

# BCS Language Policy

June 14, 2021

## BCS Vision

Nurturing lifelong learners for a more respectful, enlightened, and compassionate world.

## BCS Mission

The BCS mission is to foster international-minded, academically successful, and balanced lifelong learners. We achieve this through inquiry-based learning, innovative teaching, and community involvement; inspiring positive change in our diverse and dynamic world.

## IB Mission

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.

## **Why language development is important**

The Language Policy at Berlin Cosmopolitan School (BCS) is carefully constructed to highlight the value the school places on the instinctive human need to communicate and the agency associated with having learned the skills and effective approaches to doing so successfully. As a result, we place importance in the belief that all teachers are language teachers, regardless of the subject area they specialize in and are responsible for facilitating student communication skills.

## **Multilingualism**

BCS is committed to promoting and supporting multilingualism since it is integral to our students' continued personal, social, and cognitive growth. Students explore the world through *multiliteracies* and co-construct meaning via their collaborative language investigations. Multilingualism not only enhances the way in which students access the BCS curriculum, becoming literate and expressive in more than one language, but also aides' students in communicating with one another and the world around them.

Advancement in both the understanding and use of the English and German languages, as well as other languages on offer, enhance students' abilities to perceive the world through various perspectives.

## **A culture of language learning**

A culture of language learning is foundational to a Primary Years Programme (PYP) learning community and therefore to classrooms across BCS. The Learner Profile attributes, woven throughout our curriculum, provide explicit opportunities for children to connect their language development with their current multidisciplinary unit investigations and to their prior experiences. Inquiries into home and family languages, the languages of the school (English and German), and

# BCS Language Policy

June 14, 2021

additional languages advance students' flexibility and open-mindedness. As the Learner Profile attributes develop, so does each students' ability to cohesively and collaboratively problem solve through language. The Learner Profile attributes, specifically Communicator and Open-minded, are often utilized to highlight language development and deepen students' abilities to access alternative viewpoints.

Our linguistic practices at BCS enhance, for both students and teachers, our abilities as lifelong learners and affirm the many cultural and linguistic identities represented in the BCS community and in the world we share.

## **How language is learned**

At BCS we recognize that learning takes place through language and continues at home and may include additional languages other than English and German. Gathering a data base of the student's language profile, and using this to enrich the learning environment, helps students to connect with their learning.

## **Language learning**

Our practices at BCS, supported through current research from the International Baccalaureate<sup>1</sup>, acknowledge that language learning takes place when new knowledge is integrated with existing knowledge and conceptual understandings (constructivist approach to learning). Additionally, language is best learnt when applied within meaningful context both in and out of the classroom. Scaffolding supports new language learning as well as consolidating what is already known. This is frequently done through questioning, graphic organizers, collaborative group work, demonstration, and presentations. Language can be developed through different modes (literature, drama, story writing, technology and discussion) and as student language understanding and skills develop, the curriculum increases in breath and complexity with an increasing amount of co-constructed learning goals.

Students who are new to an additional language may need support through the educational support structures at the school, such as German Language Development (GLD), Individual Learning Support, and Partner Teaching.

## **Learning through language**

Students make meaning by actively engaging through language by speaking and listening, reading a variety of texts, writing in a range of styles as well as through presentations and performances. At times students may also access the home language as a strategy in comprehending the language being learned, an approach known as translanguaging.

Teachers facilitate language learning and inquiry by providing students with access to resources whilst personalising support and setting personal learning goals for language.

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IBO. 2018. *PYP: From Principles into Practice, Learning and Teaching*. Geneva, Switzerland. International Baccalaureate Organization. Pp 84-96.

# BCS Language Policy

June 14, 2021

## **Learning about language**

Through early experiences children learn that reading is enjoyable, achievable and rewarding. Given access to a range of texts and genres students build meaning and understanding of the forms, conventions, and rich contextual use of language while deepening their grasp of the world around them.

Multilingual staff, parents and students are asked to share home languages and texts thereby enabling children to experience the similarities and contrasts between languages while adding different perspectives to the community's linguistic and cultural understanding.

Students need opportunities to build their multiliteracies through experiencing a range of texts (paper, live and electronic) combined with multimodal learning (digital technologies, photos, videos, performance, music, art). This approach to learning about language adds depth of understanding as well as enabling students to communicate effectively with others.

Critical literacy encourages students to be active and reflective learners both in presenting and as a viewer. Critical literacy helps students to identify purpose and technique within text, present their point of view or consider other perspectives and develop an open mind when evaluating language particularly written and spoken.

## **Handwriting**

We appreciate and acknowledge that all stakeholders come from different educational backgrounds and cultures. Therefore, students will experience a range of handwriting styles throughout their learning journey at BCS.

Our philosophy regarding handwriting accepts that whilst there is more than one way to present legible writing, the German cursive 'Schreibschrift - Schulausgangsschrift (SAS)' acknowledges the Senat requirements for the state of Berlin. In addition to this style, other styles are also acceptable under the condition that the final result is presented legibly and fluently.

## **What languages are learned**

Language learning at BCS focuses on empowering students to create a better and more peaceful world through agency. Students' voices are fostered through the development of their communication skills. These skills are fine-tuned via listening, speaking, reading, writing, and media-literacy investigations that are woven through our Programme of Inquiry. Putting the 'How' into practice is done through the following languages:

### **Language A – English**

The primary language of learning and communication is English. Learning through English begins in the Early Years Programme with sheltered immersion in the language. Public communication with the whole community and official school documents are to follow British English conventions, while class communications are in the convention the teacher is most familiar with.

# BCS Language Policy

June 14, 2021

In the classroom setting, students communicate in English to the best of their abilities. Students who are new to the language can be supported during Partner Teaching time, during ILS lesson, and via morning support sessions. It is recognized that in some collaborative settings students may use a language other than English to express their thoughts and ideas more clearly, question the nature of themes, or seek translations to expand their vocabulary and understanding.

## **Language B – German / German Language Development (GLD)**

The second language students learn is German, as Germany is the host country for our school. The German language is taught according to the standards defined in the Berlin Rahmenlehrplan and connects the standards being taught to the Programme of Inquiry. Lesson materials are provided to students in German to support their development at a pace defined by the Senate (State of Berlin Education Authority).

German Language Development (GLD) provides students who are new to the German language with individualized and group support using a sheltered immersion approach. Since language development is in itself a highly personal process, student progress will often times vary. Students who are either beginners or at the pre-intermediate developmental stages are supported with language based on a student-centered language acquisition model following the Common European Framework of Reference for Languages (CEFR). Once students show progress, they are transitioned to the Berlin Rahmenlehrplan along with their peers. Student learning also connects to the Programme of Inquiry framework in relation with the progress being made.

## **French and Spanish**

Students choose between French and Spanish as an additional language to formally learn beginning in Grade 5. These languages are taught using the AIM Method and, like all other language learning, connects to the Key Elements of the Programme of Inquiry.

## **Home Language**

Along with the languages of instruction, we also promote use of the students' home languages and cultures as a means of expressing their identity and to access learning. Students' unique language profiles provide a means by which their home languages can be called upon to make meaningful cross-cultural and linguistic connections and add depth to their own perspectives and the perspectives of their classmates. Teachers support students in sharing their varied cultural identities as well as home languages with their classmates by providing resources that aid students in feeling that their uniqueness is valued and reflected in their classrooms (dual-lingual books and dictionaries, songs, guest family speakers, e-resources, etc.). The school believes in the development and maintenance of home languages which results in the cognitive growth of our students.

To support home language development BCS provides several extracurricular clubs that develop the learning and acquisition of other languages (e.g., Chinese, Hebrew, etc.). Additionally, the library actively maintains on- and offline mother-tongue collections featuring titles in dozens of different languages aimed at developing and reinforcing students' home language skills.

# BCS Language Policy

June 14, 2021

## **Realising Language Learning Best Practices: Rights and Responsibilities**

In order to facilitate for our learning community, the 'Why' and 'How' of language learning at BCS, these expectations help provide an opportunity for everyone to take an active role as a language teacher or facilitator:

### **Teachers**

- Ensure that language is seen, heard and shared in the classroom (e.g., by displaying language on educational charts, using it in learning spaces, games, poetry and performances, learning displays, within identity texts and bilingual texts, through technology, in explorations of the similarities and differences between languages and within the context of student action)
- Facilitate inquiries into family languages, historical or geographical languages within the local community, and the relationships among languages and cultures of the learning, local and global community
- Promote language learning by explicitly activating prior knowledge using home and family languages (and other languages where appropriate), use their knowledge of students' prior language skills and understandings to personalise learning engagements, identify language learning opportunities and co-construct learning goals within and across Units of Inquiry and learning engagements, record and share information to map development and plan for language learning and co-construct goals, incorporate strategies needed to activate and build background knowledge when planning Units of Inquiry or lessons, reflect on language obstacles to learning and how to remove them, scaffold learning to extend language
- Introduce different languages during Unit Inquiry (e.g., invite parents/guardians to read to classes in other languages, share videos or recordings) and support the acquisition of knowledge through any language students and families utilize
- Use Partner Teaching and Individual Learning Support (ILS) time to support students in English, as necessary, specifically students who may benefit from differentiated instruction and assessment
- Facilitate access to on- and off-line mother-tongue collections featuring titles in dozens of different languages aimed at developing and reinforcing students' home language skills during Library time
- Further develop their acquisition of the host country language, German, to facilitate integration into the local culture and community and gain an understanding and the perspectives of host country students and families.
- Teachers model legible handwriting for students and emphasise neat written communication. In Grade 1, teachers focus their instruction on print letter formation. By the end of Grade 2, students will be introduced to 'Schreibschrift SAS' cursive writing style (or similar). In Grades 3-5 teachers will continue developing 'Schreibschrift SAS' cursive writing style (or similar). By the end of Grade 5 students will be able to effectively join up their writing most of the time

# BCS Language Policy

June 14, 2021

## Students

Actively engage in language learning by:

- Discussing what language means to you personally and help set language goals
- Developing “student language agreements” as a group or as a learning community (Chumak-Horbatsch 2012)
- Sharing your personal literacy knowledge with others
- Being open-minded about learning new languages
- Inquiring into cultural perspectives
- Communicating in legible handwriting and taking pride in written communication and presentation
- Using 'Schreibschrift SAS' cursive writing style (or similar) in Grades three, four, and five

## Parents

As a partner with the school in your child’s learning:

- Read to your child, in whatever language, every day
- Share your own language and culture both at home and with the school when invited by teachers or volunteer to do so
- Provide your child with home language and/or bilingual books
- Support teachers by offering links to organisations and/or field trip options
- Lend your area of expertise and perspective, especially if it links to the current Unit of Inquiry
- Further develop your acquisition of the host country language, Deutsch, to facilitate integration into the local culture and community and gain an understanding and the perspectives of host country students and families

## Administrators

- Have language support and structures in place to ensure inclusivity for students for whom the language of learning is not their home and family language or the language of their prior school experience
- Explore ways to represent students’ literacy backgrounds in the learning environment
- Canvass parents and students to determine what language clubs to offer
- Provide access to a range and variety of texts (including stories, poetry, digital media, lists, instructions, posters, etc.) and ensure that resources reflect the diverse cultural backgrounds of local and global communities
- Provide teachers with students’ language profiles at the beginning of the school year

# BCS Language Policy

June 14, 2021

- Inform library and class book choices as well as influencing unit content, international school meals and games
- Provide professional development for all teachers regarding language teaching (especially as it concerns those learners who are learning in a language other than their home language)
- Promote development and maintenance of home languages
- Promote and support the development and maintenance of Deutsch, the host country language
- Offer workshops for parents and guardians on how to develop and maintain home language development

# BCS Language Policy

June 14, 2021

## APPENDIX 1

### Sample Language Development Resources

Language Area	Resource
<b>English Spelling</b>	<p>Grade 1 teaches all the letter names and sounds, CVC and CCVC words, blends (cl, dr, st etc) as well as first diagraphs (sh, ch, th).</p> <p>Spelling is developed in conjunction with the language focus of the units being inquired into. Additionally, Grades 2-5 have adopted the Oxford Spelling Workbook scheme. These resource books are integrated into the language plans or used as a stand-alone.</p> <p>Grades 2 –5: Oxford Spelling Workbook designated for the grade with one level higher for extension, as needed.</p>
<b>English Reading Comprehension</b>	<p>Besides daily unit-based reading or reading for pleasure, Grades 3-5 use Bond SAT Skills Workbook to help develop a range of reading comprehension skills during Daily 5 and as set homework. In addition, primary grades utilise Reading A-Z to further develop student's independent comprehension skills.</p>
<b>English Grammar and Punctuation</b>	<p>Grammar and punctuation are developed in conjunction with the language focus of the units being inquired into. Additionally, Grades 3-5 use Bond SAT Skills Workbook to help develop a range of grammar and punctuation skills during Daily 5 and as set homework. Extension books are provided for each grade.</p>
<b>Handwriting</b>	<p>A standardized handwriting scheme is presently being developed by the <i>Language Committee</i> in cooperation with the German Department.</p>
<b>English Reading and Writing</b>	<p><b>Daily 5</b> is a literacy framework that instills independence, confidence, and inquiry into the students at BCS. The Daily 5 framework provides each classroom with a structure in which to organize their unit-related and other academic inquiries. This framework allows for a group of diverse learners to not only access the curriculum at BCS but also grow as independent lifelong readers, writers and communicators.</p> <p>Reading A-Z is a reading system that functions with 29 graduated levels of difficulty, beginning with level aa (beginner) and ending with level Z2 (advanced). This resource is utilized both in class and during ICT investigations. Reading A to Z provides focused instruction on phonics understanding, reading skills, fluency, and</p>

# BCS Language Policy

June 14, 2021

	<p>comprehension strategies. These dimensions of reading are integrated into every reading selection and provide a supportive and graduated pathway for children to take as they advance as readers and communicators.</p> <ul style="list-style-type: none"> <li>• Audio-visual and digital technologies</li> </ul>
<b>English Language Assessment</b>	<ul style="list-style-type: none"> <li>• Unit formative and summative assessments as they pertain to language development</li> <li>• Spelling assessments will be used as a tool for measuring progress by teacher, student and parent</li> <li>• Formal and informal comprehension assessments</li> <li>• <b>MAP (Measure of Academic Progress)</b> used as a tool to help assess and gauge progress in reading skills, comprehension and language usage</li> </ul>
<b>German Spelling and Grammar</b>	<p>Spelling and grammar is developed in conjunction with the language focus of the units being inquired into. In addition:</p> <ul style="list-style-type: none"> <li>• Grades 1-5 – ‘Mein Rechtschreibheft’</li> <li>• Grade 5 – DUDEN Rechtschreibung und Grammatik</li> </ul>
<b>German Reading Comprehension</b>	<p>Besides regular unit-based reading or reading for pleasure, Grades 1-5 use reading comprehension from ‘Tinto’ books during German lessons.</p>
<b>German Reading and Writing</b>	<ul style="list-style-type: none"> <li>• ‘Täglichen 4’ (adaptation of Daily 5): <ul style="list-style-type: none"> <li>-Leise lesen (Read to Self)</li> <li>-Zusammen lesen (Read with Someone)</li> <li>-Schreibübung (Work on Writing)</li> <li>-Wortschatz (Word Work)</li> </ul> </li> <li>• ‘Leseludi’ - online reading practice</li> <li>• Audio-visual and digital technologies</li> </ul>
<b>German Language Assessment</b>	<p>Unit formative and summative assessments as they pertain to language development.</p> <ul style="list-style-type: none"> <li>• Spelling assessments (Grades 1-5) will be used by teacher, student, and parent tool to measure progress</li> <li>• Dictations (Grades 3-5) will be used by teacher, student, and parent tool to measure progress</li> <li>• Formal and informal comprehension assessments</li> <li>• ‘Grundschuldiagnose’, an online assessment, is used as a tool to help assess and gauge progress in reading skills and</li> </ul>

# BCS Language Policy

June 14, 2021

	comprehension and language usage (spelling, punctuation and grammar)
<b>German Language Development (GLD)</b>	Student progress is assessed through the use of Tracking Records (Stages of Language Development Continuum) based on the Common European Framework of Reference for Languages (CEFR).
<b>Home Languages</b>	<p>The library actively maintains on- and off-line mother-tongue collections featuring titles in dozens of different languages aimed at developing and reinforcing students' home language skills.</p> <p>Extra-curricular language clubs are also on offer, based on demand.</p>

# BCS Language Policy

June 14, 2021

## APPENDIX 2

### Glossary of Terms

Term	Definition within Context
<b>AIM Method</b>	The foreign language teaching methodology known as Accelerative Integrated Method (AIM) uses gestures, music, dance, and theater to help students learn a foreign language.
<b>Agency</b>	Students that show agency show that they have voice, choice and ownership for their own learning. By taking responsibility for their learning, students collaborate with teachers and other students to plan, present and assess learning needs. Students take initiative, express interest and wonderings, make choices and are aware of their learning goals. They are actively engaged, and monitor and adjust their learning as needed. Students offer feedback to others and consult on decisions that affect them. (IB 2018)
<b>Berlin Rahmenlehrplan</b>	A curriculum framework published by the State of Berlin Education Authority that provides the competencies students need to acquire during their formative school years in order to be able to manage societal requirements. For the school and its teachers, the plans define standards for the individual design of the lesson content. They are also an important basis for the quality development of schools.
<b>Bloom's Taxonomy</b>	Bloom's Taxonomy is a set of hierarchical models used to classify educational learning objectives into levels of complexity and specificity - Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation
<b>Common European Framework of Reference for Languages (CEFR)</b>	"The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis." (Council of Europe 2001, P 1)
<b>Constructivist approach to learning</b>	<p>Constructivism is the process of connecting to students' background or prior knowledge and conceptual understanding with new experiences and understandings. Through this connection, students construct meaning in both the subject matter and their lives.</p> <p>Constructionism advocates student-centered, discovery learning where students use information they already know to acquire more knowledge.</p>

# BCS Language Policy

June 14, 2021

<b>Formative assessments</b>	Assessments that are ongoing and indicate the development of varied student competencies, skills, and understandings. (IB 2009)
<b>Individual Learning Support (ILS)</b>	Personalized support provided either by the classroom teacher or a support teacher.
<b>Inquiry</b>	Inquiry, as the leading pedagogical approach of the PYP, is recognized as allowing students to be actively involved in their own learning and to take responsibility for that learning. In the PYP it is believed that this is the way in which students learn best—that students should be invited to investigate significant issues by formulating their own questions, designing their own inquiries, assessing the various means available to support their inquiries, and proceeding with research, experimentation, observation and analysis that will help them in finding their own responses to the issues. [T]he goal is the active construction of meaning by building connections between that understanding and new information and experience, derived from the inquiry into new content. (IB 2009)
<b>International Baccalaureate®</b>	The International Baccalaureate (IB) is a worldwide, nonprofit education organization whose programmes encourage both personal development and academic achievement, challenging students to think critically, to ask the right questions, think across disciplines, build problem-solving skills, while encouraging diversity, international mindedness, curiosity, and a desire for learning. There are four IB programmes of which the PYP is one. (IB website 2021)
<b>International-minded</b>	<p>A multifaceted concept that captures a way of thinking, being and acting. Internationally minded students are open to others and to the world, and are cognizant of our deep interconnectedness. (IB 2018)</p> <p>The attributes of such a learner are listed in the learner profile. The learner profile is central to the PYP definition of what it means to be internationally minded. (IB 2009)</p>
<b>Language Profile</b>	A summary of the language(s) acquired by a student. Usually the language(s) spoken at home and at other educational settings. Competencies in these languages may also be assessed for the purpose of identifying stages of language development.
<b>Learner Profile</b>	<p>The attributes of the Learner Profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth. The development and demonstration of these attributes are foundational to students becoming internationally minded, active and caring community members who respect themselves, others and the world around them.</p> <p>The learner profile supports students in taking action for positive change. Exercising their agency, students take ownership of their learning, express their ideas and opinions, and reflect on their development of the learner profile attributes. (IB 2018)</p>

# BCS Language Policy

June 14, 2021

<p><b>Multilingualism</b></p>	<p>“Multilingualism is the interplay among languages within a person, with their interactions with others and also with the learning community’s attitudes towards languages. Becoming multilingual is a means through which we deepen our understandings of alternative perspectives and reach out to others. It takes into account the complex reality of our world’s diverse sociocultural contexts.” (IB 2018, P 84)</p>
<p><b>Multiliteracy</b></p>	<p>Approach promoting linguistic diversity and multimodal forms of linguistic expression/representation.</p>
<p><b>Partner Teaching</b></p>	<p>Teaching that occurs within the classroom setting together with the second classroom teacher of the grade. Partner Teaching planning occurs prior to the start of the learning experience whereby either teacher may provide direct teaching while the second teacher supports, often through individualized attention to student need.</p>
<p><b>Pre-assessment</b></p>	<p>Pre-Assessments that are used at the beginning of each unit to ascertain prior knowledge and inform unit planning. (IB 2009)</p>
<p><b>Primary Years Programme</b></p>	<p>The Primary Years Programme (PYP) of the International Baccalaureate provides an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding while promoting international minded-ness, student agency and life-long learning skills. The framework is organized around six trans-disciplinary themes of global significance that are explored through the knowledge and skills developed by the traditional subject areas. The transdisciplinary nature of the Programme help students understand the interconnected nature of the subject areas, both with one another and with the transdisciplinary themes. The Programme’s student-centered approach to education reflects best practices anchored in current educational research. (IB 2009, 2018, website)</p>
<p><b>PYP Key Elements</b></p>	<p>Knowledge, Key Concepts, Approaches to learning, Action through Agency (IB 2009)</p>
<p><b>Programme of Inquiry</b></p>	<p>Students inquire into globally significant issues in the context of units of inquiry, each unit addresses a central idea whose scope is explored through open-ended statements known as lines of inquiry. These units collectively constitute the school’s programme of inquiry. (IB 2009)</p>
<p><b>Scaffolding</b></p>	<p>“Scaffolding supports the assimilation of new language. Scaffolds are temporary supports given as new language is acquired. Question prompts when reading, picture prompts for story sequencing, or use of the home and family language to carry out research, are all examples of scaffolding. Other examples include:</p> <ul style="list-style-type: none"> <li>• Spelling assessments</li> <li>• visual and practical aids (including technology)</li> <li>• teacher language and questioning</li> <li>• graphic organizers</li> <li>• demonstrations</li> </ul>

# BCS Language Policy

June 14, 2021

	<ul style="list-style-type: none"> <li>• dramatizations</li> <li>• small, structured collaborative groups</li> <li>• breaking learning into steps</li> <li>• modelling by thinking out loud</li> <li>• pre-teaching vocabulary</li> <li>• translanguaging strategies” (IB 2018, P 91)</li> </ul>
<b>Sheltered Immersion</b>	An approach to supporting language learning that integrates the target language with content knowledge, proficiency and skills while applying the teaching through techniques that will protect or “shelter” the student from feeling overwhelmed.
<b>Student Action</b>	Student Action within each transdisciplinary Unit of Inquiry can be used as an assessment when the response helps to measure the development of the Programme elements being assessed.
<b>Summative assessments</b>	Summative assessments that inform students, teachers, and parents of a student’s progress in Knowledge and Understandings, Key Concepts, Learner Profile attributes, and Approaches to Learning skills. These assessments provide the opportunity for students and teachers to develop the next steps in the learning process. (IB 2009)
<b>Transdisciplinary Theme</b>	To facilitate students’ openness to others and to the world, the PYP offers opportunities to inquire into human commonalities through the transdisciplinary themes. The transdisciplinary themes offer authentic contexts for students to learn increasingly complex ideas about themselves and the world around them. They are cognitively and developmentally appropriate for learners because they have enduring importance, and children can identify with them. The PYP themes are broad in scope and timeless by nature and encompass: “Who we are”, “Where we are in place and time”, “How we express ourselves”, “How the world works”, “How we organize ourselves” and “Sharing the planet”. (IB 2009, 2018)
<b>Translanguaging</b>	“Students use language most effectively by drawing on all their prior linguistic resources, their skills and knowledge about language and language learning. They benefit from awareness of the similarities and differences between their languages in phonemic, syntactic and grammatical aspects. Translanguaging is the process by which language students actively draw on all their linguistic resources to communicate and make meaning (Garcia, Li Wei 2014).” (As seen in IB 2018, P 93)
<b>Unit of inquiry</b>	Inquiry in the PYP consists of six transdisciplinary units of inquiry that frame the exploration for students through: a central idea which supports the conceptual understandings of the transdisciplinary theme, key concepts, and lines of inquiry. Subjects and their contributing skills play an important role in a transdisciplinary unit of inquiry since they can determine, support, enrich and connect learning. Student action through agency then links the learning to real life issues as students demonstrate international mindedness through the learner profile attributes. (IB 2009, 2018)

# BCS Language Policy

June 14, 2021

## APPENDIX 3

### Additional Information

Topic	Information
<p><b>Admissions Policies Related to Language Learning at our Primary Years Programme</b></p>	<p>All applicants to BCS are required to provide a language skills profile, indicating proficiency in their native language, English and German. Additionally, applicants provide information about the primary languages of communication in their home and their ability to support language development at home in languages other than their native language. Applicants are required to complete an admissions test and a personal interview with the admissions officer or their designee. The admissions test in most cases is an administration of the Measures of Academic Progress® (MAP), from the Northwest Evaluation Association. When administration of the MAP test is not possible, a written assessment and review of previous school reports will be used to screen for language proficiency. Results from these screenings are reviewed by department heads to determine proficiency of English relative to the mean ability of students in the year group to which the applicant wishes to join. Applicants who are non-native German speakers will be referred to the German Language Development Program (GLD) for assessment to determine the level of support needed.</p>
<p><b>Communication of the Language Policy</b></p>	<p>The BCS Language Policy will be published for all community members on the school website and will be made available to the teachers on the school's internal school server. Publication of the Language policy on the school website will serve as notification of the policy as well as the review process for the policy.</p>
<p><b>Language Policy Review</b></p>	<p>The BCS Language Policy as a working document is to be reviewed at the end of each academic year. The review process consists of a review and reflection of the policy as it applies to the current practices of the school by community stakeholders at the time of review. Teachers will review the Language Policy in a designated staff meeting and parents will be invited to share comments and suggest changes or omissions to the Language Policy through their classes' parent representatives. All omissions, comments, suggested changes and other contributions by Primary teachers, Secondary teachers, and other community stakeholders are provided to the Pedagogical Leadership Team for final review and consideration of changes to BCS Language policy.</p>
<p style="text-align: center;"><b>Description of scheduling and support settings</b></p>	
<p><b>Scheduling of language learning support</b></p>	<p>All learning support sessions can be scheduled at any time during the regular day, apart from "in class support" as this is intended to aid the student while in the class they are receiving interventions for.</p>

# BCS Language Policy

June 14, 2021

	Scheduling can include the “1st” hour, which is from 8:00 a.m. until 8:45 a.m.
<b>German lessons</b>	German classes are taught at a minimum of five, forty-five minute lessons in one academic week. Classes are scheduled in parallel to allow for the mixing of classes by level. During at least two of the five lessons a German Language Development (GLD) teacher is available to work with those students who may benefit from small group instruction. These groups are serviced by either providing support in the lesson or in a pull-out setting.
<b>One-to-One support</b>	Students work in a one-to-one ratio with the support teacher. One-to-one support can occur either as an “in-class” or “pull-out” setting. The support need is identified by either the support teacher or in collaboration with the regular classroom teacher. The intention of one-to-one setting is to focus all support on the individual student’s language needs.
<b>Small group</b>	Small group settings are learning lessons where a limited number of students work directly with a teacher. The teacher either plans the lesson individually or in collaboration with the classroom teacher, based upon the individual needs of the students. Small group settings will often have a mix of different ability levels, but they are grouped according to Subject.
<b>“In-class” support</b>	This type of accommodation is intended to keep the student in the classroom while receiving support from a second teacher. The second teacher is usually the Language Support teacher or the parallel class teacher. The intention is to support the students in an inclusion setting.
<b>“Pull-out” support</b>	This accommodation is intended to remove or pull out the students from the regular learning environment to work outside of the class in a small class setting. Lessons provided in this support setting can either be in conjunction with the regular class lesson, unit of inquiry or designed by the support teacher specifically for the student or group of students pulled out of the regular class lesson-based on their individual needs.
<b>Access and Inclusion Policy</b>	Students identified as needing support for Special Educational Needs will be referred to the SEN programme, defined in the BCS Access and Inclusion Policy, for evaluation and services will be provided by the special education teacher. The special education teacher will work in a one-to-one setting with students to develop learning strategies and focus on essential language skills. Special educational lessons are planned by the special education teacher based on a Student Support Plan (SSP). Learning goals, benchmarks, strategies, skills and manipulatives used in the special education needs classes and identified in the SSP will be duplicated in the students’ classes and supported by the classroom teacher. Additionally, the SEN teacher will assist the teacher in the understanding and use of any learning aids or strategies identified in the SSP.

# BCS Language Policy

June 14, 2021

## Sources

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