

Language Policy



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Luanda International School

Language Policy

LIS Vision and Mission

Our vision:

Courage to empower

Passion to inspire

Together shaping our future

Our mission:

A diverse community of learners, committed to fostering compassionate, confident and socially responsible individuals who thrive in the world.

The Language philosophy of the school is grounded in the LIS values, our mission and vision which can be articulated as follows:

- We respect the identity of our learners and understand that they bring with them rich and diverse language profiles.
- We respect the identity of the LIS community and its diverse languages as this promotes international mindedness and intercultural understanding.
- We respect the language of our host country, Angola, and aim for all students to be able to function linguistically in any society in which they live.
- Within our LIS community we aim to foster the ability to communicate with clarity and confidence in more than one language.
- We recognise that all teachers are responsible for the teaching and learning of language.
- We recognise the central role of language in constructing meaning, sustaining personal growth and cultural identity.
- We recognise that we learn in language, about language, and through language.
- We develop the ability to interpret, analyse and think critically through language.
- We strive to provide the necessary resources and support so that all language learners have equal learning opportunities.
- We recognize that successful human endeavor, including life-long learning, is underpinned by sustained language development.
- We support ongoing mother tongue and multilingual language development throughout all areas of learning.

Language in the Primary Section

- The Language of instruction is English.
- Language is the major connecting element across the curriculum.
- The programme of inquiry provides an authentic, meaningful context for learners to develop and use language which transcend disciplines.
- All teachers model language through everyday use and explicit learning and teaching.
- Students are empowered to make meaning of ideas and information and to create meaning for themselves and others.
- Teachers and students are provided with appropriate support to facilitate the learning and teaching of language across the curriculum.
- Language learning focuses on the key communication skills of reading, writing, listening, speaking, viewing, presenting and performing and encourage students to express themselves in a variety of media and contexts.
- Teachers and students collaborate to plan effective, relevant, significant and challenging engagements to improve proficiency in all forms of language.
- All learning experiences are differentiated to ensure that every student's individual needs are being met.
- All areas of language are assessed using a variety of tools. Methods used by teachers and students include interviews, observation records, photographs, self/peer reflections, reading records, work samples, presentations and learning journals.
- Assessment is used to evaluate the skills and strategies students have and those they need to become more proficient and independent learners.
- Assessment of Approaches to Learning (Communication skills) and conceptual understanding is used to plan and evaluate student language learning.
- We recognize different varieties of languages used and help students to develop a consistency of usage.
- From Year 1, students learn Portuguese either as a second language or as their mother tongue.

Language in the Secondary Section

- The Language of instruction is English.
- Language is involved in all learning within the secondary section.
- A student's development in all subject areas is in part dependent on his or her language proficiency.
- Each unit of study provides an authentic context in which learners develop their linguistic skills.
- All teachers model language by directly teaching relevant structures, registers and terminology which are specific to each subject.
- Different language skills are explicitly taught using different forms of communication.
- Teachers and students collaborate through relevant and challenging learning engagements to enable students to communicate effectively throughout a range of purposes and contexts.
- Displays in classrooms are used to help language development (for example: by the presentation of key subject vocabulary).
- We recognize and celebrate variation within and between languages (for example, the linguistic variety within the Portuguese used in Angola, Brazil and Portugal, or the English

in the United States, Australia and Britain, etc). We encourage students to explore these variations and then to develop consistency in their own language.

- From Year 7 to 11, students develop English or Portuguese mother-tongue and also learn, as a second language, either English, Portuguese or Spanish.
- All Diploma students study an English course (Language & Literature or Language Acquisition) and a second language. The second language can be Portuguese (Language & Literature or Language Acquisition) or Spanish (Language Acquisition) or a School Support Self-Taught Language where possible (Literature) to develop their mother tongue.

Language pathways in the Secondary Section

In the MYP and DP students are expected to study a language and literature course as well as a language acquisition course. They can also study two language and literature courses where they have a high level of proficiency in those languages. In the MYP in extenuating circumstances it is possible for a student to attend two language acquisition classes. This is not possible in the Diploma.

In keeping with IB philosophy, we value sustained language learning and only in special circumstances can a student change their language option. This decision is based on the principle that the change will benefit the student's sustained language learning in the long term.

*Native speaker of **English**:*

English language and literature. Portuguese or Spanish language acquisition.

*Native speaker of **Portuguese**:*

Portuguese language and literature. English language acquisition

or

Portuguese language and literature. English language and literature

*Native speaker of a language **other than English or Portuguese**: (See paragraph 1 above for Diploma regulations)*

English language and literature (depending on level of fluency). Portuguese or Spanish language acquisition.

or

English language acquisition. Portuguese or Spanish language acquisition (MYP students only)

or

English language acquisition. ELL support. (MYP students only)

Placement and Progression in the Secondary Section

On arrival at LIS, some secondary students, dependent on their language profile, will sit a language proficiency test. All students have an informal interview with the leader of learning for language acquisition. This is used to help determine the student's language background and the course that students will study and the phase in which they are placed. In language acquisition there are five phases of learning which represent a developmental continuum of additional learning. Students may start their Spanish or Portuguese language acquisition

course at any phase on the continuum and may exit the course at any phase. In English, students may start the course in phase 2.

Transition from one phase to another is determined by the class teacher and based on data gathered in formative and summative assessments throughout the term. Students usually transition at the end of a reporting period following an analysis of the assessment data and written notification being given to the student and parents. In general, students in phase 5 of English or Portuguese Language Acquisition who are achieving high levels across all four criteria will transition into a language and literature course. Further guidance on the placement of students in different phases and their progression from one phase to another can be found in the *MYP Language Acquisition Subject Guide*.

Supporting our English Language Learners (Primary and Secondary sections)

Allocated teachers help students whose first language is not English to learn and use English for social and academic purposes to access the curriculum. English Language Learners face the challenge of being taught through the medium of English while they are still developing their language skills. They are expected to participate in all aspects of the curriculum while simultaneously developing their cognitive and academic language in a variety of contexts. These teachers enable students to acquire the language of instruction in a variety of ways, including:

- Employing varied support structures, including sheltered instruction and in-class support
- Communicating and collaborating with mainstream teachers on planning and assessments
- Developing receptive and productive English language skills for academic and social competence
- Planning and modifying learning engagements to enable ELLs to access the curriculum
- Providing professional learning opportunities for mainstream teachers
- Administering the WIDA Model to determine eligibility for services and to inform instruction

Who accesses the ELL support?

- The proficiency level of the individual learner determines the service provided.
- Primary Section (PS) Service Levels (with Overall Composite Cutpoints)
 - Service Level - Entering & Emerging (*Beginner*) - WIDA Proficiency Levels 0 - 2.9
 - Service Level - Developing & Expanding (*Pre-Int & Intermediate*) - WIDA Proficiency Levels 3 - 4.9
 - Service Level (*Monitoring, then No Service*) - Bridging & Reaching (*Advanced & Proficient*) - WIDA Proficiency Levels 5 - 6Exit from PS EAL Programmes (with Cutpoint)
 - Literacy - WIDA Proficiency Level 4.5
 - Overall Composite - WIDA Proficiency Level 5
- The Secondary Section provides support for English Language Learners by means of the IB Language Acquisition curriculum, as well as additional ELL support
 - Students receive English instruction differentiated by proficiency from phase

2 through to phase 5 in alignment with the IB MYP Language Acquisition curriculum. Students are initially placed using the proficiency test given for admission and/or additional placement tests. Further movement through the curriculum is based on class assessments.

- Additionally, additional support is provided for students in phase 2, including a combination of sheltered instruction and push-in support in some subject areas as best determined by support teachers and administration.

Monitoring ELLs after Exiting English Language Programmes:

Primary Section:

Faculty members of the Primary ELL division of the Student Support Services Department monitor the English language proficiency of students after exiting the ELL programme through the examination of the results of external standardised assessments (e.g., International Schools Assessment [ISA]), in-school standardised assessments, and in-school formative and summative assessments.

Other monitoring mechanisms include:

- Fortnightly briefing meetings – meetings between the Year Level Leaders of Learning and Year Level Teachers with the Student Support Services Leader of Learning; and,
- Collaborative Planning - Year Level Leaders of Learning and Year Level Teachers with the ELL Teacher allocated to the year level (opportunities to ask about the progress and needs of recently exited English language learners).

Secondary Section:

Students leave the English Language Acquisition Programme when they achieve highly in all four Criteria in Phase 5. Students are then moved to the English Language and Literature programme where the teacher in that class monitors their progress.

Admissions testing

- From January of Year 5, applicants' English proficiency will be assessed to ensure that they can access the curriculum at the designated year level.

[Link to updated admissions policy]

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