

Our Guiding Statements

Our Vision:

Providing world-class education

Our Mission:

To empower students with a holistic, rigorous and international education for success in an ever- changing world

Our Philosophy:

- To be recognized by the success of our students in achieving their personal goals
- To make student development the centre of all school decisions
- To aspire to the highest internationally recognized performance standards
- To build and celebrate a culture based on internationalism
- To enable the staff to become life-long learners through the development of their professional practice

Core Values:

Achievement | Collaboration | Integrity | Innovation | Respect | Responsibility |

Our Motto:

Towards Excellence

Introduction

This document represents the school's essential agreements on language learning, teaching and assessing. All members of the academic staff are committed to this policy and responsible for the implementation, reviewing and upgrading of our language policy.

Raffles World Academy Mission Statement

We are committed to excellence in education by striving to provide each student with opportunities to reach their full potential as lifelong learners in a holistic, challenging and supportive learning environment that will ultimately prepare them to play an active and responsible role as global citizens in a multicultural world.

Language Philosophy Statement

Language is an expression of culture and must be valued as an essential part of a student's identity. **It is the foundation of all learning and a major connecting element across the curriculum.** Recognizing and supporting our students' mother tongues is crucial to developing their full potential. The Learner Profile, together with the five essential elements of the programme (knowledge, concepts, skills, attitudes and actions) are integral to teaching and learning language. Language study is a key factor in developing international understanding, in reinforcing

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cultural identity, enhancing personal growth and promoting effective communication. All members of the school community are language teachers and language learners. Our focus is on the application of language across the subject areas and programs. The learning process simultaneously involves learning language, learning about language and learning through language. At RWA we provide a caring language community in which learners feel supported by others in language learning. We structure language learning so that learners have opportunities for success. Learners grow in their understanding of how their own and other languages work in and beyond the classroom, using language as a tool to listen, think, discuss and reflect on information, ideas and issues. We believe effective language teaching and learning are social and cultural acts, dependent on relationships with others, with context, with the environment, and with the world. Language allows learners to engage with the world, express identity and to relate to and accept responsibility for helping to create a better and more sustainable world together.

Roles in Learning:

At RWA, responsibility for language learning is shared by academic staff, learners, and parents. Language instruction is transdisciplinary, touching upon all aspects of expression and communication, whether in a class setting or outside of the classroom. Roles in language learning are explained below:

The school will:

- provide opportunities and support for all learners to become proficient in English
- provide opportunities for all learners to learn Arabic, the language of the host country
- provide the opportunity for all learners to learn an additional foreign language
- provide opportunities for students to maintain and develop their mother tongue
- provide information to parents, informing them about the language policy and school practices
- provide opportunities for parents to take an active role in their child's language development
- provide opportunities for students to demonstrate their learning through meaningful and targeted assessment practices
- support teachers, through professional development, to meet the ongoing language needs of the students.

The School Management will:

- provide the resources necessary for the delivery of a high-quality language programme.
- review carefully the language profiles of prospective teachers at the recruitment stage, in order to ensure that curricular and pedagogical needs are met.
- support all teachers with opportunities for furthering language teaching strategies, professional development and assessment support

All Teachers and Teaching Assistants will:

- be responsible for language development.
- share a responsibility for developing language through multiple disciplines.
- use a variety of strategies to help learners comprehend, interpret, evaluate and respond to a variety of sources in a range of languages and a variety of cultures.
- encourage learners to maintain and value their mother tongue and to respect that of others.

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- give learners specific and constructive linguistic feedback.
- incorporate language teaching and learning as a part of continuous professional development.

All Parents will:

- value and share responsibility for the development of language skills.
- recognize the pace at which languages skills develop.
- participate in meetings regarding the IB Programmes and language of instruction.
- commit to the Language Policy of the school, e.g. by taking opportunities to expose their children to relevant language beyond the school.

All students will:

- be taught language by all staff and have opportunities to read, write, view, investigate, inquire and present across the curriculum.
- learn literacy skills in context.
- be encouraged to develop a wide range of strategies to comprehend, interpret, evaluate, respond to, appreciate and construct texts.
- be encouraged to use self-correcting strategies.
- have access to, and are taught through, a variety of technological and information resources.
- be encouraged to express themselves, orally and in writing, in a variety of media and situations.
- be encouraged to share and develop their work in a social context.
- be encouraged to see language as a tool for thinking, inquiring, reflecting and learning.
- be encouraged to maintain and value their mother tongue and to value that of other students.
- be given the opportunity to become proficient in more than one language.
- be exposed to a broad range of literature **reflecting a variety of cultures and perspectives.**
- be encouraged to develop a love of language and literature.
- receive constructive and specific feedback from teachers and peers.
- be exposed to modelling of rich language experiences.
- be given time to reflect on their learning and to apply techniques appropriately.
- become active language learners through inquiry and authentic real-life applications.
- reach operational language proficiency in more than one language
- be respectful of others' language and culture.
- see language as a tool for life-long learning.

Admissions, Placement and Tracking

- We assess applicants through multidimensional assessment procedures, which include testing for English proficiency, appraisal of past records and current academic levels, student's literacy or language-readiness skills and observation of emotional and social development.
- We place students in appropriate instructional settings based on the data of our assessment procedures
- **We conduct regular assessments of students' academic and language accomplishments and needs.**



- We collect representative samples of students' work to document linguistic and academic growth in language.
- We communicate clearly with parents regarding students' accomplishments and needs as they progress through the grades.

For more detail, see our "Assessment and Reporting Policy"

Teaching and Planning Practices

We employ a variety of teaching styles and learning techniques to enable students to access to the whole curriculum, to cater for the variety of learning styles within each class and to ensure the progression and reinforcement of skills and concepts.

We expect teachers to:

- present language through meaningful and authentic contexts
- use a wide variety of teaching and assessment strategies
- provide a balanced language programme as laid out in the PYP scope and sequence document
- structure teaching and learning situations so that students have opportunities for success
- plan in collaboration with classroom teachers and specialist teachers to maintain consistency
- provide challenges to students by giving them opportunities to reach their full potential
- acknowledge differences in developmental stages, learning styles and previous language experiences
- encourage parental involvement
- publish student work
- use questions as a tool for learning
- use a wide variety of materials to enable every student to access the planned learning experience and to achieve the planned teaching and learning objectives
- give students the opportunity to work in a variety of ways – whole class, groups (of differing sizes and composition), as pairs and individually, according to their needs, the nature of the activity and the learning objectives
- build students' confidence and self-esteem and enable them to become effective language users by:
- sharing teaching and learning objectives and clarifying expected outcomes in a way that students can understand
- teaching students to self-monitor
- encouraging students to learn from and support one another, and to realise that they do not all have to be at the same level or arrive at the same point at the same time
- giving positive and constructive oral and/or written feedback
- creating an environment where all students can make progress at their own pace

We plan activities where students:

- integrate prior and new knowledge
- acquire and use a range of learning skills
- solve problems individually and in groups
- reflect on their successes and challenges
- evaluate conflicting evidence and think critically
- accept that learning can involve uncertainty and difficulty

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

Recognizing 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;
- 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

Practices for implementing reading, writing, oral and visual skills

In order to promote inquiry-based language learning within the context of the PYP, our school recognizes the importance of incorporating the teaching and learning of language through the transdisciplinary programme of inquiry. The mastery of the essential language skills - reading, writing, listening, speaking and viewing - is a vital part of a student's overall development.

Reading practices:

- Reading will take place in all subject areas, and students will read across the curriculum whenever appropriate.
- A variety of practices will be used when planning for instruction, including, but not limited to, guided reading groups, differentiated reading instruction, word lists, graphic organizers and the use of leveled reading material.
- Students will be encouraged to read for information, read for pleasure, read aloud expressively and also discuss, analyze, compare and contrast the texts they read.
- Students will be exposed to a variety of genres, including multicultural literature, poetry, plays, short stories, newspapers, magazines and informational texts.
- Students will learn how to understand, interpret and respond to the ideas, attitudes and feelings expressed in various texts, to think critically about what they read and to be able to make predictions and inferences based on information that is both explicit and implicit in a text.
- Teachers will promote and incorporate supplementary reading incentives and support programmes.
- Vocabulary building techniques will be used across the curriculum whenever appropriate, e.g. word walls, word of the day, spelling programmes, use of idioms, metaphors, and similes.

(please refer to the reading policy for more details)

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Oral language practices:

- Teachers will model correct language use in conversation, while being sensitive to students' cultural backgrounds and mother tongues.
- Students will be provided with opportunities to develop and utilize oral language beyond everyday classroom conversations. This will be done through oral presentations, assemblies, debates, speeches, role-play, poetry recitations, songs, books on tape, listening stations and performing arts.
- Teachers will plan activities that expose students to conventions of oral language and aid them in responding appropriately to a range of contexts and audiences.

Writing practices:

- Students' natural desire to communicate through writing will be fostered by giving real purpose to their writing, and by exposing them to varied, challenging and meaningful writing opportunities.
- There will be consistency in promoting the writing process (planning, drafting, editing, proofreading, revising and publishing) throughout the grade levels.
- Students will be encouraged to focus on meaning first rather than accuracy and to enjoy the writing process.
- Students will be provided with opportunities to express themselves in writing through different genres.
- Students will be provided with opportunities to acquire, develop and use language specific to relevant subject areas.
- Constructive feedback from teachers, peers, and other adults will support the development of writing.
- Teachers will model and provide instruction in the correct use of language conventions, including spelling, grammar, rules of punctuation and handwriting.
- We will incorporate a variety of spelling strategies including spelling conventions and patterns, high frequency words and unit-related vocabulary.

Viewing and presenting practices:

- Students will have the opportunity to create visual presentations, and to use multimedia in a variety of situations and for a range of purpose and audience.
- Opportunities will be provided for students to view high quality performances in a variety of media.

Mother Tongue Languages

RWA believes that mother tongue language development is crucial to maintaining cultural identity and emotional stability. While we do not offer bilingual programmes, we do recognise that strength in mother tongue supports students in learning other languages. International schools have a special responsibility to recognise and support each and every aspect of language development.

Arabic is the language of our host country, and many of our neighboring countries. Arabic is taught as a mother tongue to all Arabic speaking students. This is explained in the section on Arabic Language.

German, French, Spanish, Russian, Italian and Hindi is offered to native German, French, Spanish, Russian, Italian and Hindi speaking students, and is conducted during school hours where possible and after school where it is not possible to offer especially for KG and G1. The teacher is paid by the parents. The school assists with some of the costs of the programme.

In addition to above mother tongue programmes, the school is committed to explore opportunities to provide other mother tongue classes as an After -school activity.

Arabic Language

Arabic teaching at RWA has two strands. Students who speak Arabic as a mother tongue are taught Arabic literacy and culture (Arabic A). Students who do not speak Arabic as a mother tongue learn Arabic as a foreign language (Arabic B). Learning Arabic takes on special significance as it is the language of our host nation. Through the teaching of Arabic, and through links to UAE culture across the curriculum, students develop an appreciation of the host nation's culture as well as an awareness of different perspectives.

All students are required to learn Arabic as per UAE Law and in accordance with KHDA requirements. Both Arabic A and Arabic B students follow an enriched version of the appropriate UAE syllabus. Arabic Language Heads of the Department are employed in the school to cater for the continued development of Arabic. The school will ensure that sufficient qualified teachers are employed to support the teaching of Arabic in the school. The development of curriculum resources is budgeted for and provided.

Modern Foreign Languages (French and Spanish)

RWA recognizes the importance of students developing a range of languages and learning about different cultures for their personal and educational growth. This will provide students with a multitude of opportunities to develop the attributes in the learner profile and to become effective, multilingual communicators and members of the global community. French or Spanish is offered to all Arabic B students from Grade 2 upwards within the school day. Additionally, other languages are offered to interested students as an after -school activity. Foreign language teachers support the school's reading, writing and oral language practices, the IB learner profile, and the PYP attitudes, as well as the programme of inquiry, whenever and wherever appropriate. Students receive instruction using an interactive, immersion approach to foreign language learning. The school will ensure that sufficient qualified teachers are employed to teach foreign language throughout the school. Student teacher ratios will support the effective interaction with and learning of a foreign language. The school library will include literature and resources in a range of languages representative of the school population. The development of curriculum resources will be budgeted for.

Support for English as an Additional Language (EAL)

The term EAL is used to refer to students for whom English is an additional language. Students of all linguistic backgrounds are considered for admission to RWA. However, the admissions process seeks to determine whether learners are sufficiently proficient in English so that they can successfully access the curriculum in an English medium learning environment. Upon admission, a language profile for incoming students is developed and a traffic light system is used to identify those students who may need English language support. The school undertakes to provide EAL support for students who have not reached a level of English proficiency that allows them to access fully the curriculum. EAL support is provided using both in-class and pull-out models. The goal of EAL support is to have the support primarily conducted in class. This is to enable students the maximum opportunities to use language in meaningful contexts, particularly in their interactions with fellow students and to ensure that EAL students are not excluded from valuable lessons. As different students have different levels



of language proficiency, the language needs of all students in the class will be considered in joint planning by the EAL teachers and classroom teachers.

The English proficiency of all new students will be assessed prior to entry. On admission, an initial assessment will be conducted to determine a student's English proficiency. Recommendations will be made to the Heads of School regarding placement in appropriate programmes. All academic staff will be notified of a student's English proficiency upon entry. Teachers can refer students to the EAL programme. The kind of support the student needs will be decided by the class teacher and the EAL teacher.

Beginner EAL students will initially follow an immersion program that involves intensive EAL. Students in the EAL programme will be regularly monitored and assessed. EAL classes will provide new students with a supportive, protected environment in which they can try out their language skills and develop confidence in their abilities. EAL students are part of the regular class, and teachers should be aware of their needs and modify or differentiate lessons and assessments accordingly. In this way, EAL students will not only achieve competency in meeting academic goals, but they also will be able to participate in school culture and become fully integrated members of our community.

Assessments and reports will be coordinated and determined by the EAL teachers and class teachers. The school will ensure that qualified EAL teachers are hired to assist English language learners.

Inclusion support for students with SEND

In keeping with the mission statement, RWA has adopted an inclusive model of learning support. This means that students with individual needs are supported within mainstream classes and all students are given full access to the curriculum.

Teachers respond to the diverse learning needs and styles of the students in their care through using a variety of differentiation strategies to deliver the programme. These strategies may include the use of learning technologies, simplifying texts, supplementing information, providing checklists, using alternative forms of assessment and making assessment arrangements.

In cases where students' barriers to learning preclude the development of age appropriate literacy skills and additional support is required, mainstream class teachers may refer the student to the Learning Development Team. Please see the referral process for more information.

Once referred to the Inclusion Support Team, students may be supported through parallel teaching, co-teaching, small group conferencing and if circumstances require, there may be some more intensively individual support provided. It is expected that RWA and parents work in partnership to help develop students' literacy skills.

Support for Gifted Students

Students who have been identified as gifted receive differentiated instruction in class. Teachers use strategies that further encourage vocabulary development, reading and writing across the curriculum, and the exposure to various forms of literature and informational texts. Classroom teachers work with other specialists in order to ensure continuity of the delivery.

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Library Media Specialist

The Library Media Specialist works closely with teachers, students, parents and the school administration to ensure the availability of curricular and support materials that are necessary for the development of languages. The Library Media Specialist holds workshops for teachers and students so that they can effectively access the many online resources that are available. The library has print and non- print books, CDs, posters and recorded books in a variety of languages. Resources are available to teachers, students and parents. All students have timetabled access to the library and other ICT.

Policy Review

This policy is a working document and as such will be reviewed by the Language Committee and academic staff annually.

The following criteria will be used to measure its success:

1. Has the quality of student learning been enhanced?
2. Has the quality of teaching been improved?
3. Can we identify a range of teaching and learning styles in each classroom?
4. Are staff and students following procedures?
5. Is there clear evidence of assessment informing planning?
6. Has any part of the policy been difficult to implement, or been ignored?

Appendices

1. Language Development in the context of the IB Learner Profile
2. Language Expectations at RWA
3. Reading Literacy Policy

Reviewed by the Language Committee of Raffles World Academy School – April 2021

Appendix Number 1

Language Development in the context of the IB Learner Profile

In line with the IBO, the language programme not only helps students to gain an instrumental means of communication, it helps them develop the cognitive, emotional and attitudinal skills which promote a well-balanced and holistic education. We strive for students to develop the knowledge, skills and attitudes that will enable them to be:

Inquirers: They use language as their prime medium of inquiry to make sense of the world around them.

Thinkers: They use language precisely and skillfully in the context of higher- level thinking to express their thoughts and ideas clearly and succinctly.

Communicators: They are confident users of oral and written language in a variety of situations.

Risk- takers: They attempt to read, write and speak in situations where they may not feel totally competent.



Knowledgeable: They understand the internal structures of language and the various influences on its development. They have experience with a wide range of literature and acquire the vocabulary and understanding to discuss different literary styles.

Principled: They are aware that language is powerful, that it can have a profound effect and that it must be used responsibly.

Caring: They show responsible, caring attitudes towards the use of language and they value literature for the insight it gives into the feelings of others.

Open- minded: They respect differences and similarities between languages and dialects. They are aware of the use of language as an expression of bias and strive to maintain an objective stance.

Well- balanced: They are aware of the need for an educated person to be an effective communicator. They use literature for both learning and leisure.

Reflective: They reflect upon their own levels of language development in their mother tongue and other languages. They consciously work at improving their language proficiency.

Appendix Number 2

For further details on the Language curriculum please refer to the following documents:

- Language Scope and Sequence for Speaking & Listening, Reading, Writing, Viewing and Presenting
- Language PYP and IBPYP Scope and Sequence Documents
- Curriculum Maps and scheme of works for each Grade

References

- IB Documents International Baccalaureate Organization, Guidelines for Developing a School Language Policy, 2008
- International Baccalaureate Organization, Learning in a Language Other Than Mother Tongue in IB Programs, 2008
- International Baccalaureate Organization, Language and Learning in IB Programs, 2008
- International Baccalaureate Organization, Guidelines for School Self-Reflection on its Language Policy, 2008

Policy reviewed and updated April 2021

Next review April 2022



RAFFLES WORLD ACADEMY

LANGUAGE POLICY



Introduction

This document represents the school's essential agreements on language learning, teaching and assessing. All members of the academic staff are committed to this policy and responsible for the implementation, reviewing and upgrading of our language policy.

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Admissions, Placement and Tracking

- We assess applicants through multidimensional assessment procedures, which include testing for English proficiency, appraisal of past records and current academic levels, students' literacy or language-readiness skills and observation of emotional and social development.
- We place students in appropriate instructional settings based on the data of our assessment procedures.
- We conduct ongoing assessment of students' academic and language accomplishments and needs.
- We collect representative samples of students' work to document linguistic and academic growth in language.

- We communicate clearly with parents regarding students' accomplishments and needs as they progress through the grades.

For more detail, see our document “Assessment and Reporting Policy”.

Teaching and Planning Practices

We employ a variety of teaching styles and learning techniques to enable students to access to the whole curriculum, to cater for the variety of learning styles within each class and to ensure the progression and reinforcement of skills and concepts.

We expect teachers to:

- Present language through meaningful and authentic contexts
- Use a wide variety of teaching and assessment strategies
- Provide a balanced language programme as laid out in the MYP scope and sequence document
- Structure teaching and learning situations so that students have opportunities for success
- Plan in collaboration with other classroom teachers and specialist teachers to maintain consistency
- Provide challenges to students by giving them opportunities to reach their full potential
- Acknowledge differences in developmental stages, learning styles and previous language experiences
- Encourage parental involvement
- Publish student work
- Use questions as a tool for learning
- Use a wide variety of materials to enable every student to access the planned learning experience and to achieve the planned teaching and learning objectives
- Give students the opportunity to work in a variety of ways – whole class, groups (of differing sizes and composition), as pairs and individually, according to their needs, the nature of the activity and the learning objectives
- Build students' confidence and self-esteem and enable them to become effective language users by:
 - sharing teaching and learning objectives and clarifying expected outcomes in a way that students can understand
 - teaching students to self-monitor
 - encouraging students to learn from and support one another, and to realise that they do not all have to be at the same level or arrive at the same point at the same time
 - giving positive and constructive oral and/or written feedback
 - creating an environment where all students can make progress at their own pace

We plan activities where students:

- integrate prior and new knowledge
- acquire and use a range of learning skills
- solve problems individually and in groups

- reflect on their successes and challenges
- evaluate conflicting evidence and think critically
- accept that learning can involve uncertainty and difficulty

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;
- 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.

MYP English/Arabic A

* When referring to 'Arab students', this means any student from an Arab country; students from UAE nationalities, GCC nationalities and other Arab countries are referred to as 'Arab'.

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;
- **Students studying Language and Literature for English must be proficient in the Language (at least phases 5 and 6) as detailed in the Language Acquisition guide.**
- **Students with their passport from GCC and other Arab countries have to study Arabic as language and literature as per the MOE rules. However, these students can be registered for Arabic LA on-screen eAssessment based on the teacher's recommendation.**
- 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 (poetry, prose and drama) should form part of the school syllabus;
- The increasing need for computer literacy and the use of technological tools must be considered.
- End of Year assessments will assess a student's progress.

Languages B in the MYP (Arabic, Spanish, English, French)

- **In Language Acquisition, students will be grouped according to their level (phase). Phase 1 and 2 are beginner level. Phase 3 and 4 are intermediate. Phase 5 and 6 are advanced.**
- Arab students take Arabic A in Grades 6 to 10 instead of Language B.
- Arab students take Arabic A in Grades 6 to 10 instead of Language B (Grade 12 is the last year for MOE book [Arabic A]).
- All other students are required to take Arabic B as well as one other Language B up to Grade 9. In Grade 10 they can drop Arabic B but continue with the other Language B.
- **Students will be placed in Arabic acquisition classes according to their appropriate phase level, as outlined above.**
- **Once a student has selected the Language B option (other than Arabic) they will continue to study that language throughout the MYP until they achieve a satisfactory proficiency in phase 4. Only once they have achieved phase 4 will they be permitted to study an alternative language.**
- **Students studying English B (Language acquisition) must be proficient in English and demonstrate that they can achieve phase 5 or 6 before being permitted to study the English A pathway.**
- **Students will be set a diagnostic exam at the start of the year to determine the appropriate phase in Language Acquisition or English A.**
- **English A (Language and Literature) and English B (Language Acquisition) are blocked together on the timetable to allow initial movement between English A and English B following the diagnostic exam. Once a student has been placed in English A or B, further changes will only occur at the end of the school year and will be determined by assessments and teacher recommendation.**
- **Students in MYP4 are registered for on-screen examination. Once placed, they will continue in the same phase and complete the on-screen examination in the same program of study at the end of MYP5.**
- If a student does not take Arabic B in Grade 10, they will have the time distributed to the core subjects and study hall sessions.
- If a student studies a language in Grade 9 and Grade 10, they will not be able to study the same language at Ab Initio level in Grade 11. If the language was only studied in Grades 6-8, they will be permitted to study it as an Ab Initio language in Grade 11.
- English B: EAL students will take English B blocked with English A classes until such time as they can access English A.

Students taking Language B (English B, Arabic B, French B, Spanish B)

In addition to the compulsory Arabic B up to Grade 9, students will study a Language B from the categories outlined above. The school currently offers French, Spanish, Arabic B.

The Language B programme does not cater to the needs of mother tongue speakers, and they therefore must choose an alternative language from the choices above.

The English B pathway will replace EAL. Students who are taking English B can move to English A if their language reaches the required standard and the appropriate attainment has been met. If students start Grade 9 in English B, they must stay in English B until the end of Grade 10.

In Grades 6, 7 and 8, students will have the choice of studying French or Spanish. In Grades 9 and 10 students will continue with the same language that they started in Grade 6: French or Spanish. The Grade 9 and 10 French and Spanish courses prepare students for the on-screen examination in Grade 10 and ultimately, for having access to Language B in Grade 11. Those students who would like to start a new language will be able to start Spanish or French Ab Initio in Grade 11.

Practices for implementing reading, writing, oral and visual skills

In order to promote inquiry-based language learning within the context of the MYP, our school recognises the importance of incorporating the teaching and learning of language through the transdisciplinary programme of inquiry. The mastery of the essential language skills - reading, writing, listening, speaking and viewing - is a vital part of a student's overall development.

Reading practices:

- Reading will take place in all subject areas, and students will read across the curriculum whenever appropriate.
- A variety of practices will be used when planning for instruction, including, but not limited to, guided reading groups, differentiated reading instruction, word lists, graphic organisers and the use of leveled reading material.
- Students will be encouraged to read for information, read for pleasure, read aloud expressively and also discuss, analyse, compare and contrast the texts they read.
- Students will be exposed to a variety of genres, including multicultural literature, poetry, plays, short stories, newspapers, magazines and informational texts.
- Students will learn how to understand, interpret and respond to the ideas, attitudes and feelings expressed in various texts, to think critically about what they read and to be able to make predictions and inferences based on information that is both explicit and implicit in a text.
- Teachers will promote and incorporate supplementary reading incentives and support programmes.

- Vocabulary building techniques will be used across the curriculum whenever appropriate, e.g. word walls, word of the day, spelling programmes, use of idioms, metaphors, and similes.

Oral language practices:

- Teachers will model correct language use in conversation, while being sensitive to students' cultural backgrounds and mother tongues.
- Students will be provided with opportunities to develop and utilise oral language beyond everyday classroom conversations. This will be done through oral presentations, assemblies, debates, speeches, role-play, poetry recitations, songs, books on tape, listening stations and performing arts.
- Teachers will plan activities that expose students to conventions of oral language and aid them in responding appropriately to a range of contexts and audiences.

Writing practices:

- Students' natural desire to communicate through writing will be fostered by giving real purpose to their writing, and by exposing them to varied, challenging and meaningful writing opportunities.
- There will be consistency in promoting the writing process (planning, drafting, editing, proofreading, revising and publishing) throughout the grade levels.
- Students will be encouraged to focus on meaning first rather than accuracy and to enjoy the writing process.
- Students will be provided with opportunities to express themselves in writing through different genres.
- Students will be provided with opportunities to acquire, develop and use language specific to relevant subject areas.
- Constructive feedback from teachers, peers, and other adults will support the development of writing.
- Teachers will model and provide instruction in the correct use of language conventions, including spelling, grammar, rules of punctuation and handwriting.
- We will incorporate a variety of spelling strategies including spelling conventions and patterns, high frequency words and unit-related vocabulary.

Viewing and presenting practices:

- Students will have the opportunity to create visual presentations, and to use multimedia in a variety of situations and for a range of purpose and audience.

- Opportunities will be provided for students to view high quality performances in a variety of media.

Support for English as the Language of Instruction

In the classroom the language of instruction is English, though it is recognised that as an international school other languages may be used for varying purposes during instructional activities. We aim to develop a level of language proficiency in English that enables students to perform to their best ability on all tasks related to the curriculum.

In line with the general belief that diversity in language is a positive element in the school, no language will ever be banned from use. We allow students to think or talk through unfamiliar or complex concepts in their first language to assist their understanding. Though the use of a student's first language is accepted, there will be times when the teacher needs to stipulate that a particular activity be undertaken solely in English in order to achieve the outcomes of the lesson. Students are encouraged to communicate with their peers in a way that will not result in some students being excluded as a result of language.

Support for the host country

The host country language of Arabic shall be integrated within unit plans where applicable. Students will be encouraged to explore Arabic and UAE culture when discussing literary texts in lessons and when commenting on language features. Writing competitions such as the Emirates Airline Festival of Literature challenges students to draw upon their English and Arabic language and culture to produce a variety of poetry and short stories. Poetry written in Arabic is recited at these events.

Students will also be familiarised with Arabic around the school, where opportunities for vocabulary development are offered. National events such as UAE National Day and International Day, will be integrated within appropriate unit plans to celebrate the culture and diversity of the host country.

Differentiation in English lessons

In English, students will be set in mixed ability groups to allow for widely differentiated lessons and activities. In grades 7 and 8, there will be one group allocated for gifted and talented students as identified by CAT4 scores. In grades 9 and 10, all classes will be set.

Support for Gifted and Talented Students

Students who have been identified as Gifted and Talented receive differentiated instruction in class. Teachers use strategies that further encourage vocabulary development, reading and writing across the curriculum, and the exposure to various forms of literature and informational texts. Teachers will choose texts to suit the ability levels in the classroom. Classroom teachers work with other specialists in order to ensure continuity of the delivery.

Support for SEN and EAL students

Students who have been identified as SEN and EAL receive differentiated instruction in class. Some students, based on teacher recommendation, and as identified by CAT4 scores, will follow the English B route until such time as their skills in English have developed or reached the standard that they can access English A. Teachers will work closely with the SEN department using ILPs to provide specific support to individuals based on each student's need. Class sizes will be kept as small as possible in order to allow for more student and teacher interaction. Literature texts will be chosen to suit the level of the class and lessons will allow students to develop their functional English skills.

Mother Tongue

Students who wish to study their Mother Tongue language as a language subject will have classes blocked with Language Acquisition (Language B classes). Or, if a student wishes to study a language offered by the school, they can study their mother tongue language outside of school time. A tutor for these classes must be paid for and provided by the student. The hiring of a tutor for these courses is not optional and is a requirement of the programme.

Library Media Specialist

The Library Media Specialist works closely with teachers, students, parents and the school administration to ensure the availability of curricular and support materials that are necessary for the development of languages. The Library Media Specialist holds workshops for teachers and students so that they can effectively access the many online resources that are available. The library has print and non-print books, CDs, posters and recorded books in a variety of languages. Resources are available to teachers, students and parents. Students in Grades 6-8 have timetabled access to the library and I.C.T.

Language Development in the context of the IB Learner Profile

In line with the MYP, the language programme not only helps students to gain an instrumental means of communication, it helps them develop the cognitive, emotional and attitudinal skills which promote a well-balanced and holistic education. We strive for students to develop the

knowledge, skills and attitudes that will enable them to be:

Inquirers: They use language as their prime medium of inquiry to make sense of the world around them.

Thinkers: They use language precisely and skillfully in the context of higher level thinking to express their thoughts and ideas clearly and succinctly.

Communicators: They are confident users of oral and written language in a variety of situations.

Risk-takers: They attempt to read, write and speak in situations where they may not feel totally competent.

Knowledgeable: They understand the internal structures of language and the various influences on its development. They have experience with a wide range of literature and acquire the vocabulary and understanding to discuss different literary styles.

Principled: They are aware that language is powerful, that it can have a profound effect and that it must be used responsibly.

Caring: They show responsible, caring attitudes towards the use of language and they value literature for the insight it gives into the feelings of others.

Open-minded: They respect differences and similarities between languages and dialects. They are aware of the use of language as an expression of bias and strive to maintain an objective stance.

Well-balanced: They are aware of the need for an educated person to be an effective communicator. They use literature for both learning and leisure.

Reflective: They reflect upon their own levels of language development in their mother tongue and other languages. They consciously work at improving their language proficiency.

Language Policy for DP

At RWA, English is the working language of the DP and the medium of instruction. All subjects other than languages are taught in English. Students 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

At present, the school offers only English A: Language and Literature and English A: Literature HL and SL 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, which would be measured as follows:

- Grade 5 or above in English at the end of MYP Year 5 for entry to English A HL;
- Grade 4 or above in English at the end of MYP Year 5 for entry to English A SL.

For students entering RWA in Grade 11, this would be measured by performance in the entrance test and a personal interview.

A student may offer Mother Tongue Language A SL as a **school supported self-taught** course. In order for a student to achieve their Diploma, they must adhere to the following conditions:

- ✓ 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 – Languages, B, Ab Initio

- The school makes decisions regarding which languages and levels are offered.
- Group 2 Languages may not be offered as self-taught courses.

Language B HL/SL – May be taken by a student who:

- Has adequate fluency in the language - which would usually be a result of 3 or more years of study of the language.

The above would be measured on performance in the on-screen examination or in the end of year exam in MYP Grade 10. New students and students in the foundation class who are interested in SL will also be required to sit an entrance test. Whether the student is eligible for the SL or HL level course is on recommendation of the teacher and Head of Department.

Language Ab Initio

This is a course open to a student who:

- Has no more than one year's experience of learning the language or has studied the language previously, but has had a gap of three or more years since the last period of study (not in Grades 9 – 10);
- Is not the mother-tongue speaker.

Policy Review

This policy is a working document and as such will be reviewed by the Language Committee and academic staff regularly.

The following criteria will be used to measure its success:

1. Has the quality of student learning been enhanced?
2. Has the quality of teaching been improved?
3. Can we identify a range of teaching and learning styles in each classroom?
4. Are staff and students following procedures?
5. Is there clear evidence of assessment informing planning?
6. Has any part of the policy been difficult to implement, or been ignored?

Completed by Chaitaly Chhetri, David Keating, Marie Jones, Federico Salazar, Yvelines, Nelly Orfaly, Wafa Hasheesh and Lucy Horsham

*Reviewed by: Chaitaly Chhetri, Andrea Balint, Hafida Madani, Jihanne Khichichi
Raffles World Academy, Senior Secondary (May 2017)*

Our Guiding Statements

Our Vision:

Providing world-class education

Our Mission:

To empower students with a holistic, rigorous and international education for success in an ever-changing world.

Our Philosophy:

- To be recognized by the success of our students in achieving their personal goals
- To make student development the centre of all school decisions
- To aspire to the highest internationally recognized performance standards
- To build and celebrate a culture based on internationalism
- To enable the staff to become life-long learners through the development of their professional practice

Core Values:

Achievement | Collaboration | Integrity | Innovation | Respect | Responsibility |

Our Motto:

Towards Excellence

Introduction

This document represents the school's essential agreements on language learning, teaching and assessing. All members of the academic staff are committed to this policy and responsible for the implementation, reviewing and upgrading of our language policy.

Language Philosophy Statement

Language is an expression of culture and must be valued as an essential part of a student's identity. It is the foundation of all learning. Recognizing and supporting our students' mother tongues is crucial to developing their full potential. The Learner Profile, together with the five essential elements of the programme (i.e. knowledge, concepts, skills, attitudes and actions) are integral to teaching and learning language. Language study is a key factor in developing international understanding, in reinforcing cultural identity, enhancing personal growth and promoting effective communication. It permeates the entire curriculum. All members of the school community are language teachers and language learners.

The school will:

- Provide opportunities and support for all learners to become proficient in English
- Provide opportunities for all learners to learn Arabic, the language of UAE, the host country
- Provide the opportunity for all learners to learn an additional foreign language
- Provide opportunities for students to maintain and develop their mother tongue
- Provide information to parents, informing them about the language policy and school practices
- Provide opportunities for parents to take an active role in their child's language development
- Provide opportunities for students to demonstrate their learning through meaningful and targeted assessment practices
- Support teachers, through professional development, to meet the ongoing language needs of the students.

Admissions, Placement and Tracking

- We assess applicants through multidimensional assessment procedures, which include testing for English proficiency, appraisal of past records and current academic levels, student's literacy or language-readiness skills and observation of emotional and social development.
- We place students in appropriate instructional settings based on the data of our assessment procedures (e.g. CAT4 indicator – verbal SAS).
- We conduct ongoing assessment of students' academic and language accomplishments and needs.
- We collect representative samples of students' work to document linguistic and academic growth in language.
- We communicate clearly with parents regarding students' accomplishments and needs as they progress through the grades. For more detail, see our document "Assessment Policy"

Teaching and Planning Practices

We employ a variety of teaching styles and learning techniques to enable students to access the whole curriculum, to cater for the variety of learning styles within each class and to ensure the progression and reinforcement of skills and concepts.

We expect teachers to:

- Present language through meaningful and authentic contexts
- Use a wide variety of teaching and assessment strategies
- Provide a balanced language programme as laid out in the IBDP Language A and Language B guides
- Structure teaching and learning situations so that students have opportunities for success
- Plan in collaboration with other classroom teachers and specialist teachers to maintain consistency
- Provide challenges to students by giving them opportunities to reach their full potential
- Acknowledge differences in developmental stages, learning styles and previous language experiences
- Encourage parental involvement
- Publish student work
- Use questions as a tool for learning
- Use a wide variety of materials to enable every student to access the planned learning experience and to achieve the planned teaching and learning objectives
- Give students the opportunity to work in a variety of ways – whole class, groups (of differing sizes and composition), as pairs and individually, according to their needs, the nature of the activity and the learning objectives
- Build students' confidence and self-esteem and enable them to become effective language users by:
 - ✓ sharing teaching and learning objectives and clarifying expected outcomes in a way that students can understand
 - ✓ teaching students to self-monitor
 - ✓ encouraging students to learn from and support one another, and to realize that they do not all have to be at the same level or arrive at the same point at the same time.
 - ✓ giving positive and constructive oral and/or written feed-back
 - ✓ creating an environment where all students can make progress at their own pace

We plan activities where students:

- integrate prior and new knowledge
- acquire and use a range of learning skills
- solve problems individually and in groups
- reflect on their successes and challenges
- evaluate conflicting evidence and think critically
- accept that learning can involve uncertainty and difficulty

Languages offered at RWA

In the Diploma Programme, the subject aims, objectives, content and assessment criteria are written in order to develop international-mindedness while, at the same time, ensuring that teachers have enough choice to make the course locally relevant and grounded.

Language learning, and learning about different cultures through language, plays a pivotal role in the programme. In group 1, while studying their best language, students are exposed to a wide range of literature in translation that requires cross-cultural comparison. The learning of a language in group 2 emphasizes the development of intercultural communicative competence, which focuses on developing the skills that enable learners to mediate between people from different societies and cultures (Byram 1997).

RWA currently offers a range of suitable language courses to promote multilingualism.

IB Middle Years Programme

In MYP, the following language courses are presently on offer:

- English A Language and Literature
- Arabic A Language and Literature
- English B Language Acquisition: Emergent, Capable, Proficient
- Arabic B Language Acquisition: Emergent, Capable, Proficient
- French Language Acquisition: Emergent, Capable, Proficient
- Spanish Language Acquisition: Emergent, Capable, Proficient

IB Diploma Programme and Career-related Programme

In DP and CP, the following language courses are presently on offer:

Group 1 – Studies in language and literature

- English A: Language and Literature Higher level
- English A: Language and Literature Standard level
- School Supported Self-Taught Language A Standard level
 - Chinese
 - Danish
 - Dutch
 - French
 - German
 - Hungarian
 - Italian
 - Japanese
 - Korean
 - Russian
 - Spanish
 - Swedish
 - Turkish

Group 2 – Language Acquisition

- Arabic B Higher level
- Arabic B Standard level

- English B Higher level
- English B Standard level
- French B Higher level
- French B Standard level
- French ab initio Standard level
- Spanish B Higher level
- Spanish B Standard level
- Spanish ab initio Standard level
- School Supported Tutor led Language B Higher level
 - Dutch
- School Supported Tutor led Language B Standard level
 - German
 - Hindi
 - Russian

Studies in Language and Literature

Rationale

Language is fundamental to learning, thinking and communicating; therefore, it permeates the whole curriculum. Indeed, all teachers are language teachers, continually expanding the boundaries of what students are thinking about. Mastery of one or more languages enables each student to achieve their full linguistic potential. Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature incorporate creative processes and encourages the development of imagination and creativity through self-expression. The language of instruction at RWA is English. In order to provide every child with the best education possible, the school is committed to supporting all English language learners. As per the requirements of the IB, all MYP students study at least two languages of which one is a Language A.

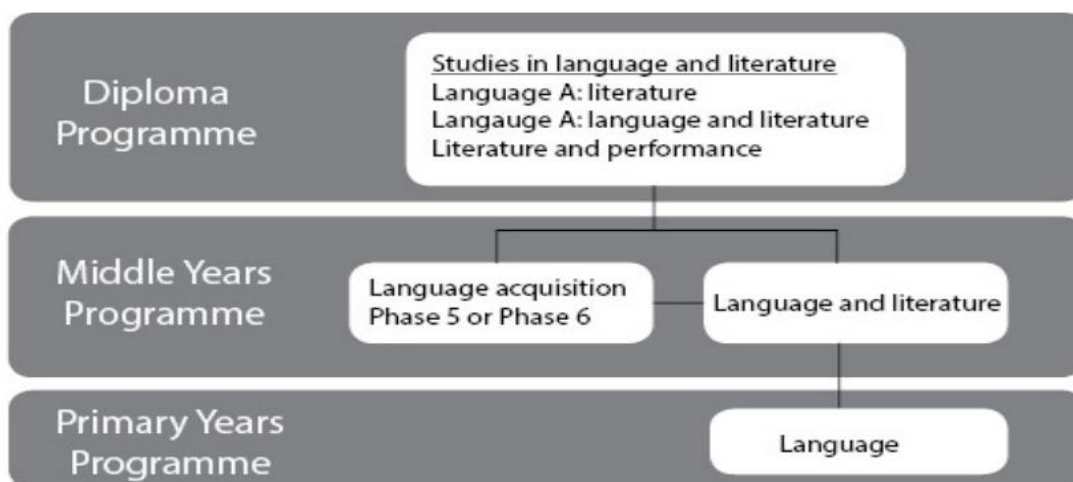
Progression of Language in the MYP

Language learning is an iterative process and develops through inquiry in increasingly wider contexts and deeper reading. As students' progress through their MYP language and literature studies, they are expected to engage with and explore an increasing range and sophistication of literary and informational texts and works of literature extending across genres, cultures and historical periods. These texts will also provide models for students to develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes. Throughout the programme, students should engage with the curriculum and demonstrate their understanding at increasing levels of sophistication.

Transition of Language from MYP to DP/CP

The MYP is designed for students aged 11 to 16 and, as an integral part of the IB continuum, can directly lead into the DP. MYP language and literature provides students with opportunities that prepare them for a DP studies in language and literature course. Students continuing on to the DP will have a grounding in at least one language that will enable them to undertake the DP course options, particularly those in studies in language and literature, but also in the core and other academic areas. They will also have developed an inquiring, reflective approach to the study of language and literature. If students have become proficient in two (or more) languages in the MYP, they may be eligible for a bilingual diploma in the DP.

The appropriate pathway for a student who has studied an MYP language and literature course is a DP studies in language and literature course, which would guarantee that the level of challenge is suitable to the student's linguistic proficiency and to their previous experience with language and literature. The choice of course among the three studies in language and literature courses would depend on matters of individual preference. The choice of level would be dictated by the students' previous performance in the Language and literature course and on their overall decisions about the distribution of SL and HL subjects across the six academic areas.



Source: IB continuum pathway to Diploma Programme studies in language and literature

Language Acquisition

Rationale

The study of additional languages provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

The acquisition of the language of a community and the possibilities to reflect upon and explore cultural perspectives of our own and other communities:

- are valued as central to developing critical thinking, and are considered essential for the cultivation of intercultural awareness and the development of internationally-minded and responsible members of local, national and global communities\
- are integral to exploring and sustaining personal development and cultural identity, and provide an intellectual framework to support conceptual development
- greatly contribute to the holistic development of students and to the strengthening of lifelong learning skills
- equip students with the necessary multiliteracy skills and attitudes, enabling them to communicate successfully in various global contexts and build intercultural understanding.

Progression of Language in the MYP

As students' progress through the three levels and six phases, in Language Acquisition, they are expected to develop their ability to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes. This is demonstrated by:

- the range and sophistication of vocabulary and structures used
- the scope of situations in which the language is used
- the increasing length of text spoken, read and written
- the increasing complexity of text spoken, viewed, read and written
- the increasing variety of forms of both fiction and non-fiction handled.

Transition of Language from MYP to DP/CP

The MYP is designed for students aged 11 to 16 and, as an integral part of the IB continuum, can directly lead into the DP. MYP language acquisition provides students with opportunities that prepare them for a DP language acquisition course through the following shared aims.

- Developing communication skills in an additional language
- Developing insights into the features, processes and craft of language, and the concept of culture, encouraging students to see that there are diverse ways of living, behaving and viewing the world
- Developing intercultural understanding and global engagement, leading to international-mindedness
- Providing opportunities for learning through inquiry and the development of critical- and creative thinking skills
- Fostering curiosity and a desire for lifelong learning
- Understanding and respecting other languages and cultures

Start of MYP 1	MYP	DP	CP	
<p>Schools may offer introductory MYP language acquisition courses (languages carousel courses) and consider the student's previous learning in the language during primary school education in order to determine placement.</p> <p>Refer to the written and taught curriculum requirements section in this guide.</p>	Emergent	Phase 1	Ab initio	<p>If the CP student is taking a DP language acquisition course, refer to the placement recommendations shown in the DP column to the left.</p> <p>If the CP student is not taking a DP language acquisition course, refer to the CP language development guide for recommendations.</p>
		Phase 2	Ab initio (in rare cases) Language B SL	
	Capable	Phase 3	Language B SL	
		Phase 4	Language B SL/HL	
	Proficient	Phase 5	Language B SL /HL Language A: literature SL Language A: language and literature SL Literature and performance SL	
		Phase 6	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL	

Source: IB continuum pathways for Language Acquisition

Skill development in Language acquisition: reading, writing, speaking and listening

The language acquisition subject-group objectives represent some of the essential processes of language and have been organized under four communicative processes.

They are four skills assessed in Language Acquisition:

- A. Listening
- B. Reading
- C. Speaking
- D. Writing

In order to promote inquiry-based language learning within the context of the DP, our school recognizes the importance of incorporating the teaching and learning of language through the interdisciplinary programme of inquiry. The mastery of the essential language skills - reading, writing, listening, speaking and viewing - is a vital part of a student's overall development.

Listening practices:

Comprehending spoken language presented in multimodal text encompasses aspects of listening and viewing. The process involves the student in interpreting and constructing meaning from spoken and multimodal text to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text.

Reading practices:

Comprehending written language presented with multimodal text encompasses aspects of reading and viewing. It involves the student in constructing meaning and interpreting written, spatial and visual aspects of texts to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

Speaking practices:

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language (multimodal texts). When speaking in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness. This is the use of the language system, including their use of grammar, pronunciation and vocabulary.

Writing practices:

This objective relates to the correct and appropriate use of the written target language. It involves recognizing and using language suitable to the audience and purpose. When writing in the target language, students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful ways. They develop a variety of structures using strategies (spelling, grammar, plot, character, punctuation, voice, format, audience) and techniques with increasing skill and effectiveness.

UAE Ministry of Education (MoE) Language Requirements for Arab students

From grades 6 to 9, students who have non-Arab nationalities study UAE compulsory ministry curriculum in three phases that are divided according to years of studying Arabic.

For grade 9 students who chose Arabic B as an MYP Language Acquisition subject, they must study both MYP subject curriculum and the ministry curriculum. In this case, they must have studied Arabic not less than 3 years to manage the requirements of the MYP syllabus. If the student didn't choose Arabic for MYP subject, he/she still needs to study in one of the three phases (ministry curriculum).

For Grade 10 students, only students who chose Arabic as an MYP subject in grade 9 will complete the 2-year course in grade 10 where the students will choose to have e-assessment in Arabic so they will not be required to study the ministry curriculum. On the other hand, Arabic b is compulsory for non-Arabs from grade 1 to 9 only.

For MYP Arabic LA, in case students chose in grade 8 to study Arabic MYP in grade 9, they will be classified upon a diagnostic assessment into the correct phase that must be in. If the students are classified in either phase 1 or 2, they will be able to study Arabic Ab initio in grade 11 but in case they are classified in phase 3 and above, they will have to study SL/ HL in grade 11.

In Grade 11- 12, Arabic ab initio is directed to non-Arabs students in 2-year course in grades 11 and 12.

Mother Tongue Languages in MYP

Mother tongue opportunities are offered to students on a regular basis in MYP. At RWA, we have a diverse range of mother tongue offerings for native speakers of these languages. These programmes are designed for native speakers of these languages and are not for students who are not proficient in the language. The tuition of mother tongue programmes is an additional cost to the RWA tuition fees; these programmes are organised by parents or external providers. The school assists these mother tongue through the provision of classrooms and access to professional development when available.

IB Middle Years Programme

In MYP, the following mother tongue courses are presently on offer:

- French
- Russian
- Spanish
- Swedish
- Italian
- German
- Hindi
- Urdu

School Supported Self-Taught (SSST) Languages in DP

Rationale

This course is part of the studies in language and literature group and it is not meant to be a replacement for the Language A: literature. SSST Languages offers a unique opportunity to study the literature of a language that may not be offered at school as a taught subject. Language A: literature SSST is similar to the taught course, which is built on the notion of conceptual learning. This means that the course is organized around concepts, or big ideas, which makes it easier to form connections between subjects and between parts of a course. Concepts are important as they are applicable and transferable to real-life situations. In this course, the central concepts are culture, communication, transformation, perspective, creativity, representation and identity. When reading and studying a literary work, students explore how it relates to these concepts.

This will help to:

- see how the literary works are relevant to the student's world and his/her experiences
- make connections between works studied in the course
- make connections with theory of knowledge (TOK), the approaches to learning and international mindedness
- make connections with other subjects' students are studying
- become a flexible and critical reader.

Process of enrolling for SSST Languages

SSST students take this standard level (SL) course over a period of two years.

To qualify for the Diploma Program all students must choose one Language A subject. It can either be Language A: English Language and Literature HL/SL or SSST Language A: Literature SL.

Students meet with DP Coordinator and Language Coordinator to explore possible languages

After Language availability is checked with IB documents, DP and Language Coordinator meet with parents to discuss process.

Parents find suitable IB recognised Language tutors

Language Coordinator communicates expectations and standards from the IB regarding course details, hours and assessments.

Agreement to enrol students for the standard level (SL) course is signed by parents, students and tutor

Regular monitoring by Language and DP Coordinator

Monitoring quality of Language learning for SSST Languages

The SSST supervisor will:

- guide tutors and students in developing a booklist
- approve the booklist once completed, ensuring that it meets course requirements
- help students to set a timeline of study
- help students to choose which other language A classes you could attend to further your studies
- discuss the assessment components and the assessment criteria for the course
- meet with students individually about their progress at least once a month
- meet SSST students as a group fortnightly at a fixed time in your school timetable
- administer the individual oral component
- be a resource for students' literary studies
- give access to past papers and exemplars

Reporting for SSST Languages

All SSST Language Assessments are Time Tabled and conducted in school. The SSST supervisor coordinates with the tutors to collect the Exam papers, assign them to the students and send the answer scripts to the relevant tutors. Once marking is done by the tutor he/she is required to fill out a report for individual students along with assigning an overall DP grade along with grades for each criterion. The report is then sent out to parents at every school Reporting Point.

Inclusive Language Learning

To ensure that language "acknowledges diversity, conveys respect to all people, is sensitive to differences, and promotes equal opportunities", **all teachers are teachers of language**. In the classroom the language of instruction is English, though it is recognized that as an international school other language may be used for varying purposes during instructional activities. In line with the general belief that diversity in language is a positive element in the school, no language will ever be banned from use. We allow students to think or talk through unfamiliar or complex concepts in their first language to assist their understanding. Though the

use of a student's first language is accepted, there will be times when the teacher needs to stipulate that a particular activity be undertaken solely in English in order to achieve the outcomes of the lesson. We advocate the use of inclusive language to enable students to:

- Learn about changing social expectations around inclusion and identity
- Inclusive language, privilege, intersectionality and how language and meaning are connected
- Better identify opportunities for growth and learning
- learn about gender, family, ability and non-colonial inclusive language
- Learn vocabulary, including pronouns, for gender neutral language, gender identity and expression

Learning Support Services (*Refer to Inclusion Policy*)

Students with specific learning needs are referred by classroom teachers to receive services from a special learning support teacher. The Learning Support teacher conducts a formal observation and assessment and then prepares an IILP (International Individual Learning Plan) in conjunction with the classroom teacher. The IILP is discussed with all stakeholders before it is implemented and uses strategies that promote the mastery of essential language skills in an effort to maximize the potential of each student. The Learning Support teacher works with students using both pull-out and in-class support. The Learning Support teacher consults with classroom teachers to support the activities in the homeroom.

Support for Gifted Students (*Refer to Inclusion Policy*)

For students who have been identified with gifted and talented abilities, targeted planning, differentiated instruction and extension challenges are provided through the Learning Support programme, in line with the referral process. Teachers work with the Learning Support department to extend and enrich the curriculum thereby ensuring that the needs of their TAG students are met. Classroom teachers also work with other specialists in order to ensure continuity of the delivery.

Library Media Specialist

The Library Media Specialist works closely with teachers, students, parents and the school administration to ensure the availability of curricular and support materials that are necessary for the development of languages. The Library Media Specialist holds workshops for teachers and students so that they can effectively access the many online resources that are available. The library has print and non-print books, CDs, posters and recorded books in a variety of languages. Resources are available to teachers, students and parents.

All students have timetabled access to the library and I.C.T.

Language proficiency requirements for university

To support universities in determining language proficiency requirements for IB students, without the need to require additional testing, research by the National Recognition Information Centre for the UK (www.naric.org.uk) provides a benchmark to compare the level of English language proficiency of non-native English speakers, demonstrated by different IB Diploma Programme courses grades, with the levels on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR).

www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions

The CEFR is widely used in the development and referencing of language syllabi, qualifications, assessment and other learning materials. Most international universities around the world have English proficiency requirements, such as TOEFL and IELTS, for incoming international students, and this study provides a benchmark for higher education institutions globally, to assess international IB students' English language acquisition without the need for additional testing.

The results show that English language courses develop all four key language skills (reading, writing, speaking and listening) with comprehensive assessment. All courses have at least one grade that can be considered comparable to CEFR B2, the level most commonly required by universities.

CEFR Level	English B		English A: Language and Literature	
	SL	HL	SL	HL
C2				
C1		7	7	7
B2+	7	6	6	6
B2	6	5	5	5
B1	5	4		4
A2	4	3		
A1	3	2		
	2			

Source: Letter to universities for Language requirements.

The Policy Review Process

Old Policy examined against current context by all school staff in a PD. Brainstorming and group discussions with staff led by programme coordinator in a level 1 review

Policy shared with stakeholders - students. Policy recommendations invited from student council in a level 2 review.

Policy shared with stakeholders - parent focus group. Policy recommendations invited from the PARWA (parent body) in a level 2 review.

Policy modified with recommendations from stakeholders and then discussed in middle leaders meeting in a level 3 review. Modified policy also discussed with senior leaders meeting in a level 4 review.

Final policy drafted with recommendations from all stakeholders and send to Board of Governors for signatures.

References:

- IBO, 2020. Diploma Programme Assessment procedures 2021. 1st ed. Cardiff, United Kingdom: IBO.
- IBO, 2015. Diploma Programme: From principles into practice. 1st ed. Cardiff, United Kingdom: IBO.
- IBO, 2014. Middle Years Programme: Language and Literature Guide. Cardiff, United Kingdom: IBO
- IBO, 2019. Diploma Programme Language A: language and literature guide. Cardiff, United Kingdom: IBO.
- IBO, 2019. Diploma Programme Language A: literature school supported self-taught student guide. 1st ed. Cardiff, United Kingdom: IBO.
- https://resources.ibo.org/myp/subject-group/Language-acquisition/works/myp_11162-413061?lang=en&root=1.6.2.4.9
- https://resources.ibo.org/data/language-a-language-and-literature-guide-first-assessment-20_e90d51bd-80c3-4aa5-a335-9358416bed08/language-a-language-and-literature-guide-first-assessment-20-en_5a2dcae3-67fb-4e5d-8abc-f840e46fc0be.pdf
- [Guidelines for Inclusive Language, published by the Linguistic Society of America \(LSA\)](#)

Policy Review status

The academic integrity and honesty policy was last updated on 30 October 2020. The new review cycle commenced on 30 August 2021. The policy review is currently in stage 2 where students and parents' focus groups are providing their recommendations on the padlet.