



The Hundred of Hoo Academy

MYP Language Policy

Version	1
Policy Status	
Policies linked	
Date of Issue	June 2021
Date to be Revised	June 2022

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Curriculum Intent Statement

At the Hundred of Hoo Academy it is our duty to ensure that every pupil, regardless of their starting point, has the opportunity to succeed academically, economically and socially. We provide our young people with the appropriate pathway towards the future they deserve and these values are fully modelled in our curriculum.

We believe that pupils deserve a curriculum that enhances their life chances and enables social mobility and equality. There is a real breadth of courses being accessed across all key stages, ensuring the needs of all pupils are met so they can access their first choice next steps. This includes pupils having access to the International Baccalaureate Middle Years Program through the traditional English Baccalaureate alongside a wide range of other subjects. Teachers not only plan vertically within a subject but make clear cross-curricular links between subjects to ensure pupils apply their knowledge and skills across a range of topics and between disciplines including links to Literacy, Numeracy, PSHRE and fundamental British values. This creates a balanced curriculum which provides rich opportunities for pupils to develop a range of skills, depth of knowledge and opportunities to explore career pathways through schemes of work.

Pupils develop the core skills identified in the [IB Learner Profile](#) which are necessary to support their progression and success in the next stages of education and to be successful adults who contribute positively to modern society. The curriculum strives to ensure pupils become independent and resilient learners, who are highly motivated to meet their full potential and live safe, healthy and fulfilling lives as internationally minded young people.

Ofsted Report - 2018

“Leaders adapt the curriculum skillfully over time, to ensure that it prepares pupils increasingly well for the future. The appropriately broad range of timetabled subjects is complemented creatively by extracurricular opportunities”

The curriculum at The Hundred of Hoo is knowledge based which empowers pupils to develop an understanding and mastery of the subjects they study and fosters a lifelong interest in learning. It is fully inclusive meaning that it is accessible to all pupils and ensures they reach their full potential. Key Stages 3 and 4 follow the National Curriculum as a minimum but, as an Academy, we retain the option to offer alternatives as and when appropriate. For example Key stage 3 uses the MYP framework to further develop pupils skills alongside their knowledge.

Ofsted Report - 2018

“Leaders have planned carefully to deepen curriculum provision, from September 2018”

Each year, senior and middle leaders review the curriculum on offer and ensure it meets the emerging needs of each cohort and, where possible, add further breadth to the curriculum. For example, in 2018-2019 Food Technology was reintroduced to the curriculum at Key Stages 3 and 4 and Sociology at Key Stage 4. In 2019-2020, Music was reintroduced for all pupils alongside discrete ICT lessons at Key Stage 3. At Key Stage 5, Applied Science and Psychology was reintroduced to the curriculum in 2019-2020 to further broaden the post 16 offer. In 2020-2021 Graphic Design is being reintroduced into the KS4 subject offer and PSHRE is being taught as discrete lessons alongside the Theme of the Fortnight pastoral program.

MYP Language Policy

Definitions

Mother-Tongue - The terms that describe the language student's use at home and/or outside the classroom/school environment include "first language", "home language", "preferred language", "mother tongue", "native language" and "heritage language". For the purposes of the MYP, the term "mother tongue" is used. Many language acquisition students are using more than two languages outside the classroom and learning environment.

Language Acquisition - is a standard linguistic terminology used to describe a language learned subsequently to a first language, and implies that a student also has access to the language for communicative purposes outside the context of the language classroom (in other subject classrooms, outside the school or learning environment, or in the community).

English as an Additional Language learner (EAL) – EAL terminology is provided to those students for whom the Language of Instruction is not the student's first language.

At The Hundred of Hoo Academy, we seek to ensure that the study of languages (English, Modern Foreign Languages and Mother tongues) develops effective communication, assists personal growth, strengthens each pupil's awareness of his or her cultural identity and those cultural identities of others, and promotes international understanding.

Within the curriculum we offer Spanish, French and German in years 7-11. Teaching supports students to become open minded, inquisitive communicators and engages students not only with the vocabulary and grammar of the mother tongue or target language but also develops intercultural understanding and international mindedness through the use of authentic resources, enrichment opportunities and trips, both at home and abroad.

Our Language Context:

- 94% of pupils have English as their mother tongue.
- 33 different languages are spoken across our academy.
- 8 Pupils have stated on entry to the 2021/22 Academy year that they are in the early acquisition and developing competency stages of learning English.

At our school, all MYP teachers are teachers of language. Subjects use knowledge organisers to enhance vocabularies enabling subject-specific language acquisition.

The Academy celebrates diversity in all its forms through the delivered curriculum and co-curricular programmes, as well as our SMSC programmes.

The Academy maintains a positive and stimulating environment for language-learning, and provides a varied, personalised approach, integrating listening, speaking, reading and writing as well as direct contact with other countries through trips, exchanges and written communication.

Following a carousel of all three offered modern foreign languages, pupils select one language to continue after three terms of study in key stage 3, in addition to their mother tongue. Pupils can opt to study one language in key stage 4.

For this MYP Language Acquisition, pupils are organised into phases to learn target languages. Pupils are teacher assessed against the following criteria:

Phase 1 & 2	Emergent
Phase 3 & 4	Capable
Phase 5 & 6	Proficient

As part of the pastoral programme, all pupils in years 7-11 study the language and culture of another country as part of their enrichment entitlement and this is not examined.

Pupils are encouraged to take formal examinations in their mother-tongue/other spoken languages and provided with support where possible. This can be delivered one-to-one or in small groups.

English is the language of instruction and is taught through Literature and Language.

For pupils where English is an additional language, some (where necessary) are provided with one-to-one and small group support on a weekly basis to develop their English acquisition skills. Most are offered additional in class support using guidance from our Inclusions Team.

In all aspects of our language teaching we strive to:

- Promote enquiry based authentic language development
- Focus on the trans-disciplinary nature of language development
- Develop and inter-relate the skills of listening, speaking, reading, writing and media literacy
- Promote consistency of practice in the teaching and learning of language
- Provide appropriate feedback to support learning languages
- Integrate language learning with interdisciplinary planning
- Develop and promote cultural awareness and understanding
- Develop lifelong learners

MYP Programme:

- we will provide stimulating opportunities for language learning
- we will ensure that well -resourced teaching and learning is used to support mother tongue development

Our Library:

- Promotes multiculturalism and different faiths through fiction and non-fiction texts
- Enhances language acquisition and comprehension through programs such as Accelerated Reader and myON.
- Has access to myON where pupils can read news articles in English, French or Spanish.
- Is actively involved in cultural themed fortnights.
- Creates a healthy reading culture.
- Develops life-long readers.