of community, cultural and personal identity, as it builds inclusion and a sense of belonging that helps empower people to participate and to make a difference.

We believe that language is central to the development of international-mindedness, allowing access to a greater range of experiences and opportunities across the world. At the heart of all teaching and learning is language, and we aim to nurture an appreciation of the richness and diversity of language. As language, by its very nature, is integrated into all areas of the curriculum, every teacher within the school is considered a language teacher. Subject teachers will support language development as well as explicitly teaching the vocabulary and structures of their discipline.

We endeavour to integrate students' cultural and linguistic heritage throughout the curriculum. We aim to foster in our students the ability to think and express themselves with clarity, precision, confidence and imagination in their native language as well as at least one other language. We believe that the continuing development of literacy in the students' native language is of utmost importance. It is the prerequisite for personal growth, social enrichment and successful academic development. It is a foundation for the acquisition of further languages and recognition of the importance of the students' cultural and social heritage. Additionally, students' development of their native language and additional languages plays a significant role in their development of cognitive skills.

We strive to address the particular challenges of those students who are learning in a language other than their native language by providing integrated, inclusive, well-implemented English as an Additional Language (EAL) programmes in Lower, Middle and High School.

The ACS Egham Language Policy has been reviewed to comply with specific guidelines set out by the IB. As a four-programme IB World School, adherence to these guidelines is fundamental to our delivery of each educational programme and our approach to language teaching and learning. We strive and are committed to include the following standards into our teaching :

- A7. The school places importance on language learning, including mother tongue, host country language and other languages.
- A7.a. The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of 7.
- A7.b. The school supports mother tongue and host country language learning.
- B1.5.a. The school has developed and implements a language policy that is consistent with IB expectations.

(Programme Standards and Practices, 2014)

Language use and expectations in classrooms and in other areas of the school

Language use in the classroom

The language of instruction at ACS Egham is English and the IB PYP, MYP, CP and DP curricula are delivered in the medium of English throughout the school. Decisions regarding language use in the classroom are at the discretion of individual teachers; however, students attaining proficiency in English is a priority. On occasion, languages other than English may be used for varying purposes during instructional activities.

Classroom instruction is guided by the following principles:

1. All teachers are language teachers. Regardless of the subject, teachers are responsible for the language development of students and will incorporate language needs in their classes.
2. During general instructional activities, decisions regarding which language(s) should be used must have the main priority that all students develop the necessary language proficiency in English to perform to their best ability on all tasks related to the curriculum.
3. It may at times be helpful for student understanding to think through or talk through unfamiliar or complex concepts in their first language before learning the vocabulary to talk about these concepts in English.
4. When whole class discussions or mixed-language group discussions/activities are taking place, it is important to use English in order to ensure the understanding of native English-speaking students and to improve the acquisition of English for native speakers of other languages.
5. There will often be times in the classroom where the teacher needs to stipulate that a particular activity be undertaken solely in English in order to achieve the aims stated.
6. Teachers should consider language use at all stages of curriculum planning and implementation with the aim of facilitating student understanding of both the language used in the classroom and the concepts embedded in the curriculum.

Outside of lessons and during lesson transitions

In line with the general belief that diversity in language is a positive element in the school, no language is banned from use outside of lesson time or on the playground.

Language A (language of instruction - English) class groupings in the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP)

PYP Language A curriculum and class groupings

In the Primary Years Programme (Grades 1-5), all students study English as Language A. Additional support is provided in every grade level to students whose native language is not English, through the EAL programme and/or in-class support as well as in the NLE programme. Please refer to the NLE and EAL section for further information.

MYP Language A curriculum and class groupings

In the Middle Years Programme (Grades 6-10), all students study English as Language A in their advisory class groupings. Additional support is provided in every grade level to students whose native language is not English, through the EAL programme and/or in-class support as well as in the NLE programme. Please refer to the NLE and EAL section for further information.

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DP Language A curriculum and class groupings

In the Diploma Programme, Group 1 Literature and Group 1 Language and Literature courses are offered at both Standard Level and Higher Level in English. ACS Egham provides support for the study of Native/Mother Tongue Language.

Group 1	Higher Level (HL)	Standard Level (SL)
Studies in Language and Literature A	English Literature English Language and Literature Other Native Language (with tutor)	English Literature English Language and Literature Other Native Language (with tutor)

Group 1 Literature and Language and Literature class groupings are arranged subject to student numbers each year. Depending on student numbers, classes can either be Standard level, Higher Level or combined Standard and Higher Level.

PYP Language Acquisition (French or Spanish) curriculum and class groupings

In the Primary Years Programme (Grades 1-5), all students study English. Additional support is provided in every grade level to students whose native language is not English, through the EAL programme and/or in-class support. EAL support is given to students until they meet the exit criteria on the EAL report card.

French and Spanish lessons are timetabled at the same time as EAL lessons. There may be two levels of French and two levels of Spanish (beginner and advanced) offered from Grades 1-5, depending on the needs of the students. New students are assessed informally, by the Language B teacher, during the first few weeks of school to determine the most suitable level. Ongoing students continue in the chosen language from the previous year. Kindergarten students have one 30 minute timetabled lesson per week and are given experience of both French and Spanish (five months of each). Students in Grades 1-5 have two 1 hour lessons per week.

In PYP, students are initially grouped, firstly by each student's language of choice; and secondly by their level of proficiency in that language. Students exiting Kindergarten and entering Grade 1 are asked to select either Spanish or French for further study. Students are given their first choice, unless numbers in either section exceed the school's acceptable student to teacher ratio (20:1). Students who are completely fluent in one Language will be required to take the alternative. Students who have siblings or other family members who speak a Language B (eg Spanish) will be given preference in placement over students who are new to that language. Students enrolled in EAL are not placed in Language B groups until they have exited the EAL programme.

MYP Language Acquisition (French or Spanish) curriculum and class groupings

French and Spanish are offered as Language Acquisition subjects and the school reviews the language phases offered at each grade level each year according to need.

All new students in Grades 6 to 10 must complete a Language Acquisition placement test before arriving at ACS Egham, which can be found on this link :

<https://acseghamlanguageregistration.weebly.com/>

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Divisional Principals will make the final decision on placements on the phase in which each student is placed. The decision will be made in consultation with the Language Acquisition teachers, the Language Acquisition Head of Department, MYP Coordinator or Academic Dean if a student or parent questions a placement.

Students are required to choose one language (French or Spanish) to study for their five years in the MYP, i.e. Grades 6 - 10.

The following guidelines apply to Language B choices in the MYP years:

- A student's Language Acquisition choice does not have to be the same language they studied in Lower School, but it does have to be a foreign language, i.e. not the student's native language.
- Native speakers of French and/or Spanish will be placed by specific language needs, phase availability and will be reviewed in a case by case basis.
- Students are permitted to transfer to another Language Acquisition in the course of their MYP studies only if they have achieved a satisfactory level of proficiency in Phase 4 of the language they are studying. A student's transfer to another Language Acquisition must be approved by the current subject teacher, Language Acquisition Head of Department, MYP Coordinator and Middle or High School Principal.
- All students will be assessed according to MYP Language Acquisition assessment criteria for the language phase they are studying.
- G10 students complete the MYP Language Acquisition course in this year, regardless of phase.

Most students will transition to a higher Language Acquisition phase each year they are in the MYP. Students in Phase 3 will continue the same phase the following year in order to fully address the MYP Phase 3 objectives for Language Acquisition. (*Phase 3A= year 1 and Phase 3B= year 2*). Phase 3 has a curriculum which runs over 2 years.

In some cases, it is possible for a student to repeat a phase. If it is necessary for a student to repeat the same Language Acquisition phase, the subject teacher will follow this procedure:

1. Contact will be made with the student's parents as soon as the teacher perceives that the student may need to repeat the same Language Acquisition phase in the next academic year. Contact should be made at the latest by the beginning of Quarter 4.
2. The final decision about the need for a student to repeat a Language Acquisition phase will be made on the recommendation of the classroom teacher, in consultation with the Language Acquisition Head of Department. The final decision is made by the Divisional Principals of Middle or High School.

For detail information about transition from MYP to DP and language placement, please refer to the School's Language Placement Guidelines.

DP Language B curriculum and class groupings

In the Diploma Programme, 2 Languages are offered for Group 2 Language B - French and Spanish.

Special request for Language B is offered to students dependent on the students cultural background, language profiles and interests. The expectations is that native and fluent speakers of that language will **not** undertake said language at a B level, although there may be exceptional

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circumstances where this may be not be the case (eg a student with significant special educational needs). Approval would need to be granted by the High School Principal or the Head of School.

The Standard and Higher Level courses are intended for students with a number of years of previous experience in the language of choice.

Ab Initio level is intended for students with no prior experience of the target language, or for those students with very limited previous exposure. (*Ab Initio Guide, 2018, pg 6*)

Group 2	Higher Level (HL)	Standard Level (SL)
Language B	English French Spanish Special request languages	English French Spanish Special request languages
Language <i>Ab Initio</i>	N/A	French Spanish Special request languages

DP course	Requirements of students
Ab Initio SL	For students with little or no experience. However if the student is struggling with the language or has specific learning needs, they may have studied the language for longer. “Note that any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio as this would not provide an appropriate academic challenge, nor is it fair for those students who are genuine beginners of the language.” (<i>Ab Initio Guide, 2018, pg 6</i>)
Language B SL	For students with some prior study in the language. Much depends on the time spent, the circumstances and the aptitude of the student.
Language B HL	For students with significant prior study. Much depends on the time spent, the circumstances and the aptitude and interests of the student.

For more detail information about transition from MYP to DP and language placement, please refer to the School’s Language Placement Guidelines.

EAL (English as an Additional Language) programmes in Lower, Middle and High School

Philosophy of EAL teaching and learning

We believe that children learn English most effectively by immersion in an English language environment. Full participation in the school curriculum throughout the day immerses students in the English language, and at the same time allows them to learn the important skills required of each of their subjects as they are acquiring English proficiency. Immersion means giving students authentic access to the richest learning environment possible whilst still accommodating and supporting their language development needs.

Experienced EAL specialist teachers work with classroom teachers to ensure the academic programmes, pedagogy and assessment are modified to meet the needs of EAL students. These specialists also work with students and families.

Aims of the EAL programme. The EAL programme assists students whose academic language is not English and aims to:

- Develop students' abilities to communicate effectively in English
- Develop students' skills in listening, speaking, reading and writing in all subject areas
- Support students' learning in academic subject matter while they are learning English
- Build on students' linguistic and cultural identities to motivate their learning and raise self-esteem
- Appreciate and participate in the culture of the school and host country
- Facilitate the transition of the student and family to a new environment
- Encourage students to continue cognitive and academic proficiency in their native language

EAL programme goals The overall goal for students in EAL is the achievement of a proficient level of English that will enable them to socialise and to succeed in the academic programme. Students will be able to:

- Communicate fluently in English in social and academic situations
- Feel secure in a supportive environment so that they reach their optimum level of performance
- Read, with understanding, and to use information for a variety of other purposes
- Write coherently and be able to plan, revise and edit writing for a purpose
- Students' skills in their native language influence their rate of second language learning and proficiency. Students should continue to learn their native language while they are learning English.

The aims, the goals and the essential agreements of the EAL programme, can also be found in the EAL policy in the Student Services policy page.

Lower School EAL programme

Support is given to students from Kindergarten to Grade 5 who have no or limited English. EAL teachers in the Lower School assess these students on arrival at the school and continually thereafter. EAL support is given in place of French or Spanish. EAL children may join French or Spanish when they have been exited from the EAL programme. Some additional in-class EAL support may also be provided to students, depending on need.

In early childhood (Pre-Kindergarten) a language-rich early childhood programme is ideal for all learners. Regular early childhood classes provide this rich language environment for all students,

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including EAL learners. The EAL teacher works as a consultant to the classroom teachers and teaching assistants to help them to support their EAL learners. Specialised EAL support provided by the EAL teacher begins in Kindergarten.

Grade 1-5 EAL students will spend the majority of their day in regular grade level classes; however, support will be provided by an EAL teacher. The amount of time is based on the student's level of proficiency. They receive up to four small group lessons per week with an EAL teacher. These groups may be mixed grade levels.

The time spent with the EAL teacher is to reinforce English skills through the regular curriculum and to provide emotional/social support for the student.

With each Lower School report card, students receive an EAL continuum report tracking their progress through the EAL skills continuum. The classroom teacher and EAL teacher liaise to ensure the expectations are modified to ensure success and confidence for the students. Students exited from EAL are monitored with consultative support from the EAL teacher through weekly student service meetings and regular contact with the classroom teacher and student.

Procedure for exiting students from the Lower School EAL programme

Students who reach stage 5 on the EAL skills continuum, in a minimum of three of the four EAL skill areas (reading, writing, speaking and listening), may be exited from the EAL programme and join either Language Acquisition French or Spanish classes. Students exit from EAL when they are ready to join mainstream classes. Once exited, students will continue to be monitored through regular consultation with the classroom teacher. If needed, additional support will be provided by the Lower School EAL teachers.

EAL in Middle School

Grade 6-8 students who are Beginners to Intermediate Plus may receive up to three five 'pull-out' support lessons in a two week rotation with an EAL teacher. The remainder of the school day is spent in regular grade level classes.

Beginning English classes, which may comprise of students from both grade levels, may be offered for Beginners in Grades 6-8. As students in Grade 8 should have some prior study of English in order to successfully master the curriculum requirements at this academic level, the type of EAL support that can be offered is at the discretion of the school.

Grade 6-8 students may also receive in-class support services from an EAL teacher. The amount of in-class support varies. The EAL teacher liaises with subject teachers to ensure that assessment and work expectations, as well as teaching resources, are modified to encourage success and confidence in the students. EAL teachers work alongside MYP subject teachers to help EAL students succeed in academic subjects.

Students receive 25% extra time from grade 6 to 9. In Grade 10, it's provided in the first semester. However, in order to prepare students properly for the On-Screen Examinations, they no longer received 25% extra time.

On Report Cards, students receive an S (Satisfactory) or Unsatisfactory) for EAL classes. This is at the discretion of the EAL teacher.

EAL in High School

Grade 9 students should be at Intermediate proficiency in writing. These students may have up to six support lessons over two weeks with an EAL teacher. Grade 10 students should also be at least Intermediate proficiency. Students may also receive in-class support from an EAL teacher. The amount of in-class support varies. The EAL teacher liaises with subject teachers to ensure that assessment and work expectations, as well as teaching resources, are modified to encourage success and confidence in the students.

Transitional English is offered for Grades 9 and 10 if student numbers and teacher availability are in place. This class follows the English Language A curriculum; however, it is specially designed to meet the needs of EAL students by concentrating on fundamental reading and writing skills. Students are assessed in Transitional English using MYP Language A criteria.

Procedure for exiting students from the Middle/High School EAL programmes

When EAL students have achieved Intermediate Plus or Advanced level proficiency in all four EAL skill areas (reading, writing, speaking and listening), the following procedures are employed to exit them from the EAL programme and provide a smooth transition to mainstream classes.

- The EAL student is firstly placed on monitor status. This discussion is made upon the completion of monitoring criteria, along with evaluation of the student's work and subject teachers' recommendations. Once exited, the student is placed on the monitor list.
- The EAL department monitors each EAL student for one year after exiting before removing them from the EAL student list. Monitoring will involve meeting with the student's teacher(s) in the Lower School classroom, and in Upper School communicating at least once per quarter with subject teachers to check on the student's progress.
- Each EAL student who is transitioning between sections of the school - from Grade 5 to Grade 6 and from Grade 8 to Grade 9 - will have an additional year of monitoring (two years total), in order to assist the student in the transition between divisions (Lower School to Middle School, for example).
- The EAL department may extend the monitoring period if there are questions regarding a student's progress. This is done at the discretion of the EAL department and on an individual basis.
- The EAL teacher or Head of Department will meet with the Lower School, Middle School or High School Principal (as appropriate) to discuss and receive final approval on each exited student. Prior to meeting, the EAL department collects information from classroom teachers and Native Language tutors (if applicable) on the student's progress.

Native Language Enrichment (NLE) programmes in Lower, Middle and High School and IB Diploma

Philosophy of Native Language Enrichment

We believe the continuing development of literacy in each student's native language is of the utmost importance. It is a foundation for personal growth and for the acquisition of further languages, an enricher of academic potential and a recognition of the importance of each student's family, cultural and social heritage. We therefore provide a Native Language Enrichment programme that aims to help students achieve appropriate cognitive and academic levels in their native languages.

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Principles, practices and beliefs guiding NLE teaching and learning

Students' skills in their native language influence their rate of second language learning and proficiency and enhance their academic potential. Students should continue to learn their native language while they are learning English.

Students in Grades 1-10 whose first language is not English are encouraged to maintain their native language and culture. The native language enrichment classes aim to help students maintain their native language in an academic setting. These classes are invaluable in building student self-esteem and affirming the value of a student's native language.

Students in Grades 11 and 12 have the option to take their native language at IB Diploma level and are encouraged to do so, provided that a tutor can be found and IB guidelines on prior experience in the language are respected.

ACS Native Language Enrichment Policy

The schools will, as appropriate, offer native language instruction for the purposes of maintaining student languages. Languages offered will be at the discretion of the Head of School and depend on successful sourcing of tutors. Frequency of instruction will be a maximum of one lesson/hour per week for each class, although three classes for each language may be offered. Tutors will be contracted. The minimum class size should be two students.

Identifying languages for inclusion in the programme

Each NLE student family will be identified upon admission to ACS Egham by the Admissions department, and will be required to fill in the online forms via the weebly:

<https://acseghamlanguageregistration.weebly.com/>

Discretionary rights of Head of School in relation to NLE offerings

The Head of School reserves the right to exercise discretion on final decisions regarding the number of NLE classes within a language group, the size and constitution of NLE classes and lesson duration and frequency. This discretion will be based on pedagogical and sustainable resource considerations.

Viable school-funded NLE classes

Grades 1-10: A viable *school-funded* class will consist of at least two native language/mother tongue speakers of the same language in Lower (Grade 1-5), Middle (Grade 6-8) and High School (Grade 9-10). Mixed groups where the composition of a class transcends school section boundaries may be formed only at the discretion of the Head of School and the NLE Coordinator.

Self-funded tuition

Grades 1-10: Where the minimum number of students cannot be met, an individual student requiring native language/mother tongue tuition will be self-funded. The NLE Coordinator will endeavour to source a tutor and provide a venue for the classes, if possible. The payment of the tutor will then be incumbent upon the student's parents. The agreement is a private one, between the parents and tutor.

Grades 11-12

ACS will cover the cost of classes:

- IB request Language A for minimum two students.
- French B and Spanish B at all levels if the numbers warrant it.
- Language B subjects at the discretion of the Head of School, for minimum two students.

Disclaimer

Whilst the utmost effort will be made to procure tutors for the NLE programme, classes will run subject to their local availability.

Resourcing and support for language teaching and learning

School libraries are essential to the language programme. The Lower School Library at ACS Egham provides access to a varied collection of English, Spanish and French literature. The library's collection also extends to a comprehensive range of Native Language resources. Online databases include opportunities for Spanish and French in Tumble Books, Spanish in Britannica and Pebblego and audio for EAL students to further their understanding in literature and research.

Whilst searching for a specific resource, students can access books in their native language through the Destiny catalogue.

The library continues to develop in the use of technology and tools to maximise learning. Access through iPads and laptops enable all students to participate in learning experiences to suit their needs.

In line with the PYP, resources are purchased and heavily integrated into the units of inquiry. This will also extend to our non-fiction native language materials as they become integrated into the main body of the collection

Middle/High School Library

The Middle/High School Library offers a wide variety of fiction and non-fiction books, both in print and in e-book format, as English language materials to support students in their language development. The library management system (LMS), Destiny, provides information on the reading and interest levels for the majority of books in our database to assist both students and teachers in assessing the suitability of a particular choice.

In selecting material for the collection, interest, course content, range of viewpoints and reading levels are taken into consideration. In particular, the Middle/High School Library selects materials which offer an international perspective where appropriate. This includes acquiring book stock and online databases from various sources and countries.

The Middle/High School Library has books in languages other than English that are made available to students and teachers. The library endeavours to acquire books to support the teaching of French and Spanish throughout the year.

The fiction collection also includes a number of books translated from other languages, in order to support the teaching and learning of native languages.. The library collection is regularly updated, based on input from students, teachers, and parents and through regular perusal of book selection sources.

A selection of translating and native language dictionaries are available. New ones are added according to the needs of our student population. Students also have access to online encyclopedias and databases to assist them in their language studies. For example, many of our online databases have the facility for translating part or all of an article into various languages. The school subscribes to foreign language magazines and journals for use by students and to assist teachers in the teaching of Language A and B.

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