



Language Policy



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Vision

Striving to nurture empathetic, global citizens who, through creative problem-solving, will make the world a better place.

Mission

- We are committed to the IB Philosophy with a focus on supporting social-emotional development.
- Our learning community embraces innovation by collaborating with universities and industry leaders to solve real-world problems.
- We are a culture that is innovative and professional, encouraging voice, choice, and agency.
- We build high-quality learning experiences for all.

Values

Be Kind	Be Respectful	Be Responsible	Be Safe
Show compassion and empathy towards others.	Treat others with dignity and consideration.	Take ownership of your actions and their consequences.	Prioritize safety in all actions and decisions.



Rationale/Purpose for the Policy

As an IBO World School, Sandnes International School's policy promotes languages and closely follows the IB Publications, MYP: From Principles into Practice (2014), PYP: Learning and Teaching: Language (2018). According to the IB, "all teachers are language teachers as all learning takes place through language," (2018). At Sandnes International School, the curriculum is delivered with English as the main language of instruction. Norwegian language and culture is given significant status as the language of the host country and is a legally required subject for all students.

The IB Learner Profile is embedded in the mission of Sandnes International School and is the heart of our 2 IB Programmes. The Learner Profile and the Approaches to Learning are the foundation of this policy.

We encourage our students and teachers to develop the following **Learner Profile attributes by being:**

Inquirers - who use language to gain new information or knowledge in order to make sense of the world;

Knowledgeable - learners who are able to develop understanding using the language skills available to them;

Thinkers - who can express their ideas critically and creatively;

Communicators - who use language in a variety of ways to understand and express ideas confidently and creatively;

Principled - learners who acknowledge the importance of the context when using their languages so they can communicate effectively;

Risk Takers - who are willing to explore languages in multiple situations to fully develop communication methods;

Caring - learners who are able to communicate empathy, compassion and respect;

Balanced - learners who develop their inner dialogue to support a well rounded individual;

Reflective - learners who reflect on their language usage and development and consciously work towards continuous improvement;

Open-minded - learners who respect the differences and similarities in languages, dialects and personal communication skills in our multilingual society.

We encourage our students to develop the following **Approaches to Learning (ATL) Skills:**

Self-Management Skills - use language to organize information and demonstrate flexibility in the selection of use depending on context and audience;

Social Skills - use language to practise empathy, collaboration, problem solving, and to accept responsibility;

Communication Skills - demonstrate competent use of oral and written language in a variety of situations; attentive listening to details, confident speaking, fluency with regard to reading/writing, and comprehension of what is conveyed;

Thinking Skills - use language to question issues and ideas; self-assess one's learning, abilities, progress and behavior; articulate and transfer new ideas and perspectives; self-correct own learning and behavior;

Research Skills - use language to observe others, formulate questions, plan, collect, record, organise and interpret data, as well as present findings.

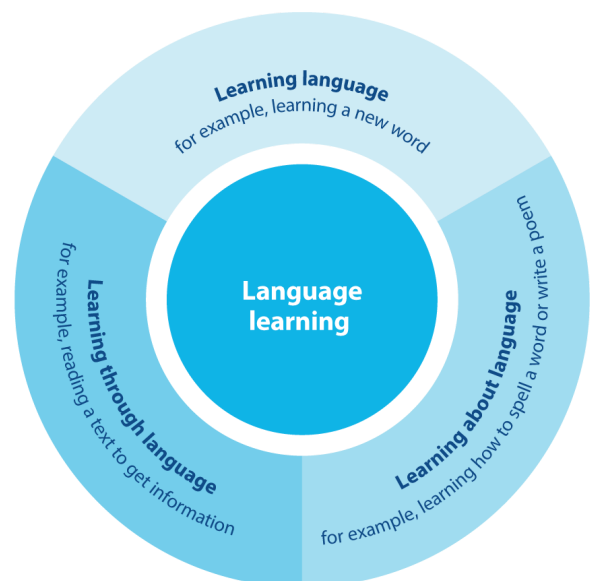
Philosophy

SDIS believes that language learning in a multilingual environment promotes international mindedness, intercultural understanding and language proficiency for global citizenship. We believe that strong competence in one language (home language) supports the acquisition of additional languages. Communication and language learning is natural and acquired through social interactions. In addition to conversational and social proficiency, students become proficient in the academic languages in our school (English, Norwegian and Spanish). SDIS recognises the diverse language backgrounds of our students, which is identified in our annually updated school's Language Profile, is a great tool to support our teaching and learning.

“Language learning includes the development of the home and family languages, the languages of the school, additional languages and the development of literacy. This is integral to exploring and sustaining cognitive and personal development and cultural identity. Language learning and teaching are social acts, dependent on relationships with the self and others, with context, with the environment, and with the world.” PYP Learning and Teaching: Language (2018).

SDIS builds upon the language philosophy through the shared beliefs that:

- All learners are language learners
- All teachers are language teachers
- Language learning includes home/family language, languages of the school, additional languages and communications (reading, writing, viewing, presenting, listening, speaking and moving)
- Language contributes to affirmation and expression of cultural identity
- Language learning contributes to developing international mindedness
- The learning community benefits from multilingualism
- Language learning is built upon and extends prior knowledge and can be translingual in development
- Languages enhance the application of conceptual understandings in diverse contexts
- Language is taught through inquiry as well as through discrete methods/instruction
- Language is key to connect with one's self, text and others
- Language is the means for inquiry, which allows students to make connections and develop understanding.



At SDIS, students learn language(s), learn through language(s) and learn about language(s). These three aspects are inseparable, however, they are used to demonstrate how language is learned and used to make meaning in our school learning community.



Language Development at SDIS

As an IB World School, we promote and support the development of each individual's specific language skills. As a multilingual school we aim to support the use of home languages in our classes to support understanding, communication skills and feelings of belonging. This aligns with our philosophy and the school's goal of including student

"Translanguaging is a process in which students draw on known languages, naturally and flexibly, combining their elements to meet communicative and social needs".

Language of Instruction

English is the language of instruction of the school. Students are actively encouraged to speak English in class as they are learning through English as well as about English.

Through a planned immersion environment, they are subject to differentiated instruction at an age appropriate academic standard. Many aspects of the environment, including classroom walls and teaching resources, are intended to provide a rich, varied, and stimulating English language environment.

Students with limited English are supported and their instruction is scaffolded as they work towards becoming independent in an English language environment.

For those students who qualify, intense English Language Instruction will be given for 30 min per day, for a short period of time, in order to raise their level of English to a point where they can access the classroom instruction and curriculum through differentiation.

Host Country Language

Norwegian is considered central and integral to identity and experiences. As an independent school/Friskole that is 85% funded by The Norwegian Directorate for Education and Training, SDIS complies with many legislations as in Norwegian public schools, such as Norwegian Education Act, and relevant regulations.

Norwegian is taught to all students. Students in Gr 1 have Norwegian lessons 2 times a week, Gr 2-3 have Norwegian lessons 3 times a week and students in grades 4 and up have Norwegian lessons 4 times a week for 4 lessons of 45 minutes. Teachers with specialized knowledge of Norwegian play a vital role in the language and conceptual development of all students.

Home Language

"A home language is a language (or the variety of a language) that is most commonly spoken by the members of a family for everyday interactions at home. Also called the family language or the language of the home."



Nordquist, Richard. "Home Language." ThoughtCo, Feb. 12, 2020, [thoughtco.com/what-is-home-language-1690930](https://www.thoughtco.com/what-is-home-language-1690930).

The development of the students' home language is the best medium for acquiring knowledge; it is a key factor in fostering balanced, self-confident multilingual students. We are developing the resources for home language support.

SDIS recommends that parents support their children in maintaining their home language to an age appropriate level. Parents should not privilege English over their home language. This would impact negatively on the social and emotional balance of their child, as well as their academic development. Parents must be patient and trust in their child, since children need the time to transition and adjust.

We help parents strengthen their children's home language by:

- Educating parents about the importance of home language and sharing with parents the benefits of maintaining one's home language.
- Helping families make initial contact with families from their home country or who share the same home language,
- Encouraging community members to offer after school clubs with a focus on maintaining and developing home languages,
- Providing access to the resources to support home languages.

What does language learning look like at SDIS

At SDIS language is a tool for thinking, learning, and communicating. It is integrated across all subject areas and is used to explore and express ideas, concepts, and understanding. Language learning is driven by inquiry, with an emphasis on building meaning and developing the processes of communication.

Primary Years Program (yr 1-6)	Middle Years Program (yr 7-10)
<p><u>Provide authentic learning experiences:</u> Students explore, question, and build knowledge, seeing language as a tool for learning in all subjects.</p> <p><u>Emphasize communication in all forms:</u> We focus on listening, speaking, reading, and writing, non-verbal communication and visual literacy.</p> <p><u>Promote inquiry through language:</u> Language learning is not isolated from other subjects. Instead, it is a medium for inquiry-based learning, where students explore ideas, solve problems, reflect critically, and express themselves through various forms of communication.</p>	<p><u>Provide authentic and inquiry-based learning experiences:</u> Languages are taught through real-world contexts that inspire inquiry, creativity, and critical thinking. Students explore themes, analyze issues, and build knowledge, using language to connect ideas across disciplines.</p> <p><u>Emphasize communication in all its forms:</u> Communication is central in the MYP. Students develop listening, speaking, reading, writing, and non-verbal skills. They learn to express ideas clearly through presentations, writing, and other media.</p>



Integrate literacy across the curriculum: Literacy is woven into every aspect of the PYP curriculum. Language skills are developed and applied across all subjects, helping students to understand and express their learning in diverse ways.

Develop language skills in context: While we believe that teaching specific aspects of language and sentence structure is essential. We also recognize that these skills are best developed in meaningful contexts. These language elements are taught explicitly when needed.

Focus on meaning-making and expression: Language learning is about creating meaning. In reading, we focus on comprehension and interpretation, while in writing, we emphasize self-expression, creativity, and the organization of ideas. Students are encouraged to interpret texts in their own ways and express their thoughts, feelings, and ideas freely.

Incorporate the writing process: Writing is viewed as a process, and students are supported in developing their skills through stages of drafting, revising, editing, and publishing. The writing process is individualized to meet each student's unique language needs and to help them grow as independent and effective communicators.

Guided reading: small groups or 1:1 reading with a teacher allows for personalized instruction and targeted support.

Read-alouds: Teachers model fluent reading and provide opportunities for students to engage with high-quality texts.

Independent reading: Students are encouraged to choose books that interest them, promoting a love of reading and independent exploration of texts.

Writing for authentic purposes: Students write for real audiences and purposes, whether it's sharing

Promote inquiry through language:

Language drives inquiry, enabling students to explore concepts, solve problems, and address global issues. Integrated with other subjects, language supports deep engagement with real-world themes.

Integrate literacy across the curriculum:

Literacy extends beyond language classes, strengthening skills in all subjects. Students use reading, writing, and communication to analyze and share ideas across disciplines.

Develop language skills in relevant, real-life contexts:

Essential language skills like grammar and punctuation are taught through meaningful learning experiences, showing students how language operates in the real world.

Focus on meaning-making and personal expression:

Language-learning centers on creating and communicating meaning for personal and academic purposes. Students analyze texts, connect ideas, and express themselves clearly and creatively.

Incorporate the writing process:

Students learn writing as a process, moving through drafting, revising, editing, and publishing. Purposeful tasks build skills and emphasize continuous improvement.

Provide opportunities for frequent, purposeful reading:

Students are exposed to reading different texts that interest and challenge them, fostering a lifelong love of literature and curiosity.

Writing for authentic purposes:

Students write for real-world purposes, such as research reports, essays, and multimedia projects, using writing as a tool for problem-solving and communication supporting the Assessment Policy.



their ideas with peers, creating stories, or documenting their learning.

Use high-quality, culturally diverse literature: We emphasize the importance of selecting literature that reflects a variety of cultures, perspectives, fostering language, empathy and global awareness.

Use high-quality, diverse literature to develop global awareness:

Students are provided and encouraged to explore diverse literature that reflect multiple cultures and perspectives. Through this, they explore themes like identity and social justice, strengthening skills and global awareness. As implied in the school inclusion policy.

Language assessment

While language acquisition follows distinct stages, students' rate of acquisition varies greatly from individual to individual. Therefore, language teachers assess all language skills (reading, writing, listening and speaking) regularly.

Teachers differentiate through scaffolding or task extension as required. Formative and summative assessments in the classroom provide information on language growth, and are modified and differentiated as appropriate.

Students who are identified as requiring additional support in English to access the curriculum will be referred to the learning support department or additional help (Refer to the Inclusion Policy).

In MYP, students are assessed using the appropriate criteria in Language and Literature and Language Acquisition.



Language Placement and Pathways

The Standards and Practices of the IB require teachers to “support language development with consideration for the language profiles of students,” (Standards and Practices: Approaches to Teaching, 0403-05-0400). While all students at Sandnes International School are expected to learn English and Norwegian in the Primary and Middle Years Programs, they join with various language backgrounds and experiences. For many, this may be the first time they experience English or Norwegian language instruction. SDIS provides language support for all students according to individual needs and levels. Language needs are addressed within the classroom context through the implementation of inclusive strategies by the classroom teacher. In the MYP (2-5), students are provided an opportunity to acquire an additional language. The language pathways are designed to provide appropriate instruction for identified student proficiency levels.

Language and Literature: An IB MYP subject group that is designed for mother tongue speakers. In our school these courses include Norwegian and/or English. It engages students in the study of many aspects of language and literature of a community and their respective cultures. A course offered in this subject group allows the study of a wide range of literary and non-literary text types, writing styles and techniques, allowing students to comment on the significance of any possible contexts, audiences, purpose, and the use of linguistic and literary devices. (MYP Language and Literature)

Language Acquisition: An IB MYP subject group that is designed for additional language learning courses. In our school these courses include Norwegian, English, Spanish and French. It engages students in the ability to communicate in a variety of modes, in more than one language and is essential to the concept of an international education. A language acquisition course provides a linguistic and academic challenge for students in order to facilitate the best possible educational experience. (Language Learning in MYP)

Language Placement

- PYP and MYP: After admission, students are assessed to determine language proficiency. If the assessments indicate a lack of proficiency in Norwegian or English, students are encouraged to select Norwegian or English as a selected Language Acquisition class.
- PYP 5&6 Language Acquisition: Students who select language acquisition for either Norwegian and/or English, will be placed in multi-aged, appropriate-leveled classes scheduled throughout the week.
- MYP Language and Literature: Students are placed in year-level Language and Literature courses for Norwegian and/or English.
- MYP Language Acquisition: In addition to Norwegian or English Language Acquisition, students may participate in Spanish as an additional Language Acquisition course beginning in MYP2.
- MYP students must access a Language Acquisition class and a Language and Literature class every year of the program.

PYP1 - 4 Language Pathways



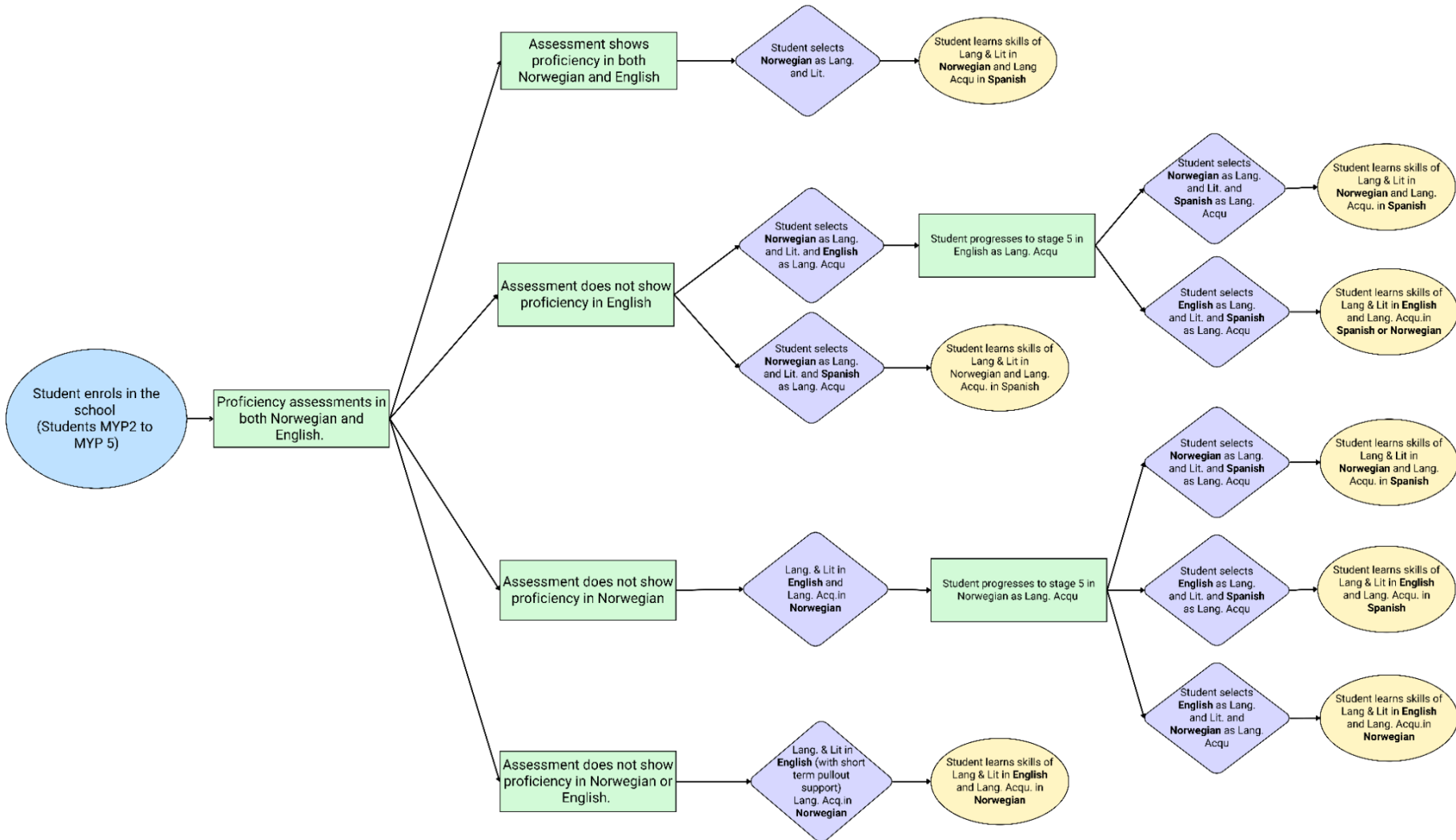
MYP2 to MYP5 Language Pathways

- English is the primary language of instruction.
- All students should learn Norwegian at their appropriate level.
- All students must have 1. Language & Literature class and 1. Language Acquisition class
- We offer English and Norwegian as Language and Literature.
- We offer Norwegian, English and Spanish as Language Acquisition.
- Language Acquisition courses are offered in English in MYP2 only. Students will be provided with short term pull out support in English from MYP3 onwards.
- Language Acquisition courses are offered in Norwegian in MYP2 to MYP5
- Language Acquisition courses are offered in Spanish MYP3 to MYP5. This is in compliance with regulations for the Private School Act §2-A6.
- Students in Language Acquisition for Norwegian or English progress through phases when they reach set IB goals as outlined in the respective subject guide they can choose to transfer into Language and Literature
- Students selecting Language Acquisition in Norwegian or English cannot take the same language in Language and Literature.
- Home language students in English, Norwegian or Spanish will not be offered their respective languages as Language Acquisition.



PYP 1-4 Language Pathway

MYP 2 to MYP 5 Language Pathways



Roles and responsibilities

Responsibilities	
Admin	<ul style="list-style-type: none"> • Model the attributes of the IB Learner Profile • Read and understand the school's Language Policy • Be aware of the languages present in the school • Provide the resources to support effective implementation of the school's IB Language Policy
Library	<ul style="list-style-type: none"> • Model the attributes of the IB Learner Profile • Read and understand the school's Language Policy • Be aware of the languages present in the school community • Ensure easy access to the library in the school, which includes helping identify and suggest support resources in consultation with all teachers (for English, Norwegian, Spanish and Home languages that are present in our school) • Provide support and access to print materials, websites, videos and other materials designed to support subject group aims and objectives linked to language support
Teacher	<ul style="list-style-type: none"> • Understand and practice the framework that, "All teachers are language teachers" • Model the attributes of the IB Learner Profile • Read and understand the school's Language Policy and utilize the Essential Agreements for Teaching and Learning • Teach core academic vocabulary, unit vocabulary and command terms • Explicitly teach ATL skills • Teach APA referencing and bibliographic styles according to Academic Integrity policy • Explicitly state and reinforce the language of instruction • Provide clear guidance for learning tasks, ensuring that all students understand the task requirements and expectations and assessment criteria • Scaffold larger tasks, using formative assessments with feedback to support learning (as outlined in the assessment policy) • Differentiate planning, teaching and assessment to support language learner differences and inclusion needs • Collect writing samples to show development of languages
Parent	<ul style="list-style-type: none"> • Reinforce the attributes and the language of the IB Learner Profile • Read and understand the school's Language Policy • Consistently support school learning activities e.g shared book reading, storytelling, teaching letters and numbers and visits to libraries that provide children with a foundation for early learning and language growth • Reinforce student ATL skills in the home to support the school's IB Programmes
Student	<ul style="list-style-type: none"> • Practice the attributes of the IB Learner Profile • Express ideas in the language of instruction for that specific class and respect the communications of others • Support classmates in fluent use of the language of instruction • Speak English in all English instructional contexts • Speak Norwegian during Norwegian lessons • Use language of choice during personal time (breaks, before school, after school) • Language is an inclusive communication tool, and not used as a means to exclude (Code of Conduct)



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