







Title: **Policy for Language use including English as an Additional Language in QatarEnergy Schools**

Status: **Current**

Approval Date: **January 2021**

Department	Prepared by		Reviewed by	Approved by
Human Capital Education				 Digitally signed by ABDULAZIZ MOHAMMED A E AL-MANNAI Date: 2022.04.18 11:56:09 +03'00'
January 2020	VHE/1	VHE/2	VHE	VH

*“Our vision is for our students to be high achieving, healthy and happy individuals, well prepared to take their place as global citizens and leaders of the future.”*

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## **FOREWORD**

This document has been developed by the Education Section (VHE) of the Human Capital Directorate (VH) and circulated for review by stakeholders before endorsement for use by the Executive Vice President (EVP) for Human Capital.

This document is published for use by the Education Section of the Human Capital Directorate. This policy is an operational/business level policy which is aligned with The Qatar National Vision 2030 and also supports the QatarEnergy values. The policy document also need to be considered alongside the Procedure for Managing Teaching and Learning in QatarEnergy Schools.

This document in its present form reflects, as far as possible, the current corporate requirements.

This document is subjected to periodic review to re-affirm its adequacy or to conform to any changes in the corporate requirements or to include new developments on its subject matter.

All comments/views, recommendations etc. regarding this document should be forwarded to the Head, Education Section.

## **POLICY DOCUMENT REVIEW**

This Policy document is subject to a regular review to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements.

## **POLICY STATEMENT:**

As an international school in Qatar, we increasingly recognise and embrace the many home languages of our students. We encourage the use of mother tongue languages at home and in the school as important to our learners' overall development as English language learners. The main language of instruction is English and we offer additional language opportunities. We offer a contextually adapted English National Curriculum and Qatar MoEHE curriculum pertaining to Arabic language, Qatar History and Islamic studies.

**At QatarEnergy schools, we recognise the need for all our teachers to be teachers of language development transcending all curriculum areas. The development of key literacy skills are vital in fostering our vision for students to become leaders and global citizens of the future.**

### **1. PURPOSE**

- 1.1 QatarEnergy schools are committed to providing a curriculum that meets the needs of all students. In order to access this curriculum the language experience of all students has to be considered. This policy sets out how QatarEnergy schools aim to remove barriers to learning so all students can achieve their full potential.
- 1.2 This policy sets out a whole school approach that promotes the development of ELL teaching techniques across all subjects and key stages.
- 1.3 The policy highlights the importance of identifying and supporting language acquisition at an early age and providing the required interventions.
- 1.4 This policy recognises the importance of home language in developing the acquisition of strong language skills and cognitive understanding around problem solving. The school recognises the importance of parental education and input, and how they are key in developing this aspect of the school's language provision.
- 1.5 This policy reinforces the concept of all teachers being teachers of language with responsibilities around facilitating communication.

### **2. SCOPE**

- 2.1 This Policy applies to QatarEnergy schools and as such includes all students regardless of age, any additional need or disability.
- 2.2 All teaching and non-teaching staff, including administration and support staff, must be aware of the policy and of the school's commitment to supporting the language development of all students.

### **3. ACRONYMS AND DEFINITIONS**

3.1	MoEHE	Ministry of Education and Higher Education
	QatarEnergy Schools	QatarEnergy international schools at Dukhan and Mesaieed
	ELL	English Language Learners (Students who are learning English in addition to their home language)
	CPD	Continuing professional development

### **4. CORE CURRICULUM**

#### **4.1 English**

English is the main language of instruction throughout the school. The broad aims of the curriculum are taught and assessed through the contextually adapted English national curriculum. We strive for all students to gain an academic qualification in English language.

#### **4.2 Arabic**

Standard Arabic is the language of instruction for Arabic language and Islamic studies, which are mandatory for native Arabic students. The curriculum adheres to the MOEHE guidelines for taught courses in Arabic language and Islamic studies. We strive for all native Arabic speakers to gain a qualification in Arabic language. [At MIS all students in Primary and in KS3 have a non-native Arabic lesson. In KS4, students are able to opt for a GCSE. MIS delivers Arabic 2<sup>nd</sup> Language in addition to French.]

#### **4.3 Additional languages**

French is an optional subject from the start of KS3, and is offered as an GCSE and A level option. Where demand exists, and where possible, secondary students have the opportunity to take language GCSE/A level courses in other languages.

### **5. RESPONSIBILITIES**

#### **5.1 Pedagogical Language Leadership (Working group)**

Develop the vision and philosophy behind languages education at the school. Monitor and support the effective practices associated with the language curriculum.

#### **5.2 Principals and Senior Leaders**

Principals and Senior Leaders are responsible for ensuring that the procedures outlined in this policy are followed appropriately and fairly with due regard to QatarEnergy values. Principals and Senior Leaders support staff by providing developmental training and ensuring the language profiles of individual students are maintained.

#### **5.3 Head of Languages**

Supports, manages and monitors the languages curriculum and additional languages.

#### 5.4 Head of English

A role-model for good practice in ELL/Language instruction. Responsible for assessments pertaining to English language ability, administration and management as well as administration and management of English language courses.

#### 5.5 Heads of Faculty

Heads of Faculty will have an overall understanding of the general challenges that their subject presents for ELL learners, and the strategies that can be used to stretch and challenge literacy and language within their subject areas.

#### 5.6 ELL Teaching Specialists

Develop, collate and share successful strategies, including the successful delivery of CPD in regard to ELL teaching and learning.

#### 5.7 Classroom Teachers

Classroom teachers will be responsible for the effective delivery of school-wide policies, and pedagogic practices associated with ELL and language support.

### 6. COMPLIANCE

Any matters concerning the implementation of this Policy in any particular school should be raised with the Principal or Senior Leaders with a view to reaching a mutually workable solution. Any matters of non-compliance should be raised with the Head of Education.