

 KNIGHTSBRIDGE SCHOOLS INTERNATIONAL	NOMBRE DEL PROCESO Apoyo Interdisciplinario	RESPONSABLE Secretaría Académica		CODIGO RAIM-07-01
	REVISOR Coordinación de Calidad	APROBO Dirección	FECHA DE VERSION September 18 de 2019	Página 1 de 8



KNIGHTSBRIDGE SCHOOLS INTERNATIONAL

Administrative Procedures Bogota, Colombia

LANGUAGE Policy

COLEGIO KSI-BOGOTA- SISTEMA DE GESTIÓN DE CALIDAD - COPIA NO CONTROLADA

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1.1. Philosophy

The development of language is fundamental to the instinctive need to communicate. It permeates the world in which we live, and consequently the entire KSI curriculum. It is a medium of inquiry and central to students' intellectual, social, and emotional development. Effective use of language empowers students and supports their autonomy in the learning process. Language learning supports the capacity to think critically which is essential for the cultivation of intercultural awareness, international mindedness, and global citizenship.

Students learn language, learn through language, and learn about language in an authentic environment where they explore concepts, solve problems, organize information, share discoveries, formulate hypothesis, and explain ideas.

Our language continuum is used in planning, teaching and assessing, and supports differentiating instruction to meet individual student's needs across the continuum. The instructional program in Language Arts has as its primary goal the development of skills in areas that enable students to use the English and Spanish language effectively being taught across Mathematics, Science and Social Studies. The skill areas are listening, reading, speaking, spelling, grammar/usage, literature, sentence structure, creative writing, expository writing, and handwriting.

KSI (Bogota) students have the opportunity to learn English and Spanish as the school wholeheartedly supports the importance of other languages. Language shapes our cultural identity through the communication of societal expectations. Additionally, the school believes that the acquisition of more than one language helps to develop an intercultural sensitivity and an international perspective.

1.2. Overview

The language policy is comprehensive school-wide document that includes the twin goals of mastering a high-quality academic curriculum and acquiring English/Spanish-language proficiency for all students. The policy is fostered chiefly through professional training and understanding of relevant additional language acquisition research. The further development of the practices and procedures relating to the language policy is an on-going school priority as information is gathered and practices are implemented. Our language policy and procedures promote an environment where language acquisition permeates the school. Finally, the language policy helps all KSI stakeholders with the delivery of exemplary instruction and assessment. Our integrated curriculum focuses on what we want KSI students to know, what we want KSI students to be able to do, and how we will collect evidence.

1.3. Purpose of the Policy.

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The KSI (Bogota) language policy has been developed collaboratively within the school, with the involvement of all teaching staff centered in creating global citizens. It is in line with the overarching KSI language policy which requires that each KSI school produce its own language policy, aligned with the guidance provided by the IBO.

The purpose of the policy is to inform and improve professional practice regarding language teaching and learning throughout the school, in line with the requirements of the Primary Years and Diploma Programme. It is a vehicle for building consensus around classroom practice, the use of resources, and for ensuring that assessment of language learning is evidence based.

In a commitment to improve and support students in their language acquisition we have a Learning Support team which provides help to students in primary section and is in the process of being implemented in secondary.

1.4. Principles

The school promotes an enriched language philosophy whereby:

1. Language plays a vital role in the construction of meaning and provides an intellectual framework to support inquiry and conceptual development.
2. Language is socially constructed and learned most effectively through authentic experiences. It supports our social, emotional, and intellectual development.
3. Students learn best when they are allowed to access the curriculum in different ways and at different levels.
4. Assessments provide feedback to students on their progress and allows teachers to modify their strategies to meet the students' needs in regards to their language specific policy .
5. Additional language learning enhances our engagement with the world by providing opportunities to explore a wide range of literacy.
6. English and Spanish are the primary languages of instruction opportunities and support are provided for all learners to improve their language skills through tutoring. Teachers make the necessary adjustments to classroom practices to support the language needs of all students by scaffolding instruction and implementing language acquisition techniques.
7. English/Spanish develops as a process over time through purposeful use in oral, written and visual communication tasks across all curricular areas, extracurricular areas, and social situations.
8. The acquisition of English/Spanish provides students the opportunity to grow beyond a single cultural community.
9. Literacy in the mother tongue is recognized as an important part in the development of all students' self-esteem and cultural identity and is a key component of successful learning in English.
10. We recognize that the outcomes of language immersion programmes are beneficial as well as cumulative and individual.

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1.5. Implementation

- Language teaching, learning, and assessing follow the IB philosophy whereby learners construct meaning and inquiry into real situations in the world around them. In the Primary School, the strands of the PYP language continuum—oral, visual, written language—are taught throughout the curriculum, both in transdisciplinary units of inquiry and through stand-alone subject area teaching (e.g. reading is taught in mathematics). The central ideas defined in the transdisciplinary units provide opportunities for students to develop their language skills when exploring authentic learning contexts. For each class, language is mapped across the units of inquiry and across the year. In the Secondary School, students are exposed to two different languages (English, and Spanish), DP students will be able to enroll in two or three of these languages. Secondary School students will be exposed to experiences that help develop reading and writing skills as well as build foundations to prepare them for critical thinking and expressive writing. Students will be able to write comprehensive essays supported by a focused thesis, evidence, and multiple examples.
- Within the classrooms, teachers model language skills for the students, for example teachers and students read aloud to each other regularly. Frequent assemblies, in which students present the work going on in the classroom to the rest of the school and to the parents, help to create a sense of community within the school. Also, field trips (to farms, museums, etc.) are used as instructional opportunities to develop language skills and to engage with the community at large.
- The school has adopted a balanced literacy model using an agreed upon systematic approach to teaching the PYP language strands. The PYP language continuums are used to support planning and the language strands are referenced on the unit planners. Teachers design activities to move students along these developmental continuums. Students produce at least two pieces of writing per year that they take through the writing process and all students are required to read every day; this might include taking a book home from the library. Writing genres (i.e. expository and narrative) and book studies are explored with all students.
- The class sizes in the school provide the ideal opportunity to tailor the learning to meet the needs of individual students. Student needs are addressed through planning driven by data, meaningful record keeping in teacher gradebooks, and additional support, as needed, e.g. EAL.
- Documented evidence of each student’s work indicating growth over time is kept in the form of portfolio, report cards, gradebooks, as well as anecdotal notes. Measures of Academic Progress (MAP) is applied to Year 3 - Year 11 three times a year. For the Primary School, teachers collect the Developmental Reading Assessments (DRA) at least three times a year, using published levelled reading texts and benchmarks. Teachers collect student writing sample (raw) from the first three weeks of school, at mid-year and in May. For Reception to Y2 students take Children's Progress Academic Assessment (CPAA) to measure academic progress in English and Maths.
- English and Spanish are the languages of instruction for all students. The immersion approach has been adopted. The teaching of Spanish is integrated within the units of inquiry/subjects wherever possible. The school has a Library Media Centre and, in addition,

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classrooms have libraries made up of books to support the units of inquiry/subjects. All classrooms use a variety of visuals to reinforce vocabulary.

7. The percentage of exposure should not be lower than 60% of the total time of all the everyday activity. In high school the percentage will vary depending on the subject choice of the students.
8. The school offers a Bilingual Diploma making subject of group 3 and 4 in English.

1.6. Informing Parents about Language Development

Parents are informed about language teaching and learning in a variety of ways: homework, assemblies, report cards, parent teacher conferences, student-led conferences, and newsletters. Reports go out to parents at the end of each trimester. Both informal and formal conversations are frequently held with all stakeholders.

1.7. Procedures

1.7.1. Purposes

To acknowledge English as the language as instruction (LOI), to identify languages other than English that will be offered as additional languages and to identify the instructional practices that lead to language proficiency.

1.7.2. Language Policy Differentiation Framework:

KSI will utilize a framework, which builds on the Response to Intervention Model (RtI)¹ to guide our language policy decisions. A decision making body will be established to ensure research-based interventions are implemented with fidelity. Progress monitoring data and documentation must be present to change a student's level of intervention.

The first tier, the *universal* level, contains interventions to which all students have access. The interventions that occur at this level could include extra time to complete homework, use of word banks, re-teaching of concepts through opportunity days and general classroom differentiation.

Tier two, contains interventions specifically identified to meet individual student needs. These students might be identified as needing enrichment, being highly able, at risk for academic and/or social challenges, and/or students identified as underachieving who require specific support to make sufficient progress in general education. The identification of these interventions will be the result of Multidisciplinary Meetings (MDT) with Principal and counsellor, Principal advisory committee (PAC)*, as well as teacher progress monitoring or previously established formal document such as: IEP (Individual Education Plan). Students

¹ <http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model>

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receiving tier two interventions are tied to an individual responsible for the plan's delivery such as: a classroom teacher, Learning Specialist, Counsellor, etc. Interventions could take the form of modifications and/or accommodations to provide targeted support to students.

The third tier, provides the student with additional external support for specific interventions when tier two interventions are insufficient.

The purpose of this additional time is to temporarily support an identified and specific area of weakness so that a student can return to a tier two level of support. At KSI Bogota, these interventions could occur in the classroom depending on student needs. Occupational therapy is also available during school hours. In the DP program this additional time would NOT occur during any of the DP core subject groups class time, but rather during a structure built into the school day like Extended Learning Time (ELT)/Opportunity day Days and tutoring.

1.7.3. Language Policy steering committees, with a designated chairperson, will be responsible for:

- Reporting, recommending and reviewing through PAC the plan for any student in need of support.
- Organizing and disseminating communications to parents on the details and the spirit of this policy
- Ensuring full implementation of the policy and reporting to the Head of School.

1.8. Assessment

Continuous assessment is an integral part of teaching and learning. Both formative and summative assessments will be used to drive instruction. Assessment in language, like all other subject areas within the school, is carried out in accordance with the school's assessment policy guidelines. These guidelines follow the general principles of the International Baccalaureate Program.

1.9. World Language/Mother Tongue Support

- After the admissions process, it will be identified if a student requires additional English or Spanish language support.
- All students are required to take Spanish and other requirements according to Colombian Ministry of Education (MEN). Sociales/Humanidades and Ethics and Values will be integrated in the curriculum. Provide opportunities for all learners to develop cultural understanding of their own and other cultures. Through lesson plans, international mindedness is developed at the instructional level as connections are made to the cultures around the world in each subject area.
- Staff members and coordinators will attend formal IB training to develop further understanding and expertise to share with all stakeholders.

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1.10. Instructional Support

Instructional support will be provided through consultants, professional development,

1.11. Community Connections: Parents and students will be provided with information that clearly states the Language Policy and school practices. The language policy will be available:

- On the KSI website <http://www.ksi-bogota.com/> and google drive
- To students and parents through admissions process.
- Through communications to parents on the details and the spirit of this policy.
- Via IB Coordinators
- By Language Policy group and Counsellors

2. Appendices

2.1. Resources

American Council of Teachers of Foreign Languages <http://actflproficiencyguidelines2012.org/>
Guidelines for developing a school language policy (2008), International Baccalaureate
Letterland

Learning in a language other than mother tongue in IB programmes (2008), International Baccalaureate

Developmental Reading Assessment (DRA)

PYP language scope and sequence (2009), International Baccalaureate

Rosetta Stone

The Cafe Book (2009), G.Boushey and J.Moser, Stenhouse Publishers, Portland, Maine

The daily 5 (2006), G.Boushey and J.Moser, Stenhouse Publishers, Portland, Maine Writing lessons, Barbara Mariconda

Teaching Beginning Reading and Writing with the Picture Word Inductive Model (1998). Emily F. Calhoun.

2.2. Professional Development

KSI (Bogota) is committed to on-going professional development to support teaching and learning languages, both provided by:

- The IBO and experienced PYP and DP practitioners and workshop leaders. (All primary and all secondary IB staff have attended CAT 1 workshop and various CAT 2 and CAT 3 courses.

2.3. Policy Review Schedule

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The review of the KSI language policy is on-going and involves all staff. The Policy for Bogota will inform and become part of the overarching language policy document for all KSI schools.

2.4. Language Profiles of Students and Teachers

Every language teacher has a teaching license. To teach Language A or B the level has to be proficient. Core subject teachers also need to be proficient, this must be demonstrated at the time of the interview.

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