

LANGUAGE POLICY (Whole School)

ICS considers language to be central to the development of learning. Language development is fundamental to communication, social interaction and relationships supporting and enhancing thinking and understanding.

At ICS we believe the learning of language in all areas, English, mother tongue and modern languages supports and develops cognitive development, increases intercultural understanding, cultural identity and builds respect for all language learning.

ICS prides itself on its roots as a language school, and seeks to maintain and promote links with the language teaching and learning community. Additionally, ICS recognises that language can play a central role in the promotion and delivery of the IB Programmes, as it lends itself to trans-disciplinary learning, inquiry, skills development and the sharing of best practice.

At ICS, all teachers are considered teachers of language and understand that providing opportunities for language learning through authentic and meaningful learning experiences is most conducive. Language being the major connecting element across the curriculum facilitates connections with the wider community.

Overview of language at ICS:

The language of instruction is English.

English Language

English language development is integrated within authentic contexts (subjects, inquiry, areas of interaction).

Individual Programmes (PYP, MYP and IB Diploma) are developing maps of development for language acquisition.

English as an additional language is focused, needs-based, motivating and inclusive, providing individual learner and group support to ensure that all learners are able to participate and access the curriculum to their maximum potential.

Language Acquisition (other than English)

All students engaged in the mainstream are engaged in learning at least one language in addition to their home language. Support is offered through our Modern Languages Department in the Secondary School, and the Language Coordinator in the Primary School. As well as developing competence in one (or more) foreign language(s), we believe that language classes develop learning strategies, competencies, expression and ways of

thinking, as well as an appreciation of different cultures.

First Language and Mother Tongue

ICS strongly encourages the development of home language/ mother tongue for our whole community, as we believe it is fundamental to:

- Holistic development of the student
- The celebration of the student's social and cultural identity
- The self-esteem of the student
- Development/ consolidation of ideas, attitudes and feelings in the student's first or additional language.

Support is offered through home or school tutoring, as well as school events organised by the Home Language Coordinator.

In addition, students may use their home language to help facilitate/enrich their learning in regular classes. Where possible, parents are included in home languages initiatives.

Staff Development

The school supports staff in language awareness and teaching methodology through:

- Formal training (e.g. CELTA, external workshop)
- Internal staff development
- Collaborative planning
- Informal support from colleagues with rich backgrounds in language teaching.

Goals for Language Learning/ Teaching at ICS

ICS aims to:

1. **For** Individual Programmes (PYP, MYP and IB Diploma), develop steering documents for language acquisition with Foundation teams on each site.
2. Appoint a Languages Coordinator for the Primary school.
3. Formalise **a** Languages Committee (across Primary and Secondary) to meet once per term to review language learning activities and policies, and develop future strategies, including a review of how to embed the principles of the language policy into all language teaching and learning.
4. Language audits for each school to be carried out annually.
5. Develop/publish the following documents:
 - Guide to language teaching and learning, in each school
 - Pathways/ Maps of Development/ Scope and Sequence for Language Learning, in each school
 - ICS's approach to Home Languages

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