



IBDP Language Policy

Whilst English is both the working language of the Diploma Programme at Haileybury and the medium of instruction, it is acknowledged that our pupils have diverse language backgrounds and that it is important that the Diploma Programme is able to cater for these varying needs and academic aspirations. It is an accepted principle that all teachers are language teachers, and that all teachers have a role to play in the language development of all pupils.

As English is the working language and medium of instruction for the school, all pupils in the Lower Sixth (Year 12) must have proven ability in English to be able to handle the Diploma requirements. This is established by examination before admission.

EAL support is available for pupils in both the Lower and Upper Sixth, both through the Learning Support Department and subject teachers. The school's policy and provision for EAL pupils can be found on the school's website, with the 2023 version available [here](#). This policy for IB pupils should therefore be understood in conjunction with the whole school EAL policy.

Section 1 - The Taught Curriculum

1) Group 1 Subjects- Language A

The school offers HL English Literature and SL English Language and Literature courses as Language A options in Group 1. Pupils must choose one of these two options. In addition, Italian A and German A Literature are offered as options at both HL and SL, allowing pupils to gain a bilingual diploma.

In order to be enrolled in the above, a student should be able to demonstrate adequate fluency in the language and competency in literary analysis which is assessed on entry. No self-taught Language A courses are presently allowed but this is reviewed regularly and may be introduced according to the demographics of the school community

2) Group 2 Subjects - Language Acquisition

Ab Initio Languages

At present, the school offers Ab Initio options in Italian and Spanish. The school makes decisions about the suitability of pupils for these courses based on initial assessment. This option is only available to pupils who have no or limited experience of learning the language. To enrol on this course pupils must not have previously taken a formal qualification in the target language.

Language B

The school offers Spanish, French and German at B level. These courses are offered to pupils who have adequate fluency in the language, usually as a result of two or more years of study of the language. It is usually the case that pupils who study these courses have previously completed a GCSE or equivalent in the subject. Subject teachers and Heads of Department can advise pupils on their suitability for either the higher or standard level of these courses, but ultimately pupils are able to make the final decision.

3) The Core

Students write their Extended Essay (EE) in English unless it is a German or Italian A Extended Essay. Theory of Knowledge essays and CAS paperwork are produced and presented in English.

Section 2 - The Wider and Co-Curriculum

The speaking of mother tongue languages is encouraged at Haileybury. Whilst this is achieved in the classroom by the offering of three mother tongue languages, pupils are also provided many avenues outside the classroom to ensure that their academic and pastoral needs are met.

Most of the co-curriculum is in English, as sport, music, drama and CAS activities, for example, generally require pupils to talk to English speakers of different ages and backgrounds. Whilst pastoral support in boarding houses is generally through English speaking staff, language teachers provide an alternative source of support for Italian, German, Spanish and French speaking pupils. The International Society provides support for all international pupils and provides introductions and opportunities to talk with other pupils in a pupil's native language. Furthermore, there are specific language societies which allow for pupils to speak in their mother tongue and to celebrate their language and educate the wider community.

Section 3 - Provision of English as an Additional Language (EAL)

As outlined above, EAL learners are supported as per the school's overarching policy.

In addition to this, EAL learners are supported in their learning and assessments through the use of dictionaries, as outlined in the IBO guidelines, whereby the use of unannotated non-electronic translating dictionaries may be brought into a non-language examination for subjects in Groups 3-6. No sharing of dictionaries is permitted and the School will not provide spare copies of any dictionary. The only exception to this regulation is in the Latin/Greek examinations when an unannotated translating dictionary is permitted, regardless of the Group A Language.

Section 4 - The Development of Language Learning Practice and Policy

All staff are encouraged to consider their development in the fields of language learning and teaching, primarily within their departments but also, as appropriate, through wider training. In particular, the Head of Learning Support plays a vital role in providing updates to staff on the needs of different learners.

Parents and other stakeholders, such as pastoral staff at the school, are encouraged to take an active interest in the language development of the pupils. As well as receiving updates through the School's reporting and feedback systems, parents have regular contact with their child's academic tutor, therefore allowing for dialogue concerning their academic and social development.

This policy is to be reviewed annually by the Language Policy Steering Group, with the scope for input from the wider school community.

Policy written and reviewed by the IBDP Language Policy Steering Group, consisting of the Head of Sixth Form (and IB Coordinator), Deputy Head (Academic), Head of Learning Support, Head of Languages, and Head of English - June 2024.