

## **RWA Secondary English Department Language Policy**

### **Introduction:**

The Senior Secondary English Department is committed to providing a comprehensive English language education that encompasses both English language and literature, English language acquisition as well as English as Additional Language. This policy outlines the framework for the department's English language programs and the transition process for students as they progress through different phases. Additionally, it emphasizes the integration of critical skills necessary for success in English language and literature.

### **Framework:**

#### **IBDP**

The English Language and Literature program at RWA Secondary School aligns with the International Baccalaureate Diploma Programme (IBDP) offering English Language and Literature and English B at two levels: Higher Level (HL) and Standard Level (SL).

#### **IBMYP**

Within the framework of the International Baccalaureate Middle Years Programme (IBMYP), which includes English Language and Literature as well as English Language Acquisition phases, students advance through three distinct proficiency levels: Emergent, Capable, and Proficient.

Placements of all Grade 6 and new admission students occur subsequent to the review of CAT4 data, recommendations of the Grade 5 teachers and the administration of a diagnostic test.

#### **IBMYP English Language and Literature framework:**

In the International Baccalaureate Middle Years Programme (IBMYP) English Language and Literature framework, students are equipped with a diverse set of critical skills. They learn to analyze and interpret a wide range of texts, including literature, media, and non-fiction, fostering a deep understanding of cultural and societal contexts. The curriculum emphasizes effective communication, both in written and oral forms, honing students' abilities to express ideas with clarity and precision. Additionally, the program encourages students to engage critically with themes, characters, and literary techniques, promoting independent thinking and a lifelong appreciation for literature and language. Overall, the IBMYP English Language and Literature framework cultivates skills that are vital for academic success and active participation in our interconnected global society.

#### **IBMYP English Language Acquisition framework:**

In the International Baccalaureate Middle Years Programme (IBMYP) English Language Acquisition framework, students focus on developing essential language skills to effectively navigate a multicultural and multilingual world. They work on enhancing their listening, speaking,

reading, and writing abilities in English, with an emphasis on clear communication and comprehension. Students engage with a variety of authentic texts, both written and spoken, to broaden their vocabulary and language fluency. Additionally, they learn to adapt to different linguistic contexts, deepening their cultural awareness and intercultural communication skills. Overall, the IBMYP English Language Acquisition framework equips students with the proficiency needed to engage meaningfully in a globalized society and fosters an appreciation for language as a tool for connecting with others worldwide.

### **Progression within the English Language Framework:**

**Emergent Phase:** Students entering the English Language Acquisition program will start in the Emergent phase. Progression to the Capable phase is based on achieving a grade of 6 or higher at the end of the academic year.

**Capable Phase:** Upon achieving a grade of 6 or higher at the end of the Emergent phase, students will transition to the Capable phase in the following academic year.

**Proficient Phase:** Similarly, achieving a grade of 6 or higher at the end of the Capable phase will result in a transition to the Proficient phase in the next academic year.

### **Transition to English Language and Literature:**

Students who achieve a grade of 6 or higher at the end of the Emergent phase have the option to transition to the English Language and Literature program the following academic year. This transition aims to prepare students for the in-depth study of literature and advanced language skills.

### **Integration of Critical Skills:**

To facilitate a smooth transition into the English Language and Literature framework, all units of study in the Proficient phase from Grades 6 to 10 include teaching of skills pertinent to English language and literature. These skills include but are not limited to:

**Analysis:** Students will develop the ability to critically analyze literary texts, exploring themes, character development, and literary techniques.

**Writer's Effect:** Emphasis will be placed on understanding how authors use language to create specific effects, manipulate emotions, and convey their intentions.

**Organization:** Students will learn how to structure and organize their writing effectively, applying these skills to both non-literary and literary extended writing assignments.

**Non-literary and Literary Extended Writing:** Students will practice writing extended essays, arguments, and creative pieces that incorporate the skills necessary for success in English language and literature.

These skills will be targeted exclusively at Proficient students, ensuring they are well-prepared for the rigorous demands of English Language and Literature in the Diploma Programme.

### **EAL provision:**

The Secondary English Department recognizes its responsibility for the provision and support of EAL students, working collaboratively with the Inclusion Department. This collaborative effort ensures that EAL students receive comprehensive support to enhance their English language proficiency.

### **Identification and Assessment:**

**Identification:** The Admissions Department plays a crucial role in identifying EAL students upon enrollment. These students may come from diverse linguistic backgrounds and varying levels of English proficiency.

**Diagnostic Tests and Interviews:** Following identification, EAL students undergo diagnostic tests and engage in conversations to determine their specific language needs. This process helps us tailor support to meet individual requirements.

### **Support for English as an Additional Language (EAL) Students:**

**Pull-Out Sessions:** To address the unique needs of EAL students, the English Department offers pull-out sessions. These sessions are designed to provide intensive language support, focusing on improving the students' language skills.

**In-Class Support:** English teachers are actively involved in providing in-class support to EAL students. This support is integrated into regular classroom activities, ensuring that EAL students have access to language support during their regular coursework.

### **Exit Criteria from Pull-Out Program:**

In order to be considered for exit from the pull-out program, students must demonstrate proficiency in all four language strands, as assessed in the EAL Exit Assessment:

a. Oral Assessment

- b. Listening Assessment
- c. Reading Assessment
- d. Writing Assessment

To exit the program successfully, students are required to achieve an overall score of 3 or above in each of these language strands. This comprehensive assessment ensures that EAL students have achieved a well-rounded proficiency in English.

**Duration of Support:**

It is important to note that the duration of EAL support may vary from student to student. While some students may require a full year of intensive pull-out support, others may need support for up to two years. The determination of the support duration is based on the individual progress and needs of each EAL student.

**Progress Monitoring:**

Progress of EAL students is closely monitored at Reporting Points 2 and 4. This allows for regular assessment of their language development and ensures that appropriate adjustments are made to their support plans as needed. Progress monitoring is a collaborative effort involving English teachers, the Inclusion Department, and other relevant stakeholders.

By adhering to these guidelines, the Senior Secondary English Department is committed to providing comprehensive and effective support to EAL students, helping them achieve English language proficiency and academic success.