

**School “President”  
Language Policy**  
*(updated April, 2018)*

Language is one of major means of communicating and, therefore, is fundamental to learning. It is a key element across the curriculum. It plays an essential role in promoting national identity as well as international understanding. With the help of language our students develop the ability to think and learn, improve social skills and to acquire knowledge.

Since language acquisition is at core of learning and as a consequence of academic curriculum all teachers at School “President” are language teachers accepting the responsibility for facilitating communication.

### **Aims and Objectives**

The aim of linguistic studies at School “President” is to prepare students intellectually and culturally to reach their academic potential by providing them with the necessary knowledge and skills. Language is integrated in all subject areas and thus the level of students’ language acquisition benefits from the stated above.

The aims of language learning deal with both language and culture, latter uniting Literature, History, Arts, Geography and Science etc.

Language goals and expectations for each age group are stated in School Standards.

### **Languages on offer at School “President”**

School “President” exists in a unique social context, which places a great impact not only on a mother tongue (Russian) but on foreign language acquisition as well. Currently School “President” offers Russian National curriculum from kindergarten to high school and IB Diploma Programme in high school. This defines the languages of instruction: Russian and English respectively and English as a mandatory foreign language to provide an opportunity for the students to participate in international programmes. As a second foreign language students can choose from French, German, Spanish and Chinese.

### **School “President” Language Profile**

In school “President” student’s personality is of utmost importance, therefore, all the teachers take into consideration student’s own abilities and development, different language and cultural background and multiple learning styles.

To benefit sustainable language acquisition students of every grade are grouped according to learning ability and style (streaming). Grouping is reviewed regularly (3 times a year) based on students’ performance at the end of each trimester. This allows teachers to create a unique educational programme for each group at the same time following National Curriculum.

Being actively involved in different external assessment systems, School “President” students participate in Language Olympiads and contests (British Bulldog, Russian Bear, Cambridge ESOL examinations (YLE, KET, PET, FCE), take IELTS, TOEFL and SAT examinations. School “President” is authorized to implement IB DP, which is also assessed externally.

School regularly organizes educational trips to different countries of the world and student exchanges with the aim for the students to get acquainted with culture and to practice languages.

Language acquisition is strongly supported by a variety of extracurricular activities: Drama club, Publishing club, Animation club.

<b>Kindergarten</b>	<ul style="list-style-type: none"> <li>• Russian as native language</li> <li>• English as foreign language</li> </ul>
<b>Primary school (7-11 years)</b>	<ul style="list-style-type: none"> <li>• Russian as native language</li> <li>• English as foreign language</li> </ul>
<b>Secondary school (11-15years)</b>	<ul style="list-style-type: none"> <li>• Russian as native language</li> <li>• English as foreign language</li> <li>• French, Spanish, German, Chinese as a second foreign language</li> </ul>
<b>High school IB DP / RNC (15-18 years)</b>	<ul style="list-style-type: none"> <li>• Language A: Russian (SL/HL)</li> <li>• Language B: English, French, German (HL/SL/<i>ab initio</i> SL)</li> </ul>

### **Kindergarten and Primary School Student Language Profile**

In School “President” children begin learning languages and learning about languages in Kindergarten, as they grow, their capacity to communicate becomes paramount to their interactions. Kindergarten teachers lead classroom activities that ensure children do not merely memorize letters and imitate sounds but build vocabulary, phonemic awareness, writing, and reading readiness.

The Primary school creates challenging curriculum providing children with the opportunities to integrate listening, speaking, reading, and writing into classes and daily activities. As a result, students become skilled and knowledgeable in the main subject areas: mathematics, social studies, science and technology, personal and social education, and the arts.

Teachers encourage students to love and appreciate Languages as well as enjoy the process of learning. Literature exploration (both in Russian and in English) encourages important skills such as creative thinking, adaptation, problem-solving, innovation, and follow-through.

Through learning and using Languages students actively develop their sense of selves and who they are in the world. Primary School teachers create respectful and diverse learning environments, helping children understand and appreciate the world they inhabit, cultural diversity that surrounds them. Teachers also present unique experiences for children, enhancing a student's sense of responsibility and compassion for people, through literature and personal example.

Russian as a native language	Kindergarten-4 <sup>th</sup> grades, 4-5 hours per week*
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English as a second language	Kindergarten-4 <sup>th</sup> grades, 4-5 hours per week
French, Spanish, German, Chinese as a second language	1-4 <sup>th</sup> grades, on demand
Communication course with the native speaker	1-4 <sup>th</sup> grades, on demand
Maths in English	1-4 <sup>th</sup> grades, 1 hour per week
Science in English	1-4 <sup>th</sup> grades, 1 hour per week

\*an hour in Kindergarten and 1<sup>st</sup> grade is 30-minute-long,  
an hour is 40 minutes beginning from 2<sup>nd</sup> grade

### Secondary School Student Language Profile

Secondary school sees the active development of both foreign languages and a mother tongue. It is the time when students can opt for a second foreign language.

- **Native language** (Russian)

5-9 grades	5 hours per week - Russian
	3 hours per week- Literature

- **Foreign language** (English, French, Spanish, German, Chinese)

5-9 grades	English	5* hours per week, including 1 hour per week with a native speaker
	French / Spanish / German / Chinese	3* hours per week

\*For SEN students there is an opportunity to learn one foreign language (English) 8 hours per week.

- **Maths in English**

5-9 grades	Maths in English	1 hour per week (optional)
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### High School Student Language Profile

The primary purpose of language studies in High School is to further develop students' linguistic skills and to prepare them for final standardized testing (Russian State Exam and IB DP exams). To satisfy the entry requirements of Russian Universities students are offered an extended course in languages (later called Advanced)

#### Russian National Curriculum

- **Native language** (Russian)

10-11 grades	Basic	2 hours per week – Russian Language	3 hours per week- Literature
	Advanced	3 hours per week –	4 hours per week-

		Russian Language	Literature
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- **Foreign language** (English, French, Spanish, German, Chinese)

10-11 grades	6 hours per week – English	2 hours per week- French / Spanish / German / Chinese on demand
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### DP High school Student Language Profile

- **Language A1** (Russian: Literature)

<b>Standard level / Higher level</b>	10-11 grades, 4/6 hours per week
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- **Language B** (English, French, German)

<b>Standard level / Higher level</b> <b>Language B</b> (English, French, German)	10-11 DP grades, 4/6 hours per week
<b>Standard level</b> <b>Language ab initio</b> (French, German)	10-11 DP grades, 4 hours per week

\*1 hour is 40 minutes

### Teaching Students With Special Educational Needs

Once the student falls into this category, a special programme in language acquisition to meet student's needs is developed. It may include extra hours of instruction in both native and foreign languages, individual and customized tuition as well as advanced tuition for gifted students.

In case of poor academic performance in English language and a mother tongue, a student may be advised against taking up a second foreign language in favour of the former.

### Admission

Due to different academic background in languages, an Entry Test is offered at the beginning of every academic year or upon student's admission to school. The results of an Entry Test serve as the basis for grouping.

### In-service Training for Teachers

Caring for the professional development of pedagogical staff, School "President" offers its teachers a variety of language connected courses from Literature to Language Proficiency in ICT.

School "President" recognizes the needs of not only students but also teachers in foreign language acquisition. To meet the demands of modern globalized world, English Language Courses are available for all teachers free of charge.