



# Franklin Academy Boynton Beach

Primary Years Program (PYP)  
Language Policy



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# *Language Policy*

Franklin Academy Boynton Beach– Philosophy of language teaching and learning

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## Franklin Academy Mission Statement:

The mission of Franklin Academy is to create life-long learners by developing critical thinking skills and promoting high levels of academic achievement in students, while meeting the benchmarks of a standards-based curriculum utilizing varied research-based instructional strategies, technologies, and media, with an emphasis on character development.

## 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.

## Philosophy:

Franklin Academy is an International Baccalaureate (IB) World School where the language of instruction is English. We believe that language acquisition is the foundation to all understanding and learning. Language is a tool for making meaning in the world and allows connections to all discipline areas. Students' individual and cultural experiences must be considered in the teaching and learning process, therefore, we strive to create a motivating multilingual environment that will address cultural experiences, skills and interests.

At Franklin, we immerse students in the acquisition of a second language (Spanish), while still scaffolding their use of home language and language of instruction in the rich diversity of the classroom environment. We believe that each student should have the opportunity to maintain and develop their mother tongue(s). This balance is an important factor in fostering international mindedness through the promotion of cultural identity, intercultural awareness and global citizenship.

As an IB World School, we are committed to the following practices:

- The school places importance on language learning, including mother tongue, host country language and other languages (*IB Standard A, Practice 7*).
- The school utilizes the resources and expertise of the community to enhance learning within the programmes (*IB Standard B2, Practice 11*).
- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (*IB Standard C1, Practice 8*).
- Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue (*IB Standard C3, Practice 7*).
- Teaching and learning demonstrates that all teachers are responsible for language development of students (*IB Standard C3, Practice 8*).
- Assessment at the school aligns with the requirements of the programme(s). (*IB Standard C4, Practice 1*).

### Language of Instruction:

At Franklin, language is taught holistically. Through the units of inquiry, the specific learning outcomes for the strands of speaking and listening, reading and writing, and viewing and presenting are taught through an inquiry-based approach. Students gaining mastery of understanding and the use of all language skills is an essential part of all learning and will be the responsibility of all of the stakeholders. Language will be the vessel to learning and understanding in all areas of content through a balance of informational and fictional texts.

Language Practices Implemented at Franklin:

- Language skills are authentically integrated into all subjects.
- Planning uses a balance of fiction and nonfiction texts with students being exposed to many different genres and types of nonfiction.
- Planning and instruction is directed towards formal and informal assessments throughout the unit of inquiry to determine understanding and needs of all students.
- All students will have access to grade level and personal student independent level texts in fiction and nonfiction.
- Students will receive small group reading instruction, and well as the lowest 25% will receive iii/intensive reading instruction daily.
- Vocabulary building strategies and skills will be developed in all subjects across the curriculum.
- Students are encouraged to read for many different purposes, and use various reading strategies to work on expanding their comprehension of the text.

- Students are given chances to reflect and write about their learning and understanding in many different ways in all content areas.
- Students will communicate and present information in many different ways to support their different learning styles.
- Classroom instruction integrates the whole writing process (planning, drafting, editing, publishing...) in meaningful experiences in many different content areas.
- Instructors model the correct use of taught reading, writing, listening, and speaking strategies.
- Classroom instruction utilizes a variety of visuals and resources to support language acquisition and learning.
- Students are involved in assessing their work and receive continuous feedback from both adults and peers.
- Mother tongue development is valued and supported.
- The teacher models effective oral and written communication strategies.
- Language learning extends beyond the classroom and has close connections to the school library. Media paraprofessionals highlight both the Learner Profile and unit connections to support language development in the classrooms.
- Professional development and collaborative time is provided on a regular basis for the elementary and Spanish teachers.
- The community is considered a valuable resource to aid language learning. Students go on numerous field trips such as museums, libraries, theatres, etc. Guest speakers are frequently invited into school, and they may speak in English, or their mother tongue language.
- Celebrations linked to the diverse cultures within our community to promote International mindedness and an appreciation of our country's culture.
- The involvement of parents is important in our School. They are able to expose students to different mother tongue languages through visits to the library and classrooms and during days such as Mother Tongue and Other Languages Day and Culture Fair.
- Presentation and communication skills in all languages are showcased to parents and other members of the community through projects such as the grade 5 Exhibition, morning announcements, Science Fair, Culture Fair, Productions, etc.
- New students are given a "buddy" to help them support and assist the new student.

## Second Language Acquisition:

Students at Franklin Academy in kindergarten through 5<sup>th</sup> grade receive 40 minutes instruction in Spanish, once in a seven day rotation. Teachers in all Kindergarten to 5<sup>th</sup> grade classrooms were supplied with trilingual classroom labels (English, Spanish, and Creole). Labeling objects within the classroom allows for a continuing and growing practice of the

second language. The Spanish instructor utilizes daily common phrases and if possible, terms related to the units of inquiry per grade level.

The media center and many classroom libraries have Spanish-English books and dictionaries.

Other Components:

- Classrooms support second language learning through conversations and connections as appropriate.
- When applicable, attempts are made to incorporate meaningful second language connections to the Units of Inquiry.
- Second language customs, culture and geography are explored through study and conversation.
- Technology is incorporated to enhance and expand learning when applicable.
- Student work will be displayed.
- When possible, students and their families are provided opportunities to connect with the larger global community through interactions and events. Some examples may be, but not limited to: conversations with visiting native speakers, classroom volunteers and participation in the cultural events recognizing the connections in our community.

### Mother Tongue Support/ESOL (English for Speakers of Other Languages) Support:

We encourage parents and students to communicate in their mother tongue whenever possible. We believe that the continued development of the mother tongue language is crucial for cognitive development and in maintaining cultural identity. It enables our school community to develop intercultural awareness and understanding, and enables students to maintain esteem for the language, literature and culture of their home country.

All instructional and non-instructional staff have the responsibility of communicating the importance of home language/mother tongue. The school will accommodate and scaffold understanding with resources and support in students' home language as needed and as described in their ESOL plan. The school has different teachers who are bilingual/multilingual who can offer serves to translate for conferences/meetings/as necessary.

The ESOL coordinator supplies teachers with ESOL plans and their needed strategies. The ESOL Coordinator should supply teachers with resources and dictionaries for student use in their home language as needed until instructional language is acquired.

Our library has a mother tongue section. Families may donate books from their culture to be placed in the library for all students and staff to use.

Additionally, parents are invited into the classroom and to school events whenever possible to share their language and culture. Staff members continue to create connections with families in order to foster positive relationships that create a connection to a student's first/home language. Students may be encouraged to be language "experts" in their mother tongue and help teach their classmates about their culture during the appropriate subject connection.

### Support for Language Development:

Franklin Academy has different programs that are in place to help support learning and development for students' at all different levels. Many programs address the language acquisition and development of the learner.

- *English for Speakers of Other Languages (ESOL)*: Students who have met the criteria to receive ESOL services have limited proficiency in the instructional language (English). The ESOL plan is in place to provide students with modifications to scaffold instruction and build up their language acquisition skills. These students work closely with their teacher and may receive testing accommodations and a translator as needed.
- *Exceptional Student Education (ESE)*: Students who have met the eligibility to receive ESE services will receive an IEP (Individualized Education Plan) that was developed by a team for each student that gives students the needed interventions, scaffolding, and accommodations to help them work with assistance from the teacher or special education support teacher to decrease any learning barriers.
- *Gifted Education Plan (EP)*: Students who have met the criteria to receive gifted services will receive an Education Plan that outlines their needs as a gifted learner and the extra support that they will receive. These gifted students will receive continued support from the gifted pullout teacher.
- *Response to Intervention (RTI)*: Students receiving RTI services have been identified for performing below grade level and need additional assistance. Students are grouped based on their needs. Data is collected to track their progress on predetermined goals. Levels and needs are reviewed based on student progression.
- *Curriculum Support*: Franklin utilizes many different curriculum and support staff to help with services, resources, and instruction to assist teachers and students as needed.

### Assessment of Language:

Assessment is integral to teaching and learning at Franklin Academy. Language comprehension, both written and oral, are assessed on an ongoing basis. Using a range of tools and strategies, teachers are able to determine students' knowledge, skills, understanding and attitudes towards language. The results are used to inform instruction. A variety of formal benchmark assessments are used throughout the year to assess student language progress.

## Language Assessment Practices Implemented at Franklin:

- Pre-assessment to determine what students already know, can do and understand.
- Formative assessment is used to check in and to give constructive feedback or praise on learning.
- Summative assessments are used to gather evidence about student's learning at the end of a unit.
- Peer or self-assess
- Assessments are reported to parents in different ways- students receive written report cards, parents are also invited to attend parent-teacher conferences, three-way and student-led conferences.

## Plan for Policy Implementation and Review:

Administration and instructional staff will review the policy as needed to make sure it continually aligns with their needs for Franklin Academy. The implementation of the Language Policy in all PYP classrooms at Franklin Academy will be reviewed by the PYP leadership team (which consist of the Principal, two Assistant Principals, IB Coordinator, Curriculum Team and the ESE Coordinator) and as part of the teacher observation process (which is also documented on the observation checklist).

## Policy Communication:

The Language Policy is shared with all stakeholders through a variety of communication methods. Staff members learn about the Language Policy through regular updates of the meeting agenda during curriculum meetings and PYP meetings. Our school website consistently updates parents on all IB aspects as well as provides all IB related documents. In addition, the Language Policy is highlighted during the IB PYP Parent Information Nights that are held throughout the academic school year.

## Resources:

IB Online materials as accessed through [My IB](#) and Programme Resource Center

[Programme Standards and Practices](#)

[From Principles to Practice: The Learner](#)

[From Principles to Practice: The Learning Community](#)

[From Principles to Practice: Teaching and Learning](#)

[Language and learning in IB programmes](#)

[Guidelines for developing a school language policy](#)

[Language scope and sequence](#)

[Learning in a language other than mother tongue in IB programmes](#)