



## **Lüderitz Blue School Language Policy**

### **1. SCHOOL STATEMENT**

At Lüderitz Blue School, we believe that language is a platform which facilitates an individual's interaction with different cultures and impacts the depth of their understanding. Language plays a bigger role than just being a skill to be acquired in order to communicate effectively. All students need strong language skills to develop their personal, cognitive, social and cultural identity and to appreciate different perspectives through acquisition and expression of language.

### **2. PURPOSE OF LANGUAGE POLICY**

The Lüderitz Blue School language policy provides a language framework across all year groups covering the UK International / Cambridge programme.

### **3. GUIDING PRINCIPLES**

The school follows these guiding principles for teaching languages:

- i) To implement English as the primary language of instruction at the school. All academic lessons and clubs are carried out in English (with the exception of foreign language classes and clubs). Please see 5. LANGUAGE OF INSTRUCTION AND COMMUNICATION.
- ii) To ensure that all staff (including the teaching and administrative) model a good level of English. It is the responsibility of all stakeholders of the school to develop the skills of listening, speaking, reading and writing among students.
- iii) To expose students to learn one additional language, its literature and cultural diversity. These are different languages to a child's mother tongue. Teaching should take place through various meaningful teaching and learning strategies with the objective of creating interconnected global citizens of tomorrow.

- iv) To develop the oral and vocabulary skills of students, and to use language skills effectively in a variety of contexts and purposes.
- v) To encourage students to explore language as a means to understand and appreciate varied perspectives of people belonging to different cultures.
- vi) To provide strong language learning support to students that need it in order to achieve basic proficiency.
- vii) For further information on EAL learning, please refer to our Learning Support Policy, which includes a section on EAL.

#### **4. LANGUAGE PROFILE**

- i) At Lüderitz Blue School, our community is made up of multiple nationalities.
- ii) Students have a variety of languages as their mother tongue language and many speak multiple languages in their home environment.

#### **5. LANGUAGE OF INSTRUCTION AND COMMUNICATION**

- i) The medium of instruction is English for all students in the school, and is taught as a first language subject.
- ii) English develops as a process over time through purposeful use of listening, speaking, reading and writing tasks across all curricula, extracurricular and social situations.
- iii) The language of instruction is more than merely a tool of instructions, it is important for reflection, metacognition and social interaction.
- iv) Students are encouraged to speak in the medium of instruction in formal and informal situations throughout the school and in the classrooms.
- v) The language programme at Lüderitz Blue School is as follows:

Programme / Grades	First Language	Second/Additional Languages
Early Years Foundation Stage (Reception)	English; First Language English	Afrikaans
Primary (Years 1 to 6)	English; First Language English	Afrikaans
Lower Secondary, iGCSEs and A Levels (Years 7-12)	English; First Language English English Literature	French or Afrikaans

## **6. NOTE ON FOREIGN LANGUAGE DEVELOPMENT**

- i) To align with local needs, Afrikaans is taught to all students in Reception to Year 6 and as an optional subject from Years 7-12.
- ii) French is offered as foreign languages from Year 7-12 to bring about an international perspective. Through their language learning, students gain knowledge, appreciation and understanding of different cultures where French is spoken.
- iii) By realising that there are multiple ways of viewing the world, students develop skills to be able to communicate in multilingual communities in a variety of contexts and in culturally appropriate ways.
- iv) Foreign languages are taught by qualified individuals.

## **7. NOTE ON LANGUAGE ACQUISITION**

- i) Language and literature are an integral part of learning at all stages. While language acquisition follows Lüderitz Blue School's distinct stages, students' rate of acquisition varies greatly from individual to individual.
- ii) Therefore, language teachers assess all language skills (reading, writing, listening and speaking), regularly differentiating through scaffolding or extension as required.
- iii) To achieve this, the school ensures that:
  - Listening, speaking, reading and writing are actively pursued at all stages of learning, whereby the students learn to use the language for a variety of purposes.
  - Independent reading is encouraged and the librarian plays a role in selecting appropriate books as per the child's inclination.
  - Texts are read in and out of class and then debated and analysed by students with teachers acting as guides.
  - Writing is of immense importance and the students are required to produce independent and original works ranging from book reviews, speeches, poems, letters, stories, posters, lyrics, scripts and analytical essays.
  - Differentiated learning is used in classrooms, in assessment tasks to lay a strong foundation for language development.
  - A spectrum of interactive activities is used to help language acquisition, which include visual aids- interactive boards, online resources, drama- role plays, skits, discussions, debated, presentations, creative writing.
  - Language teachers ensure a fair application of assessment criteria and regularly administer tests to give ongoing regular feedback. Some types of

assessment tools are essays, oral presentations, debates and written assignments.

- British English spelling is used in teaching and in all formal written documentation.

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