



MISSION AND CORE VALUES

OUR VISION

- Providing world-class education.

OUR MISSION

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

OUR PHILOSOPHY

- To be recognized by the success of our students in achieving their personal goals.
- To make student development the center of all school decisions.
- To aspire to the highest internationally recognized performance standards.
- To build and celebrate a culture based on internationalism.
- To enable staff to become life-long learners through the development of their professional practice.
- To offer opportunities for all students, and provide them with a quality education that meets their needs.

OUR CORE VALUES

- Achievement: I can take pride in all that I do.
- Collaboration: I can work with my classmates to be excellent.
- Integrity: I can make good choices.
- Respect: I can be kind to my friends.
- Responsibility: I can be in charge of my actions.
- Innovation: I can take creativity and imagination to the next level.

OUR BELIEFS

- We believe that a healthy mind and body, a positive attitude and behavior help one focus and learn.
- We believe in the pursuit of excellence while balancing the academic, aesthetic and athletic facets of education.
- We believe that teamwork between students, teachers, parents and the community is critical to the overall learning process.
- We believe in encouraging students to take pride in their achievements and applaud others' achievements.
- We believe that internationalism is vital for holistic education.
- We believe that effective teaching in a safe, positive school environment enables children to develop academically and socially.

OUR MOTTO

- Community | Innovation | Success





Introduction

Language policy of CIS embodies the school's vital agreements on language learning, teaching and assessing. The members of school are committed to this policy and responsible for the implementation, reviewing and upgrading this language policy.

At Collegiate International School, 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 (EE) in English unless the EE is in a Group 1 or Group 2 other than English. TOK Internal and External

Assessments are presented in English. All CIS paperwork must be completed in English. Students in Grade 11 must have proven ability in English to be able to handle the aforementioned requirements. Students in Grade 10 moving into Grade 11 must obtain an appropriate grade to be promoted (see DP subject selection guide for specific details per course). New students to CIS must complete the CAT4 test with respective scores being analyzed for appropriate placement into courses. Formal ELL support is not provided in Grades 11 and 12. 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

Group 1 – Language A

At present, the school offers only English A – Literature and Language at HL and SL. To be enrolled in the above, a student should be able to demonstrate adequate fluency in the language and competency in literary analysis.

For students entering CIS in Grade 11, this would be measured by performance on the CAT4 test and a personal interview.

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

- Linguistic fluency in the language, as well as proven background of the study of literature of the language (national curriculum of the country in secondary school) (at least up to Grade 8 level).
- Regular access to a qualified private tutor, who would be reimbursed by the parent.
- A clear understanding of the role and responsibilities of the student and the school as outlined by the Self- Taught Languages Coordinator or Diploma 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, languages in Group 2 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 end of year exam in Grade 10, or a selection test. The level at which the language would be studied would be determined through the above assessment.
- Our current Grade 10 students will sit an entrance test, which is the same one as their end of year exam. New students and students in the foundation class who are interested in trying out for 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/Diploma Coordinator.

Language ab initio - *This is a fast-track course open to a student who:*

- Has no more than phases 1 or 2 experience of learning the language.
- Has studied the language previously but has had a gap of 3 or more years since the last period of study (not in Grades 8-10).
- Is not the mother tongue of either parent, regardless of which country has issued their passport.

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

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





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.

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.





Policy Review status

The academic integrity and honesty policy was last updated on 10th November 2021.

Approved by:	N. Upsall	Date: August 15 th 2022
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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.
- ✓ 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

