



Al-Rayan International School



LANGUAGE POLICY

2025 /2027

ARIS Core Purpose

"We are a diverse community of learners that are committed to inspire, empower and transform for a better world."

ARIS Core Values

- Greatness in Everyone
- Learning with Everyone
- Creativity and Innovation by Everyone
- Service to Everyone
- Change for Everyone

ARIS Characteristics

- Responsibility and Respect
- Passion and Mindfulness
- Collaboration and Communication
- Reflection and Action

IB 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 organisation works with schools, governments, and international organisations 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.

ARIS offers the following programmes:

- The International Baccalaureate Primary Years Programme (PYP)
- The International Baccalaureate Middle Years Programme (MYP)
- The International Baccalaureate Diploma Programme. (IBDP)
- The International Baccalaureate Career Programme. (IBCP)

IB Learner Profile

At ARIS we believe in the learner profile. It helps us to share our planet and create a better world! Along with your facilitator and classmates, you will learn about the learner profile and have lots of chances to BE the learner profile!



INQUIRERS

I am an Inquirer. I am curious to learn new things.



THINKERS

I am a Thinker. I think and find solutions to problems.



PRINCIPLED

I am Principled. I follow the rules and take responsibility for my choices. I am honest and fair.



CARING

I am caring. I try to make things better and more positive. I think about others' feelings.



BALANCED

I am balanced. I take care of myself and understand it is important to be healthy in my body and mind.



KNOWLEDGEABLE

I am Knowledgeable. I learn and share my knowledge with others.



COMMUNICATORS

I am a Communicator. I share my views and express my ideas.



OPEN-MINDED

I am open-minded. I respect others' ideas, suggestions and points of view.



RISK-TAKERS

I am courageous. I try new things and think about how to solve problems.



REFLECTIVE

I am reflective. I think about what works and doesn't work and take action to improve

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Language Philosophy

"Language wraps itself around, in, through, and between everything that we teachers and learners do in the classroom."

— Ritchhart (2002:141)

At ARIS, an International Baccalaureate (IB) World School, we are committed to creating a challenging and motivating multilingual environment where English is the primary language of instruction.

We view language as a powerful tool for making meaning and engaging with the world. At ARIS, we recognise that each student brings a unique set of cultural experiences, skills, and interests, which must be valued and integrated into the teaching and learning process.

As a community that embraces international-mindedness, we believe that multilingualism and the development of critical literacy are essential in fostering cultural identity, intercultural awareness, and global citizenship.

At ARIS, we embrace the understanding that all teachers are language teachers, as language learning transcends all areas of the curriculum. Through the IB framework, we aim to develop confident, curious, and proficient learners who are effective readers, writers, viewers, presenters, speakers, and listeners.

Situated in Ghana, we are deeply committed to providing students with opportunities to learn local Ghanaian languages and to engage meaningfully with the host country's culture and community as an integral part of our curriculum.

Furthermore, we strongly believe in supporting each student's right to maintain and develop their mother tongue(s), recognising that the preservation of one's first language is essential for identity formation and cognitive development.

Finally, we recognise that the acquisition of additional languages broadens students' worldviews and enables them to explore and appreciate different cultural perspectives, further enriching their international learning experience.

PURPOSES OF THE LANGUAGE POLICY

The Language Policy at ARIS serves the following purposes:

1. Establish a shared, transdisciplinary understanding of ARIS's aims and objectives for language learning across both the Primary and Secondary School levels.
2. Support language learning in the PYP and MYP, ensuring that students are well-prepared to succeed in the Diploma Programme (DP) and Career-related Programme (CP).

3. Provide the foundation for a whole-school approach to language learning that is coherent, inclusive, and aligned across all grade levels.
4. Guide and support effective planning, teaching, assessment, and curriculum development concerning language in all areas of the school.

Language Profile at ARIS (Updated March 2025)

Following the Language Survey conducted within the ARIS community in early 2025, it was revealed that our students collectively speak more than 20 languages.

When asked about their mother tongue, the responses (71 participants) were as follows:

- 30% Arabic
- 17% English
- 11% Twi
- 7% Hindi
- 3% French
- 3% Mandarin
- 3% Turkish
- 26% Other languages (including Urdu, Ewe, Amharic, Gujarati)

However, when asked about the first language spoken, the results differed:

- 61% English
- 14% Arabic
- 4% French
- 4% Hindi
- 3% Mandarin
- 3% Turkish
- 11% Other languages

After reviewing these findings with the Language Department and the Senior Management Team, we concluded that the foreign language offerings at ARIS cater to more than 80% of our students' language needs. Furthermore, ARIS maintains a [language profile for every learner](#) and upholds a strong commitment to additive multilingualism—supporting the development of each student's home or first language alongside additional languages and the host-country language. This approach is aligned with the IB Programme Standards and Practices (2020), reflecting our dedication to fostering an inclusive, multilingual learning environment.

Expectation/Curriculum/Teaching Hours

At ARIS, we recognise the essential role of language in shaping identity, supporting cognitive development, and enabling academic success.

While we would ideally love to offer all mother tongue languages represented in our diverse community, we acknowledge that it is not always logistically or financially feasible.

At ARIS, we greatly value and promote the continued learning of students' mother tongues. Whenever possible, we aim to place students in classes with peers who speak the same language, particularly for students who are new to learning English, to support their transition into an English-medium learning environment.

We strongly encourage parents to speak, read, and write with their children in their mother tongue at home, as this supports both language maintenance and academic success. Additionally, ARIS hosts Mother Tongue and Other Languages Day and related events each year, celebrating the linguistic and cultural diversity of our community.

To further promote linguistic diversity, ARIS is committed to offering three of the main mother tongue languages most commonly spoken within our community. Other mother tongue courses not directly offered by ARIS must be arranged and funded by families through the Admissions and Administration Office. Ideally, these lessons are usually scheduled after school hours or on Saturdays to ensure that they complement rather than disrupt the regular academic program.

Moreover, ARIS promotes the host country's language and culture through subjects like Integrated Humanities, Performing Arts and Visual Arts, ensuring students have meaningful opportunities to engage with Ghanaian culture.

While the primary language of instruction at ARIS is English, to facilitate access to an English-medium curriculum and to enhance future academic and career opportunities, we strongly believe that multilingualism enriches learning.

The acquisition and use of additional languages foster cognitive growth, cultural understanding, and social interaction, both within and beyond the classroom.

Finally, ARIS emphasises that language learning and cultural understanding are deeply interconnected. Aligned with our mission and commitment to international-mindedness, we encourage students to be proud of their own languages and cultures while also embracing the opportunity to learn other languages and appreciate diverse cultures.

The ARIS Language Programme:

Early Years Programme (Nursery & Reception)

In the Early Years Programme, students are introduced to **French or Arabic** in the current academic year to build a strong foundation for language learning. Based on requests and available resources, ARIS may consider adding additional language options.

- In Nursery, students receive 3 periods of French or Arabic per week.
- In Reception, students receive 4 periods of French or Arabic per week.

The focus at this stage is on early language exposure, with an emphasis on listening and speaking skills, as well as developing a positive attitude toward learning additional

languages. Lessons are delivered in a fun, interactive, and engaging way, using songs, games, stories, and visual aids to encourage participation and enjoyment.

Primary Year Programme (PYP1-PYP6)

In the Primary Years Programme, students study two additional languages alongside English (Language A).

Every student is required to study:

1. Language B – A Language Acquisition course, and
2. Local Language (Twi) – One of the host country languages.

Language B is designed to develop students' ability to read and communicate in a new language and is taught six periods per week, with each period lasting 45 minutes.

Students may choose one Language B option from the following:

- Arabic
- French
- Spanish

For mother tongue courses not offered by ARIS, the school takes responsibility for facilitating these opportunities in collaboration with families. As part of our commitment as an IB school, we work to ensure that students can continue developing their home language, even if it is not part of our standard language offerings. These lessons are coordinated through the Admissions and Administration Office, and ideally take place after school hours or on Saturdays. In addition, ARIS already partners with the Dutch School, which offers after-school language classes on our campus.

Twi, the host country language, is offered once a week to all students in the Primary Years Programme (PYP). This course aims to promote an understanding and appreciation of Ghanaian culture and language. Through engaging lessons focused on basic communication, songs, stories, and cultural practices, students gain meaningful exposure to the local context, fostering respect for the host country and its traditions.

Through this structure, ARIS ensures that students engage in a rich, multilingual learning environment that promotes international-mindedness, cultural understanding, and effective communication skills.

Language Pathways at ARIS (MYP–DP–CP)

MYP (Years 7–11)

Throughout MYP 1–5, ARIS ensures that every student engages in sustained learning in at least two languages per year.

- Language and Literature: Offered in available taught languages, supporting both the development of students' first languages and proficiency in English.
- Language Acquisition: Provides access to additional languages, with pathways designed to build progressive proficiency. At ARIS, we offer **Arabic, French, and Spanish**, ensuring students have opportunities to develop communication skills across a range of world languages.
- Home Language Support: Where feasible, ARIS offers Language and Literature in a student's home language or provides targeted support, ensuring continuity of learning.

This structure reflects the IB's emphasis on developing both linguistic proficiency and intercultural awareness, while also affirming ARIS's commitment to additive multilingualism.

DP (Years 12–13)

In the Diploma Programme, ARIS provides a structured and flexible language offering that caters to diverse student backgrounds:

- Language Acquisition: French, Arabic, and Spanish are offered at Ab Initio, Standard Level (SL), and Higher Level (HL). While Spanish Ab Initio is most frequently chosen, Ab Initio courses in other languages may be arranged based on demand and individual needs. This ensures students acquire language skills that match their background, proficiency, and aspirations, reflecting the IB's rigorous academic framework.
- Language A (Studies in Language and Literature): Offered in the languages taught at the school. For students whose home language is not offered, ARIS has the option to offer DP Language and Literature SL (School-Supported Self-Taught – SSST). Each SSST student is supported by an appointed supervisor, guided by published timelines, and follows structures that ensure compliance with IB course and assessment requirements.

CP (Years 12–13)

In the Career-related Programme, language acquisition is not a compulsory subject. However, all CP students are required to maintain a Language Portfolio.

- The portfolio serves as evidence of their continued engagement with language learning.
- It allows students to document progress, acquire new linguistic skills, and demonstrate reflective practice.

This provision ensures that CP students remain connected to language learning while focusing on their career-related studies.

Across the PYP, MYP, DP, and CP, ARIS's Language Policy upholds the IB vision of additive multilingualism, communicative competence, and intercultural understanding. By maintaining language profiles for every learner, supporting home/first languages, and integrating the host-country language, ARIS empowers students to thrive as internationally minded learners in diverse global contexts.

Overview of Language Programmes

English as an Additional Language (EAL) Policy

Introduction

At ARIS, we are proud to be a diverse and inclusive learning community. Our goal is to support the academic and social development of all students, including those for whom English is not their first language. The English as an Additional Language (EAL) programme is designed to enable students whose first language or prior language of instruction is not English to develop the language skills necessary for academic success and active participation in school life.

Purpose and Scope

The primary purpose of EAL services is to help students become proficient in English so that they can fully engage with the curriculum at their year level. The EAL programme is offered from Years 1 to 11, ensuring consistent support for students across both the Primary and Secondary schools.

Identification and Assessment

- To determine whether a student requires EAL support, an initial assessment of English language proficiency is conducted, often at the time of enrollment or whenever a need is identified.
- ARIS uses the WIDA test as part of this process to establish a student's proficiency level.
- If a student's English usage is found to be below the expected level for their age and grade, EAL services are put in place to help the student adjust and achieve year-level expectations.

Support and Instruction

- Six-Week Intensive Support: Upon identification, students receive an intensive period of language support and regular follow-up to facilitate early adjustment and ensure a strong foundation in English.

- Personal Learning Profile (PLP): Each EAL student has a PLP developed and overseen by an EAL support facilitator, outlining specific strategies and objectives for language development.
- Instructional Approaches: Depending on student needs, EAL instruction may occur through individualised or small-group sessions outside the classroom (pull-out) or within the regular classroom setting (push-in).
- Resources and Tools: In addition to teacher-led support, ARIS integrates resources such as Rosetta Stone and Flash Academy to further enhance language acquisition and tailor learning experiences to individual student needs.
- Progress Monitoring: EAL teachers regularly track students' language development and communicate progress to parents, ensuring that support is continually adapted to each learner's evolving needs.

By combining thorough assessment with targeted support strategies, ARIS's EAL programme upholds its commitment to inclusivity and academic excellence, enabling all students to thrive in an English-medium environment.

ARIS Admission

A student's ability to access the curriculum and succeed at ARIS is closely linked to their level of English language proficiency. Therefore, as part of the admissions process, all new students are required to undertake an English language assessment.

Students whose English proficiency is below a level that the school can support through its English as an Additional Language (EAL) programmes may, in exceptional circumstances, be denied admission if the school determines that adequate support cannot be provided.

Students who are identified as requiring significant English language support will routinely be offered additional EAL classes, tailored to help them develop the necessary language skills to engage successfully with the curriculum.

In addition to English language assessments, students are also required to take a Language Acquisition Proficiency Test to ensure appropriate placement in Language B classes. This assessment is conducted after students have selected their Language B option and helps to determine their starting level of proficiency, ensuring that instruction is aligned with their current abilities and learning needs.

Through this process, ARIS ensures that students receive the appropriate level of language support needed to thrive academically and socially in our diverse, international learning environment.

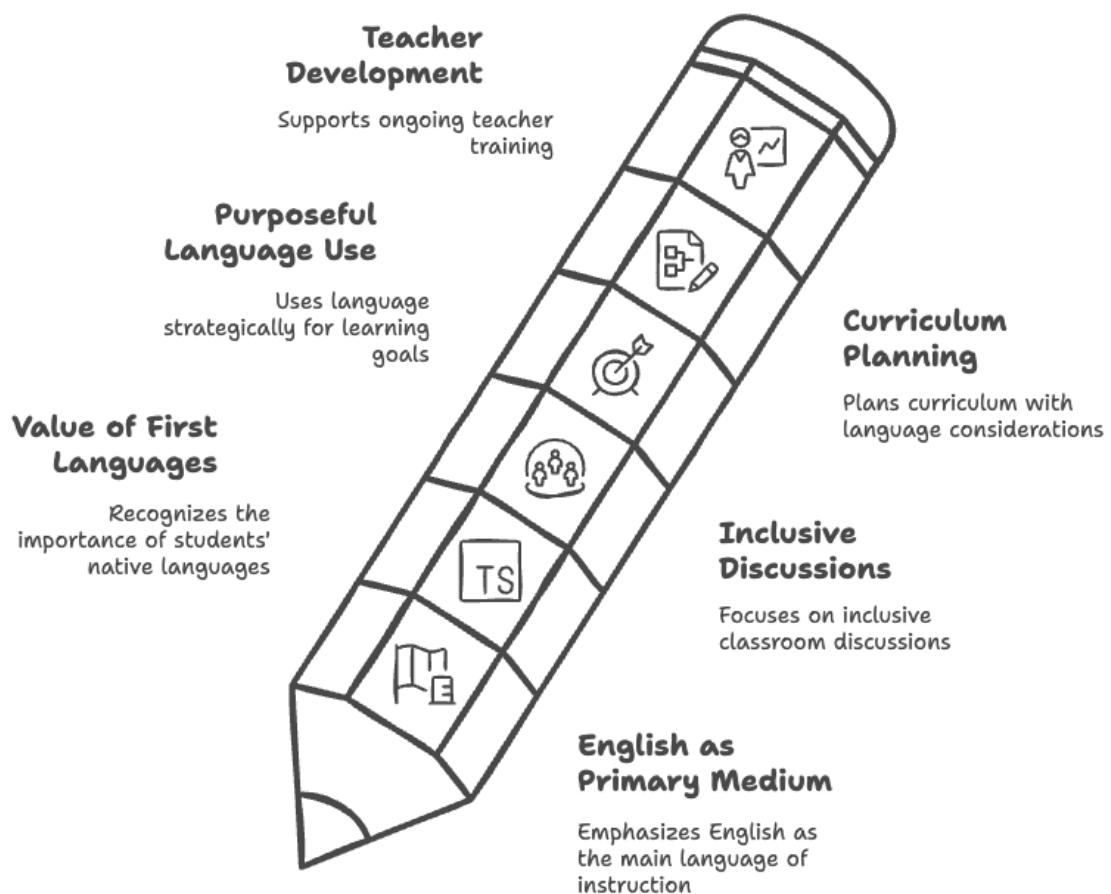
Language use in the classroom:

At ARIS, English is the primary language of instruction, and the curriculum is delivered in English across all year levels. However, we recognise that students bring a rich diversity of languages to the classroom, and other languages may be used strategically for specific learning purposes.

While teachers have discretion in determining language use during instructional activities, it is important to ensure that developing proficiency in English remains a priority, particularly to support students' future success in English-medium subject areas such as Humanities, Sciences, and the IB DP/CP.

Guiding Principles for Language Use

Language Instruction Framework at ARIS



Assessment Practices for Language Learning at ARIS

At ARIS, ongoing formative assessment is an essential part of language instruction. Teachers use these assessments to inform daily teaching and learning, ensuring that

lessons remain responsive to students' needs. Instruction is differentiated through small groups, open-ended tasks, and varied learning materials, enabling students to engage at their appropriate level of challenge.

The school's Assessment Policy outlines our philosophy and approach to assessing student learning in languages, in alignment with the IB principles of continuous and meaningful assessment. In addition to formative assessments, formal school assessments, including oral, reading, and writing tasks, occur at key points throughout the academic year. These provide valuable data that inform instructional planning, targeted interventions, and differentiated support for all learners.

Summative assessments are conducted:

- At the end of each unit, evaluate students' understanding and application of key concepts and skills.
- At the end of each semester, assess overall progress and proficiency.

Students also participate in internal and external assessments required by the IB, providing a broader evaluation of language acquisition and development within the PYP, MYP, and DP frameworks.

Due to the large number of students choosing French, ARIS is committed to offering the DELF proficiency test in coordination with Alliance Française Accra, Ghana, allowing students to obtain an internationally recognised qualification.

Together, these assessments ensure a comprehensive understanding of each student's language learning journey, supporting both academic growth and the development of communication skills essential for international-mindedness.

Policy Communication

This policy is communicated on the school website and the Learning management system. At the beginning of each academic year, the Programme coordinators and the Head of School communicate the policy to parents, students, and staff during orientation programmes.

Policy Review

As an institution, we believe in growth through reflection and continuous improvement. The policy is reviewed annually **from October to November**. **Feedback from students, parents, and staff is collected via surveys, focus groups, and meetings**, ensuring that revisions reflect the voices of all stakeholders.