

## LANGUAGE POLICY

### AIMS

The Nexus International School (Singapore) Language Policy aims to ensure that we capitalise on our multilingual environment as a resource for learning and support all in language development.

### RATIONALE

**We recognise that** Nexus International School (Singapore) is an international community of learners from diverse cultural and linguistic backgrounds. In our mission to help develop future global leaders, enabling them to communicate effectively is of paramount importance. Furthermore, we believe that those global citizens who are bilingual and multilingual have clear advantages in terms of movement, employment opportunities and career advancement.

**We believe that** every teacher is a teacher of English with responsibilities for facilitating both oral and written communication. Furthermore, we believe that bilingual multilingual learners (EAL) are on a journey, and we provide learners with access to English Language support until it is no longer needed.

**We believe that** every teacher should continue to receive ongoing professional development around EAL and as such the school identifies the programme of choice and/or provided internal CPD

**We believe that** language acquisition is a continuum with phases of development spanning from Home Language down to beginner levels. Where possible, we value and encourage the continuation of language learning for learners to have the time to develop the skills and knowledge needed to master a language. We believe that the course a learner chooses within language acquisition should provide them with an adequate challenge.

**We believe that** all learners have the right to receive an education from qualified teachers in an environment that is safe and conducive to learning. All learners have access to our range of programmes (the EAL and the School Supported Self-Taught Literature programme are paid pathways).

### OUR LANGUAGE PROFILE

The Nexus community represents 60+ nationalities reflecting a wide range of cultural identities, religious orientations, languages, values and beliefs. Nexus views intercultural learning and understanding as key to fostering a sense of community and family within its walls.

The diverse faculty at Nexus mirrors Singapore's multicultural society. Additionally, a substantial proportion of our staff are international, further enriching our school community with a global perspective. Nexus values high staff collaboration and interaction levels to nurture an effective, healthy and happy working environment. As such, Nexus sees intercultural understanding as essential to maintaining high-quality teaching and learning throughout the school.

Multilingualism is an everyday reality at Nexus for both learners and staff. Therefore, the Nexus approach to languages underpins celebrating and embracing other cultures through recognition of linguistic diversity.

## KEY DEFINITIONS

**Standard Language:** (British) English is the standard for written and spoken communication within the Nexus community and with wider agencies, organisations and external stakeholders. American English is accepted, as it can be found in some of the learning resources.

**Home Language:** A first language, native tongue or mother/father/parent tongue is a language that a person has been exposed to from birth or early development and continues to be used in the home, and/or the community. At Nexus, Mother Tongue languages represent both languages spoken within the local community and those of our diverse Nexus community.

**Language and Literature:** The study of language and literature involves engaging with and exploring an increasing range of literary and informational texts and works of literature extending across genres, cultures and historical periods. Learners develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts through study and production of a variety of text types and modes.

**English as an Additional Language (EAL):** A learner whose first language, or Mother Tongue, is not English. A learner who speaks two or more languages.

**English Language Learners (ELLs):** Learners whose first language, or Mother Tongue, is not English and are engaged in the EAL programme

**Language Acquisition (LA):** The study of an additional language to be able to communicate in a language other than a Mother Tongue.

**Languages Other than English (LOTE):** The Learning Area where learners study language acquisition.

**School-Supported Self-Taught Literature (SSST):** This [IB Language A Literature course](#) allows learners to celebrate their multilingualism by completing their Language A requirement in their mother tongue, enabling them to achieve a bilingual IB Diploma.

## RESPONSIBILITIES

### Leaders will

- Raise awareness of this policy in the community to ensure it is implemented consistently, evaluated and reviewed on an annual basis.
- Promote literacy and linguistic diversity through the Vision, Mission and Values and the curriculum and as such provide appropriate professional development (PD).
- Ensure the inclusion of quality language and EAL education across the curriculum and age ranges at Nexus.
- Support the admissions process to recognise the literacy and language needs of each learner individually, enabling us to admit learners to the most appropriate pathway according to their needs.

- Review the placement of the learner and evaluate their needs to ensure they are placed in the tier.
- Promote international mindedness amongst its whole community, and respect for other cultures and languages, including those of Singapore.
- Promote the conservation and development of Mother Tongue languages, encouraging learners to maintain links with their cultures and languages, or that of their parents.
- Communicate learner progress in language acquisition using a framework articulating progression based on stage, not age.
- Develop and maintain a collection of resources to support literacy and language learning including in English, LOTE languages and Mother Tongue languages.

### Staff will

- Be literate in both spoken and written English, and should be able to communicate effectively with all stakeholders in the school community, particularly, but not exclusively, learners, colleagues and parents.
- Use (British) English as the standard for written and spoken communication both within Nexus and with wider agencies, organisations and external stakeholders.
- Teach and promote literacy and the language skills of speaking, writing, listening and reading alongside the mechanics of language (grammar and expression) as applicable within their Phase or Learning Area.
- Utilise assessments to adequately identify and differentiate EAL provision.
- Collaboratively plan to support literacy and EAL needs for general and academic language skills within the curriculum and in assessments.
- Ensure that the language chosen represents an appropriate challenge for the learner's language acquisition.
- Seek opportunities to draw upon and celebrate the diverse languages, cultures and perspectives of the Nexus community and Singapore through the curriculum, events and activities including translanguaging (thinking and writing in their mother tongue language)

### Learners will

- Use English as their language of communication and as their main language at school.
- Have access to a wide range of physical and online resources to develop their literacy and languages.
- Take advantage of the language tools available to them to better access the curriculum, through online and physical resources, including bilingual or multilingual resources where necessary.
- Develop their Mother Tongue languages and maintain links with their cultures and languages, or those of their parents.
- Draw upon their languages, cultures and backgrounds in their learning

### Parents and guardians should

- Share the language profile of their child and family with the school

- Engage with the school from admissions onwards to ensure their child embarks on a genuine and appropriate language acquisition pathway
- Attend Welcome Evenings, Learning Conferences and Guardian Welcome evenings to feel fully aware of the support the school can provide.
- Promote reading for pleasure and communication at home.
- Share their particular linguistic and cultural heritages with the Nexus community through events and activities.
- Promote the conservation and development of their Mother Tongue languages by speaking the MT to their children and encouraging them to maintain links with their cultures and languages, or those of their family or community.
- Encourage their children to attend performances, film screenings and other cultural events from a range of different backgrounds.
- Support learner-centred events or celebrations which promote their cultures and the use of Mother Tongue languages.

### **LANGUAGES OFFERED AT NEXUS INTERNATIONAL SCHOOL (SINGAPORE)**

Nexus International School (Singapore) is committed to fostering multilingualism and intercultural understanding. We offer the following languages for study:

- French
- Spanish
- Mandarin (first and second language)
- English (for learners who require English as an Additional Language)

In addition, English is the language of instruction and the standard for communication within the school community.

### **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

Nexus offers English as an Additional Language (EAL) to support our diverse learners who do not speak English as their first language. We work with the learners to acquire the language skills needed to access the mainstream curriculum that is taught in English independently.

To meet the needs and different levels of proficiency for all our English Language Learners (ELLs), we offer four tiers of support:

- Tier 4 – Foundation English Programmes
- Tier 3 – Intensive English Support
- Tier 2 – Additional English Support
- Tier 1 – Mainstream

During the application process, we assess incoming learners to fully understand their needs and ensure that we provide them with the appropriate level of language support. Data collected includes CAT4, ITEP Slate, writing samples, and school reports. (Further details relating to the tiers are in Appendix A)

## MOTHER TONGUE SUPPORT

At Nexus, we recognise the importance of maintaining and developing learners' mother tongue languages as part of a holistic and inclusive education. Wherever possible, we encourage families and learners to continue developing their home languages alongside those offered at school.

## CONNECTIONS TO LOCAL LANGUAGES

We provide a comprehensive range of English and Mandarin language courses, reflecting Singapore's multilingual policy and promoting proficiency in both local and international contexts. Our curriculum is designed to support learners of all backgrounds, whether they are native speakers or learning these languages as a second or additional language.

Where feasible, we also support learners in maintaining other official mother tongue languages of Singapore, such as Malay and Tamil, by connecting families to community resources or supplementary classes outside of regular school hours.

## EXPLORATION OF CULTURAL DIVERSITY WITHIN SINGAPORE

We are committed to fostering respect and appreciation for Singapore's rich multicultural heritage. Our school celebrates major cultural and religious festivals, including Hari Raya Puasa, Vesak Day, and Deepavali, through assemblies, classroom activities, and cultural workshops. These celebrations provide learners with opportunities to learn about and honour the traditions of Singapore's diverse communities.

By supporting mother tongue development, offering a robust language curriculum, and celebrating cultural events, we aim to nurture linguistically proficient, culturally aware, and globally minded learners.

## PLACEMENT INTO PHASES

**Learner placement into phases is determined by:**

- A language profile completed at admission (including previous study, home language use, and self-assessment)
- Placement/diagnostic testing in the target language(s)
- Teacher recommendation and prior school reports (where available)

Further details of procedures for the IB-PYP, IB-MYP, IGCSE and IBDP programmes can be found in the [EAL Handbook](#).

Progression requirements for the MYP are described in Appendix A

The programmes for the delivery of Languages other than English are in Appendix B

We adhere to the [IB Language Policy](#).

For more information please see our Curriculum guides [PYP](#), [Years 7-9](#), [IGCSE](#), [IBDP](#)

## **REVIEW AND REVISION**

This policy will be reviewed once every two (02) years or as required to reflect updates to the relevant legislations, Taylor's Schools group policies or internal school governance standards where applicable

## Appendix A:

### Requirements for Progression Between Phases in MYP

Progression through the phases is based on demonstrated proficiency according to the MYP Language Acquisition objectives. Movement between phases is determined by:

- Evidence of achievement of the learning outcomes for the current phase, as described in the MYP Language Acquisition Guide (see table below)
- Internal formative and summative assessments in listening, reading, speaking, and writing
- The teacher's professional judgment is based on classwork, participation, and assessment results
- Regular review meetings at the end of each academic year (or as appropriate for learner progress)

**MYP Learners may be grouped in classes containing no more than two consecutive phases** (e.g. Phase 1–2, Phase 3–4, Phase 5–6) to facilitate differentiated instruction. Sample requirements for moving between phases:

From Phase	To Phase	Actions
1 → 2	2 → 3	<ul style="list-style-type: none"> <li>• Consistently demonstrates understanding of simple authentic texts</li> <li>• Can communicate basic information in spoken and written forms</li> <li>• Uses a range of vocabulary and grammatical structures with some accuracy</li> </ul>
3 → 4	4 → 5	<ul style="list-style-type: none"> <li>• Demonstrates understanding of both simple and some complex authentic texts</li> <li>• Communicates opinions and ideas in a variety of contexts</li> <li>• Uses a wide range of vocabulary and structures with increasing accuracy</li> </ul>
5 → 6		<ul style="list-style-type: none"> <li>• Analyses and evaluates complex authentic texts</li> <li>• Communicates fluently, accurately, and effectively in diverse contexts</li> <li>• Uses language flexibly and appropriately for audience and purpose</li> </ul>

Appendix B:

## ADDITIONAL LANGUAGES OTHER THAN ENGLISH PROGRESSION PATHWAY

