



NVIS Language Policy

Academic Year 2024–2025

Reviewed and Updated from Policy 2019–2020

A. NVIS Language Mission

New Vision International School recognizes the uniqueness of each child and supports them through a caring, inclusive, and culturally diverse environment. This policy is a working document, collaboratively developed and regularly reviewed to remain aligned with IB 2020 Standards and Practices. It articulates our belief that language is central to learning and international-mindedness.

B. Language Philosophy

At NVIS, all teachers are language teachers and all students are language learners. We believe language is essential to developing cognitive ability, sustaining cultural identity, and promoting international understanding. Multilingualism is viewed as a resource, and mother tongue maintenance is a right.

C. Policy Review Cycle

This policy will be reviewed and updated annually in September and June. This ensures alignment with IB terminology, curriculum developments, and evolving student needs.

D. Language Profile and Offerings

- **Mother Tongue (Language A):** Arabic (from age 3)
- **Language of Instruction (Language A):** English (from age 3)
- **Additional Languages (Language B):** French or German (from Grade 1)
- **Self-Taught Options (DP):** Supported as per IB guidelines for students with other mother tongues

Visual table of offerings per grade will be added in the final layout.



E. Language Learning Beliefs and Practices

- Language is acquired best in meaningful, real-life contexts.
 - Risk-taking and error-making are encouraged.
 - Literature and oral communication are emphasized.
 - Students use language for academic and social expression.
 - Classrooms are language-rich environments.
 - Home language reading and sustained silent reading are promoted.
-

F. Inclusion and Differentiation

- ESL/ESOL support is offered during school hours by certified staff.
 - Individualized support is provided through IEPs for SEN students.
 - Differentiated instruction includes scaffolding, visual supports, and multi-modal learning.
-

G. Language in the Curriculum

- **PYP:** English is used for transdisciplinary learning. Arabic and French/German support intercultural understanding.
 - **MYP:** English and Arabic are Language A; French is Language B. Non-native Arabic learners receive tailored Arabic lessons.
 - **DP:** Students select from Arabic and English at HL/SL, and French/German as Language B. Self-taught A Literature options available.
-

H. Assessment Alignment

- Based on IB frameworks across PYP, MYP, and DP
- Uses ATL skills, command terms, and IB criteria
- Includes formative and summative strategies: portfolios, journals, peer/self-assessment
- Process and product are both assessed



I. International Mindedness through Language

- Students explore global literature
 - Language weeks and multicultural celebrations foster intercultural dialogue
 - Non-core language resources are introduced in the library
-

J. Accessibility and Structure

This policy is streamlined for clarity. Visuals, program-specific tables, and glossaries will be included. Available in both English and Arabic for community accessibility.

K. Roles and Responsibilities

- **Head of School & Coordinators:** Oversee implementation, training, and communication
 - **Teachers:** Integrate language development into planning and assessments
 - **Librarian:** Provide multilingual and culturally diverse resources
 - **Parents:** Encourage home language use and support school initiatives
-

L. Professional Development

- Ongoing training on language instruction and IB alignment
 - Staff may request external PD based on needs; approved by leadership
-

M. Community Involvement

- Language policy shared with stakeholders at the start of each year
- Parents contribute to mother tongue support and resources



NEW VISION
INTERNATIONAL SCHOOLS
مدارس الرؤية الجديدة الدولية

Conclusion:

NVIS reaffirms its commitment to supporting language development as a foundation for inquiry, identity, and international-mindedness. This living document will guide our practices and support every learner's success.

