WINDERMERE SCHOOL
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Windermere School Language Policy (incorporating the EAL Policy)

Next Review Date: September 2026

Reviewed by: SLT

Review Period: 12 months

Staff Responsibility: Academic Deputy Head, Head of MFL and the Head of English

Introduction
International Baccalaureate (IB) World Schools are required to have a written language policy. This document includes provisions for second-language teaching and mother-tongue language support that meets the needs of pupils and reflects the principles of the programme. The IB Diploma Programme and Career-related Programme Language Policy also sets out the philosophy and aims of language teaching & learning, and reviews the available options in Group 1 and Group 2. Additionally, the document defines our support for learning mother-tongue languages.

Philosophy
At Windermere School it is understood that:

- Language forms the basis of all communication and learning.
- The acquisition of language is a life-long process and is a central component of intellectual and personal growth.
- Proficiency earned in one language is transferable to other languages, and language proficiency aids the pupil in acquiring competencies in other curricular areas.
- Language is an expression of culture and must be valued as an integral part of a pupil's identity.
- The development of the mother-tongue language is encouraged to maintain one's cultural identity.
- Language learning promotes internationalism and multicultural understanding.
- Language learning must be fostered in all aspects of the school community.
- All teachers are language teachers and require professional development in language learning and teaching.
- Teachers must strive to recognise the language needs of all pupils and work to serve these needs within and outside of the classroom.

Aims
At Windermere School, our language programs aim to:

- Encourage the development of multilingualism for all pupils.
- Support and provide pupils with opportunities to study their best and first language.
- Enable pupils to learn and use language effectively, appropriately, accurately, and confidently.
- Develop pupil' powers of oral and written communication.
- Develop listening skills in pupils.
- Enable pupils to develop and use language skills in a variety of contexts and purposes.
- Promote the appreciation, understanding, and analysis of texts.
- Understand the vocabulary and terms used in different subject areas.
- Encourage pupils to explore language as a means to understand the differing perspectives of people from other cultures.
- To provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature.
- Develop pupils' understanding of the role of language in other areas of the curriculum and to other ways of knowing.

- Inform and involve parents and/or guardians in planning their child's language profile and development.

Language Profile
At Windermere School, approximately one sixth of the pupils across the school, with just over 40% of these pupils within the Sixth Form, come from families where the language spoken at home is a language other than English. We have approximately 15 different nationalities across all ages. However, English is the medium of instruction and is commonly acceptable to all.

It is the school's official language, in which all operational and development activities take place; pupils are requested to communicate in English during the academic school day. It is also the language of its governance, management and academic committees.

Language Offerings at Windermere School
French as a Foreign Language is taught from Reception right through to Year 13, and Spanish is also introduced in Year 7. Both languages are taught in Year 7 and 8, with an option to continue with both or just one language in Year 9 through to GCSE. If required, we teach English as a second language to international pupils throughout all key stages.

We also offer any available self-taught second language at (I)GCSE; this is usually Chinese and Polish, to our pupils. Self-taught students will be supported by the EAL Department and a tutor who is proficient in the second language, usually sourced by the school.

We offer teacher-taught first language English, at GCSE. GCSE Foreign Language examinations (Cambridge and AQA) are sat in English, French and Spanish. We also offer any available self-taught first language at IGCSE, for example Chinese, for our pupils. Self-taught students will be supported by the EAL Department and a tutor who is proficient in the pupil's first language, usually sourced by the school.

IB Language Offerings at Windermere School
The language of instruction at Windermere School is English. Every Diploma Programme pupil must take a Language A: Literature or Language and Literature subject at either HL or SL. Within the IB, we offer teacher-taught first language English.

First languages that are not teacher-taught can be pursued through a self-taught, school-supported option at IB as a standard level subject. These self-taught languages are supported with the direct assistance of a supervisor, who is a teacher of IB Language A and a tutor who is proficient in the pupil's first language sourced by the school. The group offers more than 50 languages and special-request school supported self-taught options are available.

IB Diploma pupils are also required to study a second language. Pupils may select a second language from the Language acquisition group: English, French, Spanish or Italian/German Ab Initio. Or they may opt to study another language from the Studies in Language and Literature group: English or Self-taught.

IB Career-related programme pupils can select a HL or SL Language as part of their option choices for the Sixth Form. CP pupils are also required to study another language as part of the Language and Cultural Studies component; this could be English or Italian, or another language of their choice.

If pupils are proficient in a language in addition to their mother tongue, they are encouraged to pursue the Bilingual Diploma. To qualify for the IB Bilingual Diploma or Bilingual Career-related, candidates must achieve a level 3 or higher in two languages selected from Studies in language and literature. Pupils who achieve a level 3 or higher in a language selected from Studies in language and literature and a grade 3 or higher in an Individuals and societies or Sciences subject, completed in a different language, will also receive the Bilingual Diploma or Bilingual Career-related.

Group 1

Standard Level **IB Group 1** **(Native Language)**
English A - Literature
English A Language and Literature

Group 2

Standard Level **IB Group 2** **(Foreign Language)**
Self-Taught SL only *Specify Subject* ……..
French B
Spanish B
Italian or German ab initio *SL only*

Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. (IBO 2012)

We believe that as students examine global cultures, they are able to gain appreciation of other cultures while coming to the realisation that other people, with their differences, can also be right (IB Mission Statement). We realise that not every pupil will reach the same level of language proficiency at the same time; therefore, we offer a continuum of Language B courses that meet both the developing academic and social needs of all learners. The aim is for each pupil is to reach his or her highest level of literacy and proficiency in a second language.

For those students entering the school primarily for the IB Diploma, who do not a have a continuum language, we offer Italian ab initio (or German), for beginners, providing the same opportunities we offer our Language B students. Additionally, Windermere School accommodates different learning styles with differentiated instruction according to student needs.

Placement of Pupils in Language Courses

Choice of language level in both Group 1 and 2 depends upon the student's preference, level of proficiency and literacy in that language, and their overall programme of study. It is essential that pupils are appropriately placed into language courses and assessed by language teachers according to IB policies as laid out in the Language A and B guides.

Pupils must be provided with suitable levels of both challenge and support within a language course. It is important that placement on the course does not provide pupils with an unfair advantage over others. The purpose of the Language ab initio and Language B courses are to provide pupils with the opportunity to develop in a language and not for those who can already communicate confidently and proficiently in the target language.

- Language A courses are designed for pupils who can communicate successfully in the target language and are able to read, analyse and explore complex literary and non-literary texts.

- Language B courses are designed for pupils with some experience in the target language and provide pupils with an appropriate degree of challenge. Standard level subjects are for pupils who already have the ability to communicate in the language in familiar contexts. Higher level subjects are for pupils with previous experience in the target language who have the ability to communicate in that language in a variety of contexts and for a variety of purposes, including literary works.
- Language ab initio is designed for pupils with no prior experience or very limited exposure of the target language.

Ultimately, it is the decision of the IB Coordinator and language teacher to determine the placement of individual pupils. All language courses follow the prescribed course requirements, as set out in the IB Language Subject Guides.

Extra-Curricular Languages and Cultural Opportunities
The following activities are examples of clubs which have been available to Windermere School pupils to enrich experiences in mother-tongue languages, second languages or additional languages, with the aim of increasing cultural awareness and international-mindedness, while further promoting the IB Learner Profile attributes.

- GCSE French and Spanish Culture and Conversation Clubs
- The International English Language Testing System (IELTS)
- Weekend workshop for Italian Ab Initio

Further opportunities to increase cultural awareness and international-mindedness are explored through initiatives such as:

- The European Day of Languages (26 September)
- Taster Language Days for local Primary schools
- Themed Reflections (whole School assemblies) such as Chinese New Year and the celebration of Christmas across the world.
- Cultural weekend visits to Edinburgh, York, etc.
- Theatre and Music trips
- A range of weekend activities in the local area
- Service in Year 10 and Year 11 and CAS and Standard Level (SL) in Sixth Form within the local community
- Debating clubs and competitions
- The Year 8 French Trip – a week of language development and learning about French life and culture

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Approved	October 2014	S King - Academic Deputy
Reviewed	March 2017	C Richards Rina, C Gruber and C Hubner
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Windermere School English as an Additional Language (EAL) Policy

Review Date: August 2025

Reviewed by: SLT

Review Period: 12 months

Staff Responsibility: Head of EAL

Introduction

This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of pupils who are otherwise at risk from underachievement. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure quality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently.
- Use English as a means of learning across the curriculum.
- Make use of their knowledge of other languages, where appropriate.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses in language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- A distinction is made between EAL and Special Educational Needs and Disabilities (SEND).
- Language is central to the development of identity. Therefore, teachers need to be aware of the importance of pupils' home languages and are to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from a well-developed home language; and literacy in a home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Teaching and Learning Strategies.

Teaching staff should use a variety of support strategies to ensure curriculum access:

- Collaborative group work.
- Enhanced opportunities for speaking and listening.
- Additional verbal support – repetition, alternative phrasing, peer support.
- Additional visual support, e.g., pictures, diagrams, dictionaries, on-line support, texts, key word lists.
- Writing frames and directed activities related to texts.
- Opportunities for role play.

- Pupils receive regular feedback from staff.
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts.
- Further support for pupils' language development is provided outside the formal curriculum, e.g., in assemblies, school clubs, homework clubs, additional lessons, in the boarding houses, etc.

Planning, Monitoring and Evaluation
Upon arrival at School and as an ongoing process, information is gathered about:

- The pupils' linguistic background and competence in other languages.
- The pupils' previous educational and schooling experience.
- The pupils' level of English.

An individual plan of support is described by the Head of EAL, and is conveyed to relevant teaching, pastoral and support staff.

Teaching and EAL support staff regularly observe, assess and record information about pupils' developing use of language. Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils.

Targets are reviewed on a regular basis.

Special Educational Needs and Gifted and Talented Pupils
We recognise that most EAL pupils needing additional support do not have Special Educational Needs. However, should SEND needs be identified during assessment; EAL pupils will have equal access to school SEND provision.

Similarly, the school recognises that there may be EAL pupils who are Able, Gifted and Talented (AGT) even though they may not be fully fluent in English.

Assessment and Record Keeping
Teaching, pastoral and support staff have regular liaison with each other and the Head of EAL to discuss pupil progress, needs and targets.

Additional Language Support
The programme determined by the Head of EAL may be supplemented by additional small group lessons and/or individual language tuition at the request of parents and the agreement of the Head of EAL upon the payment of an additional fee. Such sessions are intended as an addition to the core EAL provision.

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