

KHALIL GIBRAN SCHOOL RABAT



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مؤسسة جبران خليل جبران

Whole School Language Policy

DOCUMENT CONTROL	
Policy Reference	KGS – Whole School Language Policy
Date Adopted	April 2026
Last Review Date	April 2026
Next Scheduled Revision	August 2026

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1 Introduction and Background

- 1.1 Khalil Gibran School (KGS) operates across three sites and serves a diverse multilingual community with French and Arabic as majority languages. The Early Learning School (ELS) and the Cambridge Ber Kacem campus form part of the school's Cambridge pathway, where the Cambridge curriculum is followed and English is the language of instruction. The Cambridge Ber Kacem campus includes the Primary phase (Years 4–6) and Secondary phase (Key Stages 3–5), while ELS provides the early foundations for learning.

KGS also includes the Moroccan Section, where Arabic and French are the principal languages of learning. Students in the Moroccan Section study English as a subject and, from Key Stage 3, are taught English and Mathematics in English, with science delivered in English or French depending on the timetable. In Year 10, scientific subjects are typically taught in French; however, students may choose to continue their studies in either English or French in the following years.

- 1.2 Across the school, language plays a central role in enabling students to access the curriculum, communicate effectively and participate fully in school life. KGS recognises that strong language development is essential for academic success, inclusion and student wellbeing.
- 1.3 Students at KGS come from a wide range of linguistic and cultural backgrounds. Many learners are multilingual and may speak one or more languages at home while learning through English at school. The school values this linguistic diversity and recognises that students' home languages contribute positively to their identity and learning.
- 1.4 Language development is therefore a shared responsibility across the school. All teachers and support staff actively promote language development through explicit vocabulary teaching, modelling of academic language, and opportunities for students to speak, read and write within their subjects.
- 1.5 Students who are developing proficiency in English are supported through the school's English as an Additional Language (EAL) provision. The detailed procedures for assessment, intervention and reintegration into mainstream classes are outlined in the KGS EAL Policy.
- 1.6 This policy outlines how language is developed across the school through high-quality classroom teaching, reading provision, targeted language support and collaboration between teachers, students and families, while recognising the distinct linguistic contexts across the three sites.

2 Objectives

- 2.1 To ensure that all students can access the curriculum through the effective development of general, specific and technical language across all subjects.
- 2.2 To promote a language-rich learning environment in which vocabulary, reading, writing, speaking and listening are developed consistently across the school.
- 2.3 To support students who are developing proficiency in English through a structured system of mainstream provision, targeted support and intensive intervention, as outlined in the KGS EAL Policy.

- 2.4 To ensure that teachers explicitly support language development through vocabulary teaching, modelling of academic language and structured opportunities for students to communicate their understanding.
- 2.5 To recognise and value students' home languages and cultural backgrounds as part of the school's inclusive learning environment.
- 2.6 To promote reading as a key driver of language development through classroom practice, the school library and targeted language support for students who require additional support.
- 2.7 To strengthen collaboration between teachers, the EAL team, the SENCo and families in supporting students' language development and access to learning.

3 Policy Areas

- 3.1 This policy is closely aligned with, and dependent upon the school's **Teaching and Learning Policy**, as language development is central to students' ability to access the curriculum across all subject areas. All teachers and support staff actively promote language development through explicit vocabulary teaching, modelling of academic language, and structured opportunities for students to speak, read and write within their subjects.
- 3.2 This policy informs the school's **English as an Additional Language (EAL) Policy**, which outlines the specific procedures for identifying, assessing and supporting students who are learning English as an additional language.
- 3.3 The policy also links to the school's **Inclusion and Student Support policies**, particularly in relation to collaboration with the **SENCo**, ensuring that language needs and learning needs are carefully considered and that students receive appropriate support.
- 3.4 This policy supports the school's **Curriculum Policy**, ensuring that language development, reading and vocabulary acquisition are embedded within curriculum planning and classroom practice.
- 3.5 The policy must also align with the school's commitment to **Safeguarding and Inclusion**, ensuring that all students are able to participate fully in learning and school life regardless of their language proficiency, background, or specific learning needs.

4 Policy / Procedure Outline

4.1 English as the Language of Instruction

English is the primary language of instruction at Khalil Gibran School across the Early Learning School (ELS) and the Cambridge Ber Kacem campus, where the Cambridge curriculum is followed. At the Moroccan Section, Arabic and French remain the principal languages of learning. English is studied as a subject and is also used as a language of instruction for specific subjects including English language and Mathematics in Key Stage 3, and for science in some classes depending on timetable arrangements. From Year 10 onwards, students may continue their scientific studies in either English or French.

KGS is an international learning environment and recognises that English is not the first language for many students. Developing proficiency in English is therefore essential for accessing the curriculum, engaging with academic content and participating fully in school life.

The school promotes the development of academic English across **all** subjects to ensure that students are able to engage with increasingly complex language as they progress through the school.

4.2 Language Development Across the Curriculum

Language development is embedded across the curriculum and is the responsibility of all teachers and support staff. Teachers actively promote language development through explicit vocabulary teaching, modelling of academic language, and structured opportunities for students to speak, read and write within their subjects.

Teachers support students in developing the language required to access their subject disciplines by explicitly teaching subject-specific terminology, modelling academic language structures, and providing opportunities for students to practise using new language in meaningful contexts.

This approach ensures that students develop both conceptual understanding and the language necessary to communicate their knowledge effectively.

4.3 The Four Skills of Language Learning

Language learning at KGS recognises the interdependence of the four key language skills:

- Reading
- Writing
- Speaking
- Listening

These skills are developed across all areas of the curriculum and are essential for effective learning and communication.

Teachers provide opportunities for students to engage in structured discussion, read academic texts, listen actively and express their understanding through written work. Through these experiences students develop the confidence and competence required to use language as a tool for learning.

4.4 Early Literacy Development

In the primary phases, the school supports early literacy development through structured phonics and reading instruction. The **Read Write Inc. programme** is used to develop phonics knowledge, decoding skills and early reading fluency. This systematic approach enables students to build strong foundations in reading and writing and supports the development of confidence and independence as readers. Teachers monitor students' progress carefully and provide additional support where necessary to ensure that all students develop secure early literacy skills.

4.5 Vocabulary Development

Vocabulary development is a central component of learning and academic success. Teachers identify key vocabulary within their subject areas and ensure that it is explicitly taught, revisited and applied within lessons.

In primary phases, vocabulary sheets are used to support learning. These sheets may include translations in multiple languages as well as visual representations to help students access meaning and connect new vocabulary to prior knowledge.

In secondary phases, students are expected to develop subject-specific vocabulary through structured discussion, reading and written work. **EAL students are expected to maintain vocabulary books in which key terms are recorded and revisited to support independent language development across subjects.** Teachers support this process by explicitly teaching key terminology and encouraging students to take the time to record meanings and definitions in their home language, before applying this vocabulary accurately in speaking and writing.

Students may also draw on their home language as a bridge to understanding new English vocabulary and concepts, particularly where this supports access to learning and language acquisition.

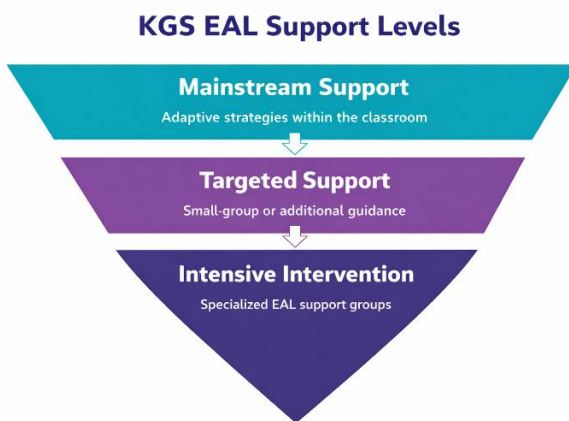
4.6 English as an Additional Language (EAL)

The aim of EAL support is to accelerate students' development of English while ensuring that they are able to participate fully in mainstream learning.

The school recognises that students learning English as an Additional Language may require additional support to access the curriculum.

The procedures for identifying, assessing and supporting EAL learners are outlined in the **KGS EAL Policy**, which provides a detailed framework for assessment, intervention and support.

The school's EAL provision follows a graduated model of support, as illustrated below, which outlines the progression from mainstream classroom strategies to more intensive intervention where required.



Mainstream support, where adaptive teaching strategies enable students to access learning within the classroom
Targeted support, where additional guidance or small-group support may be provided within mainstream lessons
Intensive intervention, where short-term provision is delivered for students with significant language needs, typically through small EAL support groups. Students may be withdrawn from selected lessons (*most commonly Modern Foreign Languages*) to access intensive English support, with decisions made on a case-by-case basis in consultation with parents and staff.

4.7 Reading Development and the Role of the Library

Reading plays a fundamental role in language development and academic success. Students are encouraged to engage with a wide range of texts in order to develop comprehension, vocabulary and critical thinking skills.

The school library functions as a **language and literacy hub**, supporting students' reading development through access to a diverse range of texts and resources. The library plays a key role in promoting reading for pleasure, developing academic reading skills and fostering a culture of literacy across the school.

Where appropriate, digital platforms may also be used to support reading development and monitor progress. At present, tools such as **ReadTheory** are used within EAL provision to strengthen reading comprehension and support language development.

4.8 Developing Language While Promoting Accuracy

Students are encouraged to take risks in expressing their ideas while also developing accuracy in their use of language.

Teachers support this development by helping students refine their use of grammar, spelling and vocabulary while encouraging increasingly sophisticated expression of ideas.

Balancing fluency and accuracy are an important aspect of language learning. Teachers therefore provide constructive feedback to support students in improving both the clarity and precision of their communication, making clear the focus of assessment at different points.

The school has introduced marking codes to support consistent feedback on language use across subjects. These codes are outlined within the school's **Marking and Feedback Policy** and support students in identifying areas for improvement in spelling, grammar and vocabulary as part of the school's approach to assessment for learning. Students are expected to engage with this feedback and respond to teacher guidance in order to improve the accuracy and clarity of their written work.

4.9 Mother Tongue and Multilingualism

KGS recognises that students' home languages play an important role in cognitive development, cultural identity and emotional wellbeing.

In the Moroccan Section, the development and maintenance of students' mother tongue is actively promoted as part of the school's educational philosophy.

At the Ber Kacem campus, students' home languages are recognised as valuable resources that can support language acquisition and conceptual understanding. Students may draw on their home languages to support vocabulary acquisition and deepen understanding of new concepts, particularly in the case of EAL learners.

4.10 Language and the School Community

The languages used within the school community reflect the multilingual context of Khalil Gibran School. English is the primary language of communication at the Early Learning School and the Cambridge Ber Kacem campus, while Arabic and French are widely used within the Moroccan Section.

When communicating with parents and the wider community, the school aims to ensure that information is clear and accessible to all families. Where necessary, communication may be adapted to meet the linguistic needs of parents, and translation or interpretation may be provided to support effective communication.

The school recognises the important role that parents play in supporting language development. Families are encouraged to promote reading and language learning at home as part of a collaborative approach to learning.

In primary phases, parents may receive vocabulary lists before new units of learning so that students can become familiar with key vocabulary prior to classroom instruction.

Through collaboration between teachers, students and families, the school aims to create a strong culture of language development across the entire school community.

5 Roles and Responsibilities

5.1 Senior Leadership Team

The Senior Leadership Team is responsible for ensuring that the whole school language policy is developed and implemented effectively across the school. This includes promoting high expectations for language development, supporting professional development for staff and ensuring that appropriate systems are in place to monitor students' language development.

Senior leaders also ensure that the policy reflects the multilingual context of the school and supports inclusive practice across all phases and campuses.

5.2 EAL Lead / EAL Team

The EAL Lead is responsible for designing impactful intervention and coordinating its provision for students who are learning English as an Additional Language. This includes overseeing the identification and assessment of EAL learners, supporting teachers in implementing appropriate strategies and monitoring the progress of EAL students.

The EAL Lead works collaboratively with teachers, the SENCo and school leaders to ensure that EAL learners receive appropriate support and that language development is embedded across the curriculum.

The EAL Lead may also provide guidance and professional development to staff to strengthen inclusive language practices within the classroom.

5.3 SENCo

The SENCo works in collaboration with the EAL Lead and teaching staff to ensure that students' specific language and learning needs are identified and addressed effectively. This collaborative approach ensures that appropriate provision is implemented to support individual students.

The SENCo supports teachers, support assistants and shadow teachers in implementing inclusive strategies that enable all students to access the curriculum effectively, including the development and implementation of Individual Learning Plans (ILPs).

5.4 Teachers

Teachers play a central role in supporting language development across the curriculum. Teachers are responsible for promoting language development through explicit vocabulary teaching, modelling academic language and providing opportunities for students to develop their reading, writing, speaking and listening skills.

Teachers are expected to:

- explicitly teach key vocabulary within their subject areas
- provide opportunities for structured discussion and academic writing
- support students in developing subject-specific language
- provide constructive feedback to improve accuracy and clarity in communication
- support EAL learners through adaptive teaching strategies

Teachers also support students in responding to feedback and improving their work through the school's marking and feedback systems.

5.5 Library Staff

Library staff play an important role in supporting reading and language development across the school. The library functions as a language and literacy hub, providing access to a wide range of texts and resources that support both academic reading and reading for pleasure.

Library staff support students in selecting appropriate texts and promote initiatives that encourage reading engagement across the school community.

5.6 Students

Students are expected to actively engage in developing their language skills. This includes participating in classroom discussions, reading widely, responding to teacher feedback and applying new vocabulary in their speaking and writing.

Students are encouraged to take responsibility for improving the clarity and accuracy of their communication and to make use of the strategies and support available to them.

5.7 Parents and Families

Parents and families play an important role in supporting language development. The school encourages families to promote reading and language development at home and to support students in engaging with vocabulary and reading activities.

The school works collaboratively with parents to support students' learning and aims to ensure that communication with families is clear and accessible, adapting communication where necessary to meet linguistic needs.

6 Policy Review

This policy will be reviewed periodically to ensure that it continues to reflect the linguistic context of Khalil Gibran School and supports effective teaching and learning across all phases and campuses.

The review process will take into account developments in educational practice, changes in the school community and feedback from staff and stakeholders.

Any updates to the policy will be communicated to staff and, where appropriate, shared with the wider school community.

Appendix 1 – Glossary of Key Terms

This appendix provides definitions of key terms used within this policy. It is intended to support staff, students and parents in understanding the language used when discussing language development, multilingualism and literacy across the school.

Term	Definition
EAL (English as an Additional Language)	Refers to students whose first language is not English and who are learning English in order to access the curriculum.
Academic Language	The formal language used in educational settings, including subject-specific terminology and structured forms of expression used to communicate complex ideas.
Tier 2 Vocabulary	High-frequency academic vocabulary that appears across many subjects (for example: analyse, evaluate, interpret). These words support deeper thinking and understanding across the curriculum.
Tier 3 Vocabulary	Subject-specific vocabulary that is closely linked to particular disciplines (for example: photosynthesis, metaphor, hypothesis).
Lexile Level	A measure used to identify the reading level of a text and a student’s reading ability, helping teachers match students with appropriately challenging texts.
Scaffolding	Instructional strategies used to support students in accessing new concepts or language until they are able to work independently.
Fluency	The ability to communicate ideas clearly and confidently using language.
Accuracy	The correct use of grammar, spelling, punctuation and vocabulary in spoken and written communication.
Mother Tongue / Home Language	The language a student speaks at home or the first language they learned. This can support cognitive development and language acquisition.
Adaptive Teaching	Teaching approaches that are adjusted to support different learners in accessing the same curriculum content.