



Language Policy

At Acorns, we believe in learning the language, learning through language and learning about language. Our commitment to successful language learning and acquisition is enshrined in our Acorns Core Value Pluralist; Genuinely embraces an international mindset by showing respect and tolerance towards all cultures, languages, and traditions, through engagement in the world's rich diversity, while valuing our own identity, languages and beliefs.

Inspiring & Empowering

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Acorns Vision

To inspire and empower each other to achieve our personal best.

Acorns Mission

To build an accessible, inclusive learning community of global citizens that pursues academic excellence in a holistic, inquiry-based environment that develops lifelong learners with the attributes to shape a better and more peaceful world.

Acorns Core Values



IB Learner Profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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“IB learner profile”

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Language Policy

1 Purpose

Acorns International School's philosophy of language is that the teaching of language has a crucial role to play in equipping learners with the communication skills they need to become effective learners and global citizens. We believe that our language curriculum reflects the benefits of our community's cultural and linguistic diversity. Every learner at Acorns is entitled to an experience of language learning that supports their development in all areas of education. In line with IB philosophy, our goals remain to learn the language, learn about language and learn through language.

2 Scope

The Acorns International School Language Policy applies to all aspects of language learning and usage across the school, ensuring a comprehensive, inclusive, and multilingual approach to education. It aligns with IB philosophy and supports students in developing strong linguistic skills, fostering cultural appreciation, and achieving academic success.

This policy applies to:

- All students enrolled at Acorns from the Early Years Programme (EYP) to the Diploma Programme (DP).
- All teachers, as language is integrated across all subjects and disciplines.
- Family members as they play a vital role in supporting students' language development.
- School administration and support staff who contribute to the linguistic environment of the school.
- The wider Acorns community, including volunteers and external partners who engage in language-related activities.

3 Definitions

Family Language(s)

- The languages the students speak or are exposed to in different surroundings, such as within their home, family, or culture. other than the language of instruction at school. These are the languages a student speaks or hears at home, with family, or in their culture, besides the language used at school. A student may have a "home" language (spoken daily) and a "family" language (used with relatives). Keeping these languages strong helps with thinking skills and cultural identity.

Multilingualism

- The ability to use more than one language in different situations. It helps with thinking skills, cultural awareness, and communication. Each language may be used at different levels depending on the student's experiences.

Translanguaging

- When students use all the languages they know to understand, communicate, and learn. It values and connects their languages, making learning richer and more meaningful.

Access arrangements

- Access arrangements are special accommodations provided to support students with diverse learning needs, disabilities, or temporary medical conditions. These arrangements ensure that all students have a fair opportunity to demonstrate their knowledge and skills

under equitable conditions without changing the assessment's standard. Examples include extra time, assistive technology, modified papers, or a separate testing environment. When assessments are external, access arrangements must be applied for and granted ahead of time.

MAP Assessments

- Measures of Academic Progress (MAP) assessments are computer-adaptive tests developed by NWEA to measure a student's academic growth in subjects like reading, math, and language usage. These tests adjust in difficulty based on student responses, providing a personalised assessment experience. MAP results help teachers track progress, identify learning needs, and tailor instruction to support each student's development.

English Language Learners(ELLs)

- A student, whose first language is not English and who is learning to speak, read, write, and understand the English language. As they are in the process of acquiring proficiency in English, and may require specialised instruction and support to succeed academically within an English-based learning environment..

4 English: The Language of Instruction and Official Communications

As an international school, Acorns uses English as the primary language of instruction because it is the most common language spoken among our diverse community.

At Acorns, we support English language development in a meaningful and integrated way. Wherever possible, English is taught through transdisciplinary learning, connecting language skills with the concepts students explore in their Units of Inquiry. This approach helps students learn English in real-world contexts while deepening their understanding of academic content.

Through our English programme, students build their speaking, listening, reading, and writing skills, allowing them to express ideas clearly, think creatively, and collaborate effectively with others. English language learning at Acorns is not just about acquiring vocabulary—it's about empowering students to be confident, thoughtful communicators in both local and international settings.

For communications and publishing, Acorns uses standard British English.

5 Family Language

Due to the wide range of cultures and family languages spoken, we wish to be able to honour these languages even though they are not the language of instruction. That is why the school obtains information about a student's language experiences in the admissions application forms and keeps track of the range of languages that are represented amongst the student population.

We believe that these family languages should be developed for the following reasons:

- Knowing their Family Language helps the child build personal, social and cultural identity.
- English language learners learn English more quickly and effectively using progressive formalisation from their family language
- Some students will eventually go back to their country of origin and therefore need to develop their proficiency in their Family Language.

- To keep family unity and not alienate the child, the student should continue to learn their Family Language.

Whole School Practices

- We have dedicated a section in our library to Family languages. Students can check out books from their Family Language, or another language, to further explore language and culture.
- Family Languages are also represented in various school events during the calendar year to promote the unity between the cultures represented at school as well as promote appreciation for each student's individual Family Language and lingual proficiencies. Some calendared events which promote family languages include:
 - o Family Language Day
 - o Francophonie Day
 - o Celebration of Learning
 - o Global Village

Primary Family Language Lessons

In the IB PYP programme, we offer Family Language classes to all our students to develop and maintain the students' proficiency in their Family Language. Parents, teachers and any other volunteers who have mastered the Family Language lead these lessons. These classes focus on strengthening both spoken and written skills, aiming to refine and develop existing language abilities rather than teach new ones. When a new family joins, their child is enrolled in a Family Language class corresponding to the language information on the admissions form. If the student's Family Language is not among those currently offered, or the student's only listed language is English, the child will join a Reading class. Family Language classes are integrated into the school timetable and take place twice a month.

Secondary Family Language Practices

In the Secondary, teachers use English and students' family languages to enhance comprehension and engagement. Multilingual practices ensure that students can connect new English concepts with their existing Family Language knowledge, strengthening overall understanding. Translanguaging in the MYP classrooms involves allowing students to use their entire linguistic repertoire—combining English and their Family Language—to express themselves and understand complex ideas. For students fluent in a Family Language other than English.

In the IBDP at Acorns:

- Each subject area has scheduled Family Language integration in at least one unit in each year of the taught programme.
- In the Community Project and Personal Project students may draw on Family Languages as a resource.

English Language Learners(ELLs)

Our student population is very diverse and consists of native English speakers as well as English Language Learners (ELLs). To provide the best educational services for these students, we have provided various methods of support to support their transition to an English-based school. The following methods are used to ensure successful inclusion into Acorns:

- An initial MAP Reading assessment upon enrolment in the school to gauge the level of reading proficiency.
- Tools like EF SET(Secondary only) and MAP tests during the admission process are used to evaluate the reading, language usage, and proficiency levels of incoming students.
- Referral to Learner Support Services for tier support. Including Language Enrichment Lessons to develop areas that need improvement. See the Enrichment and Inclusion Policy for more details.
- Special provisions in the classroom depend on the particular needs of the student (e.g. reading assistance, differentiated learning objectives, etc.).
- Direct involvement with the parents to provide links between what is being taught at school and what is happening at home.

6 Language Acquisition

As a commitment to IB philosophy and the school value of multilingualism, Acorns provides opportunities for its students to acquire other languages.

Planning Language Learning

Every learning experience is a literacy experience; we speak, listen, read, and write through language. Every aspect of our lives is enhanced by our ability to communicate through language. Each curriculum area has its specialised language, e.g. investigations of a scientific or mathematical kind give opportunities for speaking and listening through discussion, planning, making suggestions, asking questions and reporting results. There are specific formats of reading and writing e.g. non-chronological reports, explanations and instructions. Every subject within the curriculum contains opportunities for speaking and listening, reading and writing.

Approaches to Teaching Language

To enable access to the whole curriculum for every student, to cater for the variety of learning styles within each class, and to ensure progression and reinforcement of skills and concepts throughout the year groups, we employ a variety of teaching styles.

- Literacy is a basic skill and is key to creativity, imagination and critical thinking. We want our students to find learning exciting, compelling and intrinsically worthwhile. Therefore, we use a variety of interactive teaching and learning techniques so that students can respond successfully to their learning.
- We plan activities where students:
 - o integrate prior and new knowledge
 - o acquire and use a range of learning skills
 - o solve problems individually and in groups
 - o think carefully about their successes and failures
 - o evaluate conflicting evidence and think critically
 - o accept that learning involves uncertainty and difficulty
- We use questions as a tool for learning. Effective questioning shows how learning evolves. Appropriately designed questions lead students from unsorted knowledge to understanding, teaching students how to use them for effective learning.
- We use a wide variety of materials to enable every student to access the planned learning experience and to achieve the planned teaching and learning objectives.

- We give students the opportunity to work in a variety of ways - whole class, groups (of differing sizes and composition), as pairs and individuals, according to their needs, the nature of the activity and the learning objectives.
- We build students' confidence and self-esteem and enable them to become effective language users by:
 - o Sharing teaching and learning objectives and clarifying expected outcomes in a language that students can understand.
 - o Teaching students to be reflective, thinkers, inquiries.
 - o Encouraging students to learn from and support one another, and to realise that they do not all have to be at the same level or arrive at the same point at the same time. There are many routes to the same destination, positive and constructive oral and/or written feedback.

EYP Language and Literature and Language Acquisition

Language acquisition plays a key role in the Early Years Programme. Developing a language-rich environment where students express themselves through English and family languages, gestures, symbolic representation, and communication is the backbone of early language learning.

Language learning is integrated into play, music, and storytelling, supporting both receptive and expressive language skills. Daily routines and social interactions are used as natural language-learning opportunities, with an emphasis on using different ways to communicate, such as gestures, sounds, songs, and words, to support emergent language and literacy.

In addition to English as the primary language of instruction, French is introduced through music and games.

PYP Language and Literature and Language Acquisition

In the PYP, language and literature programmes nurture a love for reading, writing, speaking, and listening while fostering critical thinking and global understanding.

Students develop proficiency in English while also exploring additional languages, including French and Kiswahili, to enhance their multilingual abilities. Through inquiry-based learning, cultural appreciation, and real-world connections, we empower students to become confident communicators in a diverse and interconnected world. Additionally, Language is taught in a transdisciplinary manner, integrating with other subjects on the timetable. This approach not only enhances students' understanding but also underscores its importance across the curriculum.

MYP Language and Literature and Language Acquisition

All students in the MYP programme must take Language and Literature in English. Students who score in the lowest range on the standardised MAP assessment will be observed by LSS and may be withdrawn from Kiswahili to take small-group enrichment sessions to work on their English skills. MYP offers French, Spanish, and Kiswahili in the language acquisition group.

MYP Language Acquisition Phases

MYP offers a proficiency-based approach to language learning taught in six phases so that the complexity and range of language experiences that students bring to their MYP classroom are acknowledged and fostered.

We acknowledge that the students we teach come from varied backgrounds with varied language experiences. For example, MYP students may have exited from our PYP with a number of years of French or Kiswahili learning, while other students coming from other schools may have completed a different language acquisition programme. Conversely, students may have no prior knowledge or experience of the language to be studied in the MYP (IB MYP Language Acquisition Guide, September 2014).

Upon entering the MYP programme, students select a language to study and continue studying it until completion of MYP 3. Currently, language acquisition instruction is offered in French, Spanish, and Kiswahili - French and Spanish as the global languages, and Kiswahili as the national/regional language. Upon completion of MYP2, the students can choose either Spanish or French to continue in MYP4 and MYP5. Spanish is offered as part of a language carousel in MYP1 and MYP2.

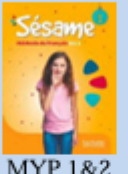
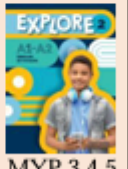
As explained in the IB MYP Language Acquisition Guide (International Baccalaureate Organization, 2020) planning, teaching, and language acquisition skills are mapped on continuums to show clear expectations for each phase. French is taught according to Phases in MYP. Students develop the ability to communicate appropriately and effectively in an increasing range of social, cultural, and academic contexts, and for an increasing variety of audiences and purposes.

This is demonstrated by:

- The variety and sophistication of vocabulary and structures used.
- The scope of situations in which the language is used.
- The increasing length of text spoken, read, and written.
- The increasing complexity of text spoken, viewed, read, and written.
- The increasing variety of forms of both fiction and non-fiction texts interacted with..

As students develop their understanding, increasing expectations are set. Further detail is provided below in the MYP Language Acquisition Global Proficiency Table(below). The table provides six holistic statements describing a student's achievement against the course objectives along the continuum from an emergent communicator to a capable communicator to a proficient communicator. The characteristics of a communicator in each phase are explained as to what the students should be able to do by the end of the phase.

MYP Language Acquisition Global Proficiency Table

	AIS Phases	Corresponding CEFR Level and books	Criterion A	Criterion B	Criterion C	Criterion D
EMERGENT	Phase 1	A1.1	Students can understand simple phrases, familiar words, and very basic information when spoken slowly and clearly.	Students can understand basic words and phrases, such as signs and simple instructions.	Students can introduce themselves and use simple greetings and questions. Pronunciation may be unclear.	Students can write simple words and phrases, such as personal information (name, age, etc.).
		 MYP 1&2  MYP 3&4				
	Phase 2	A1  MYP 1&2  MYP 3,4,5	Students can understand very simple sentences related to familiar topics (e.g., family, shopping).	Students can read short, simple texts and extract basic information.	Students can engage in simple conversations on familiar topics, though with limited vocabulary.	Students can write short texts, such as postcards or simple descriptions, using basic sentence structures.
CAPABLE	Phase 3	A2  MYP 3	Students can understand main ideas in short conversations on familiar topics (e.g., hobbies, school).	Students can read simple texts like emails, and articles related to everyday life.	Students can participate in simple exchanges and describe events in the present tense.	Students can write paragraphs about personal experiences or familiar topics with basic coherence.
		B1.1  MYP 5				
	Phase 4	B1-B2	Students can follow more complex conversations and discussions, especially if the topic is familiar.	Students can understand texts that describe events, feelings, and wishes.	Students can interact with a degree of fluency, narrate stories, and explain viewpoints.	Students can write detailed texts expressing opinions and describing events or experiences.

DP Language and Literature and Language Acquisition

DP offers both Language B and Language ab Initio Language Acquisition courses aimed at equipping students with essential communication skills and intercultural understanding, enabling them to interact effectively in environments where the target language is spoken.

Language B is intended for students with some prior experience in the target language. Through the study of language, themes, and texts, students enhance their communication skills while also developing a deeper conceptual understanding of how language functions, in alignment with the course level.

Language ab initio, on the other hand, is designed for students with little to no previous exposure to the target language and is only offered at the Standard Level (SL). This course focuses on developing students' receptive, productive, and interactive communication skills, allowing them to engage in both familiar and unfamiliar contexts using the target language.

Currently, Acorns Language Acquisition in French (French B and French ab Initio) and Spanish ab Initio.

Placement of DP Students in Language Acquisition Courses

Please note this adapted from MYP Language Acquisition Guide, (International Baccalaureate Organization [IBO], 2020)

MYP		DP
Emergent	Phase 1	Ab initio
	Phase 2	Ab initio (in rare cases) Language B SL
Capable	Phase 3	Language B SL
	Phase 4	Language B SL/HL
Proficient	Phase 5	Language B SL /HL Language A: literature SL Language A: language and literature SL Literature and Performance SL
	Phase 6	Language A: literature SL/HL Language A: language and literature SL/HL Literature and Performance SL

7 Identification of Language Acquisition Phases

In PYP, student achievement data is systematically collected through the MAP reports and formative assessments. These are used to guide the distribution of phases in language teaching and address learning needs by analysing performance across various assessments. By regularly tracking progress through assessments, teachers adjust their teaching strategies, ensuring that all students receive the necessary support and challenges to meet their individual learning needs.

In MYP, Student achievement data is systematically utilised in language teaching to guide the distribution of phases and address diverse learning needs by:

- **Phase Grouping:** Data from assessments (e.g., reading levels, writing samples) informs placement in appropriate language phases, ensuring targeted instruction for varying skill levels.
- **Instructional Planning:** Teachers analyse data to identify trends, such as common skill gaps or areas of strength, and adjust lesson plans accordingly.
- **Progress Monitoring:** Continuous tracking of student performance helps to evaluate growth and determine when students are ready to advance to the next phase or need additional support.

- **Differentiation:** Data-driven insights enable personalised interventions, such as tailored reading materials for struggling learners or advanced tasks for high-achieving students. Feedback from the enrichment department helps to identify students who may require additional support or enrichment, allowing for a more personalised and effective learning experience.
- **Collaboration and Reflection:** Teachers use data to collaborate on strategies, discuss individual progress, and refine teaching methods to address identified learning needs.
- **Lexile Range Tracking:** We track Lexile ranges as an indicator of reading proficiency for many students, utilising MAP data to chart progress and adjust instructional strategies accordingly.
- **EF SET as a Baseline:** EF SET assessments provide a baseline for language proficiency, enabling us to monitor improvement over time and design targeted interventions.

In IBDP, students can choose between Spanish ab initio, French ab initio, or French B at the Standard Level and Higher Level. Students are given the opportunity to redesign their courses within the first two months of the IBDP Year One. Some of the ways teachers assess the learning needs of the varied language learners include:

- Individualised feedback and teacher observations identify areas for improvement.
- Extended writing tasks and oral presentations assess language competency.

8 Support for Varied Learning Needs in Accessing the Curriculum through the Instructional Language

We enable students to develop written and spoken English through the model we set as teachers, and through sharing and providing differentiated reading and writing materials and texts.

Unless noted, these practices are categorised as Tier 1 support in the Enrichment and Inclusion Policy.

- **Differentiated Instruction:** Tailoring teaching methods, materials, and activities to students' varying abilities, learning styles, and progress.
 - Visual aids and graphic organisers for students struggling with comprehension.
 - Complex texts and independent reading tasks for advanced learners.
 - Differentiated reading tasks based on language proficiency levels.
- **Scaffolded Instruction:** Breaking tasks into smaller, manageable steps and gradually reducing support as students become more confident.
 - Sentence starters or step-by-step guides for writing tasks.
 - Outlines to help organise thoughts before essays.
 - Providing structured compound sentence tasks for struggling students and paragraph-writing tasks for advanced learners.
- **Modified Assessments:** Adjusting assessment methods and formats to suit individual student needs.
 - Extended time for students with learning difficulties.
 - Oral presentations as an alternative to written tests.
 - Flexible formats, such as posters or creative outputs, for presenting evidence of learning.

- Extension Activities: Providing advanced learners with opportunities for deeper exploration of topics or skill practice.
 - Creating projects that challenge higher-order thinking.
 - Opportunities to teach peers and reinforce their understanding.
- Collaborative Learning: Using peer interactions to foster understanding and support.
 - Activities like "think-pair-share" and "jigsaw" discussions.
 - Mixed-ability groups where stronger students help peers while reinforcing their own learning.
- In-Class and Enrichment Support: Direct assistance by Learning Support Assistants or Enrichment teachers during lessons. (Tier 2 Support)
 - Organising out-of-class sessions to improve language comprehension.
 - Providing videos, documents, and personalised resources for struggling learners.
 - Tailored access arrangements, such as additional time or specialised tools.
- Universal Design for Learning (UDL): Designing lessons to accommodate diverse needs and engagement.
 - Multiple representations of content (visuals, text, and multimedia).
 - Flexible ways for students to express learning.
- Celebrating Achievement: Recognising growth and effort rather than just academic success.
 - Acknowledging personal progress for struggling students.
 - Motivating advanced learners to aim higher.
- Phased Learning and Differentiation: Dividing students into language proficiency phases with varied teaching approaches.
 - Use of visuals to support understanding across levels.
 - Consistent yet adaptable instruction to meet diverse needs.

Language Assessment Methods and Their Support for Different Learning Needs

Early Years Programme(EYP)

- End-of-Year Primary Readiness Screening: Formal evaluations to determine preparedness for the transition to PYP, for EYP3 students only.
- Formative Assessment: Short, interactive games, quizzes and reflective activities where students record their experiences.
- Ongoing Screenings: Regular screenings across all levels to evaluate phonological and phonetic awareness, early reading skills, emergent writing development and overall language developmental milestones.

Primary Years Programme(PYP)

- Formative Assessments: Quizzes, class discussions, and real-time activities to provide immediate feedback and adjust instruction.
- Peer Reviews: Students provide constructive feedback on each other's work, fostering collaborative learning, communicating in the language of instruction, and developing vocabulary.
- Self-Assessments: Reflection journals and rubrics encourage students to assess their own progress and set learning goals.
- Differentiated Assessments: Tailored evaluations, such as modified tasks or additional support, address individual needs.

- Project-Based Assessments: Creative tasks like articles, letters, or artwork that demonstrate learning in diverse ways.

Middle Years Programme(MYP)

- Formative Assessments: Quizzes, class discussions, and reading checklists for immediate progress tracking.
- Peer Reviews: Collaborative feedback activities to develop critical thinking and communication skills fostering collaborative learning, communicating in the language of instruction, and developing vocabulary.
- Self-Assessments: Reflection tools that empower students to evaluate their learning and set goals, think in the language of instruction and articulate their thoughts.
- Project-Based Assessments: Creative writing tasks, presentations, and other personalised assignments.
- Summative Assessments: Formal evaluations at the end of units or terms to measure proficiency against curriculum standards.
- Standardised Tests: Ensure consistent benchmarking and curriculum alignment.

IB Diploma Programme (DP)

- Formative Assessments: Quizzes, class discussions, and reading checklists for immediate progress tracking.
- Peer Reviews: Collaborative feedback activities to develop critical thinking and communication skills.
- Self-Assessments: Reflection tools that empower students to evaluate their learning and set goals.
- Project-Based Assessments: Creative writing tasks, presentations, and other personalised assignments.
- Summative Assessments: Formal evaluations at the end of units or terms to measure proficiency against curriculum standards.
- Standardised Tests: Ensure consistent benchmarking and curriculum alignment.

9 Community Support for Language Learning

The school values the role of external institutions and mentors in expanding students' linguistic competencies and providing real-world learning experiences. Throughout the school, some opportunities for community engagement we use include:

- Language learning clubs and extracurricular activities.
- Involvement of parents in language development initiatives.
- External partnerships for language enrichment programs.
- Collaboration with outside institutions for language certifications like Alliance Francaise for DELF examinations and other learning engagements.

10 Relevant International Baccalaureate(IB) Standards and Practices

- 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)

- Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)
- Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)
- Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)
- Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)
- Approaches to teaching 1: Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)
- Approaches to teaching 1.1: Teachers use inquiry-based teaching strategies and learning engagements. (0403-01-0100)
- Approaches to teaching 1.5: Teachers facilitate student exploration of their personal interests and ideas.
- Approaches to teaching 2.2: Teachers plan and facilitate learning experiences through which students can develop their own conceptual understandings. (0403-02-0200)
- Approaches to teaching 3: Teachers use local and global contexts to establish the relevance of the curriculum. (0403-03) (0403-01-0500)
- Approaches to teaching 3.1: Teachers ensure that there are clear examples of connections to local and global contexts in the curriculum. (0403-03-0100)
- 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 5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)
- Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)
- Coherent curriculum 1.2: The school articulates its curriculum horizontally and vertically. (0401-01-0200)
- Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning. (0401-01-0500)
- Coherent curriculum 1.6: The school demonstrates that the curriculum is influenced by an understanding of students' prior knowledge, identities, backgrounds, needs and contexts. (0401-01-0600)
- Coherent curriculum 3.3: The school reviews IB requirements for learning, teaching and assessment, and communicates them to the school community. (0401-03-0300)
- Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)
- Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)
- 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)
- Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)
- Leadership 4: The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)
- Lifelong learners 1: Students actively develop thinking, research, communication, social and self-management skills. (0402-01)
- 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 7.3: Students take opportunities to develop their language profiles. (0402-07-0300)
- Student support 1.6: The school maintains a functioning and active library consisting of adequate combinations of people, places, collections and services that aid and extend learning and teaching. (0202-01-0600)

11 Relevant Council of International Schools(CIS) Standards and Criteria

- C1. The curriculum, as a whole, offers access, engagement and challenge to support the intellectual, physical, social and emotional needs of all students.
- C2. The documented curriculum determines the development of knowledge, understanding, skills and attributes, including well-being and intercultural competencies, relevant to the student's current and future development.
- C3. Global citizenship, intercultural learning and digital citizenship are intentionally planned for within the curriculum to ensure students are well-prepared for life beyond school.
- C4. The curriculum is sequenced in a way that promotes students' access and progression and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.
- C5. The curriculum is monitored, evaluated, reviewed and developed on a systematic and planned basis, using student outcomes, student agency and in response to changing external influences.
- D1. Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning.
- D2. There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes.
- D3. Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens and intercultural learners.

- D4. Students experiencing difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.
- D6. A range of appropriate resources, media and technologies is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.
- D7. Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.
- D8. A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically across the school to track and evaluate student progress and inform improvement in teaching and learning.
- H2. The school establishes partnerships and networks with external organisations and schools, locally and beyond, to enrich the learning opportunities available to the students. These opportunities include service, environmental stewardship, mentoring, internships and the development of leadership capabilities.

12 Citations

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