

working with the

International Baccalaureate Organisation (IBO)

A Brook Learning Trust Academy

Language Policy

BLT Policy Statement

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

IBO Mission Statement

The International Baccalaureate Organisation aims to develop enquiring, knowledgeable and caring young people who help to create a better and more peaceful world through international understanding and respect.

To this end, the IBO works with schools and academies, the government and international organisations 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.

Language Development at The Ebbsfleet Academy

Introduction

This policy summarises the philosophy and overall aims of language teaching and learning, and defines the academy's support for learning mother-tongue languages. The policy additionally outlines provisions for second-language teaching and mother-tongue language support that meet the needs of students and reflect the principles of the IB programme.

Philosophy and Aims

The academy's language development mission is to develop twenty-first century students into lifelong learners, equipping them to meet the demands of a global society.

At the Ebbsfleet Academy, we believe that the foundation for all learning is language. Language is the primary means of communication and is fundamental to lifelong learning. In order for students to be successful learners, they must be able to use language appropriately, accurately and confidently both orally and in writing in a variety of contexts for a range of purposes. Language enables students to become enquirers, critical thinkers and to develop social skills. Furthermore, language proficiency enables students to acquire knowledge related to all areas of the curriculum framework. It follows that all teachers should be considered language teachers. Language acquisition is a lifelong process. Language is taught and learned contextually in a process that links new information with existing knowledge.

In partnership with students, teachers, parents/guardians and members of the community, the Ebbsfleet Academy will provide instruction that encourages both diversity and unity, develops integrity and character, promotes initiative and models an ethos of collegiality. We understand that students must become both culturally and linguistically proficient in a second language if international understanding is to be fostered. Accordingly, language learning is not limited to the acquisition of a second language: cultural understanding and sensitivity are also promoted and modelled.

Language Profile of The Ebbsfleet Academy

The majority of students at the Ebbsfleet Academy speak English which is their mother tongue. 20% of our students speak English as their second language, with 42 different languages spoken at home.

Students with English as an additional language (EAL) will be given opportunities to celebrate their home language and share their home culture. Where possible, EAL students will have the opportunity to gain a qualification in their own language. EAL students will participate in an EAL enrichment programme which celebrates their mother tongue. Each EAL student will have a 'good morning' sign in his/her tutor room written in his/her mother tongue as a demonstration of the celebration of mutual respect between different cultures.

English language is the language of instruction at the Ebbsfleet Academy and English, as a subject, is taught through language and literature from Year 7 to Year 11 (KS3 and KS4). Opportunities to re-sit GCSE language papers will be offered to those who require these in KS5.

Small group work and additional extra intervention support is given to students who struggle with aspects of the English language: both speakers of English as a main language and EAL students. This support forms will be delivered as an aspect of an intervention programme.

Language learning and teaching is integral to the staff CPD programme and includes training in practices to support EAL students and to provide inclusion equity of access for all learners including EAL students.

English language and literature is taught by specialist English teachers but, as stated above, the Ebbsfleet Academy recognises that language is central to all learning and therefore all teachers are, in practice, language teachers with responsibility for facilitating communication.

- a) Teachers are accountable for teaching the vocabulary of their respective curricula – the teacher is the provider of the common language for facilitating learning in that subject.
- b) Teachers are expected to instruct students to read and write in each area of the curriculum.
- c) CPD is provided for all staff on the development and promotion of literacy across the curriculum.

Additional Language Acquisition at The Ebbsfleet Academy

All students at Key Stage 3 (KS3) study an additional language. Spanish is currently the additional language learnt by all students. As well as learning the basics of the additional language, all students will be given the opportunity to celebrate the cultural diversity of the country whose languages they study.

All students will be given the opportunity to study an additional language at Key Stage 4 (KS4) and to take an examination at the end of the key stage (GCSE) at foundation or higher level. The Ebbsfleet Academy have invested in qualified, professional language teachers to deliver this instruction.

We desire each student to reach his/her highest potential in respect of proficiency and literacy in a second language. To this end, students are provided with varied, differentiated instructional strategies to accommodate different learning styles.

The Ebbsfleet Academy introduced the International Baccalaureate Career Programme (IBCP) in September 2017; students' understanding of a different language and culture is integral to the programme. It is planned that all Year 12 students will engage with elements of the programme core during designated, timetabled periods, and these will include language education. We aim to utilise the expertise of our current staff and teach British Sign Language (BSL).

The influence of parents/guardians in the language development of their children is key. At the Ebbsfleet Academy we work hard to engage with and encourage parents, guardians and carers to support their children through involvement in a variety of programmes in and beyond the academy.

POLICY REVIEW AND RATIFICATION

Policy reviewed annually and ratified by the Academy Council in December

This review by SLT November 2018

Summary of amendments to this iteration: Statistics on EAL students updated for current population, line included about the IBCP

Ratified by Academy Council December 2018

Next review November 2019