Language Policy
English Primary

GERMAN
EUROPEAN
SCHOOL
MANILA

GESM Mission, Vision and Values

We are a learning community that provides our students with an excellent education in German and English, following the highest internationally accepted standards. As part of Eurocampus in the Philippines, we offer exceptional opportunities for intercultural learning and understanding in the spirit of European educational traditions.

Our caring and nurturing environment allows students to develop their unique personalities and become independent and responsible individuals.
We prepare our students to successfully study, live and work in German speaking and other countries across the globe. As professional practitioners, we reflect, learn, and grow together.

Our values are Integrity Respect Compassion Independence Responsibility

The IBO's Mission Statement

"The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right. "The philosophy of the PYP is to make the students into "inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open-minded, well-balanced, and reflective."

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German European School English Primary Section: Language Policy

The English Primary section of GESM builds upon the school philosophy through the shared beliefs that:

Being rooted in both the GESM mission and vision and that of the IB we aim to create a challenging and motivating multilingual environment where the language of instruction is English. We view language as a tool for constructing meaning in the world. We believe that every student has an individual and a cultural set of experiences, skills and interests, which must be considered in the teaching and learning process.

For GESM, multilingualism and the development of critical literacy are considered important factors in fostering international mindedness through the promotion of cultural identity, intercultural awareness and global citizenship. Language development and learning additional languages develops open-mindedness and promotes cultural awareness and appreciation. This includes the importance of supporting our learner's diverse language profiles.

Our summary statements would be as follows:
- Multilingualism promotes intercultural competency.
- Language is the key to learning and plays an important role in the inquiry process.
- Linguistic and cultural diversity is a rich resource that contributes to learning.
- Language is to be taught through the program of inquiry and as a stand-alone unit where necessary.
- All learners are language learners, and all teachers are language teachers.

We understand that all teachers are language teachers as language transcends curriculum areas. Through the IB PYP language programme, we aim to develop confident, curious, highly proficient, and enthusiastic readers, writers, viewers, presenters, speakers, and listeners. Language is always taught meaningfully and in context. These contexts vary, but often involve the use of real-life scenarios, native speakers, the local area, and a wide variety of text types. We support the learning of language through inquiry, allowing students to make connections with context, to explore and investigate. The learning of any language is developmental by nature, building constructively on what each individual student knows to help move them forward.

To support the Language development and vertical articulation of the curriculum where students progress to Secondary school having Cambridge as their Scope and Sequence, English Primary has integrated the Cambridge Primary English as part of its Scope and Sequence. Cambridge Primary English supports this approach as it is based on international best practice in schools, promoting an inquiry-based approach to learning to develop learners' confidence, creativity, and intellectual engagement. Each Cambridge curriculum framework is designed to engage learners in an active and creative learning journey. It is designed for learners who have English as a first language and can be used in any cultural context.

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The curriculum framework provides a comprehensive set of progressive learning objectives for English. The learning objectives detail what a learner should know, understand and be able to do in each year of primary education. The Cambridge Primary English Curriculum Framework provides a solid foundation from which learners can work towards study at Cambridge Lower Secondary. Divided into six stages, the curriculum framework covers knowledge, skills and understanding in the three strands, Reading, Writing and Speaking and listening.

School Language Profile:

Language of Instruction
The primary language of instruction for GESM English Primary is English. We acknowledge that both American and British English are accepted in writing. Through schoolwide direct instruction, students develop the fluency and literacy skills necessary to ensure their ability to communicate effectively as 21st century students and adults.

Additional Languages: DaF Learning at GESM
As a German School Abroad, children progress through GESM Early Years and Primary learning in depth, the German Language. Differentiated classes are taught for 5 periods per week from Early Years to Grade 5. Additionally, Grade 5 has Theatre classes delivered twice a week in the German language.

DaF Learning Structure
There are different levels of learners in DaF due to the following factors: time of the year when a student joins GESM, their grade level upon joining GESM and the general ability of the child to acquire another language. To be able to meet their varying level of language acquisition, DaF is differentiated from Grade 1 to Grade 5.

High-ability learners are identified through quantitative (assessment result) and qualitative (observation and anecdotal record of the DaF teachers) data. To help high-ability DaF learners in English Primary learn at a higher level, we obtain parents' consent to immerse them in the German Section for 2 periods per week. Students from Upper Primary, will be placed in G4 German Section every Thursday during our Collaboration periods (from 12:40PM to 2:00PM) - hence, not missing any core subject learning in Primary but their German language learning will be the main focus during those two periods.

EAL Support Structure (English as an Additional Language)
The goal of the EAL Program at GESM is to help develop EAL students' Basic Interpersonal Communication Skills (BICS) as well as their Cognitive Academic Language Proficiency

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language (CALP) in all subject areas. EAL support is offered to all students in Primary Grades 1-5. A combination of pull-out / push-in model is used throughout.

EAL Program Structure

The focus of EAL is to provide a programme that will best meet the needs of individual students in the program. This means that the EAL teachers will be flexible to adapt the push-in and pull-out components of the EAL program depending on student needs. Providing opportunities for integration with mainstream classes is established to be beneficial to both groups of students.

Beginner EAL students attend a dedicated EAL pull-out session often one on one for a period of time when they enter the school in order to provide the minimum required level of English Language Proficiency students need to be able to progress in a mainstream class. EAL classes are scheduled during the German lesson periods for the pull – out sessions and English-UOI lesson periods for a combination of push-in/pull-out sessions.

Mainstreaming

GESM EAL Programme follows the RAZ ELL Edition level of proficiency which is aligned with TESOL. The level and descriptors are shown below. Once a student has reached Level 3, a meeting will be called with the parents to discuss the transition of their child to joining the beginner's German language classes. EAL students will be fully mainstreamed when it is determined that a student is ready to exit from the Programme.

Language Proficiency Alignment in EAL
Table 1

TESOL Alignment	Descriptors
Level 1 (Starting)	• Ability to use and understand single words and/or chunks in oral discourse. • Ability to use and understand simple, memorized written English with visual support. • Ability to use most common vocabulary
Level 2 Emerging	• Ability to use and understand phrases and short sentences in oral discourse. • Ability to use and understand simple written English with instructional support, but errors often impede meaning. • Ability to use high frequency vocabulary.
Level 3 Developing	• Ability to use and understand a series of related sentences in oral discourse. • Ability to use and understand simple written English but errors at times impede meaning. • Ability to use general and some specialized vocabulary.

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Level 4 Expanding	- Ability to use and understand a variety of complex sentences in oral discourse. - Ability to use and understand written English at grade level with instructional support. - Ability to use some specialized and technical vocabulary.
Level 5 Bridging	- Ability to use and understand a variety of linguistically complex sentences in oral discourse. - Ability to use and understand written language approximate to English peers. - Ability to use specialized and technical vocabulary at grade level.

Support for Language Profiles

At GESM, we support our families whose native language is not English. We encourage our parents and students to speak and develop their native tongue at home. This strengthens the child's language skills while instilling a sense of importance about his/her culture.

As of 2022, there are a total of 31 nationalities co-learning in GESM English Primary. English is the mostly widely spoken language and the next predominant languages spoken are the Japanese, Korean, Chinese, German and Hindi Languages. To be able to support our native tongue speakers, parents from the nationalities mentioned will be invited in their child's classrooms to share a book with good graphics, in their native language. Moreover, our library will be equipped with reading and multimedia materials to support these languages.

Learning of Host Country/Regional Language and Culture

Support for native tongues including the Host Country language is supported in variety of ways. It is important that our school community learns about the Philippine language and culture through various events organized in school where families are welcome to participate. Some of these events highlight Filipino songs, dances and traditional games where students are also introduced to the Filipino language. These events are the Palarong Pinoy (Filipino Games), Wiki Filipino and other host-country cultural festivals. Our library is also equipped with reading and multimedia materials to support learning the Filipino language.

Strategies to Support Teachers and Students

As all community members at GESM are responsible for the development of student language, teachers, administrators, and support staff will engage in ongoing professional development to continue to improve literacy support and teaching.

GESM Language Curriculum

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The overall Language curriculum is now based on the integration of the Cambridge Primary curriculum, and the PYP Language Framework. The English Language Scope and Sequence can be accessed here. The German as a Foreign language Scope and Sequence can be accessed here (revision in progress).

Aims of the Language policy:
- To provide a consistent approach across all areas of literacy throughout the GESM English Primary section.
- To ensure that high quality teaching and learning is evident.
- To take into consideration individual children's needs and to enable all children to be successful learners.
- Acknowledge both the receptive and the expressive aspects of language.
- Surround the students with language in visual, oral, and written ways.
- Learn to communicate and express oneself to solve problems, explore the environment, influence change in others and identify one's own self-concept.
- Create awareness and open-mindedness of the many forms of communication and the many languages we can use to interact with others.
- Utilize research-based pedagogical approaches to language instruction and development to facilitate and assess language achievements across the school in years Pre-K through G5. These approaches are embedded within the whole school language program.
- Recognize that there is a variety of valuable languages, such as in mathematics, the arts, and technology, to be respected and promoted as a means of interpretation and expression.

By the end of Grade 5, we expect all children to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment.
- Have an interest in words, their meanings, developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness, and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.
- Confidently and effectively communicate their knowledge through a variety of media.

Strands of Language

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Reading

At GESM we want our students to read with accuracy, with a high degree of fluency and comprehension. We aim to provide our students with daily instruction in how to develop as a reader and we aim to give them meaningful feedback on how to improve their reading strategies. **Reading at GESM using Raz Level Correlation Chart: Reading Scale**

Classroom Reading

All teachers are teachers of reading. Teachers and parent helpers support time to read in class which includes quiet independent reading, shared reading, reading to class and guided reading in small groups. Classroom reading is also directly linked to units of inquiry and research. Classroom reading is for understanding and knowledge, for fluency, intonation, and drama.

Every teacher has their own unique style of teaching to match the variety of students in their class. Classroom reading can include, but is not limited by, the following activities and programs:

- Uninterrupted, silent, sustained reading (USSR)
- Reading buddies
- Group reading
- Literature Circles
- Whole class novels
- Reading to students
- Modelled Reading
- Language Experience
- Shared Reading

To implement classroom reading:

- School will have access to a wide range of texts and reading resources in each classroom; for example, small group sets of books of the same title from the Oxford Reading Program and our online reading resource from RAZ Plus.
- School will encourage pedagogical discussions of ideas related to reading and mentoring across the school.

Reading Strategies

Teacher reveals, models, and *explicitly teaches strategies used when reading*. They provide the tools for reading. Students learn strategies related to the skill of reading. Students begin to know the language related to different approaches to reading. Various approaches to using text are:

- Comparing model texts
- Creating images
- Using analogies
- Sounding out
- Chunking
- Consulting a reference source
- Reading on
- Re-reading
- Adjusting reading rate
- Determining importance

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- Self-questioning
- Paraphrasing/summarizing
- Scanning
- Predicting
- Inferring
- Skimming

Home Reading - Parents and children form a link between home and school, establishing a passion and desire to read. To help support home reading a school letter is sent home to parents explaining reading in the school and the importance of reading at home with a child and providing the opportunity for them to enjoy literature. Students are provided with a wide range of accessible online reading materials through Reading A to Z.

Writing

At GESM students will be able to present information in a written format to reflect their knowledge, research, ideas, and feelings. Students will be able to write in a variety of functional grammar layouts, in relation to their audience. We give students the opportunity to write daily and receive explicit instruction in grammar, spelling and handwriting. We aim to develop the children's ability to produce well-structured, detailed writing in which the meaning is made clear, and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation, and spelling.

All teaching and support staff are the most important role models for presentation and high expectations. They are responsible for modelling good practice, ensuring all children understand and follow presentation expectations and intervene to ensure all children present their work to the best of their ability. Therefore, all handwriting that is on display for the children –on the interactive whiteboard, books, flip charts, and display –should be *joined, legible, consistently formed and neat.*

At GESM writing is broken into four branches of delivery for learning. When teaching and learning writing skills these branches interconnect:
- Teachers model, share and guide students through a variety of genre formats. Teachers introduce the regular patterns that we find in written communication following the school Scope and Sequence.
- Teachers highlight and teach the grammatical structure of English in the explicit teaching of written work across the curriculum.
- A whole school approach is used to ensure all students have knowledge of high frequency words appropriate to their level of development. Spelling strategies and rules are taught while producing written work across the curriculum.

Handwriting

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Focuses on letter formation, correct posture, and pencil grip to develop fluency, style and speed. We follow Handwriting Without Tears as a style for print and cursive handwriting. Beginning March 2023, one period per week is dedicated for the development of their handwriting styles. Teachers are required to use the 'Handwriting Without Tears' books for each child from Grade 1 to Grade 5.

Methods used to promote writing at GESM

Interconnection of writing skills

- Plan a balance of modeled, shared, guided and independent writing tasks.
- Students will be taught to write in a variety of functional layouts for different purposes and audiences following the GESM scope and sequence.
- Engage students in the writing process and emphasize process and product.
- Provide opportunities for students to write every day, exposing them to a variety of texts and *extended writing tasks* across the IB curriculum.
- Ensure that students perceive both an audience and purpose for their writing.
- Students are *taught punctuation and grammar* in context of their stages of development.
- *Explicitly teach a range of spelling strategies and provide appropriate spelling activities.*
- Encourage students when dealing with new words to analyse and look at the structure relating to word meaning.
- Teach *word processing skills*.
- School will encourage students to edit written assignments and provide differentiated learning opportunities based on individual's writing experiences.
- School will monitor and develop spelling and vocabulary skills through various activities.
- School will monitor functional grammar throughout student writing

Marking Policy
Effective marking and feedback are integral to good teaching and learning processes. By empowering students to be actively involved in understanding how they are making progress, it helps to embed learning and enables accelerated learning.

Effective marking and feedback aim to:
- Inform the student what they have done well and what they need to do to improve.
- Support student confidence and self-esteem in learning and contribute to accelerated learning.
- Support teachers' assessment knowledge of each student as part of thorough assessment for learning procedures, to plan and refine next steps in learning.
- Develop consistent processes across the school to teach students to respond to feedback, self-assess and evaluate their own learning.

To accomplish this, teachers will

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- Mark in green pen (peers will mark using purple pen)
- Teachers should follow the marking code (see below). This should be displayed in every classroom for children's reference
- All written work should be marked before the next writing session to enable children to edit and improve their work depending on the learning outcome
- Feedback comments must be constructive.
- All longer pieces of written work should require editing or improvement e.g. Can you include an embedded clause in …. sentence?
- Sufficient time should be given after marking for children to edit their writing
- Any published work should be completed to high standards, but not required for all written tasks.
- The process the child goes through from start to finish should be apparent through planning, writing, revisions, editing etc.

Marking Code in English
Table 2

Capital Letters	C
Spelling	S and underlining
Punctuation	P
Paragraph	//
Delete	( )
Sentence Structure	SS
Doesn't make sense	?

Marking Code in German (DaF Writing)
Table 2.1

Wortschatz (incorrect use of words) W	W
Rechtschreibung (wrong spelling) R and underlining	R and underlining
Zeichensetzung (Punctuation)	Z **Zeichensetzung** (Punctuation)
Grammatik (Grammar: konjugation, capital letter, szntax, etc.)	G
Ausdruck/ Logik (incomprehensible/ illogical expressions)	?
Wortergänzung (addition of word(s))	√ **Wortergänzung** (addition of word(s))
Absatz/ Paragraph	⌠
Absatz/ Paragraph	( )

Oral communication: Speaking and Listening

At GESM we value an awareness regarding the power of oral language and how both expressive and receptive language help students to connect with others. We want students to talk about their thoughts, feelings, and opinions and to use speech responsibly to inform, entertain and influence others. Our aim is for students to confidently speak in English and German to a variety of audiences as well as for students to appreciate that listening is important and how to be active listeners. We want our students to ask and answer questions and contribute to discussions in a range of formal and informal situations.

At GESM Teachers will ensure:
- Students are encouraged to participate in individual, paired, group and whole class activities across the PYP.
- Teachers model skills of speaking and listening to encourage students to speak clearly, confidently, fluently, and appropriately.
- Teachers use questions that challenge the student to think at various levels and respond accordingly.
- Students use class presentations, debate, and public speaking to apply speaking and listening skills in a safe peer environment.
- Students prepare, deliver, and listen to individual presentations for a variety of purposes – to entertain, to inform, to persuade and direct.

To implement listening and speaking at school:
- School will provide a Scope and Sequence for speaking and listening across the IB curriculum.
- School will encourage students' participation in class presentations, whole school assemblies, in class debates and discussions.
- School will monitor oral language in both English and German based on the Scope and Sequence.

Notebook Presentation Expectations:
- Most of the written work should be completed in notebooks.
- All written work should have the date written above it.
- Neat and legible handwriting should be insisted upon for all pieces of written work.
- Blue or black biro pens (not gel pens) should be used as soon as possible from Grade 3 onwards at the point the teacher judges the child's handwriting to be sufficiently neat and fluent.
- Children who have demonstrated consistently neat handwriting will be awarded with a Pen License. Children must not doodle on the front or inside their books. If children need to draw in their writing books, for e.g., a table or lines of a concept map, a pencil should be used.

Guidelines for student work in notebooks:
- The date is written at the beginning of each piece of writing.
- Topic or title is written.
- Date is written using this format date, month, year (e.g., 14 February, 2023)

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- Leave a line under the date.
- If less than half a page has been used, new work can be continued on the same page.
- Ensure children do not leave blank pages.
- Leave a line between each paragraph.
- Unit summary posted at the start of each unit.

Language in the Learner Profile

Keeping with the Learner Profile, GESM utilizes a language-specific Learner Profile as it pertains to the students and teachers.

- **Inquirer** - use language to gain new information or knowledge to make sense of the world.
- **Thinker** - able to express thoughts and ideas clearly, succinctly.
- **Communicator** - competent uses of oral and written language in a variety of situations; listen attentively to details; speak confidently; read and write with fluency and comprehend with what is conveyed
- **Risk Taker** - willing to attempt to read, write and speak in all situations
- **Knowledgeable** - have acquired vocabulary and understanding to discuss literary styles.
- **Caring** - show caring in use of language and the affect that language has on others
- **Principled** - aware that language is powerful and has a profound affect; must use it responsibly.
- **Balanced** - express themselves orally, visually and in written form and balance listening and speaking when communicating with others.
- **Reflective** - reflect on their language usage and development and consciously work towards proficiency.
- **Open-minded** - respect the differences and similarities in languages, dialects, and personal communication skills.

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