



LANGUAGE POLICY

January 2026

**KING ABDULAZIZ SCHOOLS
INTERNATIONAL SYSTEM**

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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 programme 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 programmes (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 programmes and rigorous assessment. These programmes 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 Ministry of Education (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 offers French to PYP students as an additional language within the language programme. This provision ensures equitable access to language learning opportunities and appropriate language support based on students' identified needs. The implementation of French as an additional language supports the development of multilingualism and aligns with the school's commitment to meeting the diverse linguistic needs of the 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 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, students' 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 diverse needs and with their Individual Education Plans (IEP).
- **KAS Homework Policy:** We believe that homework is an integral part of the teaching-learning process. Homework assignments are regarded as formative assessment and serve to give students a chance to review and practice learning, strengthen responsibility, provide parents with insights into classroom teaching and student progress, help students develop time management and organizational skills, and provide opportunities to apply information and skills independently. KAS implements four types of homework: practice exercises, preparation homework, extension homework, and creative/integration homework.
- **KAS Literacy Policy:** We believe that literacy is an integral part of the teaching-learning process across all subjects and year levels. Literacy development encompasses listening, speaking, reading, and writing skills that are essential for students to function in education, work, and society. All staff share responsibility for developing literacy skills within their subject areas, creating a supportive environment that values multilingualism and recognizes each student's potential. KAS implements comprehensive literacy strategies across the IB continuum: in PYP, students engage in The Daily 5 framework, Jolly Phonics, read-aloud, book borrowing, Raz Kids, weekly book reviews, and DEAR time; in MYP/DP, students participate in Big Write, library programmes, public speaking competitions with Toastmasters, and literature integration across subjects.

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:

- IB programme Coordinators
- Head of Arabic Department
- Head of English Department
- The Librarian
- Student council representative
- Head of PYP Literacy and Numeracy

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.

IB programme 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 programmes, and support families and students in their language choices.
- Periodically review the language needs of individual students and works with the inclusion team 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 language profile for each student and creates an information database which helps teachers to plan and implement school programmes

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 access points 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 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 programmes 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.

Teaching Practices

KAS is committed to providing students with authentic, meaningful, and diverse language and literature learning experiences. To achieve this, teachers implement the following strategies:

- Align instruction with the PYP, MYP, and DP goals and objectives, ensuring consistency with IB best practices.
- Employ reading and writing methodologies that support inquiry-based learning.
- Facilitate reading across all domains, encouraging comprehension, analysis, and enjoyment.
- Create cross-curricular connections between texts wherever possible, integrating learning across subjects.
- Utilize a variety of texts and media, including global literature and diverse perspectives, to broaden students' understanding.
- Organize students into groups based on interests, abilities, and assessment data to provide differentiated learning opportunities.
- Use formative assessments to inform teaching strategies and adapt instruction to students' needs.
- Design reading and writing instruction with reliable summative assessments to measure progress and learning outcomes.

- Provide students with opportunities to engage with the wider community, extending learning beyond the classroom.
- Incorporate multiple learning experiences to cater to varied learning styles and needs.
- Promote intercultural awareness through language education, helping students appreciate linguistic and cultural diversity.

These strategies collectively aim to develop competent, reflective, and globally aware communicators, supporting KAS's commitment to inclusive and multilingual language practices.

Resources to Support Language Learning

KAS provides a wide range of resources to support language development and literacy across all grade levels. The school is committed to ensuring that students have access to diverse, high-quality texts and materials in multiple languages, reflecting a variety of genres, levels, and cultural perspectives.

- Language teachers provide students with a broad selection of texts, including tales, stories, explanations, and persuasive writing, in both English and Arabic, as well as other mother tongue languages where appropriate. Students also have access to dictionaries, including picture dictionaries and mother tongue dictionaries, to support comprehension and language development.
- The school library continues to grow and includes reading schemes, books across various genres, e-books, and digital resources. Materials are selected to represent multicultural perspectives and diverse text types and levels, fostering students' critical thinking and literary analysis skills. Digital platforms and online resources such as StoryWeaver, Follett Learning, Raz-Kids, and Britannica are integrated into learning. KAS holds an annual subscription to Britannica, providing students with access to high-quality, multilingual resources to support independent research, reading, and language development.
- programmes such as "I Read Arabic" and "I Start Arabic" are implemented to support literacy development in Arabic.
- ICT is widely used as a tool to support language learning. Students have access to educational websites, CDs, interactive games, and applications such as Google Translate or voice-activated tools. Interactive smart boards and ICT labs are utilized to promote engaging, interactive lessons that cater to diverse learning styles. The school also subscribes to Learning A-Z, providing students with additional resources to support reading and writing development.
- Student-produced materials, including books, projects, and written work, are displayed in classrooms or during school assemblies to celebrate learning and foster a sense of ownership. Inquiry-based learning is supported through displays such as the thought-provoking question walls in PYP classrooms, where student questions and discussions are shared and referenced.

- The wider school community is also leveraged as a resource. Guest speakers, storytellers, and representatives from various organizations are invited to share experiences in English, Arabic, and students' other mother tongues. Cultural celebrations and events throughout the year expose students to diverse traditions, promote international-mindedness, and reinforce appreciation of the host country's culture.

These resources collectively support the development of multilingual, confident, and reflective communicators while fostering a lifelong engagement with language and literature.

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. Language is taught using the process of inquiry focusing on gaining knowledge, developing skills, and building conceptual understanding.
- 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.
- 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 has been considered for resourcing and teaching self-taught language options in group1, starting with Arabic, the first/host language.
- Current language practice focuses on English and Arabic at both SL and HL levels. There is scope for the provision of French Abinitio in the near future.

Language B

Initial Diagnostic Assessment

King Abdelaziz School employs a holistic approach to the process of evaluating students at the beginning of the academic year. All students undergo both English and Arabic diagnostic assessments which evaluate the student's skills, knowledge, strengths and areas for development in the target language. Students who demonstrate a need for additional language support in the English language of instruction or the Arabic mother tongue language will be referred to English or Arabic language B. In some cases, they may need both.

English and Arabic Language B programmes

Both the English and Arabic Language B programmes serve as additional language-learning lessons designed for students with very little or no knowledge of the English or Arabic language. The programmes guide the learning community in the process of planning, teaching, and assessing such students.

Although they need additional language support, language B students engage with learning described in the curriculum documents and the Programme of Inquiry. Teachers consider the language B student's specific learning needs and plan accordingly. For language B students who have been identified as having significant language support needs, teachers plan how to teach the language required for learning and demonstrate learning in both the language B lessons and in the class units of inquiry.

Students spend most of their time with the homeroom teachers who play a central role in the development of the language of their students along with the language B teacher. Effective planning, documenting, assessing and reflecting are undergone collaboratively to meet the needs of language B students. Regular collaborative meetings are held between grade-level and Language B teachers as well as the PYP coordinator to ensure effective use of in-class support. Desired learning goals for language B are both collective and individual and are selected from the curriculum overview and scope and sequence documents. Teachers also select individual learning goals for specific language B students. Once learners achieve their goals and are at a sufficient level, they will no longer attend language B lessons and will continue to progress as part of the class with Remedial Support.

Remedial support:

The school has put in place the remedial classes plan for all grades to support those students who need extra help in English and Arabic language. The teachers support the students directly in class. They work collaboratively with class teachers, proposing appropriate strategies and techniques that can be used in class to support the students in question.

Assessment:

To assess student progress in the development of English and Arabic, the language B teacher monitors the students' progress and provides a biweekly progress report to the Head of school. The progress reports are kept in the assessment file by the language B teacher as well as core subject teachers. As

the school understands the importance of language in the development of children, teachers keep records and report children's progress to parents with portfolio entries and entries in the school report. Parents are welcomed to set appointments with language teachers to discuss children's progress at any point during the academic year.

Support at Home:

Our experience tells us that children that are new to either English or Arabic require strong support from their parents and family members at home. Parents can help their children by providing a language-rich environment that includes access to movies, videos, and books in the targeted language. We encourage parents to develop strong and fluid communication, not only with the core teacher but also with the language B teacher and to provide them with feedback about the child's language development.

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 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 KAS school community is characterized by a high level of linguistic and cultural diversity. English serves as the language of instruction; however, both students and staff represent a wide range of linguistic backgrounds that contribute to the richness of the school community. Students at KAS speak a variety of languages, including Arabic, English, Turkish, French, Hindi, Mandarin, Uzbek, Urdu, Lithuanian, Serbian, and Malay.

Similarly, the teaching staff reflects significant linguistic diversity, with languages spoken across the faculty including Arabic, English, French, Urdu, Turkish, Spanish, Swedish, Hindko, Yoruba, Hausa, Tamil, and Sinhala. This diversity highlights the multilingual environment of the school and reflects the international composition of the KAS community.

KAS has also used the most recent staff language profile to explore opportunities for establishing language-based clubs and co-curricular activities that reflect the range of languages spoken by staff members. These initiatives are intended to be open to staff, students, and parents, enabling the school community to benefit from the rich linguistic and intercultural expertise that exists within the KAS staff.

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.

Promoting Multilingualism and the development of home languages

In alignment with IB expectations for language development, KAS has established a language policy that actively promotes multilingualism, affirms students' identities, and supports the development of home and personal languages, alongside the languages of instruction and additional languages (English and Arabic). The policy reflects KAS's commitment to creating an inclusive, language-rich learning environment where linguistic diversity is valued and leveraged to enhance teaching and learning.

The following practices demonstrate how these principles are embedded within teaching, learning, and the wider KAS community:

1. **Multilingual Library and Digital Resources:** KAS provides a wide range of print and digital resources in multiple languages, including English, Arabic, French, and Urdu. Library collections are intentionally curated to reflect the linguistic diversity of the KAS community. In addition, digital platforms such as Raz Plus and Britannica offer access to multilingual texts, supporting literacy development and language acquisition across different languages.

2. **Literacy Week:** An annual PYP Literacy Week is organized at KAS to foster a culture of reading, writing, and language appreciation. Through inquiry-based and age-appropriate activities, students are encouraged to engage with language meaningfully while valuing linguistic diversity.

3. **Cultural Events and Community Partnerships:** KAS celebrates Culture Day, providing students with opportunities to explore, share, and value their cultural and linguistic identities. Students and staff also participate in cultural events hosted by external institutions, such as Taibah University, strengthening connections between language, culture, and community learning.

4. **Guest Speakers from the KAS Community:** Guest speakers from the KAS community are invited to share their languages, cultural backgrounds, and experiences. These interactions support authentic language use and help students develop respect for linguistic diversity in real-world contexts.

5. **Big Write:** Supporting Home and Personal Languages Through the Big Write initiative, KAS provides students with opportunities and choice to write in their home or personal language, including their mother

tongue. This practice supports identity development, cognitive growth, and reinforces KAS's commitment to inclusive and multilingual language practices.

6: Drop Everything and Read (DEAR): DEAR is implemented as a regular whole-school routine at KAS to promote a sustained culture of reading and a love for literature. During DEAR sessions, all members of the school community pause instructional activities to engage in independent reading. Students are encouraged to read texts of their choice, including books in their home or personal languages, where appropriate. This routine supports literacy development, fosters reading for pleasure, and reinforces the value of multilingualism by respecting students' linguistic identities and reading preferences.

Collectively, these practices demonstrate KAS's alignment with IB principles by valuing linguistic diversity, supporting the development of home and personal languages, and ensuring meaningful access to learning through the languages of instruction and additional languages.

French as an Additional Language

At King Abdulaziz School (KAS), French is offered as an additional language within the Primary Years Programme (PYP) to support multilingualism, intercultural understanding, and international mindedness. French was initially introduced as part of a Language Enrichment Plan and has since been formally established as an additional language for KAS PYP students. French is taught for two classes per week and is designed to provide students with consistent and meaningful exposure to the language. The programme focuses on developing foundational language skills, including:

- Listening and speaking for basic communication
- Early reading and writing skills in French
- Vocabulary development related to everyday contexts and cultural themes
- Use of simple sentence structures to express ideas
- Awareness and appreciation of French-speaking cultures

French learning is planned in alignment with PYP principles and is integrated with Units of Inquiry (UoI) where appropriate, enabling students to make connections between language learning and transdisciplinary themes. Opportunities to use French are also embedded within the wider school environment through school events, celebrations, and assemblies that promote linguistic and cultural diversity.

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 assists 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 AI tools ethically and effectively. Therefore, students 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

programme	English	Arabic	French
KG	5 Hours	5 Hours	
PYP (1-5)	5.25 Hours	5.25 Hours	1.5 Hours
MYP (1 - 5)	5 Hours	5 Hours	
DP (1- 2)	5 Hours HL/SL	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: January 2026

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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*
- *Literacy Policy*

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