

# IB LANGUAGE POLICY

## Fairmont Private Schools, Historic Anaheim Campus

---

### REVISION PROCESS

Draft: February 2019

Revision: April 2019

Revision: June 2019

---

### MISSION STATEMENT

We develop and deliver world-class P-12 schools and educational services globally.

### LANGUAGE PHILOSOPHY

Language is an essential tool for teaching and learning therefore all teachers at Fairmont Private Schools (FPS) are language teachers. Although English is the language of instruction, all languages are respected. Students are expected to become proficient in the language of the home country (English), and the acquisition of another language (Spanish/Mandarin) is offered as an option. Development of mother tongue language is encouraged.

### LANGUAGE PHILOSOPHY REVIEW

The language policy will be reviewed bi-annually and will strive to:

- Support mother tongue,
- Support for students who are not yet proficient in English,
- Develop a global mindess and appreciation for language school wide.

The development of our language policy has been and continues to be a collaborative process involving key stakeholders at FPS, including teachers, students, parents, coordinators and administration. The school identifies a steering committee that is responsible for overseeing the process and comprising representatives from the community with a range of expertise.

### LANGUAGE PROFILE

Fairmont Private Schools has a diverse population and language needs.

- All teachers need to be well-versed in basic English.
- There is a coherent and consistent approach towards the development of language throughout the school.
- Consistency is expected throughout the PYP, MYP and DP in procedure; expectations; differentiation and assessment.

- Language is taught through relevant and realistic contexts in all subjects.
- English as an Additional Language (EAL) students are enrolled in the International Foundation Center (IFC) and participate in the least restrictive environment, ranging from sheltered instruction to full immersion.
- Diversity of the student/staff body is celebrated through recognition of the mother tongue.
- Clear expectations for and from parents of the whole school language policy.
- An understanding that all languages are of value.
- The language (English) of our host country is promoted.

## **LANGUAGE DEVELOPMENT**

Language development is the center of all academic learning and is taught through inquiry in the least restrictive environment. Structured, purposeful inquiry is the main approach to teaching and learning language. There is a school-wide approach towards developing listening, speaking, reading, writing, viewing and presenting skills. Development of a multi-lingual resource base, library, and computer lab is in progress. The school also continues to develop a multilingual base for all school information, signs, and parent communication in the languages taught - English, Spanish, and Mandarin.

## **ADMISSIONS, LANGUAGE LEARNING, AND PLACEMENT**

Fairmont Private School accepts students from diverse ethnic, linguistic, and socio-economic backgrounds at all year levels, class size permitting. For additional information, please refer to the [IFC Framework Document](#).

In the MYP, students in language acquisition are assessed for English language proficiency and grouped into phases. There are four possible phases.

1. Foundation Program (FP) - beginner students of English are grouped in a phase 1 and 2 class together.
2. International Foundation Year (IFY) - intermediate students of English are grouped in a phase 2 and 3 class together.
3. Direct Entry with Writing (DEW) - proficient students in English are grouped in a phase 4 class together. These students are fully immersed with local students and receive additional writing support.
4. Direct Entry (DE) - proficient students in English are grouped in a phase 5 and 6 class together. These students are fully immersed with local students and are given the option to choose either Spanish or Mandarin as a third language.

## ASSESSMENT

Continuous assessment to check understanding is an integral part of the language program. Students are assessed in a variety of ways through both formative and summative assessment. Student choice, agency, and reflection are valued in the assessment process.

## MOTHER TONGUE DEVELOPMENT

The development of mother tongue language is supported by the school through self guided and extracurricular programs. Mother tongue development has been established for Spanish and Mandarin through peer mentor programs, international celebrations, and in the media center.

The International Foundation Center (IFC) is in place to support for students who are not yet proficient in the language of instruction. The IFC program ensures that students entering FPS with a limited ability in English skills are given the opportunity to work in small groups of similar skill level. Depending on ability students will spend as much time in the IFC programme as possible until they have reached a level of proficiency that allows them to participate in their classes. Students who need this support are excused from their language acquisition course (Spanish or Mandarin) in the PYP and MYP.

## LANGUAGE PROGRAMS

### PYP

- Authentic learning must be appropriate and relevant
- Focus should be on how children best learn – practical, using a variety of strategies
- Linked with and developed through the unit of inquiry
- Reading, writing, listening, speaking, and presenting all need to be covered and linked
- Collaborative planning between class teachers and specialists is essential
- All languages are valued and FPS strives to make every student proficient in two languages

### MYP

- As possible, students are expected to enroll in language acquisition and language and literature
- There is consistency in how language acquisition and language and literature are taught
- Students must achieve a satisfactory proficiency in phase 4 in order to transfer to another language

## **PLACEMENT**

Placement is informed by the student learning profile that included the language background, the language expertise and the language needs of students. A placement test is taken at the start of MYP to determine the phase and/or course of MYP students for language acquisition. The same process is followed with incoming students.

## **GUIDING PRINCIPLES**

[IFC Elementary Program Framework](#)