



BCA Language Policy

Statement of Intent

The purpose of this policy is to:

- Make our language aims and objectives clear to all stakeholders.
- Share our language philosophy, which underpins our language practices.
- Detail our language provision and practices.

The British College of Andorra Language Policy is guided by the mission and values of our school community:

BCA Mission

The British College of Andorra provides opportunities for all our students to achieve academic, artistic and sporting excellence, lasting physical, spiritual and mental health and to be inspired to accomplish personal and professional success.

BCA Values

We especially value the following in guiding the learning experience and promoting wellbeing at The British College of Andorra:

- Communication Skills
- Inquisitiveness
- Appreciation of Diversity
- Ability to Solve Problems
- Sense of Responsibility
- Commitment to Sustainability
- Tenacity
- Courage
- Self-awareness
- Team-working skills
- Inventiveness
- Compassion

(Inspired by the BCA Values v.1 (2018-2021), results of the BCA Community Survey 2022, the IB Learner Profile, and the Round Square Discovery Framework)

Aim of Policy

A Language Policy provides a framework that brings together all the reflections and decisions made in the area of languages, thus creating a solid foundation and clear expectations of the role of the British College of Andorra in teaching and learning languages.

This document sets out the basis for language teaching and learning at the British College of Andorra. It starts with the school's language philosophy and the linguistic profile of its students, then goes on to detail the educational practices which are carried out specifically in each of the school stages and finally details the Resources for Language Learning used, explaining how the different languages taught at the school are reinforced, celebrated and promoted.

This policy is not about policing (Cushing, 2020). Thus it is intentionally non-prescriptive about practice, and does not promote a specific ideology. The value of a bilingual classroom, translanguaging and non-standardised forms of language is recognised.

In September 2023 the BCA will start implementing the IB Diploma Programme, and as specified in the document *Language and learning in IB Programmes*, 'every IB World School authorised to offer one or more of the three IB programmes is required to have a written language policy'.

Application of Policy

This is a whole school policy.

The main audience is the teaching faculty, though it will be a useful reference source for parents and, at times, students. All teachers at the school must be familiar with its contents.

There are no times, places or situations where the Policy does not apply.

There are no conditions, restrictions, exclusions or special situations where the Policy does not apply.

Definitions

BICS and CALP

Basic Interpersonal Communication Skills (BICS) refer to linguistic skills needed in everyday, social face-to-face interactions. For instance, the language used in the playground, on the phone, or to interact socially with other people is part of BICS.

Cognitive Academic Language Proficiency (CALP) focuses on proficiency in academic language or language used in the classroom in the various content areas. Academic language is characterised by being abstract, context reduced, and specialised.

Bilingual Competency

The IB Bilingual Diploma is a version of the IB Diploma. It is awarded to candidates who demonstrate bilingual competency (language proficiency in two different languages). There are

two different ways to obtain a Bilingual Diploma: Completion of two languages from group 1 (i.e. two language A subjects) scoring a 3 or higher in both or completion of one of the subjects from group 3 (Individuals and Societies) or group 4 (Experimental Sciences) in a language that is not the same as your group 1 language, scoring a 3 or higher in both the group 1 language and the subject from group 3 or 4.

CEFR

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who master a language. It is used to refer only to second language learners, not to first language learners.

The school is currently reviewing assessment rubrics for all learners.

EAL

English as an Additional Language (EAL) is a curriculum department at BCA and a whole school programme supporting the needs and progression of English language learners whose first language is not English.

ELA

English Language Assistant (ELA) can refer to any teaching staff that supports EAL students in class, specifically focusing on developing their English language skills.

Home Language

The language/s spoken with one or more parents. May also be the Mother Tongue, but not necessarily

IBDP

IBDP stands for International Baccalaureate Diploma Programme. The DP is a two-year programme offered in the Sixth Form. The DP curriculum consists of six subject groups and the IBDP core, which comprises Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and Extended Essay.

IGCSE

IGCSE stands for International General Certificate of Secondary Education. IGCSEs are international examinations in England. Students usually need about 2 years to prepare for these exams. The IGCSE has a flexible format which gives candidates the freedom to choose the subjects that best suit their level.

Language A / Language and Literature

Language and Literature refers to the study of the basics of the language and literature of a language with which the learner has previous experience, in most cases because it is their Home Language. Within the IBDP, these courses are referred to as Language A. In the rest of the educational stages we will maintain this nomenclature, so that a pupil will study a language in

the Language A or Language B group depending on the previous contact they have had with this language.

Language B / Language acquisition

Language acquisition refers to the study of an additional language other than the home language. Within the IBDP, these language acquisition courses are alternatively referred to as Language Ab Initio (for students who have little or no previous experience of learning the language they have chosen) or Language B (for students who have had some previous experience of learning the language) courses. In the rest of the educational stages we will maintain this nomenclature.

Language of instruction

The language of instruction is the language used in all classes except in language courses other than English. The language of instruction at the BCA is English.

Language of the host country

The language predominantly spoken in the region or country in which the school is located. The official host country language of the BCA is Catalan, although Spanish and French are also widely spoken.

Mother tongue/ First language (L1)

The language which a person has grown up speaking from early childhood, the first language that they speak. Previously, one may have referred to mother tongue/ first language as being a person's 'native language' but due to negative connotations, this term will not be used.

Multilingualism

Linguistic ability in more than one language, recognizing that each of a student's languages may be developed to different levels, and within different contexts, depending on their social and academic experiences.

QFT

Quality First Teaching (QFT) is a style of teaching that emphasises high-quality, inclusive teaching for all pupils in a class. QFT includes differentiated learning, strategies to support EAL and SEN pupils' learning in class, ongoing formative assessment and many others.

SEN

The term 'Special Educational Needs' (SEN) is used to describe learning difficulties or disabilities that make it harder for children to learn than most children of the same age. Children with SEN are likely to need extra or different support from that given to other children their age.

Related policies, procedures, forms, guidelines, and other resources

BCA Admissions Policy

BCA Assessment Policy

BCA Inclusion Policy

BCA Teaching and Learning Policy (under review- school year 2022-23)

This policy has been developed in alignment with the school's Guiding Statements, and with the standards and practices of both the IB and IGCSE programmes, and of the NABSS inspection agency. Further sources appear in the References, below.

Process

The first step in drafting the Policy was to set up a steering committee comprising the Principal, the IBDP Coordinator and the Language Coordinators. The first meeting established the steps to be followed during the process of drafting the Policy, the first of which was to ask the whole school community about Language Learning at BCA through face-to-face meetings and online surveys. The feedback received allowed us to develop the Purpose of language learning as well as to make decisions on the General Language Practices, which have had an impact, above all, on the age of introduction of each language and the number of hours allocated to each one.

Publication Information

For External publication: Website and Parent Portal

History: This is the first school language policy

Policy approved date: December 2022

Effective: September 2023

Review date: June 2024

Approved by: Principal

Policy Statement

1. The Purpose of language learning

1.1 The school's language philosophy

The British College of Andorra (BCA) has a unique identity, of which we are very proud. By living in Andorra, students benefit from living in a culturally and linguistically rich country, which we at BCA actively celebrate and support. Among our BCA students, many languages are spoken and we value this diversity, and encourage international mindedness and intercultural awareness, in order to ensure that our learners become well-rounded, open-minded citizens.

English is the language of instruction at BCA, but communication, comprehension and cultural enrichment take place through many languages. As such, we believe that all languages have equal value, and that the learning and practice of languages plays an essential role in developing global citizenship and intercultural competency. All members of the school community are expected to foster a culture of inclusion and respect around language and identity, and to understand “that other people, with their differences, can also be right” (IB Mission).

The teaching and learning of languages is very important at BCA and we believe that all teachers have a responsibility to support students in their language development, including the main language of instruction (English), their first language and foreign languages.

Teaching at BCA reflects the fact that the majority of students do not speak English as their first language. Teachers are flexible and reflective and work hard to create an inclusive and nurturing environment in their classroom. Teachers receive continual professional development in EAL (English as an additional language) teaching to ensure that they meet the needs of all students. In the case that a student struggles to access the English curriculum, students are given targeted support, organised by both their tutor and an EAL specialist.

Andorra is the only nation in the world to have Catalan as the official language and as Catalan is the official language of Andorra, it forms a key part of the school education and identity. As well as lessons in the Catalan language, students learn about the Andorran culture and are given the opportunity to get involved in local events which help them to connect with the local community and understand more about the country in which they live.

French and Spanish are the second languages of Andorra, are widely spoken, and are a consequence of both geographical location and the unique ‘co-principality’ system of governance. Therefore, alongside English and Catalan, students also have the opportunity to study Spanish and French. As Andorra is located between Spain and France, these languages are highly valued in the community and in the school. Students can benefit from both Spanish and French lessons, as well as extracurricular activities in these languages.

At BCA, we are very lucky to have such a multilingual student community and we are proud of what all our students bring to the learning environment. Our multilingual context adds unique breadth and depth to our curriculum and the learning experience.

1.2 Student’s language profile

In Autumn 2022, a language survey was sent out to all parents asking them to give feedback on the language provisions at BCA and to share further information on the languages that their children speak. These data will be processed and used to create a language profile of our school community and will be used to better inform teachers etc.

Furthermore, all new families complete a questionnaire at the first point of contact with the school, and this information helps us to cater for our students’ linguistic needs throughout their time at the college. It is extremely useful for informing language pathway recommendations and choices at IGCSE and the Diploma Programme, and assists the school in the planning and development of language subject options in advance.

1.3 Development planning

Language provisions at BCA are consistently reviewed and improvements made. Meetings are held among staff and leadership, and parents are involved in decision-making as well.

Recent changes to our language provisions include introducing languages more progressively through the students' schooling and streamlining Catalan and Spanish lessons when possible.

In addition, since January 2022, we have a developing English as an Additional Language programme in place that supports students with manageable goals and measured targets, allowing them to access the mainstream curriculum appropriately.

To help ensure effective communication throughout our whole community, we are privileged to have the assistance of multilingual parent representatives from each class who meet regularly with the Principal to discuss school matters and give suggestions for improvement.

2. General Language Practices

2.1 Languages taught throughout the school – Overview

Languages play a pivotal role at the British College of Andorra and in our local community, and as such, students are encouraged to learn and develop fluency in several languages. Students begin their language learning journey in EYFS and are progressively introduced to more languages as they continue throughout the school.

As the school follows the English National Curriculum, the students' main language of instruction is English. Students therefore have a significant number of English lessons a week, and subjects such as (but not limited to) geography, science and maths are also taught in English throughout the whole school. Although English is the language of instruction, we note and act upon the research evidence that *"a bilingual approach is likely to be more appropriate and fruitful than a strict policy of English-Only"* and furthermore, that *"not only is a policy of English unachievable in many contexts, but it may also be undesirable"*. The approach to English teaching in the classroom is thus flexible and not an English-Only policy. This approach spans all language teaching at BCA, including Catalan, Spanish and French.

Catalan is introduced to students from Reception and is taught until the end of Sixth Form, as per government law. Alongside teaching the Catalan language, great effort is also made to teach about the host country, Andorra.

Spanish and French are taught on a mandatory basis in lower primary and on an optional basis from secondary onwards. Students also have the opportunity to partake in an extracurricular club should they wish to receive more language instruction.

In year 1, students will start to learn Spanish and at the beginning of KS2, in year 3, students are introduced to French. Thus, in KS2, students study four languages in total: Catalan, English, Spanish and French.

In year 7, students continue studying both English and Catalan, but have the option to select either French or Spanish as an additional language option, which they will continue with for the rest of the stages. However, students who are struggling to access the English curriculum, may be recommended to follow an extra English programme.

At BCA, there is a planned progression from the first steps in language acquisition through to sophisticated language and literature analysis. Students are provided with the tools both to become skilled linguists and to achieve academic success. It is therefore not unusual for our students to speak three or four languages fluently, and this helps us to meet one of our High Quality Learning strands: promoting intercultural understanding.

Below is a table to show the planned language pathways at BCA.

		ENGLISH as language of instruction	ENGLISH Language and Literature	CATALAN Language and Literature	SPANISH Language and Literature	FRENCH Language and Literature	
E Y F S	N						
	R		5h	4h			
K S 1	Y1		5h			2h	
	Y2						
K S 2	Y3		6h				
	Y4					1h	1h
	Y5						
	Y6						
K S 3	Y7		4h			2h to choose between: Spanish A / Spanish B / French A & B* / Extra EAL	
	Y8						
	Y9						
K S 4	Y10		5h			3h to choose between: Spanish A / Spanish B (IGCSE) / French A & B (IGCSE)*	
	Y11						
K S 5	Y12	4h	To choose between IB Catalan A at SL (2'5h) or HL (4h), or 2h Catalan if not studied within the IBDP		If IB Catalan A has not been chosen, to choose between: IB Spanish A / IB Spanish B / IB Spanish <i>Ab initio</i> / IB French A & B* at SL (2'5h) or HL (4h)		
	Y13						

N.B.

Spanish and French will continue to be formally taught subjects in Reception in school year 2023-2024, but will then be withdrawn.

French will continue to be a formally taught subject in Year 1 in school year 2024-2025, but will then be withdrawn.

French will continue to be a formally taught subject in Year 2 in school year 2025-2026, but will then be withdrawn.

*Teaching in the French class will be differentiated according to level. If student numbers and staffing permit, the class will be split into A and B classes. French A within the IBDP is through the School Supported Self Taught route (SL only).

2.2 Early Years and Lower Primary

As most of our students are Andorran or Spanish, when they arrive at school they have had little or no contact with English. Therefore, in **Nursery**, language teaching and learning focuses on English. The teachers will maintain communication in English and as a result, the students can pick up words quickly. Nevertheless, as we are a multilingual, international school, it is expected that, at times, students might communicate in other languages, when they need to. By allowing them to do so, we can help nurture them further and better support them both socially and emotionally.

In the British system, children learn phonics in a different way to other education systems. From the earliest years, children begin to learn the different phonics by listening to stories, rhymes and songs which are closely linked to the topics that are worked on in the classroom. All subjects are linked to these topics so children can learn holistically through language, mathematics and art. The environment also plays an important role, as the classroom is designed specifically to work on each of these topics; this way, a familiar and safe environment is created in which children also learn through playing, dancing, cooking and outdoor learning.

Catalan is introduced in **Reception**, which, as the official language of Andorra, also plays a very important role throughout the schooling. The contents of these lessons are also related to the topics worked on in the classes, so students can improve their skills by making connections between the two languages while learning phonics and specific vocabulary in Catalan.

Catalan lessons also introduce Formació Andorrana, which will be present throughout the whole schooling. In these lessons, knowledge about the host country is progressively introduced, allowing students to learn more about the history, geography, institutions and, in essence, the culture of the community they belong to.

In **Key Stage 1**, the phonics knowledge acquired in Early Years is used to build their literacy skills, and enable them to start reading and writing. In the course of improving their literacy, their language and communication skills develop, as they improve their vocabulary and develop their mental agility.

Spanish is introduced in Year 1, which, in the same way as Catalan, links the content of its lessons to the topics that are worked on during the course. The presence of English, Catalan and Spanish at such an early age helps students to understand the idea that different people speak different languages and each one is valued in the same way.

2.3 Upper Primary – Key Stage 2

In Year 3, French is introduced as a compulsory subject for all students meaning that throughout Key Stage 2 they learn the four languages offered by the school. Studying Spanish and French

allows them to learn about the culture of Andorra's neighbouring countries, with which it maintains a very close relationship.

As long as there are a sufficient number of students, Catalan and Spanish classes will be divided into two groups:

- Language A (first language) and,
- Language B (language acquisition).

Otherwise, a Language Teacher Assistant will support the classes. Thus, those students who have had little or no contact with these languages previously will be able to have extra support and move at a slightly slower pace whilst allowing the Catalan/Spanish speakers the ability to progress more quickly as they follow the National curriculum for Spanish and Catalan.

The learning process of each student will be monitored to allow teachers to assess, year by year, which is the most appropriate learning group and if a student in the Language B group has acquired sufficient linguistic and communicative skills in that language they will be moved to the Language A group.

2.4 Secondary – Key Stage 3

After having had contact with both Spanish and French in Primary, year 7 students will have to choose between the two, and this decision will have to continue throughout the rest of the key stage. English and Catalan remain compulsory.

If a student arrives at KS3 with an insufficient level of English to follow the British Curriculum, the school will recommend allocating their Spanish or French hours to EAL reinforcement.

2.5 Secondary – Key Stage 4

In English, students prepare for the IGCSE English Language and IGCSE English Literature examinations at the end of year 11.

Although not part of the IGCSE Programme, Catalan is still taught as a compulsory subject for all students, who, at the end of year 11, receive a certificate in this language according to the level acquired according to the CEFR.

Depending on their choice at Key Stage 3, students choose between:

- Spanish Language A (Lengua y Literatura Española),
- Spanish Language B (IGCSE Spanish),
- French. This is a combined course, languages A & B, incorporating IGCSE French.

All students who take Spanish A can sit the IGCSE Spanish exam, as it does not require any additional study and is a qualification in which they can achieve the maximum grade. The school recommends that all Spanish A students take this exam in year 10, in order to avoid taking time away from their preparation for the other exams at the end of year 11. This Spanish test also provides students with a first contact with the formalities of the IGCSE examinations.

2.6 Sixth Form – Diploma Programme

When students arrive at the IB Diploma Programme, the first two subject groups pertain to languages:

- Group 1: Studies in Language and Literature
- Group 2: Language Acquisition

Group 1 subjects are always in a language A, and at BCA, all students study English A: Language and Literature.

Group 2 subject may be another language A or a language B. At BCA, we offer Catalan A or Spanish A, and if students choose either of these subjects, they will receive a bilingual diploma. French A may be available at SL via the School Supported Self-Taught route.

The current Language B options offered by the school are Spanish B and French B, and are intended for students who have had some previous experience of learning the language, so they are a perfect continuation for students who have studied IGCSE Spanish or French at KS3.

In the event that a student has not taken either of these two courses, he/she will have to study a course of Ab Initio Language, which is intended for students who have little or no previous experience of learning the language they have chosen. The school currently offers Ab Initio Spanish, although other options may be considered if there is sufficient demand.

The choice between Language A, B or Ab Initio must be proportionate to the student's language skills in order to challenge them, so a pupil must choose a level which matches the actual contact with that language and will not be allowed to choose a level which is below his or her abilities.

Therefore, depending on their choices, the pathways our students can follow for their Group 2 language are as follows:

KS3	KS4	IBDP
Catalan and Spanish A	→ Catalan and Spanish A	→ Catalan A Literature
Catalan and Spanish A	→ Catalan and Spanish A	→ Spanish A Language and Literature
Catalan and Spanish B	→ Catalan and IGCSE Spanish	→ Spanish B
Catalan and French A/B	→ Catalan and IGCSE French	→ French A/B

As Catalan and Formació Andorrana remain compulsory in the Sixth Form, all students who do not choose IB Catalan A will study Formació Andorrana and Catalan, each for one hour per week (in alignment with the agreement the school has reached with the Andorran Ministry of Education).

2.7 English as the main language of instruction

As mentioned, although English is the language of instruction for all subjects (excluding Catalan, Spanish and French), the approach to English teaching in the classroom is not an English-Only policy. The school is intentionally non-prescriptive about practice, and does not promote a specific ideology. The value of a bilingual classroom, translanguaging and non-standardised forms of language is recognised.

As we are a multilingual, international school, it is expected that, at times, students might communicate in other languages, when they need to. By allowing them to do so, we can help nurture them further and better support them both socially and emotionally.

During the students' lessons, teachers will maintain communication in English and the students are expected to complete their work in English and when given group or pair work, they are expected to converse in English as well. However, at times, students may find it necessary to use their first language to help them, for example:

- If students are struggling to phrase a sentence or have forgotten a word, they may ask another student for help.
- Teachers may also choose to allow students to research or discuss in a different language, if it is intended to aid the students with their learning.

3. Resources for Language Learning

3.1 English as an additional language (EAL)

The British College of Andorra is a predominantly EAL school, with English as its main means of communication/education. At BCA we follow the English National Curriculum from EYFS to year 11 and thus a secure grasp of English is essential for success/students to be able to engage with the curriculum. Therefore, great consideration and care goes into the teaching and learning of English in order to ensure students are successful and happy learners.

3.1.1 EAL Provisions

Our main strategy to ensure that students are confident users of the English language is Quality First Teaching (QFT) and the idea that 'every teacher is a language teacher'.

QFT refers to:

- Teaching that is inclusive and beneficial to all students, no matter what their educational or language background.
- Teaching that is differentiated according to each learner's needs.
- Taking measures to ensure that students are supported in class.

In addition, staff receive routine professional development training to refresh their skills on QFT teaching and language teaching.

If it becomes apparent, however, that a student's English language capability hinders them from accessing the curriculum, their class teacher/ form tutor will refer them to the EAL department and an EAL specialist will then tailor a support programme for the child. The support that they receive will vary depending on need and may include push-in or pull-out support with an EAL specialist.

3.1.2 EAL Aims

The following aims are whole school aims and refer to all teachers and TAs:

- To ensure EAL student needs are appropriately met in both social (BICS) and academic (CALP) language.
- To help students access the curriculum by implementing Quality First Teaching strategies.
- To consider grammar and vocabulary when planning and to address misconceptions in class.
- To build students' phonemic awareness and to aid them with reading, spelling and pronunciation. However, it is important to note here, that there is no requirement or expectation for students to speak with Received Pronunciation, rather there is a focus on promoting and celebrating a variety of accents.
- To encourage reading of a wide range of texts in the target language.
- To provide students with opportunities to develop the four skills: speaking, reading, listening and writing.
- To monitor progress in a collaborative way (sharing data, sharing teaching strategies, recording student observations on The Tracker, holding meetings).
- To maintain positive and supportive parent-teacher relationships and home-school links, with periodic communication of progress.

The main aim of the EAL support programme is to allow better access to the curriculum. The following aims are specific to the EAL department:

- To raise staff awareness of EAL issues through continual staff training.
- To coordinate the work done with EAL students with the topics taught in class.
- To follow the Teacher-ELA agreement when supporting in class.

3.1.3 New Students

For Y3-Y11 students who wish to join the school, initial assessments will take place on their trial day. These initial assessments are carried out in order to gain a better understanding of the students' prior learning and to establish what English support they may need, if any. Please refer to the Admissions Policy for more details on this.

3.1.4 Monitoring Progress

All EAL students identified as needing additional support are added to the EAL/SEND Tracker and are given an EAL grade which shows their level of English. The grades are:

- A: New to English
- B: Early Acquisition
- C: Developing Competence
- D: Competent
- E: Fluent

Students who are graded A-D will receive support. When students reach grade E, they will no longer need additional support and will therefore be removed from the EAL support register. To ensure that support is not withdrawn too early, careful, collaborative monitoring of progress must take place and teachers of the student must be consulted before a final decision is taken.

It is the responsibility of the class/subject teacher with the support of the EAL teachers to maintain up-to-date records of EAL pupils in their class. Data from assessments (CAT4 and any other in-class assessments) is expected to be shared with the EAL department. Specific EAL concerns are tracked on a shared document (The Tracker) and should be referred to and updated regularly.

3.2 Celebration of Mother Tongue

BCA is establishing a system to identify and maintain a language profile for each student, detailing Mother Tongues and additional languages and thus forming an understanding of language proficiency in all languages each student has learned. Understanding a student's ability in their Mother Tongue(s) allows the school to assess students' needs properly and to plan for the future to ensure their success.

At the British College of Andorra, we aim to produce internationally-minded citizens who show appreciation and respect for all the cultures, languages and religions of our school. We will endeavour towards this goal through:

3.2.1 Whole school recognition of our international community

A series of events take place throughout the year to allow students and staff to share their own cultural heritage with the wider community. These events are celebrated in a variety of ways: through primary and secondary assemblies, displays, exhibitions, through social media and on the school website (if appropriate). Examples of this are:

- Language celebration days
- Chinese New Year, St Patrick's day, Sant Jordi's day, etc.
- International Week celebrating culture, traditional dress and food from around the world

3.2.2 Maintaining and developing the mother tongues of all learners

The school recognises the importance of the students' mother tongue by providing opportunities and resources:

- Young Interpreters projects
- 'Teach the Teacher' initiative
- Library resources in a variety of languages

- Multilingual parents class representatives within the school community

Across the curriculum, students will study texts by a diverse range of authors from different linguistic backgrounds, some of which will also be accessible in a learners' first language.

3.3 Promotion of the language of the host country

Catalan is the native language and the only official language of the Principality of Andorra. Although it is spoken in other regions, Andorra is the only state in the world that has Catalan as an official language and as a school located in this country we are committed to promoting its study among our students in order to be part of the ten million speakers of this language.

Learning the Catalan language enables our students to integrate freely, consciously and fully into Andorran society, while making them fully aware of being active and cooperative members.

Therefore, Catalan classes are not limited to the teaching of the language, but also impart key knowledge about the environment, history, geography, culture and institutions of Andorra, thus helping the students to value and respect the origins of the host country.

To provide authentic contexts for language learning, we have made a positive move to take part in educational events organised by the Govern or other local agencies, such as the Consell d'infants, National Dictat Competition, an Anti-Bullying event, a Women in Science and Technology event, as well as our ongoing collaboration with UNICEF Andorra and the Creu Roja.

3.4 Professional development of staff in language learning and teaching

In an effort to support teachers, particularly 'non-language teachers', support our philosophy that all teachers are language teachers, and to make this Language Policy a working document, the British College of Andorra aims to foster a spirit of mutual support and continuous development in the language-teaching practice of its staff. Therefore, the school commits to the following professional development and oversight measures:

- The provision of regular professional development sessions for staff to provide methodological ideas, model lessons, materials and general feedback on language teaching, particularly EAL teaching.
- Offering the opportunity to liaise regularly with EAL specialists to discuss the needs of students, including the possibility of intervention.
- DP staff collaborative planning sessions will periodically address EAL issues, such as accessing the curriculum and EAL specialists will attend.
- Promote a culture of sharing of 'best practice' ideas and materials, including regular invitations to observe classes across all subject areas and year groups.

3.5 Parental involvement and contact

Here at BCA, parents are highly valued members of the school community and every effort is put in to ensure that they are involved within the school and supported.

3.5.1 Parent-Principal meetings

To help ensure effective communication throughout our whole community, we are privileged to have the assistance of multilingual parent representatives from each class who meet regularly with the Principal to discuss school matters and pass day-to-day messages from teachers to the rest of the parents.

3.5.2 School events and meetings

Parents are also involved in whole school discussions and school events which are run to bring together the school community and to gain a better understanding of their views and opinions. This, along with the regular parent-principal meetings help us make informed decisions within the school.

3.5.3 School communication

Communication goes out to parents every two weeks via the school newsletter. This is in order to update parents on the teaching and learning, and events happening at the school. The newsletters are always sent out in English, Catalan and Spanish so as to reach as many parents as possible.

References

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