



NAS Dubai Languages Policy 2016-2017

Date	Review Date	Lead Policy Writer	Leader Responsible
Feb 2016	February 2017	Cheryl McSweeney	Cheryl McSweeney

Introduction

At NAS Dubai we believe that learning a language provides a valuable educational, social and cultural experience for our students. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives students a new perspective on the world, encouraging them to understand their own cultures and those of others. We believe that the early acquisition of a language facilitates the learning of other areas of the curriculum and can enrich the overall teaching and learning experience for all students at NAS Dubai. Increased capability in the use of languages promotes initiative and independent learning and encourages diversity within society.

Aims & Objectives

- Foster an interest in Language learning from Early Years
- Stimulate and encourage children's curiosity about language and creativity in experimenting with it
- Help to develop their first language literacy, problem solving, intercultural and communication skills
- Promote best practice teaching with flexible delivery and a systematic purposeful curriculum
- Deliver high quality personalised learning, varied classroom activities and teaching materials using ICT in a meaningful way to engage learners
- Help develop their awareness of cultural similarities and differences

Roles and Responsibility for the Policy

Role of the Principal and Senior Leadership Team

The Principal and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy
- work closely with the policy/subject leader
- ensure compliance with the legal requirements of the KHDA
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy by;
 - observing teaching and learning
 - planning scrutiny's and work trawls
 - discussions with pupils, parents and members of the wider community
- annually review the success and development of this policy with the relevant stakeholders

Role of the Policy/Subject Leader

The Policy/Subject Leader will:

- lead the development of this policy throughout the school
- work closely with the Principal, SLT and SENCO



- be accountable for standards in this subject area
- monitor standards by;
 - auditing the subject area
 - review of the scheme of work
 - monitoring teachers planning
 - lesson observations
 - scrutinising children's work
 - discussions with pupils
- ensure continuity and progression throughout the school
- provide guidance and support to all staff
- provide training for all staff on induction and when the need arises
- participate in appropriate and relevant professional development
- keep up to date with new developments
- undertake an annual audit and stock take of resources
- purchase new resources when required and in preparation for the new academic year
- manage the subject budget effectively
- undertake risk assessments when required
- review and monitor
- annually report to the Principal and the SLT on the success and development of this policy

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the policy/subject leader to develop this policy
- devise medium and short term planning
- remain mindful of the need to develop mathematical fluency, numeracy and mathematical understanding in all subjects
- remain mindful of the need to develop pupils' spoken language, reading, writing and vocabulary in all subjects
- plan and deliver good to outstanding lessons
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure
- have high expectations for all children and will provide work that will challenge and extend them
- assess, record and report on the development, progress and attainment of pupils
- achieve high standards
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme
- listen carefully to all instructions given by the teacher
- ask for further help if they do not understand
- participate fully in all lessons
- participate in discussions concerning progress and attainment



- treat others, their work and equipment with respect
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school
- give feedback via the School Council, subject reps, questionnaires, surveys or other appropriate methods

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops
- be encouraged to work in school as volunteers, especially as part of our Parent Teacher Association
- be informed via termly newsletters of their child's topics and areas of study
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning;

Main Content of the Policy

Teaching & Learning

Language learning at NAS Dubai is an integral part of the curriculum and integrated into everyday school life, with

all stakeholders using and experimenting with their knowledge of different languages whenever the opportunity arises. Teaching will provide an appropriate balance of spoken and written language and will enable the children to understand and communicate ideas, fact and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Language learning with take place by

- Providing sufficient exposure to high quality materials in the target language and culture
- High quality personalised learning and streaming of children according to their ability and mother tongue
- Develop language learning skills which they can transfer to the study of other languages in their schooling career
- Use active learning to engage motivation
- Embedding languages in class routines and school life
- Providing an environment in which children feel happy to take a risk and experiment with new languages
- Understanding, value and use a foreign language as a means of communication
- Integrating approach through language lessons, cross curricular links and incidental language opportunities where children are given the opportunity to use and develop their language in stress free real life contexts

The Language Policy within the IB Diploma Programme at NAS Dubai



Philosophy

*'A language policy is derived from the school's language philosophy and is a statement of purpose that outlines goals for language teaching and learning. It is constructed around pedagogical and learning beliefs and is therefore also a statement of action describing practices for achieving and evaluating goals.'*¹

At NAS Dubai, we have a philosophy that all teachers are language teachers and at all times pay very close attention to the language requirements/needs of the students in their care.

At NAS Dubai, there is a thriving World Languages Dept. who place great importance on the support and maintenance of students' mother tongue languages. The requirement of the IB Diploma for students to study at least one language in addition to their mother tongue requires a need for inclusion and equity of access to the learning of all languages at NAS Dubai.

Language Policy and Procedures

A Language Policy Steering Committee (LPSC) has been created utilising members from Group 1 and Group 2 subject areas which meets on a weekly basis. The (LPSC) ensures that the interests of whole-school community are reflected in policy and procedural documentation along with an on-going review of the current language situations and practices within our whole-school community.

At NAS Dubai we are very aware of the benefits of having a clear understanding of a whole-school school language profile that reflects the socio-cultural circumstances that permeate within and throughout our whole-school community.

Regarding the IBDP Language Subjects that NAS Dubai offers, this was based on a number of key factors including:

1 – Legal Requirements

Any legal requirements/compliance have been adhered to as a result of government legislation so that the school can legally and successfully operate.

1 -Guidelines for developing a school language policy. p. 1

2 – School Supported Self Taught (SSST)

NAS Dubai are very supportive of the SSST option within the IB Diploma Programme and work alongside families to explore/arrange for mother-tongue language support, where necessary, through all potential avenues that are available in our region of the UAE and beyond. The opportunity for students to consider School Supported Self-Taught at Standard Level will also be presented to students through informal and formal IB Information Evenings and NAS Dubai will continue to encourage students to explore this option. Please refer to the link below for a full summary of the SSST option:

https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_1_ssstx_tsm_1410_1_e&part=2&chapter=2

3 - Mother Tongue Support

NAS Dubai acknowledges the importance of developing a student's mother-tongue language in promoting personal identity, cultural heritage, and overall learning. Information regarding students' mother-tongue resides in the school's student database and is accessible by school staff. At the beginning of each academic year, teachers receive a list of students' mother-tongues other than English. Teachers are encouraged to use this information in developing lesson plans that emphasize differentiated instruction and that honor multicultural diversity. Besides Arabic, French, German, Mandarin and Spanish, NAS Dubai does not currently offer any additional mother-tongue face-to-face teaching for languages at school. However, as stated above, NAS Dubai are very supportive of the SSST option within the IB Diploma Programme and work alongside families to explore/arrange for mother-tongue



language support, where necessary, through all potential avenues that are available in our region of the UAE and beyond.

https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_1_ssstx_tsm_1410_1_e&part=2&chapter=2

4 – Host Nation Language of Arabic

NAS Dubai is hugely supportive of students who wish to continue the study of their mother tongue language of Arabic - the language of the host country of the United Arab Emirates – and this is reflected in the offerings of Arabic at HL/SL and at ab initio level.

5 – A Language Proficiency Survey (LPS)

A LPS was conducted with the current Yr.11/IGCSE students to ascertain the students’ perception of themselves and their language choice requirements for IBDP (see page

6 – Library/Resources Audit

A library/resources audit was conducted and a large investment (initially 250,000 AED) was spent in October 2016 to ensure:

- a. that special request and school supported self-taught are available options in Group 1 in order to maintain students’ mother tongue development
- b. there are wide-ranging opportunities for the learning of ab initio and B languages.
- c. that there is strategic planning of/for language courses for learners with consistent spelling and referencing protocols and preferred bibliographic styles
- d. there are clear rules and expectations about the use of all languages in and around the school

7 – Inclusion and Reflective Culture

All staff within NAS Dubai have had the opportunity to contribute, read and provide feedback on the Language Policy. The Policy has also been shared with all stakeholders within the NAS Dubai wider-school community policy including parents.



IBDP Language Offerings at NAS Dubai

NAS Dubai offers the following language subjects within the IB Diploma Programme:

Group 1: Studies in Language and Literature	English Language and Literature	HL/SL
	SSST (Self Taught)	Literature SL only
Group 2: Language Acquisition	Language B	Arabic – HL/SL French – HL/SL German – HL/SL Spanish – HL/SL Mandarin – HL/SL
	Language ab initio	Arabic – SL only French – SL only German – SL only Spanish - SL only Mandarin – SL only

At NAS Dubai, French instruction currently begins in Nursery (3-4yr olds) and continues up to Year 11 (15-16 year-olds). NAS Dubai intends to offer French, German, Arabic, Spanish and Mandarin, B Standard & Higher Level as the classroom courses for Language B.

NAS Dubai intends also to allow students the opportunity to register for Ab Initio languages. Students may enroll in either German, Spanish, Mandarin, Arabic or French.

English Language Learner Program

NAS Dubai has a comprehensive support program for English Language Learners. All NAS Dubai teaching staff are trained in methods of differentiating and modifying instruction in support of English Language Learners. This training is offered by the Personalised Learning Department.

Communication with Non-English Speaking Parents and Guardians

NAS Dubai recognises the value of effective and timely communication with parents and works to foster such communication. In the case of communicating with parents who do not speak English:

- Staff, where possible, will fill the role of translator between the schools and parents.
- Where necessary or appropriate, NAS Dubai will seek out families in our community who have the required language proficiency to act as translators.

Yr.11 Language Proficiency Survey

To assist in the IBDP Group 2 ('Language Acquisition') planning process, the school needs to know which foreign languages our *current* Yr.11 students speak and their level of proficiency.

For each foreign language, write down what *you* believe to be your *current* level of overall proficiency (in all 4 disciplines – Listening, Speaking, Reading & Writing), in accordance with the given descriptors (see page 2). *Our* grading for this survey will be **1** (*lowest* level of proficiency) to **10** (*the highest* level of proficiency), based on the proficiency guidelines from 'ACTFL' (American Council on the Teaching of Foreign Languages). These guidelines



describe what individuals can do with language in real-world situations in a spontaneous and non-rehearsed context. There are 5 major levels of proficiency: **Novice**, **Intermediate**, **Advanced**, **Superior** & **Distinguished**.

Grading of your Foreign Language Proficiency (2015-2016):

Your name: _____

Your current Year/Form Group: _____

Your Mother Tongue Language(s): _____

Now please write in any Foreign Language (other than your Mother Tongue Language) in which you feel you have a level of proficiency. Read the Descriptors overleaf and enter what *you* believe to be your overall Proficiency Level for that language, following the example.

	Foreign Language	Proficiency Level (1-10)
Eg.	French	6



Grade for survey	'ACTFL' Naming (American Council on the Teaching of Foreign Langs)	Key information from 'ACTFL' Descriptors (Wr = Writing, R = Reading, Sp = Speaking, L = Listening)
1	Novice - Low	Wr - Can form some letters in an alphabetic system. R - Can occasionally identify isolated words and/or major phrases. Sp - Isolated words. Essentially no functional communicative ability. L - Occasional isolated words.
2	Novice - Mid	Wr - Can copy or transcribe familiar words or phrases. R - Can recognize alphabetic and/or a limited number of characters. Sp - Isolated words and learned phrases within very predictable areas of need. L - Can understand some short, learned utterances.
3	Novice - High	Wr - Can write simple, fixed expressions and limited memorized material. R - Where vocab. is learned, can read for instructional/directional purposes. Sp - Can satisfy partially the needs of basic communicative exchanges. L - Can understand short, learned utterances and some sentences.
4	Intermed - Low	Wr - Can write short messages, postcards, and notes on very familiar topics. R - Can understand main ideas/facts from the simplest texts on basic needs. Sp - Can handle a limited no. of interactive, task-oriented, social situations. L - Can understand sentences consisting of learned elements in some topics.
5	Intermed - Mid	Wr - Can write short, simple letters, understood by natives used to non-natives. R - Can read with increased understanding simple texts on a variety of personal/social needs. Sp - Can handle a variety of uncomplicated, basic, and social situations. L - Can understand sentences consisting of learned utterances on a variety of topics.
6	Intermed - High	Wr - Can take quite detailed notes on familiar topics & respond to personal questions. R - Can read with full understanding simple texts on a variety of personal/social needs. Sp - Can handle most uncomplicated communicative tasks and social situations. L - Can understand longer discourses on a no. of topics pertaining to different times/places.
7	Advanced	Wr - Can write social correspondence and several paragraphs on familiar topics. R - Can read somewhat longer prose of several paragraphs in length. Sp - Can satisfy the needs of everyday situations and routine school/work requirements. L - Can understand main ideas/details of connected discourse on a variety of topics.
8	Advanced - Plus	Wr - Can write about a variety of topics with significant precision and in detail. R - Can follow essential points of writing at the Superior level in areas of special interest. Sp - Can satisfy the needs of a broad variety of everyday, school, and work situations. L - Can understand the main ideas of most speech in a standard dialect.
9	Superior	Wr - Can express self effectively in most formal/informal writing on practical & social topics. R - Can read with almost complete comprehension and at normal speed unfamiliar prose. Sp - Can speak with enough accuracy to participate in most formal/informal conversations. L - Can understand the main ideas of all speech in a standard dialect.
10	Distinguished	R - Can read fluently & accurately most linguistic styles/forms. L - Can understand all forms and styles of speech pertinent to personal & social needs.

Intercultural Understanding

The children will

- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations



- Recognise how symbols and objects can represent the culture of the country, and how aspects of the culture of different countries becomes incorporated in the daily life of others
- Recognise and mistrust stereotypes, and understand and respect cultural diversity

Curriculum and Planning

Our Language provision and curriculum is for both advanced and second language learners. The school's curriculum maps are based on the MFL framework for Languages. Adaptions are made to ensure that the curriculum is progressive in developing pupil capability. In line with Framework guidelines, all pupils learn languages for no less than 60 minutes per week. The schemes of work are regularly reviewed ensuring there is continuity and progression in both skills and content across all years. Departments collaborate over planning, sharing ideas for activities, resources and special events to enhance the curriculum. Published resources and interactive software are used to support language development and engagement.

Languages in Early Years

Language teaching is conducted in a vivid way under an immersion philosophy of language and culture in and out of the school environment. A variety of curriculum based activities are adopted in the Language lessons to ensure that delivery is not only in a student friendly way but also through a systematic and consistent curriculum that is engaging and fun.

Arabic A (KHDA)

The Arabic A curriculum is followed by all Emirati passport holders, those children where Arabic is their mother tongue and for those children who excel in Arabic B and meet the required criteria. The curriculum follows the guidelines from the ministry workbooks. The objectives from the books are developed creatively by the teacher to link with the school themes where possible and incorporate a range of resources including ICT. This allows the curriculum to be delivered in a way that meets their needs and different starting points and levels.

Arabic B (KHDA)

Arabic is taught from Year 1 following ministry compliances and KHDA requirements. The children are grouped by ability and experience of the language. The objectives for the lessons are based on the Ministry of education books and the MFL framework. There is a clear expectation that in Year 9, students will be able to

sit their GCSE in Arabic as a second language. Arabic is also offered as an option choice from Year 10 to encourage further study in the local language.

External Links

At NAS Dubai we are part of a global community of over 42 schools worldwide. Through this global community we share ideas and expertise with other language specialists on curriculum development and teaching methodologies. This also provides a learning platform for students to link with the other schools to exchange information, pictures, work and competitions with their counterparts and learning firsthand about their lives. We enrich the curriculum through the children sharing their own experiences from visiting or living in other countries, welcoming visiting speakers, or embarking on language trips, residential or exchanges.

Assessment

Progress is monitored and tracked against the four national Attainment targets of

- Listening and Responding
- Speaking
- Reading and responding
- Writing

Formative assessment

Assessment for learning opportunities are offered during lessons and children are encouraged to self and peer assess. Teachers also keep notes, which informs planning, grouping and differentiation.

Summative assessment



All students have a 'baseline' assessment at the start of the academic year. Using this information, teachers will predict a child's attainment for the end of the year. These targets are shared with parents and children work towards them in class. This allows us to personalise learning, providing appropriate levels of challenge in a supportive environment. End of unit assessments are used to review each child's attainment and to identify patterns and trends where intervention is required to ensure each child makes the optimal progress.

Homework

At NAS Dubai the aim of Homework is to provide opportunities for independent learning to be undertaken outside of curriculum time that reinforces, extends and enriches current learning. Language homework is set half termly and is led by student choice. The homework set addresses all four language skills, where children chose two options to complete during the half term. Support for homework is given during Prep time if required by the language teachers for all pupils.

Advance Language students are set extra homework on a weekly basis according to the needs of the curriculum.

Equal Opportunities

All children regardless of race or gender, shall have the opportunity to develop languages capability through:

- Appropriate differentiation in all lessons to ensure children are suitably challenged
- Children grouped across the year by ability (Advanced, Intermediate and beginner and years of learning a language)
- Using a variety of teaching methods and resources effectively
- Provide intervention and curriculum personalisation when required

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock-take and audit is undertaken by the subject coordinator in the spring term in preparation for the next academic year.

Sharing and Maintaining Awareness of this Policy

We will share and raise awareness of this policy via:

- the School Prospectus
- the Staff Handbook
- the Student Handbook
- our website and social media pages
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- written communications with home such as daily emails and newsletters, reports
- information displays around school

Relevant Professional Development

All school staff:

- have equal chances of training, career development and promotion
- receive training on this policy during the induction period
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction



Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the lead person, the Heads of School, the Principal or other stakeholders.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Principal for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Curriculum	▪ Teaching and Learning
▪ Differentiation	▪ Assessment
▪ Monitoring and Evaluation	▪ Self-Evaluation & School Improvement
▪ Special Educational Needs	▪ Gifted and Talented
▪	▪ Disability Non Discrimination

Principal:

Date:



Policy Evaluation

Points to be considered	Yes	No	N/A	Evidence
• Policy annually reviewed				
• Policy in line with current legislation and/or KHDA requirements				
• Lead person in place				
• Lead person carries out role effectively				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Necessary resources in place				
• Policy referred to the School Handbook				
• Policy available from the school administration				
• Policy available from the school website				
• All stakeholders including students involved in further development of this policy				
• All associated training in place				
• All outlined procedures complied with				
• Links made between this and other policies in place				
• Associated policies in place and up to date				

Lead Reviewer:

Date:

Principal:

Date:



Policy Approval

Policy Title:							Date written:		
Policy written by:						New Policy (✓ or x)	<input type="checkbox"/>	Revised Policy (✓ or x)	<input type="checkbox"/>
Stakeholders consulted in policy production: (✓ or x)	Principal	Senior Leadership Team	Teachers	TAs	Administrative Personnel	Parents	Pupils	Other relevant stakeholders	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date when approved by Principal:			Date when presented to stakeholders :				Date implemented:		
Published on: (✓ or x)	School Website			Staff Handbook			Student Handbook		
	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		

References:

1 – IBO. 2010. *'Guidelines for developing a school language policy'*.