

## Language Policy

**Status: Revised Policy**

**Date for Next Review: August 2024**



ESF now provides the opportunity to provide input on ESF policies. Your suggestions can help us improve our workplace, therefore, your feedback is appreciated. To provide input, please scan the QR code or click on the link below:

[bit.ly/esfpolicy\\_spga](https://bit.ly/esfpolicy_spga)

Thank you in advance for your help.

<p>Originator:</p> <p>Head of Quality Improvement and Support</p> <p>ESF Centre</p> <p>Date: June 2022</p>	<p>Policy Owner:</p> <p>Director of Strategic Performance and Quality Assurance</p> <p>ESF Centre</p>	<p>Reviewed by:</p> <p>Head of Quality Improvement and Support</p> <p>Date: June 2022</p>	<p>Approved by:</p> <p>Senior Management Team</p> <p>Date: 23.08.22</p>
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## 1. Policy Document Review

This policy document is subject to a regular review by ESF to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements. ESF reserves the right to amend this Policy following such review.

### 1.1 Review status

Review No.	Summary of Revision following Review	Reviewed		Approved	
		By	Date	By	Date
1.	Refreshed previous ESF Languages Policy and renamed to ESF Language Policy.	Head of Quality Improvement and Support	June 2022		

## 2. ESF vision

The English Schools Foundation's vision is for every child to be the best that they can be.

## 3. Purpose

English is the medium of instruction through which students have access to the curriculum in ESF schools. ESF recognises students' diverse language and cultural backgrounds and the role language and multi-language proficiency play in their personal lives and learning. This policy provides a Foundation-wide coherent set of principles regarding the learning of language and the use and celebration of language in all ESF schools. It should be used to inform the individual guidelines that each school develops regarding language learning and teaching in their context.

## 4. Scope

This policy applies to:

- all staff, students and the wider school community.

ESF students are from a range of language backgrounds, and their language profiles are influenced by a number of factors, including:

- language exposure at home and in the community
- access to the curriculum by which a language is used
- learning experience of a language at an academic level

- parental and student choice of what language will be used in their future life and in their career

## 5. Definitions

ESF	English Schools Foundation
Home language	Language predominantly used for communication at a student's home
IB	International Baccalaureate
IB DP	International Baccalaureate Diploma Programme
IGCSE	International General Certificate of Secondary Education
Target language	The language other than one's native language being learned

## 6. Policy principles

ESF Language Principles:

- ESF appreciates cultural diversity, promotes intercultural understanding and sees multilingualism as a core value of international-mindedness, and as vital to being part of the global community.
- ESF recognises the language backgrounds of all students. The curriculum is designed to help all students gain access to and achieve their potential in the language of instruction and learned language/s.
- ESF recognises the diversity of learners and provides meaningful and equitable access to the curriculum. ESF schools offer a differentiated system of inclusive support for students.
- Students are given the opportunity to learn one or more language/s in ways that are suitable for their learning backgrounds and language profile.
- ESF recognises that Chinese and English are the official languages of Hong Kong. Chinese is taught in all ESF schools. Further details may be found in the Chinese Language and Culture Policy.
- ESF is committed to supporting home language development to maintain the language and cultural heritage.
- Teachers develop receptive and expressive language skills as well as knowledge of the language that includes the social, cultural and historical context in which the language is being used and has evolved.
- All ESF teachers are language teachers in practice. They bear the responsibility to nurture the language development of students, to enable and extend learning using the target language, and to facilitate communication in the target language.
- ESF provides relevant and expert-led training in language development teaching strategies to all teaching staff.
- ESF students have the opportunity to learn a range of second and additional languages as part of their IB and/or IGCSE studies.
- ESF students have the opportunity to pursue an IB DP Bilingual Diploma.

- Schools offer support for students whose home language is not English to develop the language knowledge and skills to access the curriculum and engage in academic learning and school life.
- ESF supports parents/caregivers in understanding and communicating with ESF schools in various languages.

## **7. Teaching and learning**

Schools are expected to:

- Create a supportive learning environment with opportunities for students to communicate effectively and confidently with each other in a variety of contexts.
- Understand each student's language profile and prior language learning to ensure learning is as personalised as possible.
- Provide an appropriate level of challenge to ensure all students are achieving their potential.
- Celebrate different languages, cultures and heritages within the classroom and across the school community.
- Encourage all students to be inclusive in their use of language in school.
- Support students to become familiar with subject-specific vocabulary and language discourse in a variety of multimodal media.
- Tailor instructions to match each student's developmental stages and language proficiency to support access to the curriculum.
- Employ strategies for developing each student's academic language proficiency to optimise their learning outcomes.
- Ensure language skills are developed through the language strands of listening, speaking, reading, writing, and viewing and presenting.
- Provide a school language curriculum which includes a range of language genres in a variety of contexts and for different communicative purposes.
- Enable language skill development through immersion in a wide range of language learning activities that create a real-life experience.
- Develop an appreciation of language and literature by ensuring literature learning is an integral part of the school language curriculum.
- Facilitate inquiry into language forms and conventions, a conceptual understanding of how language functions, and how authorial intention, context and audience have an impact on meaning.
- Plan varied assessment tasks that allow language performance in a range of forms that have a connection to real-life situations and academic contexts.
- Use data from language assessment to provide information on the progression of language learning and to inform the next steps in learning.
- Provide support for students who are not proficient in the language of instruction to access the curriculum.
- Offer a differentiated approach for students with different learning needs.

- Communicate with parents/caregivers about their child’s language profile and the plan for their language development that involves further education and career choices.

## **8. Compliance**

### **8.1 Responsibilities**

The Director for Strategic Performance and Quality Assurance is the Policy Owner.

The contact officers for this policy are:

- Director for Strategic Performance and Quality Assurance
- Head of Quality Improvement and Support

The following are responsible for the implementation of this policy at the school level:

- Principals
- Leaders and teachers of languages

### **8.2 Recording and reporting**

Any matters related to non-compliance with this policy should be directed to the Director for Strategic Performance and Quality Assurance.

Any matters related to the implementation of this policy should be directed to the relevant school principal or language leader or the Head of Quality Improvement and Support.