Stationers' Crown Woods Academy

Language Acquisition & Literacy

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Language Acquisition & Literacy Policy 2022

1 Rationale and Ethos

1.1 At Stationers' Crown Woods Academy we are committed to providing an inclusive and equitable learning environment. We aim to ensure access to the International Baccalaureate Middle Years Programme (IB MYP) offered by the academy for **all students**.

1.2 We view language as a tool for making meaning in the world. We believe that every student has an individual and cultural set of experiences, skills and interests which must be considered in the teaching and learning process. At Stationers' Crown Woods Academy the development of critical literacy is considered an important factor in fostering international-mindedness through the promotion of cultural identity, intercultural awareness and global citizenship.

1.3 Through the IB MYP language programme, we aim to develop confident, curious, highly proficient and enthusiastic readers, writers, viewers, presenters, speakers and listeners. Language is always taught meaningfully and in context. These contexts vary but often involve the use of real-life scenarios, native speakers, the local area and a wide variety of text types. We advocate the learning of language through inquiry, allowing students to make connections with context, to explore and investigate. The learning of any language is developmental by nature, building constructively on what each individual student knows to help move them forward.

2 Key Contacts

Name	
Mr W Barnett	Principal
Mr J Spark	Assistant Principal

3 Policy Context

3.1 The academy celebrates diversity in all its forms through the delivered curriculum and co-curricular programme, as well as our SMSC/British Values provision.

3.1.1 We seek to ensure that the study of languages (English, modern foreign languages and mother tongues) develops effective communication, assists personal growth, strengthens each student's awareness of his or her cultural identity and promotes international understanding.

3.1.2 We offer Spanish and French in years 7-11.

3.1.3 Students learn at least one language in Key Stages 3-4, in addition to their mother tongue.

3.2 English is the language of instruction and is taught through English Literature and English Language.

3.2.1 Educational research makes clear that those students who maintain their mother tongue will have better access to learning when working in a second or third language, therefore, it is important

that we provide the opportunity for students to access their first, or mother tongue, languages.

3.2.3 Students are encouraged to take formal examinations in their mother tongue/other spoken languages and provided with support where possible. This is delivered one-to-one or in small groups.

3.3 English as an additional language.

3.3.1 Any student who is not proficient in the language of instruction (English) would be provided with one-to-one and small group support to develop their English acquisition skills. This would be organised and coordinated by the Learning Support Department whilst collaborating with the different subject departments; this approach would ensure that the student is inducted successfully and be able to access the full MYP curriculum.

4   Language Development Programme

4.1 We have an extensive programme that supports teachers in their contribution to the language development of our students - 200-word challenge and literacy activities via our tutor programme. In addition, the whole academy literacy strategy ensures all teachers are teachers of literacy.

4.2 In all aspects of our language teaching we strive to:
- ➢ promote enquiry based authentic language development;
- ➢ focus on the trans-disciplinary nature of language development;
- ➢ develop and interrelate the skills of listening, speaking, reading, writing and media literacy;
- ➢ promote consistency of practice in the teaching and learning languages;
- ➢ provide appropriate feedback to support learning languages;
- ➢ integrate language learning with interdisciplinary planning;
- ➢ develop and promote cultural awareness and understanding; and
- ➢ develop lifelong learners.

4.3   IB Practices

We are committed to the following IB Practices:

IB Standard A, Practice 7 *The school places importance on language learning, including mother tongue, host country language and other languages.*	At SCWA language is taught holistically. Each programme has specific learning outcomes for the strands of speaking and listening, reading and writing and viewing and presenting appropriate to the student's level. We promote inquiry-based authentic learning through an investigative approach of different genres. We invest in qualified, professional language teachers for the language of instruction and other languages. Where appropropriate, students are allowed and encouraged to use their mother tongue to access the curriculum. For instance, they may complete class work and assessments in their mother tongue and they are encouraged to share their learning and progress with their parents and other members of the community using their mother tongue.

IB Standard C3, Practice 7 *Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue.*	Differentiation in language lessons is based on best practice according to the standards and practices of the IB. All teachers respond to students' needs and may, therefore, provide individualised instruction guided in some cases by specific learning goals. Teaching strategies may include working in small groups, using different resources with different levels of language complexity, as well as changing the level of questioning and tasks for individual students. All students' language needs are determined through initial and ongoing assessments throughout the year. Teachers differentiate for the range of students' needs in different ways.
IB Standard C3, Practice 8 *Teaching and learning demonstrates that all teachers are responsible for language development of students.*	The basic skills for all types of communication - oral, written and visual - are explicitly planned for using our scope and sequence. When students are acquiring a language, our teaching is informed by incorporating four concepts: context, culture reflection and fluency. Students are encouraged to think for themselves, recognise patterns, develop theories and construct meaning as they investigate language. As students progress, teachers enable them to see language as a means of self-expression, exploration of self and others, as context driven, having multiple meanings and involving at all levels of discourse a personal stance, from simple communication to the core of academic language. Throughout the academy there is an expectation that in order to foster an enjoyment and love of reading, students will be encouraged to read at home and will read a wide range of genres in school to understand their features. The writing process of drafting, revising and finalising will be modelled and explored in all languages. In order to enable students to develop accurate language use and self-correct errors, they will be introduced to different strategies to investigate words and groups of words. Teachers encourage students to make connections between words in different languages.
IB Standard C4, Practice 1 *Assessment at the school aligns with the requirements of the programme(s).*	Assessment is integral to teaching and learning at SCWA. Using a range of tools and strategies teachers are able to determine students' knowledge, skills, understanding and attitudes towards language. Formative assessment is used to check in and to give constructive feedback or praise on learning. Summative assessments are used to gather evidence about a student's learning at the end of a unit. Various forms of both formative and summative assessment may be used. Along with teacher assessment, students are often asked to peer or self-assess as well. Students receive written report cards about their language learning (as with all subjects). Parents are also invited to attend parent

	evening.
	In the MYP, units are designed with a significant concept, a global context and a unit question in mind. Assessment tasks are linked to these big ideas and allow students to show a developing understanding of the global context; summative assessment is an opportunity for students to discuss the unit question using what they have learned.
	Assessment is in line with the requirements of the MYP and is comprehensively outlined in the Assessment (ARR) Policy. In the MYP, level specific criteria are used based on each phase outlined by the IB from students newly acquiring a language to those at mother tongue level. Task specific rubrics are also created for each assessment and are shared with the students.
IB Standard C1, Practice 8 *Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.*	Since students learn about language and through language, we understand that all teachers are responsible for the language development of students at Stationers' Crown Woods Academy. As a result, collaborative planning and reflection is built into the regular PD schedule throughout the year. In this way, we are able to develop links between different subject areas and departments across the Academy. Curriculum planning time allows teachers to meet together; this may be done as whole staff meetings or divided into smaller meetings where teachers meet in department groups, language groups or interdisciplinary groups. During these meetings, teachers plan what will be taught, reflect on best practice and consider the needs of individual students.
IB Standard C1, Practice 8 *The school utilises the resources and expertise of the community to enhance learning within the programmes.*	All language teachers are responsible for sourcing a range of quality texts so that students can explore different genres such as recounts, stories, explanations or persuasive writing in different languages and at different levels. Students also have access to a variety of dictionaries to assist them. The MYP Lead Teacher collaborates with the Learning Resources Centre Manager in ordering and cataloguing books in different mother tongue languages for the library. The use of ICT is an integral language learning tool. Students are encouraged to use technological resources in order to access programs or tools to support their language learning such as Google Translate.

4.4   Y7/8 Heritage Language Profile

Arabic - 1	Italian - 2	Portuguese - 1
Bulgarian - 3	Kannada - 1	Romanian - 3
Chinese - 5	Kurdish - 1	Russian - 2
Danish - 1	Lithuanian - 5	Tamil - 3
Dari Persian - 2 Greek - 1	Malayalam - 1	Turkish - 1
Hindi - 1	Mongolian - 1	Vietnamese - 1
Hungarian - 1	Nepali - 1	Yoruba - 1
Igbo - 1	Polish - 1	