



# **LANGUAGE POLICY**

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## Table of contents

Clearpoint Elementary Mission Statement	p. 2
IB Mission Statement	p. 2
IB Learner Profile	p. 3
Language Philosophy	p. 4
Our Profile	p. 5
School Portrait	p. 5
Language Assessment	p. 6
Current Language Practices	p. 7
Resources: Language Rich Environments	p. 8
Procedures of Language Policy Maintenance	p. 8
What do we want students to know?	p. 9



## Clearpoint Elementary Mission Statement

Clearpoint is a bilingual community school where the partnership and respect of its members are valued. Parents, community members and staff work together to provide the best possible learning environment for every student. The result is that Clearpoint is a school where there is a sense of family and pride in belonging.

Our mission is to:

- foster the discovery and development of the unique identity and positive self-concept of each child.
- promote students' academic achievements in a safe environment and to help each child reach his/ her potential in all areas of development: social, moral, physical, intellectual, cultural and emotional.
- provide each child with the tools necessary to be a life-long learner in a changing world.



## International Baccalaureate Mission Statement

The International Baccalaureate 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 organization 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.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## Language Policy

Clearpoint Elementary's language policy represents an overview of our values and beliefs on language acquisition and instruction. We embed the IB philosophy on language while meeting the Lester B. Pearson school board and the Quebec Ministry of Education language requirements.

The Provincial Ministry's (MEES) general objective in language acquisition is:

- To develop the students' capacity for oral (speaking and listening) and written (reading and writing) communication so as to enable the learner to express his or her view of the world. The following competencies are evaluated three times a year.
  - a. The learner uses language to communicate and learn
  - b. The learner reads and listens to spoken, written and media texts
  - c. The learner produces written and media texts

### Clearpoint Language Mission Statement:

At Clearpoint we believe that every educator and member of the professional staff are foremost, language teachers with responsibilities in facilitating communication. Language is linked to our identity and values. We are a bilingual school composed mostly of an Anglophone population within a French culture. Our reality translates in the following context: students are educated in a 50% English and 50% French instruction, from kindergarten to grade six. Pupils benefit from exposure to a rich and diverse culture through a community that supports bilingual language learning and diversity. This model supports our beliefs in developing internationally-minded learners by promoting the IB learner profile attributes.

We believe that a language is a culture. Therefore the acquisition of more than one language expands our view of the world and promotes open-mindedness. The learner profile together with the five essential elements of the program, (knowledge, concepts, approaches to learning, learner profile attributes and action) represent a foundation for planning, teaching and assessing in language ( *Making the PYP Happen: A curriculum framework for international primary education, 2009*).

Clearpoint teachers structure the learning environment to facilitate risk-taking within the students' day. This provides a working platform to encourage the learners to take charge of their learning and develop the learner profile attributes. Students investigate and communicate the results of their inquiries through a variety of means, including the use of technology and multimedia including but not limited to laptops, iPads, Chromebooks, green screen and Smart Boards.

Teachers base their language instruction on their students' inquiries. In our bilingual program, English and French speaking instructors along with the school specialists regularly consult and collaborate on all aspects of teaching and learning. We work together to ensure that learning happens within the context of the Units of Inquiry, reinforcing the on-going development of the approaches to learning and the attributes of the Learner Profile.

### **Our Profile**

Clearpoint Elementary provides a bilingual model of instruction wherein students receive equal instruction in both English and French. Subjects taught in English are: English Language Arts, Mathematics, Physical Education, Dance and Ethics and Religious Culture. Subjects taught in French are: French, Social Studies, Science, Music and Art. The program focuses on the development of the whole child by providing meaningful opportunities for growth in knowledge, approaches to learning and positive attitudes.

All students from Kindergarten to Grade 6 follow the full-day bilingual program. Grades 1 through 6 are organized by Cycle. Students receive two years to master the competencies that are mandated by our program of education.

- Pre-Cycle: K4 & K5
- Cycle 1: Grade 1 & 2
- Cycle 2: Grade 3 & 4
- Cycle 3: Grade 5 & 6

*For more information about MEES progression of learning for all subjects including French as a second language & English Language Arts, visit the [Quebec Ministry of Education website](#).*

### **School Portrait**

	<b>2022-2023</b>
Program (s)	IB PYP - Bilingual Program
Total Number of Students Registered	463
Total Number of Students on Individualized Education Plans	106
Number of Homeroom Teachers	24
Number of Integration Aides	13
Number of Specialists	11
Number of Professional Staff	7
Number of Students where English or French is not mother tongue	40 (approx)

## Language Assessment

Language assessment is outlined in our Assessment Policy. All students write provincial examinations in English and French in Grades 4 & 6. The results of these tests become part of our [educational project](#). They are reported annually to the community through the school's annual reports.

We use specific language assessment tools to determine baselines and use the formative results to inform our teaching practices to best meet the needs of our students. Examples of this can be found in the [progress monitoring](#) of our 'Literacy Groups' (pre & post assessments) as well as our [development plan](#) with a focus on literacy. (\*This is still a working document. Will be finalized Dec. 1st, 2022).

<p><b>Running Records</b> (PM Benchmark Kit)  <b>Fiche d'observation individualisée en lecture.</b>          (La Trousse d'évaluation en lecture GB+)  <b>END OF YEAR TARGETED LEVELS 2012-2013</b></p>		
<p><b>Cycle 1 – All students</b>  <b>FRENCH : Immersion Program</b></p>		
<p><b>FRENCH &amp; ENGLISH: Bilingual Program</b></p>		
<p><b>English: Year One : Level 12</b></p>	<p>(90% - 95%)</p>	<p><i>with satisfactory comprehension</i></p>
<p><b>Year Two : Level 18</b></p>	<p>(90% - 95%)</p>	<p><i>with satisfactory comprehension</i></p>
<p><b>Bilingual, Year One Level 6</b></p>	<p>(90% - 95%)</p>	<p><i>with satisfactory comprehension</i></p>
<p><b>Year Two : Level 12</b></p>	<p>(90% - 95%)</p>	<p><i>with satisfactory comprehension</i></p>

<p><b>Cycle 2</b></p> <p><b>Only students scoring below their targeted level will be assessed in English and French until they reach their targeted level.</b></p>		
<p><b>ENGLISH</b></p> <p>Year One : Level 22 (90% - 95%) <i>with satisfactory comprehension</i></p> <p>Year Two : Level 26 (90% - 95%) <i>with satisfactory comprehension</i></p>		
<p><b>FRENCH</b></p> <p>Year One : Level 19 (90% - 95%) <i>with satisfactory comprehension</i></p> <p>Year Two : Level 22 (90% - 95%) <i>with satisfactory comprehension</i></p>		

<p><b>Cycle 3</b></p> <p><b>Only students scoring below their targeted level will be assessed in English and French until they reach their targeted level.</b></p>		
<p><b>ENGLISH</b></p> <p>Year One : Level 28 (90% - 95%) <i>with satisfactory comprehension</i></p> <p>Year Two : Level 30 (90% - 95%) <i>with satisfactory comprehension</i></p>		
<p><b>FRENCH</b></p> <p>Year One: Level 26 (90% - 95%)      <i>with satisfactory comprehension</i></p>		

## Current Language Practices

Clearpoint Elementary is an inclusive school with the intent of providing equal access to the IB PYP for all students. We have in place specific policies which determine language of instruction, mother tongue, special needs and second language support. All this is in view of enhancing the language development of all students.

### Language of Instruction:

- The primary languages of instruction are English and French. Every classroom teacher is either a certified English Language Arts teacher and/or a certified French Second Language teacher.
- English and French resource support is provided to students in both languages to increase language acquisition and development. These language skills will allow lifelong literacy and learning as per the expectations of MEES and mirror the philosophy of the PYP.
- Additional resources are provided to students who have had no previous experience in French: *Francisation* addresses the needs of pupils who have minimal knowledge of the French language who attend our school from out of province/country.
- The MEES curriculum is implemented for reading and writing instruction in an integrated fashion. The language acquisition process involves speaking, listening, viewing, writing and production of media. The promotion of inquiry-based language learning provides authentic opportunities for students.
- The Educational Project goals were intentionally selected to focus on the development of language acquisition students, regardless of language background.
- Integration Aides, who are trained to work with students with Special Needs, help our students acquire language.
- Students are active language learners at all times and in all subject areas.



- Students experiencing significant language difficulty are referred to our Student Services Support Team for discussion and evaluation. The best approach and practices are determined in order to create a concrete plan to support each student individually. Students are identified with specific codes based on their needs and integration support is provided where warranted. This is done annually as well as when need arises. The Student Services Support Team is composed of the Principal, Resource Coordinator, Resource Teachers, Psychologist, Social Worker, Special Needs Consultant, Speech and Language Consultant and Family Support Treatment Team Technician.
- For students who require additional language support, an IEP (individual education plans) may be created and implemented with targeted term objectives.
- The opportunity of acquiring a third language is an added enrichment in line with our mission of creating international life-long learners. Beginner classes in Spanish and Mandarin are offered as extracurricular activities after school.

### **Resources: Language Rich Environments**

Clearpoint Elementary teachers strive to create multi-media rich environments in both languages in all areas throughout the school. Our digitized library consists of over eight thousand English books and five thousand French books. It also contains books written in various languages. Books in our library also celebrate linguistic and cultural diversity. Books have also been purchased in the mother-tongue of our incoming students from out-of-province.

We are privileged to have the largest elementary school library within our school board. Recent library renovations have allowed for a technological overhaul and multi-media upgrade that promotes 21<sup>st</sup> Century student-centered learning. Furthermore, we benefit from a high volunteer involvement in terms of reading support from our community.

Our school community is encouraged to read daily in English, French and mother-tongue (when applicable) outside of school hours. Resources (texts, digital resources etc.) are provided for students to access at home.

In addition to regular classrooms & school library, students can make use of the various physical spaces throughout the school including, resource room, breakout spaces, hallways/corridors, outdoor classroom, picnic tables, etc.

## Procedures for Language Policy Maintenance

The language policy is reviewed by the Language Policy Steering committee as well as the Leadership Committee with input from the resource team & professional the Speech and Language Pathologist, when needed.

The language policy is reviewed each academic year and updates are made when required. Pertinent changes will be communicated to the school community through the Staff Council and Governing Board. The language policy is available on the [school website](#) and is [linked here](#). Professional development related to language learning and teaching is provided in both English and French.

## Student Language Goals

Our curriculum is centered upon a constructivist approach which complements the IB philosophy. Language learning at Clearpoint is planned using the PYP Language Scope and Sequence continuum along with the [Quebec Ministry of Education's Progression of Learning](#) guidelines.

Teachers apply the best practices and model strategies for all students in order to develop life-long literacy:

*“The ELA program is first and foremost a literacy program in which speaking, listening, viewing, writing and production of media texts are learned in an integrated fashion. This integration lies at the core of the development of critical literacy...[There] is a connection between the development of essential knowledge about language and texts, and the language learning processes that mobilize this knowledge, giving it context, purpose and function.*

*Students learn...through active engagement with language in situations where they have the opportunity to both enjoy spoken, written and media text, and create them.”*

Ministry of Education English Language Arts Program

The PYP has identified three strands –oral language, visual language, written language—that are learned across and throughout the curriculum, with each strand being an integral component of language learning. Each strand has been considered from both the receptive aspect—receiving and constructing meaning, and expressive aspect—creating and sharing meaning (figure below). While the receptive and expressive aspects are clearly reciprocal, the processes involved in receiving and constructing meaning are different from those involved in creating and sharing meaning. The learner’s ability to understand language and use it effectively varies in

different situations and from one individual to another. For this reason, it is important to distinguish between these two modes of learning and the demonstrated proficiencies associated with them. For example, a learner may listen attentively and reveal understanding through written or visual representations, but may require support to communicate ideas orally in the classroom.

The acknowledgment of both the receptive and expressive aspects of the language strands serves to ensure that teachers will be aware of the need to provide a balanced program. Opportunities to listen to and receive ideas and information in oral form should be balanced with opportunities to express ideas orally. In visual language, learners will view and interpret other people’s work and create and share their own presentations. The interwoven receptive and expressive aspects of the oral and visual strands are represented in one continuum for each strand. In written language, learners will experience reciprocal gains as they develop skills and understanding in reading and writing. Separate continuums have been developed for reading and writing aspects of the written language strand.

<b>Strand</b>	<b>Receptive—receiving and constructing meaning</b>	<b>Expressive—creating and sharing meaning</b>
Oral language	Listening ←————→	————→ Speaking
Visual language	Viewing ←————→	————→ Presenting
Written language	Reading	Writing

Making the PYP Happen, 2009

We aim to develop lifelong, internationally-minded communicators by considering & integrating the following from *Making the PYP Happen (2009)*

- promote inquiry-based authentic language learning
- focus on the transdisciplinary nature of language learning
- incorporate the teaching and learning of language into the programme of inquiry
- develop the skills of listening, speaking, reading, writing and media literacy
- interrelate the skills of listening, speaking, reading, writing and media literacy
- provide for the teaching of additional languages
- promote consistency of practice in the teaching and learning of all languages where more than one language of instruction is used.

Parents/guardians are informed and included in discussion about their child's language development at various times in the school year.

### **Rights & Responsibilities**

As an IB-PYP school, the Clearpoint team has the responsibility of creating a comprehensive language policy with the input of its stakeholders. All members of the learning community (students, educators, parents, community members) are made aware of the language policy and can provide input. Students have the right to benefit from this policy. As a learning community, we are committed to its regular review, revision and implementation.