



Language Policy

List of abbreviations

IB – International Baccalaureate

PYP – Primary Years Programme

MYP – Middle Years Programme

DP – Diploma Programme

ELA – English Language Acquisition, general English support programme

ENLL – English Language and Literature, MYP & DP IB subject

DULL – Dutch Language and Literature, MYP & DP IB subject

ENLA – English Language Acquisition, MYP IB subject

DULA – Dutch Language Acquisition, MYP & DP IB subject

SPLA – Spanish Language Acquisition, MYP & DP IB subject

SPAb – Spanish Ab Initio, MYP & DP IB subject

SAA – Service as Action, MYP curriculum component

I. Mission beliefs and purpose

Mission

ISUtrecht provides a challenging, rigorous and accessible intercultural learning environment to primary and secondary students from diverse international backgrounds. Through internationally respected and recognised programmes we involve our students in meaningful learning experiences as an essential part of a 21st century education. As a community school we serve the international community and seek cooperation with local partners, including Utrecht University. ISUtrecht seeks to actively contribute to the international character of the Utrecht area.

We believe

- All languages are equal.
- Culture is language; language is culture.
- Mother Tongue is key to our development.
- Knowledge is transferred from one language to another.
- Language must be taught in an integrated way.
- Immersion is the most effective way to learn a language.
- Language development is a shared responsibility.
- Language is more than knowing words: eloquence increases self-worth.

Language learning: a priority

The acquisition of more than one language and maintenance of the mother tongue enrich personal growth and help facilitate international mindedness and understanding.

In our school community, we aim to foster in students the ability to think and express themselves with precision, clarity, confidence and imagination in at least two languages.

Since language is a powerful tool, we strive to challenge students linguistically, and encourage them to follow a language programme that will stretch their language skills, is appropriate to their background and suited to their future plans. Thus, Dutch classes are part of the curriculum as early as Kindergarten, since students should be able to interact with the Dutch environment around them as early as possible. In addition to this, all students, including those who are not yet proficient in English, attend all subjects across all programs. Finally, at Diploma Programme (DP) level, we encourage students to obtain a Bilingual Diploma whenever possible. Where appropriate, we support students taking a self-taught, school-supported Mother-Tongue Programme within the DP.

Learning languages provides the students an opportunity to:

- expand their view of the world.
- develop in social contexts, liaising with others
- encourage critical reflection on the relation between language and culture, language and thought.
- expand opportunities for meaningful leisure activities (such as travel, film, other media)
- develop their intellect (encouraging good learning habits, memorization, combining course content and skills in a meaningful way).
- improve knowledge of the mother tongue (through comparison and contrast with the language).
- help to build practical skills that may be used in other disciplines.
- foster their understanding of the interrelation between language and human nature.
- teach and encourage respect for other ethnic groups.
- increase their sense of self worth.

Language development: a shared responsibility.

The language policy supports the shared responsibility of all community members, teachers, students and parents, for the language development of **all** students.

Through this collaboration, all students will be supported in becoming:

- successful communicators in English, with full access to the academic language.
- able to communicate in Dutch with confidence and functionality, with the ability to participate in Dutch culture.
- fluent in at least one other language other than English (when duration of attendance at ISUtrecht allows).
- fluent in their mother tongue: able to communicate with confidence and functionality, and participate in their native cultures.
- balanced multilinguals with well-developed cognitive and language skills.

To achieve this, all teachers and students are encouraged to become active language learners, and all teachers are language teachers within their subject.

Purpose of the language policy

This policy is intended to provide an overview of language learning at ISUtrecht. It is written in line with the principles and practices of the International Bacclaaureate (IB). The policy outlines our school's linguistic and academic goals, and defines a language programme, which is designed to help our students attain these goals through authentic contexts in a culturally rich and diverse environment.

II. Language profile and admissions policies

ISUtrecht Language profile

Many students have a language other than English as their mother tongue. The school has a diverse student and teaching body, representing 30 different nationalities. All staff speak English and most are fluent in at least one other language.

Admissions policies

English is the academic language of the school. To ensure all students can benefit from the programme, the school makes provision for students whose first language is not English. ISUtrecht welcomes students with no English in the Primary Years Programme (**PYP**) and lower years of the Middle Years Programme (**MYP**).

Grade level placement for each student is determined by the school through the admission process.

In the early years of the MYP (grade 6 and 7) students have time to acquire English. Therefore, ISUtrecht accepts students with no English up to grade 7, with the requirement that proficiency in the mother tongue is maintained at grade level. For those with English language acquisition needs in grades 6 and 7, English is taught as an independent subject, English Language Acquisition (**ENLA**), which is a timetabled subject.

For admissions into grade 8 and upwards, entrance testing plays a more important role in the admissions procedure, and English admissions testing may include reading comprehension with written responses, and an interview, either face-to-face or through Skype. After testing, acceptance into the programme is under the school's discretion.

ELA provision is more limited from grade 8 onwards, and before offering a place at ISUtrecht, the school needs to be sure students are able to cope with the level of academic English required. Occasionally, students from grade 8 onwards are accepted to the school only on the condition that students are receiving on-going external tutoring.

Placement tests will also be carried out for entrance to the Diploma Programme (**DP**). In some cases, it can be advisable that ELA students undergo an additional year of secondary at ISUtrecht, giving time to acquire the necessary English language skills for success in the Diploma Programme.

For details of the admission process regarding English Language Learners see [Appendix A](#).

III. Language programmes overview

Pedagogy

ISUtrecht provides a challenging, rigorous and open intercultural learning environment that has language as its core.

Language learning at ISUtrecht follows a whole language approach. Our language teaching:

- is integrated in all other areas of learning, and
- is achieved through authentic learning experiences, ie. routed in real-life contexts from kindergarten to DP.

Language is integrated into all areas of the curriculum and every teacher within the school is considered a language teacher.

The academic language at ISUtrecht is English, which is taught through a full immersion approach. This means that all our students are immersed in an English learning environment from the day they join us, including students who still are not proficient in English. Full immersion allows students to develop their language skills at a faster pace, while continuing to be challenged academically at an age appropriate level.

To aid students in this transition, we offer an English Language Acquisition programme (**ELA**). This programme provides additional support to address the particular academic challenges faced by those students who are learning in a language other than their mother tongue. It is designed to be integrated in the conceptual learning that takes place throughout the curriculum, and endeavours to draw on students' own cultural and linguistic heritage.

Details of the language teaching pedagogy at PYP, MYP and DP levels are outlined in the table in [Appendix B](#)

Assessment

While language acquisition follows distinct stages, students' rate of acquisition varies greatly from individual to individual. Therefore, language teachers assess all language skills (reading, writing, listening and speaking) regularly. Teachers differentiate through scaffolding or task extension as required. Formative and summative assessments in the classroom provide information on language growth, and are modified and differentiated as appropriate.

Students who are identified as requiring additional support in English to access the curriculum will be placed in the ELA programme. In the PYP students remain part of the ELA Programme until they are able to participate fully and independently in classroom learning. In the MYP students will follow ENLA course as a dedicated subject in and including grade 7. At the end of the ENLA programme in grade 7, students should have achieved a phase 4 level and will join the English Language and Literature (**ENLL**) programme in grade 8 – see [Appendix C](#) for details.

At DP level, due to the challenging nature of the course, students enter with the levels of English necessary to succeed (see Admission Policy), but subject teachers will continue to provide language support in the classroom.

Details on monitoring and assessment practices, as well as exiting procedures at PYP, MYP and DP level are outlined in the table in [Appendix C](#).

IV. English, Dutch and Mother tongue programmes

All students are required to study a language and literature course. In the PYP this is English, and the curriculum is designed to develop literacy skills in this language to the appropriate levels. In the MYP ISUtrecht offers two language and literatures courses: English (**ENLL**) and Dutch (**DULL**). These two choices are also offered at DP level, where there is also the opportunity of taking other mother tongue studies as a self-taught, school supported literature course. ISUtrecht believes that developing a child's mother tongue can accelerate the rate of English language acquisition, support achievement in all subject areas, develop confident, independent learners, and enhance intercultural understanding and international-mindedness.

English (ENLL)

In the PYP English literacy skills are taught following the practices outlined in [Appendix B](#). When students begin the MYP or DP programmes, they may study English Language and Literature if their skills in all four language areas (reading, writing, listening and speaking) enable them to access this curriculum.

Dutch (DULL)

In the PYP students study Dutch as language acquisition from kindergarten. However, carefully planned differentiation within the lesson, and the use of a range of both teacher-directed and self-study materials, allow students with Dutch as their mother tongue to be challenged to an age appropriate level.

In the MYP and DP programmes, native Dutch speakers with the appropriate proficiency in the language will continue to study Dutch following the language and literature course. Other students who have reached native language proficiency in Dutch may also study Dutch Language and Literature at MYP and DP levels. Students who are native speakers but have not yet achieved the necessary to join the language and literature course will join the Dutch Language Acquisition course (**DULA**) in view of potentially transitioning to DULL during the course of the programme.

Students who complete the Dutch Language and Literature courses at MYP and DP level will have the necessary skills to access Dutch universities.

Mother tongue

The development of the students' mother tongue is the best medium for acquiring knowledge; it is a key factor in fostering balanced, self-confident multilingual students. Therefore, mother tongue development opportunities are offered to students regularly from kindergarten to Grade 12, both during and out of lesson time. Mother Tongue programmes at ISUtrecht are outlined in [Appendix E](#).

ELA support: in class, parallel teaching, pull-out & ENLA.

In accordance with our whole language approach, English language learners who do not yet have the levels of English required to follow the curriculum are placed in the age appropriate, mainstream classroom with the other students. In this way, they are encouraged to work with their peers and participate in learning activities. To support them, they take part in the ELA programme and receive extra support from qualified staff on a regular basis. ISUtrecht accepts that there is a transition period of up to 1 year and that in this time the student is given the time and space to transition mentally, emotionally and linguistically to the new environment – the actual time for this transition will vary from case to case. At the end of that transition period, if a student is still struggling significantly, then the class teacher and ELA support staff will discuss the necessity and/or provision of further support. Both in the PYP and MYP, English language support is kept dynamic in structure so it can adapt to the changes in the student body as a whole and to individual students' needs.

The sole exception to this pattern is kindergarten, where children develop age appropriate literacy skills in English by being fully immersed in a play-based, experientially rich learning environment. For this reason, additional English language tuition by specialists is not appropriate at this stage.

PYP

From grade one to grade five, each class is allotted a specific number of ELA support periods in which ELA staff will support the learning of the students. These sessions preferably take place during language and literacy periods. It includes a mixture of 'first aid' focus sessions for absolute beginners, in class support and parallel teaching; the class teacher and ELA teacher liaise continuously to adapt and modify the support as the needs of the students change over the course of the year.

MYP

In grades 6 & 7 beginning English language learners have time to acquire academic proficiency in English before the DP. Therefore, in grades 6 and 7, students are assessed by the English department and assigned either to the ENLA or ENLL class. When assigned to the ENLA class, it is the intention that students reach phase 4 (see MYP ENLA criteria), and then join the ENLL course.

Students in grade 8 will follow the ENLA course, if needed. Students are assessed by the English department and assigned either to the ENLA or ENLL class.

From grade 9 upwards, it is expected that all students attend the ENLL course. However, students in grades 9 & 10 may be provided with ELA support. If this is the case the support is structured around the student's schedules.

Students who are assigned to ENLA will take Dutch and Spanish.

For further information on specific ELA practices in PYP, MYP and DP refer to

[Appendix F.](#)

VI. Language acquisition programme: Dutch and other languages

As mentioned in section I above, in the PYP all students will learn Dutch as an additional language from kindergarten to grade 5. All students in the MYP will take at least 2 additional languages up to grade 10 level in addition to English:

- students with Dutch as a mother tongue will take Dutch Language and Literature (DULL, see section IV above) and Spanish language acquisition (**SPLA**)
- students who do not have Dutch as a mother tongue will take both Language Acquisition Dutch (**DULA**) and Spanish (SPLA).

In the MYP, Language Acquisition courses are taught in six phases and students are assessed according to the Language Acquisition Assessment Criteria for MYP Years 1-5.

Dutch (DULA)

Dutch language acquisition starts at kindergarten level. In the PYP all students receive Dutch as an additional language from the age of 4 years old. These lessons include language and culture of the Netherlands.

In the MYP, all students receive Dutch, either as language acquisition or language and literature. The DULA programme is designed to develop the different communicative competences (reading, viewing-listening, speaking, writing and critical literacy). Students acquire knowledge and language skills in different contexts (personal, public, educational and occupational).

Both subjects include language and culture of the Netherlands.

At DP level, the school offers Dutch Language Acquisition as well as the Dutch Language and Literature course.

Spanish (SPLA and SPAb)

ISUtrecht offers Spanish from grade 6 to grade 12. The SPLA programme is designed to develop the different communicative competences (reading, viewing-listening, speaking, writing and critical literacy). Students acquire knowledge and language skills in different contexts (personal, public, educational and occupational). During the course, students become aware of the diversity of Spanish speaking countries and their linguistic and cultural heritages, while reflecting on their own mother tongue and cultural heritage. Students who join the school in the higher grades with no Spanish join a Spanish Ab-initio course (SPAb), in order to study the language at beginner level.

In the MYP students are expected to take Spanish. The only exceptions might be students with diagnosed and clearly documented language disabilities.

In the DP students may also study Spanish at beginner level by following the SPAb course, which requires no previous exposure to the language.

VII. Student and parent community involvement

ISUtrecht believes that the language development of **all** students should be a shared responsibility of all community members, teachers, students and parents.

Parental involvement

Parents are an integral part of our community of learners and can provide necessary support for language learning. At the moment, parents volunteer in the classroom, support extracurricular activities, and run mother tongue development clubs. They are particularly essential in supporting mother tongue development, not only through extracurricular activities, but especially at home. Since parents are our very own mother tongue experts at home, they can provide help and we rely on their support to ensure that their children continue to develop their mother tongue skills to the age appropriate levels. In view of this, we encourage parents to focus on mother tongue development at home, and avoid privileging English language development over their home language. We ask parents to use their mother tongue consistently at home, providing as many mother tongue experiences as possible for their child. Teachers can provide parents with the current topic of study, learner outcomes and unit vocabulary, so parents can discuss these outcomes in the mother tongue at home.

Student involvement

Students are also actively involved in helping the language development of our community. As part of their Creativity, Activity, Action (CAA), MYP students are encouraged to use their language skills to support their peers or younger students, either with the development of English or their shared mother tongue. Many work as English language or mother tongue buddies with PYP students, and organise mother tongue clubs or language lessons.

Appendix A - Admission procedures for English Language Learners.

Pre-admission PYP / MYP / DP

- parents contact the school, and possible visit to the school, and initial meeting with admissions staff
- preliminary information collected regarding the language profile of the student, which is shared with the programme coordinators and ELA staff.
- from grades 6-10 all students who do not have English as their mother tongue take an entry test to assess if they have the level of English necessary to follow the curriculum.
- up to and including grade 7, ISUtrecht accept students with all levels of English.

Post admission

PYP

- parents fill in admission form and provide basic information on their child's linguistic and scholastic background.
- students without enough English to participate fully to lessons are signalled to the ELA dept. and class teacher.
- in the first week, based on preliminary profile, class observation and informal assessment, ELA staff and class teachers identify child's needs and place in the appropriate ELA support group.
- once the student is placed parents receive notification and the student receives an ELA progress report.

MYP

- parents fill in admission form and provide basic information on their child's linguistic and scholastic background.
- information is then passed on to the programme leader and ELA staff who arrange assessment.
- **up to and including grade 7**, students without the necessary levels of English are assigned to the ENLA course - [Appendix E](#)).
- **in grade 8**, students who are transitioning out of the ENLA programme receive additional language and writing support to facilitate the process.
- **From grades 8-10**, students are required to have the necessary levels of English to follow the curriculum. If not, each case will be reviewed individually. Commonly offered solutions are entry into a grade below, additional external support, eg. private tutoring. However, placement cannot be guaranteed.

DP

- parents fill in admission form in which they provide basic information on their child's linguistic and scholastic background.
- information is then passed on to the programme leader and ELA staff who arrange assessment.
- **students applying to join grades 11-12** are required to have near native proficiency in English to take the ENLL course.
- when the student Mother Tongue is not English, their levels of English is assessed via pre-DP qualification and an entry test.
- for students whose English is not yet sufficient to cope with the programme commonly offered solutions are: a grade 10 entry as a solution, if there is evidence of the academic skills needed to bridge the gap in a year; additional external support, eg. private tutoring for smoother transition.

Appendix B - Language Learning: Pedagogy & Practices

Whole language approach

Whole language is when language is taught through authentic learning experiences, with a focus on building meaning and teaching the processes of communication. Language aspects (such as phonics, spelling, grammar and punctuation) are not taught in isolation but through the reading and writing. At ISUtrecht, we follow this approach to teach language to all students, whether new to English or not.

Whole language is:

- integrating literacy into other areas of the curriculum, especially math, science, and social studies, and the arts;
- focusing on creating meaning in reading and expressing meaning in writing;
- emphasising students' interpretations of text and free expression of ideas in writing as the most effective way for students to build knowledge.
- incorporating the writing process, which focuses on individual students' language needs. The writing process requires students to plan, draft, revise/edit and re-draft.
- reading and writing for real purposes; emphasis on high-quality and culturally-diverse literature;
- frequent reading: with students in small guided reading groups; to students with read-a-louds; by students independently;
- emphasising how phonics, grammar, spelling, punctuation and sentences structures are essential in building meaning. This is done by exploring and creating texts (fiction and non-fiction, for different purposes and in different registers).

Pedagogical principles in the programme

PYP

- Promotes inquiry based authentic language learning;
- Integrates the teaching and learning of language into the programme of inquiry;
- Develops the skills of listening, speaking, reading, writing and media literacy;
- Provides for the teaching of additional languages;
- Provides appropriate feedback to support learning

MYP

- Includes Language and Literature (LL) courses next to Language Acquisition (LA) courses.
- Considers prior knowledge
- Develops language in context in each content area and in interdisciplinary units.
- Promotes purposeful, disciplined and integrative understanding of the topics.
- Promotes collaborative learning
- Accommodates diverse learning styles
- Values and respects students' ideas and mother tongues
- Provides targeted assessment that integrates MYP objectives and criteria
- Makes expectations explicit; provides appropriate feedback to support learning

DP

- Considers prior knowledge
- Develops language in context in each content area
- Promotes collaborative learning
- Accommodates diverse learning styles
- Values and respects students' ideas and mother tongues
- Embraces a multitude of perspectives
- Makes expectations explicit; provides appropriate feedback to support learning
- Enables students to understand how judgments about learning are made, and how to provide evidence of their learning
- Develops meta-cognition, structured inquiry and critical thinking
- Promotes engaging, challenging,

PYP

Language scope and sequence document is maintained and reviewed in accordance with the curriculum review cycle.

Guidance on language teaching in the PYP can be found in *Making the PYP Happen* and in the IB sample scope and sequence document.

MYP

The following IB documentation provide further guidance:

-the *MYP Language and Literature*, and *Language Acquisition* subject guides, 2014-15.

- the *MYP: From Principles into Practice* guide, 2015

DP

The following IB documentation provide further guidance:

- the subject guides for *DP Language A: language and Literature*; *Language B: Language acquisition*.

- the *DP From Principles and Practice* 2015

Appendix C - ELA programme assessment and exit practices

PYP

- Ongoing monitoring by the class teacher and ELA staff. Procedures include the following:
 - ~Observation during support sessions
 - ~Communication between classroom teachers and ELA staff
 - ~Conversations with student and parents
 - ~Formative and summative assessments
 - ~Reporting.
- If monitoring highlights the need for additional accommodations to enable the child to develop further, these are discussed and agreed by ELA staff and class teachers. Where necessary, Language Coordinator, Learning Support Coordinator and parents also get involved. Accommodations are reviewed after 8-9 weeks depending on the case - see **Learning Support Guide** for further details.

MYP

- teacher observation;
- formative and summative assessments:
 - ~ in the ENLA course students are assessed against subject specific criteria outlined in the IB subject guide.
 - ~ in all other subjects, students are assessed against the subject specific criteria outlined in individual subject guides. There is no modification to grades or summative assessment tasks.
- subject teachers modify and differentiate assignments as appropriate (taking into account time necessary to transition mentally, emotionally and linguistically). For the midterm reports, students may be exempt from grades. However, by the final reports, students will receive scores and are assessed in the same manner as their peers.
- where necessary, student, subject teachers and ELA staff agree on extra accommodations for additional support. Language Coordinator, Learning Support Coordinator and parents may also be involved. Accommodations are reviewed after 8-9 weeks - see **Learning Support Guide** for further details.

Exiting from the ELA programme

PYP

- children who participate to the ELA programme generally remain part of it for two years in order to develop the necessary skills to cope fully with class work.
- this period may vary (decrease or increase) depending on student needs. Class teachers, ELA staff and parents agree on this on an individual basis.
- On-going monitoring continues after exiting the ELA programme.
- students continue to receive language support in class, through scaffolding and differentiation.
- **N.B.** students who demonstrate difficulty in the mainstream programme may be readmitted to the ELA programme.

MYP

- By the end of the ENLA course (at the end of grade 7), students are expected to have achieved a phase 4 level and will be ready to join the ENLL course in grade 8.
- To support students in the transition to ENLL, in grade 8, we offer weekly support sessions for students who have exited ENLA.
- If students do not reach the required level at the end of grade 7 ENLA course, the MYP team will review each student's case, and come up with a suitable plan. This could include either the necessity for parents to provide external tuition or repeating grade 7.

Appendix D - Mother tongue programme

In school

- Use of mother tongue in the classroom is valued and encouraged at all grades.
- Both lesson tasks and homework tasks involving mother tongue are regularly integrated into unit work.

PYP

- buddy groups throughout the school, especially between primary and secondary:
- ~ secondary students provide mother tongue support to maintain reading and writing skills;
- ~ in some cases buddies use their mother tongue to help peers in the English language development.

MYP

- the school supports parent volunteers in organising mother tongue classes during the school day, eg. Dutch, Hindi
- focus of these classes is the maintenance and development of oral, aural and reading language skills.
- If mother tongue teachers are able to come to the school, ISUtrecht provides classroom space and teaching facilities as necessary, eg. after school mother tongue Dutch club.

DP

- parents work in cooperation with the school to find a mother tongue teacher for the self taught language A class.
- Students have time during the school day to work on projects and/or receive instruction in their mother tongue.

At home

- ISUtrecht recommends that parents support their children in maintaining their mother tongue to an age appropriate level. **N.B.** Parents should **not** privilege English over their mother tongue. This would impact negatively on the social and emotional balance of their child, as well as their academic development.
- Parents must be **patient and trust** in their child, since children need the **time** to transition and adjust.
- Parents should :
 - > Keep speaking in their mother tongue at home and dedicate as much time as possible to family, Mother Tongue moments: fun time, relaxing time, play time, exploring new environments together, reading for pleasure, etc.. (**N.B.** face to face interaction using mother tongue is more beneficial to early language development than video or audio contact)
 - > Have a supply of reading for pleasure resources to explore together.
 - > Speak in the mother tongue about the topics and concepts your children are studying at school.
 - > Collect unit related reading resources in the mother tongue that they can discuss together at home or to bring to school.

If in doubt, parents should contact the class / subject teacher, the ELA specialist or the Language Coordinator.

Appendix E- the ELA programme

In-class support

PYP

- ELA specialist as teaching support from grade 1 to grade 5.
- In-class support through scaffolding, differentiated resources, expectations, tasks, modified in collaboration with the ELA specialist.
- Team teaching
- Small groups work with ELA teacher.
- Additional support is also provided with the help of a classroom assistant.

MYP

- In-class support from subject teachers through scaffolding, differentiated resources, tasks.
- Assessment rubrics designed to be student friendly, and enable all students to succeed.
- Assessment modification and differentiation as appropriate for student learning stage and course requirements.

ELA specialist instruction

PYP

- support provided by an ELA specialist.
- each class receives 3-4 supported sessions a week, during which the whole class focuses on language learning.
- Support sessions are:
 - ~ a mixture of in-class (team taught), or out of class parallel teaching
 - ~ planned jointly by class teacher and ELA specialist, so ELA students work towards the same objectives and skills as the rest of the class, but following a differentiated process to suit their needs.
 - ~ **N.B.** the structure of ELA support changes over the course of the year as needs change.
- ELA staff and class teacher assess student on arrival to determine what group they should be assigned to.
- **Students who join with almost no English** follow a 6-8 week 'First Aid' course, to develop basic communication competences. For these, students will be pulled out of class during language focus lessons, so they do not miss out on the social interaction offered by inquiry based unit work. After this initial phase, students will join the main ELA support group.
- **Students who join us with beginner to intermediate levels of English** join the **main ELA support** group. These students focus on strengthening reading, speaking and writing skills.

MYP

- **in grades G6/7:** students are accepted with all levels of English since they have time to develop before starting the DP course.
- **Students with little English** are placed in the ENLA class, and receive 3-5 hours of instruction a week
- **in grade G8:** students will be assigned to the ENLL course and are offered up to 1 hour of extra ELA support to strengthen their writing skills.
- **All subject teachers are also language teachers:** they teach the language structures/conventions needed in subject. However, students are not assessed on their language skills in these subjects.
- Language skills assessment (ie. reading, writing, language structures) are carried out only in the ENLL & ENLA courses.

PYP, pt. 2

- **When a student joins us with enough English to integrate socially and cope with the academic demands of the programme**, they are assigned to an **advanced group**. These students are not officially placed into the ELA support programme. Instead, they receive support in class through differentiation and scaffolding. They are monitored and might be placed in a different group if their needs change as the demands of the course increases.

- **N.B.** support is dynamic and flexible to suit student needs at any given moment. Therefore, students might change groups over the course of the year as their needs change, and the demands of the curriculum change