



Language Policy

Vice Principal - Curriculum

CURRICULUM AND STANDARDS COMMITTEE

Review History

Reviewed	Determined	Cycle	Review	Notes
Aut-16	Aut-16	3	Aut-19	



1. Coopers Language Philosophy, Beliefs and Aims

- 1.1. The language policy supports the shared responsibility of all teachers, students and parents for **all** students' language development. All teachers and students are encouraged to assume the responsibility to be language learners.
- 1.2. At Coopers, we view language learning as inherent in all subject areas and acknowledge that all teachers are language teachers regardless of discipline or year level. Our policies and practices endeavour to help students in the developmental process of learning language itself, learning about language and learning through language. This promotes effective communication and leads learners towards understanding and respecting their own and other cultures.

2. At Coopers, we believe that:

- 2.1. all students and teachers are language learners
- 2.2. all teachers are language teachers
- 2.3. language is fundamental to successful learning throughout the curriculum
- 2.4. language helps us to connect to our home cultures and develop personal identities
- 2.5. the development and continuation of mother tongue languages are important and crucial to supporting self-esteem and encouraging pride in home culture language acquisition is a life-long process
- 2.6. the acquisition of intercultural awareness and understanding is crucial to the development of the well-rounded, global citizens that we encourage our students to be

3. We believe that language acquisition occurs:

- 3.1. through social and communicative interaction
- 3.2. when language is presented in meaningful context with comprehensible input (Krashen, 2005, p. 43)
- 3.3. when students are in comfortable environments with a low affective filter (Krashen, 2005, p. 43)
- 3.4. by applying the theory of language acquisition

4. Aims

At Coopers, we aim to nurture an appreciation of the wealth and diversity of languages and their cultural heritages. We aim to facilitate international understanding. As language, by its very nature, permeates all areas of the curriculum, every teacher in the school is considered a language teacher. We therefore endeavour to integrate students' cultural and linguistic heritage so as to develop their appreciation and understanding of their own cultural identity. We believe that the acquisition of another language, in conjunction with the mother tongue, enriches students' cognitive growth, intercultural awareness and understanding as well as their emotional stability. We therefore strive to foster the ability to communicate with precision, clarity and confidence in at least two languages on a range of issues which encompass the personal, social, local, global, emotional and cultural. We encourage all students to assume the responsibility of being life-long language learners.



6. Vision

'Enabling Learners of Today to Become Achievers of Tomorrow'

Coopers school has high expectations and aspirations for its whole community. We develop inquiring, well-rounded and confident people who help to create a harmonious world through a shared understanding and respect for each other. All members of the community are supported to become empathetic, active and curious learners who understand that every individual's ideas should be heard. All members of Coopers community are recognized, valued and respected as they develop into conducive members of a global society.

Curious - We have active minds, immersing ourselves in new ideas with a thirst for learning. We engage with issues and ideas that have local and global significance. The language policy promotes risk-taking students, who approach unfamiliar situations with courage and forethought and are able to respond to them in both their mother tongue and acquired languages. It aims to foster a natural curiosity and independence of spirit in order to explore new roles, ideas and strategies.

Creative - We are enterprising and unafraid to challenge and be innovative. We are multi-faceted and independent, understanding that skills are transferrable across all disciplines. The language policy encourages students to become articulate communicators in both their mother tongue and in their chosen acquired languages. It aspires to multilingualism through the diversity of language choice / instruction and recognises the cognitive and higher order thinking skills required to transfer meaning between languages and explore concepts, ideas and issues that have a local and global significance.

Resilient – We understand that we need to be creative and determined in order to achieve our best. We are resilient and resourceful in the face of challenge and change.

Respectful - We are confident and articulate in more than one language and demonstrate appropriacy and respect through our interactions. We act with integrity and honesty, have a strong sense of fairness and take responsibility for our actions. We have self-respect and take pride in our own work.

Empathetic - We reflect on and evaluate our actions and the actions of those around us in order to have a better understanding of the world and our place within it. We are empathetic and compassionate and understand that our lives are interdependent with other people's lives. The language policy empowers students to understand, interpret and appreciate their own cultures and to develop cultural empathy so that they appreciate and respond to the perspectives, values and traditions of other communities. It aims to situate students in the international community where they work collaboratively and show compassion and respect towards the needs and feelings of others. In this respect, the policy recognises the equal status of all languages and encourages the development of multiple perspectives of both the host country's culture and language and that of their acquired languages through the mother tongue literacy programme and the Modern Foreign Languages programme.



7. Roles and Responsibilities

7.1. All of our teachers:

- 7.1.1. Consider themselves to be language teachers, regardless of the subject or level they are teaching
- 7.1.2. Aim to create stimulating learning environments in which students have many opportunities to listen, read, speak and write
- 7.1.3. Strive to create authentic opportunities for student-led language inquiries, balanced with teacher-directed instruction
- 7.1.4. Aim to make the academic content of our programmes comprehensible by using strategies that reach all students
- 7.1.5. View language feedback as an essential form of learning for students as well as an assessment of their learning
- 7.1.6. Provide regular information and feedback about student progress to parents and students

7.2. The school:

- 7.2.1. Provides highly-qualified, internationally-conscious teachers at all levels of the school
- 7.2.2. Provides on-going professional development for staff to ensure we keep abreast of latest language research
- 7.2.3. Recognises the role of library and media resources and access to global information in language learning
- 7.2.4. Strives to keep parents informed of language teaching and learning developments in school, helping them to understand our philosophy and beliefs about language learning across the curriculum
- 7.2.5. Uses review processes and external assessments to monitor the effectiveness of the language programme offered at Coopers

7.3. Students and their families:

- 7.3.1. Understand and support the important role an individual's mother tongue plays in overall cognitive development
- 7.3.2. Support language learning out of school by finding different, relevant opportunities to practise speaking, listening, reading and writing
- 7.3.3. Support language learning out of school by engaging with local communities, regardless of home language, finding ways to communicate our shared humanity

7.4. Communication of Language Policy to the Coopers Community

- 7.4.1. The language policy is shared in the Coopers community through multiple pathways including staff meetings, Parent and governors' meetings. It is also featured on the Coopers website. New staff are familiarised with the document during orientation.

7.5. Review Process

- 7.5.1. The language policy will be reviewed and updated regularly as part of the curriculum review cycle and as part of the whole school improvement plan.
- 7.5.2. The leadership team will review the implementation of the policy in classrooms and through the school on a regular basis as part of the performance management process.
- 7.5.3. The full review will include people from all sections of the school community
- 7.5.4. The next full review will be in 2018.



8. Language Practices across the school

8.1. The School's curriculum is built around the fundamental concepts of holistic learning, intercultural awareness and communication. We encourage students to develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsively in a changing world. Encouraging students to make links within and across subject groups is integral to the school ethos. We aim for each student to reach the highest level of literacy and proficiency in English, the main language of instruction, at least one other modern foreign languages and Latin is also offered in enrichment, and acknowledge that language skills and knowledge about language are transferable. As such, all Year 7 students are issued with vocabulary books and reading passports to encourage them to record their independent reading, regardless of subject.

8.2. At Coopers, we recognise that:

8.2.1.all teachers are also language teachers who have the responsibility of facilitating language acquisition and promoting communication skills through their subject areas.

8.2.2.whilst language acquisition follows distinct stages, students' rate of acquisition varies greatly from individual to individual and therefore teachers differentiate and personalise their lessons to the needs of the individual and of groups, scaffolding and extending as required.

9. Language A and Mother Tongue Programmes

9.1. English

9.1.1.We see English as the medium through which we express and understand ourselves, and make sense of the world, we recognise its importance as the world language of commerce, learning, science, and industry and how vital it is for success in all other subjects.

9.2. Speaking & Listening.

9.2.1.In order to enhance students' skills in communication through talk Coopers' Literacy work should:

9.2.2.Always encourage students to answer questions in full sentences making effective use of connective words e.g. because, however ...

9.2.3.Ensure that all Schemes of learning include Speaking & Listening activities incorporating a variety of tasks and situations e.g. presentations, discussions, pair talk.....

9.2.4.Ensure that staff are specifically planning talk for learning and listening to learn so that it is an integral part of the curriculum and not an "add on". Discussions and presentations should be carefully structured with emphasis on the skills being used and the audience being spoken to. Listening skills should be guided and encouraged so that students' listening is questioned and assessed too.

9.2.5.Focus on how questions are used to enhance learning; staff should specifically plan questions to enable all students to answer and deepen their understanding.

9.2.6.Offer all students the opportunity to speak to a variety of audiences through lessons, assemblies, community projects or enrichment programmes.

9.2.7.Encourage students to become creative with words and to enjoy knowing a wide range of vocabulary. This can be achieved through key words activities, activities surrounding the "Words of the Week" programme, games and celebrations. Teachers should be praising students for their use of adventurous vocabulary and highlighting how such use enhances communication and deepens understanding.

9.2.8.Celebrate Speaking & Listening through events and competitions e.g. debating or presenting



9.3. Reading.

Students must be encouraged to read a wide variety of texts and to seek the possible meanings created; this incorporates fiction, non-fiction and digital texts including those which rely on imagery in addition to words to promote layers of meaning.

9.3.1. In order to achieve this Coopers' Literacy work should:

9.3.2. Ensure that all staff are given the data surrounding Reading Ages of Students so that they can plan more efficiently the texts and reading that their students can and will need to do.

9.3.3. Ensure that staff are acutely aware of the importance of reading and of how students make sense through reading.

9.3.4. Ensure that staff are planning and creating opportunities for reading in lessons which is commensurate with their students' reading abilities and which is designed to enhance and stretch their reading skills e.g. establishing the reading ages of worksheets and text books; planning specific teaching on the meanings of words to ensure that texts are then understood; incorporating discussions within lessons of the reading material given to ensure that students have fully appreciated the layers of meaning contained within and to regularly check students' reading and understanding of all texts presented.

9.3.5. Ensure that all staff are promoting reading for pleasure either through reading times during lessons or PD, discussions about books and documents that they have enjoyed reading, displaying "Favourite Book" posters and talking to students about what they are reading.

9.3.6. Use the Reading Centre to promote reading through use of Accelerated Reader and English reading lessons and to encourage all students to use it as a resource.

9.3.7. Encourage reading throughout the College through programmes such as Accelerated Reader and the "Reading for Life" programme in the Sixth form.

9.3.8. Celebrate students' success in reading through certificates, presentations and display.

9.3.9. Celebrate reading through focussed events such as Literacy Week and at Parents' events

9.4. Writing

Students must leave Coopers with the ability to write for any purpose or audience and in any style. They must have knowledge of a comprehensive vocabulary and be able to select techniques, styles and words effectively to suit any given situation.

9.4.1. In order to achieve this Coopers' Literacy work should:

9.4.2. Ensure that all writing styles are taught and practised across all subjects, with teachers highlighting how styles are adapted for their particular subjects and for specific purposes within those subjects.

9.4.3. Ensure that over the course of their time in Coopers, a student is given the opportunity to write in a wide variety of styles and for a variety of audiences. Schemes of learning should include writing tasks that are specifically structured to achieve this e.g. creating a power point on sound for a Year 5 child to understand or writing a document persuading tourists to visit a certain place and then writing a description of the same place for local government.

9.4.4. Ensure that lessons regularly contain some element of extended writing so that students become practised and proficient at this skill. Writing tasks should always be planned and structured to ensure that students fully understand why they are writing, in what style they are writing and who their writing is for.

9.4.5. Ensure that students know all the Key Words pertaining to a subject and how they are used within that subject ; this can be achieved through display and specific, structured teaching and assessment of Key Words.



- 9.4.6. Ensure that all students are writing accurately. The 5 accuracy foci must be clearly displayed in all classrooms and should be a focal point of marking. Students should be encouraged to write accurately at all times and staff should be checking students' writing for errors.
- 9.4.7. Celebrate students' writing through publication of pieces created or by display in classrooms and Faculty areas.
- 9.4.8. Encourage students to become creative with words and to enjoy knowing a wide range of vocabulary. This can be achieved through key words activities, activities surrounding the "Words of the Week" programme, games and celebrations. Teachers should be praising students for their use of adventurous vocabulary and highlighting how such use enhances communication and deepens understanding.

10. Other Mother Tongues

- 10.1. We recognize that even though the majority of the students at our school come from a family or linguistic background where our language of instruction, English, is their mother tongue, there are a significant number of students who need English language support to enable them to participate fully in the academic and social aspects of the school. As such, all teachers are language teachers and strive to support second language learners not only in the language classes but also other subject classes, such as mathematics, sciences, humanities, technology and the arts. Every teacher, regardless of subject or level, reviews the needs of the students on a triennial basis and keep a record of this by updating their context sheets.
- 10.2. The school will enter students for external examinations in their mother tongue where desired, so long as an oral exam invigilator can be found (where the language is not one taught in school) and no controlled assessment element is required.

11. Language B Programmes

"The limits of my language are the limits of my world."
–Ludwig Wittgenstein

11.1. Modern Foreign Languages

- 11.1.1. At Coopers, we support the view that language competence is fundamental to academic success and understand that the acquisition of more than one language plays a crucial role in enabling students to understand and communicate ideas and information confidently and creatively. We place an emphasis on integrating the cultures of the MFL into our curriculum and know that there is no doubt that the teaching of modern languages and cultures contributes to the development of the IB learner profile and encourages students to be lifelong inquirers. Culture is studied in language classes, through specially designed units of work that integrate language and culture into meaningful exchanges. The acquisition of cultural knowledge includes the studying of texts and literature, film and history. It is also studied and celebrated in International week and International Day, through Dedicated Learning Days (DLD) and trips.
- 11.1.2. We also place a strong emphasis on speaking in the target language, aiming to reach optimum use both by the teacher and by the student in teacher-student, student-teacher and student-student conversations. We aim for it to be the norm for all verbal interaction that takes place in the MFL classroom to occur in the Target Language (TL). Teachers look to enthuse students and increase their creativity, problem-solving and independence.



11.2. Years 7-8

11.2.1. In Year 7, most students study French and / or Spanish. Native speakers will be assessed on an individual basis, although on the whole they will be advised to take up a different language and to sit an external examination in their native language when desirable. Staff will endeavour to ascertain the second language studied by each child at KS2, and the depth of their knowledge in order to group pupils according to exposure to the language, during this time of transition in the KS2 National Curriculum. Students receive 2 75-minute lessons a week in French or Spanish in Year 7, with the aim of immersing them into the target language and culture to ensure secure proficiency.

11.2.2. Enrichment offers students the chance to learn a second language, which includes French, Spanish or Latin. Depending on demand we have also offered additional classes for Mandarin and Russian over the last two years, using the expertise of our staff.

11.3. Years 9-11

11.3.1. Students then opt to pick a language to study at GCSE level. All students are encouraged to take either French, Spanish or a qualification in their mother tongue. This is open to choice and through the options process the benefits of continuing to develop another language are discussed.

11.4. Key Stage 5

11.4.1. At present, Coopers offers two routes of education at KS5; through A Levels and through the IBCP Programme. Currently French and Spanish are offered at A Level.

11.4.2. For the IBCP the languages currently offered are:

Language Ab Initio: Spanish, French and Italian

12. Classics

12.1. We are proud to be able to offer Latin to our students. The benefits of studying Classics are as wide-ranging as our curriculum, which focuses primarily on language, literature and history. We believe that the study of Classics improves students' analytical, critical, creative and linguistic skills, which are key to both academic and professional success.

12.2. Through the course, students gain a broader understanding of both ancient and modern societies and languages. They gain valuable insights into modern culture and enhance their understanding of English and Modern Foreign Languages and of the concept and patterns of language in general. By studying literature and history, students learn to challenge modern and ancient ideas and concepts as well as their own abilities.

12.3. **KS3** - Latin is currently an enrichment offer for students in KS3, where they can opt to study this additional course for a year.

12.4. **KS4** - Those who choose to continue studying Latin in KS4 will work towards achieving a qualification through the WJEC board.



13. Language Assessment

- 13.1. All students complete a language profile on admittance to the school providing useful information about language background to assist with the identification of need and the provision of support.
- 13.2. In Year 7 all students complete a standardised Reading test. This is repeated every year to assess the ability of all students to access the curriculum. Additional Reading, Writing and Speaking grades are assessed frequently through the English department. All subjects are responsible for delivering Literacy, and therefore this is assessed by all departments through their SPaG (Spelling, Punctuation and Grammar) as well as the use of specialist vocabulary and the quality of written communication. Each subject marks / assesses work identifying language errors and developmental needs.
- 13.3. All information gathered by the school is collated on SIMS data mark sheets. All teachers use this information in order to personalise the provision of their pedagogy, including the creation of context sheets. These students are then monitored and assessed regularly as individuals' progress at different speeds and through continuous teacher assessment it is possible to evaluate when student's needs have changed. Teachers offer scaffolded or extension tasks as appropriate to those students who have a reading age above their chronological age. Students in both mainstream classes and intervention groups are provided with task specific expectations prior to assessment tasks and reflect on their progress and regular teacher feedback. Where handwriting issues arise, support is offered by the SEN department.
- 13.4. All teachers assess using the four skills of listening, reading, speaking, writing, using both formative and summative assessments to provide information of language growth as well as subject knowledge. Intra-departmental moderation takes places regularly to ensure fair application. Teachers in all curriculum areas record a regular Spelling, Punctuation and Grammar mark. All teachers are expected to take some responsibility for teaching language and teachers of all subjects have consistently high expectations of language use.
- 13.5. In class, teachers make use of different types of assessment, including peer-, self- and teacher-assessment with the aim of activating pupils as resources for each other and increasing their independence and responsibility as learners. Progress is also measured formally through end of year exams, standardised tests and external examinations, including MIDYIS, GCSE, A Level and IB examinations.

14. Support Services

14.1. Library and Media Resources

Access to authentic texts is fundamental to our language programmes across the school: our libraries and ICT resources therefore play an important part of our pedagogy. These resources are reviewed and developed regularly; facilities include the main library, the MFL language lab, media suites and ICT suites. The main library is open before and after school and during break and lunch. Students are timetabled to spend one lesson per fortnight in the library in Year 7 in order to familiarise themselves with its services and encourage reading. Homework club also takes place in the main library. The librarian also assists departments where required with resourcing reading lists. All classrooms are equipped with interactive whiteboards and digital resources can be borrowed by students from several departments to support learning.

15. Professional Development



15.1. At Coopers, we strive to keep abreast of the most current research and best practice regarding language acquisition and cognitive growth. This is done through professional development workshops, guest speakers, professional reading, sharing best practices and regular engagement with colleagues from other schools and institutions.

16. Learning Support

16.1. EAL Support Classes

16.1.1. English language learners who are unable to fully access the academic curriculum delivered in English receive specialised instruction in English language acquisition from qualified staff on a regular basis. All of our EAL students are at the competent or independent step, with a small minority in the consolidating step. Where necessary, students are targeted for individualised or small group EAL support, breaking down the language components of the curriculum and teaching new vocabulary.

16.2. In-Class or Co-Teaching Support

16.2.1. EAL students as well as those students who struggle to access the curriculum may also receive support in their year and subject area classes from qualified staff. SEN and EAL staff run small group sessions outside of class to target specific skills in line with what is being taught in class, and provide in-class support whenever possible.

17. Coopers Languages and the Community

17.1. Parental Involvement

17.1.1. At Coopers, we recognise and value the impact of parents and families on the language development of our students. We believe that preserving, respecting and developing a learner's mother tongue is crucial for overall cognitive development and for maintaining a sense of cultural identity. The IB also states that development of mother-tongue language is a: "strong predictor of long-term academic achievement, including acquisition of other languages."

17.1.2. We encourage parents to take an interest in what their child is learning in school so they can, in their home language, engage them in thoughtful discussions, answer and pose questions and help deepen their thinking. Parents' evenings, reports and contact through the planner are the primary methods of communication with parents. Where possible, students/parents act as interpreters at parents' evenings and we hope to involve parents further by asking if they would like to be involved in writing and translating notices and key information for the newsletter.

17.1.3. Out of school, we believe parents have a special responsibility for nurturing a love of and respect for language in our students. In addition to their role as mother tongue teachers, we also believe that our families can play an important role in modelling for our students' ways of engaging with people in our community who speak other languages and are from different cultural backgrounds. By trying to live up to the attributes of the IB's learner profile we believe we can all contribute to a feeling of shared humanity.

18. References

Krashen, S. 2005. Bilingual education and second language acquisition theory. In C. F. Leyba (Ed.), *Schooling and language minority students: A theoretico-practical framework* (33-61). Sacramento, CA: LBD Publishers.