

# Naseem International School

Handbooks, Policies, Procedures, and Forms

## NIS Language Policy

Date created	Latest update	Next review	Responsible
2009	December 2021, March 2025	June 2028	LST



## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## الرؤية مدرسة النسيم الدولية تعد المتعلم الفعال دولياً مدى الحياة Vision

Naseem International School inspires lifelong learners and global citizens.

## رسالة المدرسة

نحن الهيئة العاملة في مدرسة النسيم الدولية نعمل جاهدين لتعليم الطالب، والتعامل معه ككل متكامل، لذا فإن كل ما نقدمه له من تعليم متوازن قائم على استغلال جهده المبذول للنمو به في كل المجالات فكريا، وجسديا، وروحيا، وعاطفيا، واجتماعيا، وبالتالي تمكينه من أن يصبح الشخص الذي يريد.

كما أننا نعمل على أن نجعل من طلبتنا أشخاصا مفكرين، ونقادا قادرين على الاعتناء بأنفسهم وبالآخرين، وعلى تحمل المسؤولية بفاعلية واقتدار، وبهذا يتم تشكيل مجتمعنا، وحماية عالمنا الذي نعيشه.

## Mission Statement

We, the staff at Naseem International School, are committed to educating the whole person. We aim to provide a balanced education, which enables students to fulfill their potential in all areas of growth - intellectually, physically, emotionally, spiritually and socially - and empowers them to become the people they can and want to be.

We realize the importance of students becoming critical thinkers who can take care of themselves and compassionately care for others. Thus, they take an active, responsible part in shaping our society and saving the world.

## الدولية في مدرستنا

مدرسة النسيم الدولية مجتمع متعدد الجنسيات واللغات ، فلسفتنا ومنهجنا يضمنان إمكانية تحقيق مخرجات التعليم. من خلال رسالة مدرستنا وما تبديه من اتباع للفلسفة الدولية فقد التزمنا بالتفكير الدولي، ودمج الثقافات ، والمواطنة العالمية. إننا نولي قيمة عالية للوعي العالمي، لتجاوز الحدود الوطنية فيما يتعلق بالبرامج الأكاديمية لدينا وبمشاركتنا الواسعة في المجتمع بما تنص عليه المعايير الدولية لاعتماداتنا.

## Internationalism at our school

Naseem International School is a multinational and multilingual community. Our philosophy and curriculum ensure international mobility of our educational outcomes. Through our school mission statement and its adherence to an international philosophy, we have committed ourselves to international mindedness, inter-culturalism and global citizenship. We place a high value on global awareness and the transcendence of national borders with regard to our academic programmes, our broader community involvement and the international standards of our accreditations.



## IB Mission Statement

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

## School Vision

Our school inspires lifelong learners and global citizens who are principled, reflective, and committed to academic integrity.

## School Mission Statement

We, the staff at our IB Continuum School, are committed to educating the whole person. We aim to provide a balanced education that enables students to fulfill their potential in all areas of growth—intellectually, physically, emotionally, and socially—while empowering them to become principled individuals who act with integrity and honesty. We strive to create a culture of academic honesty where students are encouraged to take responsibility for their learning and respect the intellectual property of others.

## High Quality Learning Definition

We at NIS believe that high-quality learning is the process through which our students are able to acquire information, knowledge, skills and understanding while developing their important 21st century skills such as, technological literacy, communication, collaboration, problem solving, critical thinking and creativity. This learning takes place within a safe and caring community with a clear set of shared values based on our school's vision and mission of creating 'life-long learners and global citizens.'

## Internationalism at our school

Naseem International School is a multinational and multilingual community. Our philosophy and curriculum ensure international mobility of our educational outcomes. Through our school mission statement and its adherence to an international philosophy, we have committed ourselves to international mindedness, interculturalism, and global citizenship. We place a high value on global awareness and the transcendence of national borders with regard to our academic programmes, our broader community involvement, and the international standards of our accreditations.

## Global Citizenship definition

At NIS it is believed that we are global citizens when we consider ourselves part of the larger global community. We are the individuals who exhibit the traits and actions that promote the connectivity and interdependence of the local, national and global economies, environments, societies and cultures.

### 1. NIS Language Philosophy

This language policy is based on the belief that:

**“All children can learn language, and each child learns language through a variety of strategies.”**

Naseem International School is a bilingual, international school that aligns with the IB philosophy:

**"Language is a complex web of connections, transcending the artificial separation of schedules and disciplines."**

Language involves learning language itself, learning about language and learning through language, and is the major connecting element across the curriculum. As language is the key to all learning, **all teachers at NIS are language teachers**. Through language, our students acquire the ability to think and to learn, to develop social skills and values, and to acquire knowledge. The language strands are interdependent, with listening, speaking, reading, comprehension and writing being taught and learned simultaneously.

### 2. Rationale

All students should:

- a. Be aware of the importance of language
- b. Communicate, think, feel and carry out practical activities through language across all areas of the curriculum.
- c. Develop confidence and pleasure in their own use of language.
- d. Develop progressive skills to ensure the understanding of the nature, structures and conventions of language.
- e. Access books and literature appropriate to age and stage of development.
- f. Empathize with and understand cultural and ethnic diversity.
- g. Become equipped to face the challenges of a technological society

### 3. Aims

- a. To ensure that all those involved in teaching in the school do so in context of a common policy.
- b. To understand and express the shared understanding of the central role that language and literacy play in learning, educational progress and achievement.
- c. To ensure that students are encouraged at all ages to develop a love for and appreciation of all aspects of language and recognize the value of effective communication.
- d. To ensure that teachers will recognize the individual needs and abilities of the students.
- e. To seek to ensure continuous improvement in the quality of learning and teaching and of students' attainment in English/Arabic Language.

### 4. Language Levels and Progression at NIS

Figure 2 shows the IB continuum pathways to DP studies in language and literature.

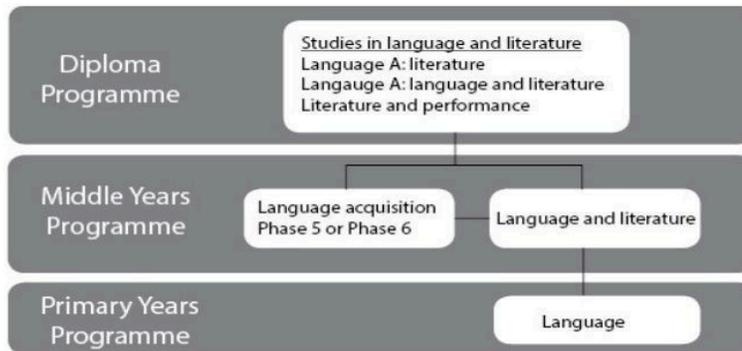


Figure 2

IB continuum pathway to Diploma Programme studies in language and literature

# Language Programmes at NIS

## 1. Primary Years Programme (PYP): Nursery - Grade 5

<b>PYP N-5</b>	<b>Dual language instruction in all subjects 60:40 immersion model</b>
----------------	--

The Primary School at NIS provides a strong, challenging curriculum in two languages, embracing the principles of the PYP. Our students become skilled and knowledgeable in the main subject areas: Mathematics, Social Studies, Language Arts, Science and Technology, personal and social education, and the Arts, while acquiring English and Arabic. Students spend approximately 60 percent of their time in English and 40 percent in Arabic from Nursery to Grade 5. NIS strives to make every student proficient in two languages. All students will have knowledge of and the ability to use two languages, but not all of them to the same extent. Students vary in their ability to learn a second language; some will achieve functional proficiency in the target language, while others will become truly bilingual. The acquisition of language must be seen as a continuum along which each individual student progresses at his/her speed. All languages are equally valued and used as a medium of instruction during the school day. Most of our teachers are native speakers of the target language taught in the classrooms, and from Nursery to Grade 2, assistants or co-teachers are operational in the classroom to maximize learning in the target language. In addition, we have reading assistants available to support ASL, SEN as well as students with learning difficulties. Between 60 percent and 80 percent of our teachers speak more than one language, although English is the common language used for all collaborations, planning meetings and communications within the school. Single-subject teachers teach for the most part in English.

Starting 2023-2024 second semester, we have started French as a third language in Elementary school. French is currently offered for speaking and listening skills from KG to grade 5.

## 2. Middle Years Programme (MYP): Grade 6 - Grade 10

In the Middle and High schools, Arabic is offered as Arabic language and literature and language Acquisition as different subject groups. Our language program operates within the curricular framework of the International Baccalaureate (IB) Middle Years Programme (MYP). We are guided by the fundamental MYP concepts of holistic learning, intercultural awareness and communication. Our program encourages students to make links within and across subject groups through Global Contexts and the IB Learner Profile while honing their language usage skills. We aim for all students to reach their highest level of literacy

and proficiency in the language of instruction. Students joining the MYP have varied backgrounds; some come directly from the Primary Years Programme, while others join the NIS from schools where the language of instruction may not be English or Arabic.

#### a. Language and Literature

The Language and Literature Course is aimed at students:

- i. For those whose language is their mother tongue.
- ii. Those who have reached native or near native competency in the language.

At NIS, English and Arabic are currently offered as Language and Literature courses of study. These courses follow the IB MYP Language and Literature curriculum framework, while also fulfilling the National Ministry of Education requirements. The official IB MYP Language and Literature criteria are used for assessing the language components at each grade level.

#### b. Language Acquisition

Language Acquisition indicates that the language is taught in a way appropriate for students:

- i. For those whose language is not their mother tongue.
- ii. Those who have not reached native or near native competency in the language.

At NIS, Arabic is currently offered as a Language Acquisition course of study. This course follows the IB MYP Language Acquisition curriculum framework and also fulfills the National Ministry of Education requirements. The official IB MYP Language Acquisition criteria are used for assessing the language components at each grade level.

#### c. English Language Acquisition

Currently, there is no English Language Acquisition Programme at the school. All new students undergo an Entrance Examination and only applicants with good English Language Proficiency are accepted for enrollment. All students at NIS follow the English Language and Literature program in the Middle School.

### 3. Diploma Programme (DP): Grade 11 & Grade 12

We offer English and Arabic at Language A and Language B levels (offered as HL or SL courses), as well as Arabic Ab initio. Additionally, we offer Language A School Supported Self-Taught language courses for students whose first language is neither English nor Arabic. Every student must take at least one subject from Group 1 and one from Group 2. The choice of language level depends upon the student’s preference, level of proficiency and literacy in that language.

The school makes the decision to offer the Language A: Literature or the Language A: Language and Literature courses, based on a needs assessment focused on offering students the most appropriate course of study whilst still fulfilling university entrance and national Ministry of Education requirements.

The following chart describes the language choices offered:

a. [Language choices in the IB Diploma Programme at Naseem International School](#)

**Group 1**

<p><b>Language A: Language and Literature</b></p> <p><b>High or Standard</b></p>	<p>For a fluent language user:</p> <ol style="list-style-type: none"> <li>1. Studying in his/her most competent language</li> <li>2. Normally, this is the language of the environment to which the student has been exposed from an early age or for an extended period</li> <li>3. Who is proficient in both reading and writing? Students will: Study literary and cultural texts and demonstrate an understanding of how language and literature relate to society.</li> </ol>	<p>English Arabic</p>
<p><b>Language A: Literature</b></p> <p><b>Higher Level or Standard Level</b></p>	<p>For a fluent language user:</p> <ol style="list-style-type: none"> <li>1. Studying in his/her most competent language</li> <li>2. Normally, this is the language of the environment to which the student has been exposed from an early age or for an extended period, and is proficient in both reading and writing.</li> <li>3. Students will: study literary texts and demonstrate analytical skills in writing and speaking</li> </ol>	<p>English Arabic</p>

<p><b>Language A: School-Supported Self-Taught Standard Level Literature Only</b></p>	<p>For a fluent language user:</p> <ol style="list-style-type: none"> <li>1. Whose particular language is not one of those above.</li> <li>2. Students will: Study literary texts and demonstrate analytical skills in writing and speaking</li> </ol>	<p>Mothertongue Language</p>
---	--	------------------------------

**Group 2**

<p><b>Language Acquisition: High or Standard</b></p> <p><b>Language Ab Initio Standard</b></p>	<p>For a language learner who:</p> <ol style="list-style-type: none"> <li>3. Has some previous experience in the language studied</li> <li>4. Students will:             <ol style="list-style-type: none"> <li>a. Focus on language acquisition and the further development of language skills</li> <li>b. Study a range of written and spoken material, which will develop the mastery of language skills and intercultural understanding.</li> </ol> </li> </ol>	<p>English Arabic</p>
	<p>For a beginner who:</p> <ol style="list-style-type: none"> <li>5. Has little or no experience of the language.</li> <li>6. Students will: have the opportunity to explore and practice the language as well as develop intercultural understanding.</li> </ol>	<p>Arabic</p>

**Note:** This is an indication only—it is up to schools to decide the minimum requirements for progression from MYP to DP language courses.

	MYP	DP
Phase 1		Ab initio
Phase 2		Ab initio (in rare cases) Language B SL
Phase 3		Language B SL
Phase 4		Language B SL/HL
Phase 5		Language B SL/HL
Phase 5	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL Language A: language and literature SL Literature and performance SL
Phase 6	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL

Table 1  
Possible IB continuum pathways

## 4. Career-Related Programme (CP): Grade 11 & Grade 12

### a. Language Teaching and Learning Philosophy:

Our philosophy of language teaching and learning is deeply rooted in the International Baccalaureate's commitment to developing inquiring, knowledgeable, and caring young people through intercultural understanding and respect. We believe the ability to communicate in more than one language is essential to the IB's concept of an international education and supports students in understanding the wider world. Our approach fosters linguistic proficiency, promotes intercultural understanding, develops effective communication, and encourages critical thinking, aligning with the IB's stance on language development and pedagogy. We view language as a vital tool for global citizenship, enabling students to engage with diverse perspectives and navigate the complexities of the modern world, equipping them with the necessary multiliteracy skills for success in the CP and beyond.

**English** serves as the primary language of instruction at Naseem International School. While English is the language of instruction, the school recognizes and supports the importance for all students to develop and maintain proficiency in their best language(s).

b. **Language Profile:**

At Naseem International School, English serves as the primary language of instruction, acting as a unifying thread across our diverse student body. We acknowledge that our students represent a wide range of linguistic backgrounds and experiences, bringing valuable, rich, and complex linguistic repertoires to the communication and learning process. The school is committed to supporting students in developing proficiency in the language of instruction while also encouraging the maintenance and development of their best language(s).

c. **Support for English Language Learners (ELLs) / Students Learning in a Language Other Than Their Best Language**

At Naseem International School, we are committed to providing inclusion and equity of access to the Career-related Programme for all learners, including those who are learning in a language other than their best language.

- i. We will implement systems to identify students who may require additional support in developing their English language skills (as the language of instruction).
- ii. We will implement specialized language learning programmes or support services to help these students meet the language proficiency standards necessary for success in the programme.
- iii. All teachers are responsible for supporting students who are studying in a language that is not their best language and may require additional professional development to provide this language support.
- iv. Teachers need to be aware of their students' language abilities and scaffold instruction appropriately.

d. **Language in the IB Career-related Programme:**

i. **Language Development (CP Core Component)**

**Requirement:** Language development is a compulsory component of the CP core for all students.

**Purpose:** It ensures that all students have access to and are exposed to an additional language to assist and further their understanding of the wider world.

**Aims:** The aims are to enable students to understand and use the language in context, encourage awareness and appreciation of different cultural perspectives, provide a basis for future study, work, and leisure, and offer opportunities for enjoyment, creativity, and intellectual stimulation. These aims apply regardless of a student's starting proficiency.

**Focus:** Students are encouraged to begin or extend the study of a language other than their best language. It develops students' linguistic and communicative abilities in oral communication, visual interpretation, reading comprehension, and writing skills.

**Time Allocation:** A minimum of 50 hours is expected to be devoted to language development.

**Options for Delivery:** The school can decide how best to deliver language development, which may include a school-designed course, an extension to a DP language acquisition course, an external provider, an online course, or school-monitored self-directed study.

The language studied must be a natural language (e.g., spoken/written languages, sign language, classical languages, Braille). Computer programming languages are not eligible.

**Language Proficiency:** Students should show evidence of language development in the target language when mapped against the language phases (Phase 1: emergent communicator to Phase 6: proficient communicator).

There is no requirement for students to move from one phase to the next, only that they demonstrate development. The school is responsible for grouping students, ensuring no class includes students from more than two consecutive phases.

DP Language Acquisition Courses: Students undertaking a DP language acquisition course (as one of the minimum two required DP courses or in addition to them) satisfy the language development requirement, but must still complete the language portfolio to the school's satisfaction. Work submitted for a DP language acquisition course cannot be submitted for language development to avoid malpractice.

ii. **Language Portfolio:**

1. **Requirement:** All CP students are required to maintain and complete a language portfolio.
2. **Purpose:** The portfolio documents learning activities and provides evidence of language engagement and development. It demonstrates engagement, provides evidence of development, helps students understand their competency level, and charts the development of skills and intercultural understanding.
3. **Assessment:** the IB does not assess the language portfolio. However, the IB may request a sample of portfolios during CP evaluation.
4. **Monitoring:** A nominated language teacher should check the portfolio regularly and discuss progress with the student<sup>546</sup>.

The school is responsible for setting the specific requirements for student achievement within language development.

iii. **Reflective Project Language:**

The Reflective Project, a core component of the CP, must be submitted in one of the **level 1 working languages of the IB (English, Spanish, or French)**. ("IB Language policy, 2014")

e. **Role of All Teachers:**

Recognizing that language is central to learning, all teachers at Naseem International School are, in practice, language teachers with responsibilities in facilitating communication. Teachers need to understand their role in supporting student language development. This includes supporting students who are studying in a language that is not their best language<sup>2729</sup>. The school will support teachers in this role through professional development opportunities focusing on language teaching methodologies and supporting students learning in a language other than their best language.

f. **Support for Multilingualism and Mother Tongue:**

1. Naseem International School encourages students to maintain and develop their best language(s) alongside English to support cultural preservation and enhance cognitive development.
2. The school's policy, practices, and culture value the richness of linguistic and cultural diversity among and within languages.
3. We provide opportunities for students to explore their linguistic repertoires and embrace translanguaging pedagogies.
4. We aim to create an environment and culture of support and respect for languages and identities, promoting the understanding that respecting language means respecting the person.

g. **Role of the Library:**

1. The library at Naseem International School serves as a knowledge repository that positively impacts students' language proficiency.
2. The library provides resources that support the languages of the student body, including multiple lingual books.
3. Librarians collaborate with teachers to select resources annually that support student learning and various learning styles and interests.
4. The library supports academic honesty by collaborating with teachers to check for plagiarism.

h. **Language Assessment and Monitoring:**

1. Language development assessment at Naseem International School is determined by the school and encompasses a variety of approaches.
2. All CP students are required to maintain and complete a language portfolio, which a designated language teacher will regularly review to monitor progress.
3. The IB may request samples of language portfolios during CP evaluation.

i. **Academic Honesty and Language**

Academic honesty is central to the IB educational context. Students must acknowledge the work or ideas of another person when used, using a standard style of referencing.

Academic honesty skills must be intentionally planned and taught. This includes providing students with opportunities to practice skills like paraphrasing and understanding the importance of using their own words. Students must authenticate the evidence they provide for assessment. The Reflective Project and other components require students to clearly distinguish between their own work and that of others. Submitting the same work for different components, such as a DP language acquisition course and language development, constitutes malpractice.

## 5. Whole School Guiding Principles about Language Learning at NIS

	PYP	MYP	DP	CP
We provide a learning experience for the students, delivered in two languages where appropriate, with one agreed-upon set of expectations and procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
We use both languages as a means of inquiry, providing opportunities to challenge first language speakers and to develop second language speakers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
We view the on-going language development of NIS students as the responsibility of all teachers, parents and students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

We understand that our students come with many different language backgrounds to our school and will all progress at a different pace	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
We teach language through context and relate new information to existing knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
We provide for language support beyond the classroom	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
We accommodate different learning styles with differentiated instruction according to individual needs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
We strive to keep abreast of the most current research regarding dual-language acquisition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
We provide meta-linguistic learning strategies for the students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
We give on-going feedback on students' progress in all languages of instruction, where appropriate.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## 6. Language of Instruction Support

The school recognizes that not all students are equally competent in the languages of instruction as offered at the school. The school appreciates the importance of offering Language of Instruction

support to those second language (L2) and Limited Language Proficiency (LLP) learners who are being instructed in a language in which their proficiency level affects their ability to perform across all subjects.

Arabic as a language of instruction is catered for by placing students new to the language in the ASL/Arabic or English Immersion/Language B and Ab initio courses of study.

The Middle and High School follows the SIOP (Sheltered Instruction Observation Protocol) framework as an adequate means of addressing the language needs of L2 and LLP learners. The overall purpose of a sheltered instruction (SI) approach is to deliver grade-level subject matter content in a manner that is accessible to all learners. In sheltered instruction classes, students are taught subject content/concepts from grade-level curricula, using instructional strategies that scaffold the learning by building background knowledge and through the use of visuals, gestures, manipulatives, paraphrasing, etc. Lessons should have clear content and language objectives. It is envisaged that this approach would adequately address the needs of students who require language of instruction support.

## 7. Organizing for Effective Teaching and Learning:

Each grade level teacher will assess individual students' levels and progress on an ongoing basis and prompt referral will be made to the Principal, the ASL teacher, reading support assistants and SEN staff wherever extra support and intervention is suggested.

The students will be given a range of experiences with a variety of teaching styles and classroom organization. This should include:

- a. Direct Interactive teaching
- b. Modeling spoken and written Standard English and Formal Arabic
- c. Individual work, including researching and reporting
- d. Working within a variety of groups for a variety of purposes
- e. Opportunities for collaborative learning
- f. Appropriate differentiation through content, process and product.
- g. Opportunities to present to a variety of audiences
- h. Ascribed levels of attainment to each student
- i. Where appropriate, include group plans, Individual Education Plans (IEP) and support mechanisms, including scaffolding and sheltered language instruction. Subject specific Academic Action Plans may address issues of language support within that subject.
- j. A variety of physical layouts of the classroom in order to facilitate effective learning
- k. English and Arabic language resources, such as books and other media, are available for appropriate differentiated teaching and learning.

- I. Where the need exists, Arabic and English Language learners will receive support other than that offered within the inclusive classroom environment. This support could include after-school programmes specifically designed to address an individual student's language needs.

### **The English and Arabic Language Programmes focus on:**

- a. Breadth, balance and coherence across and within the elements of the English Language and Arabic language curriculum
- b. Continuity and progression for all students.
- c. Opportunities identified across the curriculum for reading, comprehension, writing, listening and speaking.
- d. An enriched language environment which stimulates students' imaginations and their interest in and enjoyment of language.
- e. Possible integrated assessment of language across the curriculum.
- f.

### **8. Learning Support:**

Clear and stringent procedures are in place for the early Identification of children who are experiencing barriers to learning the English or Arabic Language. These include but are not limited to:

- a. Early identification of the student's needs at the time of admission, transitions, and at the start of the year through diagnostic tests and observations.
- b. Teachers provide English or Arabic support to class, group, and individual students.
- c. Targeted additional support, based on the identified needs of the child and the next steps in learning, is provided in and out of the classroom. An Individual Education Plan (IEP) would be drawn up, and regular meetings (language teacher, learning support teacher and parents) to discuss the student's progress would be arranged
- d. The Curriculum and Unit plans should also indicate, at all stages, appropriately, challenging activities for high-achieving students.
- e. To maximize the effectiveness of support, the Learning Support staff should collaborate with the language teachers in planning the learning experiences.

### **9. Mother Tongue Support:**

At this point in time mother tongue support is available for students who do not have English or Arabic as their mother tongue language. This type of support may vary depending on the level of need and the number of students requiring it. Teachers are encouraged to make use of the mother tongue proficiencies within the classroom

environment in order to promote students' mother tongue languages.

The reasons for supporting the preservation and development of a person's mother tongue are many, all of which are in keeping with the school's mission statement. This support is embedded in the following beliefs and practices.

- a. The preservation and development of first languages foster the celebration of diversity and enable cross-cultural awareness, appreciation, and understanding.
- b. The preservation and development of first languages enable people who are members of small cultural subgroups to better maintain and transmit cultural identity within a multicultural society.
- c. The school is committed to respecting individual and cultural differences and providing for these differences as fully as school resources allow.
- d. While English and Arabic are the two official languages of instruction at NIS, the language policy allows for students to inquire in their mother tongue and aspires to multilingualism.
- e. The language policy validates the equal status of all languages. It endorses an awareness of the host country's culture and language by teaching Arabic at all acquisition levels throughout the school.
- f. The mother tongue programmes and activities are constructed in each section of the school to reinforce literacy and cultural identity and reflect the multilingual society we live in.
- g. The school pedagogical team and teaching faculty recognize the transfer of cognitive skills from the mother tongue to English and vice versa. This process encourages the acquisition of higher-order thinking skills and the development of multiple perspectives.
- h. The school pedagogical team recognizes the importance of all teachers differentiating instruction for students at different levels of language acquisition and linguistic needs.

## 10. Standard Forms of Language:

Students should be exposed to the language and culture of different countries. No one form is considered standard. It is necessary for older students to appreciate the different forms of language, for example, British or American English. The type of language a teacher is likely to use depends on where that teacher is from. The teacher will however, point out the differences in expression or spelling where appropriate. It is, however, not allowed to confuse the two in one piece of writing.

### **Handwriting:**

Victoria Modern Cursive Is the designated style of handwriting NIS ES. However, being an international school, we accept students' styles of handwriting as they develop, and all forms will be accepted as long as they are neat and legible. Arabic scripts, which are acceptable, are both the normal and classical forms.

## 11. Assessment:

Language will be assessed in accordance with the principles of the IB PYP, IB MYP, IBDP and IBCP (Please see assessment policy)

## 12. Admission Policy:

Admission to NIS contingent upon students' passing an entrance test. However, students who are in the early stages of learning the English Language Arabic Language or have no English or Arabic background are accepted in the lower elementary on an individual basis where the school is able to offer a programme where the student can succeed. The enrolment usually mandates the attendance of extra classes and may require further language learning from institutions other than NIS.

## 13. Professional Development:

A budget is prepared on an annual basis for Professional Development. Our staff is expected to attend training not only within the IB PYP, IB MYP, IBDP, and IBCP but also professional development that supports the language arts for example, TARA or other online resources and apps. It is the shared responsibility of teachers, coordinators, and department heads to provide in-house instruction and support.

## 14. Resources:

Currently, our school librarian is incorporating multilingual books and media that are accessible to students and staff. Our school board is working regularly to expand our available resources. In addition to our school library, the staff has access to guided reading collections for classroom instruction. These resources are culturally and globally diverse. Overall, our staff collaboratively makes decisions on what resources to purchase based on student need and instruction. Our staff makes use of all online resources, and the use of AI is becoming increasingly common amongst our teachers to prepare language learning resources.

## 15. Parental Involvement:

Parents are an integral part of the teaching and learning community at Naseem International School. Parent workshops and information evenings are arranged on an ongoing basis to keep the parents informed of the teaching practices at the school and to ensure continuity of these practices at home.

Regular reading assignments and written work are sent home regularly.

Further consideration is being given to parental involvement, such as Reading Aloud with Parents' to support the language programme. Parents are encouraged to be involved in the reading process

## 16. Audit:

The Principal, coordinators, and HODs will be responsible for communicating the language policy to all the school's constituents. The quality of the English and Arabic Language Programmes will be audited on a regular basis by the Principal and Coordinators to ensure ongoing and appropriate implementation.

## 17. REVIEW PROCESS

### a. Purpose and Scope of the review

- i. **Purpose:** To ensure the language policy reflects current practices, meets community needs, and aligns with IB philosophy.
- ii. **Scope:** Applies to all stakeholders across the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP).

### b. Guiding Principles

- i. Alignment with IB standards and practices (Standard C2 and C3)
- ii. Commitment to multilingualism, intercultural understanding, and inclusion
- iii. Support for students' language development, including mother tongue and additional languages

The NIS language policy first went into effect for the school year 2009—10, and has since been reviewed every three years by the curriculum coordinators of all three IB Programmes as well as Principals and HoS.