



Language Policy

@ IPS

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THE INTERNATIONAL
PROGRAMS SCHOOL



OUR MOTTO

شعارنا

Learners of today; Leaders of tomorrow; Creators of the future.

مُتَعَلِّمُو الْيَوْمِ، قَادَةُ الْغَدِ، غَمَازُ الْأَرْضِ

OUR MISSION

رسالتنا

IPS empowers today's learners to be internationally minded, lifelong learners, and to use 21st century skills to make a positive difference in the community, the country, and the world.

تَمَكِّينُ مُتَعَلِّمَ الْيَوْمِ لِيَكُونَ ذَا عَقْلِيَّةٍ
دَوْلِيَّةٍ، مُتَعَلِّمًا مَدَى الْحَيَاةِ، مَالِكًا لِمَهَارَاتِ
الْقَرْنِ الْحَادِي وَالْعَشْرِينَ، فَاعِلًا فِي وَطَنِهِ
وَمُجْتَمَعِهِ وَالْعَالَمِ

OUR VISION

رؤيتنا

To be a leading educational community in Saudi Arabia, respectful of the learner's identity, and committed to a global perspective.

مُجْتَمَعٌ تَعَلُّمِي رَائِدٌ فِي الْمَمْلَكَةِ
الْعَرَبِيَّةِ السُّعُودِيَّةِ، يَحْتَرِمُ هَوِيَّةَ
الْمُتَعَلِّمِ، وَيَلْتَزِمُ بِأَمَقِي دَوْلِي

OUR VALUES قِيَمَاتُنَا

EHSAN (Empathy/
Compassion)
الإِخْسَانُ

Respect
الاحْتِرَامُ

Responsibility
المَسْئُولِيَّةُ

Cooperation
التَّآزُرُ



Graduate Profile

International Programs School graduates are academically, intellectually, and technologically competent. Through creativity and innovation, they are able to conceptualize a better approach to problem-solving, analytical thinking, and application. While expressing themselves intelligently and efficiently both orally and in writing. They possess the necessary 21st-century skills to advance to a higher level of education and to be successful in the school of their choice. Furthermore, they can adapt to change and are capable of thinking independently as well as working and engaging in teams, a virtue that is acquired through exposure to a culturally diverse community.

IB mission statement

"The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right."
(© International Baccalaureate Organization)



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Introduction

The International Programs School (IPS) opened in 2000 with 19 pupils and currently has approximately 1140 students representing over 32 different nationalities. IPS is a gender-segregated school that offers a North American curriculum, with International Baccalaureate Primary Years Programme (PYP) authorization and Diploma Programme (DP) authorization. Our faculty is a diverse mix of 200+ teachers and administrators from over 30 different nationalities: American, Canadian, British, South African, Lebanese, and Saudis to mention some. We pride ourselves on providing a top-quality classroom environment for our students. IPS is fully accredited by the Middle States Association of Colleges and Schools and is licensed by the Saudi Ministry of Education.

IPS is an educational community whose purpose and mission is to educate young people intellectually, morally, and physically. The school recognizes the special circumstances in which parents find themselves in relation to the education of their children when they bring their families overseas and welcomes applications for admission from all in the community whose children can benefit from the education offered at the school. The school's mission and beliefs underpin all that goes on in the school and are a clear indication to parents as to our approach to education. We believe that the education of the children and young people in our care is particularly enhanced by a positive partnership between parents and school.

IPS accepts both local and expatriate children, ages 4 to 18, without discrimination of gender, race, religion, or nationality.

Review Process

In the 2020-21 school year, a cross-categorical team of teachers and administrators reviewed the IPS assessment policy and updated it. The assessment policy review team was chaired by Nada Al Tarif and included Rana Namaan, Jennifer Akinyose, Pierre Bolisca, Sarah Al Ghowainm, Abir Zebian, Rita Maalouf, Lina Murad, Alexandra Schwanborg, Fatima Al Enzi, Fahmy Abou Harga, Fatima Aljassem. The IPS Language Policy is a living document and it will be reviewed every other year to make sure that the school's language philosophy is implemented in accordance with the student needs. The team indicated will be charged with yearly review and maintenance.

Policy Review, Roles, and Responsibilities

- This policy will be reviewed every other year. The Curriculum Coordinators will lead the revision process in collaboration with all stakeholders to gather information on what shall be revised. This is a living document that can be amended throughout the year to respond to the student needs.
- The senior administrative team is responsible for communicating the policy to all stakeholders and ensuring that the policy is being implemented.

Language Beliefs and Aims

Language and communication are at the heart of all programs at IPS. Therefore, all teachers are considered to be language teachers; the school will ensure that all teachers are equipped with the necessary training to contribute to the students' development of proficiency in cognitive academic language. Literacy is about communication, social practices, relationships, knowledge, language, and culture. The aim is to educate students from diverse backgrounds who are equipped

linguistically and culturally to communicate successfully in a pluralistic society. Language acquisition empowers students to express themselves and gives them the skills to participate positively in a global society. All students will develop and maintain proficiency in reading, writing, speaking, and listening in English. Arabic, as the host country's language, and the dominant mother tongue at IPS is given a strong emphasis in the scheduling as it is a requirement for graduation. French, as an important second language for many in the Francophone Middle East, is offered in Middle and High School as an elective subject.

Aims:

- To ensure that teaching practices are in place to provide inclusion and equality of access to IPS curriculum for all members of the community. Inclusion Policy Link
- To provide procedures for English, and Arabic, host country language, learning in order for our students to be:
 - Communicators: to collaborate with others in other cultures in a variety of settings;
 - Open-minded: to look beyond customary borders, and participate more fully in the global community; languages of the wider community are respected and prompted through extracurricular activities and co-curricular activities.
 - Knowledgeable: to develop insights into their own language and culture, and gain direct access to additional bodies of knowledge;
 - Inquirers: to act with greater awareness of self, of other cultures, and their own relationship to those cultures.

As an IB world school, IPS is committed to the following IB standards and practices,

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right, and a resource or learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

Legal requirements for IPS

International Programs School is licensed by the Saudi Ministry of Education, and therefore all students must take Arabic language courses.

Communicating the Policy

The IPS language policy is posted on the IPS website for anyone who would like to review it to easily see; also, it is shared with the parents in the family handbook.

During the new teacher in-service each fall, staff are given an overview of all the school policies, further discussions are held within the departments and IB teachers' meetings.

Language Profile

As of March 2021, IPS has over 1100 students from 32 countries speaking over 22 different languages. Teaching and learning as well as student support programs are designed to take into consideration the diversity of student language needs. Multicultural nature of the school is presented through events such as The International Day and the Culture Day, which aim for development of international mindedness. Approximately 75% of our student body are native Arabic speakers and approximately 10% consider themselves tri-lingual. The students are encouraged to practice bilingualism both in and outside the classroom.

All of the students at IPS are required to study the host country language, Arabic. Students who are new to the Saudi culture and language are offered Arabic at the beginner level. The students are provided with tools to acquire a global perspective through developing skills in both English and Arabic classes. In addition to English and Arabic students are given the option to take a third language, French.

The language of communication at IPS is in English, and translation into Arabic is provided when needed. The parents can ask for translation services if needed.

The instructors and the majority of the staff at IPS are also bilingual speakers of English and Arabic, most of whom speak another language as well.

MOTHER TONGUE PROGRAMS

PYP (KG - 5)

- Arabic is taught 5 periods a week for 45 minutes per period in KGs, Grade 4& 5
- Arabic is taught 6 periods a week for 45 minutes per period in Grades 1,2&3.
- New students are assessed at the beginning of the school year and placed in one of two groups:
 - Arabic A: includes mother-tongue students, and those with grade-level proficient oral and written Arabic skills. This program follows the ISS standards (International Schools Services by Dr. Hanada Taha-Thomure, for the ISS Arabic Language Project, 2009)
 - Arabic B: includes non-native speakers, and students with limited grade-level proficient oral and written Arabic skills. This program follows the ISS standards (International Schools Services by Dr. Hanada Taha-Thomure, for the ISS Arabic Language Project, 2009)
- Arabic teachers integrate with all units of inquiry through the content of the reading program and the Key concepts(UOI) and the learner profile attributes. They develop stand-alone units to ensure that subject-specific skills are taught.
- All Arabic B students coming from Arabic descent and Arabic speaking parents are required to achieve a level of proficiency allowing them to move to Arabic A after a maximum of 3 years.
- Every year, Arabic B students will be assessed for their proficiency level and placed accordingly. Students will be required to follow the MOE curriculum once in Arabic A.

Grades (6-10)

- Arabic is taught 5 periods a week for 45 minutes per period.
- New students are assessed at the beginning of the school year and placed in one of two groups:
- Arabic A: includes mother-tongue students, and those with grade-level proficient oral and written Arabic skills. This program follows the ISS standards (International Schools Services by Dr. Hanada Taha-Thomure, for the ISS Arabic Language Project, 2009)
- Arabic B: includes non-native speakers, and students with limited grade-level proficient oral and written Arabic skills. This program follows the Ontario standards, 2006 revision.
- Arabic teachers develop year overviews and trimester unit plans.

- MS Arabic B students coming from Arabic descent and Arabic speaking parents are required to achieve a level of proficiency allowing them to move to Arabic A by grade 9. Every year, Arabic B students will be assessed for their proficiency level and placed accordingly. Students will be required to follow the MOE curriculum once in Arabic A.
- New students joining IPS in grades 9 & 10 will be thoroughly assessed at admission to determine their level of proficiency. These students will follow the level they were assigned to until graduation. (Arabic B in Grade 9&10, Ab initio in G11/12 DP OR Arabic A in G9&10, Language B in DP).
- Students achieving a proficient level in Arabic B at the end of Grade 10 will be recommended by their teachers to join Language B in DP. The IB coordinator will then take the final decision.

Grades (11-12)

- Arabic is taught 5 periods a week for 45 minutes per period.
- IB students will be placed in one of the following levels based on their proficiency level and language exposure:
 - Language B (HL/SL)
 - Ab initio
- Non-IB students will be placed in one of our Arabic programs based on their level of proficiency and language exposure :
 - Language B (HL/ SL): Based on the Grade 10 teacher's recommendation, native speakers following the MOE curriculum.
 - ASL for a selected few non-native speakers, and students with limited grade-level proficient oral and written Arabic skills. This program follows the Ontario standards, 2006 revision.
- Non- IB students in Arabic A and Arabic B will still follow the DP language acquisition program with the IB and MOE skills and standards. These students will receive the IPS diploma and their grades will be converted from the IB scale to the IPS grading system.
- Arabic teachers develop year overviews and trimester unit plans.

Admissions Policy

The IPS Admissions policy states, "The priority for admission is given to those who, by virtue of their previous educational experience, prefer to attend an English-speaking international school.

Students should have an intermediate to advanced level of English proficiency, therefore, be fluent in English, as determined by our admissions assessment, or be at a stage where they can achieve fluency given the needed limited specialist support."

Students will also sit for an Arabic proficiency test in order to determine their level in Arabic.

Support Services

Library, Media Labs & platforms

The IPS library and media labs are responsible for providing resources, support, and information for the students and teachers. The library offers extensive Arabic resources to support our host country's native tongue. A budget is set aside each year to increase resources, including databases and professional material school-wide. All teachers coordinate with librarian and media specialists when planning units to integrate research skills and information literacy.

IPS provides language support platforms as additional resources for the acquisition and the mastery of the languages. A few of them include: BrainPOP, I Read Arabic, Raz Kids, etc.

Of the 22 different languages spoken by the student body, the library provides extensive support in English and Arabic. Resources that support the French language are kept, managed, and distributed

by the French teachers. IPS will continue to budget for resources supporting spoken languages in our learning community if the need arises.

English Language Learner Support Program

- IPS English Language Learners, ELL, are learners who, based on class observations, results of diagnostic testing of WIDA (World-Class Instructional Design and Assessment) and other designated instruments:
 - Are not able to access the curriculum.
 - Are not able to complete grade-level work at IPS because their English language proficiency is insufficient,
- The focus for ELL designation, according to the WIDA, is on listening comprehension, speaking fluency, and reading accuracy and comprehension.
- Writing proficiency is not in and of itself, a determiner of ELL need.

| IDENTIFYING AND MONITORING | PYP (KG - 5) / Grades (6-8) | HS (9-12) DP (11-12) |
|----------------------------|--|--|
| | <p>Entrance to the ELL program is initially based on observation by classroom teachers and our ELL specialists, and the results of documented testing.</p> <ul style="list-style-type: none"> • A referral form from the homeroom teacher should be approved by the division principal before the student is referred to the ELL specialist. • Based on the form and the observations of the ELL specialists, the student is tested using The World-class Instructional Design and Assessment (WIDA) • This evaluation takes place at the beginning and end of the school year and will be revisited at the beginning of the next academic year, with documentation for the ELL program set at Levels 1, 2, 3, and 4 of the WIDA. <p>Further instruments for assessing reading fluency and accuracy, the Developmental Reading Assessment (DRA) may also be necessary. WIDA Levels 4.5 and above would imply collaboration between classroom teachers and specialists to set goals and provide further support for the student.</p> | <p>IPS currently does not provide additional ELL assistance for high school students, grades 9-12, needing substantial language support.</p> |

Approaches

| | |
|--|---|
| <p>PYP (KG - 5)</p> | <p>KG1 and KG2 students are immersed in the mainstream classroom, based on the expectation that the active, hands-on approach to instruction and the integrated lesson format will enable students to develop language in the most natural way possible - through constant interaction with their environment and the people in it.</p> <p>Grade 1 students receive intervention mostly through a pull-out model with the ELL teacher. When students have acquired enough skills to access the curriculum in class, the student will then begin to integrate back into the mainstream classroom. The child will be supported during this transition with the push-in model, in which the ELL teacher will join the child in class regularly to make sure that the student is continuing to develop in a mainstream setting. It is preferable that ELL students are clustered in groups of 6 to 7 per class; this will allow maximum time with the ELL teacher when they begin the push-in model. Clustering is preferable at this age group but not a requirement.</p> <p>Grade 2 - 5 students use a cluster approach, with a small group (no more than 7) of those students needing frequent intervention being placed together in one classroom, where they will have intense support from the ELL teacher working together with the classroom teacher. This model will enable a combination of maximum push-in support, plus pull-out support when needed. The structure of this approach has been successfully used in other schools and addresses the issue of the need for foundation levels to receive the most support.</p> |
| <p>Grades (6-8)</p> | <p>Grade 6-8 students needing support would require a pull-out model during any class period, not only English. These students are initially identified by the classroom teacher to the corresponding principal, and then the principal refers them to the ELL specialist for testing.</p> |
| <p>HS (9-12) DP (11-12)</p> | <ul style="list-style-type: none"> • Grades 9 & 10: <ul style="list-style-type: none"> ◦ IPS currently does not provide additional ELL assistance for high school students, grades 9-12, needing substantial language support. • Grades 11 and 12 students' language choices are: <ul style="list-style-type: none"> ◦ English A: Language and Literature SL / HL ◦ Language B Arabic SL / HL ◦ Language Ab Initio Arabic SL Only ◦ French (elective) |
| <p>Exit Expectations</p> | <p>Exit to the mainstream classroom based on the above criteria must occur within two school years of ELL program entrance, grades 1 to 8. Students and parents must be made aware that the ELL program is a serious academic expectation and that the goal is mainstreaming within two years of the start of the program. The ELL specialist communicates progress to parents at the end of each term, and to the classroom teachers weekly.</p> <p>While writing proficiency is NOT a determinant of ELL need, writing skills are a necessary part of the English language curriculum. Teaching 6 + 1 Traits is required of all teachers in all classes, including the ELL specialist.</p> |

Language Assessment

Language assessment is an integral part of the educational experience at IPS. Teachers use a variety of formative and summative assessments to inform language development and growth of language skills, including reading, writing, listening, and speaking. (See [Assessment Policy](#))

Further Considerations

- IPS aspires to extend language ab initio opportunities for the students
- IPS will promote inquiry-based authentic language learning

References

- *Language Policy. American Cooperative School of Tunis (ACST) Association, 2014.*
- *Learning in a language other than mother tongue in IB programmes. International Baccalaureate Organization, April 2008.*
- *Making the PYP Happen: A Curriculum Framework for International Primary Education. International Baccalaureate Organization, April, 2009.*
- *Primary Years Programme, Middle Years Programme, Diploma Program: Guidelines for developing a school language policy. International Baccalaureate Organization, April, 2008.*

**IPS is an IB World School offering
the Primary Years Program (PYP) and
the Diploma Program (DP).**