



STROOD
ACADEMY

LANGUAGE POLICY

WRITTEN: June 2019

REVIEW DATE: May 2020

“building ambition; inspiring pride”

Our Vision for Learning:

Through our vision of “building ambition; inspiring pride”, we aim to help young people develop into well educated, considerate and caring citizens with a strong sense of values, who will achieve academic success and always aim high so as to seize the opportunities that life offers. Our ambition is to ensure outstanding achievement and progress, raise aspirations and maximise potential. Teaching and Learning is the core business at Strood Academy and will inspire learners to achieve. We want every single student to aspire and excel and expect every teacher to develop outstanding practice. Students of all abilities at Strood Academy will be given equal opportunities to learn in order to achieve their full potential. Teaching and Learning will be creative with a regular emphasis on student led and collaborative learning as well as independent study skills. Varied teaching methods and strategies will be used effectively and appropriately within the different subject areas.

Our values are:

Be Respectful
Be Ambitious
Be Resilient
Be Collaborative
Be Proud

Our purpose is to:

- nurture students' aspirations and build resilience within an environment of tolerance, respect and empathy;
- shape leaders within a global community
- develop and celebrate knowledgeable and inquiring minds to promote lifelong learning and;
- help young people develop into well educated, considerate and caring citizens

Our principles of learning are to:

- provide a safe, stimulating learning environment for all students and teachers;
- provide high quality teaching and learning in a supportive and caring environment to develop the potential of each learner:
- enable students to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- provide a broad, balanced and relevant curriculum in line with the MYP and exam board specifications in KS4 that will motivate, engage and challenge students while also equipping them with the skills required on leaving school;
- set high expectations for all students in order to raise their aspirations;

Strood Academy is committed to supporting multilingualism as to support intercultural understanding and international-mindedness, and is equally committed to ensuring access to IBMYP / IBCP for students from a variety of cultural and linguistic backgrounds at the academy. With these aims in mind, this language policy defines the ways in which the Strood Academy can support all stakeholders with different languages. The level of support may be increased or decreased for any particular language and the academy aims to provide materials and support where appropriate.

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Strood Academy defines groups of languages as:

Internal & Working language- English - the languages in which Strood Academy communicates with its stakeholders and in which most operational and developmental activities take place. It is also the language of its governance, management and academic committees.

Mother-Tongue - the language the student uses at home and/or outside of the classroom/school environment. This term encompasses other terms including: first language, home language, preferred language, native language, heritage language, and sometimes best language. This term also includes sign language. This could also include multiple languages since many second-language students are using more than two languages outside of the classroom.

Language of instruction - English - the language in which Strood Academy delivers IB programmes and courses to its student population.

Language Acquisition Course -Spanish - an MYP academic course in which Strood Academy students acquire a new language, or improve their knowledge of a language and its literature

At Strood Academy, we seek to ensure that the study of languages (English, Modern Foreign Languages and Mother tongues) develops effective communication, assists personal growth, strengthens each student’s awareness of his or her cultural identity, and promotes international understanding. We believe that every teacher is a teacher of language.

Language Commitment

The development of Language Skills is central to our mission at Strood Academy. Every teacher is a teacher of language and is committed to developing young people who are able to express themselves and empathise with others.

We are committed to the following Practices:

- The school places importance on language learning, including mother tongue, host country language and other languages (IB Standard A, Practice 7).
- Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue (IB Standard C3, Practice 7).
- Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).
- Assessment at the school aligns with the requirements of the programme. (IB Standard C4, Practice 1).
- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (IB Standard C1, Practice 8).
- Promote the development of communicative skills and threshold literacy that leads towards academic proficiency (through different intervention programmes on entry to the academy and throughout led by the SENCo and team)

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Language Profile:

The students at the academy are predominantly English speaking with small population speaking a variety of other languages (including, but not limited to polish, russian, spanish, portuguese and french as their mother tongue. Students’ mother tongue is entered into the database and is available to all teachers and staff.

Beliefs:

- The Academy celebrates diversity in all its forms through the delivered curriculum, extra-curricular and co-curricular programmes, as well as our SMSC programmes.
- The Academy maintains a positive and stimulating environment for language-learning, and provides a varied, personalised approach, integrating listening, speaking, reading and writing as well as direct contact with other countries through trips, exchanges and written communication.

Language Curriculum in the MYP

Primary Language Instruction: The primary language of instruction is English. All students will develop fluency in this primary language.

Language and Literature: This course is required for all MYP students and the course is designed to help students build knowledge, conceptual understandings and skills as described in the MYP subject guide and in the MYP unit development guide.

Language Acquisition Requirements for students: Students will have sustained instruction in the same Language for a minimum of 2 years of the MYP program. The primary aim of the Language Acquisition course is to gain competence in a language other than one’s native tongue, with the long term goal of balanced multilingualism. Through effective communication in another language, students are sensitised to cultural diversity and better able to understand the global world in which they live, preparing them to be active participants in multilingual communities at home and around the world. In addition, language acquisition is delivered to ensure that students are provided with practical, transferable linguistic skills which can be used now and in the future to facilitate their learning and use of foreign languages.

IBMYP, KS4 & IBCP Language Study:

- Students learn at least one language in key stage 3 (usually spanish), in addition to their mother tongue. Students can opt to study a maximum of two languages in key stage 4.
- Students are encouraged to take formal examinations in their mother-tongue/other spoken languages and provided with support where possible. This is delivered one-on-one or in small groups.
- English is the language of instruction for all subjects.

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- English is taught explicitly through Literature and Language from Years 7 to 11, and by choice to years 12 and 13.
- English as an additional language: Students are provided with one-on-one and small group support to develop their English acquisition skills and have unlimited access to programmes such as Rosetta Stone to assist their independent work.

IBCP Programme

We will provide stimulating opportunities for language learning as set out in the Language Element of the IBCP.

- Admissions requirements are consistent with those published in the Admissions policy, and in conjunction with the Leigh Academies Trust. That is, students must achieve a minimum of Grade 4/ C in English.
- Language Development is an exciting opportunity to discover a new culture through exploring its art, history, government, architecture, food, sport, values, behaviours, and language.
- Language Development is not examined, and so focuses on asking questions and learning about a new culture, charted through a portfolio.
- Students will achieve at least a CEFR level A1 in their chosen language in Language Development
- We will ensure that well -resourced teaching and learning is used to support mother tongue development.

In all aspects of our language teaching we strive to:

- Promote enquiry based authentic language development
- Focus on the trans- disciplinary nature of language development
- Develop and inter-relate the skills of listening, speaking, reading, writing and media literacy
- Provide additional support and access arrangements as necessary, in accordance with the SEN&D policy
- Provide support for those who are not yet proficient in the language of instruction
- Promote consistency of practice in the teaching and learning of language
- Provide appropriate feedback to support learning languages
- Integrate language learning with interdisciplinary planning
- Develop and promote cultural awareness and understanding
- Develop lifelong learners

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Multilingual communication in the school community

Strood Academy enlist the help of bilingual staff to translate and/or interpret for our non english speaking speaking parents and at times students. Strood Academy has access to a translator/interpreter if required. The academy library is building its resources to include materials to support continued use of the mother tongue as well as offering diverse language selections.

Strategies to support Students

Students whose mother tongue is not english and those students who are not proficient in the taught language are supported in a number of ways across the academy, including:

- Bilingual Dictionaries
- A personalised vocabulary book (quick word>word translation)
- Lexia Powerup
- Technology assistance such as voice recordings, digital editing of drafts and other language learning applications which apply the 21st century learner
- Seating students whose mother tongue is not english are at times seated next to an academically strong student as research suggests they acquire English much quicker in the stronger sets.
- Use pictures to initially introduce timetables and movement around the school if students’ understanding of English falls in Band A (new to English)) Band B (early acquisition) Band C (developing competence).
- Utilising a Teaching Assistant who supports EAL students when they first start to go into lessons and meets with the students to support any issues as well as emails/meets with teachers with any concerns and strategies that can be used to support effective learning
- After school tutoring /intervention sessions
- Additional Reading/English and Maths support classes
- Teachers provide differentiated instruction for students with special needs, including students with learning disabilities and students who are academically talented and gifted.
- The SEN department provide one to one sessions and group sessions in learning English. The Department also supports the learning of key language essentials within their curriculum subjects (English for Science etc). the SEN department can deliver training to all teaching staff, visit lessons to offer advice and support learning and teaching for students with a mother tongue other than English.

The following link provides additional classroom strategies from the Bell Foundation that can be used across the academy:

<https://www.bell-foundation.org.uk/wp-content/uploads/2017/09/Classroom-Support-Strategies-Secondary.pdf>

Responsibilities and Roles:

The taught language curriculum	DoL for English; literacy coordinator,class teachers
Placement in language classes	DoL for MFL, IBCP Coordinator, Head of P16
Identification for EAL support	SEN Coordinator
Profiling of new admissions	SEN Coordinator

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Review of language policy

Senior Leadership Team, IBCP Coordinator

Library

The library has a vital role in the promotion of literacy and therefore the development of students’ language. The library holdings shall include texts in all of those languages that are offered in the curriculum and library development will take all languages into consideration. The school is also developing a more extensive range of library offerings for second languages and to enhance cultural awareness..