

Leigh Academy Rainham

MYP Language Policy

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Sections

- [1. Curriculum Intent Statement 2](#)
- [2. MYP Language](#)

[Policy 2](#)

1. Curriculum Intent Statement

Curriculum at Leigh Academy Rainham is defined as the blueprint for all that will be taught, learnt and experienced by students within and beyond the classroom environment. Our vision that students will 'Dream, Believe and Achieve' is underpinned by the high quality curriculum on offer that is not only broad and innovative but designed to improve the life chances of our young people. Students will not only become masters in each of the disciplines but understand holistic overarching concepts that link academic and vocational subjects, PSHRE and the fundamental British values; this will be achieved through an ongoing cycle of inquiry, application, assessment and improvement. Thoughtful cross-curricular planning ensures that topics between different subjects are well sequenced and aligned with a cohesive, coherent and chronological approach to the holistic delivery of concepts and content. This exposes students to limitless cross-curricular connections provoking students to make fascinating links and cumulatively gain knowledge which is embedded in their long term memory. It is our duty to ensure that students leave the academy with the necessary personal, academic and social

skills and cultural capital needed to thrive and succeed in their chosen careers.

Our intent is that the Curriculum:

- Provides a broad, innovative and balanced curriculum that is challenging, comprehensive, underpinned by the principles of the International Baccalaureate Middle Years Program and is accessible to all students, regardless of academic ability or need.
- Delivers opportunities for students to become accomplished and reflective lifelong learners, with useful, transferable skills, enhanced digital literacy and well embedded schemas of knowledge and understanding across a range of disciplines, including numeracy, and literacy.
- Fosters a culture in which students are independent, highly ambitious and achieve to the best of their ability, opening doors to a variety of future opportunities and enabling them to access further education and careers of their choice.
- Expands students' perspectives through a range of spiritual, moral, social and cultural opportunities, creating globally aware young citizens with a sense of moral and social responsibility who also have the necessary [IB Learner qualities](#) to overcome the challenges they are likely to encounter in life.

2. MYP Language Policy

At Leigh Academy Rainham, we seek to ensure that the study of languages (English, Modern Foreign Languages and Mother tongues) develops effective communication, assists personal growth, strengthens each student's awareness of his or her cultural identity and those cultural identities of others, and promotes international understanding. Within the curriculum we offer Spanish or French from Year 7 upwards and will look to expand this as the Academy grows.

The Academy celebrates diversity in all its forms through the delivered curriculum and co-curricular programmes, as well as our SMSC programmes.

The Academy maintains a positive and stimulating environment for language-learning, and provides a varied, personalised approach, integrating listening, speaking, reading and writing as well as direct contact with other countries through trips, exchanges and written communication.

Following studying Spanish in key stage 3, students select one language to continue after in key stage 3, in addition to their mother tongue. Students can opt to study one language in key stage 4. The academy has ambitions to enter 100% of students into a foreign language GCSE (and EBACC), which is above the national average.

As part of the pastoral programme, all students in years 7-11 study the language and culture of another country as part of their enrichment entitlement and this is not examined.

Students are encouraged to take formal examinations in their mother-tongue/other spoken languages and provided with support where possible. This is delivered one-to-one or in small groups.

English is the language of instruction and is taught through Literature and Language.

For students where English is an additional language they are provided with one-to-one and small group support on a weekly basis to develop their English acquisition skills. This includes; guided reading in the library, English acquisition through languagenut, access to online and hard-copy dictionaries in lessons (as well as an international reading corner where students can read texts in mother tongue). Students have access to languagenut- a website to help develop English language skills.

In all aspects of our language teaching we strive to:

- Promote enquiry based authentic language development
- Focus on the trans-disciplinary nature of language development
- Develop and inter-relate the skills of listening, speaking, reading, writing and media literacy
- Promote consistency of practice in the teaching and learning of language
- Provide appropriate feedback to support learning languages
- Integrate language learning with interdisciplinary planning
- Develop and promote cultural awareness and understanding
- Develop lifelong learners

Classroom and school wide MYP practice:

- Ensure that well -resourced teaching and learning is used to support mother tongue development.
- Provide stimulating opportunities for language learning.
- Consider the etymology of key words in lessons to enhance links between language and subject areas.
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- Ensure that pupils are reading and communicating in lessons from written sources, such as articles, to improve both literacy and communication.
- Lesson key words highlighted in books and checked by teacher. Key words tests to check understanding of key vocabulary.
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