



Language Policy

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PURPOSE

The purpose of this policy is to support the vision and mission of Beacon Private School (BPS). BPS is committed to enhancing the intellectual and personal development of its learners, equipping them with the passion for inquiry learning, ensuring academic excellence, and preparing them as active, responsible global citizens.

In alignment with this vision, the language policy outlines the principles and guidelines for language learning at BPS. It is designed to foster a future-focused community where learning is based on inquiry, developing successful independent learners in an environment that harbors respect and responsibility, stimulates inquiry, creativity and innovation, cultivates higher-order thinking, and promotes collaboration and communication.

This policy defines the school's linguistic and academic aims, and the program and learning support to help learners achieve these goals within a culturally rich and diverse environment, aligning with the principles and practices of the International Baccalaureate (IB) as well as the requirements of the Ministry of Education (MOE).

SCOPE

The language policy applies to all learners, teachers, and members of the Learning Leadership Team in BPS as well as a guideline for potential learners. The policy applies to all subjects and grade levels and is aligned with the vision and mission BPS, principles and practices of the IB and requirements of the MOE.

Beacon Private School recognizes that language is the ultimate medium of interaction between the individual and the world. It is through language that one expresses one's uniqueness, one's culture, embraces the experiences of others, and celebrates the richness of the world's diversity. Language is fundamental to education as it is a medium of learning throughout the curriculum. Learners are learning through and about languages in all disciplines at all times.

REVIEW PROCESS

The language policy undergoes an annual review to evaluate its effectiveness as a dynamic and responsive document that supports high-quality instruction and student achievement. During professional development sessions in the second semester, committees consisting of staff members, each led by a chairperson, collaborate to update the policy. They consider learners' needs, IB updates (for PYP, MYP and DP), current research findings, and the specific needs of the school community. This collective expertise ensures that the policy remains relevant, appropriate for grade levels and subjects, and aligned with the school's vision, mission, and evolving educational practices.

The updated policy suggestions from each committee are presented to the rest of the school to gather feedback. Ultimately, the final review and confirmation of the revised policy are conducted by the Senior Leadership Team members.

AVAILABILITY and COMMUNICATION

The most current version of this policy is accessible to all stakeholders on the school website. In addition, it is also provided in the Parent Handbook and the Staff Handbook. Teachers can also access the policy in the Team Teachers' Group for easy reference. During the induction week, new teachers will receive comprehensive training to ensure their understanding and effective implementation of the policy.

COMPLIANCE AND RESPONSIBILITY

All learners, parents, and teachers are expected to comply with the Teaching and Learning Policy as outlined below.

As stated in our Teaching and Learning policy, teachers are responsible for implementing the teaching and learning strategies and practices outlined in that policy. They should align their instructional methods with the curriculum guidelines, utilize effective assessment strategies, and create a positive and inclusive learning environment. Differentiation and learning support in languages for learners with different levels of English and Arabic (ELL and ALL) is provided to accommodate and facilitate the access to the curriculum.

The choice of subjects regarding language options within the IB MYP/DP language and literature and language acquisition, is aligned with the IB requirements in the IB Languages guides, *MYP From Principles into Practice*, *DP From Principles into Practice*, as well as with our Academic Integrity Policy. The subject selection will be revised and approved by the IB MYP and DP Coordinators and the Subject Leads.

GENERAL STATEMENT

The instructional program at BPS seeks to develop our learners' approach to inquiry, critical thinking, communication and collaboration skills as well as their character, identity and an open and international mindedness. The understanding and celebration of plurilingual societies is key in BPS and the languages opportunities for our learners. Developing the capacity to speak more than one language is an integral part of this preparation, and as a result, the provision of immersion into two languages plus a third one of acquisition is a requirement for every learner who is admitted into the school.

The school endorses a holistic approach to teaching languages, aiming at creating an authentic learning environment where teachers act as facilitators to guide learners to reach their potential as active learners. To foster languages at BPS, all members of the school community are required to be language teachers and to use one language consistently in any written or oral production.

At BPS, we aim to support learners in expressing themselves confidently and creatively in more than one language and in many ways. Therefore, learners are provided with various opportunities to collaborate effectively and to listen carefully to the perspectives of other individuals and groups.

LANGUAGE LEARNER PROFILE

The BPS learner population is made up of over 30 nationalities. *Arabic or English is the first language for the majority of the learners, with a minority of learners who speak French or Spanish as their first language. All cultures and home languages or heritage languages are encouraged to be practiced and celebrated*



throughout our community. Administrative and teaching staff speak English, and the majority are fluent in at least one other language. English is the language of instruction for all subjects except for Arabic, Islamic Studies, Civics, and *the third language class (French and Spanish)*.

English Language Learners (ELL) are learners who are in the process of acquiring English as a second or additional language. These learners may have varying levels of proficiency in English and may require additional support to succeed academically. ELL learners are accepted under the condition of demonstrating progress with the support provided in push in and pull out sessions. All learners are expected to have a proficiency in English at their respective grade level. Arabic learners, however, are expected to have their Arabic proficiency at their respective grade level. All learners are encouraged to develop three languages with the main two being English and Arabic.

Refer to the Learning Support and Inclusion Policy for further information regarding the learning support provided for ELL.

LANGUAGES ACROSS BPS CURRICULUM

In Nursery and KG1, English is the primary language of instruction, but it is important to note that Arabic learning is also given significant emphasis to support native Arabic speakers. English and Arabic are given equal weighting in our Nursery and KG1 curriculum.

Throughout the school, from elementary to secondary, the main language of instruction is English. However, the diversity of our community is reflected in the multilingual scope of our program. Students with first languages of Arabic, French, or Spanish are enrolled in classes to study their Home Languages. Additionally, learners have the option to enroll in language acquisition classes for any languages they wish to learn.

Learners who are not yet proficient in English are provided with differentiated support in their classes to help them reach grade-level expectations. They also receive ELL (English Language Learner) sessions to further develop their English skills.

The LMC at BPS provides a range of books in the languages taught at the school. This is to encourage reading and development of learners with their home languages or languages they are acquiring.

The table below presents the language phases offered at BPS for both the MYP and DP.

MYP	DP	Languages at BPS
Phase 1	Ab Initio	Spanish, French, Arabic
Phase 2	Ab initio	Spanish, French, Arabic
Phase 3	Language B SL	Spanish, French, Arabic
Phase 4	Language B SL/HL	Arabic
Phase 5	Language B SL/HL	Arabic
	Language A: Language and literature SL/HL	Arabic, English



BPS Language Goals:

- English is considered as the primary language of instruction.
- Arabic and/or English are provided as home languages for all learners.
- Learners are expected to choose a third language for acquisition, with options including French, Spanish, or Arabic.
- In the PYP, learners study two languages, in the MYP three languages, and in the DP a minimum of two languages.

BPS SUPPORT FOR HOME LANGUAGES

BPS recognizes and celebrates the linguistic diversity of its student body. The school is committed to supporting the development of students' home languages, in addition to proficiency in the primary language of instruction, English.

The Learning Media Center (LMC) maintains a collection of books in various home languages represented in the school community. These resources allow students to engage with literature in their native tongue, fostering a sense of cultural identity.

The school also organizes events to encourage the appreciation of students' home languages and cultures, such as language festivals, cultural performances, and opportunities for parents to read stories from their native languages to classes.

Furthermore, BPS allows learners to take DP language and literature courses as self-taught subjects in their home languages, enabling them to further develop their proficiency and appreciation for their native tongues.

At BPS, the languages of the wider community of students, parents, and teachers are respected and promoted by providing opportunities for our school community to share their languages through assemblies and hosting events where parents can participate. The school also arranges a wide range of sociocultural events, including a school carnival and more, where these diverse languages and cultures can be celebrated.

LANGUAGE CONSIDERATION DURING ADMISSION

The admission process at BPS considers the applicant's language development, academic skills, and social skills. Previous school records and a language assessment, such as a MAP test, are used to determine the appropriate grade level placement. While placement is generally based on age, factors like language proficiency and development are also taken into account to ensure the learner is set up for success.

The school provides support for learners for whom English is a second or foreign language, admitting them when adequate support resources are available.

During admission, the Arabic language level is determined based on previous history. All Arabic learners must be placed in the MOE Arabic program (grades 1-10). Students can choose between French and Spanish as their third language.

For more details, please refer to the Admission Policy.

MINISTRY OF EDUCATION REQUIREMENTS

BPS meets and exceeds the Bahraini Ministry of Education mandates regarding Arabic language learning. Learners are offered adequate instructional time in Arabic and teachers utilize a rigorous curriculum framework and resources approved by the Bahraini Ministry of Education. In addition, Social Studies and Religion are taught in Arabic language and it is a requirement from the Ministry of Education in Bahrain.

LEARNERS PREPARATION FOR THE DP LANGUAGES COURSES

BPS's language curriculum and learning experiences before grades 11 and 12 are designed to prepare learners to succeed in their DP language courses.

Language A learners are prepared through:

- being introduced to a range of texts from different periods, styles and genres;
- exploring and studying their home language, preserving language heritage and culture; (The school supports self-taught courses for various languages, fostering a multilingual environment that celebrates diverse linguistic backgrounds. This promotes cultural understanding and embraces linguistic identities).
- developing in them the ability to engage in close, detailed analysis of individual texts and make relevant connections;
- developing their powers of expression, both in oral and written communication;
- encouraging them to recognize the importance of the contexts in which texts are written and received;
- encouraging them, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning;
- encouraging them to appreciate the formal, stylistic and aesthetic qualities of texts;
- promoting in them an enjoyment of, and lifelong interest in, language and literature;
- developing in them an understanding of how language, culture and context determine the ways in which meaning is constructed in texts;
- encouraging them to think critically about the different interactions between text, audience and purpose.

Language B learners are prepared through:

- developing international mindedness through the study of languages, cultures, ideas and issues of global significance;
- enabling them to communicate in the language they have studied in a range of contexts and for a variety of purposes;



- encouraging, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures;
- developing their understanding of the relationship between the languages and cultures with which they are familiar;
- developing their awareness of the importance of language in relation to other areas of knowledge;
- providing them, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical and creative thinking skills;
- providing them with a basis for further study, work and leisure through the use of an additional language;
- fostering curiosity, creativity and a lifelong enjoyment of language learning.

Language ab initio courses

- These are offered to DP learners with no prior experience of the target language or for those who have minimal previous experience in that language.

PROFESSIONAL DEVELOPMENT

Language teachers at BPS regularly engage in various professional development experiences to enhance their teaching practices.

BPS is currently under the accrediting process for the IB Continuum, PYP, MYP and DP, being already accredited as DP. As our commitment to the IB, all BPS teachers are required to undertake the corresponding IB training for their programme and/or subject. Within our team there are also IBEN members who guide and provide specific PDs to make sure all teachers share and embrace the IB approaches to Learning and teaching.

The Common Ground Collaborative (CGC) Learning Ecosystem, which the school implements, provides various opportunities to work collaboratively on defining, designing, delivering and demonstrating learning.

ASSESSMENT

As shared in our Assessment policy, the main aim of assessment is to encourage and support learning. The school offers a variety of formative and summative assessment tasks to reflect the learners' progress in the development of language skills (listening, speaking, reading, writing, viewing and presenting). For PYP learners, teachers are expected to keep their own records up-to-date with information on learners' progress.

For MYP, learners are assessed against four criteria (Criteria A, B, C, and D) in language and literature or language acquisition. The maximum achievement level is 8, and teachers ensure that each criterion is covered at least twice per semester. Additionally, a variety of formative assessments are used, such as observation, rubrics, journals, self-assessment, peer assessment, group assessment, running records, portfolios, presentations, diagnostic assessments, and performance-based tasks.



To diagnose learners' language proficiency, we administer external exams, such as the Measures of Academic Progress assessment (MAP) and the Arabic Benchmark Test (ABT), in September. These tests are conducted three times per year to assess the attainment and progress of learners. Based on the results, we can develop an appropriate plan and provide necessary language support (ELL or ALL) if needed. The progress in language learning must be regularly assessed and monitored.

In DP, learners undergo both formative and summative assessments to prepare them for internal and external assessments, including orals, essays, and other tasks.

We encourage our learners to consider taking the DELF Exam, an official diploma issued by the French Ministry of National Education. Administered at the Alliance Française Bahrain examination center, the DELF certifies learners' ability to use French in real-life situations. It follows the levels of competence outlined in the Common European Framework of Reference for Languages (CEFR), offering exams for A2 (beginner), B1 (pre-intermediate), and B2 (intermediate) levels. The exam evaluates listening comprehension, reading comprehension, speaking, and writing skills, covering diverse linguistic and cultural situations worldwide. Any learner enrolled in the International Baccalaureate (IB) program can take the DELF exam.

Refer to the Assessment Policy for further information regarding assessment in each IB programme.

LEARNING MEDIA CENTER (LMC)

The Learning Media Center (LMC) aims to cultivate lifelong learners by developing students' literacy, cognitive skills, and supporting teachers in their planning. The LMC is continuously expanding its resources in multiple languages, including Arabic, English, French, Spanish, and other home languages represented in the school community, across various sections.

The librarian, coordinators, and staff collaboratively select resources based on student needs and instructional requirements. Different platforms and media are purchased annually to provide learners with a diverse and up-to-date bank of audio and written materials, fostering the development of language skills.

Importantly, the LMC's learner-centered instructional resources are designed to encourage inquiry, research, investigation, problem-solving, higher-order thinking, and collaboration. In addition, teacher-centered instructional and digital resources are used throughout the school to meet the needs of our learners and align with our curricular expectations. These resources include textbooks, leveled readers, science kits, manipulatives, educational portals, apps, models, maps, atlases, and more.

Teachers Responsibilities:

All teachers in BPS are, in practice, language teachers with the following responsibilities:

1. Facilitate communication using language in their subject area.
2. Provide high-quality language instruction to learners: Deliver effective language instruction aligned with policy objectives and curriculum guidelines.



3. Foster a supportive learning environment: Create an inclusive environment that values linguistic identities and cultural diversity for all learners.
4. Differentiate instruction: Address diverse needs by adapting teaching approaches and providing additional support or enrichment to individual learners.
5. Identify learners needing ELL support: Recognize learners requiring additional English Language Learner (ELL) assistance through assessment and collaboration.
6. Assess and provide feedback to learners: Evaluate language proficiency and offer constructive feedback to promote learner growth.
7. Collaborate with colleagues and parents: Engage in professional collaboration and maintain effective communication with parents to support learner development.
8. Stay informed and engage in professional development: Stay updated on research and trends, and pursue ongoing professional growth to enhance teaching practices.
9. Support language goals of learners: Guide learners in setting and achieving language learning objectives.

As stated in our Learning Support and Inclusion Policy, the Learning Support Coordinator plays a crucial role in supporting learners with diverse learning needs and ensuring an inclusive educational environment. Their responsibilities typically include:

1. Coordinate language support services for ELL learners: Organize and oversee the provision of specialized support services to English Language Learners based on assessments and consultations.
2. Collaborate with language teachers and specialists: Work closely with teachers and specialists to develop effective strategies and interventions for supporting language learning and inclusion of learners.
3. Develop and implement Individualized Education Plans (IEPs): Create personalized plans that address the specific needs of learners, outlining goals, accommodations, and support services to facilitate their language development.
4. Communicate with parents to involve them in the support plan: Maintain regular communication with parents, discussing and seeking their input regarding their child's language learning support and progress.
5. Provide professional development and guidance: Offer training and guidance to language teachers and staff on inclusive language teaching practices, equipping them with the necessary skills and resources for supporting learners with language learning difficulties.
6. Collaborate with parents to support language development and academic success: Foster collaboration with parents, sharing progress updates, seeking their input, and working together to implement strategies that support their child's language development and academic achievement.

7. Advocate for inclusive language practices and equal access: Promote the importance of inclusive language instruction, raise awareness about equity in language learning, and ensure that all learners have equal opportunities to access and succeed in language learning.
8. Stay informed about language learning research and best practices: Stay updated with current research, trends, and best practices in language acquisition and inclusive language instruction. Continuously expand knowledge and expertise to provide effective language support to learners and inform decision-making.

Overall, the Learning Support Coordinator plays a pivotal role in ensuring that learners with diverse learning needs receive the necessary support and opportunities to succeed academically, socially, and emotionally.

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