



The Hundred of Hoo Academy

MYP Language Policy

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All Through 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 Aspire Achieve and Excel. From EYFS to KS5 we provide our young people with a curriculum that opens doors to any future they choose. Through developing pupils' cultural capital it enables social mobility, equality and allows them to be the "best version of themselves". We achieve this by offering a breadth of subjects and skills, across all key stages, which are both relevant, challenging and contextualised both locally and globally.

All pupils have access to a carefully constructed spiral curriculum where teachers not only plan vertically within a subject area but make clear cross curricular links between subjects. This ensures pupils apply their knowledge and skills across a range of themes and between disciplines including links to Literacy, Numeracy, PSHRE and fundamental British values. Overall, our broad and balanced curriculum provides rich opportunities at all key stages, to develop a range of skills, depth of knowledge and opportunities to explore career pathways through their lines of inquiry, and schemes of work.

At The Hundred of Hoo Academy, our curriculum is knowledge based which empowers students to develop an understanding and mastery of the subjects they study and fosters a lifelong interest in learning. We exceed the content and skills of the National curriculum, which for our Primary pupils, is delivered through the International Baccalaureate (IB) Primary Years Programme (PYP) framework via six transdisciplinary themes through EYFS to KS2. Leaders maximise the use of the Academy's all-through status by offering our Primary pupils access to subject specialists in a bespoke 'Cross-Phase Curriculum'.

Our KS3 pupils continue this journey through the IB Middle Years Programme (MYP) through both disciplinary and interdisciplinary learning. Key Stage 3 and 4 continue to exceed the requirements of the National Curriculum as we continuously strive to add further breadth to the curriculum. Pupils access the English Baccalaureate alongside a wide range of other subjects. KS4 pupils now have the opportunity to study Sociology and Graphic Design and at KS5 Applied Science, Core Mathematics and Psychology were reintroduced in 2019-20 to further broaden our post-16 offer. With such breadth our curriculum exceeds the needs of our pupils who can explore a variety of career pathways through studying a broad range of subjects.

Ofsted Report - 2018

"Leaders have planned carefully to deepen the curriculum provision, from September 2018."

The principles and skills of the IB are not just limited to KS1-3 but are embedded throughout our curriculum for all years. All of our pupils develop the core skills for learning through explicit teaching of the IBs approaches to learning (ATLs). These ATLs are necessary to support pupils in learning the necessary skills to be lifelong learners and therefore be successful at the next stages of education and employment. The IB Learner Profile characteristics are also developed throughout the Academy as these attributes are vital for pupils to become successful adults who contribute positively to modern society. Throughout both phases, 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 extra curricular opportunities."

Each year, through open and transparent professional dialogues, senior and middle leaders and teachers review the curriculum on offer to ensure it meets and exceeds the emerging needs of each cohort. Leaders are ambitious and aspire for the quality of education received at the academy to be truly outstanding so that all of our pupils, regardless of starting point, can leave us as globally minded individuals ready to successfully embark on their next steps.

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:

- 93% of pupils have English as their mother tongue.
- 36 different languages are spoken across our academy. This has increased since 2021/22.
- 2 pupils have stated on entry to the 2022/23 Academy year that they are in the early acquisition and developing competency stages of learning English.
- 6 of these pupils have come to us from Ukraine in response to the current political climate.

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 EAL Coordinator.

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 Sparx Reader and The Day.
- Has access to The Day where pupils can read news articles to raise global awareness.
- Is actively involved in cultural themed fortnights.
- Creates a healthy reading culture.
- Develops life-long readers.