



British School Quito

an Orbital Education School

All our policies are developed to ensure our values are at the centre of all we do, as we work in the best interests of our pupils to ensure the best outcomes for them. All policies can be updated out with the set review cycle if advice, guidance, or new learning require it.

Excellence
Excellencia

Respect
Respeto

Responsibility
Responsibilidad

Integrity
Integridad

Compassion
Compasión

We live and learn together:

1. with **respect** and **care** for each other
2. with a **happy** and **welcoming** attitude to everyone
3. with an **active** and **determined** approach to our ambition

Language Learning Policy

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Introduction

The British School Quito is a student-centered learning environment that encourages students to follow the schools Values, Vision and Mission. Part of this joy of learning comes from being able to celebrate our diversity and understand our place in the world as part of a wider international community.

All members of our school community acknowledge that it is good practice to support the learning of languages at all levels and understand the value of communication. Multilingualism is a fact, a right and a most valuable resource for learning to this end, all teachers recognize themselves as language teachers, with a responsibility to enhance the communication skills of all members of our school community.

At the school, we follow the National Curriculum of England and offer Cambridge IGCSE ´s in Year 11 and the IB Diploma in Years 12 – 13. These courses are taught in English, and we have

trained staff dedicated to the support of English language. We schedule lessons to support the development of mother tongue Spanish,

As an international school, we aim to develop awareness of international-mindedness and the role of each student as a global citizen. We recognize that language is central to learning and our dedicated teachers are responsible for facilitating both written and oral communication.

Aims of Policy

This policy aims to raise awareness of the school's responsibilities, to support the planning, organization, teaching and assessment procedures, and the use of resources and strategies to meet the needs of students who are LL and so to raise student achievement.

Definition of ALL at BSQ

At BSQ, Language Learners (LL) refers to students whose first language is not English or Spanish. A first language is the language that someone learns and speaks best, this could be English or Spanish, or any other language.

Role of the School

It is the aim of the school that every language learner is provided with the necessary support to enable them to:

- Access all areas of the curriculum.
- Reach their full potential.
- Work with a growing degree of confidence.
- Express themselves confidently in a range of situations in a variety of subjects.
- Express themselves in both spoken and written English and Spanish.
- Have access to a range of resources which will aid their learning.

The school also endeavours to:

- Welcome and value the cultural, linguistic, and educational experiences that LL bring to the school.
- Work collaboratively across all areas of the school (primary and secondary) to provide the best language learning provisions for all students.
- Monitor students' progress systematically and use the data in decisions about classroom management, curriculum planning and wellbeing.
- Develop students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- Gradually build student confidence in their ability to engage in English/Spanish and after suitable assessment, withdraw support.
- Ensure all language learning is an active and enjoyable experience for all students who needed, with plenty of opportunities to students to practice, the four skills.
- Provide the parents of LL with any support or relevant information they may need throughout the student's school career.

Language in The British School Quito

English is our predominant language of instruction at the school. We also support the development of Spanish. Enrichment activities take place across curriculum. For example, with local festivals, we learn songs, folk stories, and customs and speak with members of different communities.

We are keen to utilize and develop our links with National and International customs and traditions. We have strong links with the local community, which students are exposed too, we offer excursions which encourage the development of both languages.

English is also further encouraged through a host of interesting activities – including bonfire night, poems in international competitions, through songs and children’s rhymes, storytelling and reading week. Reading in their own language is encouraged.

The school offers a progressive curriculum, increasing in time, vocabulary and expectations as students move through school. Our introduction to languages in EYFS builds into further study of speaking and listening, vocabulary and grammar through interesting activities and fun games.

Our extensive Extra Curricular activities offer a range of classes taught in Spanish; Guitar, Horse riding, Piano, skateboarding and Robotics.

Reading is encouraged in all languages throughout school. Our onsite library stocks books in English and Spanish for students from Reception to Year 13.

Our SEN department helps to support English language development. We are able to recommend further language development support outside school. Extra English support lessons are offered for new students and those students whose assessment level tests are a concern. Communication sent from our school is in both Spanish and English.

Language of instruction

The language of instruction is the language used to teach a subject or a group of subjects. For classes following the Ecuadorian national curriculum the language of instruction and learning is primarily Spanish, for the British national curriculum as well as the IGCSE and IBDP programme the language of instruction and learning is English. Except Spanish A: Literature where the language of instruction is Spanish and subjects from the group Language acquisition.

Mother Tongue Learning

Mother tongue is also referred to as first language, native language, home language; it’s the students’ most competent language. Learning a mother tongue is a compulsory requirement at all grades of a secondary school in Ecuador. For most students, the native language is Spanish. The study of the Spanish language involves reading and analysing literary works and learning the language systems

Good practice within the classroom

Dictionary and thesaurus work is built into language lessons in all languages. Student reports provide up to date progress reports on language development including writing, SPAG, reading and speaking and listening, all teachers use media and resources to promote the development of language in their subject. IB Command words are clearly displayed and used in class regularly so that our students quickly become familiar. The IB Learner Profile embodied in class.

Teaching staff are to be trained in EAL for classroom teachers and have learnt strategies to support students learning in an additional language, such as to help encourage students to paraphrase, question each other with prompt questions and answer starters in all subjects. There are regular opportunities for Professional Development.

Most teachers teach in English with the acceptance of Spanish and Sociales, Work is differentiated to extend the vocabulary for students who are learning the language of the curriculum different to their mother tongue. This is done through alternative words, explaining or translating. Extra support from students in class is also encouraged at appropriate times. The school encourages a collaborative environment.

Language in the school.

IGCSE English and Spanish, are offered at IGCSE level. These can be taken as first language or foreign language courses. In Key stage 4 (IGCSE) students are offered the option of studying English literature and English first language, English as a Second Language, Spanish Literature, Spanish as a Second Language.

All Spanish first language lessons follow the Ecuadorian National Curriculum and meet the requirements of the Ecuadorian Ministry of Education. Second language Spanish lessons complement the first language lessons.

IBDP In addition to the above, we offer Language A and B in English and Spanish as part of the IB Diploma programme. We also offer ab initio in French, Italian and German online via Pamoja.

We provide online resources via JSTOR to support our onsite library so that students can access a wide range of materials. We take our responsibilities as language teachers seriously. The placing of students on language courses is carefully carried out in conjunction with the DP language courses: overview and placement guidance and our language specialist teachers, ensuring full inclusivity and equity of access to the IBDP. The practices put in place ensure that there is full support for multilingualism and ensure that all students learn at least one language in addition to their home/personal language.

Parents and students are aware of the IB Language placement guidelines and understand that the role of the IBDP is to promote multiliteracies. Parents and students may be required to attend meetings regarding language placement in the initial stages of the programme so that course changes can be made to adhere to IB and school policy to maintain the integrity and equity of the programme.

Through the DP core there are opportunities for students to write their Extended Essays in their mother-tongue and students may choose to study the optional theme of language in ToK. The ToK core unit of knowledge and the knower explores and shares the importance of knowledge derived through languages and culture. Many of our students will go on to achieve the bi-lingual diploma.

Assessment

Assessment for ALL should:

- be clear about the purpose.
- be sensitive to the student's first language and culture.
- take account of the time taken in learning English.

- be age appropriate.
- recognize that children may be at different levels of speaking, listening, reading and writing.
- focus on both languages while being aware of the influence of culture expectations, behaviour, and attitudes.

Initial assessment

An initial assessment will take place within the first week of the student's start date.

Initial assessment will:

- determine the new arrival's level of English/Spanish, but also to find out the student's levels of achievement across the curriculum.
- establish the English/Spanish language level of the new arrival so that suitable intervention can be implemented.
- Provide a framework for tracking progress enabling teachers to plan appropriate learning experiences for new arrivals.
- enable the school to determine what support – if any - is required.
- Targets for students will be set using the initial assessment, tracking of interventions, teacher-based observation, and ongoing class assessment.
- The assessment of English/Spanish as an additional language will follow the same principles of effective assessment of all pupils. It will:
 - Recognize what pupils can do and reward achievement.
 - Measure development in speaking, listening, reading, and writing and should link to the language needed in the curriculum.
 - Be based on different kinds of evidence.
 - Be a valid reflection of what has been taught or covered in class.
 - Be reliable in terms of enabling someone else to repeat the assessment and obtain comparable results.

International English Language Testing System (IELTS)

At the end of Years 12 and 13, students may be encouraged to take the International English Language Testing System (IELTS) as an external benchmark of English language proficiency.

The school considers IELTS to be the most appropriate assessment for our students due to the strong academic foundation developed through the Cambridge IGCSE programme and the rigorous academic demands of the International Baccalaureate Diploma Programme. By the time students reach Years 12 and 13, they have already developed advanced academic literacy, critical thinking, and extended writing skills, which align closely with the competencies evaluated in IELTS.

Taking IELTS provides students with an internationally recognised certification of their English proficiency, supporting applications to universities worldwide. The examination assesses students' abilities in four key areas: listening, reading, writing, and speaking, reflecting the communication skills required for success in higher education.

Where appropriate, the school may provide guidance and preparation opportunities to ensure students are familiar with the format and expectations of the IELTS examination. Results from IELTS can complement students' academic records and provide additional evidence of readiness for English-medium university study.

Roles within the school

Language Learning Team

- Provide the admission teams with appropriate diagnostic assessment tools for EAL/SAL student's diagnostic assessment.
- Everyone involved in teaching the targeted students liaise regularly.
- Training in planning, teaching, and assessing of LL is available to staff.
- To provide support to all teachers where necessary as directed by the Language Learning Lead. Relevant information and IPP on LL are available to all staff.
- There is appropriate guidance and support to set targets and plan work.
- All teachers incorporate Language learning strategies into their planning, teaching, and learning.
- Targets for LL are set and work towards. Plan, feedback and assess the targets with the student's class teacher.
- Conduct a termly LL audit, analyse data and share with recommendations.
- The effectiveness of the teaching is audited, monitored, and assessed regularly.
- Conduct an annual review of the Language Learning policy and practice.
- Create a LL student portfolio including assessments, samples of writing, any significant work to provide evidence to exam boards.

Role of the class/subject teacher

- Have high expectations of standards of work.
- Keep up date with new teaching and learning methods.
- Meet parents at regular times during the year.
- Review student's progress on a regular basis
- Participate in internal and external Language learning related training.
- Be open to suggestions and feedback related to the support provided and the use of strategies in the classroom.
- To be aware of each students' abilities and needs in English and other subjects. Use this knowledge effectively and incorporate into curriculum/ lesson.
- planning, classroom teaching, use of resources and student grouping.
- Develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that students bring to lessons.
- Use assessment data to set realistic language targets for the student.

Language Policy in the International Baccalaureate

According to the IB principle, all teachers are equally responsible for the language development of students. The latter must be provided with the opportunity to develop all language skills concurrently and expand their vocabulary and grammar structures range not only in foreign

language classes. Therefore, each teacher should bear in mind that they all equally contribute to the language development of their students and should plan the teaching in such a way that addresses both subject content and use of the language.

It must be highlighted that language competence will serve not only as a means of further academic study, but also as a means of international, intercultural communication in the future life that the school is preparing its students for.

Collaborative planning takes place on an ongoing basis to reflect on all students' progress and plan for their individual learning needs. We may not diminish the fact that the responsibility for language development lies also with the students themselves and they are expected to utilize their language learning experiences to the best of their abilities.

Mother tongue in the IB Programme

It is expected that every student takes a compulsory first language (Language A) course in their most competent language, which is normally the language students have been exposed to since birth. For most students, it is either English or Spanish. Therefore, it is English and Spanish A Literature offered to students as Group 1 subject. Students may choose between Standard Level (SL) and Higher Level (HL), and the number of classes taught for this subject a week is 4 for SL and 5 for HL. In this way the school ensures that students' mother tongue is developed by the teacher(s) of the subject.

Learning of the host country language (Spanish for non-native students)

Spanish A Literature may be studied by students of foreign backgrounds provided that their language skills are good enough to understand, analyse and interpret literature and produce written assignments. It will depend also on the results of the IGCSE results. Otherwise, students may be offered additional lessons of the Spanish language to improve their skills to such a level at which studying Spanish as DP Group 1 subject is possible and doesn't impose unnecessary burden on them.

A student may study a different Language A at Standard Level registering for Language A: Literature as a school-supported self-taught course. In such case students shall study under the guidance of an external teacher and supervision of the school IBDP Coordinator.

Language courses offered at The British School Quito

- The school offers Language A: English / Spanish A Literature.
- Students of foreign backgrounds will be enabled to register for school supported self-taught (SSST) Language A at Standard Level in their mother tongue. In such case the school will provide the student a language tutor.

The IBDP coordinator will meet the student on a regular basis to explain and make sure the student understands the assessment components and the respective assessment criteria fully.

The language tutor may be any adult who is proficient in the language. Therefore, close collaboration between the IBDP coordinator and the tutor is highly recommended. If the student and their parents cannot find themselves the tutor, the school may help, using several IB DP tutoring-service providers or contacting the student with a tutor who is an IB DP teacher at another IB World School. If there are any fees corresponding to such tutoring service, it is the responsibility of the student's parents to pay them.

The student will receive about 100 hours of support from both the generic language tutor. The distribution of hours will be decided on between the IBDP coordinator and the tutor.

The school offers one Language B: English B at both Standard Level (SL) and Higher Level (HL) as well as, with Spanish. For other languages such as French, Italian, Mandarin students can take the course by Pamoja, an online official IB platform subject provider at Standard Level (SL) or AB initio, it will depends on the platform offer too.

Key Links

- [The Bell Foundation](#)
- [IB Guidelines for developing a school language policy](#)
- [IB learning in a language other than mother tongues in IB programmes](#)
- [IB Programme standards and practices](#)
- Phonics at BSQ