



LANGUAGE POLICY

COVERING BOTH SCHOOLS INCLUDING EYFS AND BOARDING

Governors' Committee normally reviewing:	Academic Committee
Date last formally approved by the Governors :	Summer 2016
Date policy became effective :	Summer 2016

Period of Review:	3 years
Next Review Date :	Summer 2019
Previous Reviews:	Summer 2016, Interim Autumn 2016

Person responsible for implementation and monitoring :	Assistant Head
Other relevant policies :	English as an Additional Language Policy (EAL), Learning and Teaching Policy, Curriculum Policy, International and Integration Policy

Aims & Ethos

The following policy covers both schools and encompasses both the ethos of the

Preparatory School

[Aims & Ethos of the School](#) Click here

Mr Simon James
Head, Preparatory School

and the

Senior School

[Aims of the School](#) Click here
[Ethos of the School](#) Click here

Mr Chris Townsend
Head, Senior School

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of differences in ethnic background, culture, language, religion, sexual orientation, gender and disabilities, so long as in the last matter the student is able to involve himself or herself in the activity concerned; equally these differences will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

FELSTED LANGUAGE POLICY

1. CORE PRINCIPLES

Felsted aims to foster in all its students throughout both schools, a love of language and an appreciation of our place in a global community.

This document sets out the language policy and provision for mother tongue language support (Language A) and second language teaching (Language B and Language Ab Initio) at Felsted School. As an IB World School our policy is informed by the requirements and philosophy of the IB Diploma, but as this permeates the whole school, this document covers language provision from Stewart House through to the Sixth Form. We believe that:

- All teachers are language teachers and have a responsibility to promote literacy
- Language is a primary means of communicating and learning
- The acquisition of language is a life-long process and is a central component of personal growth
- Language is an expression of culture and must be valued as an integral part of a student's identity
- Language learning promotes international mindedness and multicultural understanding
- Teachers must be aware of and cater for the differentiated needs of their students with regard to the rate of language acquisition.
- Proficiency learnt in one language is transferable to other languages, and language proficiency aids the acquisition of competencies in other curricular areas.
- Literacy and communication are key to developing self-confidence and raising aspiration in all pupils.

2. AIMS

Based on the principles above, all Felsted staff, pupils and parents work to:

- Enable students to learn and use language effectively, appropriately, accurately, and confidently
- Develop students' powers of oral and written communication
- Enable students to develop and use language skills in a variety of contexts and purposes
- Promote the appreciation, understanding, and analysis of literature
- Encourage students to explore language as a means to understand the differing perspectives of people from other cultures
- Develop students' awareness of the role of language in other areas of the curriculum and to other ways of knowing (TOK)
- Provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature
- Broaden the range and complexity of language and expression.

3. LANGUAGE PROFILE AND SCHOOL CONTEXT

Of the 515 pupils in the Prep School around 1% are classed as 'international students' for whom English is not their first language and their parents live abroad. We also have bilingual pupils in the school for whom English may or may not be the language spoken at home. Currently 7% of pupils in the Prep School are identified as bilingual.

Of the 540 students in the Senior School, around 16% are classed as 'international students' for whom English is not their first language. This number is greater in the Sixth Form, where it is 27%, due to the provision of the International Baccalaureate. Even within the IBDP, English is the principal language of instruction and students are encouraged to communicate in English wherever possible and are obliged to do so in class (apart from in other language lessons).

3.1 Preparatory School

Through a variety of linguistic experiences, such as listening, speaking, reading and writing, pupils are encouraged to develop their linguistic skills. The majority of classrooms display posters on basic linguistic skills and seek to reinforce these when the opportunity arises. The School teaches linguistic skills formally through English, Modern Foreign Languages and Latin lessons. Unless there is a specific learning need that would inhibit their progress Spanish is taught from Reception to Year 8, with a choice of French and German offered in Years 7 and 8. Latin is offered in Years 7 and 8 to pupils in Sets 1 and 2. Extra support for English is offered throughout the School where necessary. Citizenship and Language in Communication (CLIC) and Classical Language and Civilisation (CLAC) are offered to those pupils in Years 7 and 8 who are unsuited to studying two Modern Foreign Languages and who would benefit from further study of English.

3.2 Y9-Y11

All pupils study English to GCSE level, taking both English Language and English Literature IGCSE. Unless there is a specific learning need that would inhibit their progress, all pupils take at least one Modern Foreign Language (French, Spanish or German) throughout Y9 and for GCSE. In addition to this, Classical Languages are available at GCSE (Latin on the timetable and Greek off the timetable) and pupils are supported in taking a GCSE in their mother tongue language should they wish to do so.

3.3 Sixth Form

There are two courses of study available in the Sixth Form: A Level and IB.

Should pupils choose to take A Levels, the following languages are available (depending on uptake): French, German, Spanish and Latin. Furthermore, pupils also have the option to take an A Level in their native language, either at the School or arranged at another centre.

Within the IB Diploma Programme, the following languages are available (depending on uptake):

Language A	Language B	Ab initio (SL only)
English Lang and Literature German Literature Italian Literature Self-Study Language (SL only)	English (HL only) German French Spanish Latin	Spanish Italian

Furthermore, should there be sufficient demand for it, the School would introduce Mandarin.

4. PROVISION OF NATIVE LANGUAGE GCSES/A LEVELS

It is important to differentiate between students taking a GCSE/A Level in their native language outside the curriculum and those students wishing to sit a GCSE/A Level prematurely for other reasons (such as having lived in that country or having a parent who is a native speaker).

4.1 Native language exams (extra-curriculum)

We can act as an exam centre for any student wishing to take an exam in their native language where this is possible (for example, it should be noted that Russian A Level orals cannot be conducted at Felsted, but an exam centre in London can be arranged and transport can be organised). They should take advice from the EAL co-ordinator about the appropriate level of exam for them. The EAL co-ordinator will also be able to provide students with the exam specification and guide them through the rubric. Requests (for the June exam session) must be made to the EAL co-ordinator by the start of the October half term, who will collate the information and pass on to the Academic Office for agreement. This list will then be passed on to the Head of Languages so that they can be entered for their exams and any special arrangements organised (as agreed between the Head of Languages and the EAL co-ordinator): this may include organising a native speaker to conduct the oral exam either at the school or at a local centre. If pupils are taking exams in languages taught on the curriculum (French, Spanish, German, Italian), it is the pupils' responsibility to contact the head of that language in the first week after the October half term to arrange times for any language orals/coursework. Extra support/tuition can only be offered if there is the expertise and capacity within the department. If we are unable to offer extra support, it is the responsibility of the parent/guardian to organise any further tuition required.

4.2 Accelerated/other language exams (intra-curriculum)

We do not customarily recommend that pupils, when learning a language within the curriculum, take the exam early. All requests should be passed on to the Academic Office. If parents request this, it must be made clear that any extra support/tuition is dependent on capacity within the department and cannot be guaranteed year-on-year. Furthermore, if a pupil takes a GCSE at the end of Y10, there is no provision for them to start the A Level course in

Y11. In this situation, the pupil would be provided with suitable challenge material to work on in lessons.

5. INTEGRATION OF INTERNATIONAL STUDENTS

5.1 Preparatory School

Felsted Preparatory School aims to make all pupils of all cultures welcome. It seeks to be international through understanding different cultures and integrating pupils from different countries into the School by giving them opportunities to learn English and express themselves.

For Young Felstedians who do not have English as a first language, Felsted aims to:

- a) deliver a first class boarding experience together with a full weekend activity and relaxation programme or day experience
- b) provide appropriate and expert teaching for students for whom English is not the first language. International pupils can take the PET examination in Years 7 or 8 at an additional charge.
- c) provide opportunities to speak in pairs or small groups, to get to know each other through a buddy system, speak with the teacher or make brief presentations (often using defined vocabulary or to a defined task) with view to building as much fluency as possible as quickly as possible
- d) encourage listening - as much of this as possible, with simple comprehension or vocabulary acquisition goals
- e) promote reading - with simple comprehension or vocabulary acquisition goals
- f) develop writing - to know how to write connectives, adjectives, adverbs, a variety of tenses and time expressions, negatives and questions, a variety of vocabulary and pronouns. To provide a dictionary and other means of translation.

5.2 Senior School

New international students are encouraged to attend the LEAP (Learning English for Academic Purposes) course before the start of the Autumn Term, during which all pupils are encouraged to communicate in English as a common language. All staff on the LEAP course are native speakers and lessons and activities are all in English.

Once they have joined the School, they are encouraged to participate widely in all school events, especially social and co-curricular activities (e.g. sport, music, drama, MUN) that will allow them to integrate more fully into the School community. There is an expectation that pupils will communicate in English during lessons (apart from other language lessons) and around the School site.