



October 2016

## ***Bon View School Primary Years Programme Language Policy***

### **Language Beliefs:**

At Bon View School we believe that all teachers are language instructors. All students are language learners. Each student has his or her own background and their unique contributions. We believe that recognizing and supporting our students' languages is crucial to their development. Bon View has made a commitment to our students and parents to provide a learning community that promotes and supports language diversity.

### **Identification:**

Mother tongue languages and students that are in need of additional services provided through ELD instruction will be identified at the beginning of the school year or when the student enters Bon View. All students that are listed as speaking another language other than English will be tested on an English language test (CELDT), as required by the state of California. By identifying our language populations we are able to inform our teachers and staff so that we can strengthen our learning community and integrate language support into instruction.

### **Scope and Sequence:**

The scope and sequence of the language program is determined by McGraw Hill district adopted material, in conjunction with state mandated requirements, CCSS. In addition, collaboration between classroom teachers, administration, and experts in the field to create supplemental and collaborative policy that meets both IBO and state/national standards.

### **Language Instruction:**

#### ***Classroom Instruction:***

All instruction at Bon View is done in English; language is the foundation of our curriculum. If other languages come about during instruction they will be addressed and students will be encouraged to inquire. Students are instructed in all areas of language arts. Teachers are expected to create a print rich environment, teach with best practice strategies, and to set a model for all students. Students learn from not only their teacher but their peers and their experiences with language.

#### ***ELD Instruction:***

Students that qualify as English Language Learners (ELL) are given English language instruction at their instructional level daily. ELL students are assessed using the guidelines in our assessment policy.

#### ***Assessing Language Learning:***

District, school and state-mandated language assessments (Foundational Skills, Fluency, Writing, SRI, CAASP, CELDT) are used by Administration, teachers, parents, and students to assess individual and school-wide progress related to language learning. Formative assessments are also used by classroom teachers daily. These assessments are used to inform language and teaching practices within our school. A range of appropriate assessment methods such as portfolios, conferencing, writing sample analysis, writing journal, self and peer assessment are used.

All teachers consider language development in their planning and assessing and support language acquisition in their teaching.

***Mother Tongue Support:***

Bon View encourages students to maintain their cultural diversity through their mother tongue at home and at school. Parents have the opportunity to acquire a second language and learn reading strategies that support reading in Spanish or English through our Family literacy program that meets once a week. However, to support our diverse population both our classrooms and school library provide books in mother tongue languages of our students. Parents are involved with the development of our libraries and are encouraged to share with children the languages that they speak. We often provide speakers to read to the students in languages represented at our school.

As research and best practice shows, we encourage that our parents and students continue to speak in their mother tongue at home. This strengthens the child's language skills but also instills a sense of confidence and importance about their culture. Currently there is a need to expand our resources even further. We are aware that we are in need of books, digital media, and texts in mother tongue languages. We as a staff have made a commitment to our students and our learning community to increase our available resources.

***Spanish Instruction:***

Our students, in grades 2-6, receive language instruction in Spanish once per week for 20 minutes. Our language teacher provides instruction to support oral and written language. We are looking for ways to increase teaching time in Spanish so that our students have more exposure and practice with the language. Classroom teachers support Spanish instruction in the classroom by labeling objects, speaking Spanish, and supporting the POI of the Spanish teacher.

***Professional Development:***

Our staff is expected to attend trainings not only within IBPYP but also professional development that supports the language arts. Our on-site Curriculum Support and Academic Intervention coaches provide in house instruction for students and support for the teachers. Collaboration with other IB schools is strongly encouraged. In addition teachers have the ability to recommend training sessions to site administration; however it is ultimately up to the Principal to send staff to training due to budgetary constraints.

***Resources:***

Currently our school librarian is incorporating multilingual books and media that are accessible to all students and staff. In addition to our school library the staff has access to guided reading collections for classroom instruction. Although these resources are all in English, they are culturally and globally diverse. Overall our staff collaboratively makes decisions on what resources to purchase based on student need and instruction.

***Digital Literacy:***

To meet the challenge of becoming digital citizens, students focus on keyboarding, word processing, and online research in the computer lab for 30 minutes using Learning.com in order to acquire the six ICT skills that are relevant to all learners: investigating, creating, communicating, collaborating, organizing that will enable learners to become responsible digital citizen.

***Language policy access, articulation and review***

The pedagogical leadership team, classroom teachers, and parents are involved in the development and agreement of the language policy. The language policy is stored electronically on the school's web page for all to access. The language policy is reviewed yearly. Teachers are responsible to communicate language policy to students and parents