Elite International School

Reviewed September 2023

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Elite Vision Statement

Elite International School (EIS) aims to develop citizen leaders who are knowledgeable, open- minded and lifelong learners who will help to create a more peaceful world through the respect and understanding of moral values, own and other cultures and civil responsibility. Our future leaders will contribute nationally and globally to make a positive difference to the whole humanity.

Elite Mission Statement

Elite International School (EIS) strives to build a rich, safe and secured learning environment that inspires the best of every learner. A learning environment that provides 21st century learning strategies, and promotes respect and pride in own values, beliefs and norms. Our future generations will be lifelong learners who are equipped with skills and exhibit positive attitudes to inspire their local and global communities.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Language in the PYP

The development of language is fundamental to the instinctive human need to communicate. 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. The Primary Years Programme (PYP) beliefs and values about language are embedded implicitly throughout the learner profile and explicitly through the attribute of "communicator", as well as in the IB's approaches to learning. Through an IB education, PYP learning communities use language to build a better and more peaceful world.

A culture of language learning is foundational to a PYP learning community. Language has the power to bring the learning community closer together and overcome boundaries. It excites and invites communication in many ways, supporting and strengthening relationships and the building of international-mindedness. Language learning is located in both local and global communities. Students are able to flourish in an interconnected, mobile global community using technologies to communicate and sustain relationships. At the same time, they are rooted in local communities through cultural and linguistic knowledge and skills.

IB schools are committed to multilingualism as a means of affirming cultural identity and developing international-mindedness. The term "multilingualism" in the PYP refers to linguistic ability in more than one language, and recognizes that each of a student's languages may be developed to different levels, and within different contexts, depending on their social and academic experiences. (Learning and teaching page 86)

Elite Language Philosophy

EIS is an International Baccalaureate (IB) World School. At EIS we create a challenging and motivating multilingual environment where the language of instruction is English. We view language as a tool for making meaning in the world. We believe that every student has an individual and a cultural set of experiences, skills and interests, which must be considered in the teaching and learning process. For EIS, multilingualism and the development of critical literacy are considered important factors in fostering international-mindedness through the promotion of cultural identity, intercultural awareness and global citizenship.

At EIS, all teachers are language teachers as language transcends curriculum areas. Through the IB language programmes, we aim to develop confident, curious, highly proficient and enthusiastic readers, writers, viewers, presenters, speakers and listeners. Language is always taught meaningfully and in context. These contexts vary, but often involve the use of real-life scenarios, native speakers, the local area and a wide variety of text types. We advocate the learning of language through inquiry, allowing students to make connections with context, to explore and investigate. The learning of any language is developmental by nature, building constructively on what each individual student knows to help move them forward.

As an international school situated in Egypt, we are strongly committed to providing students with access to Arabic language learning and utilizing the host country and community for language and cultural experiences throughout the curriculum. Equally important to the school is the belief that each student should have the opportunity to maintain and develop their mother tongue(s). The acquisition of additional languages allows students to further reflect upon and explore different cultural perspectives.

Elite Language Profile

At EIS, language is taught holistically. Each programme has specific learning outcomes for the strands of   listening and speaking, reading, writing, and viewing and presenting appropriate to the students' level. We promote inquiry-based authentic learning through an investigative approach of different genres.

The school invests in qualified, professional language teachers for the language of instruction, host language and other languages.

Students are allowed and encouraged to use their mother tongue to access the curriculum. For instance, they may complete class work and assessments in their mother tongue and they are encouraged to share their learning and progress with their parents and other members of the community using their mother tongue.

In EIS the language of instruction (English) is integrated into the units of inquiry or organized into stand-alone language sessions.

French is taught to students in all grades from Kindergarten (PYP2) to Grade 5(PYP8). Kindergarten up to Grade 3(PYP6) they have three 45-minute lessons of French each week, and students in Grades 4 -5 have four 45-minutes lessons each week.

At EIS, we greatly value children continuing to learn in their mother tongue. We prioritize those children who are new to learning English. We encourage parents to talk, read and write with their children in their mother tongue, and we also host a Mother Tongue and Other Languages Day each year at EIS.

Differentiation in language lessons is based on best practice according to the standards and practices of the IB. All teachers respond to students' needs and may therefore provide individualized instruction guided in some cases by specific learning goals and Individual Learning Plans (ILPs). Teaching strategies may include working in small groups, using different resources with different levels of language complexity, as well as changing the level of questioning and tasks for individual students. Students may also have choices so they can follow their own interests or use a preferred learning style. The school also follows the IB recommendations on student placement. In addition to this, the school provides a range of specialist support including profiling, individual support, speech and language specialists.

All students' language needs are determined through initial and ongoing assessments throughout the year. Teachers differentiate for the range of students' needs in different ways. In EIS, students might for example be placed in flexible ability groups. In homerooms, students may be grouped by ability for reading groups, but work in mixed ability groups for other tasks.

Elite focuses on the transdisciplinary nature of language learning by recognizing and modeling the role of language in each subject as well as in the language of instruction, host country language and in other languages, and by developing an understanding of the IB objectives and pedagogical language of the programmes.

The basic skills for all types of communication - oral, written and visual - are explicitly planned for using our IB PYP Language Arts scope and sequence. When students are acquiring a language, our teaching is informed by incorporating four concepts: context, culture, reflection and fluency. Students are encouraged to think for themselves, recognize patterns, develop theories and construct meaning as they investigate language.

As students' progress, teachers enable them to see language as a means of self-expression, exploration of self and others, as context driven, having multiple meanings, and involving at all levels of discourse a personal stance, from simple communication to the core of academic language.

Throughout the School there is an expectation that in order to foster an enjoyment and love of reading, students will be encouraged to read at home and will read a wide range of genres in school to understand their features. In EIS students will be read to, read with or read every day at home. This may be done in a student's mother tongue. A variety of reading strategies will be introduced to support students in the mechanics of reading and comprehending the meaning of what they read. These include phonemic awareness, recognizing patterns in text, decoding, making inferences, and recognizing a bank of sight words. Teachers also make use of guided reading, literature circles and critical literacy to develop students' reading skills.

The writing process of drafting, revising and finalizing will be modeled and explored in all languages. The use of multiliteracy, literature, games, role-play and multimedia will support students' understanding of different genres as well as developing their vocabulary, sentence construction, use of tense and punctuation. Using the text as a model, students and teachers can begin to analyze the features of different genres before jointly and individually constructing written or presented pieces. During the revision process, students will be encouraged to develop their knowledge of grammatical and spelling conventions by self-correcting. Finalizing writing may involve students sharing writing with others, keeping it for themselves or publishing it for a chosen audience.

In order to enable students to develop accurate language use and self-correct errors, they will be introduced to different strategies to investigate words and groups of words. These include spelling strategies. Teachers encourage students to make connections between words in different languages.

Elite is committed to promoting the idea that all teachers are teachers of language through professional development opportunities. This includes outside speakers, in-school advanced skills workshops and training workshops based on the literacy for learning professional development programmes.

We offer Arabic as mother tongue, English as language of instruction and in MYP and DP, we offer to families the choice between two additional languages: French and German.

According to the program they belong, students are placed into phases (1 to 5 for PYP and 1 to 6 for MYP).

Phases for new students in the MYP are selected according to the Global proficiency table (MYP *Language acquisition guide* -Sept. 2020/Jan. 2021).

PATHWAYS

The phases are not corresponding to the grades. Each program has its own IB PYP scope and sequence according to the phases and specific learning continuums.
Having an additional language is a crucial choice as it will be taught in all three programmes.

-PYP:
At the end of PYP 8, students can choose to continue with French or German.

MYP - DP PATHWAYS

POSSIBLE IB CONTINUUM PARTHWAYS, Language Acquisition Guide, Sept. 202/2021, p. 6

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	

- MYP
Once registered in their chosen additional language, students who will have met the objectives for phase 4 will be allowed to switch from one language to another (from German to French or French to German) or any other additional language offered by the school.

-DP
Based on all past school reports, a personal interview, language proficiency testing, and a review of previous special needs documentation, students will be invited to select the languages that best will suit their chances for success and responds to the needs of their future career. Based on the student's final results and after discussions with the student himself/herself, the parents and the school Academic counselor, the student will be invited to choose a language A according to his proficiency and results.

EIS is also planning to be well-resourced and maintain the mother tongue development in case of choosing self- taught options -if and when needed in group 1 of the diploma programme. In case a student needs this kind of support, the school will facilitate a support process.

Language Pathways Clarifications

Mother Tongue Language

(Arabic):

At EIS, we recognize that Arabic language development is important for maintaining cultural identity and in learning other languages. Mother tongue instruction in the Arabic language, Arabic Social Studies and Religion are therefore actively encouraged and supported.

Our goal is to ensure that students learn to appreciate their mother tongue with the language being nourished through daily usage. Often families are invited to visit he school and participate in different school activities throughout the year.

The school is committed to developing library resources to support all students' mother tongue including - when necessary- some of the objectives of the Language acquisition subject group. Students have access to the Egyptian Knowledge Bank, which helps them in reading avarious resources in their mother tongue language.

-Arabic is the mother tongue of most of the students at EIS.
-Arabic, Arabic Social Studies and Religion teachers generally communicate in Standard Arabic with students.
-EIS follows the IB PYP Language Arts Scope and Sequence in teaching Arabic and follows the Language and Literature guide for MYP.
-The English A guide will mandate the outcomes as far as DP students are concerned.

- If the school accepts a student whose mother tongue is not Arabic, the school supports him/her with different resources and also provides online sessions to practice his/her mother tongue language if we don't have a specialized teacher inside the school who can support him. We can also ask the embassy to support him/her with a specialized tutor of his/her mother tongue language.

Language of Instruction (English):

-The language of instruction throughout the school is English.
-All teachers (PYP, MYP and DP) communicate in English with students.
-English is also the language used in school publications, on its website, social media, in communication between school and parents, and between members of staff.
-The English Language Supervisors work with the programme coordinators and the class teachers to plan and implement language teaching.
-EIS follows the IB PYP Language Arts Scope and Sequence in teaching English. In MYP, English is taught as a Language and Literature subject. In DP, English and Arabic can be taught as mother tongue or additional language.

Other Languages (French and German):

● French is taught as an additional language starting in PYP2 and all through DP 2.
● French is taught in PYP by the IB PYP Language Arts Scope and Sequence.

At the moment, German is taught as an additional language in MYP and DP; there are plans to offer this third language at the PYP, starting in 2022- 2023.

Language Programs

Time allocated for teaching language in EIS: the school calendar shows 34 teaching weeks

PYP

	English Language "Homeroom teacher time"	English Language "Specialists Time"	Arabic Language	French Language
PYP1	16.5 hours/week	7.5 hours/week	5.25 hours/week	N/A
PYP2	17.25 hours/week	5.25 hours/week	4.5 hours/week	2.25 hours/week
PYP3	16.5 hours/week	5.25 hours/week	5.25 hours/week	2.25 hours/week
PYP4	14.25 hours/week	8.25 hours/week	4.5 hours/week	2.25 hours/week
PYP5	14.25 hours/week	8.25 hours/week	4.5 hours/week	2.25 hours/week
PYP6	14.25 hours/week	8.25 hours/week	4.5 hours/week	2.25 hours/week
PYP7	12.25 hours/week	8.25 hours/week	5.25 hours/week	3 hours/week
PYP8	12.25 hours/week	8.25 hours/week	5.25 hours/week	3 hours/week

MYP

	Language and literature Arabic	Language and literature English	Language acquisition French	Language acquisition German
MYP 1 to MYP 5	4.5 hours/week (111.375 hours/year)	6 hours/week (198 hours/year)	2.25 hours/week (74.25 hours/year)	2.25 hours/week (74.25 hours /week)
DP 1 and 2	6X50=300/60=5X40WE EK = 200 HOURS	60=5X40WEEK= 200 HOURS 33X20 WEEKS= 16.66 TOTAL HOURS 217	4X50=200/60=3.33X 40 WEEK= 133 HOURS	4X50=200/60=3.33X 40 WEEK= 133 HOURS

Note: Schedules are subject to change due to COVID-19 situation.

-PYP: Language is taught in the context of the units of inquiry providing ample opportunities for students to actively engage themselves in the inquiry process.

-MYP: Teachers are required to provide the official MYP unit planners.

-DP: Teachers are required to provide a subject course outline, a vertical progression of their subject and unit planners.

Teachers being all language teachers, we recognize that language is fundamental to learning, thinking, and communicating and is the foundation for learning throughout the curriculum. Therefore, three aspects drive teaching and learning of language: learning language, learning about language, and learning through language. Languages are also integrated through transdisciplinary and interdisciplinary planning.

Student instruction takes into consideration multiple learning styles and levels of development, thus providing an enriching learning environment. A variety of teaching styles and strategies are utilized, with assessment tasks allowing for differentiation.

PYP planner is used in planning for standalone language teaching; a central idea, key concepts, related concepts and lines of inquiry are developed to maintain the conceptual nature of the programme

Assessment

Assessment is integral to teaching and learning at EIS. Using a range of tools and strategies, teachers are able to determine students' knowledge, skills, understanding and attitudes towards language.

At the School, teachers use pre-assessment to determine what students already know, can do and understand. Formative assessment is used to check in and to give constructive feedback or praise on learning. Summative assessments are used to gather evidence about student's learning at the end of a unit. Various forms of both formative and summative assessment may be used. Along with teacher assessment, students are often asked to peer or self-assess as well.

Assessments are reported to parents in different ways. Students receive written report cards about their language learning. Parents are also invited to attend Parent-Teacher conference, Three-D conference and Student- Led conference.

At EIS, students are regularly assessed using the expectations from the school's IB PYP Language Arts scope and sequence. Achievement of different learning outcomes will be recorded and passed on throughout their schooling at EIS to facilitate each student's learning. At the beginning of tasks, criteria is shared or created by the students so that learning goals are clear.

Students may be referred for further assessment within the school to enable teachers to gain as much information as possible about a student's strengths, interests and areas in need of developing and to monitor their progress. In some circumstances, Individual Learning Plans (ILPs) are developed for individual students depending on their individual learning needs. This may include modified assessment criteria for the student. Any such cases will be discussed with the student, parents, coordinators, the school counselor and the SEN team.

Since students learn language, about language and through language, we understand that all teachers are responsible for the language development of students in the School. As a result, collaborative planning and reflection is built into the regular schedule of staff as well as it being the focus of staff meetings through the year. In this way, we are able to develop links between different subject areas and departments across the school.

At EIS, all teachers review the IB PYP Language Arts scope and sequence to ensure that it is as relevant and comprehensive as possible. Teachers then plan collaboratively, during grade level meetings, meetings with the PYP coordinator and learning support staff.

Starting PYP4, EIS is committed to integrating the National Arabic language curriculum according to the MOE requirements maintaining an inquiry based instructional approach, which is clear in the stand-alone IB planners. Arabic language is also integrated in the units of inquiry and the IB PYP Language Arts scope and sequence for Arabic is being used.

Facilities

The Library and Media Center:

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed;
- Access the needed information effectively and efficiently;
- Evaluate information and sources critically.

The role of the EIS library is to promote and facilitate information literacy across all curricula and to all members of the EIS community. The library has databases that contain professional material, scholarly articles, newspapers and magazines in many languages. Training sessions may be requested with the school librarians and future plans include designated periods scheduled on a weekly basis or as a drop in session.

The school is committed to sourcing and purchasing a range of quality texts so that students can explore different genres such as recounts, stories, explanations or persuasive writing in different languages and at different levels. Students also have access to a variety of dictionaries to assist them including picture dictionaries and mother tongue dictionaries. Elite's team, Supervisors, and Coordinators (PYP, MYP, DP) collaborate with the librarians in ordering and cataloguing books in different mother tongue languages for the library and as classroom resources.

Students have access to other resources such as newspapers and magazines –that they can also subscribe to- in a variety of languages, which help them to be aware of current affairs, to foster an interest in reading, and to develop confidence, fluency and comprehension. Moreover, the school organizes a book fair with a variety of different languages books.

The school library has English, Arabic, as well as French and a German section. An annual budget is allocated in order to increase the resources in the school library. Students are expected to read independently and to use reference resources in completing learning tasks.

The school librarian conducts ongoing awareness projects to promote reading. The librarian meets with students to discuss reading and literature as well. Students have access to the Egyptian Knowledge Bank, which supports them by reading all the translated Encyclopedia in Arabic language.

The Computer Lab:

As language is being viewed and used in digital format, as well as that of print, the computer lab at EIS is equipped with a high-speed internet connection to facilitate students' access to websites that develop their language skills.

The use of ICT is an integral language learning tool. Students are encouraged to use iPads or iPod Touches to access programs or tools to support their language learning such as Google Translate or voice-activated applications. The school also subscribes to Reading A-Z, and all students have free access to this program to facilitate language learning. Lastly multimodality, games, art, music, maps and artifacts are used to help students make connections in their language learning. Interactive Smart boards are also used to encourage a more interactive approach to teaching and learning in order to accommodate the various learning styles of the students.

The Innovative Lab:

The innovative Lab is a school special collaborative work space that is specially used for making, learning, exploring and sharing. It uses from high tech tools to no tech tools at all. This laboratory is open to students from PYP to DP 2.

The biggest and most innovative feature that the school is using at this time is the VR/AR Goggles and Robotics Kites (Vex and lego and Werto). The lab serves as a medium to promote the different languages used in school by using modern technology.

The community is considered a valuable resource to aid language learning. Students go on numerous field trips such as to museums, libraries, theatres and cinemas where they have an opportunity to use the host country language in context and gain an insight into the host country culture. Guest speakers such as story tellers or representatives from different organizations are frequently invited into school, and they may speak in English, in French or in the mother tongue language. Throughout the year, students are exposed to numerous celebrations linked to the diverse cultures within our community to promote international mindedness and an appreciation of the host country's culture.

Language Support

When a student has been identified with additional learning needs including language difficulties or gifted and talented abilities, intervention and support are provided through the learning support programme. As Elite promotes the "Inclusion policy", we are determined to provide learners with any needed support inside the classroom. The learning support department works with teachers to help them meet the needs of students identified with special language learning needs. This support may be formalized through an in-class support plan or an individual education Plan and may involve short and long term interventions.

Support in the Language of Instruction (English):

English language learners who are unable to fully access the academic curriculum delivered in English receive specialized instruction in English language from qualified staff on a regular basis. Students receive additional individualized or small group English and academic support scheduled as appropriate.

Students may also receive support in their grade level and subject area classes from qualified staff. In EIS the teaching staff provides in-class support from kindergarten to Grade 5.

Students are given language and curriculum support when needed. Students' needs are indicated by continuous observation and assessment done collaboratively between the language teachers and the SEN department. Collaboration with parents is essential to facilitate additional support as part of the student's "Individual Development Plan".

Support in the Mother Tongue Language (Arabic):

As Arabic is the host country language, students who have been residents of foreign countries, or those who haven't acquired the Arabic language for any other reason may be enrolled to receive a modified Arabic curriculum till they are able to be integrated in regular classes.

Practices For Support:

Students may attend pull-out lessons and/or receive in-class support according to their needs. Our goals are:
-To ensure that we meet the full range of needs for those students who are learning English and Arabic as a mother tongue.
-To help students to become confident and fluent in speaking and listening, reading and writing in English and in Arabic in order to be able to fulfill their academic potential.
-To allow students to have equal access to the school curriculum, with continuity and progression.
-To equip students with the knowledge, skills and understanding required to participate fully in all aspects of school life while maintaining their own cultural identity.

Strategies to Support Teachers and Students

All educators are responsible for the development of student language. Therefore, teachers, administrators, media specialists, and support staff are engaged in ongoing professional development to continue to improve literacy instruction. General education students are supported in language development by holistic instruction through inquiry-based instruction. Differentiated practices are noted in instructional units to meet diverse learning preferences. Our inclusion policy serves the purpose of having all students' needs accordingly met including those related to their language proficiency and abilities in general.

Members of the staff are nominated to work along with the students in need of support. A special attention is given to Arabic (as mother tongue), English (as language of instruction), Mathematics and Sciences.

Parents and the School Community

The involvement of parents is important in our School. They are able to expose students to different mother tongue languages through visits to the library and classrooms and during days such as Mother Tongue and Other Languages Day and International Day. Presentation and communication skills in all languages are showcased to parents and other members of the community through projects such as the grade 5 Exhibition, Science Fairs, and school productions using local venues and associations.

Parents are an integral part of our learners' community and provide tremendous support for language learning at EIS. The school uses multiple methods to communicate to parents the critical importance of maintaining academic proficiency in the mother tongue. Parents are often involved during activities and the school utilizes the resources and expertise of the community to enhance learning within the programmes.

Review Process

The Language policy is a working document. Since language is "not static, a language policy needs to be dynamic and flexible so that it can evolve with the changing needs of the school population." The language policy will be reviewed regularly as part of the Board's cycle of policy reviews, curriculum review cycle and as part of the whole school improvement plan.
The Leadership team will review the implementation of the policy in classrooms and throughout the school on a regular basis as part of the appraisal process.

Linking the policy to other documents

The policy is totally aligned with:

-The IB and EIS mission statement
-The IB's principles into practice
-The Academic Integrity policy
-The Admission policy
-The SEN/Inclusion policy
-The Assessment policy

Language and Admission:

Students wishing to EIS must take an English placement/admissions test before entry to ensure accurate phase placement and admissions to the school. Together with the academic records, language background information and language profile form, the student is admitted and placed into the relevant language phase. The placement tests for each level are available at the discretion of the Admissions Officer.

The appropriate coordinators (Language and Programme Coordinators) will assess the tests; results will be reported back to the Admissions Officer to be used to assess readiness for admission to EIS.

If students are weaker than expected, and the regular English pathways are not available for the student, and if the student is to remain in the school, they will be granted inclusive access arrangements (additional time, assistive technology, etc.) for the placement test as required by their Individualized Education Program.

Language and Inclusion:

At EIS, all teachers are believed to be language teachers and all members of the learning community are involved in a child's language development. To this end, EIS tries to include a student's home language, language profile and background in the learning process. Therefore, it is aimed that students also develop and keep up with their home language, additional/host languages and the medium of instruction languages while pursuing their studies at EIS.

As for students whose primary language is not English, EIS acknowledges that these students are tasked to learn English, to have access to curriculum and to learn it in the target language, which is also the medium of instruction. Therefore, all teachers work together with the support department in the inclusive design and delivery of the curriculum. While receiving tailored language instruction based on the needs of these students in their classrooms, students also learn English through subjects by accommodated instruction, strategies of teaching, differentiated assessment and extension. Through strong collaboration with teachers, family and the student, the support department closely follows the language development of the child through observations, data collection and assessments. The data gathered and stored in support logs and language profile helps to inform teaching, learning and assessment of the language learning.

The support department meets regularly with the teachers through collaboration cycles, transdisciplinary planning meetings to inform the teachers regarding the students and their inclusion to the mainstream classes and their progress in their language, learning and abilities.

Language and Academic Integrity:

The EIS Integrity document includes clear definitions, practices and consequences of academic dishonesty. Through their language learning, students are expected to be principled learners in furthering their language development.

Though academic dishonesty is defined and explained in the Academic Honesty document, it may look different in language classes and in the use of English or other languages provided at EIS.

At EIS, the following practices are considered dishonest with regards to language learning:
- If a student claims ownership of another student's, group's or pair's work
- If a student uses any online translation tools or websites to translate a phrase or text, whether it be from their own text in their home language or from any other published source, unless it is approved by the teacher
- During reading comprehension assessments, if the student translates the original text to their own home language to demonstrate understanding and comprehension in English or the target language
- If the student receives support from another student, parent, teacher or tutor without the approval of the teacher
- During the writing assessments in the target languages offered at EIS, if the student writes the text in their own language and claims to express it as their own writing.

Language and Assessment:

At EIS, assessment of language learning is an on-going process throughout the school year in both formal assessments (formative and summative) and informal situations (learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), as well as the students' knowledge of grammatical structures and their ability to use these correctly, are assessed regularly at levels appropriate to the students' language phase and abilities. A range of formative and summative assessment measures are used. The EIS Assessment Policy applies to the language program as well as the grading scheme used in the report cards of each school section.

An initial assessment is administered to all students at the admission process to EIS through Admissions/Placement tests. The tests help to inform the admissions as well as the language level of the student. In addition, the family is asked to fill in a language profile form to provide background information about the student. Together with the academic records, Language Profile form and placement test, the student's English language skills are assessed and the student is placed into the relevant language class and phase. With all this information, if a student is marked as a struggling student, a support log is created. The support log helps to keep track of the language learning and progress by noting the following things about each student:

- Strengths
- Weaknesses
- Proficiency levels in all four skills
- Language goals
- Language background
- Strategies that work for the student's language development
- Strategies that DO NOT work for the student's language development

- Feedback from the teachers
- Contact information
- Interests

The support department keeps track of feeding the logs receiving feedback from all subject teachers, report cards, observations, and student work. The information is shared with all the teachers included in the teaching of the student so that it can be used to inform differentiation and inclusion of the child.

The coordinators (Language and PYP coordinator) also hold sessions and workshops with teachers to share effective strategies to support learners per each term.

Students remain in the support program until they demonstrate the language and skills necessary to work independently in the mainstream classroom. The students exit the program once they reach the expected phase requirements in all four skills.

Student language level and ability is acknowledged and incorporated into the planning of assessments. In subjects where writing is not required by the published criteria, teachers strive to provide alternative modes of presentation for students. Additionally, whenever reading, writing, listening or speaking tasks are assigned, expectations are set according to the student's language level.

COMMUNICATION OF LANGUAGE POLICY TO THE EIS COMMUNITY

The language policy is introduced to the EIS community through a variety of pathways including staff meetings, PTO meetings, grade level meetings and Head of School's News and Notes. The policy is also available on the EIS site. New staff will be familiarized with the document during orientation.

REFERENCES

Guidelines for school self-reflection on its language policy.
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Coordinator' Support material: Standard B 1 Language policy
https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m_0_mypxx_tsm_1609_1_e&part=1&chapter=1

MYP Language acquisition guide (IB publication, Sept. 2020/Jan. 2021)

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