



Information for Staff and Stakeholders at Leigh Academy Mascalls

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1. PHILOSOPHY

Leigh Academy Mascalls is an IB World School. We recognise that language is central to “the education of the whole person”, promoting personal and intellectual growth through exploration of cultural identity (aided by the study of at least two languages) within a context of active and deepening intercultural understanding.

Leigh Academy Mascalls curriculum is designed to implement fully the IB mission statements, in accordance with the principles enshrined both in its own published educational philosophy and objectives, and in IB documentation governing delivery of the Middle Years Programme (MYP). In relation to language-acquisition, linguistic development and literary understanding, these practices are rooted in an awareness that, as well as being the main medium of social communication, language-skills are tightly linked to cognitive growth, since they are the means by which meaning and knowledge are negotiated, constructed and shared.

In recognising that language is central to learning, Leigh Academy Mascalls acknowledges that all teachers are, in practice, language-teachers, with responsibilities in facilitating communication. In addition, Leigh Academy Mascalls believes that it is essential for all to have a strong foundation in one’s own language (mother tongue), and therefore encourages and supports this development, wherever possible, through an ethos of acceptance and celebration of linguistic diversity within a genuinely international community.

At Leigh Academy Mascalls in all aspects of our language teaching we strive to:

- Promote enquiry based authentic language development.
- Focus on the trans-disciplinary nature of language development.
- Develop and inter-relate the skills of listening, speaking, reading, writing and media literacy.
- Promote consistency of practice in the teaching and learning of language.
- Provide appropriate feedback to support learning languages.
- Integrate language learning with interdisciplinary planning.
- Develop and promote cultural awareness and understanding.
- Develop lifelong learners.

Throughout the delivery of the MYP Programme:

- We will provide stimulating opportunities for language learning.
- we will ensure that well -resourced teaching and learning is used to support mother tongue development.

2. DEFINITIONS

In Languages A (Language and Literature), English is the language of instruction and is taught through Literature and Language. The emphasis is on the study of literary and (where relevant or appropriate) non-literary texts and on the development of mature powers of appreciation and analysis, as well as the ability to convey these effectively in speech and writing. Other forms of writing – creative, expository – are fostered and assigned, as integral elements in a balanced Language Arts curriculum, complementing studies in the main literary genres.

In Languages B (Spanish & French), students learn at least one language at Key Stage 3, in addition to their mother tongue. All students will also continue to study a modern foreign language in Key Stage 4. The emphasis is on transactional linguistic competence and cultural studies. The Academy maintains a positive and stimulating environment for language-learning, and provides a varied, personalised approach, integrating listening, speaking, reading and writing as well as direct contact with other countries through trips, exchanges and written communication.

All students participating in the MYP study at least two languages: a Language A and one other language.

3. EAL Provision within the MYP

Students entering Leigh Academy Mascalls with limited proficiency in English receive appropriate additional support within the curriculum. English as an additional language students (EAL) are provided with one-to-one and small group support to develop their English acquisition skills and have unlimited access to programmes such as Rosetta Stone to assist their independent work. EAL students follow a full programme in all required subjects. [Exception: by being temporarily withdrawn from pursuing other language-options, enabling them to concentrate on achieving as soon as possible the level of functional competence in English

needed to facilitate satisfactory learning in their “non-language” subjects, which are all taught through the medium of English.]

4. LANGUAGE-TEACHING

All languages (MYP Languages A and B) are taught by qualified speakers of the languages. Language plays a key role in interdisciplinary learning, and the Academy’s various departments of languages are ideally placed to play an active part in developing, designing, and discovering valid cross-curricular links aimed at empowering students’ intellectual growth.

Leigh Academy Mascalls acknowledges that all teachers are teachers of language, and we have the highest expectation on all staff to take opportunities to facilitate effective communication throughout the academy. We actively champion students’ home languages as a valuable part of their identity and learning journey, recognising the cognitive, cultural, and academic benefits of multilingualism. We work closely with families to support the linguistic needs of our students, encouraging parents to maintain and nurture their child’s home language alongside English. This partnership between home and school strengthens students’ confidence, communication skills, and overall academic development.

5. RESOURCES

The teaching of languages is supported by a wide range of audio-visual resources and the Library’s print holdings and online facilities. Instructional methods are enhanced by the deployment of appropriate and effective ICT resources. Participation in drama productions allow them to fully experience the expressive beauty and power of language skillfully used and students come to appreciate the vital role of language as the major vehicle for thought and expression in their everyday lived reality. The Academy celebrates diversity in all its forms through the delivered curriculum, extra-curricular and co-curricular programmes, as well as our SMSC programmes.