



PVP (FICTION)

SWISS INTERNATIONAL SCHOOL
QATAR

LANGUAGE POLICY

Staff Incharge	Heads of Division
Latest revision	August 2023
Approved by	Head of School
Next Revision	August 2025



Our Vision

SISQ aims to develop learners who are
FULFILLED INSPIRED PREPARED

رؤيتنا

تهدف المدرسة السويسرية إلى تطوير متعلمين
يتصفون بأنهم

مُسْتَعِدُونَ مُلْهِمُونَ مُشَبَّعُونَ

Notre Vision

SISQ encourage les apprenants à devenir

ACCOMPLIS INSPIRÉS PRÊTS

Our Mission

Through learning that is fun, engaging, holistic, collaborative and caring, SISQ develops students who are:

- Intellectually fulfilled: they find joy in their own learning and the learning of others; they are curious, engaged and passionate about learning.
- Emotionally fulfilled: they are happy with themselves, healthy, balanced and confident.
- Socially fulfilled: they develop meaningful relationships; they are connected to others, the world around them and the environment.

Through learning that is inquiry-based, meaningful, challenging, authentic and innovative, SISQ develops students who are:

- Inspired to keep learning: they are inquisitive, questioning and willing to try new things; they take ownership of their learning and are self-motivated.
- Inspired to share and apply their learning: they can use their learning to improve their lives and the lives of others; they communicate their learning to inspire others.

Through learning that is focused on transferable skills, character, attitudes and dispositions, SISQ develops students who are:

- Prepared for the future: they embrace change and challenge; they adapt to new situations and think creatively to solve complex problems.
- Prepared to lead lives of integrity: they are principled and strong; they have a set of values that guide them when they make decisions.
- Prepared to be good global citizens: they are multilingual, open-minded and multicultural in their outlook; they are courageous, caring and prepared to take action to make their community and the world a better place.

رسالتنا

من خلال المتعة والمشاركة، والتعاون، والشمولية والاهتمام، تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- مشبعون فكرياً، يجدون الفرح في تعلمهم وتعلم الآخرين؛ إنهم فضوليون ومشاركون ومتحمسون للتعليم.
- مشبعون عاطفياً إنهم سعداء بأنفسهم، يتمتعون بصحة جيدة، ومتوازنون، وواقفون من أنفسهم.
- مشبعون اجتماعياً: يطورون علاقات ذات مغزى؛ إنهم مرتبطون بالآخرين وبالعالم من حولهم وبالبيئة.

من خلال التعلم الهادف والقائم على الاستقصاء، والتحدى والابتكار، تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- ملهمون لمواصلة التعلم: فهم فضوليون ومتسائلون ومستعدون لتجربة أشياء جديدة؛ يتعلمون بدوافع ذاتية.
- ملهمون لمشاركة ما تعلموه وتطبيقه، يمكنهم استخدام ما تعلموه لتحسين حياتهم وحيات الآخرين؛ ينقلون تعلمهم لإلهام الآخرين.

من خلال التعلم الذي يركز على المهارات القابلة للنقل والمهارات الشخصية والمواقف والتصرفات تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- مستعدون للمستقبل يتبنون التغيير والتحدى؛ يتكيفون مع المواقف الجديدة ويفكرون بشكل خلاق لحل المشكلات المعقدة.
- مستعدون لعيش حياة تنسم بالنزاهة: أصحاب مبادئ، أقوياء؛ لديهم مجموعة من القيم التي توجههم عند اتخاذ القرارات.
- مستعدون ليكونوا مواطنين عالميين صالحين: فهم متعددو اللغات ومفتحون ومتعددة الثقافات في نظرهم؛ إنهم شجعان ومهتمون ومستعدون لاتخاذ إجراءات لجعل مجتمعهم والعالم مكاناً أفضل.

Notre Mission

Au travers d'expériences d'apprentissage amusantes, intéressantes, holistiques, collaboratives, positives, SISQ encourage les apprenants à devenir:

- Intellectuellement accomplis: ils prennent plaisir à apprendre individuellement et collectivement. Ils sont curieux, intéressés et passionnés par leur apprentissage.
- Émotionnellement aptes: ils savent s'apprécier, ils sont positifs, équilibrés et sûrs d'eux-mêmes.
- Socialement compétents: ils développent des relations significatives avec les autres, ils vivent en harmonie avec les autres, le monde et l'environnement.

Au travers d'un apprentissage centré sur la recherche, significatif, comportant des défis, authentique et innovant, SISQ encourage les apprenants à devenir:

- Toujours prêts à apprendre: ils sont curieux, ils posent des questions et sont prêts à innover, ils sont responsables de leur apprentissage et intrinsèquement motivés.
- Toujours prêts à partager et à appliquer leurs connaissances: capables d'utiliser leurs compétences pour transformer positivement leur existence et celle des autres, ils transfèrent leurs apprentissages pour inspirer autrui.

Grâce à un apprentissage orienté vers des compétences de transfert, l'édification du caractère, créant des attitudes et une disposition psychologique bénéfiques, SISQ encourage les étudiants à devenir:

- Prêts pour l'avenir: ils acceptent le changement et les défis, s'adaptent à de nouvelles situations et résolvent des questions complexes grâce à leur créativité.
- Déterminés à vivre de manière éthique, ils suivent leurs principes et sont intègres. Leur valeurs les guident dans la prise de décisions.
- En tant que citoyens du monde: ils parlent plusieurs langues, pratiquent l'ouverture d'esprit en se confrontant à de multiples perspectives. Ils sont courageux, attentionnés et prêts à l'action pour transformer positivement leur communauté et le monde.



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How to use this document

The main purpose of this document is to outline SISQ's language learning and teaching principles, as well as the required practices grounded in these principles. Principles and required practices are regularly reviewed and may be altered to reflect changes in the school's context, changes in the International Baccalaureate (IB) procedures, or new developments in educational research.

General Principles

Language Philosophy

At SISQ, students experience and have the opportunity to operate in more than one language on a daily basis. Their mother tongue is encouraged, supported and appreciated, while English, French, German and Arabic all play an integral role in students' language learning and formation of self. Our stated goal for language learning at SISQ is to help make students effective communicators and true global citizens. By learning about and through another language, students will develop an appreciation of other cultures and the importance of different modes of communication.



Definition of Language Learning and Teaching

At SISQ, every teacher is a language teacher, as language is embedded in the concepts, contexts and big ideas across all topic areas and across all three IB programmes. All teachers are responsible for the language development of students. All teachers have a responsibility to teach language and how to communicate effectively.

Key practices

As all teachers are expected to contribute to students' development of language, the following key practices are embedded in teaching whenever possible:

- Teachers strongly focus on teaching literacy.
- Keywords and subject-specific vocabulary are clearly explained and constantly reinforced.
- Different meanings of words are explored in different contexts to enable students to gain an appreciation of the complexities of language.
- Interdisciplinary links and references to the mother tongue and other languages are made whenever possible.
- Language immersion opportunities are offered when possible.

To ensure consistency, SISQ requires students and teachers to adhere to the following expectations with regard to language teaching and learning:

- Follow and teach the standards of UK English. However, if the student or teacher has previously mostly been taught the US standards, these will also be accepted as long as they are used consistently.
- Follow and teach the MLA 8 referencing standard for all work.

Professional Development

Professional development will be delivered to all staff to make them aware of the importance of language learning and the strategies that can be implemented in their subjects and classrooms. Specific training on supporting the needs and learning of EAL learners will also be offered to staff.

Resources

To support the implementation of the language policy, SISQ is committed to ensuring that high-quality resources are available to all teachers and students. Highly qualified staff are available to support all learners. Lesson materials and resources will support the learning of language and different languages. The Library will obtain a collection of books that support the learning of language as well as foreign languages, the local language and books written in the mother tongue of some nationalities.

The Library and Librarian will also play a crucial role in the implementation of the language policy. This is primarily through the availability of resources in a number of languages. However, the Librarian will also support the policy through the delivery of training on certain language protocols, such as the correct way to reference and cite sources.



Languages at SISQ

Language of instruction

English is the main language of instruction at SISQ.

Response Language

The main response language, the language in which students engage in internal and external assessment, is English. As required by the Qatari Ministry of Education, some students will also use Arabic as the main response language in some subjects.

Language Courses

There are a number of language courses at SISQ across the three programmes. The IB defines a language course as an academic course in which students acquire new knowledge or improve their knowledge of a language or its literature.

The table below indicates the languages taught at SISQ within the different programmes, PYP, MYP and DP¹.

Primary Years Programme				
PK1	English Literacy	Arabic Literacy (as an additional language)	French Immersion	
PK2				
Kindergarten	English Literacy and Language Acquisition (Phases 1 - 5)	Arabic Literacy and Language acquisition (Phases 1- 5)	French Literacy as an additional language	
Grades 1 - 5	English Literacy and Language Acquisition (Phases 1 - 5)	Arabic Literacy and Language acquisition (Phases 1- 5)	French Literacy and Language acquisition (Phases 1- 5)	German Literacy and Language Acquisition (Minor: 2 times per week)



Middle Years Programme				
MYP 1 to 5 (Grades 6 to 10)	Language and Literature: English	Language and Literature: Arabic	Language and Literature: French	Language Acquisition: German Emergent, Capable & Proficient (Minor: 2 times per week)
		Language Acquisition: Arabic Emergent, Capable & Proficient	Language Acquisition: French Emergent, Capable &	

DP Programme			
DP 1 and 2 (Grades 11 and 12)	Language and Literature: English (Group 1)	Language and Literature Arabic (Group 1)	Language and Literature: French (Group 1)
	Language Acquisition: English B (Group 2)	Language Acquisition: Arabic B (Group 2)	Language Acquisition: French B (Group 2)
	Language and Literature: Self Taught (Group 1)	Language Acquisition: Arabic ab initio (Group 2)	Language Acquisition: French ab initio (Group 2)

All students enrolled in the pre-primary program will attend an Arabic language course and will be exposed to French language in a dual language context, through the presence of French-speaking learning assistants. Students will, therefore, become familiar with and be able to recognise both French and English.

Arabic: Promoting the Language of the Host Country

In the PYP and MYP, all students have the opportunity to study Arabic. The Qatari Ministry of Education mandates that students of Arab origin study Arabic and follow the Ministry's set curriculum. Non-Arabic-speaking students may choose to study an Arabic Language Acquisition Course to connect to the host country.

In the MYP, students of Arab origin follow the Language and Literature course in Arabic as well as English. The Ministry-mandated content is embedded in the teaching of the MYP course.



At the DP level, the Ministry of Education and certain other country ministries mandate that Arab students must have a Language A course in Arabic as part of their final high school qualification in order for the qualification to be accepted in their country of origin. These students will all follow a DP Language A course in Arabic as well as English.

Students for whom Arabic is not a mandated language will also have the opportunity to study the language through a Language Acquisition course. This is in keeping with SISQ's commitment to promoting the language of the host country.

PYP

All PYP teachers and assistants are considered to be teachers of language, and language development is central to all aspects of the curriculum during the PYP. All teachers introduce new vocabulary in lessons and develop reading, writing, speaking and listening skills. Teacher collaboration provides familiarity with the Language Scope and Sequence document and enables a transdisciplinary approach to the learning of language concepts throughout the programme.

Instruction is differentiated and inquiry-driven to ensure each individual can experience success and personal growth in the key areas of oral, visual and written language.

Non-English speakers who are unable to access the curriculum are given support from the EAL department. Pull-out sessions provide one-on-one and small-group instruction to scaffold learning.

Transdisciplinary Nature of Language Learning

PYP students are provided with opportunities for language immersion in the language of instruction, English and French.

In the Early Years, each classroom follows a dual language model with an English and French voice. Students become familiar with each language and begin to differentiate between the two.

Students in Grades 1-5 receive daily instruction in French.

MYP

Language and Literature

All MYP students follow the Language and Literature English course. Some students may need additional support with English upon entry to the school. These students may receive EAL intervention before fully accessing the Language and Literature English course.

Students for whom Arabic is mandated will also follow the Language and Literature Arabic course.

Students who are native speakers of French or who enter the school as proficient learners may also follow the Language and Literature French course in the future.



Language Acquisition

Unless they are studying Language and Literature French, all students will follow the Language Acquisition French course. Upon entry to the school, students' level of French will be assessed, and they will be enrolled in the appropriate phase for their level, as stipulated in the Language Acquisition subject guide. Students for whom Arabic is not a mandated language may choose Language Acquisition Arabic or German.

The tables below show what a student should be able to do at each phase of the Language Acquisition course, as stated in the Language Acquisition Subject Guide (IBO 2020) .

	Emergent Phase 1–2	Capable Phase 3–4	Proficient Phase 5–6
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
Objective A: Listening			
i.	identify explicit and implicit information (facts, opinions, messages supporting details) in a wide variety of simple authentic texts	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple and some complex authentic texts	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of complex authentic texts
ii.	analyse conventions in a wide variety of simple authentic texts	analyse conventions in a wide variety of simple and some complex authentic texts	analyse conventions in a wide variety of complex authentic texts
iii.	analyse connections in a wide variety of simple authentic texts	analyse connections in a wide variety of simple and some complex authentic texts	analyse connections in a wide variety of complex authentic texts
Objective B: Reading			
i.	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple authentic texts	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple and some complex authentic texts	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of complex authentic texts
ii.	analyse conventions in a wide variety of simple authentic texts.	analyse conventions in a wide variety of simple and some complex authentic texts	analyse conventions in a wide variety of complex authentic texts



iii.	analyse connections in a wide variety of simple authentic texts	analyse connections in a wide variety of simple and some complex authentic texts	analyse connections in a wide variety of complex authentic texts
Objective C: Speaking			
i.	use a wide range of vocabulary	use a wide range of vocabulary	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately
iii.	use clear pronunciation and intonation in a comprehensible manner	use clear pronunciation and intonation in a comprehensible manner	use clear pronunciation and intonation in a comprehensible manner
iv.	communicate almost all the required information clearly and effectively	communicate almost all the required information clearly and effectively	communicate all the required information clearly and effectively
Objective D: Writing			
i.	use a wide range of vocabulary	use a wide range of vocabulary	use a wide range of grammatical structures generally accurately
ii.	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately
iii.	organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices	organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices	organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices
iv.	communicate all the required information with a clear sense of audience and purpose to suit the context	communicate all the required information with a clear sense of audience and purpose to suit the context	communicate all the required information with a clear sense of audience and purpose to suit the context



DP

At SISQ, students entering in the DP must be reading and writing in English at Grade 10 level. Languages offered at the DP level provide students with the opportunity to study their native language, to learn additional languages or even to start learning a new language from the beginning.

The IB Diploma Programme requires students to include a Group 1 language course, Language and Literature course, as well as an additional language, Group 2 language course (at either Language B or Ab initio Language level) in their subject selection.

At SISQ, during the PYP and MYP, students are encouraged to study three languages, which may be narrowed down to two at the DP level.

Combinations available at SISQ at DP level

- One Language from Group 1 (Language A) and one Language from Group 2 (Language B or Ab Initio), for example, English Language and Literature with French Language B.
- Two Languages from Group 1 (Languages A), with the second language from Group 1 in lieu of a language from Group 2, for example English Language and Literature and Arabic Language and Literature. Successful students will be able to graduate with a Bilingual Diploma.
- The MOE requires all students with a passport from an Arabic country to take Arabic A unless they have a written exemption from the MOE.

Combinations are subject to group numbers, student ability, teacher availability, timetabling, teacher recommendations, university choices and career choices.

Self-Taught Language in Group 1

The DP addresses the mother-tongue entitlement by providing an opportunity for students to study a language even if the course is not provided by the school. This is addressed on a case-by-case basis.

Language Ab Initio

This course is designed to provide students with the necessary skills and cultural understanding to enable them to communicate successfully in an environment where the target language is spoken. The student is given an opportunity to develop receptive, productive and interactive skills. It is taught at standard level only (SL). A student can opt for this course only if they have little to no prior experience of learning the language.

At SISQ, students cannot study French Ab Initio unless the French department approves it. Students who have studied French for one year or less are normally accepted.

Language B

This course is designed to provide students with previous experience in learning the language to explore the culture according to prescribed themes. Language B is offered at Standard and Higher levels depending on group numbers, student ability, teacher recommendations, university choices and career choices.



Mother Tongue Support

A student's mother tongue is essential to cognition and to building a personal and cultural identity. In addition to English, French, German or Arabic language, students will be encouraged and provided with opportunities to celebrate and develop their native language.

The school will take the following steps to support students' mother tongue learning:

- Encourage students to speak their mother tongue at home.
- Share information with parents about the importance of the mother tongue at information evenings and coffee mornings.
- Provide opportunities for students to share and celebrate their mother tongue through International Day and Mother Tongue Day.
- Obtain a collection of eBooks in students' mother tongues, which can be accessed through the library and online school subscriptions.
- Provide access, through Qatar National Library, to materials in students' mother tongue whenever possible.
- Organise enrichment activities in different languages to support groups of students who share a mother tongue.
- When available, provide parents with IB resources in their mother tongue.
- Whenever possible, obtain mother tongue resources for the library that are linked to the content being studied in class.

Language Support

EAL

At SISQ, students' language needs are determined through initial assessment, which is part of the admissions process. For further details, refer to the Admissions Policy. Students' level of English is specifically assessed during the admission process. If a need for support is identified, then the student will be referred to the EAL specialist.

A specific support programme, English as an Additional Language, EAL, will help students in the PYP and MYP to develop their skills in the instruction language. The aim of EAL support is to develop students' English language abilities to a level that enables them to access the curriculum without additional language support. Further information on EAL provision, assessment and monitoring can be found in the EAL Policy.

Language Acquisition.

Students may be provided with additional language support in Arabic and French to account for the many different levels of students within the Language Acquisition courses. This is in addition to various differentiation strategies implemented in the classroom. Based on the learners' needs, teachers might also provide individualised instruction guided by specific learning goals. This may take place outside normal class time.



Developing and Reviewing the Language Policy

Developing the policy

The development of the SISQ Language Policy is a collaborative process in order to produce a policy that is workable and easily implementable in the classroom. Programme Coordinators, the Pedagogical Leadership Team, the Inclusion and EAL teams and teachers have all been involved in the writing of the policy. As the school develops and the context changes, we would consider other key stakeholders, such as parents and students, also to be involved in the development of the policy.

Implementing the policy

All staff at SISQ are responsible for implementing the policy and ensuring that their classroom practice is in line with that of the policy. The pedagogical leadership team is responsible for the staff training, monitoring and quality assurance pertaining to the policy.

Communicating the policy

The pedagogical leadership team is responsible for communicating the policy to all staff and allowing for staff feedback. The policy is to be readily available if requested by members of the community. Furthermore, the Language Policy should be published on the SISQ website and the Toddle learning platform for easy access.

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