

DE LISLE COLLEGE

INTERNATIONAL BACCALAUREATE LANGUAGE POLICY

July 2024

International Baccalaureate mission statement

“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.”

De Lisle College mission statement

“Rooted and grounded in Love”. Ephesians 3:17

Our mission is to be rooted and grounded in God’s love so that each student receives the highest quality Catholic education and knows that they are loved deeply by Jesus Christ.

- All students experience the Love of Jesus Christ every day.
- Everyone is given the Opportunity to grow.
- Everyone Values themselves and each other by ‘doing what is right, not what is easy’ in the words of our school motto.
- Above all, we will grow actively in our faith by seeking a personal Encounter with Jesus Christ, so that we bear witness to the good news and to the teachings of the Church.
- We all Serve our neighbours near and far as missionary disciples.

L = Love

O = Opportunity

V = Values

E = Encounter

S = Serve

#DeLisleLoves

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.
- **KNOWLEDGABLE:** 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.
- **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.
- **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.
- **PRINCIPILED:** 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.
- **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.
- **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.
- **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.
- **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.
- **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.

De Lisle College language philosophy

De Lisle College is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness, and is also committed to extending access to language learning for students from a variety of cultural and linguistic backgrounds.

The school is also committed to celebrating the diversity of all students throughout the curriculum and in the wider school community.

Language Policy rationale

This language policy defines the ways in which De Lisle College provides support to **students** in order to allow them to:

- fully access the curriculum, through the language of instruction, which is English
- affirm and develop their own identities as speakers of different languages
- become empowered communicators in different languages
- develop their intercultural understanding and international-mindedness, as they are shaped into knowledgeable, active, compassionate global citizens.

This policy also defines the support mechanisms on which teachers can draw in their support of students in their classes, to help them to achieve the above.

Language learning at De Lisle

All students receive instruction in either French or Spanish from year 7. These students will continue to study this language until year 9. Most students will then be encouraged to continue studying this language to GCSE level in year 11.

When joining the school in year 7, students are also given the opportunity to join the Mandarin Excellence Programme. These students choose to apply to join the MEP at De Lisle, then successful applicants are selected on the basis of prior attainment data. Students who join the MEP at De Lisle also learn French throughout KS3, on a reduced timetable. MEP students will study Mandarin throughout their time at De Lisle, until they sit their Mandarin GCSE in Y11.

Post-16, we offer students the opportunity to learn French and Spanish at A level as one of their suite of 3 subjects. For Mandarin learners, students are given the option to take the I.B. (Standard Level) in Mandarin as a fourth qualification, alongside three other full A levels.

Where applications are made by parents for students who speak other languages at home to complete assessments at De Lisle in that language, they are considered on a case-by-case basis.

Language teaching and learning

- Students are taught in ability groups throughout key stage 3 and 4, where possible.
- Lessons are tailored to meet the needs of the group.
- Lesson planning builds on prior knowledge and learning from previous lessons and topics, including grammar points, which are regularly revisited to embed this knowledge into long term memory.
- Lessons are structured so that new vocabulary is introduced passively (understanding and recognition of new material) before active production (translating, speaking and writing) is taught.
- Listening and reading tasks are built into lessons and are set as homework.
- Digital platforms, such as Language Nut, are utilised to consolidate and support student learning in languages.

Support for EAL learners

De Lisle College is a diverse community comprising students from a range of different national and ethnic backgrounds. We have over 300 students who are defined as EAL students. In order to support these, and all of our students, we are committed to:

- ‘quality first teaching’ across the school, in all subjects. This includes employing a range of different teaching and learning techniques that allow all students, EAL and native speakers of English, to fully access the curriculum.
- encouraging and facilitating all students to attain an excellent level of literacy, through our use of English Mastery programme resources in English lessons at KS3.
- encouraging and facilitating cross-curricular literacy through The Writing Revolution, understanding that all teachers are language teachers: staff are given regular training in how to enhance the literacy of all our students within the teaching of different subjects.
- running the prep-time whole-class reading programme, which supports students in becoming excellent readers and in improving their vocabulary, comprehension and de-coding skills. Each year group reads a class text together, which scaffolds students whose English is not fluent and helps to foster a love of reading in all students.
- monitoring the attainment of all EAL students and carrying out further assessments for any students who might require extra time in assessments or other support.
- The school has purchased individual subscriptions to the online platform, Flash Academy. This is available to students and their parents who require extra support in improving their English.

Policy review date: July 2026

Policy review bodies: SLT, DLC Governing Body