



المدرسة الأمريكية الخليجية  
AMERICAN GULF SCHOOL

# IB Continuum Language Policy and Procedures

## Principal's Message

Dear Parents,

At American Gulf School, our school policies are developed keeping in mind the IB philosophies, standards, and practices. It is our goal to exhibit the principles of the IB learner profile and the IB mission in each of our policies.

Our policies have been developed through discussions with teachers, parents, and students to determine both content and layout. These are the policies mandated by the IB:

- Admissions
- Inclusion
- Language
- Assessment
- Academic Integrity

American Gulf School is proud to be a growing, diverse community that leads the way in international mindedness and tolerance in our region. We intentionally include and appreciate students of all identities, learning abilities and language backgrounds, with the assurances that we will cater for their needs.

In each of our policy documents, you will find the philosophy of tolerance driving the policy, our students' rights and community responsibilities. Each policy will have a description of how it promotes the IB learner profile, and links to the other policies.

With your help, our students will know their right to this education and appreciate that they have a responsibility to enable the rights of others. We will work together to achieve an Education Done Right.

Thank you, in advance, for reading these policies thoroughly.

Warmest regards,

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Principal

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## Our Guiding Principles

### IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

### American Gulf School Vision

We aim to create an environment where everyone aspires to build a peaceful world, to grow through intercultural understanding and respect, and to succeed in the 21st century.

### American Gulf School Mission

To provide a safe, friendly learning environment where our learners follow an innovative evolving 21st-century curriculum that promotes design thinking skills. We will focus on nurturing academic excellence through fun and engaging lessons that will encompass our values in our internationally minded future leaders.

# Language Policy

## Language Philosophy

At American Gulf School, all teachers are language teachers and should promote the concept of literacy and communication in its variety of forms throughout the school community. Students at American Gulf School are multilingual and are learning in a language that is not their mother tongue (most students are bilingual English/Arabic). We recognise the importance of language in terms of identities and cultures, therefore American Gulf School promotes a multicultural and multilingual learning environment to encourage internationally minded individuals. It is the hope of American Gulf School to add more languages in the coming years.

## Rights and Responsibilities

Person	Rights	Responsibilities
Students	<ul style="list-style-type: none"> <li>○ To receive feedback on learning</li> <li>○ To receive respect for culture and language</li> <li>○ To challenge themselves to learn new languages</li> <li>○ To progress to higher levels of language ability based on personal requirement</li> </ul>	<ul style="list-style-type: none"> <li>○ To proactively engage with languages in a positive way</li> <li>○ To take ownership of learning in languages</li> <li>○ To show academic integrity</li> </ul>
Parents	<ul style="list-style-type: none"> <li>○ To be informed on language progress</li> <li>○ To be involved in subject/language choices in MYP/DP</li> <li>○ To be directly communicated with regarding languages</li> </ul>	<ul style="list-style-type: none"> <li>○ To comply with any additional information required upon entry to the school</li> <li>○ To comply with additional support if required</li> </ul>
SLT, Teachers and Librarian	<ul style="list-style-type: none"> <li>○ To have access to professional development</li> <li>○ To have access to resources that support them in carrying out checks on work submitted</li> <li>○ To have access to supporting data</li> </ul>	<ul style="list-style-type: none"> <li>○ To scaffold and plan for multilingual learners</li> <li>○ Model international mindedness</li> <li>○ To monitor and record as required to support learning</li> </ul>

## Language and the Learner Profile

**Communicators:** We understand that communication is at the heart of education, that communication in more than one language is key to intercultural understanding. We help our students to become strong communicators.

**Risk Takers:** We recognize that language learning involves risk taking. We encourage our students to be independent, brave, and articulate.

**Thinkers:** We believe in fostering critical thinking skills and creativity to help students use language to approach complex problems.

**Reflective:** We believe that reflection helps both students and teachers assess and understand the strengths and limitations of language use. Through reflection, language learning and personal development are considered.

## Language Pathways and Clarifications

### Language A Pathway (English A/Arabic A)

Students are required to meet a minimum grade of 4 in MYP 5 to enter Standard Level DP and a minimum of 5 to enter Higher Level DP.

Phase	Language Pathway		
	PYP	MYP	DP
Phase 1	Intensive Support	Language Acq.	Not Accepted
Phase 2	Extra Support	Language Acq.	Not Accepted
Phase 3	Scaffolded Homeroom	Language Acq.	Language B
Phase 4	Scaffolded Homeroom	Language Acq.	Language B
Phase 5	Scaffolded Homeroom	Language Acq.	Language A SL
Phase 6	Scaffolded Homeroom	Language and Literature	Language A SL/HL
Mother Tongue	Homeroom	Language and Literature	Language A SL/HL

### Language Acquisition Offering Pathway (Arabic B)

Grade	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
MYP 1	Emergent	Emergent				
MYP 2	Emergent	Emergent	Capable			
MYP 3	Emergent	Emergent	Capable	Capable		
MYP 4	Emergent	Emergent	Capable	Capable	Proficient	
MYP 5	Emergent	Emergent	Capable	Capable	Proficient	Proficient
DP	Ab Initio	Not Accepted	Not Accepted	Language B SL	Language B HL	Language SL

## Links to Other Policies

### Language Policy and Assessment Policy

At American Gulf School, language is under continuous assessment in both Language A, Language B/Acquisition or Ab Initio. All four main areas of reading, writing, listening and speaking are promoted, and students receive feedback on all four throughout daily practice, in formal assessments and in informal tasks. There is a common system for marking language mistakes that is carried through departments.

### Language Policy and Admissions Policy

All students entering American Gulf School will undergo CAT4 testing to determine predicted levels in language ability. Additionally, this will be triangulated with a written task to assess vocabulary and language construction. These screening tests allow for placement of students into the correct phases upon admission at the discretion of the pedagogical team. American Gulf School in the future hopes to further compare this to NGRT testing.

### Language Policy and Inclusion Policy

All teachers at American Gulf School are considered to be language teachers and are provided with training on techniques and procedures for supportive language learners and non-native speakers in their classrooms. This becomes an important part of lesson planning and execution to ensure that there is strong differentiation, collaboration and extension. This is monitored through data, lesson observations and informs next steps in teaching and learning.

### Language Policy and Academic Integrity Policy

The American Gulf School Academic Integrity document includes clear definitions, practices, and consequences of academic dishonesty. Through their language learning, students are expected to be principled learners in furthering their language development. Some samples of where academic integrity may be compromised are:

- If a student uses any online translation tools or websites to translate a phrase or text,



whether it be from their own text in their home language or from any other published

source, unless it is approved by the teacher

- During reading comprehension assessments, if the student translates the original text to their own home language to demonstrate understanding and comprehension in English or the target language
- If the student receives support from another student, parent, teacher, or tutor without the approval of the teacher
- During the writing assessments in the target languages offered at American Gulf School, if the student writes the text in their own language and claims to express it as their own writing

## IB Standards and Practices for Academic Integrity

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 (O3O1-O4)

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (O3O1-O4-O1OO)

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. (O3O1-O4-O2OO)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (O3O1-O4-O3OO)

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. (O3O1-O4-O4OO)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (O3O1-O6)

Culture 6.1 : The school implements processes with consideration of the relationship between its IB mandated policies. (O3O1-O6-O1OO)

Culture 6.2 : The school documents its IB-mandated policies and communicates them to the school community. (O3O1-O6-O2OO)

Culture 6.3 : The school considers physical and virtual spaces in all of its IB-mandated policies. (O3O1-O6-O3OO)

Culture 6.4 : The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (O3O1-O6-O4OO)

Culture 6.5 : The school considers the learner profile in all of its IB-mandated policies. (O3O1-O6-O5OO)

Culture 6.6 : The school considers international-mindedness in all of its IB-mandated policies. (O3O1-O6-O6OO)

Culture 6.7 : The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (O3O1-O6-O7OO)

## Cycle of Review

Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy has been published in December 2022 and applies from January 2023. After this point, all policies will be reviewed and updated during August inset each year.