



CIS PYP Language Policy - Elementary



Collegiate International School Policies



Our Vision

Providing world class education

Our Mission

To empower students with a rigorous, holistic 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 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 the staff to become life-long learners through the development of their professional practice

Our Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

The CIS Motto

Community | Innovation | Success

The CIS Mascot

The Wildcat



IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



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1. PHILOSOPHY OF LANGUAGE

- 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.
- Language learning includes the development of home and family languages, languages of the school, additional languages and literacy.
- Language is a means of affirming and expressing cultural identity and developing international mindedness.
- Multilingualism benefits learners and the learning community in a variety of ways.
- Schools provide students with multiple, authentic opportunities to learn language, learn about language and learn through language.
- The student language portrait is a tool that captures a learner's complex language profile.

2. LANGUAGE AT CIS

- The language of instruction at CIS is English
- All students learn Arabic starting informally from Pre-Kindergarten to Kindergarten 1. Learning becomes more formal in Kindergarten 2. Starting from Grade 1 to Grade 5 students learn, understand and are assessed in Arabic using the curriculum and framework of the Dubai Ministry of Education
 - Arabic A students are those students with passports from Arabic speaking countries. This follows the protocol of the UAE Ministry of Education
 - Arabic A students are those students with passports from non-Arabic speaking countries. This follows the protocol of the UAE Ministry of Education
 - In cases of students with Arabic passports who are not able to effectively access the Arabic A curriculum, requests to have students be enrolled in Arabic B can happen at the request of parents. These cases will be presented to the KHDA and all decisions will be based on the KHDA approval.
 - All subject teachers are seen as teachers of language and language is supported across all subjects
 - Mother Tongue lessons are available to students who hold specific passports. If a community is not represented through Mother Tongue lessons, they can request for Mother Tongue learning to be developed and CIS will do their best to support these requests depending on available resources

3. ROLES IN LANGUAGE

- CIS strives to have a culture of language by communicating the importance of language learning with the whole community by involving all stakeholders in the process of language learning
- CIS works to build a positive culture of language learning by:
 - embedding the values and beliefs that underpin multilingualism, such as being open-minded, caring communicators
 - recognizing the importance of belonging and connectedness in personal and cultural identities
 - recognizing the vital role families play in supporting, developing and sustaining children's language development
 - creating environments where students use their home language with pride, and access host or global languages to engage with the world
 - actively promoting the maintenance and development of home languages



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- developing students' metalinguistic skills and understandings by facilitating and actively encouraging opportunities to make connections between languages
- ensuring that multiple languages are seen and heard throughout the school and in communication between home and school
- promoting language learning as a means to build and strengthen intercultural relationships
- reflecting on the community's effectiveness of building a positive culture of language learning through collaboration.
- **Senior Leadership 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
- **PYP Coordinator will:**
 - play main role in educating, developing and monitoring language practices in the PYP to ensure they are aligned with the CIS Policy and the Standards and Practices of the IB
- **Middle Leaders will:**
 - quality assure learning, teaching and assessment practices connected to language learning to ensure they are aligned with the values of the PYP and support multiculturalism
- **Teachers 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.
 - give learners specific and constructive linguistic feedback.
 - incorporate language teaching and learning as a part of continuous professional development.
- **Learning Support will:**
 - ensure inclusivity for students whom the language of instruction is not their home and family language or the language of their prior school experience
 - support English as Additional Language (EAL) student's wellbeing is being supported when being immersed in an environment with English as the instructional language
 - help aid in the teaching of language learning, understanding of unfamiliar patterns and social interactions
 - help ensure all stakeholders understand the needs of EAL students
- **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.
- Parents/Caregivers 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.

4. THE LANGUAGE LEARNER

- CIS students learn to communicate confidently and creatively in more than one language, and with awareness of the power of language to have an impact on others.
- Through language, students
 - **Express identity:** CIS welcomes all students and seeks to understand, affirm and promote their language and cultural backgrounds through the learning community and curriculum.
 - All students have a unique language profile shaped by relationships and interactions within their own family, culture and the wider world.
 - The continued development of home and family languages is crucial for cognitive growth and in nourishing cultural identity.
 - **Develop international mindedness:** Multilingualism is significant in building international-mindedness as it gives students insight into the thinking and perspectives of the self and others.
 - Language enables students to gather and compare points of view, and to show empathy, compassion and respect.
 - **Become literate:** Literacy invites the student into new ways of making meaning and exploring the world through language.
 - Language students make meaning from written, viewed or oral text and apply their developing understandings of symbolic cues. Multiliteracies involve students in different ways of accessing and making meaning, including digital technologies and their vast potential for expression and audience.
 - Through literacy, students uncover perspectives in texts and learn about the power of communication.
 - Literature is a source of pleasure as well as thoughtful provocation as students use it to explore other ways of knowing and seeing the world.
 - **Become effective inquirers:** Language is intrinsic to learning. It underpins the capacity to think critically and creatively, to inquire and collaborate.
 - It is the primary means through which knowledge is accessed and processed, and through which conceptual understandings are developed; it is the means to reflect on ideas, knowledge and experiences.
 - **Communicating:** The language of school is different in many respects from the language's children learn and use at home.



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- Students and teachers use language for specific purposes and within particular learning contexts, and these influence the language choices made. Language supports relationship-building and the negotiation of meaning.
- Through language, students communicate their ideas and understandings to the local and wider learning community using multiple modes of expression.

● LEARNING LANGUAGE

- Language provides an intellectual structure for conceptual and critical thinking within and beyond the PYP transdisciplinary framework.
All teachers are language teachers as all learning takes place through language.
- Students are allowed to use their home language to help express their perspectives and learning.
- Lessons are broken into learning steps to help support students in understanding learning and expectations
- All Units of Inquiry have conceptual understanding to support the development of students understanding of language and how it is used
- Language skills as personalized and differentiated for all students using formative and summative assessments to aid teacher plan future learning
- Supporting learning teachers use a variety of experiences, resources and assessments to support development and progress in language
 - **Reading:** Reading across the curriculum is a key component to language learning at CIS. Teachers may use, but are not restricted to:
 - Phonics/Decoding: Starting in the Early Years, students inquire into sounds and phonetical rules of language
 - Running Records: Used to continue assess students reading fluency and comprehension to assess progress and help teachers resource students with texts at an appropriate level in all subjects
 - Guided Reading: Small group learning with the teacher to develop comprehension skills of students at their reading levels.
 - Word Work: Support the development of students learning of new and unidentified vocabulary to apply to their own learning
 - Reading Stamina: Students engage with longer reading passages to improve stamina while developing comprehension of what they read
 - Making Connections: Students apply knowledge and understanding acquired from readings to make connections with concepts being learned in Units of Inquiry
 - Comprehension Assessments: Students are exposed to formative and summative assessments at Grade level and their own reading level to identify mastery of comprehension skills
 - **Writing:** Students need to have consistent opportunities to write throughout the learning day. To support development in writing, teacher may use but are not restricted to:
 - Writing Process: CIS has a consistent writing process to help support students in developing a piece of writing from planning, drafting, revising, editing and publishing
 - Modeling: Teachers model writing to support students understanding of text types and application of different writing skills
 - Modeled Texts: Students are exposed to texts to support understanding of text types and application of different writing skills.
 - Graphic Organizers: Given to students to help organize writing.
 - Writing Conferences: Students continuously have conferences with teachers to focus on knowledge, understanding and the application of writing skills in their own work



- Integration of Writing: Students will complete at least one piece of writing that is connected to the concepts of a Unit of Inquiry to ensure writing is supporting the development of student's knowledge and understanding of concepts
- Speaking and Listening: Students acquire new language and use language in their learning
 - Vocabulary: All lessons have key vocabulary that students identify, understand and use in their learning
 - Presentations/Demonstrations: Students participate in presentations and demonstrations as individuals and groups to use language
 - Collaborative Learning: Students consistently participate in collaborative learning experiences to develop speaking and listening skills when working with others
 - Debates: Students participate in debates to develop their linguistic ability to express and support personal and group perspectives

5. MOTHER TONGUE

- CIS believes in a culture of language and wants to support and celebrate the languages of students' home countries.
- Recognizing and supporting our students' mother tongues is crucial to developing their full potential
- Lessons are 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 resources and learning spaces

6. MODERN FOREIGN LANGUAGE

- CIS 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 students from Grade 2 upwards with Arabic B students having an additional lesson while their Arabic classmates are at Arabic A lessons within the school day.
- Foreign language teachers support the school's reading, writing and oral language practices, the IB learner profile, and the PYP attitudes
- Modern Foreign Language has their own Program of Inquiry to support language learning is developmentally 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.

8. ENGLISH AS AN ADDITIONAL LANGUAGE

- 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 CIS
- 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 with the goal for students to exit the EAL program when proficient enough to access the curriculum independently
- 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
- 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
- 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

9. ROLE OF THE LIBRARY

- The library will support student curiosity, inquiry and development of language by:
 - including literature and resources in a range of languages representative of the school population. The development of curriculum resources will be budgeted for.
 - librarians working 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
 - librarians helping ensure teachers have literature and resources connected to Units of Inquiry to support student access to learning through different languages

10. LANGUAGE IN THE SCHOOL/LEARNING ENVIRONMENT

- CIS understands that students are naturally curious about other languages and work to have an environment that provide opportunities to explore language and stimulate curiosity and open-mindedness to new languages
- This may include, but is not restricted to language being:
 - spoken and sung
 - displayed on different alphabet and number charts, posters, labels
 - used in learning spaces, games, poetry and performances
 - used in learning displays



- used within identity texts*, and bilingual texts (oral, written, digital, poetic, musical, and so on)
- chosen for the exhibition
- through technology
- in explorations of the similarities and differences between languages
- through learning experiences within a unit of inquiry
- from other members of the learning community
- within the context of action.

11. LANGUAGE POLICY REVIEW

- Review of the Language Policy and practice happens strategically throughout the school year
 - **Orientation:** During orientation all teachers participate in a workshop connected to Language policy
 - **End of Year Review:** At the end of each academic year the SLT and Middle Leaders review the Language policy to ensure it is effective, clear and up to date. This happens across the PYP, MYP and DP to ensure vertical alignment of policies and practices
 - **Governance:** Head of school share the Language policy with governance anytime changes have been made
- **This policy was reviewed in June 2023**
- **The policy will be reviewed again in June 2024**