

Da Vinci's International Schools Language Policy

Mission statement

Da Vinci's International Schools care for and support young people by providing a balanced education that nurtures curiosity, creativity, and integrity.

In a respectful and tolerant environment, students discover new interests, develop their talents, and grow alongside others who share the same values.

Through internationally recognized programs, we help students make informed choices, face challenges with confidence, and become reliable, open-minded individuals who value diverse cultures and perspectives.

Language Philosophy

Da Vinci's International Schools recognizes that language is central to learning, identity, communication and intercultural understanding. In alignment with the IB commitment to multilingualism and international-mindedness, the school recognizes students' languages as valuable resources for learning and respects the linguistic and cultural diversity of its community.

The school supports students in maintaining and developing their home or strongest language(s), acquiring additional languages and developing the academic language required to access the curriculum. Language development is a whole-school responsibility: all teachers contribute to students' development as effective communicators and support the language needed for learning in their subject.

The policy reflects the principles and guidance of the IB, including the *What is an IB education?* section on multilingualism, *Guidelines for Developing a School Language Policy*, *Guidelines for School Self-Reflection on Its Language Policy*, *Diploma Programme: From Principles into Practice*, and relevant resources available through the Programme Resource Centre (PRC).

Language of Instruction and School Language Profile

English is the principal language of instruction at DVIS. In the DP, subjects are taught and assessed in English, except for Polish A and language courses where the relevant language is used in accordance with the requirements of the course.

Students entering the DP are expected to have sufficient English proficiency to access the curriculum. DVIS uses CEFR benchmark for admission to the DP, while recognizing that individual subjects may require different levels of language proficiency. English proficiency is considered through the admissions process and may be assessed through interviews and language assessment.

The school recognizes students' diverse linguistic profiles and records information about home, family and additional languages. This information informs language placement, transition, support and course selection.

Language Learning in the MYP

MYP students study English and Polish in accordance with their language profile and the requirements of the MYP and Polish national curriculum. Students also study an additional language through Language acquisition, with provision such as German or Spanish depending on student needs, demand and school resources.

MYP Language acquisition follows the MYP language phases, which provide a developmental framework for progression. Placement is based on prior learning and demonstrated proficiency and is reviewed through ongoing assessment.

Students' progression through the language phases is monitored by language teachers. Where evidence indicates that a different language pathway would better support the student's learning, placement may be reviewed in consultation with the student and family.

Language Learning in the DP

DP students select language courses according to their language profile, prior learning, proficiency, interests and current IB requirements.

DVIS currently provides:

- English A: Language and Literature at HL and SL;
- Polish A: Literature at HL and SL;
- English B at HL and SL;
- German B at HL and SL;
- Spanish ab initio

Students are not normally placed in an HL language course without sufficient prior knowledge and demonstrated proficiency to access the course successfully. Course recommendations are based on

evidence from MYP achievement, language-phase progression, proficiency and other relevant assessment information during the admission process (both internal and external candidates).

The school provides guidance during the MYP-to-DP transition so that students can select a feasible and academically appropriate pathway. For the external candidates the guidance is provided after collecting relevant educational evidence on students' linguistic proficiency.

Where a student's language combination meets the current IB requirements, the school provides guidance regarding the possibility of completing a bilingual diploma. Eligibility is determined in accordance with the current IB regulations and DP requirements.

Admissions and Language Placement

The admissions process considers each applicant's language profile and readiness to access the proposed programme.

The three-stage admissions process may include:

1. an interview with the candidate and relevant school representatives;
2. a meeting with the school psychologist;
3. a language proficiency assessment.

Where appropriate, applicants may also be invited to attend trial days to allow the school to gather further evidence of their readiness and to allow students and families to make an informed decision.

Applicants and families are informed about the school's language pathways and the linguistic demands of the programme. Students are placed in appropriate language groups on the basis of prior learning and demonstrated proficiency. Placement can be reviewed as the student's language profile develops.

The school works with students and families to identify an appropriate pathway that balances student aspirations, language proficiency, inclusion, access to learning and the likelihood of successful participation in the programme.

Language, Inclusion and Access Arrangements

The Language Policy is implemented in conjunction with the Inclusion Policy.

The school recognizes that language differences may create barriers to learning and participation. Information gathered during admissions, transition, classroom practice and assessment is used to identify students who may require additional support.

Support may include:

- explicit teaching of academic and subject-specific vocabulary;
- language scaffolding;
- differentiated resources and learning experiences;

- individual or small-group support;
- opportunities for additional language practice;
- appropriate and permitted access arrangements.

Language support is intended to provide equitable access to learning and assessment while maintaining the intended learning outcomes and academic expectations of the programme.

Language Across the Curriculum

All teachers recognize that they are language teachers. Language development is therefore embedded across the curriculum.

Teachers explicitly develop students' academic and subject-specific language and provide opportunities to develop receptive and productive language skills. They identify the language demands of learning experiences and use appropriate scaffolding to support students in accessing concepts and communicating their understanding.

Language and Assessment

The Language Policy is closely connected to the Assessment Policy.

Assessment evidence is used to monitor language development, inform teaching, identify support needs and guide language-course placement and progression. Formative assessment enables teachers to respond to individual language needs throughout the learning process.

Where language is not the intended construct of an assessment, appropriate scaffolding and permitted access arrangements may be used to provide equitable opportunities for students to demonstrate their knowledge and skills. Where language proficiency is itself being assessed, students are expected to demonstrate the language knowledge and skills required by the relevant course.

Assessment practices follow the principles of fairness, validity, reliability and transparency established in the Assessment Policy and applicable IB requirements.

Language and International-Mindedness

DVIS recognizes the close relationship between language, culture and identity. The school therefore provides authentic opportunities for students to develop intercultural understanding and international-mindedness.

The linguistic and cultural diversity of the school community is reflected through language and cultural celebrations, international events, festivals, literature, theatre, music, exhibitions, excursions and student-led activities.

Students and families are encouraged to contribute their languages, traditions, perspectives and cultural knowledge. These experiences promote respect for diverse perspectives, strengthen belonging and help students understand their own and others' cultural identities.

The school values students' home and family languages while encouraging the use of English as a shared language in common school spaces so that all members of the community can participate fully.

Monitoring and Review

The effectiveness of the Language Policy is monitored through evidence including:

- student progression through MYP language phases;
- language achievement and course placement;
- MYP-to-DP transition data;
- assessment evidence;
- student and family feedback;
- participation in language and cultural activities;
- teacher collaboration and professional learning.

The policy is reviewed annually by school leadership, IB Coordinators, language teachers and the librarian, with relevant stakeholder input. The review considers the school's changing language profile, student needs, implementation evidence and current IB requirements.

Through coordinated provision across teaching, assessment, inclusion, admissions, the library and the wider school community, DVIS supports students in developing their linguistic repertoire, accessing the curriculum, communicating effectively and participating fully in school life.

References

Council of Europe. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Council of Europe.

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