





New Future International school (NFIS)

LANGUAGE POLICY

2022 – 2023

 El Prince St. Off Moustafa
Kamel St. Behind El Montaza
3rd Police Station - Alexandria
- Egypt

 (03) 3272001 - HOTLINE 16937

 www.futureschools-egypt.com

 ibadmission@future-schools.com

 (+2) 01024066693



NFIS LANGUAGE VISION

An international school that provides a distinctive education that enables students to be life-long learners who are prepared for a rapidly changing world where skills, values, and attributes are as important as knowledge.

NFIS LANGUAGE MISSION

New Future International School provides rigorous and holistic curriculums which are focused on global contexts to shine a light on what humans have in common to promote international mindedness, empathy and critical thinking.

At New Future International School, we equip our learners with lifelong learning skills through stimulating curricular and extracurricular programs to encourage them to positively contribute in serving their communities

At New Future International School, we believe that together we can make our school a place where everybody can learn by placing the learning at the heart of our environment.

At Future International School, we believe that language learning develops communication skills and bridges the gap between the different cultures. While we assure multilingualism through immersion, direct instruction and meaningful context, supporting our community's mother tongue remains our essential pivot. Therefore, we encourage our community to develop and sustain their mother tongue languages. Our language policy was designed to provide guidance to teachers, students and parents on language learning at New Future International School.

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IB MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help 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.

PHILOSOPHY AND PRINCIPLES

At NFIS, language occupies a prominent place in our educational project and is considered the key to successful learning.

NFIS beliefs:

- ✓ The mother tongue promotes attachment to national and cultural identity and allows intercultural understanding,
- ✓ The learning of other languages is imperative for the personal development of the learner and for his openness to other perspectives,
- ✓ All teachers in the school are language teachers,
- ✓ The teacher should use a variety of tools and strategies to support learners in language learning,
- ✓ that the library has sufficient funds and that the librarian is fully aware of the needs to support the mother tongue.



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SUPPORTING THE LEARNERS WHO DO NOT MASTER THE LANGUAGE OF INSTRUCTION

The school is committed to supporting learners who do not have a command of the language of instruction and who represent a minority in planned support classes and in small groups at a homogeneous level, since most of them have gone through their studies since kindergarten in Arabic and English. Levels are determined by a placement test and learners will follow a program of continuous support in the languages of instruction until they reach an adequate level that will allow them to follow their lessons easily.

To minimize the differences between the levels, and meet the different educational needs, a differentiation approach is implemented in the classes. This approach is based on the diversification of content, product, process, and environment to guarantee them a favorable learning environment.

IMPORTANT NOTES

- √ This policy is drawn up by a committee made up of the pedagogical leadership team, department heads, coordinators, and teachers. The pedagogical leadership team and the coordinators ensure the communication of the content of the policy to the entire school community.
- √ All stakeholders undertake to implement and adhere to it.
- √ The policy is reviewed every 2 years and exceptionally in the case of the emergence of major incidents or new situations.

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SUPPORTING THE MOTHER TONGUE

Arabic teaching follows the Egyptian Ministry of Education's instructions in terms of content, resources, and skills.

Scope and sequence is also provided in Arabic by the Ministry of Education.

Proficiency in Arabic is defined not only by the four skills, reading, writing, listening, and speaking, but also by sociolinguistic competence. Ministry exams are given twice a year starting from grade 4.


At FIS, we ensure that,

- ✓ the vertical and horizontal progression of language learning in content and flow and in general subject descriptions.
- ✓ all teachers opt for German / Arabic or English in their class and pay particular attention to the quality of the languages adopted.
- ✓ Setting up extracurricular activities, competitions aimed at improving the language, public speaking, reading rally, dictation competition, round table presentations, exhibitions, thematic weeks, language days, theater festival and poetry. All these activities also aim to develop national and international culture.
- ✓ The resources made available to learners must be representative of all the languages taught,

SUPPORTING OTHER MOTHER TONGUE

Mother tongue development opportunities are offered for foreign students. Through the school reviews the language needs of the students and supports them with the assistance needed to practice their mother tongue language freely. When numbers are sufficient for a specific mother tongue language, the school will seek to employ a mother tongue with the help of the school's community.

All official school communication (letters, announcements, etc.) are translated into Arabic so that all families and community members have equal access to important information.

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LANGUAGES IN PRIMARY YEARS

At New Future International School, all teachers at the school are teachers of language and are responsible for the language development of all students, as we believe that effective communication skills are the gateway to international-mindedness, lifelong learning, and the ability to communicate with the wider world.

Students at Future International School are invited to engage in literacy activities (reading, writing, listening, speaking, viewing, presenting) in all content areas through a combination of inquiry and open-ended tasks. At New Future International School, our learners are invited to express themselves, share their thoughts, participate in debatable conversations, and reflect on their learning.

In the early years, teachers adopt a play-based approach that encourages interactions daily. Learners explore letters, sounds, words, and how they function together to create meaning.

In the Primary Years Programme, our learners can understand cultural diversity through exposure to a variety of learning situations that promote international mindedness. In addition to English and Arabic languages, learners study German as a second language starting from PYP2. English is the language of instruction. Students are encouraged to read books that meet grade-level expectations and to understand, summarize and participate in a discussion about the stories read.

- English: Language of instruction (Language A)

Written in English, the school has developed scope and sequence instructions and guidance for teaching language. The scope and sequence and instructions clarify the learning objectives per year by grade level. The school also refers to the scope and sequence for language for PYP as published by the IBO.

- German: (Language B)

Students (PYP 2 till PYP 8) receive language instruction in German, twice per week for 45 minutes each session. Teachers provide instruction to support oral and written language. German scope and sequence and instructions clarify the learning objectives per year grade level. The school also refers to language scope and sequence published by the IBO. A German initial course is offered to students who joined the school after PYP 2 with no previous access to German language.

3) Handwriting

Students are encouraged to experiment with their written expression as they develop. All forms will be accepted as long as they are legible.



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LANGUAGE ASSESSMENT IN PRIMARY YEARS

Language learning in the early and upper elementary years is assessed through a variety of methods

(Class participation, oral assessments, written and visual work and self-assessment of project work)

- ✓ The learning and assessment of our language program is based on oral (listening and speaking), written (reading and writing), and visual communication (viewing and presenting) strands.
- ✓ Throughout all instructions, the teacher will establish a language skill level to create an appropriate language learning plan for the students.
- ✓ A range of appropriate assessment methods, such as portfolios, conferencing, writing sample analysis, writing journal, self and peer assessment are used.
- ✓ A range of assessment strategies and tools are used based on our assessment policy.
- ✓ Process (note taking, drafting, editing etc.), as well as product, are assessed.
- ✓ There is continuity from class to class in the use of editing marks and tools, the use of the six traits program, and teaching skills.
- ✓ All teachers consider language development in their planning and assessing and support language acquisition in their teaching.



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