



**Date**  
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**Location**  
Chesières, Suisse

## > **Language Policy**

### La Garenne School

This policy is a working document which represents a statement of action. All teachers in our school are responsible for language learning and are provided with professional development opportunities to ensure that we are meeting the complex language needs of our learners as illustrated in the School Language Profile shown in Appendix 1.

### **La Garenne Language Philosophy**

La Garenne International School has a unique linguistic profile which demands careful attention. The tenets underlying the language policy in La Garenne are the beliefs that:

- Language is an important part of cultural identity. The diversity of language within the school should therefore be respected and nurtured, in line with the school's ethos.
- Language is the most important tool available for communication and thought. Oral and written proficiency in the language of instruction are therefore paramount to successful learning.
- Multilingualism is the linguistic norm, governed by the demands of globalisation and cultural openness. Proficiency in more than one language provides greater opportunities for learning and understanding.
- English is an international language which crosses cultural, ethnic and religious divides.
- Successful integration into the community demands proficiency in French - the local language.

### **Administration**

La Garenne has a rich linguistic history as a school which originally used French as its primary language of administration and instruction. Now, English is the primary language of instruction and the main common language for students and staff. However in keeping with the identity of the school, French remains a key language for administration. Consequently:

- All teachers and administrators must be fluent in English. English mother tongue or an equivalent level of proficiency is required for teaching, with fluent written and

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oral proficiency for administration.

- The content of all lessons (apart from instruction in other languages) should be delivered in English.
- Teachers are expected to communicate in English or French with students inside and outside the classroom.
- Formal assessment is carried out in English only (apart from assessment of other languages). Although students may formulate their ideas in another language, formal recognition of their understanding is only given to ideas correctly expressed in English.
- Students should speak English with each other in the classroom as a means of including others.
- Formal feedback to parents is provided in English. English is the language for reports, parent consultations and assessment.

Proficiency in English is paramount to accessing the curriculum. In order to ensure proficiency in English, the following procedures are in place:

- All applicants to the school are screened before entry to establish their proficiency level and specific needs through GL placement tests which provides a reading age and other data including English language skills.
- English is a core subject on all timetables and is prioritised in time allocations.
- English teaching in the Primary, Middle and Senior School is differentiated. This allows teachers to focus more intensively on the specific needs of individual groups.
- EAL specialists assist students who require support to attain proficiency in English.
- Students who lack adequate proficiency are provided with a level of support depending on their needs. This may range from weekly booster sessions, or intensive small group tuition as an alternative to the normal curriculum. Students may also opt for additional private lessons which the school can help to facilitate.
- The EAL curriculum is designed to complement and support the main-stream curriculum, ensuring ease of transition once students attain proficiency in English.
- Students who require intensive support follow an adapted curriculum, with non-core elements removed. This includes delaying the introduction of a second or additional foreign language.
- Students receiving support are given special consideration in assessment procedures and may be eligible for special consideration in formal examinations.
- All teachers are considered responsible for the development of English and are expected to promote language development in lessons.
- All teachers are required to integrate language learning into their interdisciplinary planning.



## **Promotion of the Local Language**

Multilingualism is increasingly important and provides greater breadth for intercultural understanding, underpinning the school's ethos. French is the second language of the school and is embraced as an important part of school life.

Proficiency in French is essential for students to be able to communicate locally so that they can integrate into and benefit from their local community.

To develop multilingualism, we understand:

- The use of French in the classroom is acceptable as a means of clarifying or reinforcing an idea but only if other means of communication have been exhausted.
- Students can use French in recreational settings as long as they do not exclude others.
- Parents can communicate with the school in French and translations are provided if necessary.

In order to attain proficiency in French, the following procedures are in place:

- French is compulsory for students from 5-18 years of age.
- French is a core subject and thus allocated time on the timetable.
- Students who speak French well receive tuition to extend their use of the language. Students who are new to French receive lessons appropriate to their abilities.
- French teaching in the Primary, Middle and Senior School is differentiated. This allows teachers to focus more intensively on the specific needs of individual groups.

## **Promotion of Mother Tongue and Other Languages**

An increased range of languages can lead to an increased understanding of the world. La Garenne encourages and supports both the learning of additional languages and the development of first languages which are not a normal part of the curriculum.

- The use of other languages in the classroom is accepted as a means of clarifying or reinforcing an idea but only if other means of communication have been exhausted.
- Students can use other languages in recreational settings as long as they do not exclude others.
- All staff accept and understand students need to express themselves and develop in their first language.
- La Garenne supports students wishing to undertake IBDP Self-Taught Language A options.
- Speakers of other languages are encouraged to gain additional qualifications in their home language and are supported wherever possible to achieve this.
- Language clubs take place each week and students are encouraged to participate.
- La Garenne promotes the importance of developing a child's first language and guides parents to support their child's development including with private tutors.



## Languages in the Middle Years Programme

The languages offered in the MYP are tailored to suit the language profile of our students. For this reason we offer English Language and Literature for students who meet the level of English needed to access the content.

English Language and Literature classes are divided into groups which are taught in tandem to ensure that we can facilitate differentiation as much as possible through collaboration, movement between groups and team teaching of various topics.

Students who meet this level will then study French as an additional language.

## Languages in the Diploma Programme

The languages offered in the IB and High School Diploma Programmes are designed to support progression from the MYP. We expect a majority of students to progress from MYP English Language and Literature into DP Language and Literature as this will likely be their soundest working language.

If students wish to study their native language at DP level, this is supported through School Supported Self-Taught Languages. This is allocated time on the timetable once a week to ensure that students can liaise with the school coordinator for self-taught languages. La Garenne has access to a variety of external private language teachers for the majority of SSST language needs.

Students who opt for SSST languages can select both English B or French B for their group 2 language depending on their language portfolio. Challenge is important and we will guide students towards their second language choices with this in mind.

Students who opt for English Language and Literature in Group 1 will be guided towards French B as their language acquisition subject.

## Appendix 1: School Language Profile

Percentage of Languages Spoken of Students

