

Dane Court
LANGUAGE POLICY
The IB Diploma Programme
And Career Related Programme





Dane Court Grammar School Language Policy

Purpose and general principles

As an IB World School the purpose and general principles of our language policy is the same as the officially formulated statement by the International Baccalaureate Organisation:

“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)

The school aims to develop global citizens. Our language policy reflects a comprehensive approach to meeting the language needs of its students in all aspects of language acquisition. All students study a language to GCSE and at least one as part of the IB Diploma.

In practise our aims are to;

- Develop learners who are able to use language effectively, confident and accurately
- Provide learners with the opportunity to develop both their written and spoken language skills
- Ensure our curriculum gives learners a range of contexts and opportunities to develop their language skills
- Emphasise the importance of language as a tool to explore the perspective of people from other cultures
- Make students aware of the use of, and importance of language in all areas of the curriculum • Promote the enjoyment to be found in language and literature

Language of Instruction (English)

English for Academic Purposes:

The programme is structured to encourage risk-taking, inspire intellectual curiosity and embrace learning skills. Spelling and grammar are taught in context and vocabulary is commensurate with the students’ knowledge of the subject. In terms of Speaking and Listening students learn how and when to use Standard English. Language Teaching and Literacy is the responsibility of all teachers regardless of their specialised subject discipline.

We recognise that learning to use language in an academically-appropriate manner is a key skill which needs to be specifically taught to learners. All staff at our school, as teachers of language, place a high value on developing academic language skills. In practice this means that we will:

- • Model appropriate forms and styles of academic language, as relevant to specific disciplines
- • Provide learners with a range of opportunities, alongside specific support, to develop both their written and spoken academic language skills
- When giving feedback on learner work, give specific points for development on academic language where relevant

Language A:

All learners will study English Literature as their Language A choice. Learners will be able to opt for either a standard or higher-level course. The English Literature course will encourage learners to appreciate literature as both an artistic and cultural expression. Learners will explore a range of literature within their cultural and literary context. Texts for study will reflect a range of cultural backgrounds, some of which will reflect that of our learners.

Language B:

Our learners come to us having had a variety of previous educational experience. In order to offer an accessible Language B option to all learners, there are a range of options and courses available:

- Spanish, French, Japanese and German Ab Initio: This course is available to all learners who have little or no previous experience of the language
- Spanish, French and German HL: This course is available to learners who have studied their language to a high level at GCSE or have this language as a home language

The profile of currently taught modern foreign languages is raised through foreign exchange visits, residential visits, day trips and visits to Dane Court from foreign students.

As part of the annual International Food Evening project, Year 7 students choose a foreign county, carry out research and cook a range of food from their chosen country.

The school also supports the European Day of Languages across the curriculum.

A significant number of students attend the sixth form who are fluent in English although it is not their spoken language at home.

Strategies to promote & support language learning and development

- Use of English as the primary language of communication.
- Ensure that policies and procedures regarding the language acquisition are developed and implemented and are regularly reviewed.
- Provide funding, facilities, leadership, and resources for the successful implementation of the language policy.
- Hold all stakeholders of the school accountable for the effective implementation of the Language Policy.

- Attract and retain highly qualified and experienced administrators and teachers.
- Provide academic leadership for the school.
- Share responsibility for oversight, implementation and revision of the Language Policy and curriculum efforts.
- Support teachers in their delivery of instruction. Provide a variety of professional development opportunities to better enable teachers to be effective instructors of students with a range of language proficiencies.
- Promote an embedded Professional Development Model enabling collaboration concerning curriculum; instructional techniques; assessment and student progress.
- Observe teachers and provide constructive feedback, materials, planning time and staff development opportunities.
- Promote communication with parents concerning students' language development and provide translators when needed.

Key points of support

- Evaluation of individual language needs prior to arrival at the school.
- Assessment of English support requirement and implementation of support as part of SEN provision.
- Support of individual students to continue with their home language when requested.

Identification of need

- Year 6 students who have been offered a place at the school are asked to make one language preference and are allocated to a form according to their language choice. Students transferring to Dane Court from another school are allocated to a form or GCSE option group based on the language(s) they have previously studied. Students who join the school in the sixth form and have not taken a language at GCSE are advised to study a language at ab initio level. We offer Japanese language acquisition for CP students
- One-to-one in class support is offered in English and MFL according to the individual needs of students as identified by the SEN Co-ordinator. The MFL department also offers additional after school support to students who have been identified by their class teacher.

English as an Additional Language (EAL)

- Where other languages are spoken at home, students are identified and added to the AEN register. If a student with EAL has difficulty in accessing the school curriculum support is provided and advice is sought from specialist teachers.
- Mother-tongue speakers have the opportunity to take public examinations early in their first language (such as French, German, Arabic, Russian and Chinese).