VIII Prywatne Akademickie Liceum Ogólnokształcące

IB World School no. 006265

Language Policy

For multilingualism, language development, language course placement and equitable access to learning in the pre-DP pathway and IB Diploma Programme

Updated: July 2026

1. Purpose of this policy

This policy sets out how VIII Prywatne Akademickie Liceum Ogólnokształcące ("the School", "VIII PALO") understands, develops, supports and reviews language learning and language use in the pre-DP and IB Diploma Programme pathway. It explains the School's language philosophy and overall linguistic context, languages of instruction and communication, course placement, support for multilingual learners, home languages and the host-country language, and the responsibilities of the school community.

Language is central to learning, communication, identity, belonging and intercultural understanding. The purpose of this policy is therefore not only to describe which languages are taught. It is to establish practices through which language supports equitable access to the curriculum, academic development, multilingualism, international-mindedness and participation in school life.

The policy reflects the School's current context and practice. It does not create a parallel procedure where Polish law, the School Statute, the current Admission Policy, an IB subject guide, IB assessment requirements or another binding school policy prescribes a more specific route. Where a more specific or more recent binding requirement applies, that requirement prevails.

2. Normative framework and source documents

This policy has been prepared on the basis of the following documents, requirements and current school practices:

- The Statute of VIII Prywatne Akademickie Liceum Ogólnokształcące, including provisions on the School's legal status, international sections, languages of instruction, student rights and duties, curriculum, assessment, classification, promotion and school documentation.
- Applicable Polish education law and regulations concerning non-public schools with public school rights, international sections, compulsory curriculum requirements, teaching in a foreign language, psychological and pedagogical support, assessment and data protection.
- IB "*Programme standards and practices*", especially Culture 4 (0301-04), which requires the School to implement, communicate and regularly review a language policy; recognize multilingualism as a fact, a right and a resource for learning; identify physical and virtual language resources; and describe rights, responsibilities and good practice.
- IB "*Guide to programme evaluation*", especially the expectations for the Language Policy in the preliminary review documentation, including whole-school responsibility for language, additional-language learning, home language support, inclusion and equity of access, wider-community languages, parent involvement and evidence of review.
- IB "*Language and learning in IB programmes*" and "*Guidelines for developing a school language policy*", together with guidelines for school self-reflection on its language policy, as developmental guidance on multilingualism, students' linguistic backgrounds and developing repertoires, pedagogy, resources, collaboration and review.

- Current IB Diploma Programme subject guides and assessment procedures, especially the requirements applying to studies in language and literature, language acquisition, language of response, permitted support, inclusive access and authentic student work.
- The current VIII PALO Admission Policy, Inclusion Policy, Assessment Policy, Academic Integrity Policy and Complaints and Appeals Policy.

3. Scope of the policy

This policy applies to:

- students in the pre-DP pathway and the IB DP, including students joining the School through transfer or direct admission to DP;
- parents and legal guardians;
- the Head of School, IB DP Coordinator and deputies, language teachers, subject teachers, TOK teacher and the Extended Essay supervisor, the CAS Coordinator, homeroom teachers, librarians, psychologists, pedagogues and counsellors;
- language teaching, learning through language, communication, assessment, academic literacy, digital and media literacy, subject-specific terminology, cultural and community activities, and language-related access to the curriculum;
- spoken, written, visual, audio, digital, multimodal and other forms of communication used in physical and virtual learning environments.

4. Definitions

Term	Meaning in this policy
Multilingualism	The normal and dynamic use of more than one language or language variety across different contexts and for different purposes.
Home language	A language or languages connected with the student's home, family, identity, prior education or strongest personal use. Older documents may use the term “mother tongue”.
Host-country language	Polish, the language of the country and local community in which the School operates.
Language of instruction	The principal language through which teaching and learning take place in a course or part of the School programme.
Additional language	A language learned in addition to the student's home language or languages.
Language profile	A student's evolving linguistic repertoire and background, including languages used, prior learning, proficiency in different contexts, educational experience, preferences and goals. In this policy, the term does not imply that the School must maintain a separate standalone profile document for every student.
Academic language	The vocabulary, structures, conventions and forms of communication used to understand, discuss and produce knowledge in school and within particular disciplines.

Term	Meaning in this policy
Scaffolding	Temporary, structured support that enables a student to access challenging content and gradually become more independent without changing the intended learning outcomes.
Language course placement	The evidence-based process of identifying a suitable Group 1 or Group 2 course and level, taking account of prior learning, proficiency, student goals, course requirements and the School's available offer.

5. School language philosophy and principles

VIII PALO is a community whose intention is to promote and support thorough intellectual, emotional and personal development. The School recognizes the central role of language in achieving these goals: language enables communication, learning and self-expression; opens access to cultures, perceptions and ways of thinking; and supports personal progress and self-awareness.

As an IB World School, VIII PALO connects language learning with the IB learner profile. Students are encouraged to communicate confidently and creatively in more than one language and in different ways, to listen carefully to other perspectives, and to approach their own and other cultures with openness and critical understanding.

The School recognizes that language is open, dynamic and constantly evolving across regions, generations and social groups. It values all languages and language varieties, including dialects and regional forms of expression, and encourages respectful and inclusive language use. Students are invited to consider how attitudes towards languages and language varieties influence identity, inclusion, status and power.

The School's language practice is based on the following principles:

Multilingualism as a fact, a right and a resource for learning. Students are not expected to leave their other languages outside the classroom. Their full linguistic repertoire may support understanding, reflection, identity and participation when used purposefully and consistently with the requirements of the task.

Language is central to all learning. All teachers are, in practice, language teachers because every subject requires students to understand, use and produce discipline-specific forms of communication.

Additive language development. Learning English, Polish or another language should extend the student's linguistic repertoire rather than displace or devalue a home language.

Inclusion and equitable access. A language difference is not treated as a lack of ability. The School identifies language-related barriers, provides appropriate scaffolding and distinguishes language-development needs from other learning needs.

High expectations with appropriate support. Support does not lower the aims or standards of the programme. It enables students to access learning and demonstrate their knowledge more fairly.

Intercultural understanding and critical language awareness. Language education should affirm identity, promote respectful dialogue and help students examine how language choices shape meaning, relationships and power.

6. School language profile and functions of languages

6.1 School language profile

The School reviews its overall language context at least once each school year and whenever a significant change in the student population requires earlier consideration. Based on current School estimates rather than a formal language survey, approximately 80% of students use Polish as their main home language. Approximately 15% are functionally bilingual or use English as a preferred or principal language in significant areas of their lives. In each DP cohort there are also students whose main home language is neither Polish nor English. These proportions are approximate and are not used to assign identity or course placement automatically.

The School understands that a single label such as “native speaker”, “bilingual” or “foreign-language learner” does not describe the whole student. A learner may have different strengths in speaking, listening, reading, writing and academic language, and these strengths may vary across languages and over time.

6.2 Functions of languages at VIII PALO

Function	Current school context
Communication within the school community	Polish and English. Polish is widely used throughout the School; English is the principal language of the IB DP and is used in many pre-DP and programme communications.
Official and statutory documentation	Polish where required by Polish law and the School's legal context. IB DP policies and programme documents are normally prepared in English, which is the School's language of correspondence with the IB. Key requirements are communicated to students and parents/legal guardians in an accessible form appropriate to the audience and context.
Language of instruction in the regular Polish curriculum	Polish, except for courses, modules or international-section teaching delivered bilingually or in another language as permitted.
Language of instruction in the pre-DP pathway	Polish and English, with English introduced progressively as a language for subject learning.
Language of instruction in the IB DP	English in Groups 3-6 and in TOK; Group 1 and Group 2 courses are taught primarily through the relevant target language.
Languages in which literature is taught	Polish and English in the current regular DP offer; the exact course offer is published for each cohort.
Additional languages taught	English, German, French and Spanish in the current School programme, subject to the offer and group arrangements for the relevant year. Chinese may be offered as an extracurricular activity.
Classical languages	Latin may be offered as an extracurricular activity.

7. Student language information

The School considers relevant information about a student's linguistic background when making decisions concerning admission, readiness to learn through English, language-course placement and language-related support. Depending on the situation, this information may include languages used at

home, languages of previous education, prior language learning, certificates, entrance or placement test results, teacher observations, student preferences and information provided by parents or legal guardians.

The information is normally collected and recorded through existing admission, subject-selection, assessment and student-support procedures. Additional information is collected or recorded only where it is relevant to a particular placement decision, transfer, identified barrier or support need.

8. Languages of instruction, communication and participation

8.1 English as the principal language of the IB DP

English is the principal language of instruction in the IB DP and is a tool for participation in an internationally oriented programme. In Groups 3-6, teaching, classroom materials and formal learning activities are normally conducted in English. English is also normally used in TOK and in DP-wide meetings and documentation intended to prepare students for IB assessment and communication.

Outside the classroom, students and staff are encouraged to use English when it supports participation, intercultural communication or language development. This expectation must not become a cause of exclusion or impose artificiality on natural peer relationships. Polish or another shared language may be used where it enables authentic communication, supports wellbeing or allows a student to participate meaningfully.

8.2 Bilingual learning in pre-DP

In the pre-DP years, many subjects are taught bilingually in Polish and English, with the proportion and complexity of English increasing as students develop. The School regards learning subject content through an additional language as an opportunity to develop academic language in a natural context. Teachers make the language demands of tasks explicit and use planned transitions between languages rather than requiring English without appropriate support.

8.3 Multilingual strategies

Students may use multilingual strategies to support understanding and participation. Depending on the task, these may include discussing an idea in another language before presenting it in English, comparing terminology across languages, creating bilingual glossaries, annotating texts, using visual or multimodal resources, or consulting appropriate dictionaries and reference tools. The final language of assessed work must follow the teacher's instructions, the subject guide and current IB assessment requirements.

9. Admission, progression and readiness to learn through English

Language-related admission and progression decisions are governed primarily by the current Admission Policy. The Language Policy explains how those decisions are interpreted educationally and how information is used after admission.

9.1 Admission to pre-DP

Candidates for pre-DP1 complete the English-language entrance examination required by the Admission Policy and participate in the admission process with their parents or legal guardians. The purpose is to determine whether the candidate is ready for a pathway in which English is introduced progressively as a language of instruction. The entrance test is analogic to level B2 in the Common European Framework of Reference of language acquisition and the candidate has to collect at least 50% of the points to be accepted. Detailed arrangements, including any current operational exemptions or alternative evidence, are decided for the relevant recruitment cycle.

9.2 Progression from pre-DP to DP

Students of VIII PALO progress from pre-DP2 to DP after successfully completing class II and receiving formal promotion to class III under the School Statute. They do not undergo a separate admissions procedure. During pre-DP2, the School considers relevant information about each student's linguistic background, current achievement and proposed language courses so that the DP subject combination is both valid and suitably challenging.

9.3 External candidates entering DP

For an external candidate, the School considers previous grades and reports, the language of prior education, certificates where available, the admission interview, the proposed subject combination and any diagnostic evidence required under the Admission Policy. Where the evidence does not sufficiently demonstrate readiness to learn through English, the School may require an English-language qualification examination.

For guidance rather than as an automatic admission threshold, a level broadly comparable to B2 is normally regarded as an appropriate reference point for beginning the DP through English. A certificate or CEFR label alone neither guarantees nor prevents admission. The School must be satisfied that the student can engage with academic reading, discussion, writing, assessment instructions and the sustained independent work of the DP, with reasonable support where needed.

10. DP language courses, placement and language trajectories

10.1 Current course offer

The School's regular Group 1 offer currently includes Polish A: Literature SL/HL and English A: Literature SL/HL. The regular Group 2 offer includes English B HL; English B SL is not offered. The School may also offer French, German and Spanish B at SL or HL, depending on the authorized subject offer, staffing, timetable and viable group size for the cohort. The exact subjects and levels opened in a particular year are confirmed under the Admission Policy and current recruitment or subject-selection information.

Within the School's DP subject model, every student studies one Group 1 language and one Group 2 language. Group 2 placement is intended to provide genuine and appropriately challenging language development in relation to the student's individual language profile.

Language ab initio courses or school-supported self-taught Language A courses are not offered on the regular basis. Offering such courses can be considered once there is a clear need, a teacher

available, enough students to open a group and creating such courses will be possible within the school schedule.

At least three students are normally required for a particular DP subject and level to be opened as a standard group. If fewer students select the course, the School follows the current Admission Policy, including consultation about an alternative subject or possible financial contribution to create a group for one or two students.

10.2 Principles of course placement

Students are assisted in making an informed and appropriately challenging choice. Placement considers the whole language profile rather than one label or test. Relevant evidence includes:

- home languages and languages of previous education;
- the student's preferences, identity, interests, educational goals and intended university pathway;
- the duration, intensity and recency of prior learning;
- current proficiency across listening, speaking, reading, writing and academic language;
- current grades, teacher recommendations, placement or literary aptitude tasks and other diagnostic evidence;
- the aims and expected challenge of the proposed Language A or Language B course;
- the School's available subjects, levels, staffing, timetable and minimum group-size rule.

The student's preference regarding the Group 1 subject is important and is considered seriously, but it does not by itself create a right to a particular course or level. The final School confirmation must ensure that the course is academically appropriate, available and consistent with IB diploma requirements.

10.3 Indicative placement expectations

English A: Literature. Students normally require advanced receptive and productive proficiency, commonly comparable to C1, together with readiness to analyse literary texts and produce sustained analytical writing. Evidence may include current grades, teacher feedback, the pre-DP literary aptitude task and the student's performance in English literature classes, and these are School reference points, not formal IB entry thresholds.

French, German and Spanish B SL. Students should have prior experience of the language. A level around A2+/B1 may serve as a broad reference point, but placement depends on the student's full history and whether the course offers suitable challenges and realistic progress.

Language B HL, including English B HL. Students require substantial prior learning and readiness for more complex language and cultural study. A level around B2 may serve as a broad reference point, but the decision is based on the complete language profile and course expectations.

English A and English B. A student who selects English A: Literature as their Group 1 subject may not also take English B. English B is offered only at HL and only in combination with Polish A: Literature. The description of a student as bilingual does not by itself determine eligibility for English B HL; placement is based on prior learning, current proficiency, the complete language profile and whether the course provides an appropriately challenging and educationally coherent pathway.

10.4 Typical language trajectories

Subject availability and the student's profile may allow the following language trajectories:

1. Polish A: Literature SL/HL and English B HL;
2. English A: Literature SL/HL and French, German or Spanish B SL/HL;
3. Polish A: Literature SL/HL and French, German or Spanish B SL/HL, where the combination is approved by the IB DP Coordinator and available within the School's current offer.

Generally, a combination of Polish A: Literature and English A: Literature is not offered. Such a possibility may be created only when it could be arranged in the weekly schedule and the student meets the requirements for both literature courses.

All course combinations remain subject to current IB diploma requirements, the student's language profile, the School's subject offer, timetable compatibility, staffing and the minimum group-size arrangements stated in the Admission Policy.

10.5 Bilingual diploma

A student who takes Polish A: Literature may qualify for the IB bilingual diploma. Under current IB rules, the bilingual diploma can be awarded where the candidate meets the diploma requirements and achieves a grade of 3 or higher in Polish A: Literature and a grade of 3 or higher in at least one Individuals and Societies or Sciences subject completed in English, which is a language different from the student's Group 1 language.

At VIII PALO, English is the language of instruction and assessment in Groups 3 and 4. This is therefore the usual route by which a student taking Polish A: Literature may receive the bilingual diploma. English B HL does not itself fulfil the bilingual-diploma condition. The award is determined by the IB from the candidate's final subject results and the rules applicable to the examination session; it is not a separate School qualification and cannot be guaranteed in advance.

11. Home languages and the host-country language

11.1 Polish as a home language

For most students, Polish is a principal home language. Polish A: Literature supports its continued academic and cultural development. Students who take English A rather than Polish A may continue to develop Polish through the national curriculum requirements applicable to them, wider reading, school and community life, literary or recitation competitions, book-club activities, cultural events and appropriate CAS experiences.

11.2 Students whose home language is not Polish

The School values the student's home language as part of identity and as a resource for learning. Students may use that language for planning, discussion, research orientation, comparison of concepts and personal or cultural expression where this is compatible with task requirements. The School may support maintenance and development through library and digital resources, community organizations, family collaboration, cultural projects or extracurricular learning. The specific form depends on the language, the student's goals and available provision.

The School cannot guarantee direct tuition in every home language. Where a student or family requests formal support or a DP course that is not part of the regular offer, the IB DP Coordinator discusses the available options, requirements, resources, costs and limitations openly. The absence of a formal course does not mean that the student's language or identity is devalued.

11.3 Polish as the host-country language

Access to the host-country language supports participation, safety, belonging and understanding of the local culture. Students whose proficiency in Polish is limited may receive or be directed to Polish-as-an-additional-language support, adapted materials, individual guidance, peer support or cultural activities, depending on identified need and available resources. In case of the students who are not Polish the School considers any compulsory Polish curriculum requirements and possible curriculum gaps under the Admission Policy.

12. Whole-school language teaching and inclusive practice

Because language is central to learning, every teacher is responsible for supporting the language through which students learn their subject. This does not mean that every teacher corrects every language error. It means that teachers identify the communication demands of their discipline and help students access and use them.

Good whole-school language practice includes:

- making learning objectives, task instructions, command terms, success criteria and key vocabulary explicit;
- teaching subject-specific terminology, genres, representations and conventions, including laboratory reports, mathematical explanations, historical arguments, code documentation and oral presentations;
- activating prior knowledge and allowing purposeful connections between languages;
- using modelling, exemplars, visuals, diagrams, sentence frames, glossaries, chunking and guided practice where appropriate;
- checking understanding through questioning and student explanation rather than assuming that silence or inaccurate language means lack of conceptual knowledge;
- providing opportunities to communicate through spoken, written, visual, digital and multimodal forms;
- gradually reducing scaffolding as the student becomes more independent;
- using respectful, inclusive language and avoiding ridicule, discrimination or status judgments based on accent, dialect, proficiency or language background;
- referring to a persistent or significant barrier through the School's language-support or Inclusion Policy route and reviewing whether the support is effective.

Language-development needs are not automatically treated as a disability or special educational need. Equally, a multilingual student may also have a separate learning need. The School avoids explaining all difficulties through language and considers the available evidence carefully.

13. Academic literacy, assessment and digital language tools

13.1 Academic writing and communication

Pre-DP students are offered Academic Writing classes as preparation for using academic language in the IB DP. Across the programme, all teachers support students in becoming precise, coherent and confident communicators. Feedback may address organization, clarity, terminology, register, audience and the conventions of the subject, in addition to content knowledge.

Students learn that academic communication includes more than extended essays. It includes oral interaction, presentations, data displays, diagrams, source evaluation, laboratory and fieldwork writing, computer code and documentation, visual and media texts, reflection and appropriate citation of sources.

13.2 Language and fair assessment

Assessment follows the School Assessment Policy and the relevant IB subject requirements. Where language accuracy is not part of the intended construct or assessment criteria, teachers avoid allowing incidental language errors to obscure evidence of subject understanding. At the same time, students are expected to communicate clearly enough for the required knowledge, reasoning or skill to be assessed.

Teachers provide the normal classroom scaffolding and feedback permitted for the task. Any adjustment that changes assessment conditions or may require IB authorization is handled under the Inclusion Policy and current IB procedures. The language of response must follow the task, course and IB requirements.

13.3 Translation, artificial intelligence and other digital tools

Dictionaries, translation tools, spell-checking, grammar support, text-to-speech, speech-to-text and artificial intelligence tools may support language learning when the teacher permits their use and when they do not replace the student's required thinking, language production or assessed performance. Students must follow the Academic Integrity Policy and task-specific instructions. In particular, a student must not write assessed work in one language and use a person or digital tool to produce the submission in another language when this would misrepresent authorship or the student's own language.

13.4 CAS and language learning

English is the normal common language of CAS communication in the IB DP, but Polish or another language may be used where it is natural, more effective or necessary for authentic engagement. As a School practice, students are normally expected to maintain CAS documentation in English; the CAS Coordinator may permit another language where this better supports access or authenticity and the documentation remains understandable for programme monitoring.

Learning an additional language not included among the student's DP subjects may be accepted as a CAS experience where the activity meets current CAS requirements and includes genuine challenge, planning, action and reflection. Language-related CAS may also include tutoring, translation for an authentic community need, cultural projects, presentations or contributions to

School publications. The CAS Coordinator decides whether a proposed experience meets CAS requirements.

14. Physical, human and virtual resources

The School uses and develops a range of resources to facilitate language development. Availability may vary by language, course and year, but the provision includes the following categories:

Resource category	Examples used or made available
Human resources	Language teachers; subject teachers; the IB DP Coordinator; homeroom teachers; librarians; psychologists/pedagogues; peers; visiting speakers; proficient users of languages; families; external tutors.
Physical resources	The School library and classroom collections; literature in Polish, English and other available languages; dictionaries, grammar references and subject-specific reference works; printed glossaries, displays, adapted materials.
Virtual resources	ManageBac, the electronic register Librus, shared School drives and learning platforms; e-books and audiobooks where available; reliable online dictionaries, language-learning resources; teacher-created digital materials; video, audio and texts.
Academic-literacy resources	Academic Writing materials; subject-specific writing models; command-term guidance; citation and source-evaluation materials; rubrics, exemplars and teacher feedback.
Accessibility and assistive resources	Text-to-speech, speech-to-text, enlarged or adapted text, audio materials, organizational tools and other technologies used as a student's usual way of working or under the Inclusion Policy.
Community and experiential resources	Language Days, literary and recitation competitions, book-club activities, international student exchanges, international projects like Erasmus+, cultural events, guest speakers, CAS experiences and contact with language communities.

The Head of School, IB DP Coordinator, language staff and librarian review resource needs as part of annual planning. Where a student requires a language or format not currently available, the School considers reasonable ways to obtain, borrow, license, create or signpost appropriate resources within its legal, financial and organizational capacity.

15. Parents, communication and the wider community

The School recognizes that parents or legal guardians do not necessarily speak English and that meaningful participation requires accessible communication. Students and their parents or legal guardians are informed of relevant IB DP requirements and are given access to current School policies. IB DP policies and programme documents are normally prepared in English. Key information is communicated in Polish or English, as appropriate to the audience and context. Where necessary, the School provides an accessible explanation of requirements that directly affect the student or parent or legal guardian. Parent meetings are normally conducted in Polish, while parents

who do not speak Polish may meet staff individually in English or another feasible communication arrangement. Email and direct communication are conducted in Polish or English according to the family's preference and staff capacity.

Parents or legal guardians may contribute relevant information about the student's linguistic background and development through admission interviews, subject-selection guidance, progress communication and support review where relevant. The School explains the difference between the language of instruction, the language courses selected and any support or assessment arrangement.

The School respects and promotes languages present in the wider community through language and cultural events, exchanges, international projects, literature, guest speakers, competitions, community service and other authentic opportunities. These activities aim to extend intercultural understanding rather than present languages or cultures as isolated celebrations.

16. Rights and responsibilities of the school community

16.1 Students

1. have the right to have their languages, identity, accent and language varieties treated with dignity and respect;
2. have the right to clear information about languages of instruction, course options, placement criteria, available support and the reasons for significant decisions;
3. have the right to appropriate language scaffolding and to raise a concern when language is creating a barrier to participation or assessment;
4. are responsible for participating actively in language development, using the language of instruction and target language as required, seeking clarification and making responsible use of multilingual strategies;
5. are responsible for respecting the linguistic identities and communication needs of others and for avoiding ridicule, exclusion or discriminatory language;
6. are responsible for following task rules concerning dictionaries, translation, artificial intelligence, external help and the language of assessed work.

16.2 All teachers and supervisors

1. recognize that they are language teachers within their discipline and make subject-specific language demands visible;
2. create a classroom environment in which multilingualism is valued and students can ask for clarification without embarrassment;
3. use appropriate scaffolding, multimodal resources and explicit teaching of academic vocabulary and communication;
4. observe language-related barriers, raise significant concerns through existing School procedures, consult relevant staff and review the effectiveness of support;
5. apply assessment criteria fairly and distinguish, where the task allows, between evidence of subject understanding and incidental language accuracy;
6. follow the Academic Integrity Policy and subject rules when advising on language correction, translation, digital tools and external support;

7. participate in relevant professional learning and collaborative review of language practice.

16.3 Language teachers and the head/lead teacher responsible for languages

1. coordinate diagnostic and placement evidence with the IB DP Coordinator and relevant subject teachers;
2. teach language and literature in accordance with current course aims and subject guides;
3. support colleagues with language-development strategies, resources and understanding of students' linguistic backgrounds and language development;
4. advise students and families about suitable language courses and levels;
5. contribute to the annual School language profile, resource review and policy review.

16.4 IB DP Coordinator and school leadership

1. ensure that the policy is current, accessible, communicated and aligned with IB requirements and other School policies;
2. ensure that language-course placement and subject availability are decided transparently and consistently with the Admission Policy;
3. coordinate relevant language information and significant support through existing School procedures;
4. allocate or seek appropriate staffing, time, physical and virtual resources, and professional development;
5. ensure that concerns and requests for review are directed to the appropriate route;
6. monitor implementation and lead the annual review with input from staff, students and parents or legal guardians.

16.5 Librarian, psychological-pedagogical staff and other support staff

1. help students access reliable, age-appropriate and linguistically suitable print and digital resources;
2. support source evaluation, research literacy, reading and accessible formats within their professional roles;
3. help identify whether a communication barrier requires language support, broader inclusion support or specialist consultation;
4. maintain confidentiality and share relevant information only with competent staff.

16.6 Parents and legal guardians

1. have the right to clear information in a language they can reasonably access about the student's language pathway, placement and support;
2. are invited to contribute relevant information about languages used at home, prior education, the student's strengths, needs and goals;
3. support regular reading, communication and development of the student's home/personal language and additional languages without producing assessed work for the student;
4. inform the School of significant language or communication needs and cooperate in reviewing support;

5. follow the Academic Integrity Policy in relation to translation, editing, tutoring and artificial intelligence tools.

17. Professional development and collaborative planning

The School supports teachers and other staff in developing the knowledge and confidence required to implement this policy. Professional learning may address multilingual pedagogy, scaffolding, academic literacy, language acquisition, inclusive language, differentiation, assessment bias, subject-specific communication, translation and artificial intelligence tools, culturally responsive practice and the use of physical and virtual resources.

New staff working with pre-DP or DP students receive an introduction to the language context of the School, the role of English as a language of instruction, students' linguistic backgrounds and language-related needs, course placement, support routes and the relationship between the Language, Inclusion, Assessment and Academic Integrity Policies. Language teachers and subject teachers are given opportunities to collaborate on terminology, academic-writing expectations, student progress and effective classroom strategies.

18. Implementation and communication

Implementation is a shared whole-school responsibility. The Head of School and IB DP Coordinator supervise the process, with particular support from language staff and relevant school leaders. The current policy is published on the School website or approved School platforms and is made available through the School office. Key expectations are explained to students and parents or legal guardians during admission, pre-DP and DP induction, subject-selection guidance and relevant support meetings.

Evidence of implementation may include the School language profile, admission and course-placement records, subject-choice guidance, lesson and unit planning, examples of scaffolding and academic-literacy teaching, relevant support documentation created through existing School procedures, resource lists, professional-development records, student and parent communication, and review notes.

Date of current version: July 2026. Next ordinary review: by July 2027, unless an earlier review is required.