

This policy sits under the ESF Language policy, and the ESF Chinese Language and Culture Policy and outlines Glenealy School's language philosophy, beliefs and practices in line with our vision for every child to be the best that they can be, enabling them to be safe, happy, kind, learning & engaged



Philosophy

At Glenealy School, we believe that language plays an essential role in learning. It is central to inquiry and supports students' capacity to think critically and creatively; to inquire and collaborate; to access and process knowledge and to develop conceptual understandings.

Learning language and using language to learn is at the core of any educational activity. Language is integral to exploring and sustaining personal development; affirming and expressing identity, impacting on students' self-efficacy and well-being, and developing international mindedness through intercultural understanding.

The development of language is a collaborative partnership between members of the learning community. As such, every teacher, educational assistant, parent and peer at Glenealy School is a language teacher.

Language Learning

Language learning immerses students in the interplay between learning language, learning through language and learning about language. Although these aspects are inseparable, they are used to support an understanding of how language is learned and used to make meaning.



Learning Language

Learning language is about having extended periods of time to engage as speakers, listeners, readers, writers, viewers and presenters. Students' language development is best served when they have opportunities to strengthen and build on existing knowledge by engaging in language learning in multiple ways within real-world, meaningful contexts.

Learning Through Language

Learning through language is when language is used as a tool to learn about something beyond the realms of language. This recognizes the inherent role language plays in supporting learning across the curriculum.

Engaging with language at school in multiple contexts and in different ways serves to enhance student connection to their learning.

Learning About Language

Learning about language makes explicit the systems and conventions within a language. Language is a visual, print and oral symbolic system with its own codes, signals and contextual use. At Glenealy, we aim to develop multiliterate and critically literate students. Texts in multiple languages in the home and the learning community provide students with opportunities to understand different perspectives and develop understanding of the multilingual nature of our world. Literacy traditions vary widely amongst our families; our staff engage with these traditions in order to better support our students' language learning.

Glenealy School uses the ESF Language Scope and Sequence to identify expected learning outcomes for reading, writing, listening and speaking, viewing and presenting. Details of physical and virtual resources and approaches used to facilitate language development can be found in Appendix 1.

The Language of Instruction

At Glenealy School, English is the primary medium of instruction. Admission requirements ensure that students enter the school with English language proficiency levels that will allow them to benefit from our curriculum. The school's admissions process serves to assess the student's English language proficiency levels so that once enrolled, we are able to provide the language support that students need to gain equal access to the curriculum and our practices foster a successful learning and teaching environment for everyone.

Chinese Programme

As part of our mission to provide an international education, we believe in the importance of providing students with the opportunity to learn the language of our host country, China. Students at Glenealy School are provided with regular Mandarin lessons, strengthening their ability to communicate and develop their capacity to understand and respect the local community and the Chinese culture.

Our students come from a wide range of backgrounds, with varying competence in Chinese from beginners to native speakers of Putonghua, Cantonese and other dialects. Students are provided with opportunities to learn at an appropriate pace whilst being challenged to achieve to the best of their abilities.

Glenealy School uses the ESF Chinese Language Scope and Sequence to identify expected learning outcomes for reading, writing, listening and speaking, viewing and presenting. Details of physical and virtual resources used to support the teaching of Chinese can be found in Appendix 2.

Bilingualism, Multilingualism and Translanguaging

At Glenealy School, we recognise that many students have a diverse language profile and can communicate in more than one language. The ability to communicate in more than one language is referred to as bilingualism and multilingualism. Glenealy School recognises that each language may be developed to different levels within different contexts, depending on students' social and academic experiences. The process by which students actively draw on all their linguistic resources to communicate and make meaning is referred to as translanguaging. When students see and hear their own language within the learning environment, and are encouraged to make links to their prior linguistic experiences, they connect with greater confidence to the community and their own learning. To support this approach, Glenealy School values home languages and is committed to supporting bilingualism, multilingualism and translanguaging as a means of developing language, affirming cultural identity and promoting global citizenship throughout the curriculum.

Assessment

Ongoing formative and summative assessment of student language learning informs planning for learning and teaching. Language assessments are used to track progress and collate meaningful and relevant student data in line with the Glenealy School Assessment Policy.

Children who are performing below expected levels will be monitored closely and be provided with additional support. This support may involve increased intervention from a teacher, an EA or the Learning Diversity Department.

Appendices to support this policy can be found [here](#)