



MySchool

PYP Language Policy

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MySchool Vision & Mission

Vision:

We go beyond the classic approaches of Education. We offer the most innovative and the latest International Curriculums. We are deep-rooted in our values. We develop critical thinkers and responsible citizens in a peaceful world.

Mission:

MySchool aims to develop a learner who believes in the hopes of the homeland, meets the aspirations of progress and bears in mind the international changes. A learner who is deep-rooted in the Omani values and heritage, familiar with all the methods enabling to be an inquirer and a long life learner.

The IBO 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. (IBO)



Purpose of the Language Policy:

This language policy is a working document developed by MySchool Staff and teachers. It outlines our school's linguistic and academic goals and defines the programme designed to help our students attain these goals.

This policy aligns with the IB PYP standards and requirement for Language teaching and learning.

This policy is meant to provide an overview and guiding lines for teaching and learning language at MySchool.

Our policy is a statement of agreement as all MySchool community is asked to commit to.

The Language Profile and The Admission Policy



The Language Profile:

Approximately 98% of our students speak Arabic as a mother tongue and English as a second language. Most of the students are Omani but 10% come from eight different countries.

All administratives speak Arabic and English. Approximately 50 % of the teaching staff are English speakers and the rest of them are Arabic speakers but the majority is fluent in at least one other language.

The Admissions Policies:

Applicants are required to complete a placement test that would indicate their proficiency in the Arabic and English Languages.

A replacement test is conducted at the beginning of the academic year to re-check the students' linguistic abilities.

The Language programmes Overview

A- Pedagogy:

At MySchool, we believe that all teachers are also language teachers who have the responsibility to facilitate language acquisition and promote communication skills.

The pedagogical attributes of the IB PYP are outlined in the table **“Appendix A”**.

B- The Assessment:

While language acquisition goes through distinguishably different stages, the students’ proficiency rates vary greatly from individual to individual. Therefore, language teachers assess all language skills (speaking, listening, reading, and writing) through the appropriate differentiation tools and strategies.

Language teachers regularly standardise the tests and exams to ensure a fair application of assessment criteria also to provide evidence of language acquisition levels. Standardised, external national exams for fifth and sixth graders from the Ministry of Education also provide evidence of language acquisition levels.

Students who are identified as requiring additional support in English or Arabic will be placed in a language support class in addition to their normal classes and will be assessed regularly to monitor progress.

C- Professional Development

As it is an expectation for all teachers to be language teachers and per our commitment to professional development, ongoing training sessions will be offered throughout the year.

The school is committed to providing professional development workshops for language learning across the curriculum. The HODs and the PYP Coordinator ensure that all staff receive ongoing professional development opportunities and monitor that strategies are successfully implemented.

“Appendix B”

Language and Mother Tongue Programmes

At MySchool, and with PYP, we pay close attention to students’ language needs and abilities to ensure they are able to reach their full potential. Students learn through a bilingual program that offers English as the language of instruction and Arabic as the mother tongue to maintain their culture identity in addition to French as a third language.

In MySchool, we believe that when students learn an additional language, other than their mother tongue language, they will develop a broader understanding of other cultures as well as accept the other with all his differences.

A- Arabic:

To comply with the Ministry of Education, all students are required to study the Arabic language.

Arabic is the language of instruction for the following subjects: Arabic language, social studies, islamic studies, music and arts.

Mother tongue development opportunities are offered for students on a regular basis from KG to upper grades. The school will review the language needs of the students on an annual basis.

B- English:

In each level of the school, students study the English language which is the language of instruction for the following subjects: English language, Mathematics and Science.

Opportunities to develop the students' linguistic skills are offered through the support classes and the extra-curricular programmes.

C- French:

Students start learning the French language in their third grade as a third language. The teaching and learning process involves improving the four skills (speaking, listening, reading and writing).

English language Acquisition and programmes:

- **Support classes:** English language learners who are defined as low achievers receive an intensive remedial course in English language from a specialized staff in a regular basis.
- **In-class support:** students receive support in their grade level and subject area from their teachers.

Support Services:

- **The LRC and the library:** The Learning Resources Room (LRC) includes a Variety of learning and educating tools and activities as well as a wide range of audio-visual resources related to the field of education. It contains professional materials, newspapers, articles, fiction and nonfiction books in different languages. Accordingly, MySchool librarians try their best to facilitate the process of learning by guiding, advising and setting up advanced programs for a new and different library experience. We help our students to be self-dependent in obtaining information by using the resources available in the LRC. We also support the students' curiosity by developing their good reading habits. We encourage them to frequently visit the library since

we provide a comfortable area for the kids to read, search and take advantage of the resources available.


- **The ICT Lab:** A well equipped computer lab is open to all the students. MySchool Computer Lab features iMac computers, Smart-Boards and Printers for students' use. The lab is available for use during scheduled ICT classes. When available, it may also be used by students during regular schools hours. The Computer Lab is equipped with 27 iMac units, with wireless keyboards and mouse, Flash drives and CD-RW/DVD+-RW drives. Software includes the Scratch programme, Microsoft Office, Adobe Acrobat, Photoshop, and various media players. The computers are connected with Wi-Fi network access to allow students to take advantage of speed Internet for completing their research needs.

Communication within the school Community:

- **Published documents:** Students, parents and staff members at MySchool originate from different countries and educational systems. To maintain consistency in published materials, the Arabic language will be used for our formal written documentation. However, a translated version to English language has to be issued for non-Arabic speakers.
- **Communication of the Language Policy to MySchool Community:** The Language policy will be introduced to MySchool Community through different pathways, including staff meetings, Parents / Teachers meetings as well as it will be featured on MySchool portal. New staff will be familiarised with the document during orientation.

Review Process:

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



The 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.

References:

Programme Standards and practices. International Baccalaureate Organization, 2014.

Language and Learning in IB programmes. International Baccalaureate Organization, Sept. 2011.

Learning in a language other than mother tongue in IB programmes. International Baccalaureate Organization, April 2008.

Primary Years Programme: Guidelines for developing a school language policy. International Baccalaureate Organization, January 2006.

Appendices

IB document: <i>Programme Standards and Practices</i>

<p>Appendix A</p>	<p>The school places importance on language learning, including mother tongue, host country language and other languages. (“Section A: Philosophy”—standard A, 7).</p> <ul style="list-style-type: none"> ● Collaborative planning and reflection recognizes that all teachers are responsible for language development of students. (“Section C: Curriculum”—standard C1, 8). ● Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue. (“Section C: Curriculum”—standard C3, 7). ● Teaching and learning demonstrates that all teachers are responsible for the language development of students. (“Section C: Curriculum”—standard C3, 8).
<p>Appendix B</p>	<ul style="list-style-type: none"> ● The school ensures that teachers and administrators receive IB-recognized professional development. ● The school complies with the IB professional development requirement for the PYP at authorization and at evaluation.

Quotes:

“ Educators need to understand the important potential role of language in cultivating cultural awareness and international mindedness.”

“Good practices should adhere to the principles of good pedagogy for language teaching across the whole curriculum”

“All teachers are responsible for language development.”

