

## ISSH Whole School Language Policy

### ISSH Mission Statement

The International School of Schaffhausen provides quality education in a warm and caring environment according to the philosophy and standards of the International Baccalaureate Organization (IB).

We are an internationally minded community who develop responsible global citizens

- by inspiring students to recognize, pursue, achieve and increase their potential
- by providing a rigorous and challenging curriculum
- by promoting active, life-long learning and the attributes of the IB Learner Profile
- by applying a holistic and balanced approach to all areas of school life
- by encouraging responsibility for self, others and the environment
- We know that every student is unique and that

“EACH MIND HAS ITS OWN METHOD” - (Ralph Waldo Emerson)

### 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.

## ISSH LANGUAGE PHILOSOPHY

At ISSH, we believe language is central to all learning, crossing subject boundaries. In addition, we believe it is fundamental to the development of cultural identity and global understanding. Every community member is considered a language teacher and learner, continually striving to develop and promote an understanding of, and appreciation for, the power of language.

### Objectives

Through this policy we aim to fulfil the following objectives:

At ISSH we...

1. Promote the development of fluency in English (the working language of the school), the learning of additional languages - including the language of the host country - and the ongoing development of mother tongue.
2. Recognise the need to develop the power of language as a means of communication, intellectual development and as an important part of understanding one's own culture and the culture of others including that of the host country.
3. Appreciate the role of language in developing the attributes of the IB Learner Profile, so helping to develop international-mindedness, and use this knowledge to inform teaching and learning throughout the school.
4. Place language development at the heart of planning, learning, assessing and reflection in all areas of the curriculum.
5. Use agreed assessment criteria based on standardized expectations to support and further students' language development.
6. Recognise the role of all teachers as language teachers and proactively seek to help students develop language in and through all subject areas.
7. Identify and promote the development of transferable knowledge, skills and dispositions needed for language learning.
8. Support the development of EAL students both in and parallel to regular classes.
9. Are aware of the current and on-going theories surrounding language development and are dedicated to the communication and sharing of good teaching practice in the field of language.
10. Ensure that language development, and its effective use to communicate learning, is celebrated by all.

## PRIMARY SCHOOL

### **Primary School Action and Responsibilities for Achieving the Objectives of the Language Policy.**

#### **English Language (Language of instruction)**

All students have daily language instruction. It may take the form of whole class, group or individual work. Language permeates all learning experiences, whether they be in class or during Music or PE lessons, for example, and is the medium through which learning occurs.

The PYP conceptual understandings for language form the basis of the written and taught curriculum. Most of these concepts are integrated into, and support, the units of inquiry while some of them are taught as stand alone units or through ongoing development of literacy skills.

#### **All Teachers are Language Teachers**

In line with IB philosophy, ISSH strongly believes that all teachers are language teachers. Single-subject teachers in Primary, record key vocabulary linked to their subject area in planning and take every opportunity to reinforce and further develop students' language acquisition as they explore the different disciplines.

#### **Assessment of Language**

Assessment begins with what the students already know and builds on the practice of establishing criteria for what a good listener, speaker, reader, writer or visual communicator does. The teacher supports the students in reflecting on their language practices and abilities and helps them identify personal goals in order to improve their language skills. When assessing summative tasks, teachers use the learning outcomes identified in the ISSH Language Scope and Sequence as assessment criteria.

#### **Language and The Programme of Inquiry**

All strands of language learning and development are incorporated throughout the curriculum (oral language, written language - reading, written language - writing, visual language as well as media literacy). The Programme of Inquiry (POI), as the transdisciplinary heart of the curriculum, serves as the driving force of language instruction integrated within conceptual learning, ensuring an authentic purpose for

language study and use. Both the IB Language Scope and Sequence and the ISSH Language Scope and Sequence documents are referred to when planning, assessing and designing reading, writing, listening, and speaking experiences. Opportunities for language development are authentically incorporated into the POI (for example, when looking at exploration and its impacts, the language focus is on reports) and an inquiry approach to language learning is used whenever possible.

### **Differentiation and Inclusive Education/Special Educational Needs**

The concepts of differentiation and inclusive education are deeply ingrained in the practices of the PYP and of ISSH, allowing for individually tailored learning programmes for each student. ISSH provides a text-rich environment that encourages a wide range of experiences in language learning and supports different learning styles and phases of development of language ability.

Class teachers, single-subject teachers, teaching assistants and EAL teachers provide EAL support throughout the PYP. Those students identified through the ISSH flagging system (see ISSH SEN Policy for details) as having special educational needs in the area of language learning and development receive support in class, from the SEN teacher and/or externally, as indicated in a student Individualized Education Plan (IEP).

A range of resources to support differentiated learning and allow for inclusive education for all is available to class teachers, including programs such as Word Shark, Nussy etc.

### **English as an Additional Language (EAL)**

We believe that every student should have equal access not just to the curriculum but to all the opportunities ISSH offers. In order to ensure that students who do not have English as their mother tongue are given the opportunity to achieve their full potential, we are committed to:

- developing a positive self-image in our EAL students by valuing multilingualism and nurturing their home language;
- ensuring that, once students are accepted into ISSH, early identification of needs are recognised. This will enable the EAL teacher to supply necessary support in selected lessons and in withdrawal, and allow class and single-subject teachers to differentiate and modify their curriculum accordingly;

- promoting a positive attitude towards, and an awareness of the challenges facing EAL students with the adoption of teaching and learning strategies that cater for their linguistic and cultural differences;
- supporting students in taking responsibility for their own language learning and encouraging the motivation required to achieve successful “autonomous learner” status;
- setting up and maintaining accurate assessment and reporting facilities on EAL students so that their progress can be monitored and fed back as required to the students themselves, their teachers and their parents.

## **EAL Provision**

EAL support, on an individual basis, is available for all students at extra cost. Initially, the individual support takes the form of four sessions a week for one full semester. The lessons are planned to take account of a student’s individual needs and the pace at which they are capable of working. At the end of six months the situation is reviewed with the EAL teacher, parents and class teacher to assess if further paid EAL provision is required. When the student is assessed to be confident enough in the classroom to cope with the demands of the English programme, the individual EAL support is concluded.

### **Individual EAL support**

In the beginning, students are given lots of oral practice in basic survival language including greeting someone, telling someone their name, asking for help and telling someone how they feel. When students have acquired some basic survival language they take part in interviews to give practice in asking and answering simple questions. High frequency words from the classroom such as days of the week, numbers, colours and simple written instructions are supported with a lot of visual materials and role-play.

Picture dictionaries, lotto, alphabet games, puzzles and mime games linked to the student’s personal belongings and interests are played regularly to reinforce basic language in a fun way and to foster confidence in the use of English. Fiction and non-fiction books are introduced from the first lesson where the student reads with the EAL teacher. The Oxford Reading Tree series is used extensively to support EAL students to become independent readers in English. Once a student is assessed to be beyond beginner EAL, support with English structures is given by using a language course book. ‘Excellent’ for lower and middle Primary, ‘Friends’ for upper Primary. Intermediate EAL students are largely supported with extending vocabulary within the context of the units of inquiry and their own assignments. In

lower primary the focus is on developing students' speaking and reading skills; in upper primary this is further extended to include writing skills.

### **EAL in the classroom**

The classroom teacher provides ongoing EAL support to meet the needs of students for whom English is not their mother tongue. When an EAL student enters the class they are given a 'buddy' who, where possible, has the same mother tongue. Class teachers prepare the class for a new EAL student by reflecting with the class on their own first weeks in the school in order to create a feeling of empathy. The class are asked to suggest ways of supporting their new classmate based on their experience. The 'buddy' takes the new student on a tour of the school and helps them through daily routines such as snack, lunch and playtimes. The class teacher speaks clearly, uses facial expression, mime, body language and puppets to make the new student feel welcome and supported. Translators are accessed, if necessary, from a number of different sources; online translating platforms such as Google translate, students, other staff members or parents are asked to assist in explaining activities, requests and timetables.

In the first few weeks the focus is on survival language to support the EAL student in their new learning environment. If the student is able to write independently, written assignments are completed in their mother tongue. If the student is not an independent writer the teacher acts as scribe. Visual aids such as pictures, maps and photographs are used extensively to establish meaning and check understanding. When possible, labelling is done in a variety of languages.

### **Mother Tongue Languages**

Acknowledging the importance of nurturing and maintaining mother tongue languages, students at ISSH are actively encouraged to continue to develop their proficiency in their mother tongue(s). In class, students are encouraged to make links between their mother tongue and new languages being learnt and are welcome to share resources linked to current units of study, for example, in their mother tongue(s). Discussions about mother tongue languages and connections with new language learning take place in the class and mother tongue languages are recognized and celebrated annually on Mother Tongue Languages Day.

Parents are encouraged to regularly read, write, and speak with their children in their native language as these skills will transfer over to their development in English. The aim is for students to maintain and develop their mother tongue. Where possible, students are encouraged to continue their studies by attending after school

classes in their mother tongue. In the ISSH Parent Handbook the section on mother tongue development encourages and advises parents to:

- Continue to use mother tongue at home when discussing and sharing ideas.
- Meet socially with families of the same nationality.
- Celebrate the language during home country visits.
- Hold email correspondence with family members.

Library and media resources are continually being developed in order to extend the range of languages in which materials are available. Materials include; language books, books which are culture and heritage specific as well as general reference books, interactive media, DVDs, search engines available in multiple languages etc.

### **German (Language of host country)**

As an international school we have a special responsibility to recognise and support our students in the learning of the host country language. The acquisition of the host country language enriches the personal experience of living in the host country and allows students to communicate and socialise with their host country community. It also gives a deeper awareness of cultural values, traditions and social norms different from their own. Learning another language brings greater awareness and understanding of one's home language, culture and cultural identity.

### **The Structure of the German Programme**

At ISSH, German is offered to all students from Early Years 1 (3 years old) upwards. In Early Years 1 and 2 German is taught in a whole class setting, where students of all abilities are immersed in the language for one afternoon each week. From Transition (5 years old) upwards students are grouped by ability (ranging from beginner to mother tongue level) and receive instruction three times a week.

### **The Teaching of German**

In line with the transdisciplinary nature of the programme, German teachers incorporate the current inquiries of the different age groups into their planning and teaching as much as possible in order to support and contribute to the units of inquiry. Furthermore, links are made to English language studies being undertaken by students, when applicable, thus enabling students to make connections between languages. Whenever possible, and beneficial for the development of German language skills, the groups share and present results to each other or participate in team teaching situations, celebrating the students' language acquisition.

## **German as an Additional Language – Language B**

The primary focus of the German as an additional language curriculum is to facilitate student understanding and the use of spoken German. Reading and writing in German are also taught but the emphasis of the programme is on confident, fluent oral language use. Listening, speaking, reading and writing are taught in an integrated and interactive way.

Areas that are typically addressed include:

- Learning how to use German in everyday situations, for social interactions and in leisure activities. Themes may include: making friends, shopping and money, clothes, weather, the seasons, food and eating out and leisure time activities;
- Learning about Switzerland and the Swiss Culture, its customs, traditions and holidays, history and geography;
- Learning about the German language and how it works compared to other languages;
- Learning through German about the personal, social and scientific worlds by linking with the Programme of Inquiry.

## **German for mother tongue speakers - Language A**

Students with German mother tongue background are traditionally one of our biggest national groups. Sound knowledge and a good grounding in their mother tongue is vital for students whose mother tongue is not the language of instruction. We cater for the needs of German mother tongue speakers by providing a balanced curriculum that incorporates the holistic language approach of the PYP together with specific learning outcomes outlined in the official Schaffhausen curriculum for Swiss Primary Schools, thus allowing for a smooth transition into Swiss and German education systems.

The primary focus of the German for mother tongue learners curriculum is to enhance the students' confidence in expressing themselves orally and in writing and to instill a love of reading both fiction and non-fiction books in their mother tongue. Speaking, listening and visual communication are strong features of the programme but the emphasis lies on reading and writing skills.



## **Additional Languages Offered in the Primary School**

French is one of the official host country languages. In order to be able to cater for the needs of our local students with regards to their future integration into the Swiss system of education and training we also provide a French programme as an additional language from Grade 5. The fact that we are recognized by the local authorities as a private school delivering an equivalent education to the Swiss public schools obliges Swiss students from the age of 10 to participate in the French programme.

## **The Structure of the French Programme at ISSH**

French is offered to all students from Grade 5 on. The main objective of the French course is to enable students to understand simple oral dialogue and written text and to communicate confidently in basic every day situations. The curriculum is based on the Swiss Primary and Middle School's curriculum document. Students receive lessons three times a week in mixed ability groups.

## **Referencing Guidelines for Students at ISSH**

To ensure consistency of approach when citing works in written reports and presentations, for example, students at ISSH are required to reference according to Modern Language Association (MLA) guidelines. In the Primary years, students are gradually introduced to this standardized form of citation in tandem with the concept of academic honesty.

## SECONDARY SCHOOL

### Secondary School Action and Responsibilities for Achieving the Objectives of the Language Policy

#### Language in the Secondary School

The ability to communicate one's learning effectively is extremely important for success in the IB Middle Years Programme (MYP) and Diploma Programme (DP). As such, when entering the Diploma Programme, students are required to have reached a certain standard in English, the working language of the school, to enable them to fully access courses offered (See ISSH Admissions Policy for details).

Communication and language considerations are explicit in curriculum planning and in assessment criteria in each subject area. Given that language is so important to the secondary student, every effort to focus attention on its development must be made by teaching staff and students at the school.

#### All Teachers are Language Teachers

Regardless of the learning area, language is critical for understanding and communicating in the classroom. Students bring with them a variety of subject-specific knowledge and experiences, and teachers must be able to build upon this in order for a student to progress and acquire new knowledge. Operating in a school with a common language of instruction, skills that are acquired in one learning area can be applied to another. As educators it is important to reinforce these skills so that students are more adept at transferring them from one learning area to another. In this way, there then exists a common vocabulary that transcends subject areas.

For each summative assessment task, teachers must outline the expectations and learning objectives using task specific clarifications. Within each learning area there is a set of command terms which are used to establish learning outcomes and assessment objectives. The command terms in MYP and DP are instructional verbs which indicate the level of thinking and type of performance that is required of students. Command terms may be common between various learning areas, and they make explicit a shared academic vocabulary that informs teaching and learning in the secondary programmes. In order for students to achieve success, teachers must make clear the expectations using this common vocabulary.

While there are common terms and phrases that secondary students will access in their classrooms, attention must be paid to the subject specific vocabulary unique to each learning area. A common word may have different meanings across learning areas or in various contexts within the subject. The teacher must make clear the

context of how this word or concept is being applied and, as such, subject specific vocabulary must be defined and modelled in the relevant setting. The way that the teacher talks and writes will impact student learning of subject area knowledge.

## **Referencing Guidelines and Resources for Teachers and Students at ISSH**

To ensure consistency of approach when referencing assignments, and in line with the philosophy that all teachers are language teachers, students at ISSH are required to reference according to Modern Language Association (MLA) guidelines when submitting work across the subject areas. Further guidance is to be found in the ISSH Academic Honesty Policy.

## **The Role of Assessment in Language Development**

Assessment at ISSH supports language development by checking and using the student's current knowledge to build further confidence and skill in vocabulary acquisition, grammar usage and ability to comprehend, speak and write in the language used. Languages used in school are supported in the various classes, by providing resources and encouragement and by nurturing a general respect and enthusiasm for language learning including mother tongue. We acknowledge that each student is unique in regard to language acquisition. Decisions regarding the best possible support to maximize success as a language learner are made on an individual basis and might vary from student to student.

## **Differentiation to Support Language Development**

ISSH provides a text rich environment that encourages experiences in language learning. Differentiation is essential to developing effective secondary school communicators and every effort is made by the teachers to provide learners with a programme that challenges them at the right level for optimum growth. Differentiated support is provided in a variety of ways to suit students' needs and includes: teachers using strategies for language development and differentiation in the classroom, assistants collaborating with students, additional language support through EAL and the careful acquisition and use of resources.

## **Language Learning and Inclusive Education/Special Educational Needs**

In line with the ISSH SEN/Inclusive Education policy, teachers use the school flagging system to document and highlight any areas of concern linked to language learning and development. If a 'red flag' is recorded, the student is referred to the SEN coordinator who, in consultation with teachers, sets a course of action (e.g.

referral to a specialist, formal assessment, creation of an Individual Education Plan) that provides targeted support for the student's language development.

### **English Language (Language of instruction)**

The language of instruction at ISSH is English. Students can take different courses in English depending on their prior experience, current skills and future goals. These courses include English Language and Literature and Language Acquisition in MYP and English Language and Literature, English Literature and Language B (SL & HL) in DP.

### **English as an Additional Language (EAL)**

The purpose of EAL in ISSH's secondary school is to offer a flexible programme for Grade 6 to 12 students, who do not have English as their mother tongue, in order to support and give them the opportunity to achieve their potential and to be successful learners at ISSH. This service is at an additional cost.

Students entering the Secondary School are required to sit a placement test to determine their level of English. Students requiring extra support are then scheduled to receive four forty minute EAL lessons a week and are withdrawn from a specified subject dependent on the student's interests and needs, and after discussion with the parents and teachers involved. These lessons are planned to take into account the student's individual requirements and the pace at which they are capable of working. In addition, the students will also participate in the English Language Acquisition course at their relevant phase, which gives them a total of eight lessons a week of English language support.

Depending on the student's progress after the first semester, it may be decided that the student no longer needs the EAL support for the second semester and should join the mainstream subjects, or that the student should move from EAL to content-based subject specific support to gain an understanding of English for Academic Purposes (EAP).

In the second year of their time at ISSH, and for students with basic English skills, students will receive language support for subject specific material. They are offered at least one forty minute lesson a week. Both the parents and teachers determine what subject the student will be withdrawn from to receive this support. During this lesson, the EAL teacher works closely with subject specific teachers to review what curriculum content related support the student requires.

From grades 9 - 12, three extra hours of English are offered to support the students' language needs for DP and/or to provide the possibility for students to prepare for the Cambridge examinations which can be taken at the Cambridge English Examinations Centre.

### **Mother Tongue Languages**

Support for mother tongue language development continues in the secondary school through encouragement in lessons, strategic resourcing and counselling. Additionally, parents are supported in finding tutors and courses (e.g. online) to further encourage the ongoing development of mother tongue, particularly when foreseeable that none of the Language A courses offered at school will lead to an appropriate standard for university admission upon completion of Grade 12. It is recommended to students that, where possible, they also learn the new command terms and subject specific vocabulary introduced in English in their mother tongue. Students are encouraged to read and communicate in their mother tongue through the resources we provide in the school library, those available in the local library and those they can find on the internet or through contacts with students in other schools.

Parents are encouraged to support their children in developing a healthy attitude towards the development of their mother tongue as these skills will transfer over to their development in English. Where possible, students are encouraged to continue their studies by attending after school classes in their mother tongue.

The Student/Parent handbook gives the following suggestions:

- Continue to use mother tongue at home when discussing and sharing ideas.
- Meet socially with families of the same nationality.
- Provide reading, audio and visual material in the mother tongue
- Hold email correspondence with family members.

### **German (Language of host country)**

German continues in the Secondary School with four forty minute lessons per week in Language and Literature or Language Acquisition classes as appropriate.

Students new to the language in Grade 6-7 start their Language Acquisition classes at level Phase 1 and also attend extra lessons (3-4) per week outside of the regular class schedule. Students new to the language in Grade 8-10 also start in a Phase 1 German Language Acquisition class.

Students enrolled in the German as an additional language programme, are taught in the language acquisition classes of the MYP according to their ability, allowing them to develop a greater proficiency in both the use and communication of the target language (spoken and written), and in the understanding of the language (comprehending, analysing and evaluating visual, oral and written text). German literature is introduced in higher phases. The language is taught through concepts, which become more demanding as the students' language skills develop.

Placements and transfer between classes depend on the ability, motivation and goals of the student and is assessed by the teachers using the Language Acquisition phases' assessment criteria.

Mother tongue speakers of German are generally taught in Language and Literature classes, rather than a Language Acquisition class. Language and Literature classes focus on learning to express oneself accurately in a variety of contexts, in addition to analysing literature and linguistic aspects of the German language. Students use a broad range of vocabulary and grammatical structures, which they are able to use with ease, skill and creativity when writing and speaking.

In the Diploma, German is available as a Language A (Literature) choice, or a Language B (Acquisition) choice. ISSH also offers the option of a starter course (German ab initio) as either the sixth subject, or a Language Acquisition choice. This course is designed for those starting out in their German studies or for students who demonstrate little knowledge of the language. In addition, students have the possibility to further enhance their German language skills outside of their normal curriculum. Extra hours of German can be taken via the school's language school cooperation partner "Linguasud".

### **Additional Languages**

French is one of the official host country languages. In order to be able to cater for the needs of our local students in regards to their future integration into the Swiss system of education and training we also provide a French programme as an additional language from Grade 5. The fact that we are recognized by the local authorities as a private school delivering an equivalent education to the Swiss public schools obliges Swiss students from Grade 5 onwards to participate in the French programme.

French Language Acquisition classes are offered by the secondary school for all students. Three lessons of forty minutes a week are undertaken in Grades 6-8 of the MYP. From Grade 9 onwards French is no longer considered a core subject, but becomes an elective. Students can choose to continue with French if they have shown motivation and promising progress in this subject. This gives them additional choice when entering the Diploma Programme with French offered as a Language B (HL & SL) subject. It is also possible to study French ab initio and Spanish ab initio, currently offered online with Pamoja.

The acquisition and interest in other languages at ISSH is encouraged wherever possible. Clubs for learning other languages and special events focusing on languages other than those we officially offer are encouraged.

### **Ensuring all students follow a Language and Literature course (MYP) / Language A (DP).**

Students often join ISSH from countries and backgrounds where neither English (language of instruction) or German (language of host country) are spoken. As these are the two choices of Language and Literature at MYP, and Language A at DP this can make the transition to a new school that much harder. A core section of the MYP is the Language and Literature component and ensuring provision is made to allow the students access to the full program is very important. The integration of these students into our programmes is recognised as a very difficult area that puts a huge amount of pressure on students. As such it is recognised that this policy may need to be adapted in specific cases, placing the students` needs at the centre of the discussions.

Students in MYP are placed in Language Acquisition classes and are expected to move through the phases in an accelerated process with the constant exposure to English and EAL support if needed. Throughout the MYP, students may move to Language and Literature after the successful completion of Phase 4 and the exposure to literary devices and textual analysis.

Students entering Grade 9 without a sufficient level of either English or German may not follow a Language and Literature course in the MYP. However, after two years of accelerated instruction they may be able to choose between English as Language A, or school supported self-taught Language A in their mother-tongue, in order to meet the subject requirements of a full Diploma Programme. This choice may be influenced by the university entrance requirements of the country where they wish to study and with the parents understanding and consent.

Students entering Grade 10 who wish and are able to study Language A English or German in the Diploma Programme, will be encouraged to follow the Grade 10 Language and Literature course of either English or German at the beginning of the school year.

Students beginning Grade 11 without a proficient level of English or German will be asked (to agree, with their parents' consent and an understanding of the implications for university applications), to choose a self-study Language A in their mother tongue, with Langford International Education Consultancy and the support of the school supported self-taught coordinator at ISSH. The school supports the students' needs for literature resources and study skills required for successful completion of a Language A course. If they wish to study English as Language A, they will be set an entrance examination to assess their ability. A decision will then be made with the student, parents and Diploma teaching staff as to which course the student follows.

### **Assessment Criteria for Language and Literature in MYP**

When assessing Language and Literature at ISSH the published IB MYP assessment criteria for years 1, 3 and 5 of the programmes are used for Grades 6, 8 and 10 respectively. At ISSH we provide this subject in English (language of instruction) and German (host country language). With this subject offered in different languages, it is taught in mixed grade classes with Grades 6 and 7 being combined for the English and German classes. English is also taught as a combined class for Grades 8, and 9 with Grade 10 forming a separate class. German is taught with a combined class for Grade 8, 9 and 10, with different assessment criteria being used for the different grades within the same class. The assessment criteria used for each grade is outlined below:

<b>Grade</b>	<b>IB Requirement</b>
6	Year 1 Criteria
7	Year 1 of Year 3 Criteria
8	Year 3 Criteria
9	Year 3 of Year 5 Criteria
10	Year 5 Criteria



## **Assessment Criteria for Language Acquisition in MYP**

The Language Acquisition programme is organised around six phases, each phase having its own published IB MYP assessment criteria. Students progress from phase 1 to phase 6 as their proficiency increases. At ISSH we currently provide this subject in English, French and German depending on the students' background. This allows us to teach small groups, organised by phase, in mixed grade classes. As in Language and Literature Grades 6 and 7 are combined, and Grades 8, 9 and 10 are also combined.

## **Language Development in the Diploma Programme - Support of Mother Tongue and Other Languages in DP**

Before entering the Diploma Programme, students' level of English is determined and their language repertoire is assessed to understand which language to best pursue at mother tongue level. Where a pursuit of English as a Language A option is not possible alternative arrangements are made in order to have each Diploma student achieve a successful completion of the programme. If a student chooses the option of taking a language other than English as mother tongue, English is offered as their Language B option. This ensures that students will have proficient understanding and competence in English as the language of instruction for all other courses offered in the Diploma Programme. ISSH offers students self-taught classes, via Langford International Education Consultancy, in order to provide continued development and upkeep of their mother tongue. The school supports the students' needs for literature resources required for successful completion of a self-taught course by purchasing relevant materials. ISSH offers German as the Language A option for the many native German speakers in the community. There is a range of literature available in the ISSH secondary library, as well as there being a well-stocked local library in the town of Schaffhausen. If a student wishes to study a language at a beginner's level, ISSH encourages students to take a Language ab initio. ISSH offers German ab initio to students who have not previously studied this language.

## APPENDIX

Strategies to help achieve ISSH language objectives.

At ISSH we...

1. Promote the development of fluency in English (the working language of the school), the learning of additional languages - including the language of the host country - and the ongoing development of mother tongue.
  - ISSH provides students with the opportunity to learn English, German and French at different levels.
  - Students at ISSH are advised to carry either a translation or definition dictionary in the appropriate language in and out of classes.
  - Where appropriate, teachers correct the spoken language of students around the school.
  - ISSH offers a range of support for students in language, whether this be mother tongue or languages of interest. Some examples of this support are:
    - Library and media resources available in multiple languages.
    - Classroom practices allowing the comparison or use of languages other than that of instruction.
    - Support from staff to create links between students sharing the same mother tongue or language of interest.
    - Links to out of school tutors.
    - Assignments where the student may research in their mother tongue.
  - Extra-curricular opportunities to learn languages and about languages is encouraged and provided where possible (e.g. German Conversation club)
  
2. Recognise the need to develop the power of language as a means of communication, intellectual development and as an important part of understanding one's own culture and the culture of others including that of the host country.
  - Students are encouraged to see language as the way to develop as learners through the learning experiences and assessment designed to help them learn.
  - Emphasis during instruction, feedback and reflection is placed on the ability to communicate concisely, accurately conveying the intended message, making every word count.
  - English is the language of instruction. Students speak German while learning German in the classroom. In other classes, mother tongue languages may sometimes be used to facilitate understanding, as a matter of interest and as a means of assessing understanding in some instances.
  - Our approach to library acquisition means that resources in German and other mother tongue languages form a sizeable portion of the library.
  - Students are encouraged to develop their mother tongue in a variety of ways including:
    - Encouragement to use, draw parallels with and research in that language where possible.
    - Accessing materials in their mother tongue language.

3. Appreciate the role of language in developing the attributes of the IB Learner Profile, so helping to develop international-mindedness, and use this knowledge to inform teaching and learning throughout the school.
  - Teachers help students develop the language with which to reflect on themselves as learners, in the context of the learner profile attributes, and communicate these reflections.
  - All units are planned with the view to providing opportunities for students to build on and further develop their learner attributes.
  - The learner profile attributes are defined in terms of developing the learner in a context of international-mindedness. This language guides the development of the attributes in terms of learning.
  - Teachers help students to recognise situations which help develop the attributes of the learner profile as well as coming to understand their importance in helping them as learners.
  
4. Place language development at the heart of planning, learning, assessing and reflection in all areas of the curriculum.
  - All teachers at ISSH accept their role as language teachers and take advantage of opportunities to encourage language use.
  - Professional development is provided to help teachers become confident about meeting the needs of the students as language developers.
  - Unit planning is used to help the teacher reflect on the opportunities for language development through the topic.
  - The importance of communicating knowledge accurately and precisely is emphasised via assessment criteria in each subject. This is further emphasised by teacher expectations of students outlined in learning experiences, checklists, developmental continuums, rubrics and reflections, as applicable.
  - We consider the impact of innovations on language development.
  
5. Use agreed assessment criteria based on standardized expectations to support and further students' language development.
  - PYP - ISSH Language Scope and Sequence; PM Benchmarks and Probe (as applicable) for reading assessments.
  - MYP - When assessing Language and Literature assessment criteria for years 1, 3 and 5 of the programme are used for Grades 6, 8 and 10 respectively. Grades 7 and 9 have the choice of using the criteria for the years "below" or "above" them.  
When assessing Language Acquisition, students are assessed according to the set IB criteria pertaining to the phase they are working in.
  - DP - IB external assessment criteria
  
6. Recognise the role of all teachers as language teachers and proactively seek to help students develop language in and through all subject areas.
  - All educators recruited for a post at ISSH are made aware that they have a major role as language developers.
  - The recruitment process at ISSH includes questions as to the applicant's views on the role of teacher as language developer.

- When possible, professional development is provided to help teachers advance their skills as language developers.
- ISSH helps educators and other members of the community find opportunities to learn the host language and, therefore, act as role models.

## 7. Identify and promote the development of transferable knowledge, skills and dispositions needed for language learning.

- At ISSH the concept of the student as learner is paramount and as such learners are enabled to apply their knowledge, skills and dispositions as learners to any and all learning opportunities.
- The design of the curriculum and the collaborative procedures used in its creation, allow teachers and students to identify transferable knowledge, skills and dispositions and use them in a variety of contexts including different subjects.
- Students are required to reflect on their learning after reporting sessions and identify areas for improvement in language knowledge, skills and dispositions between subjects. Where a subject assesses communication, patterns are searched for to inform the learner and teacher of strengths in knowledge, skills and dispositions that can be used to improve learning in other areas.
- Each unit planner identifies opportunities for the development of learner profile attributes. These should be developed and linked to allow better the development of the learner and the transfer of knowledge skills and dispositions towards learning.

## 8. Support the development of EAL students both in and parallel to regular classes.

- Teachers receive professional development on how best to support EAL students in the classroom.
- Class/single-subject teachers collaborate with EAL teachers to meet the needs of individual EAL students.
- In the Secondary School, students undertake a specialised, intensive EAL course in place of one language or regular subject (e.g. Humanities or English).
- At regular intervals students in intensive EAL are assessed for ability to cope with regular class.
- EAL students, once graduated from intensive support, are monitored over the next six to twelve months. Teachers differentiate where possible to help such students develop into mainstream students. In Secondary EAL intensive and regular EAL students will not receive grades of three or below in classes where the language of instruction is English, if the teacher decides that the student cannot be assessed fairly for language reasons.
- Regular EAL students are given support in finding EAL support outside class time.

## 9. Are aware of the current and on-going theories surrounding language development and are dedicated to the communication and sharing of good practice.

- School leaders ensure that educators are provided with the opportunities (professional development) and resources to keep up to date with developments and theories in the field of language development.
- A bank of resources is available which enables educators to learn about language development.

- Teachers collaborate to share ideas and practices which will help them continue to develop as language practitioners.
- When returning from professional development courses, teachers share their learning with the rest of the faculty.

#### 10. Ensure that language development, and its effective use to communicate learning, is celebrated by all.

- Language at ISSH is celebrated through the enthusiasm, interest and support for languages and language learning evident in the written curriculum and teaching and learning taking place.
- Educators are seen as role models in their outlook on the importance and pleasure of language acquisition.
- Students are encouraged to share their learning orally, in writing and visually - with an emphasis on effective use of language.
- Activities organised by the school to enhance life and learning should also promote language learning where appropriate and, where relevant, priority should be given to those activities which do so.

### **The Role of Parents and Students in Supporting the Language Learning Objectives at ISSH**

Further to the strategies outlined above, it is also emphasised that parents and students should take an active role in the development of language.

For parents:

It is highly recommended that parents should:

- Provide a quiet place where their child can study, leave materials out to come back to, read and create.
- Provide materials that help with language learning such as translation and definition dictionaries, reading material, word games, etc.
- Provide, where possible, opportunities for students to practice the languages they know and are learning.
- Provide for, support and encourage the development of the languages studied at ISSH and, where different, the child's mother tongue.
- Be a role model in their enthusiasm for language learning.

For Students:

It is highly recommended that students should:

- Take every opportunity to learn the languages offered at school.
- Ensure that they keep up with the development of their mother tongue.

- Take an interest in languages other than those learnt at school when the opportunity arises.
- Pay attention to their language learning in all classes and submit assignments in which the language has been drafted and checked for grammar, spelling and presentation.
- Always carry a dictionary in the language(s) they are trying to learn
- Make a note of all unfamiliar words in an assignment and learn these words.

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