



ISRM Language Policy (Middle Years Programme)

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Language Learning Philosophy at ISRM

At ISRM, language is at the heart of all learning and a central idiom of individual identity. Language learning is both personal and multidisciplinary. Speaking and writing are only half the story. We value and celebrate the diverse linguistic backgrounds of our international student body and we use the rich variety of cultures as a gateway for discussions about intercultural connectedness and communication. Behind different languages lie different cultures, different ethical backgrounds and different ways of thinking. Being international means opening your mind to other ways of seeing the world. And young people are uniquely privileged to learn these skills and aptitudes as a fundamental part of their education at ISRM. “International Education” is therefore much more than English-speaking schooling in a British or American tradition.

As a school, we emphasise the importance of being lifelong language learners and draw on the students experience in learning their home languages since language acquisition is facilitated by a strong foundation in one’s home language.

We believe that language learning is the responsibility of all teachers and that members of the wider school community, including parents and relevant stakeholders. Multilingualism underpins our goal to develop learners who are global citizens, which is important given our international school community.

Purpose of our Policy

This language policy is a working document developed by staff and the administration of the programme. The policy has been formulated based on the principles and practices of the IB. This document outlines our school’s linguistic and academic goals and defines the programme designed to help our students attain these goals.

Language Profile in the MYP

Approximately 80% of our student body speaks English as an additional language. They have over 20 different home languages and come from approximately 30 different countries. All of our administrative and teaching staff speak English, and the majority are practised in at least one other language.



Language of Instruction

All lessons, with the exception of the language acquisition course, will be conducted in the medium of English. Language & Literature facilitates the practice of our means of communication.

Language Offerings at ISRM

ISRM will offer English for its Language and Literature course from MYP 1 to 5. ISRM will also offer German, French or Spanish to students from MYP 1 to 5 in Language Acquisition. As ISRM continues to develop in the years to come, the school hopes to offer additional language options and German as a Language and Literature course.

Currently, Language Acquisition German offers Phases 1 through to 6. Across three classes. In 2022-2023, Spanish offers Phases 1 and 2 across two classes. French offers Phase 2 across one class.

Subject	Course	Overview	Support
Language & Literature	Language A	In each level of the school, students study English (language and literature). When students begin the IBMYP, an assessment is carried out to judge their proficiency in all four language areas (reading, writing, listening, speaking). If they need additional support to enable them to access this curriculum, then EAL Support will be provided.	Accelerated Reader, EAL Support
Language Acquisition (German)	Phases 1 - 6, Language A (in the future)	Currently, native German speakers receive language instruction in Phase 6. Nearly all native German speakers in the IBMYP programme study German at a near Language A level. Other students who have reached native language proficiency in German will move up the phases. Depending on student needs, two phases may be taught in one group.	Foreign Languages Club



		An assessment is carried out to judge each student's level and phase at the start of the academic year.	
Language Acquisition (French)	Phases 1 - 2	Due to our small student body in 2022-2023, French and Spanish are currently taught from Phases 1 - 2. As our student body grows and student competency develops, more phases will be offered to diversify the teaching level. An assessment is carried out to judge each student's level and phase at the start of the academic year.	Foreign Languages Club
Language Acquisition (Spanish)	Phases 1 - 2		Foreign Languages Club

Home Language Programme (2023 - 2024)

ISRM has a vested interest in promoting the use of the home language. When parents are willing, the school will try to facilitate the teaching of the home language by providing details of local teachers who may offer the courses, however, ISRM will not offer these teachers a working contract and thus, cannot assure that they are fully qualified in IB educational practices.

The school will work with the parent/guardian community to help organise these lessons. The cost will be added to the school fees. In the case where members of the ISRM community run their own curriculum in addition to the IB curriculum, the school will try its best to assist and make recommendations, but it is not the school's responsibility to do this. The school has every intention to expand its home language programme where possible.

General Language Support

Students have free periods built into the day and are encouraged to utilise these periods to study English as an Additional Language. ISRM has purchased a licence for Accelerated Reader and Star Reader, a literacy support programme that caters to language learners and



adapts to the level of proximal development with regards to reading. Students are able to access this linguistic support tool at all times.

When necessary, the student can also use language acquisition time to acquire the language, but this must be agreed on by the school management.

Learning Support in ESRM and ISRM

In the academic year 2022-2023, students may access ESRM, the sister school's learning support programme, which offers support in Spanish Language Acquisition, French Language Acquisition, German Language Acquisition, English Language Acquisition and Maths. As the school develops, targeted support will be offered at ISRM and given by dedicated teachers either in class or outside depending on the situation and needs of the group.

As the school develops, the EAL teachers will be able to visit the lessons on the request of the subject teacher and offer suggestions for support. The EAL teacher will also make an assessment to the level of support that a student needs with regard to their language learning development.

As ISRM grows, support will take the role of regular, or ad-hoc, in-class support or individual support sessions to clarify a certain aspect of learning.

How EAL will be implemented in the MYP (2023 – 2024)

Due to our current student profile, there is no necessity to develop an extensive EAL programme. However, as the school grows and EAL needs arise, there is a heavy emphasis on returning the students to the mainstream classroom where possible. This will constantly be monitored and evaluated based on the feedback of the school leadership and relevant stakeholders.

Initially, all students will attend the main Language and Literature and Individuals and Societies lessons and the L+L teacher will differentiate activities for EAL learners. It is foreseen that as the school expands, the mainstream L+L and I+S classes will have EAL versions of these classes that will run parallel and share the same inquiry questions. This will facilitate the seamless return to mainstream classes at the end of each unit.

The EAL classes will shadow the content of the mainstream class, but the assessment criteria will be amended. In addition to this, the teaching resources will be adapted to meet



the needs of the students. The EAL team will liaise with the teachers from the mainstream classes to ensure that the materials are suitable. In addition to this, the assessment of whether the students are ready to return to the mainstream classes will be completed by the ELA teacher in cooperation with the relevant mainstream teachers. When it is not viable to run a parallel EAL curriculum, students who require EAL support will attend dedicated English Language Acquisition classes at the sister school. This class focuses on the rudimentary elements of language learning, namely grammar and vocabulary acquisition. With ISRM operating at a small capacity and with there being a very small number of EAL candidate students in the academic year of 2021-2022, ISRM will utilise the wider language support framework of ESRM to support EAL students. If there is a need for EAL classes moving forward, the school would seek to add these in an elective block.

How EAL will be implemented in the DP?

In the MYP cycle, EAL classes will be provided to all students who meet the needs of an EAL programme. In the DP programme, there will be no provision for support in Language A.

Library

The library is a crucial part of ISRM's mission to develop lifelong language learners. ISRM shares a library with ESRM, and students have access to books in English. The library also has books in languages other than English, offering resources which show different perspectives and support home language acquisition. Additionally, students have access to numerous online resources such as Sora, an e-reader programme and the Britannica Encyclopaedia. It also provides access to subscription magazines which provide access to information. The librarian collaborates with the teachers to ensure that the materials present are relevant to the curriculum and support our mission of developing and supporting students' language learning and literacy skills.

Students in MYP 1-4 will visit the library once every two weeks with their Language and Literature teacher. The librarian will be hosting literacy lessons throughout the academic year.

Language acquisition students in MYP 1 – 4 from phase 3 will visit the library once every two weeks with their language acquisition teacher.

ICT

The teachers will incorporate ICT into the lesson in order to improve digital literacy, however, there will be a mix between print and digital media.



Admissions

ISRM appreciates the diverse student body composed of a diverse set of nationalities. Supporting the students with the development of their language skills is key and ensuring that they are well-positioned to fully access both the curriculum and the social opportunities on offer at ISRM. To this end, we will use an English language proficiency test to determine the language level of the pupils. Pupils will be categorised as Beginner, Intermediate or Advanced users of English in accordance with the pre-determined categories of the assessment. Students in the beginner's category will be placed in the EAL classes. Students in the intermediate class will be monitored by the classroom teachers and may be referred to EAL Support on recommendation from the teacher.

As the school develops, beginners will follow a parallel curriculum whereby some of the lessons will be replaced by an EAL curriculum. The students will also be offered the possibility of following an adapted language and literature class in this case. In this case, there is an exit point every semester.

Professional Development

Our philosophy is that all teachers have a role to play in language learning and this is reflected in our training and teacher development. In-house professional development opportunities and collaborative approaches to teaching and learning lead to staff being able to share their expertise. The EAL coordinator acts as a point of liaison and consultation for all staff with regard to language and literacy questions.

Communication

All communication with all parties will be conducted in English, the working language of the school.

New Language Acquisition

Language B can be offered Ab Initio and self-study options in the DP programme.

Additional Qualifications: Mitterreife, DELE, DELF, IELTS