



Woodford International School Language Policy

WIS Mission Statement

Woodford International School (WIS) is a community of learners that builds on each child's strengths, drawing from our diverse local context and a rich international curriculum, to develop globally ready learners equipped to shape their future and achieve their dreams.

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. This programme encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

WIS Language Policy philosophy

We believe that language is an opportunity to:

- Respect the identity of our learners and understand that they bring with them rich and diverse language profiles.
- Appreciate the identity of the WIS community and its diverse languages as this promotes international mindedness and intercultural understanding.
- Within our WIS community we aim to foster the ability to communicate with clarity and confidence in more than one language.
- Recognize that all teachers are responsible for the teaching and learning of language.
- Recognize the central role of language in constructing meaning, sustaining personal growth and cultural identity.
- Recognize that we learn in language, about language, and through language.
- Develop the ability to interpret, analyze and think critically through language.
- Strive to provide the necessary resources and support so that all language learners have equal learning opportunities.
- Recognize that successful human endeavor, including life-long learning, is underpinned by sustained language development.
- Respect the language of our host country, Solomon Islands, and aim for all students to be able to function linguistically in any society in which they live.

Language of Instruction

- At WIS we consider English to be the common educational language of the school and the language in which all our students are able to communicate with one another, however, it is recognized that some of our children may want to use their own language to clarify and consolidate meaning. While we actively promote the use of English both as a tool for learning as well as a shared means of communication with oth-

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ers, we do not discourage the use of other languages. We believe the exploration and use of home languages is beneficial for maintaining cultural identity and allows children to better understand and appreciate the world around them. The programme of inquiry provides an authentic, meaningful context for learners to develop and use language, which transcend disciplines.

- All teachers model language through everyday use and explicit learning and teaching.
- Students are empowered to make meaning of ideas and information and to create meaning for themselves and others.
- Teachers and students are provided with appropriate support to facilitate the learning and teaching of language across the curriculum.
- Language learning focuses on the key communication skills of reading, writing, listening, speaking, viewing, presenting and performing and encourage students to express themselves in a variety of media and contexts.
- Teachers and students collaborate to plan effective, relevant, significant and challenging engagements to improve proficiency in all forms of language.
- All learning experiences are differentiated to ensure that every student's individual needs are being met.
- All areas of language are assessed using a variety of tools. Methods used by teachers and students include interviews, observation records, photographs, self/peer reflections, reading records, work samples, presentations and learning journals.
- Assessment is used to evaluate the skills and strategies students have and those they need to become more proficient and independent learners.
- Assessment of Approaches to Learning (Communication skills) and conceptual understanding is used to plan and evaluate student language learning.
- We recognize different varieties of languages used and help students to develop a consistency of usage.

On the playground and during transitions

- At WIS we believe that diversity in language is a positive element in the school, no language is banned from use on the playground. However, students are encouraged to communicate with their peers in the common language of English so that some students aren't excluded due to the use of an unfamiliar language.

Additional Languages

- WIS believes that the acquisition of more than one language enriches language development and helps to facilitate international understanding. At WIS, children from Year 2 up to Middle School take Mandarin as an additional language.

Supporting our English Language Learners (Primary and Secondary sections)

Allocated teachers help students whose first language is not English to learn and use English for social and academic purposes to access the curriculum. English Language Learners face the challenge of being taught through the medium of English while they are still developing their language skills. They are expected to participate in all aspects of the curriculum while simultaneously developing their cognitive and academic language in a variety of contexts. These teachers enable students to acquire the language of instruction in a variety of ways, including:

- Employing varied support structures, including sheltered instruction and in-class support

- Communicating and collaborating with mainstream teachers on planning and assessments
- Developing receptive and productive English language skills for academic and social competence
- Planning and modifying learning engagements to enable ESL students to access the curriculum

Placement and Progression in the secondary section

When applying to WIS, all students take a pre-assessment test, which includes an assessment of their level of English in relation to the level needed to study successfully at their age group. If the school determines that a student needs ESL support they will be enrolled in the appropriate ESL program. During their ESL study students are regularly assessed (by classwork, coursework, homework, tests, and examinations). Once a student reaches the required language target, which shows that a student now has sufficient English to succeed in the mainstream, at that time they will be exited from the ESL program into the mainstream where they will continue to develop their social and academic English alongside their classmates.

Students learn languages at very different speeds, and language acquisition becomes more difficult as a child gets older. For these reasons our ESL provision and students' ESL needs change significantly in different phases and key stages, from Early Years, through lower primary and upper primary, into secondary and beyond.

Parents

At WIS we believe that the role of parents is vital for language development. We believe that the use of home languages is essential for a child's growth and learning. However, we believe that language learning continues at home. We encourage parents to use English, because it is a skill that can be shared and valued and will support language development and self-expression.

We believe that Children learn best if:

- Language is presented through meaningful, authentic experiences.
- Inquiry is used as a vehicle to facilitate language learning.
- Language is integrated across the curriculum.
- Children are encouraged to reflect on language and develop language awareness.
- Children learn in an inspiring, creative and engaging environment that enriches their language development.
- A variety of teaching strategies are used and a balanced language program that includes speaking, listening, reading and writing is implemented.
- Children have ample opportunity to speak, read, write, listen, view and think critically.
- Children are encouraged to read authentic literature from a variety of genres.
- Children are given many opportunities to express themselves creatively.
- We acknowledge that children are unique and learn language in a variety of ways.
- Teachers use a variety of assessment and recording strategies.