



British Academy
School Marrakech
— Belong Achieve Become —

LANGUAGE POLICY
BASM 28

OUR LANGUAGE ETHOS

“The limits of my language are the limits of my world.” (Ludwig Wittgenstein)

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1.0 INTRODUCTION

1.1 BASM prides itself on the cultural and linguistic diversity of its students and staff community. This policy has as its guiding principles respect for this diversity. BASM believes that a confident grasp of language is an essential tool of language learning which is present in all aspects of the curriculum.

1.2 The mastering of languages promotes success in all areas of the curriculum, as well as enabling a full social and cultural life and independence in learning. In addition, the development of our home language(s) has a beneficial effect on learning potential as a whole, on the acquisition of additional languages and on the development of a secure cultural identity.

1.3 It is essential that each student at BASM receives the necessary support and encouragement to become a fully proficient user of the primary language of instruction in our school (English). In addition, each student, while at BASM, will be expected and will be given the necessary support to acquire a working knowledge of the second languages taught in the school (Arabic and French), while being encouraged to maintain their home language(s).

1.4 BASM recognises the diversity of the language profiles of our students, therefore the language needs of each student will be individually assessed by the school, which will develop a learning pathway to best meet the long-term needs of the student.

1.5 BASM offers an educational programme in English, while teaching the second languages of Arabic and French. BASM encourages teachers to support bilingual learning in different ways according to the needs of the students. The overall aim is to make content and language learning in BASM dynamic and effective.

2.0 KEY ELEMENTS OF THE BASM LANGUAGE POLICY

2.1 All pupils at BASM are entitled to receive a full programme of study, and all teachers at BASM have the responsibility for enabling them to learn the primary language of instruction in our school, as well as other subject content.

2.2 Effective learning requires attention to the language embodied in each curriculum area. Meanings and comprehension must not be assumed but must be made explicit.

2.3 Language is central to identity. Therefore, the primary language(s) of all pupils (and staff) must be recognised and valued. Pupils should be encouraged to maintain their primary language(s) and use it (them) in school, as long as it is not to the exclusion of others.

2.4 Although pupils may acquire the ability to communicate on a daily basis in our primary language of instruction quite quickly, the level of language needed for academic progress is much more complex and takes longer. It is the responsibility of all teachers to:

- Support pupils with the development of the language needed for them to make appropriate academic progress (pre-teaching key vocabulary and terms, displaying important words on a 'Word Wall', enabling pupils to create subject-specific glossaries, etc.)
- To report any concerns, they have and seek support from relevant staff in the school if any pupil is not making the progress that they would expect.

2.5 Language develops best when used in purposeful contexts across the curriculum. When planning lessons, the language needs of ALL pupils should be identified and included in the planning.

2.6 By its very nature, the population of BASM presents a constantly changing linguistic profile. This diversity of pupils requires an ongoing adaptation of programme and curriculum to meet the changing needs of the students enrolled.

2.7 From Year 2 onwards, students offered a place in classes where English is the primary language of instruction should have a minimum proficiency (Band B, Bell Foundation Assessment Framework Secondary Descriptors) in English before joining the class, and a minimum proficiency according to the objectives of the class in question.

The Bell Foundation is a UK-based group that works to improve attainment for pupils who speak English as an additional language. They provide schools and teachers with training and resources to support and have lists of language descriptors to enable staff to assess pupils' English language proficiency. The Bell Foundation Assessment Framework is widely used by schools in the UK and internationally, and is a helpful, evidence-based tool to allow schools to track the progress of pupils learning English as an additional language.

3.0 ASSESSMENT

3.1 All of the pupils of BASM are entitled to standardised language assessments, which are completed on entry to the school. The NGRT is conducted with pupils on a termly basis to monitor progress. CAT4 standardised tests are administered at the end of each school year, and Progress Tests in English are administered when pupils are moving between key stages.

3.2 Progress in all language learning should be regularly assessed and monitored. Assessment methods should be checked for cultural bias and action taken to remove any such bias.

3.3 Each student's parents or legal guardians must complete a section on languages in the application for admissions on enrolment and re-enrolment to the school. This allows for a yearly analysis of the linguistic profile of the student population, in order to adapt the educational programme offered that will best respond to the students' needs.

3.4 In order to meet, as closely as possible, the requirements of the student population, BASM will refer to UK and internationally recognised norms in defining linguistic levels. Our common evaluation tool is The Bell Foundation Assessment Framework (Primary and Secondary) These descriptors are used to determine pupils' levels of competence, and to assess and monitor their progress in language learning. Pupils that are mostly at Level A proficiency (in two areas or more of Speaking, Listening, Reading & Viewing, Writing) on enrolment are given access to targeted EAL support. Sessions are planned, resourced and scheduled by the Inclusion coordinator, and facilitated by TAs who have been trained specifically in this area.

Pupils are assessed at the end of every half-term. When pupils have reached Level C of proficiency in two or more areas, and Level B in the other areas, they will be supported in moving out of the targeted groups. They will continue to be monitored by their class teachers and supported in lessons using the strategies listed in 5.0 but not limited to these.

4.0 PLANNING, MONITORING AND EVALUATION

4.1 Both language and academic targets for pupils must be appropriate, challenging and SMART.

4.2 Planning for all pupils will incorporate both curricular and language specific objectives. Coordinators and SLT must ensure that these approaches are regularly monitored. Schemes of work should consider the linguistic, cultural and religious backgrounds of pupils and their families.

4.3 Regular, effective and additional support by specialist staff for the primary working language should be provided from the beginning of Primary to the end of Year 13.

4.4 Language support is essential and can take a variety of forms and settings (integrated into the classroom or in distinct, withdrawn groups). For effective language support, students benefit from reduced ratio settings. BASM is committed to providing this type of support when and where appropriate. For language support groups, it is recommended that a ratio of 1:8 is not exceeded.

5.0 STRATEGIES FOR TEACHERS

5.1 Classroom activities should have clear learning objects (for content and language), and use appropriate materials to support and enable students to participate fully in lessons.

5.2 Key language features of each curricular area, key vocabulary, uses of language, and forms of text should be identified.

5.3 Enhanced opportunities should be considered to provide for speaking and listening.

5.4 Grouping students during language lessons when appropriate to provide opportunities for collaboration (pupils with mixed language target needs), and to provide opportunities for more targeted instruction (pupils with similar language target needs).

5.5 Additional visual support should be available, e.g. posters, pictures, word walls, flashcards, etc.

5.6 Additional verbal support should be provided, e.g. repetition, peer support, barrier games, information gap activities, opportunities for collaboration, etc.

5.7 Support should be provided for language and learning - writing frames, graphic organisers, flash cards, drama and role play, interactive dictionaries, etc.

6.0 PARENTAL AND COMMUNITY INVOLVEMENT

6.1 Teachers and support staff will encourage parental and community involvement. This may take the form of:

6.1.1 Providing a welcoming induction process for newly arrived pupils, and their families and carers.

6.1.2 Using translators and interpreters where appropriate, available, and subject to appropriate checks, and to provide translations of written communication home to ensure good spoken and written communication.

6.1.3 Identifying and valuing the linguistic, cultural and religious backgrounds of pupils.

6.1.4 Recognising and encouraging the use of primary languages, under appropriate conditions.

6.1.5 Helping parents and carers to understand how they can help and support their children at home.

SIGNED BY: HEAD

Head's Signature..... January 2026

Advisory Board Member's Signature.....

NEXT REVIEW DATE: January 2027