



PYP Language Policy

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Vision

Fostering a generation of active, compassionate Lifelong learners, self-motivated problem solvers, creative thinkers and responsible youth who respect all cultures and effectively engage and contribute to national and international citizenship.

Mission

Noon aims to be a leading academic institution that accepts, understands and respects all cultures including the Arabic language and Islamic culture. Noon implements inquiry- based Framework for optimum quality education, and prepares learners to become active, compassionate and lifelong learners self-motivated, problem-solvers and creative thinkers, who respect and celebrate the diversity.

Main Objectives

1. Adopt the best educational tools, methods and curriculum.
2. Be nationally and internationally recognized educational firm.
3. Achieve a good reputation and good rank in Qatar.
4. Be flexible, adaptable and open to the opportunities, responsibilities and experiences of the world of work.
5. Spread the soul of collaboratively work among the school.
6. Develop internationally mind students who are thinking, enquiring, highly motivated and lifelong learners.
7. Recognize the students' capabilities and maximize their individual potential in all areas of the curriculum.

Introduction

Noon believes that Language learning includes the development of home and family languages, languages of the school and literacy. language is fundamental to the success of all student learning. This includes the ability to express oneself (communicate) through speaking, reading, writing, drawing, acting, etc. This also includes communication through different languages, including the languages of science, math, and the arts. Language is essential to the construction of meaning and connects all of our curriculum elements and ultimately supports the mission of our school.

Language is a means of affirming and expressing cultural identity and developing international-mindedness by learning language, learning about language and learning through language.

Through inquiry, teachers provide students with opportunities to use language in many different formats, including debate, role-play, and art, as well as the traditional teaching of language both embedded in the units of inquiry and as stand-alone subjects.

Language rules at Noon:

- Noon teaches two languages, English as a primary language and Arabic as a secondary language.
- Instructions inside classroom 80% English and 20% Arabic.

Noon will:

- Provide opportunities and support for all learners to become proficient in English
- Provide opportunities for all learners to learn Arabic, the language of the host country
- Provide opportunities for students to maintain and develop their mother tongue
- Provide information to parents, informing them about the language policy and school practices
- Provide opportunities for parents to take an active role in their child's language development
- Provide opportunities for students to demonstrate their learning through meaningful and targeted assessment practices
- Support teachers, through professional development, to meet the ongoing language needs of the students.

Teachers will:

- Use a wide variety of teaching and assessment strategies as per PYP assessment policy.
- Structure teaching and learning situations so that students have opportunities for success
- Plan in collaboration with classroom teachers to maintain consistency
- Provide challenges to students by giving them opportunities to reach their full potential
- Acknowledge differences in developmental stages, learning styles and previous language experiences
- Publish student work
- Use questions as a tool for learning
- Use a wide variety of materials to achieve the planned teaching and learning objectives
- Give students the opportunity to work in a variety of ways – whole class, groups (of differing sizes and composition), as pairs and individually, according to their needs, the nature of the activity and the learning objectives
- Build students' confidence and self-esteem and enable them to become effective language users by giving positive and constructive oral and/or written feedback and creating an environment where all students can make progress at their own pace

All students:

- Are taught language by all staff and have opportunities to read, write, view, investigate, inquire and present across the curriculum.
- Are taught literacy skills in context.
- Have access to, and are taught through, a variety of technological and information resources.
- Are encouraged to express themselves, orally and in writing, in a variety of media and situations.
- Are encouraged to share and develop their work in a social context.
- Are encouraged to see language as a tool for thinking, inquiring, reflecting and learning.
- Are encouraged to maintain and value their mother tongue and to value that of other students.
- Are given the opportunity to become proficient in more than one language.
- Are given time to reflect on their learning and to apply techniques appropriately.

Identification of Languages Needs:

Noon identifies students needs for languages through:

- Admission screening
- Diagnostic assessment
- Formative assessment / Assessment of Learning
- Formal assessment / term assessment

Reference (PYP Assessment Policy)

Practices for implementing reading, writing, oral and visual skills

In order to promote inquiry-based language learning within the context of the PYP, our school recognizes the importance of incorporating the teaching and learning of language through the transdisciplinary program of inquiry. The mastery of the essential language skills - reading, writing, listening, speaking and viewing - is a vital part of a student's overall development.

Reading practices:

- Reading will take place in all subject areas, and students will read across the curriculum whenever appropriate.
- A variety of practices will be used when planning for instruction, including, but not limited to, guided reading groups, differentiated reading instruction, word lists, and leveled reading material.
- Students will be encouraged to read for information, read for pleasure, read aloud expressively and also discuss, analyze, compare and contrast the texts they read.
- Students will be exposed to a variety of multicultural literature, short stories, and informational texts.
- Students will learn how to understand, interpret and respond to the ideas, attitudes and feelings expressed in various texts.
- Teachers will promote and incorporate supplementary reading incentives and support programs.
- Vocabulary building techniques will be used across the curriculum whenever appropriate, e.g. word walls, word of the day, spelling programs, use of idioms, metaphors, and similes.

Oral language practices:

- Teachers will model correct language use in conversation, while being sensitive to students' cultural backgrounds and mother tongues.
- Students will be provided with opportunities to develop and utilize oral language beyond everyday classroom conversations.
- Teachers will plan activities that expose students to conventions of oral language and aid them in responding appropriately to a range of contexts and audiences.

Writing practices:

- Students' natural desire to communicate through writing will be fostered by giving real purpose to their writing, and by exposing them to varied, challenging and meaningful writing opportunities.

- There will be consistency in promoting the writing process (planning, drafting, editing, proofreading, revising and publishing) throughout the grade levels.
- Students will be provided with opportunities to express themselves in writing through different genres.
- Students will be provided with opportunities to acquire, develop and use language specific to relevant subject areas.
- Constructive feedback from teachers will support the development of writing.
- Teachers will model and provide instruction in the correct use of language conventions, including spelling, grammar, rules of punctuation and handwriting.
- We will incorporate a variety of spelling strategies including spelling conventions and patterns, high frequency words and unit-related vocabulary.

Mother Tongue Language

- Noon believes that mother tongue language development is crucial to maintaining cultural identity and emotional stability. While we do not offer bilingual programs, we do recognize that strength in mother tongue supports students in learning other languages. International schools have a special responsibility to recognize and support each and every aspect of language development.
- Arabic is the language of our host country, and many of our neighboring countries. Arabic is taught as a mother tongue to all Arabic speaking students.
- Arabic teaching at Noon for all students who speak Arabic as a mother tongue and students who do not speak Arabic as a mother tongue, same curriculum from MOEHE.
- Learning Arabic takes on special significance as it is the language of our host nation and the mother tongue of 90% of our students.
- Arabic Language coordinator is employed in the school to cater for the continued development of Arabic. The school will ensure that sufficient qualified teachers are employed to support the teaching of Arabic in the school.
- The development of curriculum resources is budgeted for and provided.

Support for Language Learners

Our teachers are working to create a caring language community to enhance the language learning of all students. Noon strives to promote a language-rich campus for all students through the implementation of technology, multimedia and library resources. We ask that teachers be well informed of their students who have language needs and other language abilities.

Noon encourages families to continue mother tongue development at home, and support is given to these students whose mother tongue is a language other than English. Many of our teachers are already qualified in teaching students who have English as their second language, and we have committed to providing opportunities for all of our teachers to improve their language.

Assessment of Language (Refer to PYP Assessment Policy)

Reviewing the Language policy process:

At the end on each academic year the language policy shall be reviewed to address the students’ needs and improvement or any changes may occur in planning, instructions and/or curriculum.

Language committee and responsibilities

Teachers	PYPC	Leadership	Parents	MOEHE
<ul style="list-style-type: none">• Inputs collaboratively create the policy,• Implement the policy• Reflect on the policy	<ul style="list-style-type: none">• Reviewing• publishing the policy on the school website• share the policy with parents	<ul style="list-style-type: none">• Approval• Ensure the policy implementation	For Information	Formal Approval