



IBDP Language Policy

At Haileybury Malta, language is central to learning, identity, and international mindedness. While English is the working language of the Diploma Programme and the medium of instruction across the school, we recognise and value the diverse linguistic backgrounds of our pupils. We are committed to ensuring that all students are supported in developing the academic language skills required to access the curriculum fully and to achieve their personal and academic aspirations.

We believe that all teachers are language teachers and that language development is a shared responsibility across all subject areas. Through purposeful teaching, inclusive classroom practice, and consistent use of subject-specific language, all teachers play an active role in supporting pupils' literacy, communication, and confidence in English.

To ensure readiness for the demands of the Diploma Programme, all pupils entering IBDP 1 (Year 12) are required to demonstrate an appropriate level of academic English. This is normally evidenced through IGCSE English grades or equivalent qualifications. Pupils who are new to Haileybury Malta are additionally interviewed by a member of the Senior Management Team or the IBDP Coordinator to assess their academic language proficiency.

Where needed, English as an Additional Language (EAL) support is provided through subject teachers and the SENDCo, ensuring pupils are able to access learning while continuing to develop their language skills. Provision for EAL learners is guided by the school's whole-school EAL policy, which applies to all pupils, including those in the IB Diploma Programme, and should be read in conjunction with this policy.

Section 1: The Taught Curriculum

1) Group 1 Subjects- Language A

The school offers SL (Standard Level) and HL (Higher Level) English Literature and SL and HL English Language and Literature courses as Language A options in Group 1. Pupils must choose one of these two options. To be enrolled in the above, a student should be able to demonstrate adequate fluency in the language and competency in literary analysis which is assessed on entry. No self-taught Language A courses are presently allowed but this is

reviewed regularly and may be introduced according to the demographics of the school community.

2) Group 2 Subjects - Language Acquisition

Ab Initio Languages - At present, the school offers Ab Initio Spanish. The school makes decisions about the suitability of pupils for these courses based on initial assessment. This option is only available to pupils who have no or limited experience of learning the language. To enrol on this course pupils must not have previously taken a formal qualification in the target language. As Haileybury Malta grows, Ab Initio Languages will be reviewed in line with staffing and demographic changes.

Language B - The school offers Spanish at B level. This course is offered to pupils who have adequate fluency in the language, usually because of two or more years of study of the language. It is usually the case that pupils who study these courses have previously completed a GCSE, IGCSE or equivalent in the subject. Subject teachers can advise pupils on their suitability for either the higher or standard level of these courses, but ultimately pupils are able to make the final decision. As Haileybury Malta grows, Language B options will be reviewed in line with staffing and demographic changes.

3) The Core - Students write their Extended Essay (EE) in English. Theory of Knowledge essays and CAS paperwork are produced and presented in English.

Section 2 - The Wider and Co-Curriculum

The speaking of mother tongue languages is encouraged at Haileybury. As Haileybury Malta grows, pupils will be provided many avenues outside the classroom to ensure that their academic and pastoral needs are met.

Most of the co-curriculum is in English, as sport, music, drama and CAS activities, for example, generally require pupils to talk to English speakers of different ages and backgrounds. Throughout their time at Haileybury Malta, the school will provide support for all international pupils and provides introductions and opportunities to talk with other pupils in a pupil's native language. Furthermore, there will be specific language societies which allow for pupils to speak in their mother tongue and to celebrate their language and educate the wider community.

Section 3 - Language, Inclusion, and Equity

Haileybury Malta is committed to creating an inclusive learning environment in which linguistic diversity is recognised as a strength and a vital part of students' identity, wellbeing, and academic success. While English is the working language of the school and the medium of instruction, we value and actively support the maintenance and development of students' home languages. We recognise that strong first-language foundations enhance cognitive development, conceptual understanding, and the acquisition of additional languages.

The school promotes equity of access to learning by ensuring that language is not a barrier to participation, progress, or achievement. Teachers adopt inclusive classroom strategies that support multilingual learners, including explicit teaching of subject-specific language, scaffolding, visual support, and opportunities for structured talk and reflection. In line with our belief that all teachers are language teachers, responsibility for language development is shared across all subject areas.

Support for English as an Additional Language (EAL) learners is provided in accordance with the school's overarching EAL policy and is coordinated through subject teachers and the SENDCo. This ensures that pupils receive appropriate, timely, and proportionate support, while maintaining high expectations and promoting independence. Language support is responsive to individual needs and is designed to enable full engagement with the curriculum alongside peers. EAL support is also provided to students identified as requiring additional support through our Extra Curricular provision, these sessions are delivered by the SENDCo and Deputy Head.

Section 4 - Language Support and Access Arrangements for Assessment

Haileybury Malta is committed to ensuring fair and equitable access to assessment for multilingual learners, in line with the principles and regulations of the International Baccalaureate. Where appropriate, EAL learners are supported in assessments through permitted access arrangements that enable them to demonstrate their subject knowledge without compromising assessment integrity.

In accordance with IB regulations, pupils may use unannotated, non-electronic translating dictionaries in non-language examinations for subjects in Groups 3 to 6. Dictionaries must be individual to the pupil; sharing is not permitted, and the school does not provide spare copies. Pupils are responsible for ensuring that any dictionary used complies fully with IB requirements.

All assessment arrangements are communicated clearly to pupils in advance and are applied consistently to ensure transparency, fairness, and compliance with IB expectations.

Section 5 - The Development of Language Learning Practice and Policy

All staff are encouraged to consider their development in the fields of language learning and teaching, primarily within their departments but also, as appropriate, through wider training. In particular, the Deputy Head, IBDP Coordinator and SENDCo play a vital role in providing updates to staff on the needs of different learners.

Parents and other stakeholders, such as pastoral staff at the school, are encouraged to take an active interest in the language development of the pupils. As well as receiving updates through the school's reporting and feedback systems, parents have regular contact with their child's Subject Teachers and Form Tutor, therefore allowing for dialogue concerning their academic and social development.

This policy is to be reviewed annually by the Senior Management Team, SENDCo and IBDP Coordinator, with the scope for input from the wider school community.

Version history		
Date	Reviewed by	Notes
November 2025 (Created)	SOK – Deputy Head	
Next Review Michaelmas Term 2026	To be reviews by SMT, SENDCo and IBDP Coordinator	