BLOOM WORLD ACADEMY

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BWA-16

Language Policy	
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Owner	Graham Walmsley, Vice Principal – Enrichment and Operations
Reviewer	John Bell, Executive Principal 

1. Aim

Bloom World Academy (BWA) considers this policy to be:

- an essential part of the school;
- supportive to staff and students in managing certain situations;
- an important framework that will ensure consistency in applying values and principles throughout the establishment;
- a roadmap for day-to-day operations;
- compliant with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- aligned to the school's guiding statements and identified goals which are formed in strategic leadership meetings.

2. Statement of intent

BWA believes this policy to be a working document that is fit for purpose, represents the school ethos, mission and vision, enables consistency and quality across the school and is related to the relevant UAE legislation.

3. Scope

This policy applies to all stakeholders

4. Unique definitions

A shared understanding of the following definitions are integral to the implementation of this policy, and as such staff should endeavour to use the correct terminology at all times.

5. Processing and practice

The follow narrative is explicit in its guidance, consistency, accountability, efficiency, and clarity on how the school operates with regard to the learning and teaching of Language at BWA.

Bloom World Academy (BWA) recognises that the study of language is the foundation for all learning. Communication is fundamental to learning as it supports inquiry and understanding and allows students reflection and expression. Language study, including English, Modern Foreign Languages (MFL) and mother-tongue Languages, develops international mindedness/understanding, reinforces cultural identity, enhances personal growth and promotes effective learning.

A number of our teachers speak more than one language; however, English is the common language used for all collaborations, planning meetings and communications within the school. BWA views all teachers as teachers of language, and all parents as essential contributors to the language learning process. The main language of instruction is English and support is provided to those still acquiring the language. It is

believed that a common language used within and outside the classroom helps to build friendships and understanding between all members of the BWA community.

Due to the unique socio-cultural composition of our school community with a vast range of mother tongue languages, instruction in a number of mother-tongue and additional languages is facilitated in a variety of forms. The language of the host country is promoted through the compulsory learning of Arabic for all students from Grade 1 – Grade 9 and is optional thereafter (as per the guidelines provided by the local Ministry of Education).

BWA understands that the most conducive environment to language learning is a positive and encouraging one, wherein students have the opportunity to engage in authentic and meaningful learning experiences. Bloom World Academy values differentiated and varied instruction, which integrates the skill areas of: Listening, Speaking, Viewing, Reading and Writing, therefore, language instruction considers students' multiple learning styles and individual development.

Students are respected and valued as members of the school community regardless of what language they speak. The school also recognises the value of seeking and using information in a student's first language as necessary to help in the understanding of academic content. Students are encouraged to use Language as a vehicle for thought, creativity, reflection, learning and self-expression establishing links between subjects, cultures, and other areas of experience.

We will strive to involve parents in planning their child's language profile and development and utilise the strengths of the wider community as part of the holistic practices outlined in the BWA Language Policy. This is accomplished through not only our traditional Language Acquisition offerings, but also our BELA and Pathway provision. LAP meetings provide frequent opportunity for parent/teacher discussions with regards to planning their children's language profile and development.

Bloom World Academy views all teachers as language teachers, and this is achieved through the following methods:

We aim to provide a language educational programme that comprises:

- Mainstream classes where the language of instruction is English;
- An English as a Second Language programme to provide students, whose first language is not English, with the facility to accelerate the learning of English, is provided to all EAL students up to Grade 8; from Grade 9 and 10, students can continue English language acquisition in MYP English B classes.
- Instructional time for Arabic language studies across the school in compliance with the requirements of the UAE Ministry of Education;
- Arabic B language classes for all non-native speaking students in Grade 1 to Grade 9;
- Arabic A classes for holders of Arabic passports from Grade 1 to Grade 12;

- Arabic A teachers closely follow the ministry documents while implementing their programme which is also integrated as an MYP moderated subject. For Arabic B students, language studies are integrated with the PYP, MYP and DP programmes;
- A variety of other language classes for all students across the 3 academic programmes;
- Various mother-tongue language programmes as part of the regular timetable and After School Activities programme;
- A multitude of other opportunities for students to gain exposure to a variety of languages and cultures through parent involvement, music, art, festivals, assemblies and curricular units;
- The development of literacy skills across all subject areas;
- Language development included in collaborative planning of the curriculum at all levels and planning is in collaboration with the EAL teachers;
- Language documents are monitored and reviewed and as part of the school cyclic review programme by representatives across grade levels and language groups;
- Teachers regularly attend in-school Professional Development workshops in EAL and have access to local external and international workshops.

In addition to this, all teachers at BWA strive for the following standards in relation to languages:

- A stimulating learning environment which enriches their language development is provided;
- Teachers support the development of the IB learner profile and attitudes towards improving communication skills and provide a wide range of opportunities to do so;
- Teachers use a wide range of teaching strategies to teach a balanced language program which includes, listening speaking, observing, reading and writing;
- Teachers acknowledge differences in developmental stages, learning styles and previous language experiences and provide differentiated learning experiences allowing students to reach their full potential;
- All teachers provide support to the EAL students at all levels through differentiation appropriate to their language level.
- Follow the recommendations set out in the LAP, with all parents as essential contributors to the language learning process.

We all have a role to play in facilitating communication, both written and verbal. We will strive to ensure that our high standards of communication are met, working with students and colleagues to develop literacy skills that will allow our students to succeed in an ever-changing world.

Language in the Primo Section

"IB schools are committed to multilingualism as a means of affirming cultural identity and developing international-mindedness" (Kessler, Quinn 1980; Zelasko, Antunez 2000). The term "multilingualism" in the PYP refers to linguistic ability in more than one language and recognizes that each of a student's languages may be developed to different levels, and within different contexts, depending on their social and academic experiences (International Baccalaureate 2019).

In addition, multilingualism has cognitive benefits relating to:

- Attention and focus
- Problem-solving thinking skills
- Thinking about language.

Responsibility of Teaching Language

In the Junior school, all teachers are language teachers- at BWA the language of instruction is English. All subjects, except Arabic A, Islamic Studies A and MFL, are transacted in English. The teachers facilitate language development and the acquisition of language skills through their subjects.

While the homeroom teachers assume responsibility for teaching language and about language, subject specialists aid in language acquisition through teaching through language. Single subject specialists ensure that students are familiar with the aspects within their subject areas using subject specific vocabulary.

Language Policy for the Primary Years Programme (PYP)

Students in the Junior school at BWA move through the following stages and levels (both horizontally and vertically):

Learning *of* Language

Language is taught specifically with the focus on acquisition of skills and mechanics through listening, speaking, reading and writing. In the early years till Grade 1, phonics instruction is a focus to help in acquiring basic skills in speaking and reading, correct pronunciation. Usage, grammar, phonics, spellings, reading and writing are a part of the curriculum in the primary school which is based on the phases of language learning in the PYP scope and sequence for language.

Learning *About* Language

As students acquire proficiency in a language, they progress to learning about the language itself. This includes exploring cultural aspects, the development of the language, its literature, and literary works. Students are introduced to cultural differences and encouraged to develop respect for all languages. This is particularly emphasised at BWA, where multilingualism is celebrated. The curriculum features literature from various languages, and students engage with these texts through discussions, reviews, and open-minded exploration.

Learning *Through* Language

Once they can communicate using the language of instruction, students begin to learn through it. They engage in tasks that require debating, comprehending complex texts, understand perspectives, conduct research by reading and summarising their understanding, write using a variety of text styles, express their opinions and communicate their understanding of the content. They do this across all curricular areas.

Modern Foreign Languages (MFL) in the PYP

From Primo, students are able to choose to study an additional language which is different from their home language, mother tongue, host country language and language of instruction. Currently BWA offers Spanish and French as the MFL choices. The curriculum follows the same principles of language acquisition as the language of instruction, using the language scope and sequence document of the PYP as a basis of the development of progressions in learning. Teachers use strategies and techniques to facilitate the learning of the language in a school set-up. These include immersion, role-plays, audio- visual inputs, songs, body-language etc. The teachers conduct assessments in-line with the assessment policy of the school and report on the progress to parents. MFL is celebrated through an exhibition at the end of the academic year with a display of understanding of the language and the culture.

Arabic in Primo

At BWA we have chosen to introduce our young students to the language. This is done as a whole class engagement in developing familiarity with the language of the host country. Our curriculum comprises of basic vocabulary, simple conversation, songs and basic cultural celebrations.

Common Practices to Promote Language Learning

Circle Time	In class sharing of ideas and emotions, raising concerns, solving problems, using language that is appropriate and common. Developing social aspect of language through an open and inclusive platform for all.
Listening and Speaking	All teachers develop these aspects through the curriculum with engagements that require students to speak up in class, discussions, presenting, offering explanations and debates.
Use of Learner Profile	Learner Profile provides a common vocabulary for language development and teachers and students focus on various attributes that related to becoming a language user.
Universal Approach to Reading	All practitioners ensure that the universal approach to reading is evident in the classroom. Students will be given a pre-reading task, reading task, and a post-reading task to ensure a full understanding of the English Language in reading.

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The Development of Language in Primo

In Primo we teach language through the Units of Inquiry and follow the same philosophy as in the Primary school.

We also use the Early Years Foundation Stage Statutory Framework to benchmark students' progress and attainment. The framework is structured to include standards for the learning, development and care of children from birth to 5 years old. There are seventeen Early Learning Goals in this framework and they are divided into seven learning areas. The learning goals are categorised into the following learning areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The three initial areas of development are communication and language, physical development and personal, social and emotional development. Reading and Phonics instruction will be based on each child's ability and readiness. Learning through 'enquiry focused play' is central to the teaching and learning of language in KG.

Language in the Senior School

The focus of language learning in the Senior School builds upon earlier foundations, with a more rigorous approach to communication, linguistic analysis, and cultural understanding. The key areas of development include advanced reading comprehension, critical thinking, and effective communication across both oral and written formats. Language instruction is tailored to each student's proficiency level, ensuring a personalised learning experience.

In the Senior School, reading and textual analysis are central components of language education. Students explore a variety of literary and non-literary texts in both their native and additional languages, with an emphasis on developing interpretive skills, cross-cultural awareness, and academic writing. Learning through inquiry-based discussions and collaborative projects enhances their understanding of the intricate connections between language, society, and global contexts.

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Language Expectations

Communication is fundamental to learning, as it supports inquiry and understanding, and allows student reflection and expression. Our goal is to prepare our students primarily for English speaking universities; English is therefore our language of instruction and communication throughout the school. When a student insists on speaking a language other than English, he/she is missing an opportunity to improve his/her language skills. Moreover, this excludes other people who do not understand; which builds distrust and impedes friendships. We prefer to have inclusion – the use of a common language to build friendships and understanding between all participants.

Students are expected to speak English in all classes except Arabic, Islamic Studies, and other language classes.

Recognising that language usage contributes to cognitive knowledge, students will:

- Develop their knowledge and understanding of the English language through purposeful use in listening, speaking, reading and writing;
- Learn to speak, read and write English developmentally, progressing across a continuum of skills in each area;
- Endeavour to express themselves confidently in English in a variety of situations;
- Receive support from the English as a Second Language (EAL) Programme, as is deemed necessary (EAL support is only provided up to Grade 10);
- Be given the opportunity to take part in other language instruction as is deemed necessary for globally mobile students;
- Be encouraged to seek and use resources in their first language, as necessary, to help in the understanding of academic content;
- Respect each other as valued members of the school community regardless of their first language;
- Develop an appreciation of literature and a variety of texts;
- Establish links between subjects, cultures, and other areas of experience;
- Use Language as a vehicle for thought, creativity, reflection, learning and self-expression.

The work of the teacher in promoting language learning is to:

- Create situations, which encourage students to use language in different ways;
- Provide a comprehensive reading programme;
- Teach students the specifics of language;
- Equip students with adequate vocabulary;
- Immerse students in a rich language environment;
- Provide students with good models of language structure and usage;
- Provide challenges to stretch individual student capabilities;
- Guide students to an appreciation of the forms and aesthetic qualities of language;
- Equip students with the skill to express themselves;
- Create a common presentation policy and bibliography policy across the subject groups.

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Benefits of Language Continuation

Please note that the Language Acquisition Department at BWA strongly advises students to continue with their chosen language B option in Grade 6 up to Grade 10, which will allow them to register for intermediate/advanced courses of that language (Grade 10 Phase 4 in MYP and Language B SL&HL in the Diploma Programme). These courses entail a deeper knowledge of the target language and culture and present numerous academic and social benefits such as:

- Improvement of communication skills in the first language: students will delve into advanced linguistic aspects transferable to any language, such as text format conventions, creative writing techniques or literary analysis.
- Improvement of performance in other academic areas: intermediate and advanced language courses require the use of higher cognitive skills, which has a positive impact on standardised exam results in areas other than languages.
- University applications: many universities in the world require or highly value language courses taken at an intermediate and advance level in high school, especially in the Unites States where Spanish is widely spoken.
- Increase of networking skills: intermediate and advanced courses include more opportunities to reflect on cultural diversity, identities and other global topics which will benefit students' social and intercultural skills.

Language Policy for the Middle Years Programme (MYP)

MYP English A Policy

The following guidelines have been identified:

- Literacy develops when language has meaning and purpose;
- The five areas: Speaking, Listening, Reading, Writing and Viewing, are interrelated;
- Communication is a cooperative process in which skills such as critical listening, questioning, persuasion and expressing ideas clearly are necessary.
- Literacy skills must be developed across all subject areas.
- Students should develop skills in formal and informal communication and in real-world situations.
- The curriculum should be sensitive to the needs of all students. World literature (short stories, poems, novels, etc.) should form part of the school syllabus;
- The increasing need for computer literacy and the use of technological tools must be considered.

Arabic in the MYP

Language A Arabic is compulsory for students whose Emirates ID nationality is from an Arab Nation. Arab students take Arabic A in Grades 6 - 8 in addition to their Language B subject and continue with Arabic A only in grade 9 and 11.

- All other students are required to take Arabic B as well as one other Language B subject up to Grade 9.
- The Ministry of Education Arabic B course will be mandatory for all Grade 9 non-Arab students. If students select MYP Arabic B, they will study BOTH MYP Arabic B and MOE Arabic B for Grade 9 only. In Grade 10, students do not have to study MOE Arabic B, but they will continue with MYP Arabic B if this is their chosen Language B option.

MYP Language Acquisition Policy

At BWA, students will be able to choose either French or Spanish, and students may also select Arabic as a Language Acquisition subject (a consideration outlined above). All students in Grade 6 – 8 are placed in the relevant phase level groups depending on their ability. For new students to the school, there is a language placement test to help ensure correct placement of students based upon their ability.

- Students in Grade 9 are placed in Phase 1/2 (complete beginners) or Phase 3 (Previous experience of the language)
- Students in Grade 10 are placed in Phase 2 or Phase 4 as the IB assessment is only assessed at Phase 2 and Phase 4.
- Students in Grade 9 – 10 Arabic B are taught in Phases 1 and 2. In Grade 10, Arabic B is only offered at Phase
- Students new to the school and the language B in MYP will be provided with a 'Catch-Up' pack and will be expected to attend the after-school support club.

Language Policy for the Diploma Programme (DP)

At BWA, English will be the working language of the DP and the medium of instruction. All subjects other than language B will be taught in English. Students will write their Extended Essay in English unless the EE is in a Group 1 or Group 2 other than English. TOK Internal and External Assessment are presented in English. All CAS paperwork must be completed in English.

Group 1 – Language A

The school will offer English A Language & Literature as 'taught' courses. In order to be enrolled in the above, a student should be able to demonstrate adequate fluency in the language and competency in literary analysis.

A student may select mother-tongue Language A1 SL as a school supported self-taught course under the following conditions:

- Linguistic fluency in the language, as well as proven background of the study of literature of the language (national curriculum of the country in secondary school) (at least up to Grade 9 level);
- Regular access to a qualified private tutor, who would be reimbursed by the parent;

- A clear understanding of the role and responsibilities of the student and the school as outlined by the Self- Taught Languages Coordinator;
- A commitment to adhere to the timeline and deadlines for submission of work as imposed by the school;
- A full list of works to be studied (from the approved lists) submitted to the school by the end of September of Grade 11.

Group 2 – Language B & Language Ab Initio

The school will make personalised decisions regarding which languages and levels are offered for a smooth transition from MYP into the DP. The school plans to offer English B SL and HL, Spanish B SL and HL, Spanish Ab Initio SL, French B SL and HL, French Ab Initio SL and Arabic B SL and HL as taught courses.

Language B HL/SL

- May be taken by a student who has adequate fluency in the language.
- The above would be measured on performance in the MYP eAssessments, including the phase in which the student sat the assessment. The level at which the language would be studied would be determined through the above assessment.

Language Ab Initio

- Students should have very little or no prior knowledge of the language

6. Roles and responsibilities:

With regard to implementation of this policy roles and responsibilities are clearly stated below:
(Insert stakeholders as appropriate)

Role of the Executive Principal: To hold all stakeholders accountable for the proper teaching of ALL languages throughout the school:
It is the responsibility of the *teachers* to:
Constantly demonstrate the highest use of spoken and taught language across all subject areas

Role of the Parents:
It is the responsibility of the parents to:
Share the schools love for reading and engage their children in literacy activities frequently

Role of the Students:
It is the responsibility of the students to:
To develop a love for language and embrace languages other than their mother tongue

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7. Associated documentation:

When implementing a policy consideration must be given to how it aligns and supports other policies. To ensure consistency this policy is fully aligned with the following key policies:

- (*Insert must relevant policies which support the implementation of this policy)*

The policy is also guided by the following documentation:

- (*Insert key documents which support the implementation of this policy)*

To understand the policy more fully useful background reading may include: ib-language-policy-en.pdf

8. Training implications

This policy will be shared with all stakeholders via induction, regular professional development meetings and to our public via the BWA website. It will be revisited at the end of each academic year and will be kept up to date with the IB Academic Integrity policies.

9. Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both students and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

10. Equity Impact Assessment

We have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief.

This policy has been equality impact assessed and we believe that it is fair, it does not prioritise or disadvantage any member of staff or student and it helps to promote equality at this school.

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