



Leigh Academy
MINSTER

Language Policy (2025-26)

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Our Vision Statement:

'Where ambition takes flight' We believe that every learner is entitled to a high quality, varied and personalised education; delivered through a broad and balanced curriculum that provides challenge, irrespective of need, starting point or background. Our commitment to maximising the potential of every child; teaching them the skills they need to be successful and nurturing a desire to be a lifelong learner, will prepare them for whichever career path they choose to follow. At Leigh Academy Minster we inspire our learners to be responsible for their own learning, to be independent and have ambitions to develop themselves and enhance their community.

Our Academy community works collaboratively to achieve success and develop its own unique character. Our belief in 'human scale' education, delivered through a small school college model, means every one of our students is known and valued. Strong pastoral care is at the heart of our academy and we place great importance on building strong partnerships with parents and carers.

Our inclusive community has ambition, drive and responsibility. We embrace a high challenge, high support culture and seek positive collaboration with others. At Leigh Academy Minster our community allows ambition to take flight.

Our Values

Ambition – Striving for Excellence

We encourage individuals to set high aspirations, push boundaries, and pursue their goals with determination. Ambition fuels innovation and fosters a culture of excellence, empowering individuals to reach new heights and make meaningful contributions. We foster a culture of lifelong learning so our community is better equipped to adapt, innovate and thrive amid a continually changing global context.

Character – Integrity and Authenticity

Character is the foundation of our identity, built on the principles of integrity, honesty, and authenticity. We believe in the importance of maintaining strong moral and ethical values in all interactions. Our commitment to character ensures a culture of trust, respect, and transparency, fostering meaningful connections and genuine relationships within our community. We are inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Achievement – Continuous Learning and Innovation

We celebrate achievement as a result of continuous learning and innovation. We value the pursuit of knowledge and the willingness to adapt and evolve. Through a commitment to excellence, we recognise and reward accomplishments that contribute to personal and collective growth. We offer a rigorous curriculum that is revered globally so that achievements are recognised internationally as a path to opportunity. Achievement is not just a destination but a journey of exploration, curiosity, and improvement.

Responsibility – Accountability and Guardianship

Responsibility is at the core of our values, emphasising accountability and guardianship. We believe in taking ownership of our actions, decisions, and their consequences. As responsible members of our community, we are committed to environmental and social stewardship, making choices that positively impact our surroundings and the well-being of others.

Our Mission Statement:

Leigh Academy Minster is a place of opportunity where ambition, character, achievement and responsibility matter. We are a caring community where everyone feels safe, valued and empowered to explore, experience and achieve.

We are inquiring, knowledgeable, and resilient learners who are equipped to take our place in wider society. As lifelong learners, we develop our international mindedness and intercultural understanding. This is so we can pursue our aspirations and interests as responsible members of a global society who respect and appreciate diversity.

1. Introduction

This Language Policy has been developed to set out the philosophy and aims of language teaching and learning at Leigh Academy Minster. The document contains details of Leigh Academy Minster's linguistic context and vision for language acquisition, and outlines how second-language acquisition and mother-tongue language provision are supported in our community. Leigh Academy Minster strives to ensure that its second-language instruction and support for mother-tongue learners aligns with the principles and mission of the International Baccalaureate Middle Years and Career-Related programmes.

2. Language Philosophy and Vision

Language Acquisition at Leigh Academy Minster aims to develop a positive and stimulating environment for language-learning where students become resilient, responsible and reflective individuals who are eager to learn. Teaching supports students to become open minded, inquisitive communicators and engages students not only with the vocabulary and grammar of the mother tongue or target language but also develops intercultural understanding and international mindedness through the use of authentic resources, enrichment opportunities and trips, both at home and abroad.

Definitions

Mother-Tongue: The terms that describe the language student's use at home and/or outside the classroom/school environment include "first language", "home language", "preferred language", "mother tongue", "native language" and "heritage language". For the purposes of the MYP, the term "mother tongue" is used. Many language acquisition students are using more than two languages outside the classroom and learning environment.

Language Acquisition: Is a standard linguistic terminology used to describe a language learned subsequently to a first language, and implies that a student also has access to the language for communicative purposes outside the context of the language classroom (in other subject classrooms, outside the school or learning environment, or in the community).

English as an Additional Language learner (EAL): EAL terminology is provided to those students for whom the Language of Instruction is not the student's first language.

Language A: Mother Tongues (English & Literacy)

English is the language of instruction at Leigh Academy Minster and is a compulsory subject throughout Key Stages 3 and 4 (Years 7 to 11), fulfilling the Language A pathway for the MYP, while students with Additional Educational Needs in Key Stage 3 may have additional lessons to support their literacy in English.

Language A: Mother Tongues (Heritage Languages)

Leigh Academy Minster strives to ensure that all students, including those for whom English is an additional language, have the opportunity to celebrate and share their mother tongue and home culture. This includes offering Heritage Language qualifications in students' first language with the support of multilingual members of the local community.

Promotion and celebration of student's mother tongue and culture at Leigh Academy Minster:

- Whole Academy Assembly of European & International Day of Language
- The Learning Resource Centre purchases books in various languages
- Subscription to The Day website for pastoral and values lessons containing articles and resources in various languages
- Students are entered for GCSE exam in their mother tongue (pending availability from exam boards)
- Achievement Assemblies where students are presented a diploma for their performance in their mother tongue's GCSE
- Teachers make links in lessons with student's mother tongue and culture

Language B: EAL

Leigh Academy Minster has a dedicated Assistant Principal (AP) with responsibility for Inclusion, including the provision of additional support for students with English as an additional language. The AP for Inclusion works closely with student small school college teams and the academy's SENDCo to identify and support all students that require additional support in English, working in partnership with families to ensure that all parties are working towards reducing barriers to learning. Students with English as an additional language are provided with a range of interventions, including:

- 1:1 Chromebook device and Google Education platform;
- Read and Write digital application;
- Key Stage 3 and 4 in class support by Learning Support Assistants (LSA), college pastoral teams and members of the senior leadership team (SLT);
- Key Stage 3 and 4 exam support across the curriculum (internal and external assessments);
- CPD for all teaching staff;
- Bespoke training for ECT's and new teachers;
- EAL Pupil Passports, created in partnership with EAL students.

Language B: MFL

All students at Leigh Academy Minster study either French or Spanish as an additional language during Key Stage 3. Their learning in these lessons follows carefully constructed syllabi that build grammatical awareness and linguistic skill alongside intercultural understanding. Students in Year 7-9 follow the IB's Middle Years Programme, with students then choosing whether to continue studying languages at GCSE level in Years 10-11.

Language Acquisition: Language Teaching

It is understood that all teachers at Leigh Academy Minster are teachers of language, regardless of their subject expertise; as such all teachers are expected to mark for literacy in English as the language of

instruction. Teachers are also expected to make reference within their lessons to international developments in their fields and, where possible, link these with elements of language development.

Possible examples of this could include:

- The etymology of key terminology
- The language that would have been spoken by a key figure
- Key quotes provided both in English and in their mother-tongue

3. IBCP Language and Cultural Studies Core Programme

Leigh Academy Minster is committed to fostering internationally-minded individuals who are equipped for global citizenship and future careers. Our participation in the International Baccalaureate Career-related Programme (IBCP) provides a unique pathway for students to develop practical skills alongside academic rigour. A core component of the IBCP is the Language and Cultural Studies (LCS) programme, which is designed to enhance students' language proficiency and intercultural understanding in a career-related context.

3.1 Aims of the IBCP Language and Cultural Studies Programme

The IBCP LCS programme at Leigh Academy Minster aims to:

- **Develop practical communication skills:** Equip students with the language skills necessary for effective communication in a professional or vocational context, focusing on real-world applications relevant to their chosen career-related study.
- **Foster intercultural understanding:** Enable students to understand and appreciate diverse cultural perspectives, preparing them to interact effectively in a globalised workforce and society.
- **Enhance self-confidence and global awareness:** Build students' confidence in using a second language in various authentic situations, broadening their international-mindedness and appreciation for linguistic and cultural diversity.
- **Support career-related learning:** Integrate language and cultural learning directly with the students' IBCP career-related study, allowing them to apply their language skills in meaningful and relevant ways within their chosen field.
- **Promote lifelong learning:** Instill a desire for continuous language and cultural learning, recognising its importance in personal and professional development in an ever-changing world.

3.2 Structure and Implementation of the IBCP Language and Cultural Studies Programme

The IBCP LCS programme at Leigh Academy Minster is delivered through a flexible and student-centred approach. Students undertaking the IBCP will engage with language learning that is tailored to their individual needs, prior linguistic experience, and the demands of their career-related study.

- **Language Choice:** Students will select a language for their LCS programme based on their existing proficiency and career aspirations. This could include continuing their study of French or Spanish, or focusing on English language development for those for whom it is an additional language. The choice will be guided by discussions with the IBCP Coordinator and relevant language teachers to ensure alignment with their career-related pathway.
- **Proficiency Levels:** The programme caters to a range of proficiency levels, from beginners to advanced learners. Instruction will be differentiated to meet individual student needs, ensuring appropriate challenge and support.

- **Contextualised Learning:** Language acquisition will be deeply integrated with the content of the students' career-related study. This means:
 - **Authentic Materials:** Use of authentic texts, audio, and visual resources relevant to their career field (e.g., industry reports, professional communications, interviews with professionals).
 - **Scenario-Based Learning:** Engagement in role-playing, simulations, and case studies that mimic real-world professional interactions requiring the target language.
 - **Vocabulary and Terminology:** Focus on specialist vocabulary and terminology pertinent to their career-related pathway.
 - **Cultural Nuances:** Exploration of cultural norms, etiquette, and communication styles relevant to their chosen industry or region where the target language is spoken.
- **Assessment:** Assessment in the LCS programme will be ongoing and varied, designed to measure practical language application and intercultural understanding. This may include presentations, written reports, oral interactions, and project-based work that demonstrates the student's ability to use the language effectively in a career-related context.
- **Interdisciplinary Links:** Teachers of the IBCP core components and career-related studies will collaborate with language teachers to identify opportunities for interdisciplinary connections, ensuring that language learning is reinforced and applied across the programme.
- **Support for EAL Students:** For IBCP students who are English as an Additional Language learners, the LCS programme can be strategically designed to further develop their academic English, linking directly to the language demands of their career-related studies and the other IBCP core components. This could involve specific academic language support and strategies for navigating complex professional texts in English.

By integrating the IBCP Language and Cultural Studies programme, Leigh Academy Minster further strengthens its commitment to developing well-rounded, internationally-minded individuals who are prepared to excel in their chosen careers and contribute positively to a diverse global society.

References:

International Baccalaureate Organisation. Career-related Programme: From principles into practice. Geneva, Switzerland. 2016.

International Baccalaureate Organisation. Guidelines for developing a school language policy. Geneva, Switzerland. 2008