



Language Policy

Guidelines for members of the Primary, Middle and High school communities in our Sandefjord and Tønsberg campuses

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This document has been prepared the schools IB Coordinators and a team of teachers across all schools: 2022- 2023
Year of intended review: 2025-2026 and biannually thereafter.

A Policy

Policy Statement

At Skagerak International School, language is of foremost concern to all members of the school community, being essential to communication, learning, promoting our values, pursuing our vision and fulfilling our mission. Language considerations will be taken into account with every aspect of the school's operations.

Philosophy

ref. Judith Fabian, 2011: 'Principled teaching and learning' in The Changing Face of International Education ed. Walker.

We believe that language acquisition and development is a continuous process, and that each student has a unique language profile that reflects their individual, family and cultural identity, as well as their experiences of living in and visiting various places. Learning, thinking and constructing meaning take place through language; therefore, learning about language and learning through language are central to the curriculum. The pedagogical framework of the school – the elements of which are extending students' knowledge and experiences, conceptual development, putting learning into context, inquiry and critical thinking, meaningful action and communication amongst a community of learners - is operationalized through language. As such, it is the most significant means by which we can foster students' ability to become independent, lifelong learners.

IB Learner Profile

Ref. The IB Learner Profile booklet (2006: 5).

It can be considered that language is essential in the process of developing internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Without language, a person would not be able to articulate their values, develop the necessary knowledge and understanding, establish relationships, communicate their intentions or explain and reflect upon their actions. As students develop their ability to communicate through language, they come to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. Through language, they learn to work effectively and willingly in collaboration with others.

Purposes, Beliefs and Principles

Purpose

The purpose of the school's language policy is to provide guidance for developing the curriculum and for facilitating learning and development among students. The school's policy is consistent with its vision, mission and identity as an international school in Norway, as well as with the values and principles of the IB PYP, MYP and DP.

Beliefs

The following beliefs about language exist at Skagerak International School.

- All teachers are language teachers
- Language competence has a direct relation to a student's ability to communicate
- Language competence has a direct relation to a student's identity, sense of security and belonging, confidence and their social and emotional well-being
- All languages are valued equally
- Language has functional and aesthetic aspects, both of which must be addressed in the curriculum
- The school should provide opportunities for students to develop their home language and that they have at least one language in which they are capable of thinking at a higher conceptual level

- Students must be assisted to develop competence across the four language modes of speaking, listening, reading and writing.
- Students should be given as much support as possible so that they can participate fully in the learning experiences and the discourse of the school.
- The school has a crucial role in helping students appreciate diverse perspectives and to develop international-mindedness and intercultural awareness through the use of language
- The continuous acquisition of language is a process which develops and progresses along a continuum.

Importance is placed upon

- the need for students to gather information and develop concepts and comprehend a language in which they are able and confident
- flexibility within and between languages; in particular, bi- or multilingualism
- the various forms that language takes, including the symbol systems by which it is recorded.

Principles

Differentiation

- Each student should have their language needs taken into account when the teacher is planning.
- PYP and MYP, DP unit plans require teachers to include teaching strategies and it is expected that language differentiation will be recorded there.
- The PYP unit planners have an addendum for ELA/Unit planning to help teachers and ELA staff to differentiate for unit work.
- The school aims to provide suitable resources to assist with the differentiation or support of language learning; for example, providing alternative versions of texts such as audio books, films or translations where applicable.
- In test or examination situations, including standardized testing, teachers liaise with the learning support coordinator to ensure support will be provided to help students who are being assessed in a language where they are still at an emergent level – provided that this does not compromise the purpose of the assessment.

Teaching in the target language

Teachers are expected to teach in the target language (the language that the student is learning at the time). Students should also be encouraged and supported in such a way that they willingly take the risk to communicate in the target language as well. This is particularly the case with language B (French and Spanish) where students may prefer to default either English or Norwegian. However, it is also important to be mindful of those who are not yet confident about speaking English or Norwegian within the language A or mainstream English class context. Teachers must also be sensitive to the tools students need for understanding, including dictionaries, additional resources in the child's home language, or translation, if necessary, to ensure that students understand concepts and tasks.

Responsibilities

Certain language-related responsibilities are assigned to particular members of staff:	
The taught language curriculum	PYP Coordinator, MYP Coordinator; DP Coordinator, class teachers
Placement in language classes	MS: MYP Coordinator HS: DP Coordinator in collaboration with HS English teachers
Identification for ELA support	PS: Class teacher, English language support teacher MS: Language A and B teaching staff / MYP Coordinator HS: Language A and B teaching staff / DP Coordinator
Identification for NLA support	PS: Norwegian teacher/NLA teacher MS: Language A teaching staff / NLA teacher/ MYP Coordinator HS: Language A & B teaching staff / DP Coordinator
Transition between levels of Lang B	Language B teachers (MS&HS)
Movement into and between Lang B subjects	MYP Coordinator / Lang B teaching staff DP Coordinator
Identification and testing of language needs for new admissions	Student Support teacher / PPT Coordinator PS Principal, MS Principal, HS principal
Development of home language provisions	PYP Coordinator, MYP Coordinator, DP Coordinator and Librarians
Review of the schoolwide language policy	Stakeholder feedback, PYP Coordinator, MYP Coordinator, DP Coordinator, Principals

Common Frame of Reference

Main languages offered in the curriculum

English is the main language of instruction of the school. Students are actively encouraged to speak English in classes for which English is the medium of instruction, and to gradually reduce the reliance they have on other languages for communicating, expressing ideas, and processing information when learning in English. Through a planned immersion environment, they are subject to differentiated instruction at an age-appropriate academic standard. Students with limited English are supported and their instruction is scaffolded as they work towards becoming independent in an English language environment. Many aspects of the environment, including classroom walls and teaching resources, are intended to provide a rich, varied, and stimulating English language environment.

Norwegian is the secondary language of the school used for instruction in language and literature and, in primary school, for instruction in the PYP units. Norwegian is taught to all students, widely used in social situations, and used to aid comprehension of subject matter where needed. Teachers with specialized knowledge of Norwegian play a vital role in the language and conceptual development of all students. The importance of Norwegian as the host country language and as the home language of many the students, is a significant factor in the overall character of the school. Extra support in the form of differentiation, scaffolding, and resources, is provided for those students for whom Norwegian is a new or additional language.

French and Spanish are currently taught through the MYP as Language Acquisition (Language B) subjects. The aim is to teach these subjects as much in the target language as the student's level of independence will allow. The schools aims to give students in the upper PYP years structured exposure to these languages and in the first few weeks of MY1 students rotate through class environments so they can make more informed choices about the language they feel will best suit their interests/needs.

Students who are native speakers of a language are strongly discouraged from taking Language Acquisition classes in the same language. The purpose of these classes is acquisition, not advanced consolidation. Students who have already consolidated a language (phase 4) would not have the same possibilities for group

interaction, more independent work and find the speed of learning slow as it matches the beginners in the class. See appendix A for an overview of the phases for Language Acquisition.

Students who are of high school age and would like to take Language and Literature in their home language, independent study is a possibility. Admission to a language class which matches their home language is decided on a discretionary basis by both the parents and the school.

An English language support class may be offered at the same time and those students that are finding it difficult to access the curriculum in English can be given extra support in that language, as an alternative. At the beginning of MY2, students taking additional English language are encouraged to transition into the main language acquisition classes, but they may still delay beginning French or Spanish if their competence in English is not yet strong. The school tries to keep the classes close in terms of phases for language learning where possible.

Students are able to continue in English, Norwegian or a self-taught language when they transition into the IB Diploma Programme in high school.

English language support

The school offers only a limited amount of in-class or pull-out ELA support.

In the PYP, some assistance hours are allocated to either in-class or withdrawal support. Extra short-term support is given to new students who enter the school with very low levels of English, or none at all.

In the MYP, an English language support class option is offered according to demand. It runs concurrently to Language A. In addition, the classroom assistants allocated to students with special educational needs, through PPT funding, are also available to support students with their English or Norwegian language if required. Otherwise, the intent is to help all students learn with support and a differentiated approach within the Language A English classroom.

We acknowledge that most students in the school need some degree of English support and therefore teachers should adjust their methods of presenting information and organize tasks and resources in mainstream classes accordingly. All teachers in mainstream classes where English is the medium of instruction are seen as ELA teachers and are expected to provide scaffolded and differentiated instruction in order to enable content and concepts to be understood. When new students join the school, teachers are introduced to information about the student including their language profile.

Norwegian language support

As the host country language, Norwegian language plays a prominent part in the school discourse and culture. Most students in the school speak Norwegian to a certain extent, but some arrive in the country needing to learn Norwegian from the beginning. All Norwegian learners are given differentiated work and in-class support wherever possible (see above). Those students with emergent Norwegian language skills may have targeted support outside the classroom.

Other languages: First or home language

The school obtains information about a student's language profile when they join the school and keeps track of the range of languages that are represented amongst the student population. The Norwegian Private School Law (*privatskolelova*) provides for funding, upon application, to enable students to attend after-school classes in their home language and the school is responsible for applying for that funding from the local municipality. In the past the school has been granted funding for both Norwegian as a Second Language (NLA) teaching as is available to eligible students in public schools. Home language instruction, however, is not funded for the school.

Language profiles

The school collects information about the language profile of each student including home language, the language(s) spoken at home, the languages studied at school and any other that have previously been studied or learned. This information is kept in the student information database which is maintained by office administration.

Library

The library has a vital role in the promotion of literacy and therefore the development of students' language. The library holdings shall include texts in all of those languages that are offered in the curriculum and library development will take all four languages into consideration. The school is also interested in developing a more extensive range of library offerings for home tongue languages in the school, and this is ongoing.

B Primary school guidelines and procedures

The school is committed to primary students developing target languages and home language. The primary school has been able to make provision in recent years for Arabic, French, Polish and Portuguese speakers in an afterschool program with parent support and involvement. The school welcomes competent home language instructors for after school programs.

Target Languages

Target languages of instruction are English and Norwegian. Target languages use the IB scope and sequences to develop sequential language learning along agreed objectives and conceptual frameworks. Target language instruction is planned and incorporated within the UOI when possible, additional language skills that fall outside the UOI are planned on a stand-alone planner. Details of learning outcomes are available in the school scope and sequence documents and the unit documentation and will be mapped in stand-alone language planners.

Language Acquisition

Differentiation in the target languages is provided for all students. Designated ELA and NLA students have an IEP (Individualised Educational Plan), and their language learning is mapped on a phase-based language acquisition continuum. The English language teacher and ELA staff collaborate to support language development by completing a Unit/ELA plan based on the needs of the child, the child's ELA IEP and the EAL continuum, in concert with the language outcomes from the scope and sequence decided for the unit. The NLA teacher provides plans and tasks for NLA learners when they are in the classroom and sets and assesses home assignments. The Norwegian teacher provides support with these tasks for the NLA students when they are in the classroom. The NLA teacher, the Norwegian teacher and the PYP coordinator will meet to create a transition plan when NLA students begin to move back into the mainstream classroom.

Home Language

Home language refers to the student's first language. Where the student's home language is not English or Norwegian, the school is committed to providing some opportunities to help the child continue to develop their home language. This includes developing awareness, appreciation and curiosity for home language languages and cultures within the school and community, encouraging home language clubs for larger home language groups, informing parents about the importance of maintaining home language, updating the school community about *home language opportunities, and celebrating home language languages*.

C Middle school guidelines and procedures

Language Acquisition

MYP language acquisition is a compulsory component of the MYP in every year of the programme.

The school counsels students about their choices for language acquisition courses before the start of the MYP by

- giving students a placement test to determine in which phase they will continue with language acquisition from a previous educational programme
- organizing an Introduction to the MYP orientation as part of the enrolment process that includes information about language acquisition courses
- setting up a language carousel at the beginning of MY1, during which students can experience a brief introduction to each language acquisition course offered in the MYP
- providing an information meeting to final year PYP parents to inform them about the scope and purpose of the language acquisition course
- all introductory language courses must conclude before students choose their language acquisition course for the remainder of the MYP
- counselling on language choices is available from the Learning Support Coordinator to parents of children with learning diversities

After the introductory courses are completed, students must choose one of the languages from the carousel and continue with that language throughout the programme or until they demonstrate a satisfactory proficiency in phase 4 and begin the study of another language.

When possible, the school tries to ensure consistency in the classes by grouping students in no more than two consecutive phases in one class together, however this is not always possible. The Language Acquisition teachers and the MYP Coordinator decide on the phases offered in the school based on the needs of the students and the number of students in each phase.

Students are periodically surveyed about their interest in learning additional languages in after school classes. French, Spanish, Russian, and Lithuanian have been offered in the past in this context, with parents occasionally being involved on a voluntary basis if possible.

At this stage, the school is not able to provide formal home language learning in other languages; while the school population reflects many languages, there are only a few speakers of each. The school's main role is to liaise with parents in order to stress the importance of continued home language learning at home and find opportunities for students to share language learning from their own culture with the community.

Norwegian Language Support

In the middle school Norwegian is taught at three different levels. The large majority of students will study Norwegian Language and Literature which is intended for students who are fluent in the language. For those who are acquiring the Norwegian language we have two options. Norwegian Language Acquisition (NLA) is a class designed for students who are new to Norwegian. This class will be offered during the time that students normally study Norwegian and Language Acquisition. Students in this class will only focus on Norwegian and English language development and will not study a third language. Students who are familiar with the Norwegian language but have gaps in their abilities to either speak, listen, read, or write will be registered in a Norwegian B class. These students will study an additional language in Language Acquisition classes. Entrance and exit assessments are developed by Norwegian teachers to standardize the course selection process.

D High school guidelines and procedures

Target Languages

The school is non-selective with the exception of one requirement: all students entering the school must have a level of competence in the school's language of instruction (English) such that they are able to study that language at one of the following levels in the IB Diploma Programme: A or B. Proficiency tests are often administered when students begin at the high school (Y11) in order to assess their competence in English and/or Norwegian. Results from the test are used to support students accordingly.

The student's level of competence in English on entering the school in the Year 11 must be such that there is a realistic chance that, with the additional support the school can provide, the student will be able to cope with the demands of the English B course by the time they start the DP.

The school recognizes the centrality of language competence in the academic development of students and since language is central to learning; all teachers are, in practice, language teachers with responsibilities in facilitating communication.

The program of study in MY5/Year 11 mirrors that of the first year of the Norwegian high school (Vg1) *studiespesialisering* programme of pre-university study. In addition, the program is supplemented with additional lessons during the year to prepare students for the IBDP.

All students in Year 11 study English either as their home language or as an additional language. Students are taught in mixed ability classes, which are also a mix of native/near native speakers and second-language speakers. If possible, there will be one section of English Language Acquisition (ELA).

It is a requirement that all students study Norwegian either at a Language A or Language B level. Most students attending SIS are native Norwegians and as such follow a language and literature course with the MYP framework in Year 11 that aligns directly to the Vg1 content required by the state, at the level of home language. For those students where Norwegian A is not appropriate, they are taught separately in a 'Norwegian ab initio' class. Norwegian B is taught alongside one of the other Language B courses the school offers in Year 11: French or Spanish to meet the requirements for the national system.

It is a requirement in the Norwegian system of education that any student eligible for financial support for university must pass a recognized exam in Norwegian language to acquire the aforementioned support. Therefore, it is school policy that all students study Norwegian in Year 11 and in the DP at A or B level.

In Year 11, students who follow the Norwegian A course are required to study a second language B course in addition to English. The school offers French and Spanish as a second language in Year 11, only Spanish can be taken as ab initio.

It is a requirement of the DP that all candidates study either:

- one group 1 and one group 2 language course or
- two group 1 language courses where this is appropriate.

The following languages will be offered on a taught basis in the DP in the 2023/2024 academic year:

- English A Language and Literature HL/SL

- Norwegian A Language and Literature HL/SL
- English B HL
- Norwegian B HL/SL
- Self-taught home language

High school policy, in line with the academic integrity policy at SIS and IB recommendations/regulations is that ALL students that are taking Language A in Y11 continue to study at that level in the diploma program. For example, a student cannot take Norwegian A in Y11 and then move to Norwegian B HL in the diploma.

A description of each of the above courses is available from the school and students and parents should discuss with the DP Coordinator and Language teacher which of the above courses is most appropriate, when making their subject choices for the DP.

Home Language

Students whose home language is neither English nor Norwegian can study their home language on a school supported self-taught basis where the home language is offered by the IB. School supported self-taught language is a Group 1 course offered only at SL in Literature, meeting the same curricular requirements as other first language courses. Its function is to provide diploma candidates with a means of pursuing the study of their first language when there are too few student speakers of that language in a school to make taught classes in it viable.

Self-taught students are guided and supervised by a language teacher who meets with them on a weekly basis. In addition to guidance on the course requirements, help is provided with the choice of books to be studied and tuition given in generic Language A skills.

Parents of self-taught students are encouraged to source tuition for their child from a teacher of the home language where this is possible. The school can help in this area e.g., setting up email contact with a teacher in another DP school.

E Bibliography

The following documents were used in the process of developing this policy:

- IBO. (2020). *Middle Years Programme: Language acquisition guide*. Cardiff: International Baccalaureate Organisation.
- IBO. (2019). *Diploma Programme: Language B Guide*. Cardiff: International Baccalaureate Organisation.

F Appendices

Appendix A: MYP Language Acquisition Global Proficiency table

MYP language acquisition global proficiency table

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple authentic multimodal texts in recognizable formats.	Emergent communicators in phase 2 understand and respond to a variety of simple authentic multimodal texts in recognizable formats.	Capable communicators in phase 3 understand and respond to a variety of simple and some complex authentic multimodal texts.	Capable communicators in phase 4 understand and respond to a wide variety of simple and some complex authentic multimodal texts.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in a variety of complex authentic multimodal texts.	Proficient communicators in phase 6 analyse and evaluate the important information, details and ideas presented in a wide variety of complex authentic multimodal texts.
They identify some explicit information (facts and/or opinions, feelings and ideas) some implicit information (supporting details) and can interpret some basic conventions and connections presented in these texts to draw conclusions.	They identify some explicit and implicit information and can interpret and analyse some conventions and connections presented in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse some conventions and connections presented in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse conventions and connections in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse conventions and connections effectively in these texts to draw conclusions.	They identify explicit and implicit information and can analyse and evaluate conventions and connections in these texts to draw conclusions.
They demonstrate their comprehension in simple oral and written phrases using some simple modes.	They demonstrate their comprehension in simple short oral and written language using simple modes.	They demonstrate their comprehension by producing a range of simple and some complex spoken and written language using simple and some complex modes.	They demonstrate their comprehension by producing a range of simple and complex spoken and written language using simple and complex modes.	They demonstrate their comprehension by producing a range of complex spoken and written language using complex modes.	They demonstrate their comprehension by producing a range of complex spoken and written language using complex modes.

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
They engage in simple rehearsed and some unrehearsed exchanges to convey basic information on everyday personal and in some social topics in a very limited range of familiar interpersonal situations.	They engage in simple rehearsed and unrehearsed exchanges to communicate their understanding and opinions on everyday personal and social topics in range of familiar and some unfamiliar situations in interpersonal and cultural contexts.	They engage in some authentic and spontaneous conversations to communicate their understanding and opinions on everyday personal, social, and in some topics of global significance in range of familiar and unfamiliar situations in interpersonal and cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding and opinions on topics of everyday personal, social, and global significance in a range of familiar and unfamiliar interpersonal and in cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding, opinions and perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding, opinions and perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural contexts.
They communicate some required information, in recognizable formats, with some sense of audience and purpose to suit the context.	They communicate all required information, organized in appropriate formats, with a clear sense of audience and purpose to suit the context.	They communicate some required information, organized into a recognizable format, with some sense of audience and purpose to suit the context.	They communicate all the required information, organized in an appropriate format with a clear sense of audience and purpose to suit the context.	They communicate all required information, organized in an appropriate format with a sense of audience and purpose, to suit the context.	They communicate all required information, organized effectively in an appropriate format with a discerning sense of register, audience, and for a variety of purposes to suit the context.

1: 'MYP Language acquisition global proficiency table.' IB. P.24-25

Appendix B: Language Acquisition pathways through the MYP-DP continuum

Possible IB continuum pathways

Start of MYP 1	MYP		DP	CP
Schools may offer introductory MYP language acquisition courses (languages carousel courses) and consider the student's previous learning in the language during primary school education in order to determine placement. Refer to the written and taught curriculum requirements section in this guide.	Emergent	Phase 1	Ab initio	If the CP student is taking a DP language acquisition course, refer to the placement recommendations shown in the DP column to the left. If the CP student is not taking a DP language acquisition course, refer to the CP language development guide for recommendations.
		Phase 2	Ab initio (in rare cases) Language B SL	
	Capable	Phase 3	Language B SL	
		Phase 4	Language B SL/HL	
	Proficient	Phase 5	Language B SL /HL Language A: literature SL Language A: language and literature SL Literature and performance SL	
		Phase 6	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL	

2: 'Possible IB continuum pathways.'; Language Acquisition Guide p.6, 2021