



Ash Mount
School

*Learn with Purpose,
Live with Compassion,
Lead with Courage*

Language Policy

2026/27 Academic Year



Policy Owner:	Principal and ELT
Approved by:	Principal and Board of Governors
Approved by:	Annual
Next Review:	Aug 2027





Contents Page

Contents	Page
1.0 Purpose	3
2.0 Policy Statement	3
3.0 School Language Profile	3
4.0 Language Philosophy	4
5.0 Language and the IB	4
6.0 English Language Department	4
7.0 Arabic Language and UAE National Identity	4
8.0 Mother Tongue Development	5
9.0 Multilingualism and International Mindedness	5
10.0 English as Additional Language	5
11.0 Language across the curriculum	6
12.0 Inclusion and Language	6
13.0 Roles and Responsibilities	6
14.0 Monitoring and Review	7



Ash Mount School Language Policy

1.0 Purpose

At Ash Mount School, we believe that language is fundamental to learning, communication, identity, and intercultural understanding. Language enables students to construct meaning, express ideas, engage in inquiry, and develop relationships within local and global communities.

This policy establishes a shared understanding of language learning and teaching across the school and reflects the principles of the International Baccalaureate (IB), the requirements of the UAE Ministry of Education and KHDA, and the vision of Ash Mount School "Learn with Purpose, Live with Compassion, Lead with Courage"

Language empowers learners to:

- Learn with purpose through inquiry, literacy, and critical thinking.
- Live with compassion through understanding diverse cultures, perspectives, and identities.
- Lead with courage through effective communication, collaboration, and advocacy.

2.0 Policy Statement

Ash Mount School recognises that:

	Ash Mount School recognises that Language is central to all learning.
	Every teacher is a language teacher.
	Multilingualism enriches learning and promotes international mindedness.
	Students learn best when their linguistic and cultural identities are valued and respected.
	Strong development of a student's home language supports cognitive growth, academic achievement, and personal identity.
	Language learning is the responsibility of the entire school community.
	The school promotes a culture where all languages are valued and where students are encouraged to become confident communicators in more than one language.

3.0 School Language Profile

Ash Mount School serves a diverse international community representing a wide range of linguistic and cultural backgrounds.

3.1 Language of Instruction

English is the primary language of instruction and communication across the curriculum.

3.2 Additional Languages

Students study languages as part of the curriculum, including:



- Arabic (mandatory in accordance with UAE regulations)
- Additional language acquisition pathways within the IB framework
- Opportunities to maintain and celebrate home languages
- The school actively promotes multilingualism and intercultural understanding throughout all aspects of school life.

4.0 Language Philosophy

Language learning occurs through meaningful interaction, inquiry, reflection, and authentic communication. Students develop language through: Reading, Writing, Speaking, Listening, Viewing and Presenting

5.0 Language and the International Baccalaureate

Ash Mount School recognises language as a key element of all IB programmes. Language learning supports the development of:

- IB Learner Profile Attributes
- Communicators
- Open-minded
- Inquirers
- Reflective
- Knowledgeable
- Approaches to Learning (ATL)
- Communication Skills
- Social Skills
- Research Skills
- Thinking Skills
- Self-Management Skills

6.0 English Language Development

English is the language of instruction and is developed across all subjects. Teachers support literacy by:

- Explicitly teaching academic vocabulary
- Modelling effective communication
- Teaching reading strategies
- Supporting structured writing
- Developing oral communication skills
- Providing opportunities for discussion and debate
- Using disciplinary literacy approaches
- Literacy development is planned and monitored across all year groups.

7.0 Arabic Language and UAE National Identity

Ash Mount School recognises Arabic as the official language of the United Arab Emirates and an essential element of the country's cultural heritage and national identity. Arabic language provision complies fully with UAE Ministry of Education and KHDA requirements. Arabic programmes aim to:

- Develop proficiency in Arabic language
- Promote understanding of Emirati culture and traditions
- Strengthen appreciation of UAE heritage
- Foster respect for local and regional identities



Arabic language learning is supported through:

- Formal Arabic instruction
- UAE National Identity initiatives
- Cultural celebrations and events
- Cross-curricular integration
- Arabic language displays and resources
- Both native and non-native Arabic speakers are supported through differentiated learning pathways.

8.0 Mother Tongue Development

The school recognises that a student's first language plays a vital role in identity formation, emotional wellbeing, and academic achievement. Students are encouraged to maintain and develop their home languages through:

- Reading in their home language
- Family conversations
- Cultural activities
- Multilingual projects
- Language celebrations
- Parents are encouraged to support continued development of home languages.
- The school promotes an environment where all languages are respected and valued.

9.0 Multilingualism and International Mindedness

Ash Mount School celebrates linguistic diversity as a strength. Multilingualism supports:

- Intercultural understanding
- Global citizenship
- Empathy
- Communication
- International mindedness
- Students are provided opportunities to:
- Share languages and cultures
- Engage in multilingual learning experiences
- Explore global perspectives
- Participate in cultural events and celebrations
- Language diversity is visible throughout the school environment.

10.0 English as an Additional Language (EAL)

Students developing English proficiency receive support to ensure equitable access to the curriculum. Support may include:

- Small-group interventions
- Scaffolded classroom instruction
- Visual supports
- Academic vocabulary development
- Reading and literacy interventions
- Targeted language programmes
- Teachers collaborate with inclusion and support teams to monitor progress and ensure appropriate provision.
- The goal is for students to become confident users of English while maintaining pride in their linguistic heritage.



11.0 Language Across the Curriculum

All teachers share responsibility for language development. Teachers support language learning by:



12.0 Inclusion and Language

The school recognises that learners have diverse linguistic backgrounds and learning needs. Language provision is designed to ensure:

- Access to the curriculum
- Appropriate challenge
- Equitable participation
- Personalised support
- Language development is considered within inclusion planning and student support processes.

13.0 Roles and Responsibilities

School Leadership

- Promote a whole-school language culture.
- Ensure compliance with IB, KHDA, and MoE requirements.
- Monitor implementation of the policy.

Teachers

- Recognise themselves as language teachers.
- Integrate language development into planning and teaching.
- Support multilingual learners.

Students

- Actively engage in language learning.
- Respect linguistic diversity.
- Develop communication skills across languages.

Parents



- Support home language development.
- Encourage reading and communication.
- Partner with the school in supporting language growth.

14.0 Monitoring and Review

The effectiveness of this policy will be monitored through:

- Student achievement data
- Literacy outcomes
- Arabic language outcomes
- EAL progress measures
- Curriculum reviews
- Learning walks and observations
- Student, staff, and parent feedback
- IB programme evaluation processes
- The policy will be reviewed annually to ensure continued alignment with:
- IB Programme Standards and Practices
- IB Guidelines for Developing a School Language Policy
- KHDA Expectations
- UAE Ministry of Education Requirements
- Ash Mount School Strategic Priorities