



## **Lüderitz Blue School Language Policy**

### **1. SCHOOL STATEMENT**

At Lüderitz Blue School, we believe that language is a platform which facilitates individual's interaction with different cultures and impacts the depth of their understanding. Language plays a bigger role than just being a skill to be acquired in order to communicate effectively. All learners need strong language skills to develop their personal, cognitive, social and cultural identity and to appreciate different perspectives through acquisition and expression of language.

### **2. PURPOSE OF LANGUAGE POLICY**

The Lüderitz Blue School language policy provides a language framework across all grades covering the Cambridge programme.

### **3. GUIDING PRINCIPLES**

The school follows these guiding principles for teaching languages:

- i) To implement English as the primary language of instruction at the school. All academic lessons and clubs are carried out in English (with the exception of foreign language classes and clubs). Please see 5. LANGUAGE OF INSTRUCTION AND COMMUNICATION
- ii) To ensure that all staff (including the teaching and administrative staff) model a good level of English. It is the responsibility of all stakeholders of the school to develop the skills of listening, speaking, reading and writing among learners.
- iii) To expose learners to learn one additional language, its literature and cultural diversity. These are different languages to a child's mother tongue. Teaching should take place through various meaningful teaching and learning strategies with the objective of creating interconnected global citizens of tomorrow.
- iv) To develop the oral and vocabulary skills of learners, and to use language skills effectively in a variety of contexts and purposes.

- v) To encourage learners to explore language as a means to understand and appreciate varied perspectives of people belonging to different cultures.
- vi) To provide strong language learning support to learners that need it in order to achieve basic proficiency.
- vii) For further information on English as an Additional Language (EAL) learning, please refer to our Learning Support Policy, which includes a section on EAL.

#### **4. LANGUAGE PROFILE**

- i) At Lüderitz Blue School, our community is made up of multiple nationalities.
- ii) Learners have a variety of languages as their mother tongue language and many speak multiple languages in their home environment.

#### **5. LANGUAGE OF INSTRUCTION AND COMMUNICATION**

- i) The medium of instruction is English for all learners in the school and is taught as a first language subject.
- ii) English develops as a process over time through purposeful use of listening, speaking, reading and writing tasks across all curricula, extracurricular and social situations.
- iii) The language of instruction is more than merely a tool of instructions, it is important for reflection, metacognition and social interaction.
- iv) Learners are encouraged to speak in the medium of instruction in formal and informal situations throughout the school and in the classrooms.
- v) The language programme at the Lüderitz Blue School is as follows:

| Programme / Grades   | First Language   | Second/Additional Languages |
|--|--|-----------------------------|
| Early Years Foundation Stage (Grade 0)                       | English;<br>First Language English                       | Afrikaans                   |
| Cambridge Primary (Grades 1 to 6)                            | English;<br>First Language English                       | Afrikaans                   |
| Cambridge Lower Secondary, iGCSEs and A Levels (Grades 7-12) | English;<br>First Language English<br>English Literature | German and French/Afrikaans |

#### **6. NOTE ON FOREIGN LANGUAGE DEVELOPMENT**

- i) To align with local needs, Afrikaans is taught to all learners in Grades 0-6 and as an optional subject from Grades 8-12.
- ii) German and French are offered as foreign languages from Grades 7-12 to bring about an international perspective. Through their language learning, learners gain knowledge, appreciation and understanding of different cultures where German and French are spoken.
- iii) By realizing that there are multiple ways of viewing the world, learners develop skills to be able to communicate in multilingual communities in a variety of contexts and in culturally appropriate ways.
- iv) Foreign languages are taught by highly qualified individuals who have native proficiency in the language.

## **7. NOTE ON LANGUAGE ACQUISITION**

- i) Language and literature are an integral part of learning at all stages. While language acquisition follows the Lüderitz Blue School's distinct stages, learners; rate of acquisition varies greatly from individual to individual.
- ii) Therefore, language teachers assess all language skills (reading, writing, listening and speaking), regularly differentiating through scaffolding or extension as required.
- iii) To achieve this, the school ensures that:
  - Listening, speaking, reading and writing are actively pursued at all stages of learning, whereby the learners learn to use the language for a variety of purposes.
  - Independent reading is encouraged and the librarian plays an important role in selecting appropriate books as per the child's inclination.
  - Texts are read in and out of class and then debated and analyzed by learners with teachers acting as guides.
  - Writing is of immense importance and the learners are required to produce independent and original works ranging from book reviews, speeches, poems, letters, stories, posters, lyrics, scripts and analytical essays.
  - Differentiated learning is used in classrooms, in assessment tasks to lay a strong foundation for language development.
  - A spectrum of interactive activities is used to help language acquisition, which include visual aids- interactive boards, online resources, drama- role plays, skits, discussions, debated, presentations, creative writing.
  - Language teachers ensure a fair application of assessment criteria and regularly administer tests to give ongoing regular feedback. Some types of assessment tools are essays, oral presentations, debates, written assignments.
  - British English spelling is used in teaching, and in all formal written documentation.

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