



# **Impington International College**

## **Language Policy**

<b>First adopted</b>	<b>June 2024</b>
<b>Review cycle</b>	<b>Three Years</b>
<b>Reviewed by</b>	<b>Victoria Hearn, Johanna Sale, Governing Body</b>



## **Impington International College: Language Policy**

IIC aspires to provide for all who share in the life of the College a quality of experience which respects them as individuals and gives fulfilment and reward. We recognize that equality of opportunity does not necessarily mean treating everyone the same and that failure to acknowledge cultural differences can have negative influences on individual and collective identities. We positively welcome the diversity present in our sixth form and advocate a policy of cultural pluralism which gives equal status to all languages, religions and cultures.

IIC acknowledges the central role language plays in both teaching and learning throughout the curriculum. We recognize that since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication. Integral to our teaching is the promotion of cultural awareness of the countries where the language is spoken. We recognize and celebrate cultural diversity and help to prepare our students to take their position in a global society; informed, tolerant and respectful of others.

IIC was designated as a specialist Language College for many years and we aim to promote the highest quality of language learning, enabling our students to communicate effectively through the target language. We ensure that students gain confidence in both their first and acquisition languages through progressive development of the four skills of listening, speaking, reading and writing. At the same time, we build a sound grasp of grammatical structures to underpin these skills and to consolidate learning. We value our role in providing young people with the skills needed to progress into employment, further training or higher education according to their individual abilities, aptitudes and ambitions.

Specifically, we ensure:

- All IBDP students learn at least one language in addition to their first and best language; IBCP students all develop an additional language to their first and best during their course
- The development and maintenance of the first and best language for all learners, if not taught by the school, is supported via the provision of the option of a school supported self-taught language A with the aid of a specialist school supported self-taught teacher who is also an experienced language A teacher and timetabled class support
- Taught first languages recognize the needs of our learners and are delivered through a range of English courses and through the IB school supported self-taught route. Current examples of provision are Chinese, Tamil, Sinhala, Italian, Spanish, French and Arabic.

- The additional language study offer is currently: English B, French B, Spanish B, German B and ab initio Japanese, Italian and Spanish
- As an international sixth form we ensure that there are practices in place to provide inclusion and equity of access to the IB programme(s) offered by the school for all learners, including those who are learning in a language other than their first and best. We positively encourage overseas students who do not have English as their first language to study the IBDP here.
- We run CPD on dialogic teaching and creating a learning environment where all students feel safe and have opportunity to express themselves
- Our Lead for Equality and Diversity oversees curriculum reviews, ensuring cultural representation within the taught curriculum, including in-faculty self-evaluation and student voice.
- We recognise the value of developing first language skills. As part of this we encourage our students to mentor students in the lower school in a shared first language.
- English is the language of instruction and is promoted throughout the curriculum and environment.

#### **Roles and Responsibilities:**

- Heads of Sixth Form (IBDPC and IBCPC) along with the school's EAL coordinator: to provide advice and guidance for all staff on how to support students with additional language needs
- The EAL coordinator:
  - meets all EAL students on admission to support their transition and to create an EAL profile for each student which is stored centrally and available to all class teachers.
  - Meets with all students regularly to support progress both academically and socially.
  - Organises whole staff training to support teaching staff in implementing best classroom practice.
- The Lead Practitioner for Literacy leads on developing literacy strategies across the curriculum e.g. acquisition of key vocabulary, scaffolding of writing, modelling and how to approach text. These are also taught as a discrete part of CPD.
- The Equality and Diversity Lead regularly audits and discusses curricula with teaching staff and faculty leads to enable better representation and to raise awareness around the privileging of Eurocentric viewpoints.
- Languages and English Faculty KS5 Leaders: to ensure the range of languages is actively promoted and provided where there is need; to support all students in their language learning needs

- Librarian: to ensure there is a selection of Language A literature other than English and suitable language acquisition materials including dictionaries for students to use and a range of books in mother tongue for EAL students to access.

### **College language profile:**

At Impington Village College (IVC) there are **161 students** (including 6th Form) that have English as an Additional Language (EAL), which makes approximately **11%** of the school's population. On average every one student in ten has EAL. Every year a number of new arrivals join Impington, including most recently Ukrainian refugees.

The most linguistic diversity can be found in years 9, 11, 12 and 13. There are 43 different languages spoken across the whole school. After English, the most widely spoken are: Spanish, Polish, German, French, Italian, Bengali, Portuguese, Chinese, Ukrainian and Russian. Other less common languages include: Arabic, Hebrew, Dutch, Serbian/Croatian, Romany, Tagalog, Korean, Greek, Thai, Turkish, Yoruba, Latvian, Urdu, Slovak, Swedish, Norwegian.

This linguistic diversity is also reflected in our staff body who represent a multitude of native languages including Spanish, Polish, French, German, Sinhala, Portuguese, and Urdu.