

Sir Geoffrey Leigh Academy: Language Policy

Introduction

Sir Geoffrey Leigh Academy has developed this language policy to outline the philosophy and aims of language teaching and learning, and defines our support for learning mother-tongue languages. Included in this policy is Sir Geoffrey Leigh Academy provision for second-language teaching and mother-tongue language support that meet the needs of students and reflect the principles of the International Baccalaureate, Middle Years, Career-related and Diploma Programmes.

Our Vision

Sir Geoffrey Leigh Academy inspires the next generation to be resilient and respectful learners who are successful and strive for academic **Excellence** by:

Challenging all to become compassionate and active members of our outward looking global community,

Building effective **Partnerships** through intercultural and social interactions,

Ensuring **Consistent** approaches to develop lifelong learners.

Philosophy and Aims

Sir Geoffrey Leigh Academy's Mission, Values and Vision are aligned with the International Baccalaureate's aims, where we strive to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Our students are encouraged to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

At Sir Geoffrey Leigh Academy, we are committed to broadening pupils' understanding of the world and developing the skills and confidence to nurture 'Global Citizens' who feel they belong in a multicultural, mutually respectful world. We are committed to establishing a learning environment that encourages students to feel confident about taking risks and developing informed opinions about the world around them. We are committed to recognising multilingualism as a fact, a right and a resource for learning. We aim to support students to understand other countries and cultures so that they can be more open and adaptable to new experiences, developing a love of languages, nurturing a linguistic curiosity and an

intrinsic motivation to explore and respect other cultures and people. We want to develop enthusiastic and independent learners, who reflect on and enhance their skills, ask questions and enjoy challenges. All learners have access to a Chromebook, in addition to the Library, where they can access both virtual and physical resources.

Students will develop a competency that is both broad and deep in the skills of all four skill areas in languages:

listening, speaking, reading and writing based on a sound foundation of core grammar, vocabulary and phonics. They will also be able to understand, appreciate and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying different points of view in speech and writing, with increased spontaneity, independence and accuracy. Finally, language is taught through context and relates new information to existing knowledge.

Therefore, we understand that students must become both culturally and linguistically proficient in a second language. Accordingly, language learning is not limited only to the acquisition of a second language, but also includes the importance of cultural understanding and sensitivity, and fosters international understanding.

Language Profile of Sir Geoffrey Leigh Academy

The majority of students at Sir Geoffrey Leigh Academy speak English which is their mother tongue. For 17,69% of Sir Geoffrey Leigh Academy students English is an additional language (EAL).

First Language	Students Proportion	%
Albanian/Shqip	6	2.46%
Arabic	3	1.23%
Believed to be English	3	1.23%
Believed to be Other	1	0.41%
Bengali	5	2.05%
British Sign Language	1	0.41%
Bulgarian	4	1.64%
Chinese	3	1.23%
Chinese (Mandarin/Putonghua)	1	0.41%

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Croatian	1	0.41%
Dutch/Flemish	1	0.41%
Efik-Ibibio	1	0.41%
Farsi/Persian (Any Other)	1	0.41%
French	6	2.46%
German	2	0.82%
Greek	2	0.82%
Gujarati	1	0.41%
Hindi	4	1.64%
Igbo	1	0.41%
Kurdish	2	0.82%
Latvian	2	0.82%
Lithuanian	16	6.56%
Malayalam	11	4.51%
Nepali	7	2.87%
Other	1	0.41%
Other Language	2	0.82%
Panjabi	3	1.23%
Panjabi (Any Other)	1	0.41%
Panjabi (Gurmukhi)	1	0.41%
Pashto/Pakhto	1	0.41%
Persian/Farsi	2	0.82%
Total	244	100.00%

Students for whom English is not their first language are being given opportunities to celebrate their home language and share their home culture. Where possible, these students will have the opportunity to gain a qualification in their first language.

English language is the language of instruction at Sir Geoffrey Leigh Academy and English, as a subject, is taught through language and literature from Year 7 to Year 11, Both through the International Baccalaureate Middle Years Programme and to GCSE. Where students choose to undertake the

International Baccalaureate Career Related and Diploma Programme subjects, students will study English (Language A) Language and Literature at Higher Level.

Sir Geoffrey Leigh Academy runs small group interventions and support is given to students who struggle with aspects of the English language, both English speakers as their main language or EAL students. Hearing impaired students as well as some students with speech and language difficulties are also taught British Sign Language. Sir Geoffrey Leigh Academy has a designated EAL coordinator and SEND provision.

Language learning and teaching is integral to the staff Professional Development programme, including training in practices to support EAL students and provide inclusive equality of access for all learners including EAL students.

English language and literature is taught by subject specialists, however Sir Geoffrey Leigh Academy recognises that language is central to all learning and therefore all teachers are, in practice, language teachers with responsibility in facilitating communication. It is therefore expected that:

- Teachers are accountable for teaching the vocabulary of their respective subject – the teacher is the provider of the common language for facilitating learning in that subject. This includes offering a variety of physical and virtual resources to facilitate the delivery of language.
- Teachers are expected to have students reading and writing across each area of the curriculum.
- A senior leader is responsible for promoting the use of literacy across all aspects of the curriculum and in every classroom, including reciprocal reading, and extended writing.
- Annual professional development is provided for all staff on the development and promotion of literacy across the curriculum.

Additional Language Acquisition at Sir Geoffrey Leigh Academy

All MYP students study an additional language. French and Spanish are currently the additional languages studied by all students. Students choose the language they would like to study when enrolling at the end of Year 6. As well as learning the basics of the additional language, all students will be given the opportunity to celebrate the cultural diversity of the country they study. Additionally, cultural diversity and language experiences feature during the MYP years, and beyond.

All students are given the opportunity to study an additional language (French or Spanish) in Key Stage 4 as part of the Guided Choices Programme which is taught by subject specialists. This is an examined GCSE course and students take an examination at the end of Year 11.

Since September 2017, students studying for the International Baccalaureate Career-related Programme have learned an additional language as part of the Core Programme. Japanese is featured as the language of choice in the Core Programme, offering cultural diversity and cultivating internationalism.. The provision of the second language for IBCP students is reviewed annually and additional languages will be offered to meet the needs, interests and aspirations of students. Students opting to study the IB Diploma programme (IBDP) will choose their Language Acquisition subject from French or Spanish through Language B Standard Level or Ab Initio. Both IBCP and DP students will offer primary school outreach support through their core and Creativity, Activity and Service components.

Sir Geoffrey Leigh Academy celebrates the diversity of languages across the world. Each subject actively promotes International Mindedness through the curriculum and a number of different events are celebrated each year including International Languages Day, Diwali and Chinese New Year. Sir Geoffrey Leigh Academy students have numerous opportunities to immerse themselves in target language events, including language breakfast events. Students can also spend time in France and Spain to support their language studies through trips and visits . Sir Geoffrey Leigh Academy also hosts a local Mandarin school every Saturday, which is attended by some students from Sir Geoffrey Leigh Academy.

The involvement of parents in language development is important to Sir Geoffrey Leigh Academy and we work hard to engage and include parents and carers in supporting their child through involvement in a variety of programmes in and beyond school.

Updated May 2025

Review May 2026

Summer 2024 : Home Languages Exam Results

Polish Adv	GCE/A	C
Polish Adv	GCE/A	B
German Adv Teacher Cond Option	GCE/A	A
Panjabi Tier H	GCSE/FC	U
Turkish Option H	GCSE/FC	4
Polish Tier H	GCSE/FC	9
Polish Tier H	GCSE/FC	8
Polish Tier H	GCSE/FC	9
Polish Tier H	GCSE/FC	9
Panjabi Tier H	GCSE/FC	U
Chinese (spoken Mand) Tier H	GCSE/FC	8
Polish Tier H	GCSE/FC	8
Panjabi Tier H	GCSE/FC	6