

# DRAFT

## Language Policy

### OIS Mission Statement and Values

**Mission:** *Oeiras International School is committed to promoting a respectful community of independent and passionate lifelong learners who are aware of their roles and responsibilities in an ever-changing world. To this end, we offer a variety of learning experiences within a supportive and challenging environment of rigorous academic programmes.*

The **language philosophy** of the school is grounded in the OIS values, which are articulated as follows. Within the OIS community we:

#### Respect

- respect the identity of our learners and understand that they bring with them rich and diverse language profiles;
- respect the identity of the OIS community and its diverse languages as this promotes international mindedness and intercultural understanding;
- respect the language of our host country, and aim for all students to be able to function linguistically in Portuguese society.

#### Growth

- aim to foster the ability to communicate with clarity and confidence in more than one language;
- recognise that all teachers contribute to the teaching and learning of language;
- recognise the central role of language in constructing meaning, sustaining personal growth and cultural identity;
- strive to provide the necessary resources and support so that all language learners have equal learning opportunities.

#### Excellence/Personal Challenge

- develop the ability to interpret, analyse and think critically using language;
- understand that successful human endeavor, including life-long learning, is underpinned by sustained language development;
- support ongoing mother tongue and multilingual language development throughout all areas of learning.

#### Integrity

- acknowledge that all teachers are responsible for the teaching and learning of language.

## Language Development

- The school's language of instruction is English.
- Language is involved in all learning within the school.
- A learner's development in each subject area is partly dependent on language proficiency.
- Each unit of study provides an authentic context for the development of linguistic skills.
- All teachers model language by explicitly teaching relevant structures, registers and subject-specific terminology
- Different language skills are explicitly taught using various forms of communication.
- Collaborative learning within relevant and challenging learning engagements is encouraged to facilitate effective communication in a range of contexts for a variety of purposes.
- Displays are used to support language development.
- Differences within and between languages (for example, the Portuguese used in Portugal, Mozambique and Brazil) is recognised, explored and celebrated.
- In year 6 students develop English language proficiency
- In year 7 to 11, students develop Chinese, Dutch, English, French or Portuguese mother-tongue and also study additional bilingual or additional languages.
- **In years 12 and 13 students study two language courses. One course is an English course (Studies in language and literature or language acquisition) the other course can be Chinese (language and literature), French (literature), Portuguese (language and literature or language Acquisition), Spanish (language acquisition) or a mother-tongue Language where possible (literature).**

## Language pathways in the Secondary Section

In the MYP and DP students are expected to study at least one language and literature course as well as a language acquisition course. They can also study two language and literature courses where they have a high level of proficiency in those languages. In the MYP in extenuating circumstances it is possible for a student to **students** attend two language acquisition classes. This is not possible in the Diploma.

In keeping with IB philosophy, we value sustained language learning and only in special circumstances can a student change their language option. This decision is based on the principle that the change will benefit the students' long-term language learning.

## Placement and Progression

Before being accepted at OIS, prospective students have an informal interview with the MYP Coordinator and take a test to determine the language profile and phase in which they will be placed.

In language acquisition, there are three phases of learning which represent a

developmental continuum of additional learning. Students may start their language acquisition course at any phase on the continuum and may exit the course at either capable or proficient. In English, students may start the course in emergent, except for year 10, by which time students begin at capable.

Transition from one phase to another is determined by the class teacher and based on data gathered in formative and summative assessments throughout the term. Students usually transition at the end of a reporting period following an analysis of the assessment data and written notification being given to the student and parents. In general, students in phase 5 of English or Portuguese Language Acquisition who are achieving high levels across all four criteria will transition into a language and literature course. Further guidance on the placement of students in different phases and their progression from one phase to another can be found in the *MYP Language Acquisition Subject Guide*.

### **Supporting our English Language Learners (Primary and Secondary sections)**

Allocated teachers help students whose first language is not English to learn and use English for social and academic purposes to access the curriculum. English Language Learners face the challenge of being taught through the medium of English while they are still developing their language skills. They are expected to participate in all aspects of the curriculum while simultaneously developing their cognitive and academic language in a variety of contexts.

These teachers enable students to acquire the language of instruction in a variety of ways, including:

- Employing varied support structures, including sheltered instruction and in-class support
- Communicating and collaborating with mainstream teachers on planning and assessments
- Developing receptive and productive English language skills for academic and social competence
- Planning and modifying learning engagements to enable ELLs to access the curriculum
- Providing professional learning opportunities for mainstream teachers
- Administering the WIDA Model to determine eligibility for services and to inform instruction

### **Who accesses the ELL support?**

- The proficiency level of the individual learner determines the service provided.
- Primary Section (PS) Service Levels (with Overall Composite Cutpoints)
- Literacy - WIDA Proficiency Level 4.5
- Overall Composite - WIDA Proficiency Level 5
- Students receive English instruction differentiated by proficiency from phase 2 through to phase 5 in alignment with the IB MYP Language Acquisition curriculum. Students are initially placed using the proficiency test given for admission and/or additional placement tests. Further movement through the curriculum is based on class assessments.

- Additionally, additional support is provided for students in phase 2, including a combination of sheltered instruction and push-in support in some subject areas as best determined by support teachers and administration.

Service Level - Entering & Emerging (*Beginner*) - WIDA Proficiency Levels 0 - 2.9

Service Level - Developing & Expanding (*Pre-Int & Intermediate*) - WIDA Proficiency Levels 3 - 4.9

Service Level (*Monitoring, then No Service*) - Bridging & Reaching (*Advanced & Proficient*) - WIDA Proficiency Levels 5 - 6

Exit from PS EAL Programmes (with Cutpoint)

- The Secondary Section provides support for English Language Learners by means of the IB Language Acquisition curriculum, as well as additional ELL support

Policy updated Nov. 2016

### **Monitoring ELLs after Exiting English Language Programmes:**

#### **Primary Section:**

Faculty members of the Primary ELL division of the Student Support Services Department monitor the English language proficiency of students after exiting the ELL programme through the examination of the results of external standardised assessments (e.g., International Schools Assessment [ISA]), in-school standardised assessments, and in-school formative and summative assessments.

Other monitoring mechanisms include:

- Fortnightly briefing meetings – meetings between the Year Level Leaders of Learning and Year Level Teachers with the Student Support Services Leader of Learning; and,
- Collaborative Planning - Year Level Leaders of Learning and Year Level Teachers with the ELL Teacher allocated to the year level (opportunities to ask about the progress and needs of recently exited English language learners).

#### **Secondary Section:**

Students leave the English Language Acquisition Programme when they achieve highly in all four Criteria in Phase 5. Students are then moved to the English Language and Literature programme where the teacher in that class monitors their progress.

#### **Admissions testing**

- From January of Year 5, applicants' English proficiency will be assessed to ensure that they can access the curriculum at the designated year level.

*[Link to updated admissions policy]* Policy updated Nov. 2016

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