



## Language Policy

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**Reviewed by**

**Approved by**

Management  
Representative

*Signature:* 

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### **Rationale**

Invictus International School Phnom Penh provides a caring international environment, fostering cultural diversity. Individual students achieve their full academic potential, inspired to become lifelong learners and responsible citizens of the local and global community.

As language forms the basis for all learning, this policy is critical for helping the school to achieve its mission.

While English is the language of instruction, the language policy allows for students to inquire in the mother tongue and aspires to multilingualism. The school is committed to

providing as much diversity of language instruction as possible. As English is the language of instruction for the majority of subjects (other language subjects excepted) the schools will expect all students and staff to communicate in English around the campus.

The language policy validates the equal status of all languages. It endorses an awareness of the host country's culture and language by teaching Khmer, Chinese and French at all acquisition levels throughout Key Stage 3 and offering Chinese and French as options for native/confident speakers at IGCSE level. The Khmer, Chinese and French programme in each section of the school reinforces literacy and cultural identity and reflects the multilingual society we live in. The modern foreign languages programme will develop an understanding and respect for other cultures.

The language policy recognises the transfer of any cognitive skills from Khmer, Chinese and French to English and vice versa and the acquisition of additional languages. This process encourages the acquisition of higher order thinking skills and development of multiple perspectives. The policy also recognises the importance of all teachers differentiating instruction for students at different levels of language acquisition.

This language policy is a working document developed within the secondary school. This document outlines our school's linguistic and academic goals and defines the programme designed to help our students attain these goals. This policy is intended to provide an overview and guiding principles for language learning at Invictus Phnom Penh Campus which permeates the entire school curriculum through authentic contexts in a culturally rich and diverse environment.

## **AIMS**

We aim to nurture an appreciation of the richness and diversity of language. Language does much more than promote cognitive growth; it is crucial for maintaining cultural identity and emotional stability. The acquisition of more than one language can enrich personal growth and help facilitate international understanding. As language, by its very nature, is integrated into all areas of the curriculum every teacher within the school is considered a language teacher.

At Invictus, we aim to foster in students the ability to think and express themselves with precision, clarity, confidence and imagination in at least two languages. Language development in more than one language enriches personal growth, provides cognitive advantages and can support development of international mindedness. We strive to address the particular challenges of those students who are learning in a language other than their mother tongue by providing an integrated, well-implemented English as an Additional or Second Language (EAL or ESL) programme. We endeavour to integrate students' cultural and linguistic heritage throughout the curriculum.

## **ADMISSIONS POLICIES**

Applicants are required to sit the CAT4 or Year level assessment and if required also complete a questionnaire that indicates their proficiency in their mother tongue, English and other languages (see appendix 1). The verbal score in the CAT 4 or Year level assessment along with the interview will help determine the need for English support or in extreme cases the need for an English Immersion programme.

Admissions will notify the English department of all EAL/ESL student applicants. All applicants are required to take CAT-4 tests to indicate their strengths, weaknesses and learning preferences.

## **LANGUAGE PROGRAMMES OVERVIEW**

### **A. Pedagogy**

At Invictus, we recognise that all teachers are also language teachers who have the responsibility to facilitate language acquisition and promote communication skills through their grade level and content area classes. Lessons must be structured to allow all students access to curriculum/syllabus

### **B. 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 differentiating through scaffolding or extension as required.

Formative and summative assessments in the classroom provide information on language growth. Language teachers regularly standardise students' work to ensure a fair application of assessment criteria (UK National Curriculum Attainment Levels and IGCSE).

Standardised tests and external examinations in the Secondary School also provide evidence of language acquisition levels e.g. Cambridge Checkpoint (Year 9)

Students who are identified as requiring additional support in English to access the curriculum will be placed in the appropriate English language acquisition class and assessed regularly to monitor progress. A student may exit from some or all of the scheduled EAL/ESL classes when the student can participate fully in aspects of the regular educational programme. When evaluating a student's possible exit, a team consisting of the EAL/ESL teacher, a subject teacher and a Leadership team member will use information from several sources to make the determination to exit the student from the programme. Parents will be informed about the decision before the transfer takes place.

### **Professional Development**

As it is an expectation for all teachers to be language teachers, training focused on integrated language instruction should be offered throughout the year.

## **PROGRAMMES**

All students are required to study English at IGCSE. Invictus Phnom Penh will offer English First or Second Language, Chinese First or Second Language as well as option to take IGCSE French (opportunities to learn other languages may be offered during Additional Curriculum Time. Confidence in learning a language can support achievement in all subject areas, increase self-esteem, and enhance intercultural understanding and international-mindedness.

### **English**

In Key Stage 3 of the school, students study English language and literature (combined five periods per week) whilst in KS4 students who are studying English First Language will be given an opportunity to study English Literature at IGCSE level. English will also be offered at A level.

## Chinese and French

Native Chinese and French speakers receive language instruction in their mother tongue beginning in Year 7 as a first language. Native Chinese and French speakers in the IGCSE programme will have the opportunity to study Chinese or French at the language A level.

## Other Mother Tongues

Mother tongue development opportunities are offered for students on a regular basis - outside the school timetable or during ACT

## **ENGLISH LANGUAGE ACQUISITION PROGRAMME**

### EAL and ESL

English language learners who are unable to fully access the academic curriculum delivered in English receive specialised instruction in English language acquisition from qualified staff on a regular basis. EAL and ESL classes are normally scheduled against Mandarin/ACT classes but can take place at other times as appropriate or the level of support is required. In cases where a student's English level means they are unable to access the curriculum in a subject they may be withdrawn from that subject to receive additional English support. In Key Stage 4 students receive additional individualised or small group English and academic support scheduled as appropriate.

### English Second Language

In IGCSE, EAL/ESL students study the English Second Language course. This course follows the Cambridge IGCSE curricula and develops students' language and literacy competence in English as well as intercultural competence. The English second language classes are scheduled against the English First language classes.

## OTHER LANGUAGES

Studying a third language is not a requirement but when available opportunities will be offered to students to do so. While a student's previous knowledge or exposure to a language is ascertained during the interview or through the language questionnaire, the admissions forms, where possible the school will support the student in developing their mother tongue and if possible achieving an external qualification. If student numbers are sufficient French and/or other languages may be offered. Students entering another language class as a beginner will be assessed with appropriate criteria for reporting purposes.

## Chinese and French

Native or close to native speakers can take Chinese or French first language classes at IGCSE and A Level depending on pass grade at IGCSE.

### A Level

For A level there must be a minimal exposure to the language previously. A student will not be allowed to begin an A level language course unless:

- it is their native language
- if they have studied that language for more than two years immediately prior to starting Year 12,
- or in the event they have taken an IGCSE in the language, achieved a grade C or higher at IGCSE.

## **SUPPORT SERVICES**

### Language Learning and The Study Area

The schools study area stock books in languages other than English and students also have access to the internet in the study area.

### Learning Support

Invictus Phnom Penh ensures that students with additional learning needs are given linguistic opportunities, provisions will be made available for a range of additional learning support needs whenever possible.

## **PARENTS AND COMMUNITY**

### Parental Involvement

Parents are an integral part of our community of learners and can provide tremendous support for language learning at Invictus. Parents are involved as mother tongue teachers and can provide resources for other language programmes.

### Language Provision for the Invictus Community

Khmer classes are available for new staff during their induction week. Further classes are to be made available and advertised both in and out of school.

English language classes will be made available to parents and the local community when possible.

### Published Materials

Students, parents and staff members at Invictus originate from different countries and educational systems. To maintain consistency in published materials, UK English spelling will be used for our formal written documentation.

## **REVIEW**

The language policy will be reviewed regularly as part of the curriculum review cycle and as part of the whole school improvement plan.

The Senior 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.

## **GLOSSARY**

ACT = Additional Curriculum Time

AEN = Additional Educational Needs

EAL = English as an Additional Language

ESL = English as a Second Language

IGCSE = International General Certificate of Secondary Education

Appendix 1

Language Profile Form

Name:

Year Group Applied:

Nationality:

1. What is your Mother Tongue/Native Language/Language Spoken at Home .....

2. Can you read and write your mother tongue/home language (Y/N)

Read Only\_\_\_\_\_ Write Only\_\_\_\_\_ Read and Write\_\_\_\_\_

3. How would you rate your proficiency in your 'mother tongue/home language (circle)

Excellent/Good/Satisfactory/Require Assistance

4. Can you read and write English? (Y/N)

Read Only\_\_\_\_\_ Write Only\_\_\_\_\_ Read and Write\_\_\_\_\_

5. How would you rate your proficiency in your 'mother tongue/home language (circle)

Excellent/Good/Satisfactory/Require Assistance

6. List all the other languages that you may have knowledge of or studied for minimum 6 months. Please rate your proficiency in boxes provided

Excellent = E, G = Good =, Satisfactory = S, Require Assistance = RA

| Language | Speaking | Reading | Writing |
|----------|----------|---------|---------|
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