

Bogaerts International School North Campus

Language Policy

Important Definitions

Home language(s): The language(s) students use at home; the languages that were learned first; the language(s) identified with as a “native” speaker; the language used with the highest proficiency; the language used most outside the school.

Language of instruction: the language used as a medium of instruction at school (English).

Additional language: any language other than home language and language of instruction that student learns at school.

Language support: the system BIS North Campus has in place to assist learners who are developing their skills in the language of instruction.

Sheltered Instruction Observation Protocol (SIOP): One of the systems BIS North Campus has put in place to ensure all teachers are equipped with the notion to act as language teachers and further the efforts made by the language support team.

Student Language Profile (SLP): A document that informs the community about the languages students speak and about the complexity of the texts they produce in English.

We at Bogaerts International School North Campus (BIS North) understand that language is intimately bound and universal in all cultures permeating all learning. Language is our window on the world and shapes our personal thinking and how we share our knowledge and understanding. It also allows us to develop group memberships, develop our identity and empower and affirm our relationships with others. We believe that meaningful communication through language promotes international mindedness and helps students to become globally engaged, improves intellectual growth, raises self-esteem, lowers anxiety and creates more positive attitudes to learning.

Consequently, language allows us to create and express our identity, and so we expect all teachers to promote language learning first and subject knowledge second, thereby promoting the understanding of different cultures and perspectives. We also recognize that communication includes nonverbal language and subject-specific language derived from the study of different areas of knowledge.

To continually develop and promote language learning at BIS North Campus, we seek to employ teachers who are fluent in at least two languages, who are trained in working in plurilingual environments (where people have multiple identifications), and who are sensitised to the language needs of students at different ages and in different subjects. We view the ongoing language development for our students as the shared responsibility of all teachers, parents, and students.

We believe that language is best learned in context, that language is best learned when sufficient meaningful input is provided in the learning environments, and when the learning spaces stimulate retrieval and foster a sustainable approach to interacting with language.

Language Culture at BIS North Campus

The multilingual and multicultural community that teaching and non-teaching staff members are part of at BIS North Campus is reflected on the diversity of languages we invite our students to learn. The language focus at BIS North Campus is as follows:

Stage	Focus
Early Years	English language development
Primary (Primary Years)	English language development Sensitization to French
Secondary (Middle Years)	English language mastery Development of French and Spanish as additional languages

To ensure that all stakeholders in the BIS North Campus community are familiar with the students' linguistic background, a learner language profile is produced when a student joins the school. This report informs the community about the language(s) students speak at home, and also provides samples of handwritten text to understand the level of complexity that students produce upon enrolment and about the complexity of the texts they are producing at certain grades.

Every Years students take part in an on-demand writing task which is evaluated and incorporated into the learner language profiles.

Admissions

When expressing interest in joining BIS North Campus, parents are asked about their children's language level in English, French, Spanish and Dutch. Parents are also welcome to share insights into other languages their children are familiar with.

As a school that strives for inclusion, at BIS North Campus there are no English language requirements for admissions from Early Years to MY2. From MY3 onwards, students need to demonstrate B1 level proficiency. English language support is offered from PY1 until the end of MY2.

Additional Language Placement

Once admitted into BIS North Campus, primary students join their classmates in their respective French classes. As for MY students, they first take part in a French/Spanish language level appreciation that helps us to place students in the appropriate level. This appreciation also supports the actions we may take to support their additional language development.

School culture

While English is the language of instruction and communication across the school, as a community that is formed by diverse members with different backgrounds, students are empowered to speak any of the languages they are fluent in with their peers. Nonetheless, there may be occasions when students may be asked to use English for clarification or understanding purposes among members of the community.

School documentation and all communications with parents are in English. Whenever possible, to support parents' understanding of the programmes offered at school, the pedagogical model, and the learning-related engagements, the school may provide official IB translations of documents, terminology, and other informational materials.

Classroom culture

The language of instruction at BIS North Campus is English. Nonetheless, BIS North Campus recognizes and celebrates diversity. For this reason, we empower students to make use of their languages while taking notes or while trying to make sense of conceptual understandings. Whenever possible, if our teaching staff is fluent in a language students may know, teachers can use that language for clarification purposes.

In order to support access learning and to help students actively engage in it, BIS North Campus teaching staff are trained to understand the Sheltered Instruction Observation Protocol (SIOP), so that they can design learning that provides access to all students despite their language level. Teachers are accountable for ensuring access to the inquiry in class, to learning materials, and to the instructions needed to perform a task. The BIS North Campus classrooms are equipped with relevant dual coding visuals that support students in the incorporation and retrieval of meaningful vocabulary items in all subject groups.

Whenever possible, a variety of devices are used to support understanding and performance.

Literacy continuum

BIS North Campus believes in multimodal literacies and the fact that literacy is not solely related to printed text. The school supports the use of different modes of language to construct meaning, to express messages, and to produce texts.

In order to systematise the school's approaches to literacy, the school's literacy team has selected *Jolly Phonics* as the system that best supports the implementation of our pedagogical programme in the Early Years section. Likewise, from PY1 onwards the team believes that *Fountas & Pinnell* provides the necessary resources and strategies to support our students in their literacy development, regardless of their language level and linguistic background.

To determine reading levels, the school uses the *Fountas & Pinnell* system to progressively assess and track students' literacy development. To further support students' multi-literacies understanding and development, BIS North Campus teaching staff across programmes has been trained to employ elements of the multimodal readers and writers workshop, whose principles are explicitly applied in class.

Language support

BIS North Campus is equipped with a team that offers language support to students who have been identified as being in need of this service at the time of admission. English language support is available from PY1 to the end of MY2 and occurs in a variety of ways and with a frequency that depends on students' age.

English language support has different priorities according to the year. The table below shows a non-exhausting list of targets for different years.

Year	Target
PY1	Develop their abilities to recognize and produce sounds
PY2	Acquire and master language for social communication Develop skills to decode words Acquire language that allows them to follow instructions and to perform tasks Develop confidence when facing texts above their level Develop accurate language writing skills Develop basic skills to work independently Develop skills to ask questions seeking support and assistance
PY3	Develop their abilities to recognize and produce sounds
PY4	Acquire and master language for social communication Develop skills to decode words
PY5	Acquire language that allows them to follow instructions and to perform tasks Develop confidence when facing texts above their level Develop accurate language writing skills Develop basic skills to work independently Develop skills to ask questions seeking support and assistance Develop skills to interact with multimodal texts Develop skills to produce multimodal texts at their level Develop summarising skills
MY1	Develop their abilities to recognize and produce sounds Acquire and master language for social communication
MY2	Develop skills to decode words Acquire language that allows them to follow instructions and to perform tasks Develop confidence when facing texts above their level Develop accurate language writing skills Develop basic skills to work independently Develop skills to ask questions seeking support and assistance Develop skills to interact with multimodal texts Develop skills to produce multimodal texts at their level Develop summarising skills Becoming familiar with texts from different sources Developing skills to play different roles when collaborating Developing independence and confidence when presenting in public

Language support during Official Examinations

During tasks that are conducted under examination, students who are receiving language support are eligible to use a bilingual dictionary and a 25% extension of time to perform the task accordingly. Bilingual dictionaries are not allowed in assessments in the additional classes.

Additional language choice for students who need English language support

BIS North Campus recognizes the importance of mastering English as the language of instruction. For this reason, and to avoid cognitive load in our students, upon gathering substantial information, decisions are made to remove English Language Learners from French lessons in Primary Years or from one of the two additional languages in the Middle Years.

English language learners and the DP

Due to the complexity of the IBDP program, students who do not possess at least a B2 level of English cannot be admitted into the program.

Local languages

Due to its proximity to Brussels, BIS North Campus offers one of the three official languages of Belgium: French. We continue to explore opportunities (based on student interests) to include Dutch as an additional language.

Mother tongue and self-taught language studies

Thanks to the language expertise of our team, BIS North Campus has the capacity to offer a variety of self-taught courses in the IBDP. During the academic year 2022–2023, these would be the languages that BIS North Campus would be in a capacity to support:

- Arabic
- Spanish
- French
- Dutch
- Russian
- Slovak
- Portuguese
- Romanian
- Catalan

Language policy committee

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