



ISRM LANGUAGE POLICY

International School Rhein Main

Last updated: 14/12/2023

This policy outlines guidance on Language Policy implementation at ISRM.

Approved by ISRM Leadership

Update Cycle: by October 2026

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 and DP

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 will offer additional language options and German as a Language and Literature course in the MYP and DP.

In the Diploma Programme, students are offered both continuity and change, with the option of continuing their Language A and Language B choices from MYP, but with added options of taking an Ab Initio course or a different Language A/B (based on student/parent preferences and course offerings provided).

Currently, Language Acquisition German offers Phases 1 through to 6. Across three classes. In 2023-2024, Spanish offers Phases 1 & 2, and Phase 3 & 4 across two classes. French offers Phase 1 & 2 across one class.



MYP 1 - 5

Subject	Course	Overview	Support
Language & Literature	Language A	In each level of the school, students study English (language and literature). When students begin the IB MYP, 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, based on student/parent preference and needs)	Currently, native German speakers receive language instruction in Phase 6. Nearly all native German speakers in the IB MYP 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. An assessment is carried out to judge each student's level and phase at the start of the academic year.	German Support, Foreign Languages Club
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 and Phases 3 - 4. 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, 3 & 4		Foreign Languages Club



Diploma Programme 1 & 2 (2024/2025)

By October of each academic year, MYP 5 students will have the opportunity to express their language choices and preferences. Each year, students are offered a comprehensive selection of language choices, including non-European examples and Ab-Initio courses. After an initial course survey, the course options are specified around student preferences for a second and final choice offerings.

Subject	Course
Language & Literature	Language A
Language Acquisition (German)	Language B
Language Acquisition (French)	Language B
Language Acquisition (Spanish)	Language B
Additional Course Offerings (note: for 2024, these courses did not garner enough student/parent interest).	Mandarin, Home Language Programme, IB Bilingual Diploma (Language A, Self Study), Ab Initio French or Spanish.

Home Language Programme and IB Bilingual Diploma (2023 - 2024)

ISR M 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, ISR M 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 ISR M 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.

For students whose first language is not English and who are interested in receiving a Bilingual Diploma, the school will implement a school-supported self-taught course (SSST) in literature by establishing a structured framework that aligns with the International Baccalaureate (IB) Diploma Programme requirements. This framework will include clear guidelines for students on selecting appropriate texts, setting learning objectives, and developing assessment criteria. The school will provide dedicated support through trained teachers who will serve as mentors, guiding students through the course, offering regular feedback, and facilitating discussions. Additionally, when possible, the school will leverage online resources and foster a collaborative learning environment, encouraging students to engage in peer-reviewed discussions and share insights. Regular check-ins, progress assessments, and a final evaluation will ensure that students meet the rigorous standards of the IB programme while fostering independence and a deep appreciation for literature. Students also may take advantage of the resources at our partner school ESRM.

ISRM Parent Representatives are consulted on the needs and requirements of students/parents throughout the academic year.

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 of MYP 1-3 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 2023-2024, 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, ISRM offers students additional ISRM-specific EAL lessons outside of the normal curriculum timetable. The EAL teacher will also make an assessment to the level of support that a student needs with regard to their language learning development, and contact parents on how to best support students at home.

As ISRM grows and student needs develop, support can take the role of regular, or ad-hoc, in-class support or individual support sessions to clarify a certain aspect of learning. This feature is reviewed each academic year.

How EAL will be implemented in the MYP (2024 – 2025)?

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 ensuring all students are able to access the mainstream where possible. This will constantly monitored and evaluated based on the feedback of the school leadership and relevant stakeholders.

Initially, all students will attend all subject courses, and teachers will differentiate activities for EAL learners. EAL students will be referred to the EAL Coordinator in the first week of the school year by the MYP Coordinator and EAL classes will run parallel to the MYP and share continuity in terms of teaching & learning. This will facilitate the seamless integration with mainstream classes throughout the year. EAL classes can shadow the content of the mainstream class, but the assessment criteria will be amended according to student needs. 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 end EAL classes is completed by the EAL 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 small number of EAL candidate students in the academic year of 2024-2025, ISRM will utilise the wider language support framework of ESRM to support EAL students, as well as additional EAL language classes being offered to particular students at a Beginner and Intermediate Level. If there is a need for more EAL classes moving forward, the school would seek to add these in an elective block.



How EAL will be implemented in the DP (2024/2025)?

In the MYP cycle, EAL classes will be provided to all students who meet the needs of an EAL programme. With a language expectation of a B2 Level in English (see Admissions below) in the DP programme, there will be no provision for extensive support in Language A. Internal reports from MYP 5 will also determine language needs at the end of the MYP during the final ISRM Class Conference.

Teachers and staff share a duty to support and assist students in their language learning endeavors throughout the DP. Differentiating resources, offering guidance on external support, sharing comprehensive reading lists and additional materials; form a key part of ensuring students are supported individually throughout their DP experience. As independent life-long learners, we expect our students to make use of the available resources and facilities in our school.

Key staff responsible for EAL:

Role:	Name:	Responsibilities:
MYP Language & Literature Subject Head	Lauren Orrick	<ul style="list-style-type: none">• Reviewing and articulating language policy on a bi-annual basis with the appropriate IB Coordinator.• Orientating new colleagues and staff to understand the Language Policy.• Facilitating differentiation in unit plans, subject overviews and assessments.• Creating rubrics to support differentiation.• Providing support for all colleagues in their responsibility to provide language support.
MYP Language Acquisition Subject Head	Amandine Neirinck	
DP Language & Literature Subject Head	Lauren Orrick	
DP Language Acquisition Subject Head	Ana Abad	
EAL Coordinator	Allie Bebb	
Language Support Teacher	Lucille Dawkshaws	



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- 5 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 – 5 from Phase 3 & 4 will visit the library once every two weeks with their language acquisition teacher.

In the Diploma Programme, the library will act as a central space for learning and language support, offering language learning tools such as language learning software, audiobooks, and language learning apps. These tools provide interactive ways for students to practice and improve their language skills as they work through their core programme elements such TOK, CAS and the EE. Starting in 2024 ISRM librarian will cater for student needs in relation to language, and offer support on a specialised and individual basis.

ICT

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

Admissions to the Middle Years Programme

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. The test will be administered by the following staff:



- MYP Coordinator
- Subject Head of Language & Literature
- EAL Coordinator

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 a teacher.

Admissions to the Diploma Programme

Moving into the Diploma Programme, to ensure that all students are readily able to access the curriculum to the greatest extent, student will be subject to a routine language test (administered on an annual basis) which will be administrated by the following staff:

- DP Coordinator
- Subject Head of Language & Literature
- EAL Coordinator

Students take a written language placement test in English to estimate their level of proficiency, followed by an interview in English. If the level is lower than required (B2), students or prospective students are considered based on previous school reports and letters of recommendation, before a final decision is made.

In the event of a special case, students can be given an opportunity to attend an external language course to improve their skills, expand vocabulary range and reach a level, in order to be able to attend DP classes, subject to review after six weeks.

For more information, please consult the ISRM Admissions Policy.

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.

ISRM Policy Review Cycle

ISRM Policies are annually reviewed by the appropriate senior leadership team members, including:-



- Head of ISRM
- MYP Coordinator
- DP Coordinator

Once reviewed by the senior leadership team, policies are internally discussed, reviewed and updated with the assistance and expertise of ISRM staff during the Induction Week of each academic year, including:-

- Subject Heads (MYP/DP)
- Subject Teachers (MYP/DP)
- Language Teachers, EAL Coordinator
- Relevant Coordinators (ATL, Personal Project, Service As Action, TOK, CAS, EE)
- Learning Support Coordinator
- Support Team

Before then being shared to elected ISRM Parent Representatives, who will be informed and consulted, thus ensuring a cyclical and transparent process of policy construction.