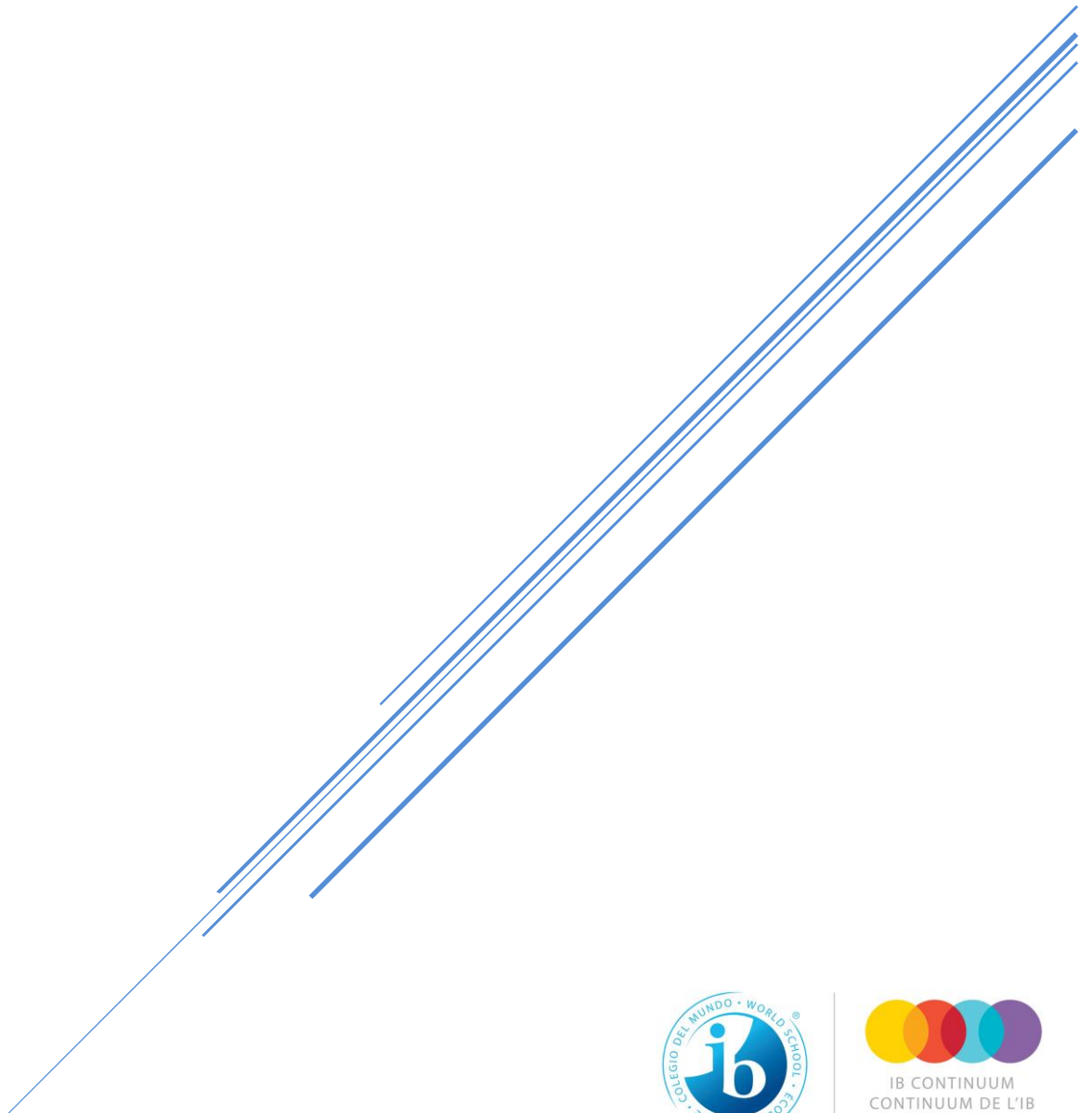


PLATON LANGUAGE POLICY



2026 - 2027

"One language sets you in a corridor for life. Two languages open every door along the way."

Frank Smith

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PURPOSE

The purpose of the Language Policy is to outline the school's philosophy on language teaching and learning, emphasizing that language is fundamental to all learning and identity formation. We believe that all students can become proficient in more than one language, and that language learning promotes cognitive flexibility, intercultural understanding, and personal development. It states our main beliefs on how we view language in our school community and how language should be used. The language policy is used as a tool to explain how language teaching and learning is achieved according to each student's needs and individuality.

PHILOSOPHY

Platon School's mission is to support students' academic journey from childhood to adolescence in a safe and nurturing environment empowered by modern technologies, designed to accommodate different learning styles. The policy follows the principles and practices of the IB, defining the linguistic and academic goals of our school.

Our goal is to cultivate international mindedness and a sense of global citizenship by building national and international curricula in a truly bilingual environment which fosters academic freedom, intellectual diversity, experimentation and technological advancements. We aspire to develop inquiring life-long learners who search and define their own identity, pursue their dreams guided by values, becoming knowledgeable, yet caring and balanced individuals to experience personal success and help create a better world. We believe that through the teaching of more than one language these attributes can be cultivated in conjunction with fostering the student's individuality and cultural background.

The mission statement itself forms the foundation for our language policy. Language, being the basis for all learning, will play an important role in helping the school achieve its mission in inspiring and challenging the thinking skills of the students, providing a caring and committed international community. Platon World School seeks to expand the language and literature skills of the students as well as ensure lifelong learning and help students fulfil their potential.

The aim of language teaching is linguistic proficiency and the development of the student's ability to effectively communicate in a social context. The concept permeating our policy is that everything the students learn in the context of language teaching at school must find its application in a field outside the school as well. Thus, language teaching should foster students' critical thinking, effective communication and creativity across all areas of learning. It is imperative that the students comprehend and have sufficient knowledge of language as a system governed by grammatical and syntactical rules as well as by principles allowing for the unencumbered creation of numerous sentences and texts, to use it to communicate in the appropriate context and circumstances.

GUIDING PRINCIPLES

LANGUAGE POLICY FOR THE PYP & MYP

OUR PHILOSOPHY ON LANGUAGE TEACHING AND LEARNING

Platon School is an International Baccalaureate (IB) Bilingual school supporting and enhancing the acquisition of more than two languages. At Platon School we built a challenging yet rich multilingual environment. The main language of instruction is Modern Greek, adhering to the laws and regulations provided by the Greek Ministry of Education and Lifelong learning, fulfilling the requirements for the National Curriculum.

ENGLISH AS A SECOND LANGUAGE AND ADDITIONAL LANGUAGE

English is taught as a second language across the curriculum, and students are encouraged to achieve a high level of proficiency. Starting in Grade 3, students choose a third language (French, German, or Spanish). Special language acquisition programs and assessments are in place for students who require additional support to meet proficiency targets in all languages. To provide our students with a language-rich environment, our library offers a wide variety of Greek, English, French, German and Spanish books and our librarian often invites authors to share with students, parents and teachers their writing process and experience.

ALL TEACHERS AS LANGUAGE TEACHERS

At Platon School, all teachers are considered language teachers, with a responsibility to incorporate language development in their subject areas. This includes explicitly teaching subject-specific vocabulary, supporting the development of academic language skills, and providing scaffolding for students who need language support in every class. Regular professional development is offered to ensure all teachers are equipped with strategies for language integration. In collaboration with coordinators of other departments, we seek to address difficulties related to the understanding of specialized subject-specific terminology and to clarify complex or overly complicated language used in different areas of the curriculum. We actively encourage coordinators from other departments to refer such needs to the English department recognizing that the development of a student's linguistic proficiency is critical, particularly in the context of interdisciplinary assignments. We also provide students with opportunities to develop their oral presentation skills and to communicate effectively with their peers, parents and the wider community. Such experiences contribute to the development of effective communication skills and help students build confidence in expressing themselves in a variety of contexts.

The aim of our school's language programme is to support students to become assertive, inquisitive, reflective, highly skilled and enthusiastic readers, writers, speakers, listeners and presenters; that is to say, individuals who can function in highly challenging environments and contexts. For this reason, we promote experiential learning, and our teachers facilitate learning in meaningful and realistic contexts

through real life scenarios, rehearsed discussions, discussions in a social context, using a wide variety of text types that might encourage students' active participation and involvement in a student-centered classroom environment. Our aim is to get our students involved in probing, investigative, and inquisitive activities with the express purpose of making their educational experience more holistic and constructive and the students themselves more communicative and collaborative. Additionally, through teaching language skills, we aspire to develop our students' personal knowledge and nature to help them evolve as individuals, as suggested by the IB Learner profile and evidenced via their portfolios.

RESPECT AND PROMOTION OF COMMUNITY LANGUAGES

As a World School situated in Athens, Greece, we encourage students to consolidate their native language skills while also respecting and promoting the languages and cultures of our wider community. We actively seek to integrate local languages and dialects through cultural celebrations, partnerships with community organizations, and activities that promote linguistic diversity within the school. We also offer extra afternoon language classes in French, German and Spanish, Arabic, to those students aspiring that one day they might become proficient trilingual speakers, or to students hoping to take one of these languages at B level in the Diploma years. Our teachers strive to create students that can communicate in a variety of modes in more than one language, since this is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to both the IB's and Platon School's mission.

- To this end, students are encouraged to participate in educational trips abroad and international student exchange programmes such as the ERASMUS educational projects, equipping students with the necessary multiliteracy skills and attitudes, enabling them to communicate successfully in various global contexts and build intercultural awareness.
- In addition, our school involves students in the *Model United Nations Conference* which our school has been successfully hosting annually since February 2011. This conference brings students in close contact with students from both home and abroad affording them the opportunity to use the English language to debate and decide on multiple issues of global significance for the international community.

FORMAL SUPPORT FOR MOTHER TONGUES

In the case of foreign students, the school will actively support the development of their mother tongue through dedicated classes or language support programs, including access to relevant resources in the library. We will provide opportunities for students to use their home language in school through cultural activities, projects, and discussions. We also collaborate with parents to create personalized language development plans for each student to maintain and develop proficiency in their home language.

MULTILITERACIES SUPPORT

Our language policy also supports the development of multiliteracies, including digital, visual, and critical literacies. Teachers use a variety of texts and media in different languages to promote students' ability to communicate across multiple modes. This includes the integration of digital tools, critical analysis of global issues, and engagement with diverse genres and cultural forms.

LANGUAGE AND LITERATURE METHODOLOGY

Language teaching follows a text-based approach where all units of oral or written discourse is part of the curriculum. We use original texts from various genres and cultural contexts which showcase several communication purposes. The texts chosen to come from a pool of texts either prescribed by the Greek Ministry of Education or texts especially chosen by our teachers; these texts are topical pertaining either to current or global issues or offer a retrospective of earlier methods that can apply to today's needs. These diverse choices broaden our students' experience with a variety of texts and perspectives thus enhancing intercultural understanding through the study of various historical periods, places, and contexts. Our teaching material and evaluation criteria differ to those of the National Curriculum, as we follow the IB Philosophy, practices and continuum outlined by the IB requirements.

LANGUAGE AND LITERATURE AS PART OF A BILINGUAL PROGRAMME

All students at all grades throughout the school can attend bilingual classes. In 2011 Platon School implemented bilingual programmes throughout Pre-K, Kindergarten, PYP, MYP and the IB Diploma,

where the language of Instruction is solely English. The bilingual programmes, along with Modern Greek, teach students the English language 12 to 15 hours per week. Students who do not wish to follow the Bilingual programme, get instruction in the English language 5 times weekly and are also given the opportunity to choose between French, German or Spanish from Grade 3 onwards, where they get 3 MYP?? hours of instruction on a weekly basis. All six IB units of inquiry are completed both in Greek and English. The aim of the bilingual programme is to offer a high level of education in both the Greek and the English language.

The Bilingual Programme is implemented both by learning *the* language and learning *with* the language. The former involves learning grammar, structure and vocabulary. These basic skills lead to oral communication, written expression and listening and reading comprehension acquisition. The latter involves leaning disciplines such as Social Studies, Mathematics, Sciences, Geography, Physical Education, Information Technology, Performing and Visual Arts. Learning is accomplished through hands on activities, group work, songs, games and constructions for the younger students. The older students learn through engaging themselves in projects and working with the community.

All students learn to read, write and communicate in English as if it were their mother tongue. To complete the units of inquiry, students work individually and in groups in the school's library and present their work to their classmates and the school community. Apart from teaching language, the bilingual programme aims at promoting the culture and traditions of the English-speaking world such as Halloween, St Patrick's day, International Language Day, Health and Nutrition Day, International Day of People with Special Needs. Through these activities our students learn to be more respectful and appreciative of other cultures and differences.

ADMISSIONS POLICY – LANGUAGE LEARNER REQUIREMENTS

The bilingual program of our school is offered from the pre-K to High School and runs along with the national curriculum program, having English as its official language. Since most students are of Greek

background, English language competence at this level is near identical among students. However, as the bilingual program develops, students are provided with ample opportunities to broaden their knowledge and communication skills in the English language at a very quick pace.

Therefore, admission in these groups at a later stage is only allowed after the prospective student has taken an oral and written test in English and has gone through an interview session with the program administrator and/or other teachers in the bilingual program. Parents are made aware of these procedures and of the results of the assessment. If the new student has the prerequisites to attend the bilingual class, then they are admitted and, if necessary, support classes may be arranged until it has been decided that the student has fully adapted.

LANGUAGE AND LITERATURE ASSESSMENT OBJECTIVES

As stated in our assessment policy, assessment is continuous and systematic. We use various tools and strategies throughout all assessment stages (pre-assessment, formative, summative) in all 3-language scope and sequence strands, catering for all students' learning needs and styles, both within and outside units of inquiry. In this way, we ensure that assessment will enhance each student's language profile and further learning needs. Assessment of language learning is ongoing, authentic and integrated within the teaching and learning process. It aims to inform instruction, support student growth and provide meaningful feedback.

All assessment documents related to language learning abide to our scope and sequence criteria, outlining their importance to the students. Feedback from preassessment, formative and summative assessment tasks, including students' self assessment and reflection, are collected to evaluate both student and teacher development.

At Platon School we are committed to giving equal chances and opportunities to all of our students, to become active learners through the IB programme by providing them with the following language competencies:

All students learn their mother tongue (Greek or otherwise), English to native speakers' level and at least one more language.

Students are provided with a diversity of teaching and learning language environments for their mother tongue, learning English and other languages.

Students with learning differences and those learning in a language other than their home language are supported by individualized language programs that include differentiated instruction, scaffolding strategies in every subject, and access to multilingual resources. Special provisions, such as extended time and adapted assessments, are available to ensure equity of access to all IB programs.

Our objective is for the students to be able to accomplish the demands of the assessment criteria, which are as follows:

- a. **Analyzing texts** in terms of context, language, structure, technique, style, authorial intent, audience, purpose, opinions, explanations, terminology, and features.
- b. **Employing structures** which serve the context and the intention of the students' written and oral work; these structures allow students to express their views and arguments in a sustained, coherent, and logical manner.
- c. **Producing texts** which demonstrate insight, imagination, sensitivity, critical thinking, creativity, and development of thinking.
- d. **Using language appropriate** to the themes of text; the vocabulary employed is varied, the sentences are structured cohesively, the correct register and style is produced according to the context and intention. Finally, correct grammar and syntax are employed, and proper pronunciation is encouraged.

In the process of fulfilling the above assessment criteria, the students are simultaneously being trained and prepared to sit for all levels of the University of Cambridge language acquisition exams, according to the CERF (Common European Framework of Reference for Languages), i.e.: Starters, Movers, Flyers, PET, KET, FCE, CPA, CPE and IELTS Academic.

LANGUAGE AND LITERATURE ASSESSMENT

Our school values the use of a variety of assessment strategies, such as selected response, open-ended tasks, performance, process journals, essays, investigations, research etc. When it comes to testing knowledge and proficiency, a series of written, spoken and visual tests are put together which assess a variety of linguistic modes. Furthermore, students are required to acquire a variety of literacy skills to

gradually develop an awareness of diverse linguistic and cultural contexts in which to communicate and negotiate meaning. In these groups, English is not a linguistic system which students have to conquer but rather a channel of expression, communication and global understanding.

During student evaluation, we seek feedback on the teaching process and the identification of areas where students may require additional support. The aim of evaluation is not just the examination of knowledge as a result unto itself but chiefly the examination of the processes of knowledge acquisition and management. For evaluation to be successful, we place considerable emphasis on students' understanding of the IB assessment criteria and seek to align these with the corresponding criteria of the national curriculum. In addition to evaluation, we also encourage self-evaluation, that is to say the frequent involvement of the students in the implementation of the criteria used.

LANGUAGE ACQUISITION OBJECTIVES

- **Comprehending spoken and visual texts** that encompass aspects of listening and viewing for specific purposes, so that the students learn to interpret, and construct meaning from spoken and visual texts and understand ideas, values, attitudes and cultures from other countries.
- **Comprehending written and visual text** that encompasses aspects of reading and viewing for specific purposes, so that the students learn to interpret, and construct meaning from written and visual texts and understand ideas, values, attitudes and cultures from other countries.
- **Communicating in response to spoken, written and visual text**, so that the students can interact in various situations on a range of topics for specific purposes of personal, local and global interest and significance, and respond to spoken, written and visual texts in the target language.
- **Using correctly and appropriately the target language in spoken and written form**, and recognizing audience, purpose, formal and informal register, social and academic language, so that thoughts, feelings, ideas, opinions and information is expressed in both spoken and written form using a variety of structures, grammar, spelling, punctuation, narrative voice and pronunciation.

LANGUAGE ACQUISITION ASSESSMENT

Placement of students is organized according to their linguistic profile, adhering to the regulations imposed by the Greek Government legislation and the IB programme. The language continuums and the global proficiency tables are used as tools for assessing students' progress and grouping them into the appropriate language courses. For newcomers, a written test along with an interview with both student and their parents are used to collect the necessary data for their successful integration into the programme.

The use of the target language is always encouraged and emphasized. Exposure to the natural context of the language is constantly enhanced through audiovisual material, projects, research and written journals in the target language. Formative assessment is an ongoing process integrated in the curriculum as a tool to encourage learning, develop learner confidence and inform the teacher on the students' progress. Summative assessment is criterion-related as stipulated in the LA guide, and prior to any assessment task, students are provided with explanations, guidelines, and clear expectations with direct reference to these assessment criteria.

While fulfilling the above assessment criteria, the students are simultaneously being trained and prepared to sit for all levels of the University of Cambridge English language acquisition exams, according to the CERF (Common European Framework of Reference for Languages), DELF Exams for French and for German.

SUPPORT FOR NON-NATIVE LEARNERS MOTHER TONGUE SUPPORT AND SUPPORT FOR LEARNERS WITH LEARNING DIFFERENCES

Our population mainly consists of students whose mother tongue is Greek. The school, however, has established procedures to support other mother tongues. When a non-Greek speaking student enrolls, the school has designed a programme that ensures the smooth integration of the student into the school community. This is realised in two ways: the homeroom teacher provides daily support regarding the teaching of Greek Language; additionally, the Foreign Language Department works collaboratively

with parents to create individualized language development plans for each student. This process involves regular consultations to ensure that students progress in all their languages is monitored, and parents are encouraged to contribute to decisions about language learning goals and strategies. Parent workshops will also be offered to help families support language development at home. In the Diploma years, these students are encouraged to take the Literature self-taught course in their own mother tongue.

The same procedure is followed with students who face difficulties in the acquisition of Modern Greek and English and need extra support during school hours or after school hours. In the PYP there is an extra choice of Greek Language support (Greek as a second language) programme. Students that are in the need to be taught Greek as a second language, after the School's proposal, participate in the programme in 2 or more groups (depending on their number) and are taught Greek by a specialized teacher 2-3 hours a day, during some of the classes scheduled Greek Language lessons

In addition, students who have difficulties in Language and Speech are supported by the school's SEN team depending on the specific needs of each student. The SEN team deals with any difficulties that affect the student's ability to express themselves and communicate as these manifest in the educational process. In our school, the assessment is done upon parents' or teachers' requests or when the team detects problems in communication or behavior.

The SEN team approaches students as early as the age of three, by creating an appropriate environment and taking into consideration each child's needs. Cooperation between the child's family and educators is key in every case. It goes without saying that if the student has specific learning difficulties, it is very important for students to receive the appropriate support from their environment (family, friends and educators) as far as their emotional wellbeing is concerned.

Students with learning differences and those learning in a language other than their home language are supported by individualized language programs that include differentiated instruction, scaffolding strategies in every subject, and access to multilingual resources. Special provisions, such as extended time and adapted assessments, are available to ensure equitable access to all IB programs.

STRUCTURED SUPPORT FOR STUDENTS NOT PROFICIENT IN THE LANGUAGE OF INSTRUCTION

Students who are not proficient in the language of instruction (Greek or English) will receive a structured, tiered support program, beginning with intensive language immersion classes. Progress will be monitored regularly, and interventions will include peer support, bilingual teaching assistants, and access to supplementary learning materials in their home language. Clear exit criteria for language support programs will ensure that students are prepared for full participation in academic learning.

RESOURCES

The school library plays an essential role by providing up-to-date and appropriate resources for both teachers and students, which can be used as support material not only for subject-specific and interdisciplinary units of work, but also in the development of information literacy skills. With regards to language and literature in particular, the library is key to connecting readers with works of world literature, works in translation and books in different languages. Information and communication technology are used as an important means of expanding student's knowledge of the world, as these help students to gain access to a broader range of language resources, developing skills and preparing for exams (MYP and IB DIPLOMA). Finally, the use of bespoke iBooks created by the language teachers is essential as it has enriched the teaching material in a student-centered, fun and friendly way. All teachers hold the responsibility of teaching students to use electronic media critically and diligently, so that students are made aware of the responsible use and limitations of data found online.

PROFESSIONAL DEVELOPMENT

All language teachers hold a university degree in the language they teach and they attend IB workshops, seminars and conferences on a regular basis, as part of their life-long professional development, along with following the latest trends in language teaching. Regular professional development is also offered to non-language subject teachers so they can integrate language-development strategies in every subject area.

ROLES, RESPONSIBILITIES AND LANGUAGE POLICY REVIEW

The language policy will be reviewed annually by a committee consisting of the school's leadership team, coordinators, teachers, students, and parents. This process will include collecting feedback through surveys and focus groups, and data on language learning outcomes will be analysed to guide revisions.

The Primary, Middle School and High School Principals, the PYP, MYP and DP Coordinators and the PYP, MYP and IB Diploma educational staff have put together the language policy so it should be reviewed and revised at the beginning of each school year. The Head of the school and the coordinators, as well as the teaching staff, are responsible for implementing the language policy across the board at Platon School. Teachers communicate the policy to both students and parents with the express purpose of receiving the necessary feedback that will allow the school to further review and evaluate its general language philosophy, language profile and language policy.

LANGUAGE POLICY FOR THE DIPLOMA

Item	Details
Policy lead	Head of Languages / Diploma Programme Coordinator
Approved by	Director of Studies / Diploma Programme Coordinator / High School Principal
Applies to	PYP, MYP and DP language provision, with particular operational focus on the DP
Location	Athens, Greece
Current DP language of instruction	English
PYP/MYP language of instruction	Modern Greek
Review cycle	Annual monitoring or when IB programme requirements change

Policy status	School policy – operational framework for implementation and evaluation
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EXECUTIVE SUMMARY

This Language Policy establishes a coherent, inclusive and ambitious framework for language learning across a full IB continuum school in Athens, Greece. This policy identifies language as central to cognitive development, cultural identity, international-mindedness and intercultural understanding, and which commits the school to sustaining students' home languages, developing academic language, building cross-linguistic awareness and offering diverse language instruction. The existing policy also establishes English as the DP language of instruction and requires appropriate support for EFL students.

The policy recognises that the school operates across different linguistic contexts: PYP and MYP are taught through Modern Greek, while the DP is taught through English. The transition between these contexts is therefore treated as a planned linguistic and academic progression rather than as a simple change of classroom language.

The policy is grounded in the IB commitment to plurilingualism, intercultural understanding and international-mindedness, while recognising that each IB World School should develop practices appropriate to its own community and context. The IB describes multilingualism as fundamental to intercultural understanding and international-mindedness and to access for students from diverse linguistic backgrounds.

MISSION AND VISION

The school's language mission is to develop confident, precise, reflective and ethically responsible communicators who can use language to learn, think, create, question, collaborate and engage with people and perspectives beyond their immediate cultural environment.

The department's vision is one of linguistic excellence: students should be supported to achieve the highest level of language proficiency and academic literacy appropriate to their starting point, while developing curiosity about other languages and cultures.

Language is understood as both a subject and a vehicle for learning. In the DP, students study in English while continuing to develop other languages through Language A and Language Acquisition courses. The IB states that DP students study in both their best language and other languages and that this enables them to explore globally significant ideas through different languages.

BELIEFS AND PRINCIPLES

The school acknowledges and extends the principles of recognizing language as supporting thinking and cognitive development; shaping cultural identity, international-mindedness and intercultural understanding; influencing how students learn and interact with the world; and enabling students to become evolving multilinguals.

- Every student is a language learner, and every student's existing linguistic repertoire is an asset.
- Language learning is inseparable from identity, culture, knowledge construction and relationships.
- Modern Greek is an essential part of the school's Greek educational and cultural context, while English is the working language of the DP and a major language of international academic communication.
- Students' home, heritage and additional languages are respected and, where pedagogically appropriate, used as resources for learning.
- Multilingualism is promoted as a resource for intercultural understanding, critical language awareness and international-mindedness.
- High expectations apply to all students, with differentiated access and support rather than reduced intellectual challenge.
- Language proficiency and nationality are not interchangeable concepts; course placement is based on evidence of linguistic readiness and the demands of the course.
- Assessment is used to improve learning as well as to measure achievement.
- Language teachers and teachers of other subjects share responsibility for academic language development.
- The school continuously evaluates the effectiveness of its language practices using evidence from student progress, assessment, inclusion, student voice and teacher collaboration.

CORE COMMITMENTS

- Linguistic excellence: accuracy, fluency, sophistication, range and appropriateness are taught explicitly.
- Plurilingualism: students are encouraged to sustain and extend more than one language.
- International-mindedness: language learning provides access to multiple cultures, perspectives and ways of knowing.
- Inclusion: students are supported regardless of nationality, ethnicity, cultural or linguistic background, disability or SEN status.
- Equity: equal opportunity means providing appropriate support and challenge, not identical provision.
- Student agency: students understand their language goals, assessment criteria and next steps.
- Academic integrity: students learn responsible use of sources, translation tools, AI and other technologies.
- Continuity: PYP → MYP → DP language development is planned as a continuum.

WHOLE-SCHOOL LANGUAGE CONTINUUM: PYP–MYP–DP

Stage	Language context	Priority practices	Evidence of progression
PYP	Modern Greek instruction; English/Greek Bilingual programme, additional languages are provided by the school, such as French, German, Spanish, Chinese	Inquiry, oral language, literacy, intercultural awareness, valuing home languages	Student portfolios, observations, literacy evidence, reflections

MYP	Modern Greek instruction, English/Greek Bilingual programme, additional language learning, such as French, German, Spanish, Chinese	Academic literacy, analysis, communication, multilingual identity, ATL skills	Criterion-based assessment, writing/speaking samples, transition data
DP	English instruction; Language A and Language Acquisition courses	Advanced academic literacy, critical analysis, communication, intercultural understanding, independent language learning	IB criteria, internal/external assessment evidence, student reflections, course progress

Transition planning will be explicit. The school will not assume that a student who succeeds linguistically in Modern Greek in MYP will automatically possess the academic English required for the DP, hence placement tests will be given to all students before the embarkment of the DP1 year. Equally, students entering with strong English or other languages will not be denied access to appropriate challenges because Modern Greek is their previous language of instruction, hence according to their placement test results they could be placed in English Language and Literature or other Language and Literature classes.

DP LANGUAGE PROGRAMME AND COURSE PROVISION

The department offers the following DP courses. Final course availability, levels and assessment requirements are always subject to the current IB subject guides, school option blocks and annual registration requirements.

IB area	Course	Level offered	Primary purpose
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Language and Literature	English Language and Literature	SL / HL	Critical study of language, literature, culture, representation and communication in English
Language and Literature	Modern Greek Language and Literature	SL / HL	Advanced study of language, literature and culture in Modern Greek
Language and Literature	Chinese Language and Literature	SL / HL	Advanced study of language, literature, culture and communication in Chinese
Language Acquisition	French B	SL	Language development for students with previous experience
Language Acquisition	Chinese B	SL	Language development for students with previous experience
Language Acquisition	German B	SL	Language development for students with previous experience
Language Acquisition	German ab initio	SL	Beginner/very limited prior experience
Language Acquisition	Spanish ab initio	SL	Beginner/very limited prior experience
Language A	School-supported self-taught Language A: Literature	SL, where authorised	Continued academic/literary study of an appropriate language not otherwise offered by the school

The IB requires DP students to study at least one Group 1 subject and then an additional Group 1 subject or a Group 2 subject, according to their ability and interest. Modern Language ab initio is intended for

beginners or students with very limited previous experience, while Language B is intended for students with previous experience. The school-supported self-taught option will be offered only where the current IB requirements permit it and the school provides appropriate supervision and support.

DP LANGUAGE PLACEMENT AND ENTRY REQUIREMENTS

Students complete a Student Background Survey and Placement Test covering their mother tongue, English and other languages, where B2 level English is the minimum entry expectation for the DP, with C1/C2 encouraged.

This policy retains the principle of diagnostic placement but refines it: nationality, passport, ethnicity or family background will never by themselves determine course placement. The school will consider demonstrated proficiency via interviewing students and examining previous study, previous academic records, academic literacy, course demands, teacher evidence and student needs.

Course	Recommended entry evidence	Placement principle
English A Lang & Lit SL	Strong academic English; diagnostic reading/writing; evidence of literary and non-literary analysis; typically C1/C2 academic readiness	Student can access demanding English texts and construct sustained analytical responses.
English A Lang & Lit HL	Very strong academic English; sustained analytical writing; sophisticated close reading; strong independence	HL requires readiness for greater complexity, range and independence.
Modern Greek A SL	Strong academic Modern Greek; MYP evidence; diagnostic literary/non-literary analysis	Appropriate for students able to undertake academic analysis in Greek.
Modern Greek A HL	Very strong academic Modern Greek; sophisticated analytical writing and interpretation	HL requires advanced independence and control.
Chinese A SL/HL	Academic Chinese literacy; reading/writing/oral evidence; previous formal literacy where relevant	Home-language use alone does not determine

		placement; academic literacy must be evidenced.
French B SL	Previous experience; diagnostic listening, reading, speaking and writing; normally developing toward B1 level readiness	For students with meaningful prior experience in the language
Chinese B SL	Previous experience and demonstrated functional communication; diagnostic assessment	Placement depends on demonstrated proficiency and course readiness.
German B SL	Previous experience; diagnostic receptive/productive skills	For students with meaningful prior experience in the language
German ab initio SL	No or very limited prior experience; diagnostic confirms beginner status	Designed for beginners/very limited prior experience.
Spanish ab initio SL	No or very limited prior experience; diagnostic confirms beginner status	Designed for beginners/very limited prior experience.
School-supported self-taught Language A	Appropriate first/best language; suitable literary corpus; student independence; school supervision available	Only where permitted by current IB requirements and school capacity.

NOTE: The IB currently describes ab initio as a course for students with no prior or very limited experience and Language B as a course for students with previous experience.

Where CEFR descriptors are used by the school, they are placement guidance rather than substitutes for IB course requirements. The department will not make a mechanical decision from a single CEFR score, hence the use of the interviews and the placement tests.

DP LANGUAGE PLACEMENT FRAMEWORK

The following framework is the operational mechanism through which the policy is implemented. It is designed to make placement transparent, evidence-informed, inclusive and reviewable.

- 1. Student Language Profile:** Student/family completes a language background survey identifying languages used, learned, read, written and spoken; previous schooling; exposure; qualifications; and learning/support needs.
- 2. MYP and Admissions Evidence:** Department reviews MYP attainment, teacher recommendations, previous school reports and any available recognised language qualifications.
- 3. Diagnostic Assessment:** Student completes appropriate receptive, productive and interactive tasks. Language A diagnostics emphasise academic/literary literacy; Language B diagnostics emphasise communication; ab initio diagnostics establish whether prior experience is genuinely limited.
- 4. Course Matching:** Evidence is matched against the demands of each available course and the student's intended DP pathway.
- 5. Inclusion Review:** SEN/Inclusion Coordinator and relevant teachers consider reasonable access arrangements, differentiation and whether additional English or other language support is required.
- 6. Student Conference:** Student receives an explanation of the proposed placement, course expectations, strengths and development priorities.
- 7. Parent/Guardian Communication:** The school communicates the rationale, expectations and available support by reporting to the parents in writing.
- 8. Provisional Placement:** Placement is recorded and monitored during the first six weeks of DP1.
- 9. Six-Week Review:** Teachers examine early formative evidence, student experience and workload. Where placement appears unsuitable, alternatives are considered within IB rules and timetable constraints.
- 10. Annual Review:** Placement data are analysed to identify recurring patterns, gaps in previous programme preparation and opportunities to improve transition provision.

PLACEMENT DECISION RULES

- A student will not be placed in ab initio simply because the course is perceived as easier.
- A student will not be placed in a Language A course solely because the language is spoken at home.
- A student will not be excluded from a language course because of nationality or cultural background.

- A student with strong oral home-language proficiency but limited literacy will receive a literacy-based placement decision.
- A student entering with weaker English will receive targeted language support rather than automatic exclusion from academically appropriate subjects, subject to the school's admissions and IB requirements.
- Any proposed course change will be discussed with the student and relevant staff and will take account of IB regulations, assessment deadlines and timetable feasibility.

INCLUSION, EQUITY AND LINGUISTIC DIVERSITY

The school is committed to a learning environment in which students are included irrespective of nationality, ethnicity, cultural background, home language, linguistic repertoire, disability or SEN status. This reflects the IB's wider commitment to belonging, mutual respect, fairness and inclusion.

- Students' languages and cultures are acknowledged as resources rather than deficits.
- Teachers avoid equating accent with intelligence, nationality with proficiency, or home-language status with academic readiness.
- Multilingual students may draw on cross-linguistic knowledge when this supports learning and does not undermine the target-language objective.
- Students requiring additional English support receive planned EAL provision and/or targeted intervention.
- SEN provision is coordinated with the school's inclusion team and follows authorised IB access arrangements where applicable.
- Differentiation is used to increase access to challenging learning, not to lower expectations without educational justification.

SEN, LEARNING DIVERSITY AND ACCESS

Language teachers will plan for learner variability from the outset. Where individual access arrangements are authorised, these will be implemented in accordance with IB and school procedures.

Need	Possible classroom practice	Evaluation evidence
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Processing/attention	Chunked instructions, staged tasks, visual agenda, retrieval practice	Task completion, student reflection, observation
Reading difficulty	Accessible formatting, audio support, vocabulary pre-teaching, guided annotation	Reading comprehension and independence
Writing difficulty	Models, planning frames, speech-to-text where permitted, staged drafting	Writing samples and criterion-level progress
Oral communication	Rehearsal, structured discussion, visual prompts, additional preparation	Oral fluency, interaction and confidence
Working-memory/language load	Reduced unnecessary cognitive load, explicit modelling, retrieval	Accuracy and independent application
High prior attainment	Extension texts, independent research, comparative analysis, higher-order questioning	Depth, sophistication and independence

DIFFERENTIATED LEARNING

Content: Teachers vary scaffolding, vocabulary support, text complexity and background knowledge while preserving the conceptual and disciplinary goals of the course.

Process: Students may work through modelling, guided practice, collaboration, independent analysis, discussion and inquiry according to need.

Product: Where pedagogically and assessment-regulation appropriate, students may demonstrate learning through oral, written, multimodal or interactive forms.

Pace and support: Students may receive additional rehearsal, targeted intervention, extension work or conferencing.

Challenge: High-achieving students are extended through greater independence, complexity, precision, synthesis and evaluation rather than simply increased workload.

ASSESSMENT PHILOSOPHY

Language teachers assess reading, writing, listening, speaking, analysis and evaluation regularly, and formative and summative assessment is based on IB criteria, providing evidence of language growth and acquisition.

The department extends this principle into a coherent assessment cycle: diagnose → teach → practise → receive feedback → redraft/rehearse → assess → reflect → set a next target.

FORMATIVE ASSESSMENT

- Diagnostic writing and speaking at the beginning of units.
- Low-stakes vocabulary and grammar checks where relevant.
- Close-reading and annotation checks.
- Listening/reading comprehension checks.
- Oral rehearsal and recorded practice.
- Peer and self-assessment using simplified versions of IB criteria.
- Drafting and redrafting.
- Teacher conferencing.
- Exit tickets and reflection prompts.
- Student progress trackers.

SUMMATIVE ASSESSMENT AND IB SUBJECT CRITERIA

Summative assessment will mirror the current official IB subject guide and assessment model for each course. Teachers will explicitly teach the relevant criteria, command terms, assessment objectives and expectations. Because IB assessment models can change, this policy deliberately avoids freezing criterion wording into a school policy; the department will update its assessment handbook whenever the IB publishes a new subject guide.

Course family	Assessment implementation in school	Quality assurance
Language A	Literary/non-literary analysis, oral practice, comparative work, examination-style responses and required DP components	Common tasks, criterion moderation, IB exemplars and standardisation
Language B	Reading, listening, writing, speaking and interaction across contexts/themes; examination and oral practice	Common task banks, criterion calibration and moderation
ab initio	Receptive, productive and interactive communication; regular listening/reading/writing/speaking cycles	Diagnostic-to-progress data and common assessment points
Self-taught Language A	Structured independent reading, oral/written preparation, regular supervisor meetings and required IB assessment preparation	Supervisor records, milestone checks and IB requirements review

The current IB Language B model includes external assessment of productive and receptive skills and an individual oral component; Language ab initio similarly assesses receptive, productive and interactive skills.

FEEDBACK AND ASSESSMENT LITERACY

- Students receive criterion-referenced feedback that identifies what is working, what is limiting achievement and what action should be taken next.
- Teachers distinguish between knowledge/accuracy issues and analytical/communicative issues.
- Students are taught to use criteria before, during and after completing tasks.

- Major assessments should generate an improvement opportunity where the course and assessment rules permit.
- Department moderation is used to improve consistency and teacher professional learning.

A practical departmental feedback formula is: Criterion → Evidence → Interpretation → Next step → Opportunity to apply.

THEORY OF KNOWLEDGE (TOK) AND LANGUAGE

Language and TOK are closely connected. The IB explicitly describes TOK as intimately linked with language acquisition because students are encouraged to reflect on the nature of knowledge and how language shapes what they claim to know.

TOK connection	Language classroom practice	Possible inquiry questions
Language and knowledge	Analyse how word choice, translation, register and framing affect claims	How does language influence what we accept as knowledge?
Translation	Compare concepts across languages and examine what is gained/lost	Can something be fully translated without loss of knowledge?
Perspective	Compare culturally situated texts and interpretations	How do language and culture shape perspective?
Language and power	Analyse euphemism, labels, propaganda, discourse and representation	Who has the power to define meaning?
Evidence and interpretation	Compare competing readings of the same text	When does interpretation become knowledge?
Multilingual knowers	Reflect on how thinking changes across languages	Does knowing more than one language change the way we know?

TOK opportunities will be embedded naturally in units rather than treated as an additional assessment burden. Students will be encouraged to distinguish between personal experience, interpretation, evidence, cultural assumption and justified knowledge claims.

CREATIVITY, ACTIVITY, SERVICE (CAS) AND LANGUAGE

CAS provides an authentic context in which language can move beyond the classroom into community engagement and intercultural action. Research on international-mindedness in the DP identifies CAS as a significant contributor to global engagement, while TOK supports intercultural understanding and global knowledge.

CAS dimension	Possible language-related practice	Evidence/reflection
Creativity	Multilingual magazine, podcast, translation project, cultural exhibition, storytelling, literary performance	Product, process log, reflection
Activity	Language-supported cultural walks, intercultural events, international collaboration	Participation and reflection
Service	Literacy mentoring, conversation support, reading programmes, community language projects	Service evidence, feedback, reflection
Intercultural engagement	Projects with international partners or local multilingual communities	Reflection on assumptions, communication and perspective

CAS activities must remain authentic CAS experiences and should not be artificially created merely to satisfy the language curriculum. Language teachers can act as mentors and facilitators where appropriate.

INTERNATIONAL-MINDEDNESS

The school understands international-mindedness through the connected ideas of multilingualism, intercultural understanding and global engagement. IB research identifies these as overarching dimensions of international-mindedness and highlights multilingualism as a significant driver of internationally minded practice.

- Texts and materials represent diverse cultures, identities, regions and perspectives.
- Students examine perspectives within cultures rather than treating cultures as homogeneous.
- Teachers explicitly challenge stereotypes and simplistic cultural generalisations.
- Students compare how concepts are expressed in different languages.
- Global issues are explored through evidence and multiple perspectives.
- International-mindedness is assessed through evidence of perspective-taking, intercultural reflection and engagement rather than through a simplistic 'international-mindedness score'.

MULTILINGUALISM AND HOME/HERITAGE LANGUAGES

The school encourages students to sustain their mother tongue and other learned languages, continuing the commitment in the original policy.

- Students may share linguistic knowledge and cultural perspectives in appropriate classroom contexts.
- Teachers may use contrastive language activities to deepen metalinguistic awareness.
- Home-language reading and cultural resources are valued where relevant.
- The school seeks opportunities for multilingual assemblies, displays, reading events and cultural activities.
- Students are encouraged to see multilingualism as part of their identity and as a resource for future academic and professional life.

The IB's current language policy explicitly frames plurilingualism as fundamental to intercultural understanding and international-mindedness and to access for students from varied cultural and linguistic backgrounds.

ACADEMIC ENGLISH AND LANGUAGE ACROSS THE DP

Because English is the language of instruction in the DP, academic English is a shared responsibility across the school. Language teachers have a particular role in explicit literacy instruction, but subject teachers also teach the discourse conventions of their disciplines.

- Teachers pre-teach essential disciplinary vocabulary.
- Students are taught how to explain, analyse, evaluate, compare, justify and synthesise.
- Teachers model academic writing and oral communication.

- Students are supported in understanding command terms.
- The department collaborates with subject departments to identify common academic language needs.
- EAL support is coordinated with classroom teachers rather than operating as a disconnected programme.

ACADEMIC INTEGRITY, TRANSLATION AND AI

- Students are taught responsible quotation, paraphrasing, citation and source evaluation.
- Translation tools are used as learning resources where permitted, not as substitutes for student authorship.
- Generative AI use follows current school and IB academic-integrity expectations.
- Students must understand the difference between language correction/support and outsourcing intellectual work.
- Teachers design process-based tasks, oral checks, drafts and reflections where appropriate to support authentic authorship.

STUDENT AGENCY AND GOAL SETTING

Students will maintain an active role in monitoring their language development. At the beginning of DP1, students identify strengths, needs and targets; during the year they review evidence from formative and summative tasks; before DP2 they identify priorities for examination and course completion.

Student question	Evidence used	Action
What can I do now?	Diagnostic and assessment evidence	Identify current level/strength
What is limiting my progress?	Criterion feedback, errors, recordings, writing	Select one or two high-impact targets
What will I do next?	Teacher guidance and model responses	Create a specific practice plan
How do I know I improved?	Reassessment/redraft/oral rehearsal	Compare evidence and reflect

GOALS, PRACTICES, INDICATORS AND EVALUATION

STRATEGIC GOAL	IMPLEMENTATION PRACTICES	INDICATORS/EVIDENCE	ANNUAL EVALUATION
Linguistic excellence	Explicit skills teaching; ambitious targets; modelling; independent practice	Criterion trends; writing/oral samples; progress from baseline	Department data review and curriculum adjustment
Multilingualism	Language choice, home-language recognition, cross-linguistic tasks, multilingual events	Participation; student voice; language profiles	Student survey and programme review
International-mindedness	Diverse texts; intercultural inquiry; global perspectives; CAS links	Student reflections; unit evidence; engagement	Review of curriculum maps and student work
Inclusion	Differentiation, EAL support, SEN coordination, access arrangements	Progress and participation of supported students	Inclusion team + department review
Assessment literacy	Explicit criteria, exemplars, moderation, feedback cycles	Student ability to explain criteria and act on feedback	Moderation analysis
DP transition	MYP data, diagnostics, placement framework, six-week review	Course changes; early DP performance	Transition report
Academic English	Whole-school vocabulary and writing practices	Cross-subject language evidence	Cross-department review
Student agency	Goal setting, self-assessment, reflection	Quality of targets/reflections	Student voice and portfolio review

EVALUATION AND QUALITY ASSURANCE

The department will evaluate policy implementation through a Plan–Implement–Monitor–Evaluate–Improve cycle.

- Student achievement and progress data, interpreted in context rather than used as a single measure of teaching quality.
- Criterion-level analysis of internal and external assessment evidence.
- MYP-to-DP transition data.
- Course placement data and reasons for placement changes.
- Progress of students receiving EAL/SEN support.
- Student and parent feedback.
- Teacher moderation and collaborative planning records.
- Evidence of TOK, CAS and international-mindedness integration.
- Professional development needs identified by teachers.
- Curriculum mapping and review of representation, diversity and linguistic breadth.

The policy will be formally reviewed every two years and sooner when IB subject guides, assessment models, access arrangements or language-policy requirements change.

ROLES AND RESPONSIBILITIES

Role	Responsibilities
Head of Languages	Policy implementation; course planning; placement oversight; assessment consistency; data review; professional learning; annual evaluation
DP Coordinator	Alignment with DP regulations, option blocks, assessment calendar and programme requirements
Language teachers	Inclusive teaching, differentiation, formative/summative assessment, criteria teaching, feedback, progress monitoring
EAL/Inclusion/SEN team	Language support, access planning, collaboration and monitoring
TOK teachers	Support inquiry into language, perspective, interpretation and knowledge claims

CAS Coordinator/Advisers	Facilitate authentic language-related CAS opportunities and reflection
Students	Active participation, independent practice, goal setting, reflection, academic integrity
Parents/Guardians	Support language development, maintain communication and value home/heritage languages
School leadership	Resource provision, staffing, policy approval and whole-school implementation

ADMISSIONS AND LANGUAGE SUPPORT

The policy requires a Student Background Survey and Placement Test and identifies B2 English as a minimum DP entry expectation, with C1/C2 encouraged.

The school will retain this principle while recognising that students may have uneven profiles across reading, writing, listening and speaking. Admissions decisions and course-placement decisions should therefore use multiple evidence sources. Where a student is admitted with identified English-language needs, the school will provide a documented support plan designed to improve access to the English-medium DP curriculum.

Language certificates may support placement but will not be treated as the only evidence of proficiency.

ALIGNMENT WITH IB PRINCIPLES AND PRACTICE

IB PRINCIPLE/PRACTICE	SCHOOL RESPONSE
Plurilingualism and access	Language provision and support recognise students from diverse linguistic backgrounds.
International-mindedness	Language learning connects multilingualism, intercultural understanding and global engagement.
Learning through language	Academic language is developed across subjects, not only in language lessons.

Inquiry and reflection	TOK links language with knowledge, perspective and interpretation.
Student agency	Students set goals, use criteria and reflect on progress.
Inclusion	Differentiation and access arrangements support learner variability.
Assessment for learning	Formative evidence informs teaching and next steps.
Assessment of learning	Summative tasks follow current IB subject criteria and assessment models.
Continuum	PYP, MYP and DP language development is deliberately connected.
Continuous improvement	Policy goals are monitored using evidence and reviewed annually.

APPENDIX A – DP LANGUAGE PLACEMENT DECISION TREE

1. What languages has the student learned, used, read and written?
2. What is the student's strongest academic language?
3. Does the student have sufficient academic proficiency for a Language A course in the proposed language?
4. If Language Acquisition is appropriate, does the student have previous experience of the target language?
5. If no/very limited experience → consider ab initio where available and permitted.
6. If meaningful previous experience → consider Language B, subject to diagnostic evidence.
7. Are there SEN/EAL/access needs requiring additional support?
8. Does the course combination meet DP programme requirements and timetable constraints?
9. Has the student received a clear explanation of the placement and expectations?
10. Is the placement reviewed during the first six weeks of DP1?

APPENDIX B – SUGGESTED LANGUAGE PLACEMENT EVIDENCE MATRIX

Evidence	Weight/use	Responsible staff
Student Language Background Survey	Essential contextual evidence	Admissions / Languages
MYP reports and teacher recommendation	Core evidence for continuum transition	MYP + DP language teachers

Diagnostic written task	Academic literacy evidence	Relevant language teacher
Diagnostic oral task	Communication evidence	Relevant language teacher
Reading/listening diagnostic	Receptive skills evidence	Relevant language teacher
Recognised certificate	Supporting evidence; not sole determinant	Admissions / Languages
Student conference	Agency, motivation and expectations	Language teacher
SEN/EAL information	Access and support planning	Inclusion/EAL team
Six-week DP review	Validation of placement	DP language team

APPENDIX C – DEPARTMENT ASSESSMENT CYCLE

Baseline → Learning intention → Explicit instruction → Guided practice → Independent practice → Formative check → Feedback → Redraft/rehearsal → Summative assessment → Reflection → Target → Reassessment where appropriate.

APPENDIX D – LANGUAGE, TOK AND CAS PLANNING PROMPTS

Component	Planning prompt
TOK	What does this text/language choice reveal about knowledge, perspective, interpretation or evidence?
TOK	How might the meaning or knowledge claim change across languages or cultures?
CAS	Could language skills be used authentically to create, engage, serve or communicate with a community?
CAS	What intercultural learning might arise from the experience?
International-mindedness	Whose perspective is represented? Whose is absent? What assumptions might the audience bring?
Multilingualism	What can students learn by comparing linguistic choices across languages?

APPENDIX E – POLICY REVIEW QUESTIONS

- Are students achieving measurable progress from their starting points?
- Are course placements evidence-informed and equitable?
- Are students from diverse linguistic backgrounds able to access the DP?
- Are SEN/EAL students making progress without unnecessary reduction in challenge?
- Are assessment practices consistent across teachers and courses?
- Are students able to articulate the relevant IB assessment expectations?
- Is multilingualism visible in curriculum and school life?
- Is international-mindedness demonstrated through student work and reflection?
- Are TOK and CAS connections authentic and educationally meaningful?
- What should be changed in the next policy cycle?

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