



Inspire To Transform

Language policy

Reviewed: 30/10/2023

Reviewed by: SMT

Contents

Language Philosophy	2
Language of instruction	3
Mother Tongue	3
Continuous professional development, Language awareness, and Planning.	4
Approaches to Teaching Language	4
Assessing Speaking and Listening, Reading and Writing	5
Language Curriculum	6
Definitions	6
First language development	6
School Events and Celebration of Cultural and International Day.	7
Language Support and inclusivity	7
Roles and responsibilities of our teachers	7
Monitoring and Review	8

Language Philosophy

At KENSAN, we firmly assert that language holds a central and indispensable role in the educational process, contributing significantly to the development of skills essential for a satisfying and meaningful life. Our commitment extends to language learning, learning through language, and understanding the intricacies of language itself.

Language plays a vital role in equipping students with the communication skills necessary for effective learning in academic, professional, and societal contexts. Students enhance their grasp of new concepts by engaging in discussions, reading, and writing, thereby forging connections with existing knowledge.

Every student at KENSAN is entitled to a language learning experience that fosters their holistic development across all educational domains. Regardless of age, ability, gender, or ethnic origin, each student has the right to actively participate in and benefit from a diverse array of suitable language teaching and learning activities throughout their educational journey.

Our beliefs encompass:

- The indispensable role of language in the learning process.
- The necessity of providing support for learners to develop both academic and subject-specific language.
- The conscious development of language skills, oracy, and literacy within the school environment.
- The recognition that effective language use by teachers enhances the learning experience.
- Understanding that for bilingual learners, languages are interconnected rather than separate entities.
- The importance of supporting the development of the first language for bilingual learners.
- The inherent connection between language and identity.
- Acknowledging the cognitive, social, and instrumental advantages of bilingualism.
- Emphasizing that foreign language learning is most effective when centered - around communication.

Language of instruction

At KENSAN, English serves as our principal language of instruction, recognizing its significance as a vital mode of communication within the school, in public life, and on the global stage. We prioritize an integrated approach to English language learning, blending transdisciplinary skills with subject-specific instruction whenever feasible.

The acquisition of the English language at KENSAN facilitates the development of essential skills such as speaking, listening, reading, and writing. Proficiency in English empowers students to express themselves with creativity and imagination, enabling effective communication with others. While adhering to British Standard English in all our communications and publications, KENSAN also provides editions in Swahili, and French to cater to linguistic diversity.

Mother Tongue

Due to the diverse array of cultures and native languages spoken within our community, we are committed to celebrating linguistic diversity even when a language is not the primary mode of instruction. Consequently, upon a student's enrollment, the school gathers information about their linguistic profile to track the rich tapestry of languages represented in our student population.

This information encompasses details about the various languages a student speaks, including their identified best language, mother tongue, languages spoken at home, and any languages previously acquired. The collected data is systematically entered into our school system, playing a pivotal role when assigning new students to their respective language classes, specifically in years 7 to 9.

The introduction of new native language classes is contingent upon factors such as tuition fees and the availability of a facilitator or a volunteer parent to support the program. In instances where language students do not meet the quota, an alternative option is provided through the book club, running parallel to mother tongue classes. It is our firm belief that these native languages should be nurtured and preserved for several reasons:

- Mastery of their mother tongue contributes to the child's development of personal, social, and cultural identity.
- English language learners benefit from a more rapid and effective acquisition of English through a progressive formalization approach originating from their native tongue.

- Anticipating that some students may eventually return to their country of origin, proficiency in their mother tongue becomes imperative.
- To maintain family unity and avoid isolating the child, continuous learning of their mother tongue language is encouraged.

Continuous professional development, Language awareness, and Planning.

Every educational encounter embodies a literacy experience, as we engage in thinking, speaking, listening, reading, and writing through language. The profound influence of language permeates every facet of our lives, enriching our ability to communicate effectively.

In each academic domain, specific terminology is employed; for instance, scientific or mathematical inquiries provide occasions for verbal and auditory interaction, strategic planning, proposing ideas, posing questions, and presenting findings through discourse. Diverse reading and writing formats, such as non-chronological reports, explanations, and instructions, are integral to various subjects. History, for example, cultivates investigative, chronological, and narrative writing skills.

Recognizing the significance of language in comprehending taught content, our school is dedicated to continuous teacher training. This ongoing focus emphasizes the critical role of language in facilitating a deep understanding of the subjects covered in the curriculum.

Approaches to Teaching Language

To enable access to the whole curriculum for every student, to cater to the variety of learning styles within each class, and to ensure progression and reinforcement of skills and concepts throughout the year groups, we employ a variety of teaching styles.

- Literacy is a basic skill and is key to creativity, imagination, and critical thinking. We want our students to find learning exciting, compelling, and intrinsically worthwhile. Therefore, we use a variety of interactive teaching and learning techniques so that students can respond successfully to their learning.
- We plan activities where students:
 - ✓ integrate prior and new knowledge
 - ✓ acquire and use a range of learning skills
 - ✓ solve problems individually and in groups

- ✓ think carefully about their successes and failures
- ✓ evaluate conflicting evidence and think critically
- ✓ accept that learning involves uncertainty and difficulty
- We use questions as a tool for learning. Effective questioning shows how learning evolves. Appropriately designed questions lead students from unsorted knowledge to understanding, teaching students how to use them for effective learning.
- We use a wide variety of materials to enable every student to access the planned learning experience and to achieve the planned teaching and learning objectives.
- We give students the opportunity to work in a variety of ways - whole class, groups (of differing sizes and composition), as pairs and individuals, according to their needs, the nature of the activity and the learning objectives.
- We build students' confidence and self-esteem and enable them to become effective language users by:
 - ✓ Sharing teaching and learning objectives and clarifying expected outcomes in a language that students can understand
 - ✓ Teaching students to be reflective, thinkers, inquiries
 - ✓ Encouraging students to learn from and support one another, and to realize that they do not all have to be at the same level or arrive at the same point at the same time. There are many routes to the same destination, positive and constructive oral and/or written feedback
- We create an environment where all students can make progress. We teach all students and ensure that all students know this.
- We enable students to develop written and spoken Standard English through the model we set as teachers, and through sharing and providing good quality reading and writing materials and texts.

Assessing Speaking and Listening, Reading and Writing

We need to be clear about what is being assessed. It is not the accent, dialect, length of contribution, opinion, confidence or leadership qualities. We assess:

- The effectiveness of students' talk and its adaptation to purpose, context, and audience

- Contributions to and within groups clarity in communicating, including giving reasons, clear sequences of ideas, and appropriate use of Standard English
- We make the assessment criteria clear to all students.
- We collect evidence on all subjects. For example, during a literacy lesson, a Teaching Assistant could be assigned to focus on two or three students making notes of their specific contributions and detailing how well they listen. Or, students could be asked to give instructions during a unit of inquiry lesson, and the criteria would relate to the brevity and clarity of the wording, the sequence in which the instructions are given, and the choice of appropriate vocabulary to convey the technical information.

Language Curriculum

Lower Secondary	Upper Secondary	AS and A level
English First and Second language French beginners Swahili beginners	English as a First language French as a Foreign Language	English (AS and A level) Literature in English French Language (AS Only)

Definitions

- A first language learner is one who speaks this language at home and possibly in the community and uses this language at school as the medium of instruction.
- A second language learner is one who speaks another language at home and often uses the second language at school as the medium of instruction.
- A foreign language learner is one who speaks another language at home and learns the foreign language at school in language classes.

First language development

Given the need to support our students to develop their first language, we have integrated Smart technologies that allow translations with excellent grammar, language structure and pictorial support. Where possible we also:

- Give some lessons in this language. This might be language and/or nonlanguage subjects.
- Provide books and other resources in the library.
- Give access to online resources.

- Set up language clubs at school, so learners from different classes and year groups can meet.
- Set up online links with learners in other schools, communities and countries who share the same language. This might be as a class or for individual learners.
- Offer extra-curricular activities in the language.

It is important and we encourage parents and carers to help children maintain their first language at home, particularly in the case of younger learners. Parents can do this by using the language at home, reading with their children and where possible, keeping links with the community that speaks the language, either in person or online.

School Events and Celebration of Cultural and International Day.

As a school we celebrate and plan events that celebrate language, culture and diversity like the foods Festival, Fashion and Art, Music, Dance and drama Awards, Cultural Celebrations among others. These events offer our students an opportunity express themselves and their heritage.

Language Support and inclusivity

Our LMS, is designed to offer students extra Language support. We also have LSS teachers support to our students creating special classes, digital library, language space, and notice areas for language development.

Roles and responsibilities of our teachers

Our teachers play a vital role in the development of language development. Our teachers are expected:

- To create a conducive environment in which each student is appreciated and feels comfortable to contribute in classroom discussion.
- To integrate language development skills consciously within curriculum planning.
- To provide feedback on language while marking
- Select, adapt and supplement resources to make sure learners develop proficiency in language.
- Collaborate with colleagues to design, plan and implement activities that empower students to develop their language proficiency.

Monitoring and Review

This policy will be reviewed annually by the SMT and staff language Committee and approved by the head of school.