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Europa Language Policy

Version and Date		Action/Notes
V4	31/01/2020	Updated for IB DP; agreed by FGB 30/01/2020
V3	09/06/2018 11/06/2018	Updated for Target language levels details on texts and strategies covered.
V2	09/06/2018 11/06/2018	Updated Secondary Language Policy Reviewed for Primary
Review Date 01/01/2021		need to update re end of EB

The vision for language learning on Europa School is that Pupils who graduate should be fluent and literate in at least two languages. This will fully prepare them for a future in which language skills and a global perspective will enhance job prospects and enable a richer cultural life.

Underpinning this vision is our passionate belief in the educational and economic benefits of multilingual, multicultural education. We also desire to respond to the growing demand for a school of this kind from many families living and working in the area.

Language Policy in the Primary School

The learning of language at the Europa School is essentially through its use. The acquisition of additional language is pursued in much the same way as the acquisition of first language. This is best introduced as soon as possible, and our bilingual approach is adopted from Reception. This does not exclude the possibility of new additional language learners entering the school at later stages, although to reach the level required to access the curriculum efficiently is more difficult with the age of the pupil.

Throughout Primary we teach the curriculum split equally between the two languages of the class. This means that all primary children have one half of the week being taught in English and the other half of the week being taught in their stream language (French, German or Spanish). In keeping with our immersion approach, teachers and assistants speak the language of the day, only resorting to a language the pupil may understand better in case of urgent communication. Initially communication is heavily assisted by visual support and

gestures, and simple phrases are used by the teacher in a repetitive manner to establish some early means of communication. Strong speakers of the language are encouraged to work with novices and pupils are encouraged to speak the language of the day in class. Playground language is left to the pupils to determine among themselves.

The language syllabuses are designed for native speakers of English, French, German or Spanish. They are designed to commence at age 6. Apart from our first year of operation, it can be assumed that most pupils will have a reasonable working knowledge of the language by that age, but we keep in mind that many lack exposure to French, German or Spanish outside the half week in school. Indeed, the home language in some cases is none of the languages we have in school. Nearly half our intake do not have English as their first language, and around 70% of those taking French, German or Spanish do not have those as first languages. It follows that typical school actions for EAL must be extended and reinforced for French, German and Spanish as Additional Languages.

We will record performance data against a record of the first language of the pupil to study the impact both in English and in either French, German or Spanish. Where language acquisition is significantly inhibiting access to the curriculum from Year 1 onwards, we will endeavour to use small group support to advance language skills.

The programmes should be applied with differentiation. Our objective is to achieve native equivalence in both languages, but for most pupils this will be a gradually accelerated process. To monitor this, all those not already fluent will be measured against the Common European Framework, adapted for use with our age group.

Because of the wide spectrum of languages among our community, we celebrate languages other than English, French, German or Spanish when the occasion arises, e.g. singing Happy Birthday, or noting an important national day associated with a pupil in the class.

Most staff are bi- or multi-lingual. We model the behaviour and attitudes we wish to encourage in the pupils.

The primary school has, and will continue to develop, a wide range of stream language resources and textbooks. Stream language classrooms have a range of appropriate reading material, supplemented by additional stream language books in the multilingual primary library.

In the long term, much research has shown that learning through more than one language is highly beneficial across the curriculum. We should anticipate and measure this progress.

Language Policy in the Secondary School

The secondary school currently follows the European School model for language learning. All students who joined Europa secondary from September 2017 are enrolled in the English section where English is the first language (L1) and the language of instruction in a wide range of subjects including Mathematics, Sciences, PE, Art, Music and Religion. The second language is the stream language, either French or German at present but will in 2022 Spanish will become a stream language (L2) in secondary. Some Students who transferred to the Europa School from the European School Culham have maintained their section

language within the English section. They continue to study their first language (German, French, Italian, Danish, Dutch, Portuguese - some courses are by distant learning) and study English as their second language.

All students choose a third language at the beginning of S1 (the choice is French, German, Italian or Spanish). This third language course is compulsory up to the end of S5. From S4 students can opt to study a fourth language (French, German, Italian or Spanish). The school will create a L3-L4 course in a language if there are at least 10 students choosing the particular language. The entry level of the L3-L4 course is a beginner level. This is not always the case. In situations where there are native speakers opting for these language courses, the school will consider if the course can be differentiated sufficiently to ensure good language learning for all pupils. In some cases, studying an alternative language will be considered.

From S1, all students study Human Science in S1-S3 and History and Geography in S4-S7 in their second language (L2) ensuring a deep academic and empathetic engagement with our multicultural approach. Our pupils are confident in their own roots and confident to broaden their horizons. Across all year groups students are encouraged to develop their language skills by a varied offer of extra curriculum enrichment:

- S4 language exchange to the country of the students L2 or L3 language
- Language drama workshops
- Cultural visits
- Language competitions
- Master classes
- Theatre and Museum visits
- Celebrating the European day of Languages
- Provision of language resources and a multilingual library
- Provision of good quality digital resources for language learning
- Developing partnership school status via PASCH, LabelFrance and other networks
- Participation in international conferences using L2 as the medium of communication.

Development of a L2 (second language) Language policy in Secondary

- L2 lessons will be pitched at a challenge level higher than the expected L2 level in a European School but not at a L1 level. This takes into account the enhanced language learning in the Europa primary school, and the students whose new L2 was their L1 in the European School. This accords well with the school's mission in terms of advanced language acquisition and learning.
- All lessons will be differentiated for different language levels
- The L2 target language will be used at all times in lessons.
- We will acquire levelled reading books (full and abridged versions of the same book) to allow for appropriate development of understanding of literary texts.
- We will continue to build up a set of levels textbooks/ grammar practice books to provide differentiation.
- We will look to provide gifted and talented support as well as support for beginners.
- We will provide enrichment activities to address culture development and use of language.

- We expect students where L2 was the their original L1 to develop their reading and writing skills independently on top of their learning in lessons.
- Assessment in L2 will be according to the L2 attainment descriptors for all students. On request, at the end of the academic year, a short assessment of a student's progress according to L1 attainment descriptors can be written.
- In the long term it is expected that many of our L2 students choose L2 advanced course in the Baccalaureate cycle.
- Develop co-planning of themes for teaching humanity subjects through the second language and second language teaching in order to consolidate vocabulary and develop improved use of grammar and sentence structure in context situations.

Language Learning Support

Language support for English and all three stream languages will be provided to new students who have insufficient language levels. The support will be weekly throughout the academic year and taught by specialist language teachers. Intensive language lab support will also be offered to new students with limited language skills.

Library Resources

The secondary library has and will continue to develop a collection of reading books in all four main languages. Students are encouraged to read books in languages other than English.

Language Competences

The Common European Framework divides learners into three broad divisions that can be divided into six levels; for each level, it describes what a learner is supposed to be able to do in reading, listening, speaking and writing. These levels are:

level group	level group name	level	level name
A	Basic User	A1	Breakthrough or beginner
		A2	elementary
B	Independent User	B1	Threshold or intermediate
		B2	upper intermediate
C	Proficient User	C1	Effective Operational Proficiency or advanced
		C2	Mastery or proficiency

The 'Languages' Working Group agreed (see table below) with the definitions of the basic proficiency level in all modern languages according to the Common European Framework levels.

Stream Language - Language 2 (L2) . Europa School cohort

Expected level at the end of each cycle:

Primary: Oral: B1, Writing and Reading: A2+

Secondary S3: Oral: B2, Writing and Reading: B1

S5: Oral: B2+, Writing and Reading: B2

S7: Oral: C1+, Writing and Reading: C1

S1 to S3

The three years from S1 to S3 are spent consolidating skills acquired in Primary, such as understanding and application of grammar, and developing the maturity of writing, reading and oral skills. In terms of **writing**, students write in a variety of forms, develop their vocabulary and understanding of register and learn to write increasingly long and complex texts. **Reading** involves exposure to a variety of literary and non-literary texts of increasing complexity and students are taught to move from retrieval of information to higher comprehension skills, such as inference, deduction, analysis and evaluation. In **spoken**

interactions, students are encouraged to consider different audiences and purposes and use informal and formal registers.

S4 and S5

In S4 and S5, students become increasingly independent users of the language. Students read increasingly challenging fiction and non-fiction texts, write in a wider variety of forms using different registers and speak in a variety of contexts.

S6 and S7 - European BaccaLaureate

The school will continue to be an accredited European School until August 2021 and the school will continue to offer the European BaccaLaureate as its end qualification during this time period.

In the European BaccaLaureate Diploma programme students must study L2 and History and Geography in L2.

IB Diploma Programme - Language Policy

Europa School has the following language offer to its students

Group 1: Language and Literature

English Language and Literature courses will be offered at standard level and Higher level in English (with 3 periods of core and 2 periods for the extension to Higher)

A French Language and literature course will be offered at standard and higher level.

A German Language and Literature course will be offered at standard and higher level from 2022.

Group 2: Language Acquisition

French (Standard /Higher courses)

German (Standard/Higher level courses)

Spanish (Standard/Higher level course)

Group 3 Humanities

History and Geography courses will be offered in French at standard and higher level.

Bilingual Diploma

To achieve a bilingual diploma, students will take History/Geography standard courses in French or two Group 1 courses in two languages or both.