

LANGUAGE POLICY

ARENAS INTERNATIONAL SCHOOL LANZAROTE

School Year 2021 -2022

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1. LINGUISTIC PHILOSOPHY

1.1 INTRODUCTION TO THE SCHOOL'S LINGUISTIC PHILOSOPHY

"To provide a quality multilingual education, which favours the development of the autonomy of individuals to become active, aware, competent and responsible citizens who value education as a lifelong process".

1.2 LINGUISTIC PHILOSOPHY

This Language Policy is a guide written by teachers of all educational stages (Pre-school, Primary, Compulsory Secondary and Post-compulsory Secondary / PYP, MYP, PD) which follows the BI principles.

The school's Language Policy contributes to the development of the mission of the Arenas Schools. It enables pupils to develop their competence in both their mother tongue and other languages, as well as contributing to their cognitive development. The school provides students with the skills to enable them to continue the learning process throughout their lives. It accords equal status to all languages studied at the school.

Through the Language and Literature programme, language skills and cultural identity are strengthened. The Language Acquisition programme develops understanding and respect for other cultures. It involves all teachers, pupils and parents in the responsibility of language learning.

Arenas International School aims to develop linguistic development both in the mother tongue and in other languages (English, German and Mandarin Chinese) to ensure communication, representation and the relationship of the individual with his or her social environment. It also provides training in classical languages, in this case Latin, to all those pupils who choose it as an optional subject from the 4th year of Secondary School.

At Arenas International School we believe that the strategies, knowledge and attitudes developed in the study of the mother tongue contribute to the acquisition of other languages. This learning fosters a profound encounter with other cultures, in an environment characterised by increasing dynamism, globalisation and internationalism. It is also a key skill for professional and personal mobility.

1.3 SPANISH-ENGLISH BILINGUALISM

Spanish and English are used as first languages and are the languages of instruction for the subjects, except for German and Chinese.

The teaching of English at Arenas International Schools occupies a very prominent place in our

educational offer. In fact, we are the first Spanish-English bilingual school in the Canary Islands. We pay great attention and dedicate a great deal of time to the teaching of English from Infants to the second year of Bachillerato. This effort is justified, in our opinion, by the importance of acquiring English in a natural and direct way, which allows the pupil to grasp the English language from a communicative and functional as well as meaningful orbit, through subjects taught in English.

The English Department's programme is designed not only to encourage students to achieve higher academic standards, but also to contribute to their personal and social development, and to improve their understanding of ideas and values that differ from their own.

The aim of this programme is to develop students' ability to think clearly, read and communicate fluently and write accurately in English.

The aims of the English Language Programme are not only to develop language skills, but also to develop an appreciation of the English language and the cultures that speak English, through an interactive methodology that keeps the pupil fully immersed in the English-speaking world, thus promoting the acquisition of bilingualism, which is, ultimately, our highest aspiration for each and every one of our pupils.

All this would be impossible without the participation of our specialised teaching staff, made up of bilingual and native teachers, who teach the programmes following annual plans for continuous training and methodological and linguistic updating.

1.4 MULTILINGUALISM: GERMAN AND MANDARIN CHINESE

Being aware of the enormous enrichment and possibilities offered by the study of languages, Arenas International School offers the possibility of studying German from 2nd Primary to 2nd Baccalaureate and Mandarin Chinese from 3rd Primary to 1st E.S.O. The main objective of the teaching of these languages is to achieve the expression of ideas, opinions and feelings, both orally and in writing, as well as the knowledge of a culture different from the Spanish and English-speaking ones.

The didactic and enquiry units in these languages are designed to favour a global methodology, with activities that lead to the integration of language, skills and content with great emphasis on the use of different learning strategies. The language is presented in terms of communicative functions, grammar, vocabulary, pronunciation, culture and civilisation so that the student can acquire all the skills in a playful and enjoyable way, being an active participant in his or her progress.

2. LANGUAGE PROFILE

2.1 STUDENTS

The majority of students at Arenas International School have Spanish as their mother tongue. They are Spanish, both from the islands and from other Spanish regions. There is also a very substantial group of students from other European and Asian countries whose mother tongue is not Spanish.

In general, they complete their entire schooling at the school. At the end of Baccalaureate, a large majority opt to study at university in various institutions in other regions of mainland Spain local universities and universities in other countries.

In the third term of each school year, a meeting of PYP and MYP teachers is held to discuss the progress of the students and their placement in the appropriate level for the next school year.

The placement of students in the different levels will be reviewed regularly throughout each school year.

2.2 THE INSTITUTION

The school was founded in 1986 on the initiative of a group of parents who were concerned about the educational panorama on the island of Lanzarote. In 1996 it became part of the Arenas group of schools. The school is located in Costa Teguisse (Lanzarote), a tourist and residential area 5 km from Arrecife, the capital of the island. **Arenas International School**, with a dynamic and vibrant educational community, achieves high standards in teaching and maintains a liberal and innovative spirit. Since 1996 the school has been under the direction of Mr. Alberto Rodríguez Ojeda, and since 2008 it has been occupied by Mrs. Delfina Rodríguez Cavero. The School has been growing and evolving, demonstrating its character as a forward-looking Institution that moves with the times. It is the first bilingual school on the island, with a notable international character, and possesses a great richness and vitality. Arenas International School aspires to respond quickly and efficiently to the educational needs of Lanzarote society, offering a better service and dedication to parents and students. The school currently offers all levels from 6 months to 18 years: Infant Education, Primary Education, Compulsory Secondary Education and Baccalaureate.

Arenas International School is a private, non-subsidised, bilingual (Spanish-English), non-denominational school which believes in a comprehensive education and which seeks academic excellence. This institution, innovative in its objectives, is a defender of democratic values, with great respect for the religious feelings of its students, apolitical, open to all races and with a deep sense of the ethical values necessary for a fraternal coexistence among all human beings.

Arenas International School has:

- Bilingual Spanish-English teachers at all levels of education.
- Native English teachers for Pre-school, PYP, MYP and Diploma Programme levels.

- Native teachers of other foreign languages.

2.3 EDUCATIONAL PROPOSAL

The educational proposal of Arenas International School proposes a comprehensive multilingual education in a bilingual context. In this sense it is taught:

- Spanish throughout schooling as the first language of instruction and with an intensive timetable at all levels.

- English throughout the schooling, also with an intensive timetable taught by bilingual and native teachers, both in English Language and in those subjects taught in English, which vary in content throughout the school years.

- At Arenas International School, native teachers teach German as a second foreign language from the 2nd year of Primary School to the 2nd year of Baccalaureate.

- Mandarin Chinese, taught by a native teacher. This language is taught from the 3rd year of Primary to the 1st year of E.S.O.

- It includes an optional Study Programme in England, which consists of a stay in the Sulis Manor residence (Bath), owned by the Arenas Schools, which varies from one term to one school semester, and is aimed at pupils from 5th year Primary to 3rd year SO (4th year MYP). During this period of time, students attend classes in English schools with which there is a cooperation agreement; they also receive classes with their personal tutors in the afternoons to keep up to date with the content taught at their home school and thus facilitate their return. In this sense, the Sulis Manor tutors are in permanent contact with the corresponding teachers at each of the Arenas Schools to coordinate the teaching of the relevant content.

- It includes a Summer Course at Sulis Manor, aimed at students of all levels; this includes academic activities, such as attending English classes in the mornings, combined with recreational activities aimed at facilitating the integration of our students in a different linguistic and cultural environment.

It includes an exchange programme with the German Paul-Gerhardt-Schule in Hanau, for pupils in the 4th year of ESO (5th year PAI); this begins with an exchange of letters when the pupils are in the 3rd year of E.S.O (4th year PAI) to get to know each other, and culminates with a stay with a German family for two weeks, followed by a stay with a German pupil with the families

of our pupils. During these two weeks of living together, they attend classes and also take part in recreational, cultural and sporting activities in the course of which they test and perfect their language skills.

Both the stay and the summer course in England, as well as the exchange with the Paul-Gerhardt-Schule in Hanau, are aimed not only at promoting and improving the language skills of our students, but also at helping them to immerse themselves in another culture, to deepen their image of the country, to broaden their horizons and to acquire intercultural skills in general.

We have unified throughout the school as the preferred use for citations and bibliographic references the one established by the Carlos III University of Madrid following the UNE-ISO 690 standard.

As for the spelling protocol, we follow the spelling protocol of the Royal Spanish Academy and the normative protocols of the English, German and Chinese languages.

3. LANGUAGE POLICY

3.1 TEACHING

The teaching of the mother tongue at Arenas International School emphasises the development of communicative competences, following the basic principles of the Spanish education system and the International Baccalaureate: oral communication (which includes all aspects of listening comprehension and oral expression), written communication (which includes all aspects of reading comprehension and written expression, visual communication (which consists of interpreting and producing visual and multimedia texts in a variety of situations, with different purposes and aimed at different audiences), literary education and knowledge of the language.

Given that each discipline has its own particular discourse, the teaching of the different subjects must include the languages specific to each one, which implies teaching how to understand and produce specific texts, incorporating the corresponding terms, symbols and other forms of representation.

The subjects of the different areas contribute to the enrichment of the language through the reading of different types of texts, for which the pupils are encouraged to develop the ability to analyse and interpret different sources of information.

In the teaching of English, German, Mandarin Chinese and Spanish as Language Acquisition, the communicative approach is emphasised, which seeks to develop students' oral and written expression and oral and written comprehension skills. Within the framework of this approach, special emphasis is given to oral expression. In this sense, the use of the language is encouraged in the classes, both for communication with the teacher and among the students. The use of multimedia resources, such as audio and digital whiteboard, video, Internet, among others, is also important. The aim is to expose students to different varieties of language, literature, symbols and forms of language, placing special emphasis on the choice of current and motivating topics.

The following is an explanation of the practices for the good development of languages at Arenas International School, in each of the educational stages:

3..1.1 KINDERGARTEN EDUCATION (0 to 6 years)

First cycle (Infant 0 to 3 years)

Although the first cycle of Infant Education is not part of the PYP, we also address the early learning of an additional language (English) in order to favour their immersion in bilingual schooling.

From a very young age we encourage listening skills and work to familiarise them with the sounds of the English and Spanish language and introduce vocabulary and simple expressions through songs, stories, bits, rhymes, games, sensory workshops and manipulative material to arouse their curiosity.

The main objectives in this cycle in relation to languages are:

- To offer 1st cycle Infant pupils Spanish and English language through interactive classes with native teachers.
- To introduce and teach the basic vocabulary of the child's immediate environment in English and Spanish.
- To develop children's listening skills through both languages and music.
- Use only English and Spanish orally.
- Becoming familiar with both languages in a natural way, using them as a vehicle for communication.

Second cycle (Pre-school 3 to 6 years) - Primary School Programme

This cycle is fundamental for language learning, as it is the period when children are most active linguistically.

To this end, we work 50% of the time in English and 50% in Spanish, with small variations in time depending on the levels and courses.

The objectives of the English language (as a simultaneous language with Spanish) are as follows:

- To facilitate the learning of an additional language in the same way as pupils have acquired their mother tongue, within a close and familiar context, with didactic, attractive materials and activities of interest to them. Through learning English, they also construct meaning, not simply learn the language.
- Generate curiosity to discover new learning through experimentation and play by means of an additional language that allows them to make their thinking visible, driven by enquiry and the natural curiosity of the child.
- To be a communicative vehicle, together with Spanish, for learning in the subject areas and to support the elements of the PYP written curriculum, as well as the features corresponding to the attributes of the IB learning community profile.
- As the main connecting element in the curriculum, English, like Spanish, becomes not only an area of learning, but also a tool for application to various disciplinary areas and to the transdisciplinary enquiry programme; it becomes a tool for enquiry.
- To promote the use of the English language, with native teachers and other speakers of this language in the school, making it a language of communication and exchange in the various environments of the school (classroom, recreation, dining room, excursions, exhibitions...) and where pupils are aware of the importance of knowledge of the language as a way of connecting with the global world and with contexts beyond their immediate and local area.
- The process of language learning (Spanish and English) involves simultaneously learning the languages in its three facets: learning the language, learning about the language and learning through the language.
- To introduce the learning of reading and writing in English and Spanish, through a variety of activities, considering the multiple intelligences and maturity level of each pupil. Enabling pupils to access information, stories and material of interest to them in visual and written format, being able to understand the message they read and to extract meaning in order to enjoy and acquire learning. In this way, we address the three areas in each of the languages: oral communication, visual communication and written communication.
- To promote oral, visual and written communication in Spanish and English as a vehicle for learning. We work on oral and visual communication on a daily basis through assemblies, flashcards, storytelling, exhibition of work and activities, etc. In addition to

everyday communication and practice, we have events in the school calendar which include the use of these languages: Tree Day, School Day, Canary Islands Day, Peace Day, Halloween, Easter, Ruta del Ingenio Humano, etc. As far as written communication is concerned, it is approached from the learning of pre-writing and pre-reading in both languages, reaching progressively and at the end of the cycle a reading comprehension and written expression appropriate to the age, according to the level of maturity of each pupil. As soon as the pupils begin to be able to start reading in both Spanish and English, they take books home to encourage reading with the participation of their parents (who receive advice on how to support learning), the care of the books and the habit of borrowing and returning material (in the case of English books), preparing them for the acquisition of the habit of reading.

3..1.2 PRIMARY YEARS PROGRAMME (1st to 6th Primary)

At this stage, the consolidation of languages and their development as a vehicle for expression and communication in the educational sphere and in interpersonal relations is established.

The resources used at this stage are selected to meet the needs of the learners and the objectives of the programme.

From 2nd Primary onwards, the language offer is complemented by a foreign language, German, and in 3rd Primary it is extended to include Mandarin Chinese. Pupils receive two lessons of both languages per week, except in 5th and 6th Primary, where they have three lessons of German per week.

The objectives of this stage are very broad:

- Using language as the main tool for constructing meaning in any area.
- Design a curriculum that allows the inclusion of English as a tool for communication in different areas, following the Spanish curriculum, the PYP requirements, and also having Spanish as a language of communication.
- Using the English language to teach content in Science/Social Studies, Art and Mathematics (Numeracy), which means working on communication in specific situations.
- Organise the area of English Language with the distribution corresponding to the areas of Language: oral communication, visual communication, written communication and oral and written comprehension which are learnt across all areas of the curriculum, each being an integral part of language learning.
- The aim of language teaching is to develop linguistic competence through content that is not specific to language use.

- Obtain Cambridge English Assessment, Starters, Movers, Flyers and PET English language qualifications.

Since each subject is assigned a language as a vehicle for communication, language teachers are also language teachers and must encourage language learning, which involves teaching how to understand and produce specific texts, incorporating the terms, symbols and other forms of representation relevant to their subject areas. In this way, learners can use languages in different contexts and gain confidence in their use.

- We use bibliographic and multimedia resources to support the use of languages as a communicative tool as well as a language learning tool. We have classroom libraries; in Primary and Secondary education there is a library open to all pupils and teachers.
- All the teaching departments have reviewed the sequencing of content in each area, also considering the level of communication of each language, and also sequencing the linguistic content.

The linguistic objectives in relation to subjects and transdisciplinary areas are as follows:

- Use the language that has been established for each subject area as a vehicular language with continuity throughout the stages of compulsory education.
- Teaching and practising the reading comprehension of texts related to the area at various levels of difficulty whose themes are related to the curriculum.
- Expand vocabulary and communicative structures of the vehicular languages in relation to the learning area.
- Active use of languages to carry out team work through enquiry projects.
- Use languages in an active way for the resolution of activities in each course and area.
- Active use of languages for concept mapping and other study techniques for the topics taught.
- To support pupils' linguistic functionality in all subject areas and in the development of the written curriculum of the PYP.

The language objectives of the PYP, as in any language, seek to cover knowledge and skills in their entirety, as well as the demonstration of attitudes and readiness for action where language is a powerful tool. Language does not understand artificial separations into disciplines or skills, but involves a complex web of connections. However, in order to meet the needs of the Spanish curriculum which we follow and which the current regional government regulations require us to follow, we also teach and assess the learning of each language through the following skills: reading, listening, writing and speaking.

Based on the premises of the IB, the three areas of a language are addressed:

- **ORAL COMMUNICATION:** listening and speaking. The linguistic profile of each learner needs to be considered and build on previous learning in a productive way, bearing in mind that language development at school is generally different from that in the learning environment the child previously experienced.

Communication in the various languages and according to subject and/or area is encouraged through a programme which enables pupils equally to progress both in their oral production at listening and speaking level. Communication is a way of making thinking visible in an inquiry-based environment.

All teachers understand that language is a powerful tool of the curriculum and transdisciplinarity.

- **VISUAL COMMUNICATION:** visual and presentation skills. We encourage familiarity with visual texts in a variety of formats and how these involve different forms of communication created with the aim of conveying meaning and immediately engaging the recipient. We encourage the acquisition of skills related to information and communication technologies (ICT) and other visual texts so that they understand how images influence meaning and shape what we feel or think. We encourage students to develop critical analysis, understanding and use of various visual texts and their expressive skills with them.
- **WRITTEN COMMUNICATION:** reading comprehension and written expression. We offer a variety of picture books and other interesting materials to stimulate their curiosity and enthusiasm and encourage their desire to read.

We try to make students aware that written communication influences and structures thinking. In reading, as inquirers, they should be able to identify, analyse, and make use of useful information from a text, from fiction and non-fiction texts. We must attend to their interests and needs when dealing with written communication.

Develop lifelong reading habits, giving them time to read with pleasure, for interest and for information. Promote the acquisition of "the skills, strategies and conceptual understanding necessary to become competent, motivated and independent readers".

To make pupils aware that writing is a form of expression that enables the development of the individual, as it allows us to organise and communicate thoughts, ideas and feelings as an expression of individuality.

Students should understand that the quality of expression is based on the authenticity of the message and the desire to communicate.

Encourage the progressive development of literary structures, strategies and techniques (grammar and syntax, spelling, semantics, punctuation, style, narrative elements) in pursuit of higher quality (International Baccalaureate Organisation, 2009).

3..1.3 MIDDLE YEARS (ESO) AND NATIONAL BACCALAUREATE PROGRAMME

Language is central to the development of interpersonal communication skills which are necessary to express group membership. Therefore, language development in the middle years is crucial in order to build up a language resource bank or multilingual profile that offers as many options as possible for identifying with and belonging to a range of appropriate groups. At these stages, English time is reduced in order to introduce a greater number of specific subjects from the national curriculum.

English language sessions are dedicated to English as such in the MYP, as well as being a vehicular language in other areas. Another of the school's objectives in terms of foreign languages is the achievement of the various Cambridge Assessment English, Goethe Institut and Confucius Institute qualifications.

The objectives of this stage are:

To achieve the highest level of proficiency in Spanish language and literature, as well as in English, German and Chinese.

- Using the English language as a tool for communication (learning through language) in English Language, Geography, Performing Arts, Mathematics, Computational Thinking, Design and Physical Education.
- Work from the area of language acquisition in addition to English as a first foreign language, German and Chinese.

To achieve the levels of English language necessary to obtain official certificates from the University of Cambridge.

- Continue with the study of the additional second language, German and Chinese.

In 4th ESO we offer the study of classical language, Latin, in the itineraries of Social Sciences and Humanities and in 1st and 2nd Bachillerato for the Humanities itinerary.

3..1.4 DIPLOMA PROGRAMME

The School offers the following subjects to students on the Diploma Programme:

Group 1: Language A: Literature (NM and NS).

Group 2: English Language B (NS).

For foreign students, there will be flexibility in terms of subject levels, according to the document "Learning in a language other than the mother tongue in IB programmes".

3.2 EVALUATION

The assessment of additional language learning is guided by the following criteria which correspond to the three areas of Language: oral communication, visual communication and written communication, which are learnt across all aspects of the curriculum, and each is an integral part of language learning. Both receptive and productive aspects should be considered. We also cover the needs of the Spanish curriculum which determines the learning of each language through the following skills: reading, listening, writing and speaking. Each of these skills determines its own evaluation and achievement criteria for each course and language.

A learner is considered competent in any language, whether it is his or her mother tongue or an additional language, when he or she is competent in all three areas of Language: oral communication, visual communication and written communication, which are learnt across all aspects of the curriculum, and each is an integral part of language learning. Both receptive and productive aspects must be considered. Appropriate assessment techniques and instruments, together with criteria to ensure competence in these three areas, are used to assess linguistic competence.

The assessment of language acquisition in the Middle Years Programme follows the criteria and aspects set out in the guidelines, being criterion A, listening, criterion B, reading, criterion C, speaking and, finally, criterion D, writing.

Following the school's Assessment Policy, assessments follow the assessment calendar, with formative and summative assessment tests throughout the school year. The results of the summative assessment will be reflected in the tutor reports and the end of term report card. Both students and parents have continuous access to the results of the different tests on the Managebac platform.

All teachers consider themselves to be language teachers and will therefore promote the acquisition of all three language areas: oral, visual and written communication. The use of language must also be one of the assessment criteria, since language is the main link to the curriculum and the continuum of IB programmes. Language is a tool for enquiry.

3.3 INTERNATIONAL LANGUAGE EXAMINATIONS

Arenas International School is a Cambridge Assessment English examination centre.

The distribution in English Language is as follows:

Primary - PYP (6 to 12 years)

Young Learners: Starters, Movers, Flyers and PET.

Secondary (MYP) and Baccalaureate and Diploma Programmes

PET, FCE, CAE AND CPE.

GERMAN

From the second year of primary school to the fourth year of ESO, pupils study German as a compulsory second foreign language. In the National Baccalaureate, pupils can choose to continue studying German as an optional subject. A high percentage of pupils take the Goethe tests at different levels.

CHINESE

From 3rd grade to 1st grade, students study Chinese as a compulsory third foreign language. A high percentage of students take the Confucius Institute tests at different levels.

All these exams are optional, and Arenas International School will inform families about how they work and how they are organised.

3.4 TEACHING TEAM

The additional language teachers are mostly native speakers and bilingual. The selection process for additional language professionals is carried out by the management and the head of the foreign language department.

Consideration is given not only to knowledge of the language in which a particular subject area is taught, but also to training in methodology and knowledge of IB. Additionally, their professional development is valued, as well as their technological knowledge that favours the development of their educational work, in order to cover the needs of the IB programmes' continuum.

We are aware of the need to promote the professional development of the teaching staff and the importance of their active and reflective participation in order to achieve the success of this language policy, which must become an essential working document.

At all stages, teachers draw up plans and content sequences with vertical programming. Meetings are held at both year and cycle and stage levels to draw up the planners that will cover the needs of the IB programmes, content sequences and assessment criteria.

It is the teachers' responsibility to encourage pupils to communicate in the different languages both inside and outside the classroom. The use of additional languages outside the school boundaries is also encouraged.

Multilingual pupils and/or pupils with another mother tongue have access to comprehensive language reinforcement programmes. All PYP teachers, MYP, ESO, Diploma and National Baccalaureate teachers are considered to be language teachers, as it is the vehicular language.

In order to promote our learning community, we encourage the IB pedagogical coordination to share and read professional publications, strategies, experiences and activities that bring us closer to the learning process of our students.

3.5 INCORPORATION OF NEW STUDENTS

We are an inclusive school that welcomes pupils from a wide range of backgrounds. To ensure that new pupils are able to cope and make progress in their learning, we provide the necessary resources for this purpose. From Primary 3 onwards, assessments are carried out to determine the level of proficiency in the two main languages (Spanish and English) of our curriculum and our IB programmes.

At PEP and PAI, we have Spanish as a Foreign Language (ELE) programmes. For this purpose, the School has support teachers who give classes for these students.

We base ourselves on the learning experiences and previous knowledge of the language and on the specific needs of each student. In this way we can offer a personalised education that caters for their potential and the challenges they need to achieve in the course they are in.

It is important to try to ensure that all students have the necessary level of proficiency in the languages of instruction of the IB programmes to ensure a successful learning process.

The Admissions Policy, which reflects Standard C3.7 on language needs: "Teaching and learning addresses the range of language needs of learners, including those who learn in a language other than their mother tongue".

3.6 TREATMENT OF THE MOTHER TONGUE IN THE SCHOOL.

Linguistic competence in the different mother tongues is fostered within school routines and activities, with an emphasis on these pupils. Daily interaction with their peers is a key factor in language learning, as we are aware that learning in real contexts and in a spontaneous way can be the most effective.

Some examples of these activities are:

Give visibility to the mother tongue within the Book Day activities (examples: posters advertising important authors in their language, exhibitions of author's books).

We promote pupils' identity through oral presentations in and out of the classroom by teachers and parents and through interactive exchanges with foreign schools: Equatorial Guinea, Turkey, Ecuador, Germany, etc.

At all stages we make multicultural corners, news from other places, maps, objects, photos, etc.

4. DEVELOPMENT AND REVISION OF LANGUAGE POLICY

4.1 ELABORATION OF THE DOCUMENT

Headmistress of Arenas International School, Ms. Delfina Rodríguez Caveró.

International Baccalaureate Coordinator (Diploma and MYP), Mr. José Antonio Paz Botana and Mr. Brian Jonathan Foster.

Infant Education Coordinator: Ms. Elisabeth Arnau Bonfill.

PYP Coordinator: Ms. Estela Medina Rodríguez.

Secondary Education Coordinator: Ms. Pilar de León Espino.

Head of the Department of Spanish Language and Literature: Matilde Corredera Martínez.

Head of the Department of Modern Languages: Carmen Areal Moíño.

Infant and Primary Spanish teachers: Ms. Elisabeth Arnau Bonfill and Ms. Nuria Abeijón Abeijón.

Infant and Primary English teachers: Ms. Hayley Croft and Ms. Sharon Mitchell.

Primary German teacher: Ms Rosa Charlotte Schneider.

Secondary Spanish teachers: Ms. Jennifer Núñez Herrera and Ms. Matilde Corredera Martínez.

Secondary English teachers: Susie Johnston and Carmen Areal Moíño.

Secondary German teacher: Ms Rommy Puschmann.

4.2 REVIEW OF THE DOCUMENT AND MONITORING OF ITS IMPLEMENTATION

The document and its implementation will be reviewed annually in the following instances:

- o Management Team Meeting
- o Language Coordination Meeting
- o Didactic Departments Meeting

4.3 LINKING LANGUAGE POLICY WITH OTHER DOCUMENTS

- o Evaluation Policy.
- o Admissions Policy.
- o Academic Probity Policy.
- o Special Educational Needs Policy.

4.4 POLICY COMMUNICATION

This document will be disseminated to the Educational Community by different means, such as:

- o Dinantia
- o Teams
- o Faculty meetings
- o Meetings of Teaching Departments

5. MCER LEVELS

CEFR	DESCRIPTION	
USER	LEVEL	
BASIC	A1	Can understand and use familiar everyday expressions and simple sentences aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask for and give basic personal information about home, possessions and people he/she knows. Can interact in a basic way provided the other person talks slowly and clearly and is prepared to cooperate.

	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic information about him/herself and his/her family, shopping, places of interest, occupations, etc.). Can communicate in simple everyday tasks requiring simple and direct exchanges of information on familiar or routine matters. Can describe in simple terms aspects of his/her background and environment as well as matters related to his/her immediate needs.
INDEPENDENT	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure and work-related situations. Can deal with most situations likely to arise whilst travelling in an area where the language is used. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences, events, wishes and aspirations and briefly give reasons and explanations for opinions and plans.
	B2	Can understand the main ideas of complex texts on both concrete and abstract topics, even if they are of a technical nature provided they are within his/her field of specialisation. Can interact with native speakers with a sufficient degree of fluency and spontaneity to ensure that communication is effortless for both partners. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
COMPETENT	C1	Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, articulation and cohesion.
	C2	Can understand with ease virtually everything heard or read. Can reconstruct information and arguments from different spoken and written sources, presenting them in a coherent, summarised presentation. Can express him/herself spontaneously, very fluently and precisely and differentiate finer shades of meaning even in more complex situations.

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