

## Impington Village College: Language Policy

This policy is underpinned by the College's vision and mission, and by the attributes of the IB Learner Profile

### College Vision

Impington Village College is an outstanding and innovative learning community that is truly inclusive, inspirational and international. We support our students in becoming globally-minded, critical thinking and caring individuals, who are ready for a world post-education.

### Mission Statement

**Inclusive:** a welcoming place that celebrates difference and diversity.

**Inspirational:** providing a unique experience and a world-class education for all.

**International:** promoting positive values to secure a better future for our students as both local and global citizens.

### The IB Learner Profile



IVC 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 school and advocate a policy of cultural pluralism which gives equal status to all languages, religions and cultures.

IVC 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.

IVC 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 native and foreign 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.

We deliver these aims by ensuring the following:

- All KS3 students learn at least one language in addition to their first and best language, with the majority learning two additional languages.
- English is the language of instruction and is promoted throughout the curriculum and environment
- Regular cross faculty CPD supporting the development of language skills in all subject areas - e.g. acquisition of key vocabulary, scaffolding of writing, modelling and how to approach text.
- CPD on dialogic teaching and creating a learning environment where all students feel safe and have opportunity to express themselves
- Lead for equality and diversity oversees curriculum reviews, ensuring cultural representation within the taught curriculum, including in-faculty self evaluation and student voice.
- Our thriving multicultural forum (staff) meets each week to discuss strategies for diversifying the curriculum, and provides a range of cultural and creative experiences for students, as well as the opportunity to engage in issue-based discussions..
- Teachers are encouraged to access EAL (English as an additional language) profiles on each EAL student, and EAL students are monitored for progress.
- The MYPC delivers assemblies to students celebrating the diversity of cultures and languages represented in the school body and on the philosophy of International Mindedness.
- Sixth form students mentor students in the lower school in a shared first language (other than English).
- The development and maintenance of first language for all learners, if not taught by the school, is supported via the provision of the option of a native language GCSE with the aid of a specialist EAL teacher who is also an experienced language A teacher and timetabled class support. There are also mother tongue resources in the library.
- Acquisition languages offered by the College at KS3 are: French, Spanish, German and Japanese
- We ensure that there are practises in place to provide inclusion and equity of access to all the IB programmes offered by the school for all learners, including those who are learning in a language other than their mother tongue

### Roles and Responsibilities:

- Head of School & MYP coordinator 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 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.
- MFL and English Faculty KS3 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 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. Students will be encouraged to use their mother tongue in a range of ways, including through the Multi-Cultural Forum, cultural celebrations and through the delivery and promotion of Self-Taught languages. Events such as International Week of Languages will also promote and celebrate the use of mother tongue across the College.

### 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 IVC, including most recently Ukranian 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.