

LANGUAGE POLICY

COVERING BOTH SCHOOLS INCLUDING EYFS AND BOARDING

Committee normally reviewing:	Senior Leadership Team (Including Prep School Head)
Date last formally approved :	Summer 2022
Date policy became effective :	Summer 2016

Period of Review:	3 Years
Next Review Date :	Summer 2025
Previous Reviews:	Summer 2016, Interim Autumn 2016

Person responsible for implementation and monitoring :	Assistant Head (Senior) Director of Learning (Prep)
Other relevant policies :	<ul style="list-style-type: none"> ● English as an Additional Language Policy (EAL) ● Learning and Teaching Policy - Both Schools ● Curriculum Policy - Both Schools ● International and Integration Policy - Prep School

The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

[Aims and Ethos](#)

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 their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics 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 sense of identity, and an appreciation of our place in a global community. Felsted values the principles and aims of global education, and sees the role of language learning in enabling students to be internationally minded citizens with the necessary competencies for global citizenship.

This document sets out the language policy and provision for L1 language and for L2 language learning 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 heritage and culture and must be valued as an integral part of a student's identity that continues to develop throughout their time at school
- Language learning promotes international mindedness and multicultural understanding, as well as facilitating nuanced thinking and appreciation of alternative ways of seeing the world
- 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 in all subjects, and is not limited to curriculum areas specifically aimed at language acquisition.

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 and to evaluate language within the context of its original development, as well to explore, analyse and evaluate language given changing contexts and views of acceptable language forms
- 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
- Celebrate diversity through opportunities to share linguistic commonalities and differences

3. LANGUAGE PROFILE AND SCHOOL CONTEXT

Of the approximately 500 pupils in the Prep School a small number 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.

Of the approximately 550 students in the Senior School, around 16-20% are classed as 'international students' for whom English is not their first language. This proportion is greater in the Sixth Form 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 the higher streams. Extra support for English is offered throughout the School where necessary. Pupils In Year 7 and 8 may opt for Journalism & Media and Extra English rather than an additional second language.

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 but potentially two Modern Foreign Languages (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). Mandarin is also offered through private lessons.

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, Italian and Latin. Furthermore, pupils also have the option to take an A Level in Language 1, 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

4. PROVISION OF SUPPORT FOR FIRST LANGUAGES WHERE THIS IS NOT ENGLISH

As a school that encourages continued language learning, and recognises the value and contribution of students and teachers whose first language is not English, the school enables students to continue to engage formally with L1 languages in a variety of ways. Similarly, students seeking to continue to study L2 languages not offered within the main curriculum, Felsted seeks to support ongoing learning and examination wherever possible and where this is seen by students, families and staff as beneficial. Felsted recognises the skills and characteristics of students that are engaging with language learning in this way, and supports them through the 'Multilinguals' programme overseen by the Head of MFL supported also by the work of EAL teaching.

4.1 Non-English L1 language exams (extra-curriculum)

We can act as an exam centre for any student wishing to take an exam in their ~~native~~ L1 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 usually be arranged and transport can be organised).

4.2 Teaching support for L1 or L2 Language Learning beyond the main curriculum

Felsted aims to support pupils who wish to extend their language learning beyond the main curriculum. Opportunities include language learning as part of the Duke of Edinburgh programme, extra-curricular Mandarin lessons, Masterclasses for GCSE pupils who are excelling in lessons, the Language Café and taster lessons as part of the Internationalism Activities.

Some pupils may seek to work with private tutors. Where this is the case, arrangements can be facilitated by the school, but families may also prefer to establish or extend pre-existing language-learning arrangements made directly.

Tuition may take place online. The school recognises that whilst there are many advantages to online tuition, there is a safeguarding risk for online working that students and families are also asked to consider, and take steps to ensure that risks are suitably mitigated (please see separate Private Tutoring guidance).

Felsted teachers may in some circumstances be able to act as a private tutor to support students undertaking this type of examination. However, Felsted teachers can only act in this capacity if:

- They are willing to do so in addition to the main responsibilities to the school
- Have followed the Private Tutoring arrangements procedures & guidance

4.3 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 develop communication skills and creatively express themselves.

For Young Felstedians who do not speak 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 course before the start of the Autumn Term, during which all pupils are encouraged to share experiences, forge new friendships and gain confidence before the start of term. The LEAP staff are mindful of each pupil's experience and are there to support them in having the most beneficial start to their time at Felsted. As part of the LEAP programme, pupils meet with a number of key staff, including the HEAD of EAL, who will discuss their individual interests, skills and areas for development, which is then shared with key staff including the Academic Office and HMs.

Following LEAP, there is an Induction period particular for all year 9 and L6 pupils overseen by the Academic Office, as well as House Inductions for all new pupils, especially those joining in year 10. The focus for L6 Induction is to promote integration and enable pupils to build friendships, as well as to understand school expectations and aspirations.

Once pupils have joined the School, they are encouraged to participate widely in 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. Houses identify students to act as internationalism Representatives, who are able to share questions from pupils with prefects and school leaders, and in turn are able to explain school rules, decisions and approaches to pupils in the House. Internationalism Reps work with the Internationalism Coordinator to promote the values and ethos of Internationalism, and global education.