

## **412 PYP LANGUAGE POLICY**

### **I. Purpose**

The purpose of this document is to share with the staff, our stakeholders and our school community the philosophy that guides our daily work in the acquisition of language. This language policy documents teaching and learning and helps to involve our families and communities in educating our students to be internationally minded people.

### **II. Mission Statement**

Teachers and staff at Stonebridge World School are experienced working with a diverse student population. Drawing upon that experience we have developed a learning program for the school, which features research-based curriculum, experiential learning opportunities, small class sizes, comprehensive family support services, and avenues for active parent participation. We know that how students learn is as important as what they learn so we support families in helping your children learn and grow.

Our mission is to create an environment with a global perspective that prepares students to excel academically.

Our vision is to develop motivated and principled global citizens for lifelong learning and productive citizenship.

### **III. Language Beliefs**

“The learning process simultaneously involves learning language- as learners listen to and use language with others in their everyday lives; learning about language- as learners grow in their understanding of how language works; and learning through language- as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues. (Halliday 1980).”  
(Making the PYP Happen, 2009)

At Stonebridge World School, we agree that acquisition of language is critical to the learning process. We believe that the entire staff in our school community is responsible for the development and we value the prior language development as well as develop their Mother Tongue language.

### **IV. Language of Instruction**

At Stonebridge World School, English is the language of instruction. We provide a print-rich environment along with resources for literacy development. Each classroom has a grade-level library with a variety of genres and cultures. Classroom libraries also have a variety of text to enhance each Unit of Inquiry. Our leveled teacher library also has a variety of text at many different levels, highlighting different topics and cultures. The Stonebridge school library supports classroom instruction and the Units of Inquiry. The languages represented at

Stonebridge include English, Spanish, and French. We provide English and Spanish translation for school newsletters and flyers.

### **1. Best Practices in Language Learning**

At Stonebridge World School, we provide authentic learning experiences, academic choice and social interaction through a comprehensive literacy program. We do this through:

- a. Modeled and shared reading and writing that exposes students to a wide variety of rich literature through read alouds, think alouds and discussions
- b. Guided reading and writing that builds on student's skills and prior knowledge
- c. Independent reading and writing that enables students to use the strategies that have learned in order to become great readers and writers
- d. Authentic use of best practice strategies in word study, handwriting and spelling
- e. Additional services are provided to students who struggle with reading and writing
- f. Transdisciplinary language learning experiences

### **2. World Language**

The World Language provided at Stonebridge World School is Spanish. Students in Kindergarten through Sixth grade receive Spanish Instruction 2 times a week for 30-40 minutes. The Spanish Cultural Specialist provides language instruction weekly utilizing best practices in language learning. She also exposes children to the Spanish culture through literature, artwork, and music.

### **3. Mother Tongue Support**

At Stonebridge World School, we support the development of a students' mother tongue. We believe it is essential to the students' success to build confidence in both their Mother Tongue but also in the language of our school. We support the students' Mother tongues in our school by:

- a. Translating newsletters and other communications with parents
- b. Arrange for an interpreter to be present when needed at Family Events and conferences
- c. We have a number of staff that speak Spanish and recruit employees that are fluent in Spanish.
- d. Spanish-speaking students are included in the Spanish class in order to enhance their learning
- e. We have a Hispanic Heritage Family Even that focuses on the Hispanic Culture. We serve mostly Spanish as a Mother Tongue language. As our other Mother Tongue languages grow, we will seek ways to support retaining language by bringing in native speakers to also support their Mother Tongue. We will also seek our resources within the community.

#### **4. Assessment**

We believe that assessment plays an integral part of students' learning. It should be ongoing, authentic, happen at all stages of learning and should be both formative and summative. We assess using these tools:

- a. Portfolios
- b. Conferencing
- c. Student self-reflection
- d. Peer assessment
- e. Checklists
- f. Observation
- g. Rubrics
- h. Daily work samples
- i. Tests
- j. NWEA
- k. MCA's
- l. Presentation
- m. Running Records
- n. Reading inventories
- o. Student response journal.

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Revised: