DANILA KUMAR INTERNATIONAL SCHOOL
GOGALOVA 15
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SLOVENIA

DANILA KUMAR INTERNATIONAL SCHOOL LANGUAGE POLICY

MISSION AND PHILOSOPHY STATEMENT

Danila Kumar International School offers two transformational, trusted, and reputable International Baccalaureate programmes: The Primary Years and the Middle Years Programme (first three years). These programmes ensure high-quality education that encourages lifelong personalised learning and supports learner agency.

With stimulating and supportive learning spaces and environments we scaffold quality learning and the development of our students.

A comprehensive, inquiry-based and student-centred approach to teaching and learning focuses on inclusivity and fosters intellectual, physical, emotional and social development in order to develop good learning habits and promote positive attitudes, which we monitor and scaffold with rigorous and holistic assessment.

We place strong emphasis on timeless concepts, intercultural understanding, respect, multilingualism and global citizenship, which aim to help create a better and more peaceful world.

1. LANGUAGE POLICY STEERING COMMITTEE

The DKIS Language Policy steering committee consists of members of our community: all teachers, teacher assistants, English language assistants - native English speakers, librarians, administrators, PYP/MYP coordinators, a PTA parent representative and Student Council students' representative.

Responsibility for Implementation and Regular Revision

All teachers are responsible for implementation of the school Language Policy. The head of the international department and programme coordinators are responsible for the supervision of the implementation and regular (every two years) revision of the policy according to the students' and school's needs.

The school clearly describes in its policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context.

The school implements and reviews a language policy that is aligned with IB language policy guidelines and other language guides ("PYP: From principles into practice", "MYP: From principles into practice", "Language acquisition guide", "Language and Literature guide").

Implementation of language policy

The head of the international department prepares various materials on teaching methods and activities for teachers on a monthly basis and for teacher newcomers more often, if needed.

At classroom observations, the indicators of successful implementation of the language policy are observed and recommendations stated in the reports if necessary.

Twice a year, at staff meetings, all school routines and policies are analysed and strategic plans for improvements made.

Intercultural understanding and multilingualism

The language policy helps to foster intercultural understanding through communicating in a variety of ways in more than one language. The school recognizes multilingualism as a fact, a right and a resource for learning.

2. LANGUAGE PHILOSOPHY

At DKIS, all teachers are language teachers because language learning is present throughout the whole curriculum. We believe the following about language learning and development:

- Students acquire the ability to think and to learn, to develop social skills and values and to acquire knowledge
- Students are encouraged to develop cultural awareness and respect
- Language learning plays a strong role in developing intercultural awareness and international mindedness
- Language learning and teaching should happen at school and at home

3. SCHOOL LANGUAGE PROFILE

➢ THE DIVERSITY OF LANGUAGE NEEDS FOR STUDENTS

LEARNING

a. The languages of teaching and learning at DKIS

Teaching and learning at DKIS is given in the following languages: English as the language of instruction, Slovenian as the host country language and German or French as additional languages offered from grade 5 onward.

The English, Slovenian, French and German languages are taught by the core subject teachers and by language teacher specialists in the PYP. In the MYP, English, Slovenian, German or French are taught by language teacher specialists.

All teachers in both programmes are considered language teachers. They must develop language skills in their subjects, work on subject specific vocabulary and on paraphrasing resource texts in order that students understand them and will be able to use them.

All teachers attend English lessons for pedagogical staff each week and have a course on the correct use of the Slovenian language at school conferences on a monthly basis.

Language of Instruction

English/ Language and Literature is taught to all students – at PYP level, five lessons a week and at MYP level, four lessons a week.

An EAL/ESL programme is organised for students who have limited competence in English and experience difficulties in coping with mainstream lessons in English. These are small groups of students, so their individual needs are met appropriately through targeted language training. The school's EAL/ESL programme begins in grade 1 and is provided through a combination of withdrawal (small group instruction with a specialist teacher taking place in parallel to regular classes during core English lessons) and inclusion (additional support in the mainstream class, differentiation based on knowledge, interest, learning styles).

Because our student population is diverse we provide education to children of many different nationalities whose level of English proficiency varies greatly. Some possess no, or very little English when they arrive, and some have never encountered the Roman alphabet (Asian, Russian, Hebrew, Arabic, etc.).

The school's main objective is to provide EAL/ESL instruction to students who need to bring their knowledge and use of English up to a certain standard, which enables them to integrate successfully into all mainstream classes, with their peers, as soon as possible.

Identifying EAL students
Upon enrolment, parents complete a student language profile form (in order to monitor the progress of language learners in our department we keep records of students' progress in language development for EAL/ESL students), which gives

school basic information used for student placement. Additionally, new students are monitored in the first week after arrival to further determine their level of proficiency in English. Homeroom teachers in the PYP and Language and literature English teachers in the MYP and EAL teachers work collaboratively to assess the student's level of active and passive

knowledge as well as anticipating possible problems in other non-linguistic subjects. If a student is an EAL candidate, they are placed in the EAL programme. Monitoring of their progress in EAL lessons is carried out regularly. The EAL teacher cooperates with homeroom and subject teachers and enables the student to progress at their level of English as well as to learn subject-specific terminology and concepts. If the progress is rapid in these areas, but the student still needs support, they can transfer to EAL lessons at the intermediate level. These are offered once or twice a week.

Primary Years Programme (grades 1-5)
EAL/ESL is taught in small groups. In the primary years, EAL/ESL is offered at the beginner level, five times a week, during core English/Language and Literature lessons (can be provided through a combination of withdrawal (small group instruction with a specialist teacher taking place in parallel to regular classes during core English lessons) and inclusion (additional support in the mainstream class, differentiation based on knowledge, interest, learning styles)). Students are considered integrated into their class once they have acquired a sufficient level of English to be able to function socially. If necessary, they can have an additional 2 hours of English intermediate EAL/ESL per week before/after school.

Middle Years Programme (grades 6-8)
EAL/ESL is taught individually or in small groups. Beginner students receive EAL/ESL instead of mainstream English lessons (4 lessons per week), and instead of either German and/or French lessons (2 lessons per week) until they reach the intermediate level according to subject criteria. Intermediate students are integrated into mainstream English lessons and have 1 to 2 English lessons each week after – or before school.

Other Languages Taught/Language Acquisition Programme
· German or French Language Acquisition: Students can choose a foreign/additional language/language of acquisition – German or French, but they are not allowed to take their mother tongue as a foreign/additional/language acquisition option. German and French are provided in different groups according to the phases as a mainstream subject from grade 5 onward (phase 1). Students are placed into phases according to the previous report card comments and grades/achievement levels, information from the application form, teacher observation (approximately two weeks) and oral interview. In this process, the language/language acquisition continuums and the MYP language acquisition global proficiency table are used. In the MYP, for students, who have no previous knowledge of German or French, an additional lesson (extra help) is organised once a week before or after school. Based on learning experiences that have been formatively assessed using the language acquisition continuums, and performances of understanding that have been summatively assessed using the assessment criteria rubrics and school assessment policy, it is possible for students to progress between phases.

·The language of the host country: Slovenian Language/ Slovenian Language Acquisition is organised twice a week in different groups according to the placement of students in the appropriate phases (six phases) in the PYP and in the MYP as a mainstream subject.

PYP: In the first phase there are students from grade 2 to grade 5 who are beginners of the Slovenian language (newcomers). In the second phase there are students from grade 2 to grade 5 who know some simple vocabulary and have been in the school for at least one year. In the third phase there are students form grade 2 and 3 who are considered as an intermediate group of learners. They are able to use simple sentences and express themselves in simple written and spoken form. If a student has been in our school for two years, they join phase 3. In the fourth phase there are students from grade

2 and 3 who are either native speakers of the Slovenian language or fluent in speaking, reading and writing. In the fifth phase there are students from grades 4 and 5 who are considered as an intermediate group of learners. They are able to use simple sentences and express themselves in simple written and spoken form. In the sixth phase (last phase) there are students from grades 4 and 5 who are either native speakers of the Slovenian language or fluent in speaking, reading and writing. MYP: Placement is informed by knowledge of the student's language profile. This helps language teachers and all teachers to know and understand the language background, the language experience and the language needs of the student.

The language acquisition continuums and the MYP language acquisition global proficiency table are two useful tools for grouping students in their appropriate language phases.

The language acquisition continuums, the MYP language acquisition global proficiency table and the assessment criteria rubrics are essential tools for teachers to use when determining placement, marking progression and establishing language learning pathways for their students.

Phases	Description of difficulty	Description of students
Emergent/ Capable/ Proficient communicator	Three distinct levels: from emergent to capable to proficient communicator. Students are assessed at the beginning of the course.	Students can join either phase in grade 6, 7 or 8. In Slovenian lessons, students with a Slavic background usually go through the phases more quickly. Upon their arrival they are usually placed in capable/proficient phases.

Proficiency levels the students are expected to achieve

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
• understand and respond to simple phrases, statements and questions. • identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language • demonstrate their comprehension in simple oral and written phrases • convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts • begin to be aware that language use is connected to a purpose and an audience	• understand and respond to simple spoken and written texts • identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language • demonstrate their comprehension in short oral and written form • interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts • are aware that language varies according to purpose and audience	• understand and respond to a limited variety of spoken and written texts • understand specific information, main ideas and some detail presented in oral, visual and written language • demonstrate their comprehension in a limited range of oral and written forms • engage in conversation and write structured text to express their ideas, opinions and experiences on a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts • understand that they can speak and write in different ways for different purposes and audiences	• understand and respond to a variety of spoken and written texts • interpret specific information, the main ideas and some detail presented in complex oral, visual and written language • draw conclusions and recognize implied opinions and attitudes in texts read and viewed • engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts • communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class • identify aspects of format and style, and speak and write with a clear	• analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language • draw conclusions, infer information and recognize implied opinions and attitudes • respond and react to questions and ideas in a range of spoken, visual and written texts • engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations • organise information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance • interpret aspects of format and style, and are able to adapt	• evaluate the important information, details and ideas presented in spoken, written and visual language, in social and academic contexts • analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts • engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation • organise information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes

			sense of audience and purpose	register and style of language to suit the context	

MYP language acquisition global proficiency table (From Language acquisition guide)

The programme represents a unique opportunity for students to learn Slovenian and learn about Slovenia from the native Slovenian speaking teachers. The school is committed to enabling students to achieve bilingual and bi-literate competency in Slovenian. Throughout their schooling, students are

provided with learning opportunities appropriate to their level of ability and background for learning Slovenian. Students also have the opportunity to actively use (practice) the Slovenian language throughout daily interactions with the Slovenian students during the main break activities and the afternoon programme activities. Teachers from both departments (international and national) plan activities at least three times a year when students work and communicate with each other (sports days, cultural days, extracurricular activities, Shrove Tuesday, Help our Schoolmates, school events, performances and fund raising for disadvantaged students) and seek ways to collaborate in subject areas that they have in common.

ENVIRONMENT

b. The language of communication used in the school and outside the classroom

Language is the major connecting element across the curriculum. Its application through oral, written and visual communication strands is seen and learnt across the subject areas and throughout the transdisciplinary/interdisciplinary programme of inquiry.
In order to communicate effectively and to establish and maintain relationships, students have many opportunities to listen, speak, read and write in their classrooms.

The school identifies a variety of physical and virtual resources used to facilitate language development.
Learning language has a close connection with the school library. The homeroom teacher and subject teachers plan the units of inquiry in collaboration with a school librarian.
The primary objective of classroom libraries and media centres is to provide materials that support the curriculum, taking into consideration the interests and requests of students, as well as the professional needs of teachers and staff.
The library media specialist selects the materials and equipment in collaboration with other teachers and staff, with attention paid to maintaining a variety of appropriate formats, appropriate reading levels and the presentation of a variety of viewpoints. At the same time, the existing collection is continuously evaluated by the library staff. The homeroom teachers and subject teacher also plan the units of inquiry in collaboration with the library media specialist, focusing on implementing the transdisciplinary/ATL skills.

Learning language is also connected to broader world technology - global electronic networks, in order to access a vast range of multimedia resources. Every PYP and MYP classroom has at least one computer and Internet connection and for whole class research the school offers a computer lab with 25 computers connected to the internet, and an equipped multimedia classroom with 8 personal computers plus 13 laptops for smaller groups or station work. *The number of electronic devices changes according to the needs of programme.*
Students are also encouraged to research subjects in their mother tongue, thus, accelerating their acquisition of knowledge and increasing their subject specific vocabulary. In school, the students are only allowed to use school devices (and special tools like translators) under teacher supervision. Students are responsible for informing teachers about work using special tools (e.g.

translators).

The objectives of the Language Programme:

- Use language to communicate effectively, accurately and appropriately.
- Explore language in meaningful contexts.
- Understand and utilise language in listening, speaking, reading and writing activities.

- Develop the confidence to take risks in all language experiences.
- Discover that language learning is a continuous process based on previous experiences.
- Develop an awareness of literary tradition, its value, its position, its complexity, and its relationship to culture.
- Learn the reading and writing process simultaneously.
- Learn the correct use of language in oral presentations.
- Focus on how to express ideas, information, opinions or present facts (functional language).

The school's primary focus is on providing students with a sufficient level of English to acquire and demonstrate skills and understanding that have developed during the units of inquiry. As such, the school programmes encompass listening, reading, writing, speaking and media skills, that provide:
- fundamental knowledge of the English language and usage
- rapid acquisition of unit based vocabulary.

CULTURE

   c. <u>Range and types of mother tongue and other languages in the school community</u>

Opportunities the school provides for the students to actively use their mother tongue
The school organises mother tongue lessons for several nations of the European Union by the Slovenian Ministry of Education, and provides classrooms for groups and individuals who organise and provide such lessons for their children. The school encourages parents to get involved in mother tongue programmes at PTA meetings, joint class meetings and in the school newsletter. The school also encourages parents to keep up mother-tongue development at home (reading, writing, speaking, audio-visual).

Resources the school provides for the students' mother tongues
The school has also started an international library, which is growing every year.

Ways of encouraging parents to help children develop language skills at home
Parents are informed about our Language Policy through Parent Handbooks, newsletters, at Curriculum & Philosophy Nights and Parent-Teacher meetings. We encourage parents to help their children to develop their mother tongues. We provide rooms and can help them find teachers. We also encourage and help parents to promote and practise reading with their children at home, asking them to:
- Read aloud to their children on a regular basis (fiction and/or non-fiction texts).
- Read for the Reading Badge.
- Have a variety of books and other reading resources at home.
- Use public libraries (especially during holidays, when students have to prepare their research papers).
- Encourage students to participate in extracurricular activities and competitions (Moro Foundation contests).
- Let their children see them read.
- Improve their own language and reading skills.
- Eliminate other great consumers of children's time (TV, video games).
- Participate in extracurricular activities as volunteers
  (Reading Nights, Reading Clubs, Tea Parties - Poetry Evenings,

etc.).

➤ PRACTICES RELATING TO LANGUAGE TEACHING AND LEARNING

Provisions made for staffing and professional development to ensure best language teaching practices

All PYP core subject teachers (homeroom teachers), language and subject teachers are qualified elementary/subject teachers with at least a university or masters (new Bologna programmes) teaching degree.

All MYP teachers (homeroom teachers) and assistants are qualified subject teachers with at least a university or masters (new Bologna programmes) teaching degree.

Teachers attend international meetings - the IBO conferences and workshops (face-to-face and online), the European Council of International Schools (ECIS) Conferences, the Central and Eastern European Schools Association (CEESA) Conference, SUMMIT conference. Teachers also attend seminars and workshops organised in Slovenia, and English language courses.

In the international department workshops teachers develop teaching techniques and methods that promote the development of language and communication skills and differentiation to answer various students' readiness levels and teaching styles. Workshops are organised and led by the head of the international department and programme coordinators using English as the language of workshops.

Teachers have access to individual consultations and courses with native speaker language assistants who are employed by the school. The language assistants assist homeroom teachers and English teachers during the units of inquiry.

The school buys different books for professional development and educational magazines on a regular basis. During the school year the teachers of each programme (PYP and MYP) usually meet twice per month to discuss programmes, procedures and issues, and to plan collaboratively. The head of the department organises monthly workshops in English covering various pedagogical development.

All classes have regular visits from the school's native English speaking language assistants for individual and team-teaching lessons to develop students' oral skills within their units of inquiry. In addition, the school is expanding its relationships with American & European academic institutions to bring trainee teaching staff to spend time at the school and so increase English and other language learning opportunities.

Students are also encouraged to research subjects in their mother tongue, so accelerating their acquisition of knowledge and increasing their subject specific vocabulary.

Processes that are used to identify suitable and adequate resources for language learning

Every school year teachers and librarians prepare the lists of needed resources. Similarly, the head and the co-ordinators conduct classroom performance observations, which are focused on the structure of the lesson, teacher's teaching techniques, students' work and resources and other materials used. After this observation, an individual meeting with the teacher observed is organised to give feedback on the observations. The teachers also get a written report on the classroom performance observation, which is combined, with two tools: the checklist and anecdotal notes. When all classroom performance observations have been

completed the headmistress has a meeting with the staff to give an evaluation report on the teaching progress in the classes, during which the selection of current and future resources are also discussed, and recommendations made.

a. <u>Practices relating to the choice and planning the language courses for learners</u>

- **Learning environment**

We have created a supportive environment, classrooms and school routines that help develop students' language skills and interest.

- **Sustained silent reading**

Students are involved in 10-minute silent reading at the beginning of each language lesson. They can choose their own preferred reading material, however, the teacher checks their material for the level of language and variety of topics.

- **Taking part in various literature contests**

Students are encouraged (and mentored) to take part in various literature contests offered by different local organisations and institutions. They can submit their works in English as well as in their mother tongues.

- **Library programme/ reading programme in the library**

Students are involved in library lessons connected to their units of inquiry depending on the needs of the curriculum. Teachers and librarians plan these lessons collaboratively. The lessons cover the objectives of informational literacy as well as subject specific ones.

The library supports the reading programme in all languages taught in our school (plus students' mother tongues), that is why students visit the library each week at an appointed time to borrow fiction books.

There are a large number of books in English in the library (around 20,000), and a growing collection of other foreign language texts, that students are able to borrow.

- **Drama programme and performances**

Drama is closely connected to Language and Literature through an interdisciplinary unit in MYP 2. Moreover, MYP 2 and 3 build on language skills from Language and Literature as well. The subject content and the performances rely heavily on different genres and registers of language and literature, thus enhancing the use of language, fluency and facilitating language transformation through learning scripts and adapting words to their abilities, as well as employing improvisational skills in language use.

- **Extra language skills activities**

We have introduced a peer reading programme as a part of the MYP community service - MYP students read to the PYP students or listen to them read. Extra spelling exercise lessons and extra handwriting technique lessons have also been introduced for students whose spelling and handwriting techniques are not up to standard; these are led by our teachers.

- **Reading Badge Programmes**

English: PYP and MYP students are invited and encouraged to read more than just the prescribed literature for lessons. Librarians and language teachers prepare a list of recommended age- appropriate books for the reading badge, which students read and report about to their mentor(s). If they read 5 books per year in the PYP and MYP they are awarded with a bronze reading badge, if they read 8 books with a silver, and a golden reading badge if they read 10 books.

Slovenian: The Slovenian organisation Zveza prijateljev mladine and library association organise the Slovenian reading badge competition. Students read a

different number of books and report about the book and poem they read to their Slovenian language teacher.

Grade 1	2 books
Grade 2	3 books + 1 poem

Grades 3 and 4	4 books + 1 poem
Grades 5 and 6	5 books + 2 poems
Grades 7 and 8	6 books + 2 poems

German: The Slovenian publishing house DZS organizes the German reading badge competition. Students read two books (the titles depend on the level) and take part in a competition at the beginning of March.

French: L'association Slovene des professeurs de Francais organizes the French reading badge competition. Students read one to three books (the titles depend on the level) and take part in a competition at the beginning of March.

- **Literacy Backpack**

The purpose of the Literacy Backpack is to provide families with quality books and activities to support and share students' interest in reading and enhancement of students' reading skills. Every Friday, a student from the class brings home a backpack filled with books differentiated according to the age of students, interest, etc., to share with the whole family. In the Literacy Backpack there are books loved by children and parents alike. It also includes a journal and students are asked to write their reflection on this experience together with their parents. They are also very welcome to glue in a photo, write a story, a poem, or draw something. The Backpack is returned on a Wednesday. Students and teachers are asked to use the checklist to check if everything is inside. Students share their reflection at the library lesson, homeroom or during English lessons. This should be a fun experience for students and parents. If students and parents would like to borrow more books later, they are always welcome to come to the library.

- **Reading Circle**

The Reading circle is offered as an extracurricular activity organised for interested students where they follow reading circle procedures to read and discuss literature.

- **Spelling & Handwriting**

These extracurricular activities are organised for interested students where they practise and apply spelling and handwriting techniques.

- **Sign language**

Learning sign language helps facilitate communication and cultural understanding between the deaf and hearing communities. Sign languages are as rich, complex and creative as spoken languages, and are composed of hand movements, facial expressions and body language. We organise extra- curricular activity Sign language, because sign language is the primary language of many people who are deaf and who want to communicate with the deaf community as well with people who can hear. Learning sign language at school gives students the chance to explore a rich aspect of the cognitive, creative, linguistic and cultural diversity of humanity.

- **Extra language skills activities**

We have introduced a peer reading programme as a part of the MYP community service - MYP students read to the PYP students or listen to them read. Extra spelling exercise lessons and extra handwriting technique lessons have also been introduced for students whose spelling and handwriting techniques are not up to standard; these are led by our teachers.

Arrangements for differentiation to support language learning within the classroom
Differentiation is guided by three characteristics:

- *Differentiation by readiness* where the teachers follow the main principles: concrete to abstract, simple to complex, slow to fast, structured to open-ended, dependent to

independent, simple facetted to multiple facetted. Our teachers use different strategies that support readiness differentiation: varied texts by reading level, varied supplementary materials by reading level, varied scaffolding, tiered tasks, products and assessment, small- group instruction, homework options, mentorship, negotiated criteria for quality, varied graphic organisers.

- *Differentiation by interest* where teachers follow the main principles: develop efficient ways of sharing interest-based findings, create open invitations for student interest, keep an open eye and open mind for students with a serious passion and link interest-based exploration with key components of the curriculum. Our teachers use different strategies that support interest differentiation: Orbitals, Design-A-Day, group investigation, web quests, jigsaw, literature circles…
- *Differentiation by learning profile* principles remind us that some, but not all students share learning preferences – helping students to reflect on their own preferences, use both teacher- structured and student-choice avenues to the learning-profile differentiation. The teachers are aware of learning-style, intelligence, culture-influenced and gender based preference factors. Teachers use different strategies that support learning-profile differentiation: entry points, key words, varied approaches to organising ideas.

Teachers also differentiate content and resources, process and products.

b. Spelling protocols
DKIS has adopted an open approach to British and American spelling. Both are acceptable but we use one or the other consistently.
Teachers use the approach where they underline the misspelled words and the students need to correct them on their own using dictionaries or other resources.
The high frequency words and the words that are used in the units of inquiry are placed in the word banks in the classrooms, where students also connect the words to synonyms.

c. Referencing and bibliography protocols

Paper based sources:
"Flash Gordon." The World Encyclopaedia of Comics. Vol. 2. New York: Chelsea, Ed. Maurice Horn. 1976. 35-36.
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Wilcox, Rhonda V. "Shifting Roles and Synthetic Women in Star Trek: The Next Generation." Studies in Popular Culture 13.2 (1991): 53-65.

Other sources:
1. McGovern, George. Interview. Charlie Rose. PBS. WNET, New York. 1 Feb. 2001.

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"Bike Safety". 14 May 2010. kidshealth.org/kid/watch/out/bike_safety.html
"Teaching your child to ride a bicycle". 14 May 2010. www.bhsi.org/kidteach.htm

4. ASSESSMENT

Tools and strategies that are used throughout the school to assess language learning and provide evidence of development.

Assessment is carried out according to the IBO guidelines and school's assessment policy. In the PYP and MYP Programme, the most frequently used strategy to assess language learning is observation, followed by open-ended tasks, performance assessment, selected responses, peer and self-assessment and the teachers' immediate feedback. Teachers use anecdotal notes, check lists, rubrics, scales, scores, benchmarks and continuums for assessment. Each teacher provides their own assessment tools and strategies according to the given tasks and what is to be assessed.

Teachers follow student development with holistic assessment strategies and tools and identify, discuss and decide on procedures and extra help for students at case conferences and other meetings (whole department, PYP, MYP, class/language teachers). Students might get individual help and be included in extra help lessons or various language skills activities. We have introduced a peer reading programme as part of the MYP community service - MYP students read to the PYP students or listen to them reading. Extra spelling exercise lessons and extra handwriting techniques lessons have also been introduced as extra-curricular activities for students whose spelling and handwriting techniques are not up to standard and are led by our teachers.

PURPOSE

Language Strategies

Learning language:
With regard to spoken language, instructional programmes emphasise opportunities to comprehend a variety of genres, from directions to narratives and to experiment with modes of expression.

With regard to written language, classrooms for young children provide opportunities to learn alphabetic symbols, grapho-phonemic relationships (letter-sound relationships), basic sight vocabulary, and comprehension strategies; and also feature readings of stories designed for young children. Students have opportunities to learn how to express themselves through written language, including opportunities to form letters, words, sentences, and text structures, and opportunities to learn how to put together a written story.

Curriculum planning includes time for read-aloud and silent reading every day, opportunities for readers' theatre, choral/poetry reading/writing, and buddy reading/writing. There is time for a free choice of books to read, topics to write about, and explorations into multiple communication systems.

Learn through language: Planning includes partner, whole class and small group discussions, their scaffolding and feedback or response. Multiple strategies are used in order to read for meaning, to make connections and find tensions in

issues. They are also used for discussions and responses to issues that cause tension in literature circles, sustained dialogue, debating, genre studies, author studies, theme studies, reflective journals and sharing time.

<u>Learn about language:</u> Teachers model strategies, teaching children to use them when they are needed. Teachers focus on strategies rather than isolated skills. Reading and writing skills and

strategies are taught through guided reading, genre studies in reading/writing and inquiry, as well as writing styles, author studies and specific subject matter. Skills and strategies are directly taught in spelling, vocabulary and word study. Read Aloud texts are chosen to go beyond the reading level of the class with challenging issues addressed and discussed.

Language Assessment

Learning language:
Evidence: Children show a sustained interest in reading/writing/speaking and listening. Teachers record the increased experimentation and enthusiasm for expression in language that students' use. Student work exhibits personal development, vocabulary development, as well as appropriate use of conventions in new situations. Reading/writing records show increased diversity of choice, and/or sustained interest. Children share their work formally and informally with classmates, willingly interacting with them. The library aims to increase its collection to increase the encouragement of students to read and write in their mother tongue.

Tools: Reading/writing interviews, observational records, photographs/reflections, student reading record, portfolio, learning journals.

Learning through language:
Evidence: Students read, discuss, make connections, seek out issues, and ask questions. Students discuss their understandings, present their thinking to others using multiple communication systems, and reflect on their learning. Students are able to apply learnt strategies to new situations and describe what they have done. Students are able to challenge ideas, seek further information, explain and justify their understanding, and reflect critically on their learning. Parents assist their children in understanding concepts and ideas through dialogue in their native tongue.

Tools: Video/audio tapes/transcripts of discussions, response journals in reading, writing, mathematics, art, music, drama, movement, presentations, student portfolios, self-reflections.

Learn About language:
Evidence: Teachers/students identify and use subject specific language in their work/presentations. Students use learnt skills in authentic contexts. Students are able to apply learnt strategies and skills in their investigations, presentations, and in new contexts. There is improved proficiency in all forms of language. The school literature explicitly encourages mother tongue development.

Tools: Student portfolios, oral/written reflections, teacher check lists/graphs, on-going observations, pre-assessments, displays/room environment.

The Language Policy is linked to the Assessment Policy, the Admission Policy and the Special Education Needs Policy.