



Kingdom Saudi Arabia
Ministry of Education
General Administration of Global and Foreign Education
Global and Foreign Education Office in the Eastern Province
Al-Bassam International Schools



Our Vision: Distinguished intercultural learning creates a leading personality taking pride into the past, living the present and looking forward to a better future to contribute to the sustainable development.

Our Mission: Using modern educational methodologies in a secure and motivating environment developing long life learning skills and promoting the national identity to contribute to the Global and Digital citizenship.

Core Values: We are honest - We inspire responsibility - We encourage initiative - We promote Confidence - We deal with respect - We value diversity - We support the positive change

Al-Bassam International School Language Policy



IB mission statement

“The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.” (© International Baccalaureate Organization).

BIS Vision

Distinguished Intercultural Learning creates a leading personality taking pride into the past, living the present and looking forward to a better future to contribute to the sustainable development

BIS Mission

Using modern educational methodologies in a secure and motivating environment developing long life skills and promoting the national identity to contribute to global and digital citizenship

Core Values

we are honest, we inspire responsibility, we encourage initiatives, we promote confidence, we deal with respect, we value diversity, and we support positive change

IB Learner Profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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[Implementing IB learner profile in our school community.](#)

The IB Learner Profile is made up of ten attributes. They outline the aspirations of internationally minded students engaged in IB programmes. They describe a range of human capacities and responsibilities that go beyond academic success.

At BIS, these attributes imply a commitment to help all members of our community respect themselves, others and the world around them. BIS's values and beliefs are an embodiment of the Learner Profile. The school provides an inclusive and caring learning environment where relationships are founded on empathy and respect. The students share their understanding and apply their knowledge to real-life situations where they are encouraged to think, reflect and take risks in their learning.

Philosophy

Al-Bassam International School Language curriculum is prepared to assist students in acquiring and refining the linguistic skills necessary for achieving the ideals of intercultural wide-spread understanding. This goal is achieved by practicing the MYP Language Objectives as well as maintaining and developing the mother tongue as it is a crucial element to our students' cognitive development and preserving the pride of their cultural identity. Students are encouraged to use written language in a myriad of contexts as a means for expressing themselves powerfully, purposefully and creatively while reflecting on their learning and their lives, as well as connecting with the world. Thus, the development of language is viewed as a shared responsibility of all members of our learning community

Al-Bassam Language Profile

The International Baccalaureate is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds. With these aims in mind, the IB has, instituted its language policy to provide a framework that will ensure that the IB's values and aims in relation to multilingualism and access are reflected in the organization's activities. (**From: Language policy Information on the International Baccalaureate's support for languages, language courses and languages of instruction Page .1)**

- **Al-Bassam is** a dual lingual school where both English and Arabic are the languages of instruction
- Students learn Arabic and English starting the age of 3.
- An additional language; French is introduced to the students at the MYP stage.
- **Al-Bassam acknowledges** the importance of the mother tongue for developing the student's cognitive development, self-identity and acquiring other languages, as well.
- Al-Bassam believes that acquiring additional languages enriches personal abilities and promotes for internationally minded students.
- The aim of the language policy is to develop bilingual students who are able to communicate effectively, both orally and in writing.
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Mother Tongue Support:

Al-Bassam school supports all families and students whose native language is not English and encourages families and students to speak and develop their mother tongue outside of the school setting. At BIS, our goal is to strengthen the student's language skills while still supporting their culture. BIS fully supports other cultures and promotes cultural diversity and awareness in its everyday implementation of the MYP. BIS has employed MYP staff members who are bilingual to help assist when needed in all communication needs and during parent/student conferences. All MYP teachers are required to successfully complete the necessary professional development levels.

The level of academic support is gleaned through assessment for our ELL students to inform educators of specific language needs and report progress as needed to the onsite ELL educator. Important materials are available to parents in the mother -tongue

IBO Learning Language Process

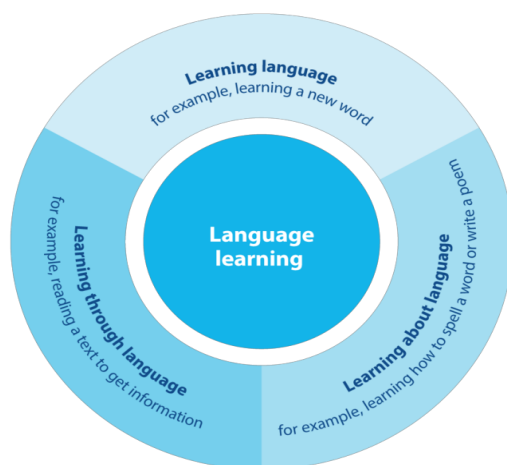
Language provides an intellectual structure for conceptual and critical thinking within and beyond the PYP/MYP transdisciplinary and interdisciplinary framework. This is particularly evident in all grade levels at our school where learning and teaching has a strong focus on language development.

All students bring a significant body of language knowledge and its social role in communication and creating unity. It focuses on the clear understandings of literacy elements developed at home and the formal and informal context of the language.

Language learning and teaching immerses students in a deep interaction between learning the language, learning through language and learning about language. Although these aspects are inseparable, they are used here to support an understanding of how language is learned and used to make meaning.

Student Language Profile:

Al-Bassam International School (PYP&MYP) understands that our students come from diverse background therefore, we are bringing different levels of prior understandings and progress at different paces. To ensure the curriculum is accessible to all students we value the practice of differentiation and varied instruction, which embraces multiple learning styles.



- Language has an important role in affirming and expressing identity, impacting on self-efficacy and students' beliefs in their ability to succeed.
- Language learning is an interplay between learning language, learning through language and learning about language.
- Student Language Profile development will be supported by the whole learning community after placing the Diagnostic Assessment where teachers can evaluate students' strengths, weaknesses, knowledge and skills before their instruction.

Extra support will be provided to our students according to their Language Profile as follows:

	Language and Literature English	Language and Literature Arabic	Language Acquisition French (only for MYP)
Beginners	✓	✓	✓
Average	✓	✓	✓
High Achievers	✓	✓	✓

Learning language

Language learning is a complex developmental process. Language scope and sequence (2009) present a set of diagnostic tools and guidance, underpinned by conceptual understandings. This works perfectly as a tool to support teachers in planning for the language learning experiences and in monitoring their language development.

Schools may decide to use or adapt the Language scope and sequence (IBO 2009) according to their needs.

Teachers facilitate effective language learning when they:

- explicitly activate prior knowledge using home and family languages, and other languages where appropriate
- use their knowledge of students' prior language skills and understandings to personalize learning engagements
- identify language learning opportunities and co-construct learning goals within and across units of inquiry, SOI, global context and learning engagements.
- record and share information to map development, plan for language learning and co-construct goals
- incorporate strategies needed to activate and build background knowledge while planning units or lessons
- reflect on language obstacles to learning and how to overcome it.
- scaffold learning to extend language.

Scaffolding language learning

Scaffolding supports the assimilation of new language. Scaffolds are temporary supports given as new language is acquired. Question prompts when reading, picture prompts for story sequencing, or use of the home and family language to carry out research, are all examples of scaffolding.

- Our goals:

Learn the language: All students have different opportunities to read, write, view, investigate, inquire and present across the curriculum.

Learn about language: All students develop an understanding of how it works and encouraged to express themselves, receive and produce different modes using multimodal texts.

Learn through language: All students are exposed to models of rich language experiences by all staff as they use it as a tool to understand, think, and reflect.

Extending language:

Teachers extend students' language learning by scaffolding opportunities using collaborative practices with rich text. As students' progress through school, they interact with increasingly sophisticated texts.

These practices reflect the growing complexity of academic language and concepts, such as subject-specific vocabulary and grammatical constructions. From the early years, students begin to use complex functions of language, such as classifying, justifying, hypothesizing, clarifying, explaining, comparing, and so on, at a developmentally appropriate level. By being aware of the nature of language used in school, teachers can extend students' language repertoires.

Learning additional languages

The requires IB the acquisition of an additional language from the age of 7 to support the development of international-mindedness. This additional language might be the language of the host country or another language that is part of the curriculum or community.

Trans-language

Students use language most effectively by drawing on all their prior linguistic resources, their skills and knowledge about language and language learning. They benefit from awareness of the similarities and differences between their languages in phonemic, syntactic and grammatical aspects. Trans-language is the process by which language students actively draw on all their linguistic resources to communicate and make meaning (Garcia, Li Wei 2014). This occurs, for example, when using bilingual books or working with someone who speaks the same language. By providing opportunities for students to make connections between their languages and to draw on prior knowledge, the teacher facilitates effective learning while affirming identity (Cummins 2000).

Literacy

Through early experiences of reading with adults, students learn that reading is an enjoyable, achievable and rewarding activity. They learn that text conveys meaning and perceive the print concepts, codes and conventions in the languages the use at home and school. Drawing attention to the wide range and variety of texts around us (including stories, poems, digital media, lists, instructions and posters) supports this process.

Multiliteracies

As the nature of literacy has changed in our world through developments in technology, education and the workplace, so our understandings of text, literacy and literacy practices have changed. Text can exist in a paper mode, live mode, electronic mode or a combination of these (Anstey, Bull 2006). These combined forms are called "multimodal" texts; for example, websites often have writing, pictures, cartoons or videos all operating in unison to communicate ideas. A book combining pictures and writing is also multimodal, as is a performance that combines music and movement.

Critical literacy

Critical literacy enables students to become active and reflective members of learning communities. Students learn to identify perspectives, purpose and techniques within texts, and identify how an audience is positioned by a writer or producer of text in order to present their point of view. Across the curriculum, students develop critical literacy through classroom experiences such as questioning and comparing texts, relating text to prior knowledge, and sharing personal reactions and experiences in everyday life.

Principles and Practices of Teaching Language

The IB states that, 'Learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding in the IB. IB programmes, therefore, support complex, rich, dynamic learning across a range of language domains. All IB programmes mandate that students learn another language.'

- English language teaching integrates and develops language skills in reading, writing, viewing, and presenting, listening and speaking.
- The **Assessed curriculum**, which is concerned with the assessment of the actual learning that takes place for each student, happens in the form of formative and summative assessments at different stages of the unit which eventually guarantee authenticity in evaluation.
- Since Arabic is the official language of the country, all the written, taught and the assessed curriculums of the Arabic language are set, monitored and supervised by the Ministry of Education to ensure they are meeting the MOE requirements.
- Teachers apply **Differentiation** as a central element of language teaching and learning. Teaching and assessments are thoughtfully applied to suit individual needs, abilities and different learning styles.
- New applicants are assessed for their language abilities to get to know their potentials through assessing their knowledge, reviewing reports, observation, entry assessments and interviews.
- The school's **academic support team**; including principal, academic coordinator, social worker and teachers aim at supporting students with specific learning needs, referring to various assessment outcomes as an indicator.
- Teachers and coordinator focus on certain areas for improvement, designs an action plan, and sets a schedule for meeting with the student on one to one basis.
- Along with language differentiation within the classroom, BIS provides different **Guided Reading Programs in both languages; English and Arabic** which address reading skills, strategies and conceptual understandings necessary to become competent, motivated and independent readers.

Strategies to Support Teachers and Students

All educators in BIS Cluster are responsible for the development of student language. Therefore, teachers, administrators, media specialists, and support staff will engage in ongoing professional development to continue to improve literacy instruction.

Communication:

Plan Cluster Language Policy is intended to be an accessible document to all stakeholders. Therefore, this document will be offered in translated languages as district resources allow.

Language and the Program of Inquiry starting

Language is integrated throughout the Program of Inquiry in the PYP and the interdisciplinarity of the MYP. Higher level thinking, key concept questions, and extended research all lend themselves to having a strong vocabulary and language presence within the planners. Oral, visual, and written language are all present within planner activities. Literature selections both in read-aloud and guided reading are chosen to build an understanding of the concepts within the planners.

The (PYP/ MYP) have identified three strands—oral language, visual language, and written language—that are learned across and throughout the curriculum, with each strand being an integral component of language learning. Each strand has been considered from both the receptive aspect—receiving and constructing meaning, and expressive aspect—creating and sharing meaning

Beliefs and Standards

Effective learning depends on student engagement with the inquiry cycle: understanding → taking action → reflection → understanding. This life-long learning process is the focus of all aspects of our curriculum. Students are encouraged to question, challenge, think and rethink texts and their meanings. They are not only exposed to different forms of communication, but they study the languages by applying inquiry techniques to their own work. Through opportunities to collaborate with others, students develop their communication skills, which we believe will strengthen them as communicators.

- The school places importance on language learning, including mother tongue, and other languages.
- The school helps teachers to plan and implement school programs with multicultural perspectives, and develop cross-cultural understandings with their students
- The school provides opportunities for teachers to use collaborative planning and reflection to develop understanding. (0401-02-0121); Programme Standards.
- Teachers use collaborative planning and reflection to address the elements of an IB education. (0401-02-0400); Programme standards
- The school ensures the curriculum is up to date and clearly communicated to the school community. (0401-03-0500) ;Programme Standards
- Teaching and learning address the diversity of student language needs, including those for students learning in a language(s) other than their mother tongue. Parents are encouraged to support the Arabic program through vocabulary checklists and through conversations about work brought home.

Instruction and Assessment in Language and Literature

-Language assessment focuses on tasks created and marked by classroom teachers who are well- equipped to make judgments about student achievement. These tasks are rigorous and embrace a variety of assessment strategies. Inquiry is at the heart of the PYP and MYP language learning, and aims to support students' understanding by providing them with opportunities to independently and collaboratively investigate, take action and reflect on their learning. (From: IB Assessment Guide)

-All IB programmes value language as central to the development of critical thinking, which is essential for cultivating intercultural understanding and responsible membership in local, national and global communities.

BIS teachers strive to provide students with authentic ways of assessment as follows:

- Use the PYP /MYP Language guide and make the best practice out of it.
- Follow the subject assessment criteria paying attention to each criterion and its Strands.
- Enhance reading abilities in all subject areas.
- Motivate students to learn and use language effectively, appropriately, accurately, and confidently.
- Develop students' abilities of oral and written presentation.
- Enable students to develop and use language skills in a variety of contexts and purposes.
- Promote the appreciation, understanding, and analysis of literature.
- To provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature.
- Use formative assessments to check gradually on students' understanding.
- Prepare authentic summative assessments according to assessment criteria.
- Provide opportunities for students to reflect on their learning process.
- Provide opportunities for real life involvement using language.

Instruction and Assessment in Language Acquisition

BIS offers a third language acquisition course recognized by the MYP:

- French

In order to provide students with an authentic and diverse language acquisition learning experience, teachers will:

- Use the MYP language acquisition objectives at its best practice.
- The language acquisition course provides a linguistic and academic support for students to give them different educational experiences.
- Students will be provided with suitable academic knowledge to develop their language skills and unleash their potentials.
- The language acquisition subject group objectives represent some of the essential Skills to acquire phases in order to assist teachers with planning, teaching and assessing. They are as follows:

Criteria A: Listening
Criteria B: Reading
Criteria C: Writing
Criteria D: Speaking

Time allocated for teaching per week(MYP)

Time allocation of different languages	Language & Literature (English) sessions	Other subjects taught in English: Art, Drama, Humanities, Design, Sciences, PE, Math)	Subjects taught in Arabic; Identity Subjects): Social Studies, Arabic, Islamic Studies)	Additional Language French
MYP1 (Grade 6)	5	22	10	3
MYP2 (Grade 7)	5	22	10	3
MYP3 (Grade 8)	5	22	10	3
MYP4 (Grade 9)	5	22	10	3

Time allocated for teaching per week (PYP)

Time allocation of languages	Language & Literature (English) sessions		Subjects taught in Arabic; Identity Subjects): Social Studies, Arabic, Islamic Studies)
PYP Grades	10 classes per week		12 Classes per week (All Subjects)

LANGUAGE POLICY

Language is fundamental to learning and permeates the entire Primary Years Programme (PYP). Language includes oral, written and visual covering listening, speaking, writing, reading, viewing and presenting. We aim for all students to communicate responsibly, competently and confidently.

In a PYP school every teacher is a language teacher.

Language learning includes:

- The language of instruction – English
- The school's additional language – Arabic
- Bilingual Programme – English-Arabic
- Mother-Tongue support

MYP Language Policy Standard

A7: • The school places importance on language learning, including mother tongue, host country language, and other languages.

Standard A9: • The school supports access for students to the IB programme(s) and philosophy. Standard A9a: • The school strongly encourages participation for all students.

Standard B1.5a: • The school has developed and implements a language policy that is consistent with IB expectations.

Standard C3:7 • Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than their mother tongue.

Standard C3:8 • Teaching and learning demonstrates that all teachers are responsible for language development of students.

Language Support

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

Al-Bassam encourages families to continue mother tongue development at home, and support is given to those students whose mother tongue is a language other than English or Arabic.

Many of our teachers are already certified in teaching students who have English or Arabic as their second languages, and we have committed to providing opportunities for all of our teachers to reach this certification. We also provide support through our parent body (those who speak the same language) and through our professional staff. This includes several staff members who speak additional languages.

Language support is organized both in and out of the classroom. See the Educational Support Policy. In addition to Language Support provided by Learning Support teaching staff ensure that learning engagements cater for the range of abilities, interest and needs in their classes. Both the Additional Language teachers and assistant provide language support for students during Arabic lessons.

Parents are encouraged to help students develop language skills at home through various school-based information sessions and programs. These include:

- Parent Information Thursdays.
- Class Home Reading programs
- Class and school newsletter information
- Home tasks
- Use of the library

Parents are encouraged to support the Arabic program through vocabulary checklists and through conversations about work brought home.

Language Policy Review Cycle

The Language Policy of the school reflects current practices in the school year 2021-2022. In addition, the implementation in classrooms will be reviewed and modified on regular basis. Therefore, the PYP/MYP leadership team which consists of the Principal, IB coordinators, Curriculum Support Team as a part of the teacher observation process.

References and Resources:

-IB “Guidelines for developing a school language policy”.

-International Baccalaureate Organization. MYP: From Principles into Practice, International Baccalaureate Organization.

-International Baccalaureate Organization. Programme Standards and Practices, International Baccalaureate Organization.