

# IBDP Language Policy

2016-17



## Key principles:

The TBAP 16-19 Academic AP Academy recognises that language development is the foundation of all learning. As language is our primary means of communication, we place high value on teaching our learners to be able to use language proficiently, in both written and oral forms. All staff at our school are language teachers.

We understand that language is key to cultural identity. All our learners will acquire some proficiency in a second language. We believe that learning a second language promotes cross-cultural understanding and open-mindedness.

In practice, this means that we will seek to:

- Develop learners who are able to use language effectively, confident and accurately
- Provide learners with the opportunity to develop both their written and spoken language skills
- Ensure our curriculum gives learners a range of contexts and opportunities to develop their language skills
- Emphasise the importance of language as a tool to explore the perspective of people from other cultures
- Make students aware of the use of, and importance of language in all areas of the curriculum
- Promote the enjoyment to be found in language and literature

## Language profile:

The vast majority of learners across TBAP schools are native English speakers. However, as an Inner-London school, it is anticipated that our learners will be a diverse and multi-cultural group. Many of our learners speak another home language in addition to English; in recent years learners at TBAP schools have been speakers of French, Spanish, Portuguese, Arabic and Polish to name but a few. Learners will be encouraged to reflect on their cultural and linguistic heritage throughout the IBDP.

**Language A:** All learners will study English Language and Literature as their Language A choice. Learners will be able to opt for either a standard- or higher-level course. The English Language and Literature course will encourage learners to appreciate literature as both an artistic and cultural expression. Learners will explore a range of literature within their cultural and literary context. Texts for study will reflect a range of cultural backgrounds, some of which will reflect that of our learners.

**Language B:** Our learners come to us having had a variety of previous educational experience. In order to offer an accessible Language B option to all learners, there are three courses available:

- **Spanish *Ab Initio*:** This course is available to all learners who have little or no previous experience of Spanish
- **French SL:** This course is available to learners who have studied French to GCSE level or have French as a home language

- **French HL:** This course is available to learners who have studied French to a high level at GCSE **or** have French as a home language and some literacy in the language

### **English for Academic Purposes:**

We recognise that learning to use language in an academically-appropriate manner is a key skill which needs to be specifically taught to learners. All staff at our school, as teachers of language, place a high value on developing academic language skills. In practice this means that we will:

- Model appropriate forms and styles of academic language, as relevant to specific disciplines
- Provide learners with a range of opportunities, alongside specific support, to develop both their written and spoken academic language skills
- When giving feedback on learner work, give specific points for development on academic language where relevant

### **Mother Tongue (Home Language) Support:**

Learners who have a home language other than English will be encouraged to explore and reflect upon their linguistic and cultural heritage throughout the IBDP. Home language information will be collected as part of induction. The linguistic diversity of staff and learners will be shared at the start of each academic year. In developing CAS projects, learners will be encouraged to develop projects which have personal meaning, and may reflect their own cultural identity. Staff will be expected to encourage students to share their own linguistic experiences and cultural perspectives, where appropriate. Celebrating and supporting the linguistic and cultural diversity of our school community is the cornerstone of developing international-mindedness in our learners.