



MYP Language Policy

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Introduction

At The Hundred of Hoo Academy, we seek to ensure that the study of languages (English, Modern Foreign Languages and Mother tongues) develops effective communication, assists personal growth, strengthens each pupil's awareness of his or her cultural identity and those cultural identities of others, and promotes international understanding. We are committed to providing students with opportunities to develop proficiency in multiple languages and to understand the cultural contexts of language use. At our academy 95% of our students have English as their mother tongue. Despite this, there are 25 other languages spoken at our school.

The purpose of this policy is to:

- Ensure all students have access to high-quality language instruction.
- Support multilingualism and mother tongue development.
- Provide clear guidelines for language teaching, learning, and assessment.
- Promote an inclusive and culturally responsive learning environment.

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.

Curriculum Intent Statement

The breadth and ambitious nature of the Academy's all through curriculum continues to be excellent as leaders ensure it is both ambitious and improves the life chances of all pupils regardless of their starting points or individual needs. The curriculum across all phases provides breadth and balance in terms of the subjects offered and these cover the national curriculum, using the IB framework and its associated programmes which routinely go beyond. This was recognised by the Ofsted inspection team in March who said:

“The school has created a highly ambitious curriculum that runs seamlessly from the Reception classes through to the sixth form. The International Baccalaureate forms an effective framework for this curriculum. This means that each subject is a focus in its own right but is then combined with other subjects to become something bigger than the sum of its parts” OFSTED March 2024

There is an explicit emphasis on 'Cultural Capital' through the development of the essential knowledge needed to be educated citizens, along with the approaches to learning necessary for life-long learning and for contributing effectively to society. Academy leaders are ambitious for all of its pupils to access a strong curriculum offer and carefully review the intent of the curriculum for each cohort to ensure pupils are undertaking an appropriate pathway with a high academic, vocational and technical offer that will ensure the Academy's curriculum intent is realised.

The Hundred of Hoo Academy is an IB World School, verified in 2022 to deliver the PYP in the primary phase and the MYP in the secondary phase. This highlights the academy's commitment to exceeding the National Curriculum expectations within the framework of a global context. The Academy achieved the International Schools Award in the Summer 2023, with the verifier commenting that **“there is no doubt that you have embraced the International dimension into your curriculum approach and have worked to engage various departments and staff in order to embed this philosophical approach.”**

Our implementation of the IB Primary and Middle Years Programmes drive forward these essential markers in our curriculum intent as well as ensuring pupils become global citizens with high aspirations. The IB learner profile attributes underpin all we do. These ten characteristics are key to ensuring all pupils are successful members of society, further contributing to their character education. This is recognised as a strength across both the primary and secondary phases. The curriculum serves to build upon the skills and knowledge developed throughout a pupil's primary education, creating a solid foundation upon which to develop knowledge and key concepts as they move from Early Years to Key Stage 5. Leaders across our all-through Academy, have constructed a cross-phase curriculum that is planned and sequenced to enhance the learner's experience. Not only does this curriculum allow pupils to explore subjects in greater depth, demonstrate mastery, and then explore areas of keen interest in line with their PYP lines of inquiry. This ensures a natural progression from the PYP to the MYP in KS3.

Each subject plans their curriculum to be delivered in a way that sequences learning towards cumulatively sufficient knowledge (vertical planning) and skills for future learning and employment. Within the primary and secondary curriculum map there are clear links between the different areas of the curriculum (horizontal planning). Our spiral curriculums embed frequent retention and retrieval tasks to develop and strengthen schema enabling us to broaden pupils' horizons beyond the Hoo Peninsula. Our schemes of work not only use examples of familiar local contexts but importantly global contexts as introduced through the IB programmes of study to further develop their understanding of the wider world and support the raising of aspirations. Our parental survey agreed with this with 96% of parents stating, **“My child is learning to be a globally minded citizen who understands, respects and values different cultures.”**

Inquiry-based learning is at the heart of the primary phase’s intent, alongside the aspirational, highly-effective delivery and application of the National Curriculum. Teachers and pupils work collaboratively to formulate meaningful and authentic learning opportunities whilst developing the IB Learner Profile attributes. Using Knowledge Pathways to deliver both composite and component knowledge in all but RE, PSHE and RSE of foundation subjects, we ensure that primary pupils benefit from a well-designed, coherent and aspirational curriculum offer covering the breadth of the National Curriculum. RE and RSE use the Kent and Medway suggested content respectively, whilst PSHE is delivered using the nationally recognised Jigsaw programme of study.

KS3 spans three years ensuring the curriculum stays broad through all aspects of KS3 with all pupils accessing the 8 subject groups of the MYP in each year of study. .Alongside this we also believe that the EBacc enables pupils to access a wide range of future careers and as such our numbers entering the full Ebacc has been increasing over the next 3 years due to increasing numbers being entered for MFL.

	2021/22	2022/23	2023/24	2024/25	2025/26
% of Y10 studying A Language.	18%	50%	80%	85%	90%

Staffing, timetable and curriculum are already planned to facilitate 90% in 2025 which ensures we continue to meet not only our growing expectations but also the Government ambition.

[“While the number of pupils taking modern foreign languages in the past has been low, it is now rising rapidly. This is leading to a significant rise in the entries into the English Baccalaureate.”](#)
OFSTED March 2024

To further support the increased aspirations of pupils our cross phase curriculum means all pupils across the primary phase receive MFL specialist teaching. We have also provided MFL specialist teaching to KS2 at another of our Trust primary schools, Peninsula East Primary Academy, as all of these pupils come to us in year 7.

At The Hundred of Hoo Academy, we not only believe in providing a world class academic offer but also seek to provide a wealth of co-curricular opportunities. These develop even greater social and leadership skills, cultural capital, and community and global awareness. This helps to create well-rounded citizens who are ready for life in a global context and was also acknowledged by Challenge Partners, “All pupils, including the most vulnerable, benefit from a range of enrichment activities which allow them to expand their cultural capital. Leaders are ensuring that every young person in school has the choice of a high-quality route in education, employment or training. This includes Hertford College Oxford and King College London.”

MYP Language Policy

We ensure all students have access to high-quality language instruction.

At our school, all MYP teachers are teachers of language. The pre-teaching of vocabulary is encouraged as one of our strategies, and disciplinary literacy is one of our pedagogy drivers that staff are held to account for. Subjects often use knowledge organisers to enhance vocabularies enabling subject-specific language acquisition.

English is our language of instruction and is taught through Literature and Language.

Within the curriculum we offer Spanish, French and German in years 7-11. Teaching supports students to become open minded, inquisitive communicators. We use the 3 pillars of progression (phonics, vocabulary and grammar) as the foundation of our curriculum in language acquisition. We develop intercultural understanding and international mindedness through the use of authentic resources, enrichment opportunities and trips, both at home and abroad. By using the MYP as a vehicle to teach culture, our curriculum at Hundred of Hoo goes above and beyond the National Curriculum.

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.

Following a carousel of all three offered modern foreign languages, pupils select one language to continue after three terms of study in key stage 3, in addition to their mother tongue. Pupils can opt to study one language in key stage 4.

All of our pupils have access to Languagenut to enhance their learning. This online platform enables pupils to revise and test their learning, as well as improve their vocabulary.

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

We support multilingualism and mother tongue development.

The Academy celebrates diversity in all its forms through the delivered curriculum and co-curricular programmes, as well as our SMSC programmes. Twice per year, we have cultural programmes that last a fortnight, and enable our pupils to experience languages (and culture) outside those offered within our curriculum. With this, we promote intercultural understanding and respect for diverse linguistic backgrounds.

Pupils are encouraged to take formal examinations in their mother-tongue/other spoken languages and provided with support where possible. This can be delivered one-to-one or in small groups.

Our Library is well stocked with books in a variety of languages. These are ordered based on the needs of our pupils, and our collection grows each year.

Pupils' Languageut account allows them to practice their mother tongue, and explore any language of their choice.

We provide clear guidelines for language teaching, learning, and assessment.

For MYP Language Acquisition, pupils are organised into phases to learn target languages. Pupils are teacher assessed against the following criteria:

Phase 1 & 2	Emergent
Phase 3 & 4	Capable
Phase 5 & 6	Proficient

There are both formative and summative assessments for language acquisition. These are for: speaking, listening, reading and writing. We employ the MYP criteria to execute these assessments. There are regular reviews of progress in languages.

We promote an inclusive and culturally responsive learning environment.

We have a well embedded EAL strategy, and admissions process for new EAL learners. We use guidance from the Bell Foundation, to ensure that these learners quickly become as proficient in spoken English as possible to be able to access the curriculum.

We have multiple, inclusive strategies and layers of support in place for EAL pupils where appropriate. Where appropriate, pupils may be provided with 1-1 or small group support to develop their English acquisition skills. Most are offered additional in class support using guidance from our EAL Coordinator.

We adapt our provision based on the needs of our cohorts. Within this offer, all of our pupils have access to The Day online newspaper, to raise their global awareness of current events. As part of the pastoral programme, all pupils in years 7-11 study the language and culture of another country as part of their enrichment entitlement and this is not examined.

Parental Collaboration and Engagement

At The Hundred of Hoo Academy, we recognise the essential role that parents and carers play in supporting language development, both within the heritage language and in the acquisition of English and modern foreign languages. We actively seek to build strong partnerships with parents to ensure each pupil is supported holistically in their language learning journey.

Parents are regularly informed about their child's language progress through formal reporting, parent-teacher meetings, and personalised communication where needed, particularly for students receiving EAL support or additional interventions.

We provide guidance to parents on how they can support their child's language development at home, including practical strategies for supporting reading, speaking, and listening in both English and the heritage language. Parents are encouraged to maintain and value the use of the heritage language at home as a vital component of the child's identity and cognitive development.

Parents of multilingual learners are invited to participate in discussions about their child's language pathways and decisions around formal heritage language examinations. We also encourage and support parental involvement in college celebrations.