



## LANGUAGE POLICY

**MARCH 2024**

---

**KING ABDULAZIZ SCHOOLS  
INTERNATIONAL SYSTEM**

## Table of Contents

Introduction.....	1
KAS Philosophy.....	1
IB Mission Statement .....	1
KAS Mission Statement .....	2
KAS Vision Statement.....	2
KAS Core Values .....	2
International-Mindedness, IB Learner Profile Attributes and KAS Policies....	2
Purpose of this document .....	3
KAS Language Philosophy .....	4
Links with other KAS Policies .....	5
Language Policy Committee.....	5
Expectations and responsibilities of the School Community.....	6
Legal and Ministry Requirements .....	8
Language Support: PYP .....	8
Language Support: MYP.....	9
Language Support: DP.....	9
English and Arabic as Additional Languages (EAL/ AAL) Supports .....	9
Language Pathways at KAS .....	9
Language Profile .....	10
Citation and Spelling Protocol.....	12
KAS Statement on ChatGPT and Artificial Intelligence .....	12
Language Instruction Hours Per Week.....	13
Implementing KAS Language Policy .....	13
Communicating and Promoting KAS Language Policy .....	14
Policy review cycle .....	14
References .....	15

## Introduction

The idea to start an international stream at King Abdulaziz Schools (KAS) was prompted by the owner's quest to build a school that provides quality education for the community of Madinah. The board members were keen on having an educational program that centers on research, inquiry, and lifelong learning.

The school started implementing the IB programmes in 2014. Spurred by the idea of being the first Primary Years Programme (PYP) school in the city of Madinah with English as the language of instruction, all stakeholders worked with this end in mind to reach this goal. Thanks to all stakeholders' support, the school gained a good reputation within the community and began growing gradually. We became a PYP authorized school in 2017, in 2020 KAS was authorized for the IB Middle Years Programme (MYP) and in 2021 the school became the first school in Madinah to offer in conjunction the three IB programs (PYP, MYP & DP) and accredited by Cognia, a nonprofit organization that provides quality assurance for schools.

## KAS Philosophy

KAS is a non-profit organization that believes that education aims to foster the child's development as a whole person. We believe students should be encouraged to think critically, creatively, become autonomous learners, and exploit their academic and personal potential. We want students to be productive in their lives, appreciate and respect different cultures, and feel responsible by serving their own country and the world.

We believe learners bring their strengths and uniqueness to the classroom. Our teachers strive to cultivate learning partnerships with our learners. KAS believes that teaching is about empowering learners to take responsibility for their learning, inspiring courage to grow intellectually, cultivating curiosity, providing opportunities for developing relationships, clarifying values, uplifting the spirit and igniting action.

Our rigorous assessments aim to discover what our learners know and have learned at different learning stages. We believe that effective assessments cover the five essential elements of learning; the acquisition of knowledge, understanding of concepts, mastering skills, developing attitudes, and encouraging the initiative to act.

Our School aims to prepare young minds to become leaders who meet the global challenges of the 21st century and grow to become internationally minded individuals that push for positive change in the world.

## IB Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural

understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging international education programs and rigorous assessment. These programs encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.”

### KAS Mission Statement

“King Abdulaziz School strives to cultivate international educational experiences that prepare active and lifelong learners. KAS aims at providing stimulating academic programmes supported by rigorous assessment implemented through an inquiry-based, caring learning environment. Learners are equipped with the skills they require to reach their full potential and become responsible global citizens.

KAS prepares students to be open to other perspectives, values and traditions whilst recognizing their own identity and taking pride in their cultural heritage.”

### KAS Vision Statement

“To inspire the individual potential of all students and enable them to become principled, proficient, inquiring, and caring lifelong learners.”

### KAS Core Values

KAS fosters an atmosphere of academic excellence and encourages intellectual inquiry and critical thinking of all students and staff, recognizing their different learning needs, encouraging them to be:

- **Knowledgeable:** Knowing well, achieving well and doing well
- **Actionable:** Aiming high, reaching out and exemplary outlook
- **Successful:** in school, in universities and beyond

### International-Mindedness, IB Learner Profile Attributes and KAS Policies

We believe that each learner profile attribute incorporates key values, attitudes, knowledge, understanding and/or skills crucial to learning and development. Thus, our prospective students, their families and the whole school community acknowledge the importance of utilizing the IB learner profile attributes to develop the needed skills for international mindedness, to become an agentic learner and to adhere to this policy. The following IB learner profiles attributes are adopted from the IB:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

*The IB Learner Profile: A singular capacity for invigorating campus life IBO; 2010*

## Purpose of this document

This policy sets out the framework on how KAS supports all learners in the development and enrichment of first language along with language acquisition. It also identifies effective strategies for providing an inclusive and equal access to all KAS students regardless of their language background. The policy is designed to ensure that KAS's guiding principles, with reference to multilingualism and access are reflected in all school practices. To enhance this, the document describes steps that teachers will apply to

support and implement learning in students' language profile. Furthermore, the policy recognises the key roles of all members of KAS learning community in promoting the host country language. It defines rights and expectations along with available resources that KAS provides to all stakeholders to involve them in the development of language learning. Thus, KAS Language Policy is an essential agreement which embraces a multilingual environment to promote intercultural awareness and commitment to international mindedness.

## KAS Language Philosophy

KAS believes that the acquisition of many languages, as well as the preservation of first language enriches personal development and aids in international mindedness and understanding. Language learning at KAS is optimized by providing all learners with opportunities to learn language, learn about language and learn through language across all the disciplines. KAS philosophy reflects the guiding principles of the school, the IB continuum programme and MoE requirements. The school encourages the use of Arabic, the host country language and the first language of most students, as a tool for sharing knowledge and retention of cultural identity.

As indicated by the latest KAS language profile, gathered through interviews and questionnaires, our learning community comes from varieties of cultural and linguistic backgrounds which contribute immensely to KAS teaching and learning. While English is the language of instruction, the school plans to offer French as a third language to ensure that all learners have access to the required language resources that meet their individual needs. This will expand students' global views and reflect the interests of the whole school community.

Moving forward, language skills are transferable and all teachers across all disciplines teach languages through their subjects. Likewise, all learners are indeed constantly in the process of learning and applying languages through related IB learner profile attributes, and application of the command terms.

Thus, KAS is committed to supporting all members of its learning community in creating a challenging and motivating environment to help students communicate confidently in their first and acquired languages. Likewise, KAS is dedicated to embracing and promoting a multicultural and multilingual learning environment that prepares students to respect other cultures and guide them to be reflective global citizens with principled manners.

## Links with other KAS Policies

KAS Language Policy should be read in conjunction with the following policies:

- **KAS Academic Integrity Policy:** We believe that a successful learners utilize language to be principled and to produce their own high-quality academic research. KAS requires all students to adhere to its Academic Integrity Policy when submitting work to enable the school to determine whether appropriate language support is required.
- **KAS Admission Policy:** All new applicants to the school must sit for Entrance Tests in Arabic, English and Mathematics. Thus, KAS recommends that all applicants have basic levels of English and Arabic. The English and Arabic Entrance Tests are used to enable the school to provide appropriate language support after admission. Upon admission, student's needs to complete KAS language profile information.
- **KAS Assessment Policy:** We believe in implementing and continuously upgrading a balanced language curriculum – oral, written, and visual, that encourages a multilinguistic environment to help students become critical and active learners. To this extent, the level of students' language is incorporated in curriculum planning especially in formative and summative assessments.
- **KAS Inclusion Policy:** At KAS language diversity is a positive resource in promoting what it means to be an effective member of the school community, internationally minded and interculturally aware. KAS Language policy supports language development in all students to ensure effective learning for students whose first language is not English or Arabic. Students' language profiles are taken into consideration for effective support provision for students with learning diversities. Teachers design lessons and assessments aligned with relevant differentiation strategies for students with learning diversities needs and with their Individual Education Plans (IEP).

## Language Policy Committee

The Language Policy Committee is responsible for gathering data to update the school language profile, development of students first language and content of the language policy including its philosophy to reflect the needs of KAS learning community. The committee includes:

- School Coordinators
- Head of Arabic Department

- Head of English Department
- The Librarian
- Student council representative
- PTA representatives

## Expectations and responsibilities of the School Community

KAS Language Policy is the result of collaborative work between all members of the learning community to ensure that the policy is written in simple language for all stakeholders to understand its practices and procedures.

### Leadership Team:

- Promotes an environment of multicultural and multilingual perspectives into all aspects of school by recognizing families' vital role in supporting, developing and sustaining children's language learning
- Gathers data from all members of the learning community through interviews, discussions, surveys and observations on language profile
- Ensures the language policy is shared with all members of the learning community including prospective students and their families
- Works closely with parents to develop identified language profiles at home by inviting guest speakers to KAS events as alternative models to develop and maintain students first languages.
- Provides the required academic and financial resources and PD opportunities for staff to support language development and effective practices relating to language teaching and learning at KAS .
- Recognizes international events to promote different languages: Arabic language Day, National Day, and Cultural Day, and embrace the diversity within the school.

### Program Coordinators:

- Ensure that the school's language policy is read and thoroughly understood by students and teachers.
- Support the language department in the development of language pathways
- Supervise the implementation of the language pathways
- Facilitate the creation of language profile format for new entrance to KAS.



### Language Departments:

- Identify language individual needs, designs language pathways along with intervention programs, and support families and students in their language choices.
- Periodically review the language needs of individual students and works with the inclusion department to monitor the differentiation strategies used for students with specific language learning needs.
- Invite guest speakers such as storytellers/authors to speak to students in their first languages.
- Update staff about the latest developments on first language, language acquisition, teaching methodology and resources.
- Evaluate the differentiation strategies for learners with specific language learning needs
- Outline a language continuum scope and sequence.
- Maintain a record of language profile for each student and creates an information database which helps teachers to plan and implement school programs

### Media Center and the Librarian

- Attends relevant workshops and shares updates information with teachers and students
- Provides a multicultural and multilingual platform for language interactions and celebrations at KAS
- Uses the resources in the library and works collaboratively with coordinators in organizing workshops to staff
- Provides an access point for language pathways for the school-selected languages.
- Provides up to date resources for other languages identified on the KAS language profile.
- Encourages ethical use of media/ information, introduces students to the library system citation and referencing style through classes and workshops

### Teachers:

- Provide positive feedback in oral and or written form and encourage a multicultural and multilinguistic environment within classrooms
- Allow opportunities for oral presentation / role play / songs and Acting in class.

- Encourage the use of ICT labs to access programs or tools to support their language learning such as voice-activated applications.
- Displays classroom posters and labels that reflect the different languages in our school
- Model different reading and writing strategies using formal language by breaking learning into steps
- Involve students in assessing their own language development through portfolios, rubrics, self-reflections, and conferencing encourages self-assessment.

### Students:

- Self-assess and comment on development in language learning
- Adhere to KAS academic integrity Policy in assessments and when asked to complete language profiles
- Attend and complete the required language pathway classes.

### Parents/ Guardians

- Provide a rich language learning environment at home
- Attend all parents teachers conferences
- Support the school by attending and participating in events/celebrations and activities.

## Legal and Ministry Requirements

KAS fulfils MoE's requirements to provide students with access to Arabic as first and host language to enhance their language learning. To this extent, KAS has integrated the ministry's requirements within its Arabic Language scope and sequence and language provisions in the MYP and DP curriculum.

## Language Support: PYP

- Implementing KAS language practices starts in the PYP with a balanced language curriculum – oral, written, and visual – as described in our language scope and sequence.
- The focus of the language practice in the PYP is based on meaningful, challenging, significant and relevant practice incorporating text structure, grammar, spelling and vocabulary are taught within the transdisciplinary units.

- KAS language practice is inquiry-based learning embedded within the shared transdisciplinary units. like the PYP.
- PYP students are members of the school’s established multilingual club for learning additional languages supported by teachers at KAS.

### Language Support: MYP

- There is effective provision in place for language A and B as indicated in the language pathways.
- The language practice has integrated the language of instruction, as well as the first/host language with learning in each subject group. English and Arabic languages are used through all subjects in task clarifications and assessments to promote learning outcomes.
- Language practice at KAS supports the integration of language learning in English and Arabic at interdisciplinary planning and presentations.

### Language Support: DP

- Provision is been considered for resourcing and teaching self-taught language options in group1, starting with Arabic, the first/host language.
- Current language practice focusses on English and Arabic at both SL and HL levels. There is scope for provision of French ab initio in the near future.

### English and Arabic as Additional Languages (EAL/ AAL) Supports

The school has put the remedial classes plan in place for all Grades to support those students who need extra help in languages other than their first language. The teachers either support the children directly or withdraw them for individual or group work. They work collaboratively with class teachers, proposing appropriate strategies and techniques that can be used in class.

### Language Pathways at KAS

#### 1. First Pathway: Language of instruction (English: as additive bilingualism)

- **PYP:** Phase 1 & 2: EAL support [Phase 3, 4, 5, exit support]
- **MYP:** Phase 1: EAL support [Phase 2, 3, 4, & 5, Language acquisition], [Phase 6; English Lang & Lit]
- **DP:** Phase 1 & 2 further consideration at admission.
- [Phase 3 & 4 English B SL/HL]; [Phase 5 & 6 English B SL/HL; Arabic A SL/HL]

- **PYP to MYP Transition plan (Language of Instruction)**
- [PYP 5 Phase 1 & 2 Intensive EAL] Join [MYP Phase 2 & 3]
- [PYP 5 Phase 3 & 4] Join [MYP Phase 4 & 5]
- [PYP Phase 4] Join [MYP Phase 5]
- [PYP Phase 5] Join [MYP Lang & Lit]
- [PYP 1<sup>st</sup> lang Arabic] Join [MYP Lang & Lit].
  
- **MYP to DP Transition plan (Language of Instruction)**
- [MYP Phase 3, 4, 5] Join [MYP Grade 9/10 English Lang acquisition] Join [DP English Lang aq.: SL/HL]
- [MYP Phase 6] Join [MYP Grade 9/10 Eng. Lag & Lit] Join [DP Eng. Lang & Lit: SL/HL]
- [MYP 1<sup>st</sup> lang Arabic] Join [MYP Grade 9/10 Arabic I & L] Join [DP Lang & Lit SL/HL]

## 2. Second Pathway: Arabic 1<sup>st</sup>/Host language

- **PYP:** Phase 1 & 2: AAL support [Phase 3, 4, 5, exit support]
- **MYP:** Phase 1: AAL support [Phase 2, 3, 4, & 5, Language acquisition], [Phase 6; Arabic Lang & Lit]
- **DP:** Phase 1 & 2 further consideration at admission.
- [Phase 3 & 4 Arabic B SL/HL]; [Phase 5 & 6 Arabic B SL/HL].

## 3. Third Pathway: Other 1st languages

- Students and parents have access to arranged language courses within the school or outside of school. [Named languages:

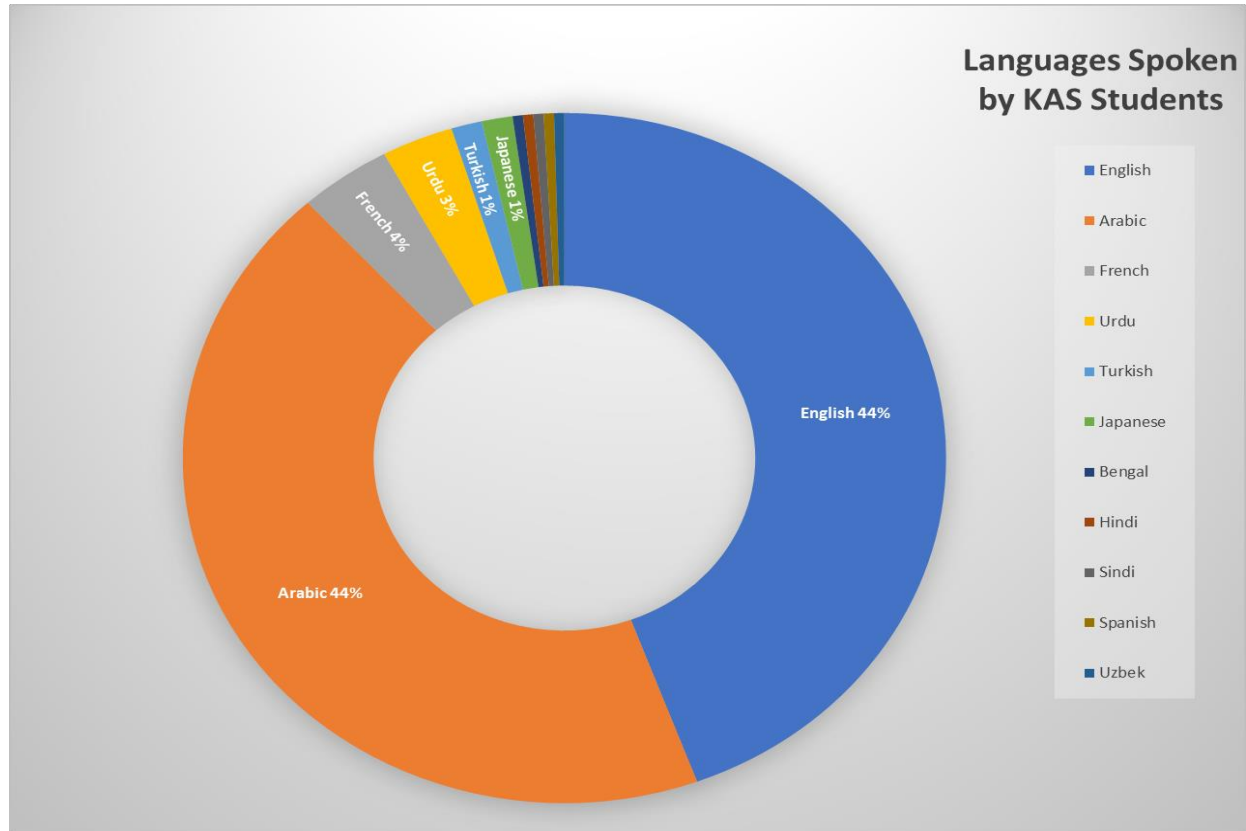
## 4. Fourth Pathway: Further 1<sup>st</sup> languages

- School advises Students and Parents on spoken language development and maintenance.

## Language Profile

At KAS, we believe that language is central to teaching and learning. English is the language of instructions in all lessons except in religious and Social Studies lessons, when Arabic is used, in compliance to MoE regulation. Moreover, students are encouraged to use other languages outside classes and in school events. The outcome of the recent language profile shows the rich varieties of languages spoken by the students and staff across the KAS IB continuum. The school will also undertake an audit of language profile for parents, omitted in the current profile, to improve its language

practices. This is planned before the next policy review cycle to enable KAS to reflect the needs of all its learning community members' language profiles.

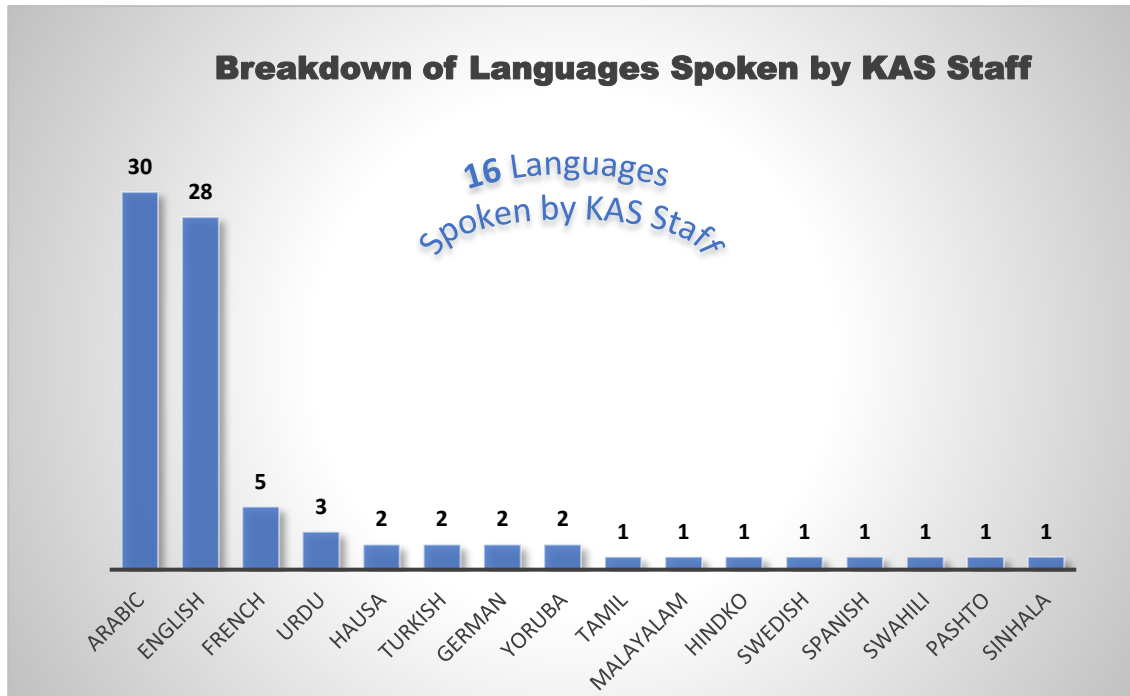


Language	Arabic	English	French	Urdu	Turkish	Japanese	Bengal	Hindi	Sindi	Spanish	Uzbek
Student Count	102	101	9	7	3	3	1	1	1	1	1
%	44.3%	43.9%	3.9%	3.0%	1.3%	1.3%	0.4%	0.4%	0.4%	0.4%	0.4%

The outcome of the language profile has enabled KAS to identify with clarity, the language of instruction (English language), and varieties of other languages that contribute to learning in the KAS community. Thus, we have introduced support strategies for first and host language (Arabic) and ten other languages that are spoken by students at KAS. We have also identified and set in place recognition for the value of 16 languages spoken by teachers at KAS.

Therefore, KAS has responded to the outcomes of language profile for students and staff has led to the setting up of language pathways for Arabic, the first and host language, pathway for English, the language of instruction, a third pathway for other first languages

identified by the language profile and for which KAS provides access courses within the school, and a fourth pathway for further first languages that KAS advises parents and students on developing and maintaining level of the language via private arrangement between the parents and available private language tutors.



Language	Arabic	English	French	Urdu	Hausa	Turkish	German	Yoruba	Tamil	Malayalam	Swedish	Spanish	Pashto	Sinhala
Staff Count	30	28	5	3	2	2	2	2	1	1	1	1	1	1
%	36.6%	34.1%	6.1%	3.7%	2.4%	2.4%	2.4%	2.4%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%

KAS has additionally used the recent staff language profile to explore possibilities regarding setting up clubs and co-curricular activities, reflecting the sixteen languages spoken by staff at KAS. Such activities will be open to staff, students, and parents, thereby applying the rich intercultural resource from within the staff at KAS.

KAS language profile has been applied widely as a tool to explore further the integration of the learner profile attributes and international mindedness within the school learning community.

### Citation and Spelling Protocol

KAS learning community members come from diverse linguistic and cultural background, therefore formal standpoint at KAS is the acceptance of both American

and British ways of spelling in all written assignments for internal and external purposes.

### KAS Statement on ChatGPT and Artificial Intelligence

KAS believes that Artificial Intelligence (AI) technology has become a very important and essential part of many educators and learners lives. Such technology is assisting education with the likes of spelling, translation software, calculators, presentations and more. KAS, therefore, accepted the adaptation of educational programmes so that students can use these new AL tools ethically and effectively. Therefore, student should be aware that KAS in conjunction with the IB ‘does not regard any work produced-even only in part-by such tools, to be their own’, therefore requires formal quotations indicating where a piece of work has been copied from.

### Language Instruction Hours per Week

Program	English	Arabic
KG	5.25 Hours	3.75 Hours
PYP (1-5)	5.25 Hours	5.25 Hours
MYP (1 - 5)	5 Hours	5 Hours
DP (1- 2)	5 Hours HL	4 Hours SL

### Implementing KAS Language Policy

KAS Language Policy will be implemented to reflect the following IB Standards and Practices which became effective October 2020:

- The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language **(0301-04)**
- The school implements and reviews a language policy that is aligned with IB language policy guidelines. **(0301-04-0100)**
- The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. **(0301-04-0200)**
- The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. **(0301-04-0300)**
- The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. **(0301-04-0400)**

- **PYP:** The school ensures that students learn a language in addition to the language of instruction, at least from the age of seven; multilingual programmes where students are learning at least two languages can but are not required to offer additional languages. **(0301-04-0411)**

### Communicating and Promoting KAS Language Policy

This policy is translated into Arabic, the first and host country language, to increase access for the whole learning community and maximize their level of participation in the implementation of the policy. The policy is published on the school’s website and a printed copy of it is available upon request. The Language Committee also organizes a policy orientation session for prospective students and their families in September of each year.

### Policy review cycle



*Reviewing a language policy IBO; 2018*

This policy has been reviewed in April 2022 by KAS Language Committee. It will be reviewed and updated annually by the school's academic departments to reflect the IB philosophy and KAS school community's needs through the following IB cultures which became effective October 2020:

- The school implements processes with consideration of the relationship between its IB-mandated policies. **(0301-06-0100)**
- The school documents its IB-mandated policies and communicates them to the school community. **(0301-06-0200)**
- The school considers physical and virtual spaces in all its IB-mandated policies. **(0301-06-0300)**
- The school articulates a planned integration of human, natural, built or virtual resources in all its IB mandated policies. **(0301-06-0400)**
- The school considers the Learner Profile in all its IB-mandated policies. **(0301-06-0500)**



- The school considers international-mindedness in all its IB-mandated policies. **(0301-06-0600)**
- The pedagogical leadership team uses the school’s IB-mandated policies in decision-making and curriculum development. **(0301-06-0700)**

**Last reviewed: March 2024**

## References

*International Baccalaureate (2012). A learning story about how a school’s language policy supports multilingualism in a culturally diverse community*

*International Baccalaureate (2018). Guidelines for developing a school language policy*

*International Baccalaureate (2012). Guidelines for school self-reflection on its language policy.*

*International Baccalaureate (2020). Introducing the 2020 Programme Standards and Practices*

*International Baccalaureate (2021). Language A: language and literature guide*

*International Baccalaureate (2021). Language acquisition guide (for use from September 2020/January 2021)*

*International Baccalaureate Organization, (2012) Language and learning in IB programmes*

*International Baccalaureate Organization, (2014) Language policy*

*International Baccalaureate Organization, (2018) Reviewing language policy*

*International Baccalaureate Organization, (2018) Student language agreements*

*International Baccalaureate (2020). Programme standards and practices*

**KAS policies:**

- *Academic Integrity Policy*
- *Admission Policy*
- *Assessment Policy*

- Homework Policy
- Inclusion Policy

*MYP: From principles into practice (2014) Coordinator Support Material (2016)*

