KING WILLIAM'S COLLEGE

King William's College Language Policy

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King William's College has a rich language profile. Whilst many of our students are monolingual English speakers, the remaining come from homes where a language other than English is spoken. We regard this as an asset to the school because it enriches all students through exposure to a range of cultures and real-life context for the use of many languages.

Philosophy

Language is central to all learning, both curricular and extra-curricular, and for the wider development of students. This policy aims to codify and synthesise the language practices in the School, giving all students and staff (and the wider community) a reference point regarding language usage and development in the School.

All teachers as language teachers

Language is central to all learning; all teachers are, in practice, teachers of language. Teachers have a responsibility to facilitate communication and promote the development of students' language skills, both generally and with specific reference to their subject area. This is achieved using a full range of communication modes (written, read, and oral, primarily) across all areas of the curriculum.

Development and maintenance of the mother tongue for all learners

English is taught throughout the School, both as a subject and through other curriculum areas (e.g. specific language used in Geography, Music, etc.). In English, students develop their language skills in six key areas: writing, presenting, reading, viewing, speaking and listening. This is supported by Learning Support (where relevant for students with specific needs) and by regular review and collaborative planning within the English curriculum. In subject areas outside of English, language learning of the mother tongue is supported by a range of English language-based assessment modes and by the development of subject-specific vocabulary, as well as through the everyday usage of the mother tongue as the primary mode of communication.

Inclusion and equity of access to the IB programme offered by the school

All students in the School should be able to access the IB programme through two key practices: the admissions requirements for the Senior School Sixth Form and additional support offered through Learning Support (should a specific need be identified for a student). Students who have met the admissions requirements but for whom English is not their mother tongue will have full access to the IB programme and will be offered additional support via the ESOL Department.

Promotion of the language of the host country

The primary language of communication in the School is English, promoting the language of the host country. We promote English through everyday use, and in English lessons through the study of a wide range of classical and modern literature.

Extension and Enrichment

Activities run by the English department and the Head of Overseas Pupils outside of lessons (clinics, visiting speakers, trips etc.):

Revision clinics for both Year 13 and Year 12 students prior to their respective exams

Revision clinics for Year 11 students
Involvement with Manx Lit Fest activities
Poetry workshops and poetry slam events
Debating
Public speaking and reading from the Bible
Film club
ESOL Grammar and Academic Vocabulary Clinic for5th and 6th form students
Taste of Culture International Food Festival

Links with the Buchan School, e.g. after school
German club, KWC students participating in Language
days
Creative writing club
Cultural visits to support study i.e. theatre visits
Reading and writing competitions
Reading, Writing and Reciting Competition for all
KS3 students • School Magazine

English for Speakers of Other Languages (ESOL)

Many pupils for whom English is a second language adapt very quickly to their new environment and are able to cope in larger, higher ability sets. Oversees pupils are assessed for their English language competency on arrival to the school. Pupils with stronger needs may be set in smaller classes, and they may also receive some extra tuition, as determined by the Head of ESOL and the Head of English.

Supporting ESOL students in the mainstream classroom

New arrivals need to be able to access the curriculum as quickly as possible. Pupils are able to use their first language with peers and bilingual staff. We also provide appropriate books and teaching resources. Where applicable, ESOL teachers support some students in their First Language English lessons.

Age, previous knowledge of schooling and curriculum content, knowledge of other languages and levels of literacy in the mother tongue all affect the development of pupils' language skills and their ability to apply these skills to their learning across the curriculum. By identifying new arrivals' previous knowledge and learning and by assessing their level of language development, we can set appropriate learning objectives, and teaching styles are adjusted to facilitate pupils' access to learning.

When planning lessons, new arrivals are supported by:

- Review of skills and content previously covered by existing students
- Differentiated materials.
- Awareness of the cultural and academic background of the student
- High expectations of the student
- Scaffolded group activities
- Opportunities to engage with a range of styles and registers of English
- Scaffolded reading activities: e.g. paired reading
- Explicit teaching strategies and drills
- Clear, purposeful and practical tasks
- Pre-teaching
- Use of visuals
- Use of culturally sensitive resources

New arrivals are supported by:

- Activating peer support
- Subject-related vocabulary banks
- Writing frames
- Frameworks for talking and active listening tasks
- ICT to reinforce learning.

Setting (English)

Should staffing allow, students from Years 7 to 11 are placed in sets determined by ability and aptitude; if setting is carried out, it is approached with sensitivity and can benefit all students. Every set is taught to the same rigorous standards. No student in a lower set should ever miss out on the opportunities afforded to those in higher sets: it is a particular pride, for example, that IGCSE students from lower sets have and will continue to achieve Grades 7-9 at IGCSE.

Setting in Year 7 is determined by student performance in a range of tests and writing tasks at the beginning of the year. Records from previous schools may be considered should additional information be required, but do not dictate setting so that everyone, from whatever educational background, can be judged fairly. Placement tests in the first week of term include spelling and reading, extended free writing and dyslexia screening. While accuracy is important, an intelligent thinker will not be kept down because of writing difficulties. The aim is always to place each student in the appropriate set to enable maximum progress and pleasure in lessons. Thereafter, setting is determined by internal exam performance, the year's classwork and, if necessary, consideration of other less easily quantifiable elements such as behaviour, personality and group dynamics.

In the Sixth Form there is a straightforward division between Higher and Standard Level students, and between Literature and Language & Literature students.

All teachers are allocated across the ability range. Teachers switch classes until Year 10 when the same teacher delivers the complete IGCSE course. In the Sixth Form, IB teaching is shared between two colleagues who again deliver the course in both Year 12 and 13.

Additional language learning for students - Modern Foreign Languages

It is school policy that all pupils deemed capable of doing so with any measure of success should pursue the study of a Modern Foreign Language to 16+. In the Sixth Form, the study of an MFL is a compulsory component of the International Baccalaureate programme as pursued by all pupils in King William's College. The MFL department is committed to the mission statement of King William's College determined to play its part in achieving the objectives of the school as a whole.

In addition, we aim to:

- fulfil the general aims and objectives of the College wherever this can be done through the study of Modern and Classical Languages.
- help pupils to achieve a love of languages and an enjoyment of language learning.
- develop the ability to communicate using MFL.
- equip pupils with the linguistic knowledge and skills required for study, work and leisure.
- foster an awareness and sympathetic understanding of other countries, people and cultures.
- provide intellectual stimulation and promote mental discipline.
- develop an understanding oft he nature of language and its uses.
- encourage literacy and aesthetic appreciation and to stimulate pupils' critical faculties.
- inculcate moral values both through the educative process and through insights afforded by the study of other literature, culture and civilization.
- contribute to pupils' personal and social development by increasing confidence andby encouraging self- expression and independent thought.
- promote academic excellence.

Moreover, the study of Modern Foreign Languages offers a distinct dimension of its own:

- sound and intonation patterns present pupils with a challenge to their capacity to imitate and discriminate.
- operating with a necessarily more limited stock of language than in their mother tongue brings out the need for conscious communication strategies, thus deepening learners' appreciation of linguistic potential.

- it exposes learners to unfamiliar linguistic experiences, enabling them to make connections in a way which would not otherwise be possible, thereby refining their awareness of their mother tongue.
- the discovery of successful communication with other linguistic communities can increase self- confidence in learners of all abilities and bring a sense of achievement and discovery which grows as their proficiency increases.
- the use of Modern Foreign Languages to communicate with others (whether fellow-learners ornative speakers) fosters a spirit of co-operation.
- Modern Foreign Languages learning encourages pupils to enter into and respect the attitudes and customs of other cultures, thus broadening horizons beyond the narrowly local and national. It enables pupils to gain access to, and participate in, those cultures. It helps them (especially in an island community such as the Isle of Man) to appreciate they are all citizens of a wider world.
- Competence or skills in the acquisition of Modern Foreign Languages are of potentially crucial practical importance in an ever-changing and increasingly competitive global economic environment.

In Year 7, Year 8 and Year 9, all students are taught French plus a choice of either Spanish or Latin. These two languages will be taught to all pupils except those judged early in Year 7 to be too weak to profit from the course. Such pupils will be withdrawn from one language and will be offered help for their special needs or additional tuition in English if native speakers of another language. All pupils would be expected to continue with the study of at least one language, except under exceptional circumstances.

In exceptional circumstances, students may wish to study a language that is not offered by the school, such as Mandarin or Afrikaans. Subject to approval, these students may study the language independently outside of school and will attend the Library during their timetabled language lessons. It is the pupil's responsibility to register with the Examinations Officer to ensure they are entered for the appropriate examinations. Students must also make suitable arrangements for any required speaking assessments, including identifying an appropriate examiner where necessary.

At the end of the Year 9, students will have the option to choose between French, Spanish and Latin or to continue to with two languages. All students have to study one language for their GCSE except those deemed to require support.

In the IB Diploma, the study of a Language is compulsory. The students will have the choice between French B Standard Level or Higher Level, Spanish Ab Initio, Spanish B Standard and Higher Level, Latin B Standard and Higher Level and German Ab Initio. They may also opt to study French in Group 6 and a further language in Group 2. Native German speakers also have the option to Study German A Literature at Higher Level or Standard Level. There is also the option to enters students for self-supported self-study courses in first language Chinese (Mandarin or Cantonese) and Russian.

Weekly tutorials are offered to support students in their studies of Languages.

Equal Opportunities

All pupils are treated with respect and encouraged to treat others in the same manner; by its personal and dialogic nature the subjects are concerned with broadening horizons and challenging stereotypes.

Non-native speakers and pupils with specific learning difficulties, such as dyslexia, are given additional support in line with the language departments' relevant ESOL or learning support policy.

Health and Safety

All lessons and activities must take place in a secure and safe environment. A health and safety audit of the classrooms is carried out on a periodic basis and all electrical equipment is regularly tested.

Any trip out of school must have a full risk assessment and this should be submitted to the Assistant Head before approval for a trip is given.

Professional development in the fields of language learning and teaching; making the Language Policy a working document

To reflect the constantly evolving nature of language, and the need for regular and continual development of learning and teaching, all staff in the school have access to internal and external professional development. With specific reference to language learning and teaching, staff may request additional training, support and guidance from relevant staff (particularly those in the English and Languages Departments, and Learning Support). This means that, in practice, this document acts a written version of its working reality in the day-to-day learning and teaching and running ofthe school. This policy will be reviewed regularly by the Heads of Department for English, Languages and ESOL.

Resources and practices for parents

Through regular communication between parents and teachers (primarily Parents' Evenings and email), parents have regular and frequent opportunities to discuss and plan for their children's language development. Parents can also access information and school practices via the school website.

Appendix

Literacy in the MFL Department

Reading Aims:

Students are equipped with a range of coping strategies to understand new language. These could be:

- Prior knowledge
- Context
- Cognates
- Word families
- Word classes

To support students in understanding complex vocabulary that they encounter in their reading.

To encourage students to read for pleasure in the target language.

To ensure students are equipped with independent learning strategies to aid comprehension when reading texts of varying lengths and styles.

Strategies*:

To support understanding of exam questions:

- Encourage students to independently highlight the keywords in the question.
- Support students to annotate key words with definitions/synonyms to aid understanding.
- Teach students to use the structure of the sentence to help them to understand the meaning.

To aid comprehension of texts:

- Utilise prediction tasks.
- Activate prior knowledge.
- Use questioning (teacher-led or pupils generate their own questions about a text).
- Encourage pupils to identify areas of uncertainty and seek information for clarification.
- Utilise summary tasks.
- Teach students how to benefit from reading support given in a text (e.g. glossary, vocab book).
- Encourage reading for pleasure (in the target language) outside of lessons through homework or independent activities.
- Teach students to skim and scan for relevant information.

To support students' understanding of complex vocabulary:

- Encourage independence with word-checking (using dictionaries and inferring the meaning of words through context).

- Use knowledge organisers (vocab books).
- Model identification of good evidence.
- Explicitly teach language/structure techniques Encourage students.
- Encourage students to explore the etymology and morphology of words.
- Use vocabulary games.
- Use low stakes testing and spacing

Writing Aims:

Students are equipped with a range of independent strategies to construct their own answers. These could be:

- Prior knowledge
- Context
- Synonyms, antonyms, cognates and false-friends

Planning strategies

- To equip students with strategies to reflect on and redraft their writing.
- To teach spelling, punctuation and grammar to enable students to write fluently.
- To support students inwriting creatively, through teaching them to apply a range of familiar language and structures in new and different contexts.

Strategies*:

To support students in structuring their answers:

- Encourage students to independently highlight the keywords in the question to aid in understanding and ensure relevance of response.
- Use of vocab books to provide accurate structures which can be adapted, sentence maker exercises
- Encouraging use of prior knowledge applied in new contexts.

To aid planning of answers:

- Model effective planning.
- Encourage planning in the target language.

To support students in reflecting on their work:

- Encourage students to use checklists where appropriate (tick off bullet points at GCSE).
- Use of peer/self-assessment.
- Create a culture where redrafting work is normal and encouraged.

To enable students to write fluently:

- Teach subject-specific spellings and respond to common spelling errors, highlight sound spelling links with target language phonics.
- Mark answers for accuracy according to the mark scheme.
- Encourage accurate use of the target language through the use of full sentences and accurate grammar and punctuation.

To enable students to write creatively:

- Teach a range of vocabulary and language structures.
- Encourage students to vary their writing.
- Encourage students to plan answers to include what they know, not necessarily what is true for them.

Spoken Language Aims:

- To ensure students are equipped with the skills to communicate clearly in the target language.
- To ensure students have a range of strategies for understanding spoken language in the target language and coping strategies to communicate in a monolingual environment.
- To support students to communicate using full sentences and to use repair and rephrase strategies to increase accuracy.
- To teach students to speak in the target language with accurate pronunciation.
- To provide students with opportunities for structured and supported speaking tasks to develop their spoken language skills.

Strategies*:

1) To support students in developing spoken language skills in the target language:

- Using high levels of target language in classroom input
- Model a range of vocabulary in teacher's own speech
- Explicitly teach new vocabulary and structures orally
- Explicitly teach coping strategies and help phrases
- Use of word banks and sentence builders
- Use of peer-assessment and frequent pair/group oral tasks

2) To support students in developing skills for understanding spoken language in the target language:

- Explicit teaching of strategies for listening comprehension tasks
- Pre-listening tasks before listening activities
- Encourage students to predict the language they will hear
- Use of subtitles (in target language) and transcripts to support listening - Introduce songs to develop their listening skills

3) To support students to communicate in full sentences:

- Model full sentences and developed answers
- Use of sentence builders and speaking mats
- Use some knowledge organisers
- Encourage students to review and rephrase oral work

4) To teach students to speak in the target language with accurate pronunciation:

- Model correct pronunciation and intonation
- Correct inaccuracies in spoken target language
- Use authentic materials in lessons for extended listening to accurate sounds

5) To provide students with opportunities for structured and supported speaking tasks to develop their spoken language skills talk:

- Provide scaffolding using sentence builders and sentence starters
- Give wait time
- Speaking and listening tasks are in every MFL lesson

* The list of strategies given is a selection of some of the strategies that are used throughout the department.