



Northside Primary School
TRANSFORMING LIVES

Language Policy

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Northside Primary School
TRANSFORMING LIVES

Motto

Transforming Lives

Mission Statement

Northside Primary School aspires to transform lives through providing an international, holistic education in order to develop compassionate and globally-responsible citizens.

Vision Statements

To develop compassionate and globally-responsible citizens, Northside Primary School offers learners an education which:

- Promotes a love of lifelong learning through child-centered inquiry approaches; therefore, lifelong inquisitive learners
- Empowers and equips learners to embrace challenges and develop adaptability in an ever-changing world; therefore, adaptable, resilient learners
- Nurtures exemplary environmental responsibility to achieve a more sustainable world; therefore, environmentally-responsible learners
- Values and embraces diversity in order to foster empathy and intercultural skills; therefore, interculturally-skillful learners
- Supports the community in which we live to take meaningful action; therefore, action-focused learners
- Fosters an understanding of health and well-being of others in the community; therefore, caring and health conscious learners



Purpose

This Language Policy provides an overview of Northside Primary School (NPS) principles for language learning. The policy is consistent with the principles, Standards and Practices of the International Baccalaureate (IB) Primary Years Programme.

Through the Language Policy, the school recognises multilingualism as a fact, a right and a resource for learning. We ensure that there is a variety of physical and virtual resources used to facilitate language development at the school. Our goal is to provide our students with the ability to think and express themselves with confidence and clarity.

Philosophy

The teaching of language at NPS permeates all subject areas, and is fundamental to learning. We may not all be language teachers but we are all teachers of language. NPS recognises that all teachers and teaching assistants will require professional development in the fields of language learning and teaching. Language does much more than promote cognitive growth of our students; it is crucial for maintaining cultural identity and emotional stability. Multilingualism, fostering of the mother tongue and the development of critical literacy are considered important factors in enhancing international mindedness through the promotion of cultural identity, intercultural awareness and global citizenship. This policy is intended to provide an overview of guiding principles for language learning in a culturally rich and diverse environment.

Current Language Profile

The school will plan to formally develop language profiles in collaboration with parents.

Student Nationalities:

Botswana - 63%

Other Countries – 37% (31 different countries represented)

Languages other than English spoken at home:

Chinese regional languages (4%)

Indian regional languages (7%)

Afrikaans (3%)

Other languages (less than 1% of student population)

Teaching Staff Nationalities:

51% – Botswana Teaching Staff (100% English speaking with 90% also speaking Setswana)

49% – Expatriate Teaching Staff (100% English speaking with 70% speaking an additional language)

To develop our students as speakers and listeners we:

- Give opportunities to express their ideas to a range of audiences
- Give opportunities to take part in group discussion and drama activities
- Encourage listening and responding appropriately to others
- Help to understand the need to adapt their speech to different situations
- Give opportunities to evaluate and reflect on their own speech

To develop our students as readers we:

- Teach reading accuracy and fluency using a range of strategies
- Allow the opportunity to reflect on and discuss what they have read
- Enhance understanding of a variety of text types
- Encourage a love of reading
- Model how to seek information and learn from the written word

To develop our students as writers we:

- Teach effective writing for a range of purposes
- Encourage interest and enjoyment of writing
- Model writing in a variety of forms
- Teach evaluation and editing skills
- Teach spelling strategies
- Teach fluent and legible style of handwriting

The Role of Mother Tongue

Mother tongue refers to the language most commonly and comfortably used to communicate within a home and family setting. At NPS, we recognise the importance of developing and maintaining students' literacy in their mother tongue for their personal, social and academic growth. We believe that developing a student's mother tongue can accelerate the rate of language acquisition inclusive of English and languages other than English, as well as support achievement in all subject areas, increase self-esteem, and enhance international-mindedness.

English is the language of instruction and collaboration at NPS, with all students progressing on a continuum in the acquisition of academic English. Where feasible, students are encouraged to use their mother tongue to access the curriculum and foster personal success.

The Role of English

The primary language of instruction at NPS is English. Communication is at the root of understanding. We believe there should be no barrier to students achieving their fullest potential within NPS's English-medium learning environment. We support students throughout their time at NPS to achieve an excellent standard of academic English. Standardised tests are performed yearly to monitor student reading levels and areas for support and extension. The Student Support Services monitors student progress over time and plans for interventions and guidance as it is needed.

Additional Languages

The ability to communicate in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding. The school ensures that students learn a language in addition to the language of instruction from Reception. Setswana is the

host country language and therefore is compulsory for all students at NPS. French is another additional language taught from Standard 3 to Standard 7.

Learning Support for Students

NPS provides an English as an Additional Language (EAL) programme to students whose English language competency does not meet grade level requirements. Students identified for focused support in English are also offered supplementary language instruction. The Student Support Services work with students and teachers to provide the strategies and input needed to achieve comprehensive language skills.

Library and Media Services

The role of the Library and the ICT Department is to support information literacy as a foundation for lifelong learning. This involves evaluating sources, researching for new information and appropriate access to resources. The librarian, librarian assistant and ICT staff play important roles in the development of reading and appraisal skills throughout all year groups in the school. The library and ICT teachers are part of the Language Policy Steering Committee.

Professional Development and Language Policy implementation as a working document

Language Policy is part of NPS review cycle and the strategic plan. We have a healthy budget for professional development. Administrators, teachers, librarians and other school staff will require professional development (PD) in the fields of language learning and teaching. Teachers take part in a range of PD opportunities focusing on language learning and teaching, which are part of the NPS continuing professional development. Language Coordinator attends IB workshop – The role of Language and feeds back to the whole staff. Effective practices related to language learning and teaching are promoted through the various IB workshops, courses from other providers, e.g. Professional Learning International, speakers invited to school, and in-school sharing expertise among our staff. NPS teachers use the IB publications, e.g. From Principles into Practice where language learning and teaching is clearly explained.

Language is planned collaboratively in year groups together with the support of Language Coordinator and the PYP Coordinator. The Academic Integrity Policy is in place. Please also refer to the NPS Inclusion Policy, Assessment Policy, Admissions and Student Support Policies.

References

- Guidelines for Developing a School Language Policy, IBO, 2008*
- IB Language scope and sequence, 2018*
- From Principles into Practice, 2018*
- IB Standards and Practices, 2018*
- Guidelines for school reflection of its language policy, IB 2012*
- NPS Inclusion Policy – updated, 2020*
- NPS Admissions Policy updated, 2020*
- Twinkl handwriting framework, 2019*
- Dept of Education: English programmes of study: key stage 1 and 2, September 2013*
- Oxford University Press, Nelson Handwriting 2016*

Stow-on-the-Wold Primary School, *Handwriting Policy 2017*
Stonehill Language Policy - *April 2015*
Woodrow Wilson Language Policy, 2019
BIS Language Policy Handbook, 2014