

Inlet View Elementary School IB PYP Language Policy

Inlet View's Mission

The Inlet View Elementary School community focuses on the development of the whole child as a knowledgeable inquirer, both in the classroom and abroad. We aim to develop caring, respectful, and mindful people who recognize their common humanity and shared guardianship of the planet. We will empower students to successfully solve real world problems and strengthen their enjoyment of working towards a goal. We will facilitate learning and support all students so they become compassionate, engaged life-long learners, who help to create a more caring and peaceful world.

Vision

The Inlet View Elementary School community strives to develop critical thinkers prepared to solve complex world problems through a rigorous academic offering.

Core Values

- Actively collaborate within a professional learning community to address students' academic and social emotional needs.
- Embrace student-centered, inclusive teaching and learning approaches in the classroom and foster the development of the whole child.
- Cultivate creativity and a passion for lifelong learning, as well as promote growth and access to opportunities in and out of the school environment.
- Incorporate digital learning to engage students in problem-solving of all subjects.

Purpose of Policy

The purpose of this Language Policy is to outline the school's philosophy on language, detail the curriculum and instruction of language, and clarify language policies and procedures for our school community.

Philosophy/Perspective on Language

We believe that globally minded citizens are communicators who can express their thoughts and ideas, interpret the thoughts and ideas of others, and communicate in a variety of ways through multiple formats, including the support of the mother tongue language. We believe that language is the foundation for students to engage in a meaningful inquiry process to make sense of the world. Students are learning language at all times from all adults and students they interact with. We believe that learning a second language gives students the opportunity to learn and grow across cultures, and it helps them develop strategies to understand and experience the world. Language is a tool to help build international mindedness by means of the IB Learner Profile.

Language Instruction and Curriculum

The primary language of instruction at Inlet View Elementary School is English. Our English language development is centered around the main strands of Writing, Reading, Speaking & Listening. Teaching and assessment of English is based on the Common Core standards with an emphasis on the Anchorage School District's Priority Standards.

The FastBridge, MAP, and PEAKS assessments inform goal-setting and allow for progress monitoring as well as providing a measure for student growth. Students and teachers reflect continuously in order to meet and set goals throughout the cycle of inquiry. Language teaching is transdisciplinary so that it provides a strong foundation for learning in all aspects of school life.

Reading

Reading instruction in English at Inlet View follows the Workshop Model of instruction, as well as the direct instruction approach for foundational skills. Teachers teach content to the whole class, small groups, and individuals based on their needs and goals in the areas of phonics, fluency, vocabulary, and comprehension of both fiction and non-fiction texts. Teachers provide reading experiences that are shared, guided, and independent. Curricular support is found in National Geographic's Reach for Reading by Cengage Learning, Reading Strategy and Skill Resource, by Jennifer Ashlock, Daily Five, and Lucy Calkins reading practices. Reading is essential for students to engage in inquiry through the PYP units of inquiry and to show their transdisciplinary understanding of the curriculum.

Writing

Writing instruction in English at Inlet View follows the Workshop Model. Students are instructed in the writing process as well as forms and features of writing. Curricular

support is found in 6-Traits Writing, National Geographic's Reach for Reading by Cengage Learning, Step-Up to Writing, and Lucy Calkins writing practices.

Speaking and Listening

Speaking and listening at Inlet View is taught and assessed in a variety of ways. Instruction is designed so there are multiple opportunities for students to communicate through speaking, listening, presenting, collaborating, and questioning. In teaching, there is a facilitation of conversations and the sharing of knowledge, as well as opportunities for spoken self-reflections and self-assessments.

English Language Learners

Students whose mother tongue is not English are tested annually through the Anchorage School District ELL program. Students' assessment results indicate their level of support needed. That indicates what groupings are like and how often ELL supports are necessary. Support is provided in small groups or individually with an ELL teacher. Students are supported through ELL strategies and an additional teacher to meet their specific language needs. ELL services are mandatory for students who qualify, upon parent or guardian permission. The WIDA-ACCESS assessment is used annually, which looks at a students' progress for ELL within five language domains: Listening, Speaking, Oral Language, Reading, and Writing.

World Language

The second language of instruction is Spanish. From the age of 5, students are immersed in two languages and are expected to listen, speak, write, and read in English, and, according to their level of instruction, in Spanish as well. Evidence of English and Spanish language learning is present throughout the school. In the Kindergarten through 6th grades, students participate in 45-60 minutes of direct Spanish instruction each week with the Spanish language teacher. Classroom teachers support and enhance Spanish instruction by referencing objects, parts of the classroom, and other learned vocabulary from Spanish class throughout the day. Inlet View aspires to develop students who are bilingual and who reach levels of Spanish proficiency to understand and interact with the world around them. The language components of listening, speaking, presenting, reading, writing, and viewing across all grade levels are an important part of instructional experiences in Spanish. Goals of learning our World Language incorporate:

5 C's of World Readiness Standards for Learning Languages

Communication	Culture	Connections	Comparisons and Communities
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The initial stages of our world language curriculum are centered around goals at a novice level. Subsequently as students become more skillful in Spanish, Inlet View will strengthen its program to build on intermediate levels.

The novice level of instruction will map basic levels of language development in writing, reading, speaking & listening.

Language through Inquiry

Through the Programme of Inquiry (PYP), students and teachers engage in inquiry-based units of instruction. The six transdisciplinary themes of the PYP are the foundation for schoolwide inquiry. However, inquiry may be found in all subjects in all classrooms outside of units of inquiry. Using both written and oral language, students participate in the inquiry process in order to ask questions, explore possibilities, conduct research, sort information, develop conclusions, share knowledge, and take action. Students exercise ownership in their own learning through inquiry. Language is used as a foundation of all inquiry processes to understand and make sense of the world.

Language Policy Review Process

The language policy is a collaborative, working document that reflects the goals and practices of Inlet View Elementary. It will be reviewed by Inlet View teachers, adjusted annually, and approved by the school's governing body.

The Language Policy:

- recognizes that all teachers are, in practice, language teachers with responsibilities in facilitating communication.
- outlines how students are to learn at least one language in addition to their home/personal language(s)
- describes how the development and maintenance of the home/personal language(s) for all learners is to be supported
- ensures that there are practices in place to provide inclusion and equity of access to the IB programme(s) offered by the school for all learners, including those who are learning in a language other than their home/personal language(s)
 - ensures support for multilingualism, which is required to support multiliteracies
 - describes how the language(s) of the wider community are respected and promoted

- considers what resources and practices are to be used to involve parents in planning their children's language profile and development
- considers the particular sociocultural circumstances of the school
- recognizes that administrators, teachers, librarians and other school staff will require professional development (PD) in the fields of language learning and teaching, and on how to make sure the language policy becomes a working document
- includes the date of the most recent review.