



Warwick Academy

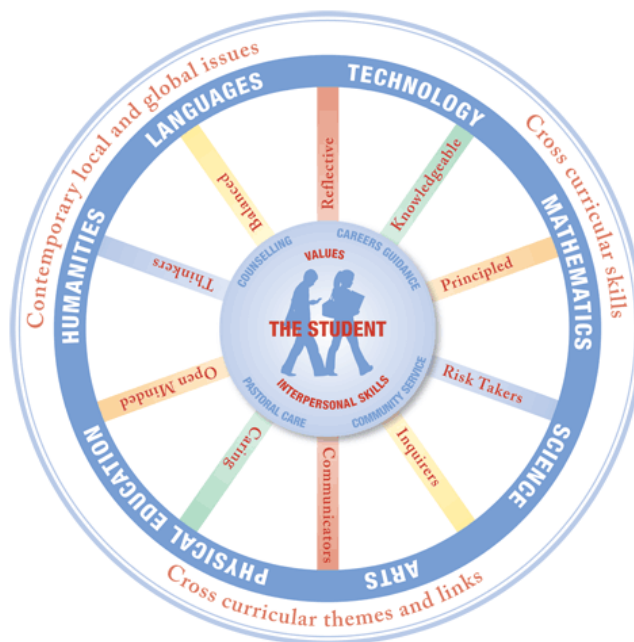
'so much more than a place to learn'

Language Policy

MISSION STATEMENT

Building on centuries of excellence, we provide an international educational environment designed for our diverse student body. Our innovative curriculum is delivered with a commitment to personalised pastoral care and enhanced by a dynamic co-curricular programme. We strive to create a culture of collaboration so that our students can become lifelong learners, global thinkers and successful leaders.

CURRICULUM MODEL



NOTES

Dated: January 2026

To be reviewed: September 2026

Staff involved: AOO, RSD, RW, SJ

Philosophy

We believe that it is essential to focus on the acquisition of strong language skills in order to equip students with the tools for effective communication, development and learning. It is our belief that all staff members have a role to play in the language development of each student. Language is a universal element across the curriculum.

It is our aim to instill in each student the qualities and attributes of the IB learner profile in order to equip students with the knowledge and skills for life in the international community beyond Warwick Academy.

School language profile

Currently there are few students who have a first language other than English. These students are supported individually in regular classrooms with no external support at this time. The school is currently working on integrating information about mother tongue and first language into our student management system. With this information, more informed decisions while reviewing this policy can be made in the future.

Key understandings

Language consists of:

- Oral language
- Written language
- Reading and responding
- Listening and responding
- Viewing and processing
- Presenting

Expectations:

Students will be able to:

- Communicate effectively in the language(s) of instruction
- Use language skills in a cross- curricular context
- Develop the skills to access and use information (in accordance with the academic honesty policy)
- Appreciate the importance of language acquisition

English is the language of instruction and communication at Warwick Academy. Additionally, each subject has its own specific rubric and vocabulary. As per our developing literacy guidelines for the school, it is essential that the subject teacher gives each student the required language support and tools, according to the student's individual needs.

Language teachers:

- Plan and deliver the curriculum with the students' previous learning experiences and the final learning objectives of the DP in mind
- Provide appropriate support for students' language learning
- Provide students with the opportunity to showcase their skills within the school and wider community
- Appreciate the importance of professional development activities
- Use effective teaching strategies for the development of listening, speaking, reading and writing skills
- Assess students using a variety of methods which provide meaningful feedback of mother tongue development and foreign language acquisition of the student
- Ensure that the curriculum reflects and involves the whole school and wider community

Resources offered:

English and MFL courses use the following resources to aid in student development and parental involvement:

Physical Resources

Library provision

- Fiction and non-fiction texts
- Graded readers for EAL/ELL students
- IB course texts and wider reading
- **Classroom environments**
 - Word walls (subject-specific terminology, command terms, key phrases)
 - Visual scaffolds (sentence starters, writing frames, model paragraphs)
 - Anchor charts for text types (e.g. speeches, articles, commentaries)
 - Dual-language displays where appropriate
- **Print-rich environments**
 - Displays celebrating literature, global issues, and student work
 - Posters supporting academic language (e.g. analysis verbs, connectives)
- **Support materials**
 - Dictionaries and thesauruses (monolingual and bilingual)
 - Grammar and style guides (aligned with SPaG and IB expectations)
 - Writing toolkits (e.g. PETAL/PEEL structures, comparative frameworks)
- **Learning support spaces**
 - EAL/learning support classrooms with targeted literacy interventions
 - Quiet reading/study spaces to encourage independent literacy

Virtual / Digital Resources

Learning platforms

- School LMS (e.g. Firefly) hosting resources, model responses, and feedback
- Shared drives (e.g. Teams/ OneNote) with curated reading materials, exemplars, and revision guides
- **Language development tools**

- Adaptive SPaG platforms (e.g. NoRedInk or Century)
- Computer Readers for LE students
- wordreference.com used in MFL
- **Multimodal resources**
 - Recorded lectures, author talks, and podcasts (in curriculum lessons)
 - Audiobooks to support comprehension and accessibility
 - Video-based analysis (e.g. speeches, advertisements, documentaries)
- **Collaborative tools**
 - Shared documents for peer editing and feedback
 - Discussion boards/forums to support academic discourse
- **Assessment and feedback tools**
 - Platforms for submitting written and oral work
 - Use of digital rubrics aligned with IB criteria
 - Audio/video feedback to model academic language
 - NGRT reading test - English

Diversity of Language Needs

English is the mother tongue of Bermuda; however, there is a large Portuguese and Azorean community. English is taught as Literacy from Y1-6 and as English in Y7-13. KS3 follows the UK National Curriculum and students have 5x 40-minute lessons per week. IGCSE is available for all students in Y10 and Y11 in both English Language and English Literature and have 5x 40-minute lessons per week.

Spanish and French is currently taught from Y1-Y13. In the secondary school, students study French and Spanish during Y7-8. In Y7 and 8, students have 3x 40-minute lessons of French and Spanish per week. Students elect to study either French or Spanish at the end of Y8 for IGCSE. In Y9, students have 4x 40-minute lessons per week. The IGCSE course is delivered as a 3-year course to Y9-11 students. Students have the option to take a GCSE exam in their mother tongue if the exam is offered.

Currently, almost all students (with only the odd exception) take either Language: A Literature, or Language A: Language and Literature for one of their IB courses, at either HL or SL. Students choose either French or Spanish at the end of Y11 for study in their IB course. French and Spanish are offered in the Group 2 B languages and are available to be studied at HL, SL and Ab Initio.

Student access to Language B options for DP

The following practices are employed to guide each student in the selection of the most appropriate Language B option (SL, HL, Ab initio) according to the student's abilities and learning objectives.

Students wanting to study IB SL language must gain a Level 6 or above at IGCSE and a Level 7 or above for access to the HL language course; the target for these courses are students with prior experience of the language. Standard Level's recommended teaching time is 150 hours while Higher Level is 240 hours. Students who do not meet the criteria are assessed on an individual basis by the Head of Department in consultation with the Head of Curriculum. Their progress and suitability is regularly monitored by the subject teacher. Y11 students attend an interview to discuss their IB options and choices prior to submitting their option forms.

Ab initio is offered at the discretion of the school. Students who have studied a language in the secondary school to a very basic level for a minimum of two years may be able to access the Ab initio

course if their knowledge and language skills are deemed appropriate for an Ab initio learner. The language Ab initio syllabus covers five prescribed themes for a total of 20 topics that must be addressed in the language Ab initio course. The recommended teaching time is 150 hours.

IBCP

IBCP language development is designed to ensure that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world. It aims to provide students with the necessary skills and intercultural understanding to enable them to communicate in an environment where the language studied, is spoken. This process encourages learners to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity. Language development should, where possible, be appropriate for the context of the students' career-related studies. It should be challenging and enjoyable as well as relevant to a student's needs and aspirations. Language development should be designed to develop students' linguistic abilities through the development of receptive, productive and interactive skills.

Aims: Language development in the IBCP core accommodates the different levels of linguistic proficiency that students have when they begin their IBCP studies. There is a single set of language development aims which are applicable to all students.

Parent/Guardian Involvement

Parents and guardians are an integral piece of the language development puzzle, and their informed support is highly beneficial to students. To aid them in guiding student choices, the school holds an annual Sixth Form Fair, which includes booths for the Language courses offered (both Language A and Language B) where parents and students can gain more information about the courses and which best fit their individual needs and abilities. Year 11 students and their parents/guardians also engage in one-on-one meetings with a member of the Secondary Management or Sixth Form team to help determine a student's best course choices, including their Language A and Language B options. As needed, parents are met with if there are concerns about a student's ability to access the MFL curriculum to determine the best course and language approach for the individual student. This is especially critical for students with limited prior foreign language learning or those with an ILP.

Practices and Policies in Support of Language Learning

As a school, we are aware of the fact that students with learning differences (academic, social, language) need special consideration. We review student information and decide on an action plan.

The following policies and practices are also in place to provide support to students in the language of instruction and the school's additional languages (French and Spanish):

- Guidelines on preferred bibliographic styles (see Academic Honesty Policy)
- Admissions policy considerations and reduced KS3 additional language curriculum for students with weaker language skills
- Learning Enrichment (LE) policy
- Assessment policy. Additionally, teachers are supported in attaining appropriate professional development and in working together to improve language instruction in the school

Provision for Students with a language other than the mother tongue of the school

In addition to the policies listed, special consideration is given to students with a native language other than English who want to access the Warwick Academy curriculum. Practices also include:

- Assessment of individual students' needs through consultation between the Admissions office, the Deputy Head: Curriculum and for the IB programme the Head of Sixth Form and IB Coordinator
- Evaluation for the possibility of provision of supported self-taught options in Group 1 A1 languages
- Development of School supported self- taught courses for native speakers
- Allowing non-native speakers in KS3 to focus on either French or Spanish as their additional language, and providing additional lessons and resources such as an online language programme in the chosen additional language
- Provision of extension materials and the opportunity for progression for students in KS3 and 4 whose mother tongue is French or Spanish
- Facilitate the use of home languages within the classroom (eg. students can plan/ note take etc. in their home language)
- Pursue staff PD opportunities to support students with EAL students
- Celebration of home languages (eg. International Day; poetry readings)

Assessment

In the IB Diploma Programme, assessment is delivered through both Formative and Summative assessment as outlined in the Assessment Policy. Assessment is carried out in accordance with the IB criteria and guidelines for each of the subject groups. Students are introduced to the assessment expectations of the IB course at the beginning of the academic year. Assessments will be reported in English, which is the medium of instruction. Assessment of learning of languages other than English may be reported in those languages.

In KS3, Y7-9, the National Curriculum assessment criteria and desired levels of attainment for each year group is communicated to both parents and students. In KS4, teachers use the IGCSE criteria for each subject.

Assessment takes place in various forms throughout the academic year. Students are provided with self-evaluation and self-assessment opportunities as well as productive written and verbal feedback. Students' progress is communicated to parents both verbally and through written reports and grades. See the assessment policy for more specific details.

Policy Implementation, Evaluation and Review

This policy must be read and understood alongside the schools Learning Enrichment (LE), Academic Honesty and Assessment policies.

Implementation, evaluation, review and communication of this policy

- The language policy committee will meet annually to review the policy for minor changes including the development of a more detailed school language profile and, subsequently, changes to that profile. Full review of the policy will occur every five years or upon significant change in the school's language profile, the development of new ideas for language instruction and/or the result of research and data analysis as noted by the committee.
- The document is communicated to the whole school community by:
- Being placed in the Staff Handbook and referenced in Department Handbooks.
- Parent/ Pupil access to the document through the schools virtual learning environment (FROG).

The Committee responsible for this document are:

- Head of Sixth Form: Mr. Ralph Woods
- Head of Modern Foreign Languages: Ms. A. Okanta-Ofori
- Head of English: Ms. Ruth Sudlow
- Deputy Head: Curriculum: Sara Jackson