



Japanese International School Language Policy

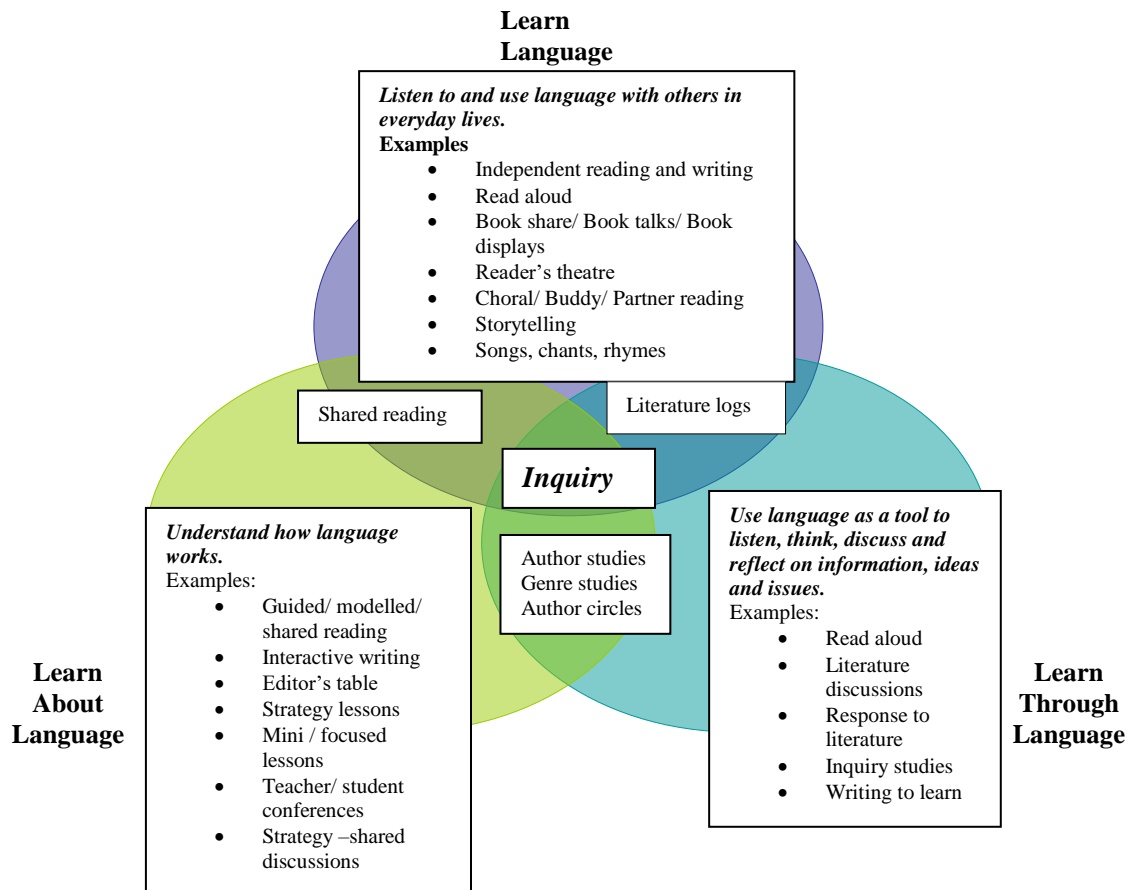
1.0 - Philosophy

At JIS, language is central to all learning. As English is the main medium of instruction, it is important that all our staff and students are role models and competent users of this language. In order to communicate and thrive as a learner, it is important that our students show progression and achievement in their understanding, use and application of language. All our staff members are language teachers and as such have a shared responsibility towards the development of language within our students.

As well as our focus on learning and development through English, we reflect our I.B. heritage by reinforcing the importance of learning other languages and the respecting of those known to our community but not actively taught within our school. Multilingualism is valued as an essential part of developing intercultural awareness and international-mindedness.

Language requires context for true meaning and function to be understood, therefore, at JIS we are committed to providing a range of purposes, situations and audiences for its development. At JIS, as an integral part of our commitment to the PYP, we plan for speaking, listening, reading, writing, viewing and presenting (media literacy) activities within our language programme.

At JIS we believe that development in language is best achieved by: *learning language, learning through language* and *learning about language*.



2.0- Scope and Sequence

Our Scope and Sequence uses the IB Scope and Sequence as its foundation and is collaboratively developed, using the best of international teaching and learning practice inherent in our multi-cultural staff. Our documentation provides guidelines for all our staff to follow as they plan and develop activities for their students. We believe the development of a Reception to P6 continuum is of paramount importance and that all students will be carefully monitored as they progress through our school. The JIS Scope and Sequence is used as a continuum to ensure differentiation within classrooms. Differentiation of learning and experience will be a key element of how we apply our scope and sequence documentation in order to truly offer a curriculum that is relevant, engaging, challenging and developmental for all our students.

3.0 - Additional Language Learning at JIS

All students at JIS will be offered regular learning experiences in either Japanese or Mandarin. These lessons will be taught by specialist, native speakers of Japanese and Mandarin. Entry to these lessons will be the choice of students and their families with the guidance of JIS staff. The school reserves the right to advise students on their final decisions in the interests of their whole learning profile, not just their linguistic development. Japanese and Mandarin lessons will be taught in collaboration with both the JIS POI (Programme of Inquiry) and as stand-alone instruction. We aim to integrate additional language learning whenever and wherever it is of benefit to the students, using conceptual understandings as a framework for instruction.

4.0- Learning Support

At JIS, we are fortunate to be able to offer learning support for students who will benefit from extra help. Learning support is given by specialist staff and trained assistants in collaboration with class teachers and the school's POI (Programme of Inquiry). The Student Support Coordinator is involved in collaborative planning in order to support differentiation within the classroom.

Learning Support offers full screening to ascertain students' level of need. Where possible, support will be offered in class, though depending on circumstances, individual and group pull out sessions may be preferred. Please refer to the inclusion policy for more details

5.0- Mother Tongue Support and Language Profiles

There is a huge diversity of languages within JIS which changes every year. Every year, language profiles of each class are shared on the main planning folder for access to all staff. Language profiles inform resourcing decisions and planning across the school. Students are encouraged to celebrate and share their home languages and culture. In our Programme of Inquiry, our Mandarin, Japanese and music classes, opportunities for students to investigate cultural influences and celebrate both diversity and human commonalities are explicitly provided.

Our school library learning centre provides a range of texts in languages other than English which are openly available for students to loan. This process continues as part of our funding priorities. We also continue to encourage members of the JIS community to offer story reading sessions, within the library, in their own languages.

Due to the huge diversity of languages within JIS it is acknowledged that specialist support may not be available for all students. It is the responsibility of the whole of the JIS community to support our language programme and if members of our parent body and wider community are able to support specific students, this is encouraged. At JIS we welcome adult volunteers to our classrooms and acknowledge that they may be an excellent resource for mother tongue support, in both formal and informal learning situations. As English is the language spoken by or known to all our students, it is our language of 'inclusion' – students are free to use any language within JIS but not at the exclusion of others. Language is used to communicate, not exclude. Translanguaging strategies are encouraged. For example:

Think, Pair, Share: Students think, talk to a partner in their home language. They share to the class in English.

Inquiry research: Students research using resources from home language. They share their learning in English

Collaborative writing: Students pool ideas in any language. They translate into English and collaboratively construct a text.

Storyboard: Students watch a story in their home language. Create a story board. Share the story in any language.

Translation: Students translate key words into their home language

(Adapted from IBO, 2017, *Translanguaging* with input from class observations)

We acknowledge the diversity and richness of experience that our students bring to our school and actively encourage families to continue the development of a high quality native language within their own home.

Research indicates that this is the best platform from which to learn high quality English.

Please refer to the Inclusion Policy for more information for students who have English as an additional language.

6.0 - Teaching Practices

6.1 - It is important that, as a PYP school, the process of inquiry is an integral part of how we teach language. It is imperative that we explore language within the range of experiences and contexts written into our scope and sequence documentation. All staff are expected to create a print rich environment, be a role model for best practice in the use of language and present a variety of texts and media which will allow for meaningful inquiry. Language must be created, appreciated, shared and critically analysed.

6.2 - Our students are entitled to a differentiated curriculum to best suit their needs. It is important that flexible grouping structures are adopted for all aspects of language instruction. It is our belief that a 'balanced' language programme would include but is not limited to exposure to and involvement with the following, regardless of the language:-

Reading aloud to children, modelled writing, shared reading, shared writing, guided reading, guided writing, independent reading, independent writing, explicit skills and strategies teaching (taught through purposeful inquiry), critical appraisal, open ended creativity and reflection/self-assessment, speaking and listening and a variety of media forms, games, rhymes, poems and stories, play.

6.3 – In the Early Years, student's language development is supported by the central features of early years learning: symbolic exploration and expression; learning spaces, relationships and play. Opportunities for imaginative and cooperative play, as well as a varied diet of stories, songs and rhymes enable students to: investigate sounds and patterns; explore; examine; question; predict and reflect

6.4 - We use Reading Recovery Guidelines and a range of differentiated texts to support reading. Groupings are flexible, accounting for different reading needs to be addressed. We use *Intensive Phonological Awareness* programme and *Get Reading Right* as resources for the introduction pre-reading skills and phonics. A multi-sensory approach is used and phonics instruction is differentiated according to the children's needs. Phonics instruction is applied to authentic reading situations. Letter formation skills are taught starting in Reception and are then further developed in other classes. Students are encouraged to develop a legible, cursive style of handwriting in English as they progress through the school. Refer to the Handwriting Policy for more details. The writing of characters is taught in Mandarin and Japanese lessons starting in P1 and P2. Spelling is taught through individualised and group programmes in all years, supported by word study inquiry and a variety of materials including 'Words Their Way.' The application of spelling into everyday writing and the understanding of how language works is the ultimate goal. For writing activities, we encourage a range of approaches and use the purposes to writing, adapted from First Steps as a framework. See JIS Language Scope and Sequence for more details.

7.0 - Assessment, Recording and Reporting

In order to provide the quality of language experience we aspire to, it is important that assessment practices form a key role in our planning for teaching and learning. Assessment should be both formative and summative and must involve both student and teacher. Pre- assessment guides learning and quality assessment tasks provide the feedback as to whether learning intentions have been achieved. The development of a whole school set of assessment tools is the responsibility of the JIS staff. These include, quality staff and student formulated rubrics, samples of work, internationally recognized standardised tests and the use of Reading Recovery levels as a starting point for reading.

7.1 - All students have an entitlement to accurate, regular assessment in language to help them fully develop their learning. It is important that they reflect on their own learning through self and peer assessment as well as through the feedback of their teachers. The use of criterion based rubrics will be encouraged to allow students to know what expectations are and how they can best be achieved.

7.2 - All staff are required to keep up to date, accurate records of the achievements of their students. These records will be shared with students and parents and will be an integral part of the transfer process of classes.

(Please refer to JIS Assessment Policy for more details.)

Professional Development

Staff at JIS are expected to contribute to the development of language teaching and learning. They will be offered workshops from I.B. and within school. They will be encouraged to share good practice with others and have the opportunity to learn from speakers brought into school. The school will provide a clearly identified set of priorities for development and will create opportunities for staff to learn and develop in these areas.

Implementation and review

The implementation of our language policy is the responsibility of the whole of the JIS community. The promotion of the policy is the responsibility of the school Principal and the PYP Coordinator. The Principal and PYP Coordinator shall also be responsible for the monitoring, development and review of this policy. The policy will be reviewed in line with school priorities identified by the JIS School Development Plan (published bi-annually).

JIS staff October 2007 (*revised October 2010, March 2014 and October 2019 in collaboration with JIS staff*)

Key Documents:

- Short, K.1999. *The search for 'balance' in a literature-rich curriculum*
- IBO, 2008. *Learning a language other than mother tongue in IB programmes*
- IBO, 2012. *Language and Learning in IB Programmes*
- IBO, 2018. *Language Scope and Sequence*
- IBO, 2018. *Principles into Practice*
- IBO, 2018. *Translanguaging*
- IBO, 2019. *How multilingual is my school – A self- audit tool*
- IBO, 2019. *Student language portraits*

Programme Standards and Practices 2014:

Standard A

4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community

7. The school places importance on language learning, including mother tongue, host country language and other languages

PYP requirements

a. The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language.

b. The school supports mother tongue and host country language learning.

Standard B2

6. The library/multimedia/resources play a central role in the implementation of the programme(s).

Standard C1

6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

7. Collaborative planning and reflection is informed by assessment of student work and learning.

8. Collaborative planning and reflection recognizes that all teachers are responsible for language development of students

Standard C3

7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

8. Teaching and learning demonstrates that all teachers are responsible for language development of students.

9. Teaching and learning uses a range and variety of strategies.

10. Teaching and learning differentiates instruction to meet students' learning needs and styles.

PYP requirement

a. The school provides for grouping and regrouping of students for a variety of learning purposes.

11. Teaching and learning incorporates a range of resources, including information technologies.

Standard C4

3. The school uses a range of strategies and tools to assess student learning.

. The school provides students with feedback to inform and improve their learning.

7. The school analyses assessment data to inform teaching and learning.

PYP requirement

a. The school ensures that students' knowledge and understanding are assessed prior to new learning.

8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work

Programme Standards and Practices 2020

Purpose

Purpose 3: The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

Purpose 3.1: The school ensures that the school community is aware of the IB learner profile and is committed to international-mindedness and its importance in embodying the IB mission. (0101-03-0100)

Environment

Leadership 4: The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)

Leadership 4.1: The school has systems and processes in place to document, share and store curriculum, policies and procedures that safeguard programme implementation. (0201-04-0100)

Leadership 5: The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)

Leadership 5.1: The school funds adequate resources to implement the programme(s) and meet programme requirements. (0201-05-0100)

PYP 1: The school allocates adequate resources to support collaborative planning amongst subject specialists and classroom teachers for transdisciplinary learning. (0201-05-0111)

Culture

Standard: Culture through policy implementation (0301)

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)

PYP 1: The school articulates and demonstrates that the PYP is accessible to interested students, regardless of learner variability. (0301-01-0311)

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

- PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)

Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Learning

Lifelong learners 1: Students actively develop thinking, research, communication, social and self-management skills. (0402-01)

Lifelong learners 6: Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)

Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Lifelong learners 7.1: The school provides opportunities for students to explore and develop their personal and cultural identities. (0402-07-0100)

Lifelong learners 7.2: The school community affirms individual student identity through learning and teaching. (0402-07-0200)

Lifelong learners 7.3: Students take opportunities to develop their language profiles. (0402-07-0300)

Approaches to teaching 1: Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)

Approaches to teaching 2: Teachers focus on conceptual understanding to support students in developing their ideas. (0403-02)

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Approaches to teaching 5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

Approaches to teaching 5.5: Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Appendix 1

Oral Communication (Speaking and Listening)

Strategies for Learning:

- Leaning language/ learning about language/ learning through language – see examples in Language Policy
- Circle time
- Show and Tell
- Discussion groups
- Collaborative group work
- Differentiated groups to fit with needs
- Literacy Circles
- Shared / guided reading
- Video / story tapes
- Jigsawing
- Barrier games
- Presentations
- Peer conferencing
- Reader's Theatre
- Choral reading
- Thinking routines ie 'Think, Pair Share, 'What makes you say that'
- Reading aloud
- Stop, talk, report back
- Re-telling
- Drama – including improvisation
- Interviews
- "Explain your brain" activities
- Listening centres
- Puppets and theatre
- Role play centre
- Debating sessions
- Field trips and excursions
- Sound cues
- Q &A Sessions

Assessment strategies that we can use:

- Presentation rubrics – for self and teacher assessment
- Anecdotal notes
- Conferencing
- Evidence of understanding and ability to follow instructions
- Become an expert – game - share

Appendix 2

Written Communication (Reading)

Strategies for Learning:

- Leaning language/ learning about language/ learning through language – see examples in Language Policy
- Phonological awareness programme
- Phonics – songs
- Phonics – actions
- Phonics – letter formation
- Blending – games
- Blending – transition activities
- Sight word recognition – flash cards, games
- Shared reading – IWB
- Shared reading – Big Books – repetitive and predictive texts
- Shared reading – modeled reading, (pointing as you read)
- Guided Reading – grouped according to reading needs
- Guided Reading – picture clues, links to text
- Paired reading
- Inquiry studies
- Guided Reading – use of sounds
- Guided Reading- context clues
- Guided Reading – comprehension; story sequencing, beginning, middle, end, character profiles, who / what / when / where?
- Reading strategies: accessing prior knowledge; questioning, visualizing, inferring, synthesising
- Plot diagrams / drawings
- Sequencing of events
- Summarising

Mandarin and Japanese:

- Picture and character association
- Games
- Phonics – Japanese
- Differentiated groupings
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Assessment strategies that we can use

- Sound / letter recognition assessment
- Mandarin / Japanese - differentiated groupings
- Annotated observations
- Benchmark assessments
- Self/ peer/ teacher conferencing
- Reading goals

Resources that we use include:

- Intensive Phonological Awareness
- Get Reading Right
- Guided leveled readers (assorted from language room)
- Benchmark assessment kits
- Unit of Inquiry differentiated readers (eg. National Geographic)

Appendix 3

Written Communication (Writing)

Strategies for Learning:

At JIS, we use First Steps to support inquiries into different purposes of writing. Please see blue language folder for resources

- **Shared writing, Guided writing, Individual, paired, group opportunities for writing**
- **Exposure to writing in a variety of forms**
- **Modelling – use of resources eg, Sue Palmer materials**
- **Mark making**
- **Scribing – giving the oral word, written form**
- **Scaffolding**
- **Pre-writing skills – letter formation, mini whiteboards**
- **Handwriting practice – trace etc.**
- **Drawing, labeling**
- **Close procedure of text**
- **Reconstruction of text – exploration of spelling, grammar, writer’s style**
- **Spelling word sorts, ‘have a go’, magnetic letters, bingo**
- **Word study inquiry**
- **Individualized spelling lists**

Assessment strategies that we can use:

- **Reflection, group, peer, self**
- **Assessment rubric for group, self**
- **Drafting, editing, conferencing**
- **JIS sample exemplars of standards and expectations**
- **Goal setting and follow up**
- **Words Their Way – assessment resources**
- **First Steps Writing Continuum is now embedded in our Scope and Sequence**

Appendix 4

Visual Communication (Viewing and Presenting)

Strategies for Learning:

- **Presenting in a variety of ways – colour, shape, 2D / 3D**
- **Presenting in a variety of ways to pair, group, class, whole school**
- **Exposure to a variety of print, illustrations and visual text**
- **Use of digital media – computers, cd players, DVD, audiobooks, websites etc.**
- **Compare and contrast a variety of media**
- **Use of school library**
- **Integration of a variety of disciplines and art forms**
- **Use of drama, eg. improvisation**
- **Use of body language and its role, importance in the process of presenting, eg powerpoint,**
- **Responsible viewing – looking at website and advertising**
- **Discriminating between fact and opinion – the power of persuasion**
- **Validity of information – skim and scan, relevancy**
- **Excursions**
- **Active listening to music**

