



Title:	Junior School Language Policy
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Author:	PYP Teachers
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TAS Junior School Language Policy

Language permeates the world in which we live; it is socially constructed and dependent on the number and nature of our social interaction and relationships.

(Making the PYP Happen in the classroom: A curriculum framework pp 68)

Language Philosophy

TAS Junior School is a candidate verified International Baccalaureate (IB) World School. At TAS, English is predominantly the main language of instruction, both at school and home. TAS Junior School is increasingly multilingual with a growing number of students from Saudi Arabia and Asia. We believe that language is an essential tool required for our students, in order for them to make meaning of and in their world. All students come to school with various experiences, skills and interests, which all need to be considered in the explicit teaching of language. In order to develop international-mindedness, we aim to expose our students, through the learning of two additional languages, to a range of literature, which explores cultural diversity and promotes intercultural awareness.

At TAS Junior School, all teachers are language teachers who believe that language, particularly their mother tongue, plays an important role in the cognitive development of individuals. Through the PYP, we aim to develop confident, curious, enthusiastic and highly proficient users of oral, written and visual forms of language using a range of resources.

Students should be given the opportunity to become confident when expressing themselves in a second language. It is from a strong mother tongue language base that a second language is learnt. The school has a role in promoting the learning of the first language by valuing and incorporating a multilinguistic approach to learning whereby intercultural understanding is developed.

Our aim is to provide students with the opportunity to become confident in a second language. We believe that it is through learning a second language, that students will be able to gain rich cultural perspectives of the world. The “*Additional Language*” programme provides all students with the experience of cultural exposure and language development aiding them in their progress of becoming internationally minded learners.

Purpose of the Language Policy

This language policy is a working document developed by all PYP teachers at TAS Junior School. The policy is consistent with the standards and practices of the PYP (2014). This document outlines our aim to promote an inquiry-based

transdisciplinary learning environment, which includes all language strands and all uses of language.

Students will be given opportunities to have a voice and choice in order to learn about language, and through language, in order to confidently reflect, articulate and construct meaning in learning contexts.

Through our additional languages programme (French and Japanese), every student will be given the opportunity to learn at least one language other than English and, in the process, they will maintain their mother tongue. Our policy is a statement of agreement, one to which the staff and the TAS Junior School community are asked to commit to so that our school can achieve its mission. Students and their families are actively encouraged to share elements of their culture and language with the school community, both in the context of individual classes and units of work, and on designated days of cultural sharing across the whole school, such as Activities Days focused on Internationalism, so that the experience of cultural sharing is fully integrated into the life of the school.

Beliefs and Aims

We aim to nurture an appreciation of the richness and cultural diversity of language. We believe that language not only promotes cognitive development but it is crucial for maintaining cultural identity and emotional stability. The acquisition of more than one language and maintenance of the mother tongue allow for individual student growth and help to develop international-mindedness. We strive to meet the needs of those students who are learning in a language other than their mother tongue by providing one-on-one classroom support throughout a school day. This support is provided to students by Gap students and our support teachers. These students also have access to the Schools' ESL programme, which provides ongoing support. This programme has been specifically developed for the TAS context. It is flexible so that it may be adapted for new students or to address changing curriculum requirements. It allows for integration across the curriculum and for addressing different cultural perspectives as these become relevant within the school community. The school values Mother Tongue and there are resources to support ESL students, such as readers and some online subscriptions. Fostering students' mother tongue development enables a sense of self and belonging.

Language is integrated into all areas of the NSW curriculum. We value the language development in more than one language, as we believe that it enriches personal growth, provides cognitive advantages and is essential to international-mindedness.

School Language Profile

TAS Junior School is a regional primary school in Northern New South Wales. All lessons are delivered in English, apart from our additional languages programme, which are delivered in French and Japanese. We believe that all teachers, including library staff and parents, play a vital role in language development.

The diversity of language learners within our school community has grown significantly over recent years. We currently have approximately 8 nationalities, and value how they and their families' cultural backgrounds enrich our classroom learning environments. Through our additional languages programme, we believe that it is important for students to be exposed to more than one language, in addition to the Mother Tongue. The families of these students are invited into our classrooms to share their mother tongue and students are provided with regular opportunities to talk in their mother tongue in the classroom setting.

Content

The PYP Learner Profile, awareness of student agency and the essential elements of the PYP inform our planning, teaching and assessing of language.

TAS Junior School is registered to implement the NESA English syllabus. The Scope and Sequences have been designed for each year group, in reference to stage-based outcomes. The outcomes on the English Scope and Sequences have been carefully mapped to each year group's UOI in order to develop a truly transdisciplinary approach to the written, taught and assessed curriculum.

The Language programme will incorporate explicit and focussed instruction when teaching the strands of English through Oral language - listening and speaking, Visual language - viewing and presenting, Written language - reading, and writing. The policy also recognises the importance of all teachers differentiating instructions for students at different levels of language acquisition. As part of our inclusive policy, students who have been identified as requiring additional support receive this within the classroom as opposed to being withdrawn.

Language teaching at TAS Junior School encompasses:

- A belief by all TAS JS staff that language and understanding is essential for learning.
- Language around the school POI is explicit, as is language associated with other disciplines, including Science and Technology and Maths. This enables meta-language to be captured.
- Grammar, punctuation and language understanding skills have been explicitly taught, however closely relate to each Unit of Inquiry. These skills enable accomplishments of higher-level products in each Unit of Inquiry.

Spelling - Explicit teaching of Spelling occurs primarily within the Speaking and Listening, Reading and Viewing and Spelling strand of the English curriculum. All curriculum areas have a role to play in reinforcing, promoting and contributing to this learning. Teachers provide appropriate spelling experiences throughout the week which constitute a rich and meaningful programme (ie. learning of personal words, spelling investigations, proof-reading and editing.) The spelling programme is currently based on Sound Waves.

Writing and Representing– Writing, in its many and varied forms, and media is central to the development of a self-confident, engaged and articulate learner. We therefore aim to provide purposeful writing experiences that are scaffolded, thoroughly taught and structured, providing the opportunity for our students to express themselves. Imaginative, Informative and Persuasive texts are fully integrated into all transdisciplinary themes and planned within each relevant unit of inquiry.

Through the additional language programme the opportunity to gain writing skills within another language will be provided to all students.

Handwriting and Using Digital Technologies – *‘Learning handwriting is part of the larger task of learning to communicate by written expression.’* (Evely 1985 p.16). Formation of letters are explicitly taught from Early Stage One to Stage Two, and although no outcomes are set by the NSW English Syllabus for Stage Three, there is a strong focus on this important skill. All students use a range of software including word processing programmes to construct, edit and publish visual texts using audio elements if required. Students in Years 3, 4 and 5 have regular access to an online touch typing programme Typing Tournament.

Speaking and Listening - Speaking and listening are integrated across the whole school curriculum through meaningful and purposeful experiences, which build upon prior learning. Students are given opportunities to be active listeners and to speak in a range of situations. All teachers are responsible for providing a range of opportunities for students to build upon and develop their oral and listening skills. There is an understanding that oral language includes the maintenance of the student’s Mother Tongue. Opportunities are developed by the specialist language teachers, in collaboration with classroom teachers, to expose the students to full immersion in an additional language during timetabled language lessons, with the additional support of the French native speaker teacher assistant. As well as accelerating the development of their language competence, this also provides students of monolingual English background with an experience of a different language perspective.

Reading and Viewing

Reading is considered a fundamental element of learning, thinking and communicating and is integral to the whole school POI. All teachers in our school are considered to be teachers of reading. Students need to develop high-level reading skills to enable them to participate in the academic and social life of our community, as well as to develop as individuals. We value explicit and

systematic teaching of the skills required to work towards students becoming fluent readers and skilled inquirers. We are committed to extending reading and viewing beyond the classroom into the broader world of global electronic networks and multi-media resources. Students are challenged to consider the author's purpose and intended audience and the impact this has on the creation of each text.

Resources

Library

Language development will be enriched and developed through the use of the school library, located in the TAS HUB. The goal of the TAS library is *to support multilingualism, which is required to support multiliteracies*. The teacher-librarian, in collaboration with staff, students and parents, curates content and creates services that support diverse language profiles used throughout the school (*Ideal Libraries: A Guide For Schools 2018*).

There is on-going explicit teaching of library skills, including classification systems, familiarity with information systems, multimedia and reference content, all of which are essential to the development of an inquiry-based approach to student learning and the enhancement of Units of Inquiry. Students in years 3-5 are taught how to put the Junior School Academic Honesty Policy into use through lessons on referencing related to UOI research. The teacher-librarian communicates on a regular basis with classroom teachers in order to support the school's programme of inquiry and is also available to team teach both in classrooms and in the TAS HUB.

The library includes materials that support continued use of the mother tongue and second language study. These are located in specific areas for ease of access. The teacher-librarian and HUB staff also actively promote international-mindedness through visual displays that rotate throughout the year.

Classroom Resources

Classroom *libraries* are a feature of each classroom and provide an appealing collection of reading materials, including magazines, books, newspapers and digital texts, all of which aim to encourage wider reading. Each classroom has a carefully selected range of resources, which will enhance each Unit of Inquiry.

PD

Classroom teachers, PYP Coordinator and specialist teachers collaborate on a regular basis and share best practices in order to sustain language acquisition and development. Professional development will be provided as required within the whole school PD process and designated PD PYP sessions.

Language and Learner Profile

At TAS Junior School some student work samples are stored on the school server to show the growth and development of language learning. Student workbooks, Seesaw, weekly class assemblies, the Exhibition, open classrooms and student led reflections support the sharing of language learning with parents.

Learner Profile emphasis on language learning will encompass the following:

Inquirer - use language to develop curiosity and obtain skills to conduct an inquiry.

Thinker - able to express ideas and solve complex problems using a range of language skills.

Communicator - able to express oneself effectively in a variety of ways

Risk-taker- independently use language in both familiar and unfamiliar situations including language other than mother tongue.

Knowledgeable - use of language skills to develop international-mindedness and to express what is known to students through a platform of their choice.

Caring - enforcing a caring language community in which all students feel accepted and confident that they will be supported by others in language learning.

Principled - uses language responsibly and is aware of the powerful impact that it can have on people and situations.

Balanced - uses language in academic, physical and emotional situations making careful word choices.

Reflective - reflects upon use of language in a trans-disciplinary context.

Open Minded - respects the differences and similarities between languages around our world.

Assessment

Assessment provides information about what a student knows, understands, is able to do and where they go next. It is part of the learning and teaching process, and as such is a part of everyday classroom practice. It is essential that regular assessment to monitor, document, measure and report on student achievement is planned and is an integral part of the programme. Language development is assessed and reported upon as outlined in the School's Assessment Policy.

Assessment of language uses a range of strategies, which focus on both process and product (student-led conferencing, writing sample analysis, anecdotal records, Seesaw.) Students are provided with regular informal and formal feedback about their learning. Reflection upon the attributes of the Learner Profile is encouraged on a regular basis. Reporting occurs 4 times per year: there is 1 parent/teacher interview, 1 student led-conference and 2 written reports. (Details in Assessment Policy) Work samples are located on the school server Seesaw so all teachers have access to these. Work samples are kept to show growth and development and the range of abilities.

French - French instruction is tied to the PYP Programme of Inquiry, with students learning vocabulary and concepts connected to their current Unit of Inquiry. Students from Transition to Year 5 will participate in the learning of an additional language (French). The instruction will be provided by a specialist language teacher. The language taught will enable continuity of language learning to be extended to secondary school.

The programme may involve students in:

- connecting with people locally, regionally and globally, including visitors from exchange programs, native speaking language assistants and study tours.
- visiting local places of cultural and linguistic significance in the community.
- using ICT to enable communication and research in the language.
- using regularly updated materials such as magazines, newspapers, music, film, textbooks, dictionaries and e-books.

Classroom teachers support, reinforce and extend the languages programmes in their classroom through visual displays (labelling) and by using basic greetings within lessons.

Japanese -

Grade 4 and 5 students at TAS will receive weekly instruction in Japanese. Students will have 45 minutes of Japanese language instruction, provided by a specialist language teacher, each week. Instruction is tied to the PYP Programme of Inquiry, with students learning vocabulary and concepts connected to their current Unit of Inquiry. The language taught will enable continuity of language learning to be extended to secondary school. The programme may involve students in:

- making cultural connections and becoming familiar with other cultures
- connecting with people locally regionally and globally, including visitors from exchange programs, native speaking language assistants and study tours.
- using ICT to enable communication and research in the language.
- using regularly updated materials such as books, magazines, newspapers, music, film, dictionaries and e-books.

Language development is assessed and reported upon in a manner defined by the school's Assessment and Reporting Policy.

Reviewing The Language Policy

The policy will be reviewed annually to reflect the changing language profile within our school. This review will occur in collaboration with all PYP teachers. The review process will ensure that quality learning and teaching opportunities will be made available to the entire school community.

Communication of our Language Policy

The language policy of our school is communicated to parents on the TAS website (the parent portal) and Comply Space.

Updated 15.1.2020

All JS PYP teachers and pedagogical leadership team