



# Cambridge High School



# Cambridge High School Language Policy



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## Our Guiding Principles

### IB 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.

### CHS Mission Statement

Cambridge High School is fully and unequivocally committed to excellence and success by providing a challenging, yet supportive, nurturing and balanced learning environment that allows learners to flourish personally and academically. Through the implementation of high-quality international programmes, education is engaging, effective and inclusive. CHS provides learners with a unique educational experience that incorporates rigorous curricula, extracurricular activities and service initiatives that shape students into well-rounded, caring lifelong learners who are able to work collaboratively and respectfully with others to overcome challenges and contribute towards creating a more sustainable, resilient and peaceful world.

### CHS Vision Statement

Cambridge High School aims to develop lifelong learners equipped with the knowledge and skills needed to reach their fullest potential and to become proactive citizens capable of contributing effectively and efficiently to their communities and the world. CHS aspires for its learners to become innovative, caring and internationally minded individuals who have a deep-rooted respect for their cultural values and principles, as well as that of others.

### IB Learner Profile

Inquirers	Risk-takers	Caring	Principled
Open-minded	Communicators	Balanced	Reflective
Knowledgeable	Thinkers		



## Language Policy

### Language Philosophy

Language is an essential part of our student's education and considered a right and resource for learning. The two main languages taught at CHS are Arabic and English, which is the language of instruction. CHS believes that a rich knowledge of Arabic, Jordan's first language, is an indivisible part of our students' identities and culture; thus, it is taught at all stages as a compulsory subject. On the other hand, CHS recognizes the crucial role English plays as a global language, which will develop students' communication skills, enhance their intellectual and personal growth, as well as their ability to understand and relate to others.

CHS also acknowledges the varied linguistics background of its students, therefore Language acquisition is offered for Arabic and English. This aligns with the importance of multilingualism in one's education as the school is currently working on further expanding on the languages taught to foster a greater spirit of international-mindedness and openness to other cultures and diversity. French language will be introduced as a third language in Cambridge Primary at 2023/2024 with further introduction in the upcoming years.

### Language Purpose

Language is both an object of study and a means of communicating one's understandings. As a result, CHS is fully aligned with the IB that every teacher is a language teacher, regardless of the subject they teach.

Non-language teachers play a crucial role in the successful implementation of language policies within educational institutions by supporting language integration in their subject areas, assessing language proficiency, fostering cultural awareness, enforcing language policy within their classrooms, advocating for language education, providing feedback, and promoting inclusivity. Their contributions contribute to a comprehensive language learning environment that enhances communication skills, cultural understanding, and proficiency in multiple languages among students.

This has proven instrumental in creating an ecosystem that further enhances language development, while recognizing that language is constantly evolving, but still has a purpose and a context.



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## Language and the IB Learner Profile

**Knowledgeable:** Effective and purposeful knowledge of languages and their uses, which allows students to demonstrate their knowledge and understanding of all subjects, as well as understanding the world around them.

**Communicators:** Demonstrating students' ability to express themselves effectively individually and in collaboration with others in a respectful manner that is open to different perspectives and points of view.

**Inquirers:** Encouraging students to be open to learning about their own identities and cultures, in addition to that of others by actively and enthusiastically furthering their knowledge.

**Open-minded/Principled:** Learning to grow by acknowledging other perspectives and ideas with respect and tolerance, while still maintaining a deep-rooted respect and appreciation of one's own principles, ideals and beliefs.

## Language Profile

CHS is an international school with a diversity of nationalities, cultures and language needs. All staff members are fluent in English and the majority are fluent in both English and Arabic.

## Language Programme Overview

The school places large value on language learning as a key element necessary to develop communication within and beyond the school community. At CHS's core is a challenging and rigorous language learning environment, as it is the foundation for all other areas of learning. The main language of instruction is English; thus, students are fully immersed in an English learning environment from KG to Grade 12, which allows for a faster rate of learning in a challenging, yet age-appropriate programme.

Inclusion and equity of access to the IB programme(s) practices are taken into consideration at CHS. Students of different backgrounds and nationalities are welcome to join CHS, and measures are taken at an early age to help them acquire Arabic and English through immersion. At later stages, students with language barriers and challenges, such as, dyslexia, are provided with inclusion arrangement during examinations, which may include extra time, a reader and a scribe. All inclusion arrangements are made in compliance with the IB Access and Inclusion Policy requirements.

Emphasis is diligently placed on the Arabic language, as it is the home language of the majority of our students. In addition to the inclusion of Arabic language instruction across the entire school curriculum, several subjects, including Islamic religion, National Education, and Jordanian History, adhere to the Ministry of Education curriculum, which is exclusively delivered in Arabic.



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Beyond the academic sphere, CHS actively integrates Arabic into its extracurricular activities. This includes participation in Arabic poetry and writing competitions, as well as cultural events like commemorating World Children's Day with a focus on children from Arab countries.

Furthermore, the school's libraries offer a wealth of resources, including books, encyclopedias, novels, stories, and online materials, designed to inspire students to read, learn, and enjoy the Arabic language.

Engagement with the community and collaboration with other schools, the local community, and various organizations for events and initiatives, such as sports competitions, create opportunities for students to engage and further hone their home language skills.

Within the DP CAS programme, Arabic calligraphy is taught to students and showcased at numerous events and celebrations, such as the CAS Ramadan Bazaar.

Arabic is also promoted through the incorporation of Language Acquisition in both the MYP and DP for students who may have weaker proficiency in their home language but are still in the process of learning it. In addition to providing primary students with intensive Arabic lessons.

Furthermore, given the substantial number of Arabic-speaking parents within the demographic, the majority of circulars, media posts, and official correspondence are communicated in both Arabic and English.

## **Role of the Library**

To further facilitate language learning at CHS, three libraries have been set up for all stages. Students and teachers are encouraged to visit the libraries at any time and library lessons are scheduled weekly during English and Arabic lessons, during which students develop their reading and research skills with specific lessons dedicated to proper citation and referencing. In addition, MYP research laptops, as well as the school's computer labs are used by students needing broader and more varied digital resources.

## **Parental Involvement**

Parents are deemed partners in the overall learning process and play a fundamental role in supporting CHS language policy. Solid communication channels in both Arabic and English are maintained with parents who are also involved in their children's learning and language development process. The latter is achieved through familiarizing them with the tasks set, criteria to use for assessment, details of language proficiency attained and goals set for their children throughout the year.

Open communication via the school's system, Edunation, is conducted between teachers, and parents regarding language development, additional support, winter and summer tasks and any issues or challenges faced by the parents or students.



## Role of the Teacher

All teachers are language teachers; therefore, teachers implement the following practices to develop students' use of language.

- Formal register of language is used in the school and outside of the classroom.
- Referencing, bibliography and spelling protocols are identified and followed by teachers. Both British and American spelling is acceptable as long as the student is consistent in its use.
- Students' language needs is respected and catered for through differentiation strategies in the content, process and product and in all subjects.
- Exploration of command terms, concepts and key terms in each discipline is conducted and demonstrated in worksheets, task sheets and classroom displays.
- Use of variety of resources that aligns with students' linguistic background and language proficiency; videos with captions, leveled texts, images, texts from different cultures, and the use of translated work.
- Students are engaged in a wide variety of learning engagements in which they are actively involved in Oral language (Listening and speaking), Visual language (viewing and presenting) and Written language (reading and writing) through questions, discussions, debate, taking notes, etc.
- Teachers provide feedback on students' language skills to enhance effective communication of information.
- Use language as means of reflection and communication. Students develop their oral and written reflection in different disciplines and are provided feedback to enhance their reflection and process of communication.

## KG and Primary School

In KG, two hours of total scheduled lessons are administered in English on a daily basis and one hour of lessons is administered in Arabic. The objective is to promote both languages at an early stage to ensure students are able to clearly communicate their ideas, thoughts and feelings.

### KG School

At this stage, emphasis is placed on developing students' receptive and productive skills. Language learning and development takes place through **listening** to songs, extending vocabulary through **reading** age-appropriate books, **speaking and presenting** during individual and group presentations, show and tell and topic/theme discussions and **writing** letters, words and meaningful sentences. At a minimum, phonetic proficiency is expected upon graduating from KG. In addition to the language subjects themselves, Mathematics, Science, Social Studies and Physical Education are covered during lessons in both languages.



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## Primary School

In the primary school, all subjects are taught in English, with the exception of Arabic and Islamic Religion lessons. To create a strong language foundation, the main language skills (listening, speaking/ presenting, reading/ viewing and writing) are constantly developed.

At the beginning of the year, diagnostic assessments take place to assess a student's reading level. The date results of the assessments are used to assign books and stories to the students according to their levels to encourage them to read more and build their self-confidence. Another diagnostic assessment takes place at the beginning of the 2<sup>nd</sup> semester to measure a students' progress and the correct reading level they should be at.

**Listening Skills:** Students are exposed to the language when listening to a variety of authentic resources, such as, curriculum books audios and listening platforms. During practice, students listen to the texts twice before answering questions, such as, multiple choice, true or false, filling in the blanks or full sentence answers, either verbally or in writing. In addition, grades 3 and 4 students are exposed to different stories containing new vocabulary for them to learn and be able to use in sentences.

**Speaking and Presenting Skills:** Students are encouraged to express themselves verbally using picture prompts or discussion activities to share their thoughts, feelings and ideas with the class. They also work on projects in different subjects and are required to present their ideas and reflections to the class using appropriate and effective language.

**Reading and Viewing Skills:** Students, with the guidance and support of their teachers, are required to read 8 stories per year in Grades 1-4 and 4 novels in Grade 4. Reading platforms and additional reading comprehension texts are also available for students and are assigned weekly by teachers to be read with comprehension questions to be answered according to specific reading levels set by the teacher. All primary students visit the library once a week and borrow books to be read at home. In the end, students should be able to read individually with proper tone, attention to punctuation, accuracy and pace. Additionally, students are asked to read different stories using their reading platform for English during the Winter vacation.

Reading is assessed twice per semester via vocabulary words, sentences and paragraphs according to the grade level.

**Writing Skills:** Structured writing skills are taught by introducing students to a variety of text types, brainstorming ideas and using graphic organizers, as well as picture prompts and sequencing story lines (grades 1-3). Free writing and journaling is encouraged for students to express themselves in written format using new vocabulary they have acquired, correct spelling and good penmanship.

**Intensive Arabic Lessons:** In the school's effort to immerse students into the language programme offered at school at an early age, intensive Arabic lessons are provided for those needing extra support in developing their Arabic language skills. The same receptive (listening





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and reading) and productive (speaking and writing) skills are focused on, but at a simpler and more accessible level for those new to the language. For listening, students listen to simple sentences, texts, songs and stories, which are then discussed during the lesson; for reading, students are encouraged to repeat after the teacher to ensure proper enunciation and comprehension of basic words, sentences and paragraphs; for writing, copying words, sentences and paragraphs is practiced, as well as dictation and proper penmanship; and for speaking, students are encouraged on a daily basis to briefly talk about a topic of their choice, reflect on a picture prompt or a previous lesson using vocabulary or grammatical structure that they have acquired.

Additionally, teachers seize morning lessons (pre-first period) to work with any student whose Arabic language needs further improvement and who seem to have not reached the level set for the stage they are at. These lessons provide students with support material and intensive practice on language skills and provide teachers with the opportunity to evaluate the progress these students have made.

## Middle School (IBMYP)

Languages are at the center of the MYP and at this stage all students are required to study the two languages given at school: English (language and literature or language acquisition) and Arabic (language and literature or language acquisition). All other subject groups are administered and it is through the use of MYP subject-group specific command terms, communication in classrooms, and focus on approaches to learning (ATL) skills that language learning can be promoted and developed. For English, both American or British English is acceptable, as long as the student and/or teacher are consistent with their use and formal language is used.

As English is the main language of instruction at CHS, the English language subjects offered are mostly language and literature due to the fact that the majority of our students have acquired the sufficient proficiency necessary to participate in this subject. However, a very small number of students from diverse cultural backgrounds who are not proficient in English may register for language acquisition classes, use translators, laptops, and extra time which fosters inclusivity in education. These accommodations ensure equal access to learning, promote cultural sensitivity, personalize education, enhance academic success, boost confidence, enrich the learning environment, and equip students with valuable skills to develop their language. In essence, these measures aim to create an inclusive educational environment that recognizes and respects linguistic and cultural diversity while facilitating the success of all students. Also, Arabic is offered in language and literature or language acquisition, depending on the level of proficiency.



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To decide on the level of proficiency, diagnostic exams take place once each semester. Early on, students are assessed on the basic skills of reading, writing and use of language expected to have been acquired at their level. The data analysis produced by each teacher is used to evaluate students' weaknesses and strengths, and accordingly remedial/action plans are carefully devised to address any issue hindering language development individually or collectively. Remedial plans include preparing support material booklets with extra exercises and further reading suggested, one-on-one lesson, extra links published on platforms for students to home practice, extra writing tasks assigned and marked with feedback provided afterwards. The second diagnostic assessment in the second semester allows teachers to evaluate and measure students' progress, and thus reflect on the effectiveness and practicality of remedial plans taking place.

Arabic and English language and literature courses have the same MYP language and literature objectives and are assessed according to the MYP prescribed assessment criteria. Students learn writing, reading, punctuation and grammar, using texts, stories, novels and literature pieces selected by the English and Arabic department teachers, in addition to extra-curricular reading assigned for students during winter and summer breaks.

Students with a lower level of proficiency in Arabic are registered in the language acquisition classes after being classified according to their proficiency level in phases from 1 – 6, which integrates students from different year levels in the same class. As the academic year progresses, students are anticipated to advance and enhance their Arabic language proficiency, enabling them to fully engage in language and literature classes after completing two consecutive years of study. Teachers use levelled reading and consistently encourage students to enjoy reading and reflecting on extra books. Language acquisition learning follows the MYP prescribed objectives, and students are assessed by the subject-specific assessment criteria.

ATL skills are also promoted in language classes, through a set of core generic skills and subject specific skills. Students research skills are developed during language classes by assigning tasks that require the use of versatile resources, whether in the school library, the classroom or at home. Research skills are developed in the Middle School according to a guided action plan of a comprehensive research process that teachers have set for Grades 6-10, such as choosing relevant research questions, planning their investigations, conducting research using various sources, critically evaluating information, organizing data, analyzing findings, and communicating their results effectively. In Grade 6, students get familiar with what a 'resource' is and the mechanism to peruse different resources, such as, online and magazine articles to conduct a simple research. In Grade 6, academic integrity is introduced, and students practice producing a 3-4-page research paper on a given topic. While in grades 7 and 8, students start using in-text citation, adding a bibliography, verifying information from several resources and ultimately produce a 6-8 page research paper using reliable resources. In grades 9 and 10, students are expected to evaluate information found in different resources and organize their ideas accordingly; analyze and process data to form connections between ideas and concepts, and then communicate these ideas,



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evaluate information found on the basis of accuracy, importance, and social and cultural context to produce a literary research paper of 20-40 pages. To promote effective practices of language teaching and learning, students are encouraged to use technology inside the classroom, to utilize their critical thinking skills and the usage of open-ended questions.

During the winter and summer holidays, students are assigned tasks for English to support, not only their language development and improvement, but also critical thinking and analytical skills. These assignments are devised to suit their levels and may include: recommended short stories/ literary works to read and analyze using visual organizers; comparing and contrasting poems; reading a novel and producing a personal reflection on a theme, character or literary aspect; interpreting visual stimuli and conducting a simple research to communicate a specific set idea.

To encourage students in both languages, Grade 8 students are given the choice of performing their community project in English language or Arabic language, based on their interest, proficiency and preference.

## Senior School (IBDP)

IBDP students are expected to be sufficiently proficient in both Arabic and English in order to keep up with the curriculum taught at CHS. Students must study a minimum of two languages to complete the DP. In accordance with the Ministry of Education requirements, Arabic is a mandatory subject necessary for graduation and since English is the main language of instruction, it is the second language required by the school to complete the DP.

CHS offers these two languages at various levels that provide students with suitable, yet challenging choices depending on their needs and proficiency. **Language A** (Studies in Language and Literature) students study a variety of literary and non-literary texts in a variety of media. Students undergo investigations into the nature of language and how it shapes and is influenced by one's identity and culture. This is achieved by examining communicative acts across literary form and textual type alongside appropriate secondary readings. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

**Language B** (Language Acquisition) is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity. Additionally, it develops students' linguistic abilities through the development of receptive, productive and interactive skills.



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Group	Subject	Level
1 Language and Literature	Arabic A	SL
	English A	HL and SL
2 Language Acquisition	Arabic B	HL and SL
	English B	HL and SL
	Arabic ABinitio (The Ministry of Education restricts registration for Arabic ABinitio to students holding non-Arab nationalities and those who have not lived in the Arab world for only one year prior to entering the IBDP)	SL

## Language and Approaches to Teaching (ATTs)

Language is an integral part of the school's ecosystem. As such, it permeates the ATT framework to help educators in their teaching practices.

Approaches to Teaching	Related Language Tenets
<b>Based on inquiry:</b> A strong emphasis is placed on students finding their own information and constructing their own understandings.	<ul style="list-style-type: none"> <li>• The means of and opportunities for meaning making are aided and extended by using technologies.</li> <li>• Meaning is not univocal but is constructed through a process of exploration, negotiation, and cooperation.</li> <li>• Language is both an object of study and a means of constructing and communicating our understanding of the human and natural world(s).</li> <li>• Language is a means of exploring ourselves and others, diverse world views, and diverse cultures.</li> <li>• Learning the language, through language and about language.</li> </ul>
<b>Focused on conceptual understanding:</b> Concepts are explored in order to both deepen disciplinary understanding and to help students make connections and transfer learning to new contexts.	<ul style="list-style-type: none"> <li>• Language is neither static nor uniform. It changes over time and varies in space and from person to person.</li> <li>• Language is both an object of study and a means of constructing and communicating our understanding of the human and natural world(s).</li> <li>• Meaning is not univocal but is constructed through a process of exploration, negotiation and cooperation.</li> <li>• Balancing between the structure of knowledge and the structure of process when designing language units.</li> </ul>
<b>Developed in local and global contexts:</b> Teaching uses real-life contexts and examples, and students are encouraged to process	<ul style="list-style-type: none"> <li>• Language is a system that has purpose and is contextual.</li> <li>• Language is neither static nor uniform. It changes over time and varies in space and from person to person.</li> </ul>



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<p>new information by connecting it to their own experiences and to the world around them.</p>	<ul style="list-style-type: none"> <li>• Language is learned, taught and developed in context.</li> </ul>
<p><b>Focused on effective teamwork and collaboration:</b> This includes promoting teamwork and collaboration between students, but also refers to the collaborative relationship between teachers and students.</p>	<ul style="list-style-type: none"> <li>• Language is a means of exploring ourselves and others, diverse world views, and diverse cultures.</li> <li>• Meaning is not univocal but is constructed through a process of exploration, negotiation and cooperation.</li> <li>• Learners bring valuable, rich, complex linguistic repertoires to the communication and learning process.</li> <li>• Language development thrives in environments that by design embrace it.</li> <li>• The learning of language and communication goes beyond the development of language skills and includes a wider range of skills that enable meaning making.</li> </ul>
<p><b>Designed to remove barriers to learning:</b> Teaching is inclusive and values diversity. It affirms students’ identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.</p>	<ul style="list-style-type: none"> <li>• Learners bring valuable, rich, complex linguistic repertoires to the communication and learning process.</li> <li>• Individuals’ repertoires are inextricably linked to their identities.</li> <li>• Language variation, like multilingualism, is a right and a resource.</li> <li>• Language learning is neither uniform nor linear.</li> </ul>
<p><b>Informed by assessment:</b> Assessment plays a crucial role in supporting, as well as measuring, learning. This approach also recognizes the crucial role of providing students with effective feedback</p>	<ul style="list-style-type: none"> <li>• Language is neither static nor uniform. It changes over time and varies in space and from person to person.</li> <li>• Language variation, like multilingualism, is a right and a resource.</li> <li>• Language is both an object of study and a means of constructing and communicating our understanding of the human and natural world(s).</li> <li>• Communication is often multimodal, including non-linguistic elements.</li> <li>• The means of and opportunities for meaning making are broadened by creative and aesthetic forms of expression.</li> <li>• Individuals’ repertoires are inextricably linked to their identities.</li> <li>• Learners bring valuable, rich, complex linguistic repertoires to the communication and learning process.</li> <li>• Language is learned, taught and developed in context.</li> <li>• Language development thrives in environments that by design embrace it.</li> </ul>

Table 1: Programme standards and practices realized Approaches to teaching and their related language tenets. International Baccalaureate Organization (UK) Ltd, 2022.



## Language and Approaches to Learning (ATL)

All language teachers, thus, all subject teachers need to have a clear, focused and explicit aim about the skill(s) they want to develop during their time of instruction. Ultimately, all five ATL skills need to be addressed and fostered in students. ATL skills are infused into subject lessons, whereby students will learn to transfer these skills from one context to another.

Each ATL skill cluster has ATL skill indicators which play a major role in language learning and acquisition.

Students are exposed to the ATL skill indicators as: subject specific ATL skill indicators (taught explicitly and implicitly), or as core generic skills. As a consequence, students will become more aware, dependent and responsible for their own learning with time. Students will keep track of their progress and identify themselves and their competence in any learning strategy using the following terms:

- **Novice/ beginner:** students are introduced to the skill and can watch others performing it (observation)
- **Learner/ developing:** students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
- **Practitioner/ using:** students employ the skill confidently and effectively (demonstration)
- **Expert/ sharing:** students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

ATL skill category	ATL skill Cluster	Main questions that the skill addresses
Communication Skills	Communication skills	How can you read, write, and use language to gather information? How can you exchange thoughts, messages and, information effectively through interaction?
Social Skills	Collaboration Skills	How can you work with others effectively?
Self-Management Skills	Organization Skills	How can you manage time and tasks effectively?
	Affective Skills	How can you manage your state of mind?
	Reflection Skills	How can you (re)consider the process of learning?
Research Skills	Information Literacy Skills	How can you find, interpret, judge, and create information?
	Media Literacy Skills	How can you interact with media to use and create ideas and information?
Thinking Skills	Critical Thinking Skills	How can you analyze and evaluate issues and ideas?
	Creative Thinking Skills	How can you generate novel ideas and consider new perspectives?
	Transfer Skills	How can you use skills and knowledge in multiple contexts?





## Language Differentiation, Access and Inclusion

CHS places a strong emphasis on addressing the diverse needs of its students, particularly those who may encounter challenges related to language proficiency, learning difficulties, or other individualized educational requirements. This commitment begins at an early stage, notably in the lower grades, where the foundation for academic success and language development is laid.

Recognizing that there is no one-size-fits-all approach to education, CHS embraces a wide array of teaching strategies to provide additional support to students who require it. One of these effective strategies is **scaffolding**, a method that combines various instructional techniques to support students in their learning journey. These techniques include using **visual aids** to enhance comprehension, employing **graphic organizers** to facilitate structured thinking, offering live demonstrations to illustrate complex concepts, encouraging **dramatization** for hands-on learning experiences, organizing students into **structured collaborative groups** to foster peer support, and adapting the teacher's language to meet each student's comprehension level.

The overarching goal of these efforts is to seamlessly integrate and enrich every student's language skills. By doing so, students become better equipped to not only meet but also excel in the school's curriculum and fulfill its academic expectations.

For some students, additional support measures (access and inclusion arrangements) are in place to address language barriers that may arise. These arrangements are tailored to meet the unique needs of each student. They may include **granting extra time** for completing assessments or providing a **reader** to assist with comprehension. Importantly, these accommodations take into account a wide range of potential challenges that students may face. This encompasses learning disabilities, language barriers, specific learning difficulties, communication and speech disorders, social and emotional behavioral challenges, and the presence of multiple disabilities, physical limitations, sensory impairments, medical conditions, or mental health concerns.

It is essential to highlight that all of these inclusion arrangements are meticulously designed and implemented in strict adherence to the guidelines and principles outlined in the IB Access and Inclusion Policy. This policy ensures that each student's individual needs are recognized and addressed, promoting a learning environment that is inclusive, supportive, and conducive to the academic success and personal growth of every student at CHS.



## IB Standards and Practices for Language

**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: The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)**

**Culture 6.1:** The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

**Culture 6.2:** The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

**Culture 6.3:** The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

**Culture 6.4:** The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

**Culture 6.5:** The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)

**Culture 6.6:** The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)





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**Culture 6.7:** The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

**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 7.2:** The school community affirms individual student identity through learning and teaching. (0402-07-0200)

**Lifelong learners 7.3:** Students take opportunities to develop their language profiles. (0402-07-0300)

**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 5.4:** Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

**Approaches to teaching 5.5:** Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)



## Cycle of Review

The review of the policy takes place regularly and periodically (every 2-3 years) to keep the school in line with the IB policies and regulations. Revisions of the policy took place in April 2008, April 2011, April 2015, June 2017, October 2017, February 2018, March 2022, June 2023 and September 2023.

### Language Policy Steering Committee

**Principal:** Raghda Al Sawalqa  
**IBDP Coordinator:** Nancy Khair  
**IBMYP Coordinator:** Shireen Bakri  
**Primary CP Coordinator:** Niveen Salah  
**KG:** Enas Abu Hijleh and Zaina Mikel  
**Grades 1-4:** Zaina khatib and Razan Qunais  
**Grades 5-8:** Majd Abdelqader and Alaa Abu Seido  
**Grades 9-10:** Shireen Wishah and Najma Biswas  
**Grades 11-12:** Jeehan Abu Awad and Amani Kennaneh

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