

Context and Rationale

At ISM, we celebrate multilingualism, this can be seen in both our Mission and Vision statements. Indeed, all languages are equally valued and are worthy of respect. We understand that language development and identity are central to all teaching and learning. We expect teachers to use their students' languages as a resource. We agree that we are flexible as a school and support all students in finding their individual pathways. Finally, we believe that fostering multilingual inquiry will help to build our students' confidence as well as build their understanding of global citizenship. We know that languages play a central role in the construction of our students' identities. At ISM, all teachers are language teachers.

Our Vision

International Education with Distinction (Excellence, Wellbeing, Multilingualism)

Our Mission

Our mission at ISM is to provide an outstanding education for students so that they are happy, confident, independent, multilingual and responsible global citizens

Purpose

- To ensure the correct structures and systems are in place in order to support our language learners
- To celebrate languages and multilingualism, and to ensure that through multilingualism students can be an active part of the wider community
- To ensure our students develop an openness and appreciation of diversity, integration, tolerance and digital citizenship
- To support all students in their learning and language development
- To support students to access the curriculum and the bilingual program
- To support students to improve literacy and fluency both in their first language and in their other language(s)
- To help reduce the barriers to learning
- To support student transition between classes and years

Aims

- To enable a student-centred, flexible and collaborative approach to the development of language learning
- To have high expectations of our students' progress
- To support students to master language skills, developing conceptual understandings of how language works in order to enable them to be successful now and in the future
- To be open and able to support all levels of language
- To be confident in the scaffolding and support of multilingual language learning
- To ensure all students are able to have access to the working languages of the school (English and French) in order to be able to fully engage with the curriculum and the school community
- To ensure teachers use the linguistic diversity of their classes to enable students to make progress and ensure they are integrating diversity in the curriculum

Glossary of Terms

Multilingualism	Multilingualism is the ability of an individual speaker or a community of speakers to communicate effectively in more than two languages.
Bilingualism	Bilingualism is the ability of an individual or a community of speakers to communicate effectively in two languages. At ISM, our EY & PS are bilingual because students are taught 50% in English and 50% in French.
Home Language	The language(s) spoken and understood by the student and family at home (this may be one of the student's first languages at school)
EAL	The study of the English language through the educational system by non-native speakers. At ISM Students receive EAL support if their level of English makes it challenging for them to access the 'mainstream' English language classroom (Wholeschool)
FAL	The study of the French language through the educational system by non-native speakers. At ISM Students receive FAL support if their level of French makes it challenging for them to access the 'mainstream' French language classroom (EY & PS)
IGCSE First Language	Public examination taken at the end of Year 11 by students who have followed a First Language Curriculum in French from Year 7 to Year 11, that is to say sets 1 & 2.
IGCSE Foreign Language	Public examination taken by all pupils studying French as a Foreign Language & by students in set 9.2.
IB Language A (HL/SL)	2 year IB course studying Literature or Language & Literature (2 levels: Higher Level / Standard level)
IB Language B (HL/SL)	2 year IB course studying a language as a Foreign Language (2 levels : Higher Level / Standard level)
IB Language ab initio (SL)	2 year IB course studying a language as a Foreign Language from a beginner level (only available as a Standard level)
Translanguaging	A pedagogical process of utilising more than one language in a classroom lesson.

Languages Delivered at ISM:

	First Language Curriculum	Foreign Language Curriculum	ECAs / Enrichment / Electives
Early Years	English French	English (EAL) French (FAL)	Russian Italian Arabic ? French support English support
Primary	English French	English (EAL) French (FAL)	Italian Spanish French support

			English support
Lower Secondary	English French Russian Italian	English (EAL) French Italian Spanish German (<i>Intermediate</i>)	English Support Italian Support Spanish Support French Support French ciné-club Russian Club German Club
IGCSE / Pre IB	English (IGCSE) French (IGCSE) Russian (Pre-IB) Italian (Pre-IB) German (IGCSE) - <i>private candidate not curricular</i>	English (EAL) French (IGCSE) Italian (IGCSE) Spanish (IGCSE) German (IGCSE)	Latin (FutureProof) English Support Italian Support Spanish Support French Support French Debating Club Russian Support German Support
IBDP / IBCP / BTEC	English (HL/SL) French (HL/SL) Russian (HL/SL) Italian (HL/SL)	French (HL/SL/ab initio) Spanish (HL/SL/ab initio) Italian (HL/SL) German (HL/SL) CP Language Development	English Support Italian Support Spanish Support French Support French Debating Club French Oral practice Russian Support German Support

Structure of the Bilingual programme in EY & PS

	Subjects delivered in French	Subjects delivered in English
Early Years (T-3)	Language Maths PE Library History & Geography (from Yr 3) ICT (from Yr 3)	Language Maths Drama Music & Movement Library Art Science (from Yr 3)
Primary School (4-6)	Language Maths PE Library History/Geography ICT	Language Maths PE Library Music & Art Science PSHE/Global Citizenship Drama

I. First Language Curriculum (whole school)

- 1.1. ISM students speak a wide range of languages at home, and these should be celebrated in school. At ISM, we are very proud of our record of bilingual diplomas achieved by our students. As such, we aim to build the opportunity for students, where they can be successful, to study English, French, Russian or Italian at a first language level.
- 1.2. By the time that students leave ISM in Year 13, they should all be working at the level of first language English (both as a subject and as a language of instruction). This is to enable them to access anglophone universities, higher education institutions and workplaces.
- 1.3. The Early Years and Primary school sections offer a bilingual (French/English) curriculum. Both of these subjects are delivered at a first language level along-side pull-out EAL & FAL support for students who do not have the prerequisite levels. See section 3 for identification of EAL & FAL support.
- 1.4. As students transition into the secondary school, the language of instruction is monolingual (English) except for language classes. As a result of this total English immersion, all students in the secondary school study English as a first language. This is accompanied by additional EAL support for students who need it. See section 3 for identification of EAL & FAL support.
- 1.5. In the secondary school, we aim for as many students as possible to follow the French as a first language curriculum, building on the bilingual programme in the primary school. Sets 1 & 2 follow a first language programme, with set 3 following a foreign language programme with increased challenge and the introduction of literature. Set 4 follows a foreign language curriculum.
- 1.6. In addition to English and French in the secondary school, students also study a 3rd language (either first or foreign). For those that require extra support in English, this is where EAL support takes place. This is also where Study Skills lessons take place for students who require learning support - in those cases, the students do not have a 3rd language. The 3rd language options are as follows:
 - 1.6.1. Russian 1st language
 - 1.6.2. Italian 1st language
 - 1.6.3. German Intermediate (aiming for B HL pathway)
 - 1.6.4. Spanish foreign language
 - 1.6.5. Italian foreign language
 - 1.6.6. EAL (English as an Additional Language)
 - 1.6.7. Study Skills (Learning Support)
- 1.7. The identification of whether or not students have the prerequisite skills necessary to study an additional first language (Russian or Italian) is dependent upon teacher assessment. See section 4 for criteria for studying an additional first language.

2. Foreign / Additional Language Curriculum (whole school)

- 2.1. The Foreign language curriculum from Year 2 throughout the primary school exists in the form of EAL & FAL. This is designed to support students to increase their competency in English or French and eventually to be able to integrate into the mainstream classroom where both English and French are taught as first language subjects and are languages of instruction. See section 3 for identification of EAL & FAL support.

- 2.2. EAL in the secondary school is separate from the other foreign language curriculums. EAL in the secondary school also shares the purpose to support students to increase competencies, although this takes place in addition to the students participation in English first language lessons, and so is not aimed at reintegration. See section 3 for identification of EAL support. EAL in the secondary school exists as a discrete curriculum as well as in class support where possible.
- 2.3. In secondary school, in addition to EAL, there is also provision for students to study an additional foreign language. This is appropriate for those students who do not have the prerequisite skills to access the additional first language (Italian or Russian). See section 4 for criteria for studying an additional first language. The options for studying a foreign language are Italian or Spanish, and German at an intermediate level. Allocations are made during the transition into Year 7 and are based upon student & parent preference wherever possible (although class sizes must also be taken into account). In the case of a student who has first language skills in Spanish, priority would be given to ensure they have a space in the Italian foreign language class to ensure the appropriate level of stretch and challenge (as they do not have Spanish 1st language as an option).
- 2.4. Students who are new to the 3rd language group (joining the school after year 7) will be offered ECA support for language development to better enable access to the 3rd language curriculum (first or foreign).

3. Identification of EAL & FAL support (whole school)

- 3.1. When students are assessed for entry to ISM in class 2 or above, they take the CAT4 test (see [admissions policy](#)). This includes an assessment of verbal capabilities in English. If a student scores below the required admissions 'pass mark' in the vocabulary section of the aptitudinal testing, but still within the overall 'pass' range, the school will arrange for a language assessment to be carried out by the EAL team. This is the first opportunity to identify students who will require EAL support. In year 2 to year 6, students will be assessed using the OOPTS and will be given support based upon the CEFR level they achieve. For year 7 onwards, students will be assessed using the CEFR test for listening and reading and given a writing and speaking assessment by a member of the EAL team.
- 3.2. Students' French level is considered based upon their language experience reported in the admissions documents. Placement in FAL from Year 2 to Year 6 is confirmed in the first 2 weeks of term using assessments carried out by a member of the FAL team.
- 3.3. The EAL & FAL team may also receive referrals from teachers if they think a student requires language support. These referrals may identify needs that were not recognised on admission to school. Or for students who have not acquired the expected level of language proficiency through participation in the mainstream curriculum.
- 3.4. Moving students out of EAL / FAL. EAL/ FAL teachers in collaboration with mainstream teachers may refer students to rejoin the mainstream curriculum (year 2 to 6) or join the third language programme (year 7 and up) at any time in the year. Exit assessments to confirm progress in the four skill areas of language proficiency as well as demonstrated capability in the mainstream learning objectives are considered to determine a student's suitability to exit the programme.

4. Criteria for studying an additional first language (secondary school)

- 4.1. The additional first language curricula delivered in the secondary school requires students to be fully literate (reading, writing & speaking) in Russian or Italian to enable access to these courses. The additional first language block is taught in 5 hours every 2 weeks as opposed to the 7 hours every 2 weeks which are allocated to English and French. In addition, where students have immersion in English (in School) and French (in our local environment), their only exposure to their additional first language may be in these lessons and at home.
- 4.2. We will always try to take into consideration parental requests for accommodation in this 3rd language block, but the final decision on the placement of students will be made by teacher assessment. Standardised, school-based testing is used to assess the students' level in the language in order to determine appropriate placement. A student who does not meet the prerequisite skills to enter for an additional 1st language has the opportunity to develop those skills outside of school and request the opportunity to test again.

5. Teaching and learning

- 5.1. Teachers understand that every student has an individual and cultural set of experiences, skills and interests, which must be considered in the teaching and learning context. The development of critical literacy is considered an important factor in fostering international-mindedness through the promotion of cultural identity, intercultural awareness and global citizenship.
- 5.2. At ISM, we understand the importance of the first language. We know that students who maintain their first language will have better access to learning when working in a second or third language. Therefore, teachers must provide opportunities for students to access their first language during learning. They are also allowed to use their first language/mother tongue to access the curriculum. Teachers understand the need to use translanguaging strategies where appropriate to achieve this.
- 5.3. At ISM, all teachers are language teachers and all teachers understand that language transcends all curriculum areas. Teachers understand that language learning is developmental and builds constructively on what each individual student knows to help them move forward. Therefore, teachers aim for language to be studied in all subjects, through different contexts involving a wide variety of text types. Teachers must allow students to make language connections with context as well as explore and investigate.
- 5.4. All teachers are responsible for the language development of all students. Teachers must recognise that language learning is transdisciplinary and must therefore model the role of language in each subject. In addition, collaborative planning and reflection between teachers of different subjects as well as between the classroom teacher and EAL/FAL teachers is essential.
- 5.5. Effective language teaching can be outlined in four different dimensions:
 - activating prior understanding and building background knowledge
 - scaffolding learning
 - extending language
 - affirming identityISM encourages teachers to understand and explore these in the classroom. These elements can be seen through our Learning Principles and are outlined in the [Teaching and Learning Policy](#).

- 5.6. Teaching and learning at ISM aims to address the diversity of student language needs. Indeed, differentiation is used based on best practice from our Learning Principles. All teachers are expected to respond to students' needs and may therefore provide individualised instruction guided by the students' language profiles.

Examples of pedagogical techniques to develop fluency in different languages include:

- working in small groups
- using different resources of different levels of language complexity
- changing the level of questioning
- changing the levels of tasks

6. **External examination entries (secondary school)**

- 6.1. All ISM students are entered for English as a 1st language at IGCSE and at IBDP.
- 6.2. Students who have followed the French 1st language curriculum throughout the secondary school will be entered for the first 1st language IGCSE and are encouraged to take French as a 1st language at IB level.
- 6.3. Students who have followed a 1st language curriculum in French, Italian or German may enter for the foreign language IGCSE exam only as a private candidate (this is in order to protect their school transcripts).
- 6.4. Students who achieve the 1st language French IGCSE will be advised against taking French B at IB level as this can be detrimental to the university application process. (This advice is individual and dependent upon their potential university pathways.)
- 6.5. Although there are no Russian and Italian first language IGCSE exams, students who have studied these languages at a first language level would be advised against taking these subjects at a language B level as this can be detrimental to the university application process. (This advice is individual and dependent upon their potential university pathways.)
- 6.6. By the end of Year 13, the bilingual diploma will be awarded to students who have chosen to study two languages at Language A level (first language). At ISM, we recognise the value in awarding the prestigious bilingual diploma and encourage students, where appropriate, to follow this path.

7. **Role of home**

- 7.1. Parents and carers are recognised as "language partners" who are essential in the development of the languages spoken within the home. Parents are also essential in supporting the well-being of a student's acquisition of a new language. Parents can support the school by creating a literacy-rich home environment, as well as opportunities for their children to foster their multifaceted identities. This will enable the school to build on this solid foundation.

8. **Future Language Development at ISM**

- 8.1. The review of language provision at ISM is ongoing and will continue to adapt to reflect the changing needs of our cohort.

- 8.2. A Language needs assessment will be carried out at least once every 3 years to ascertain the language profile of students progressing through the school to ensure that the provision on offer is suitable, diverse, supportive and challenging.
- 8.3. The International School of Monaco is committed to investing in developing language provision to offer a greater range of language learning opportunities as our student body grows and their language needs change