



Language Policy

GPES Language Context

1. English is the primary language of instruction in the British Primary and Secondary streams.
2. German is the language of instruction in the German Classes.
3. French is the language of instruction in the French Classes.
4. Spanish is the language of instruction in the Spanish Classes.
5. Arabic is the language of our host country.
6. Languages other than English and Dutch are spoken at home by the majority of GPES students.

GPES Language Philosophy

7. Language is central to learning and is critical to communication.
8. Language constructs meaning and deepens understanding.
9. Language is important to create and demonstrate cultural identity and intercultural understanding, promoting peace and open-mindedness.
10. Authentic language learning is critical to developing lifelong learners.
11. All teachers, support staff and members of the community are teachers of language.
12. Students with a strong foundation in one language will be able to access other languages more successfully.
13. We encourage our community to maintain their home language(s) whilst engaging with the language(s) of instruction (English, French, German, Spanish) and that of our host country (Arabic).
14. We encourage our community to feel a sense of pride in their language skills and home culture.
15. Learning additional languages is seen as highly beneficial for cognitive development and will develop globally-minded individuals who have an experience of different cultures and can communicate in an appropriate manner.
16. Learning Arabic is strongly encouraged. Learners of English as an additional language are provided support at each level of education, including for members of staff.
17. We encourage additive bilingualism and discourage subtractive bilingualism.
18. Parents are involved in workshops aimed at supporting their involvement with their children's development their home language(s).
19. The common language of communication in GPES is English, but students are encouraged to use their home language(s) where appropriate, inclusive and academically/socially beneficial





Principles of Language Learning [From Principles to Practice]

20. Successful language acquisition is based on a student's deep understanding of their home language(s).
21. Language instruction is to be included in all aspects of the curriculum.
22. Learning is best achieved when students are actively involved in speaking and listening, viewing and presenting, reading and writing.
23. Language learning is most successful in an authentic context using meaningful and engaging language tasks.
24. Teachers should be encouraged to model multilingual communication skills where possible.
25. Teachers should encourage students to access their home languages, particularly when conceptual understanding is needed.
26. Where practical, teachers will differentiate tasks and expectations to suit students' language levels and experience - an understanding of students' home languages will enable feedback on language to be more targeted and successful.
27. Where the conventions of communication are unique in a given subject, the appropriate scaffolding must be in place to encourage students to succeed.
28. Some students will need to be supported in their language learning, including in their home language(s). Appropriate support will be provided where possible. Additional costs may be incurred.
29. Teachers will explicitly teach their subject's vocabulary and provide a variety of learning opportunities for subject-specific vocabulary.
30. Students will be encouraged to discuss their school experiences with their family members in their home language(s).
31. It may be necessary to provide some EAL students with specialist assistance to support English language learning, instead of other subjects.





Language Provision

Primary

GPES offers a range of language opportunities that are linked to their programme of inquiry. Students can progress in their language learning year on year, with more opportunities to expand offered in later primary years.

Secondary

In secondary, students are able to continue with their languages from primary school. The choice also increases, as more languages are offered as students approach exam level at IGCSE.

Home Language(s)

The school follows overwhelming research that the maintenance and development of a student's home language is essential for their subsequent linguistic and academic development; the school will endeavor to support home language provision where feasible. In Primary school, we offer students opportunities to use their home language with other students in and outside their year group. The aim is for students to develop Cognitive Academic Language Proficiency in Arabic language, to allow students to be able to communicate and learn on a par with their peers.

Oxford or Edexcel or Cambridge IGCSE (or GCSE where IGCSE is not available) will be offered to KS3 and KS4 students in Arabic language, either as a first or second language.

| Policy Details | |
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