

Leigh UTC Dartford



Leigh UTC
Dartford

MYP Language Policy

Approved by:	Mr Kevin Watson
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Introduction

Leigh UTC Dartford has developed this language policy to outline the philosophy and aims of language teaching and learning. Included in this policy is the Leigh UTC Dartford's provision for second-language teaching and mother-tongue language support that meet the needs of students and reflect the principles of the International Baccalaureate Middle Years Programme.

Our Mission

'Developing STEM professionals for the future global market'

Philosophy and Aims

At the Leigh UTC Dartford we believe that language is the foundation of all learning; it is the primary means of communication and is fundamental to lifelong learning. In order for students to be successful, they must be able to use language appropriately, accurately and confidently both orally and in writing in a variety of contexts for a wide range of purposes. By prioritising high-level literacy and clear communication, we empower students to maximize their personal achievements and confidently embrace the opportunities presented by their technical and academic studies.

We view linguistic mastery and language learning not just as individual subjects, but as the essential foundation for every student to reach their full potential. Mastering disciplinary literacy allows students to deconstruct complex problems and articulate sophisticated solutions with precision. This focus ensures that the high expectations of our IB and GCSE programs are accessible to all, transforming language from a potential barrier into a powerful tool for critical thinking and long-term professional success.

To cultivate the next generation of STEM professionals for the global marketplace, Leigh UTC Dartford implements a strategic approach to tiered language development that bridges the gap between everyday communication and technical mastery. By explicitly teaching Tier 2 academic vocabulary and Tier 3 industry-specific terminology, we ensure students possess the "professional code" required to navigate complex engineering and digital landscapes. This tiered focus guarantees that our students do not just understand technical concepts, but can articulate them with the precision and sophistication demanded by international industry partners.

Our commitment to developing internationally-minded young people is reflected in how we bridge the gap between education and industry. Through mutually beneficial partnerships with business, we integrate professional and global communication standards into our curriculum. This prepares students to operate effectively within a globalised workforce, ensuring they are articulate, culturally aware, and ready to engage with the international business community.

We ensure quality teaching by treating language development as a collective responsibility. Through deliberate team collaboration across the curriculum, we unify our approach to teaching technical and academic vocabulary. This ensures that whether a student is in a

workshop or a classroom, they are met with consistent, high-quality instruction that supports their ability to decode complex information and express ideas with precision.

We acknowledge that the development of a strong foundation in one's home language(s) is essential for cognitive growth, social belonging, and successful acquisition of additional languages. A secure foundation in one's first language enhances literacy, critical thinking, and academic achievement across disciplines.

For students to inquire and develop critical thinking skills, they must be able to use language proficiently in all forms of communication. Language enables students to build social skills and access all areas of the curriculum through their acquisition of knowledge and ability to reflect on their learning. Language acquisition is a lifelong process; therefore, all teachers are considered to be teachers of Language.

The vision for the Leigh UTC Dartford is to 'secure high aspirations for young people through the provision of a comprehensive 'world-class' high-quality technical education' by:

- challenging all students and teachers to become compassionate and active members of our global community
- building effective partnerships through intercultural and social interactions
- ensuring consistent approaches to develop lifelong learners.

Therefore, we understand that students must recognise the importance of language learning and we would like them to be able to recognise the culture and skills related to learning a second language. Accordingly, language learning is not limited only to the acquisition of a second language, but also includes the importance of cultural understanding and sensitivity, and fosters international understanding.

Our academy Values and Ethos

At Leigh UTC Dartford our values are the cornerstone of everything we do:

Think: Respect - We will show respect in all aspects of what we do ensuring that our learners are openminded, caring and balanced.

Act: Relationships - We will actively work to develop and support a culture of balanced and reflective communication.

Perform: Responsibility - We will guide our learners and encourage them to take ownership of their own actions. We will guide them to develop into principled individuals who behave consistently.

Language Profile of Leigh UTC Dartford

While the majority of students at The Leigh UTC Dartford are native English speakers, our community thrives on a rich linguistic tapestry, with 35 different first languages spoken across our families. For 7% of our students, English is an additional language (EAL), making the mastery of technical and academic discourse a shared priority. We view this diversity as a vital asset in developing the international-mindedness and professional adaptability required in the global workforce.

Students for whom English is not their first language are given opportunities, such as sharing information in assemblies and cultural awareness days, to celebrate their home language and share their home culture. If possible, these students will have the opportunity to gain a qualification in their first language.

English is the language of instruction at the Leigh UTC Dartford and English, as a subject, is taught through language in years 7-11 additionally through literature from Year 10 to Year 11 (KS4).

English language and literature is taught by subject specialists. However, the Leigh UTC Dartford recognises that language is central to all learning and therefore all teachers are, in practice, language teachers with responsibility in facilitating communication. It is therefore expected that:

- teachers are accountable for teaching the vocabulary of their respective subject – the teacher is the provider of the common language for facilitating learning in that subject;
- teachers are expected to allow students to make progress in reading and writing across each area of the curriculum;
- annual professional development is provided for all staff on the development and promotion of literacy across the curriculum.
- PD mentors lead on Sparx Reader time which is built into form time once a week.
- Keep up sessions with SEN specialists are held to develop students. These sessions include Phonics, Comprehension and Guided Reading interventions.
- The students with the lowest English proficiency are given additional keep up support with Flash Academy interventions.

Additional Language Acquisition at Leigh UTC Dartford

Definitions

Mother-Tongue - The terms that describe the language student's use at home and/or outside the classroom/school environment include "first language", "home language", "preferred language", "mother tongue", "native language" and "heritage language". For the purposes of the MYP, the term "mother tongue" is used. Many language acquisition students are using more than two languages outside the classroom and learning environment.

Language Acquisition - is a standard linguistic terminology used to describe a language learned subsequently to a first language, and implies that a student also has access to the language for communicative purposes outside the context of the language classroom (in other subject classrooms, outside the school or learning environment, or in the community).

English as an Additional Language learner (EAL) – EAL terminology is provided to those students for whom the Language of Instruction is not the student's first language.

Language Philosophy and Vision

With the start of the Middle Years Programme all students in KS3 will learn German. Within this the key concepts will be Communication, Connections, Creativity and Culture.

All students will learn the German language as part of Language Acquisition within the MYP (Middle Years Programme). German will be taught to all students who will learn about cultural diversity and cultivate internationalism alongside learning basic German speaking. The provision of the second language for MYP students will be reviewed annually and additional languages may be offered to meet the needs, interests and aspirations of students and teachers within the UTC. Students have access to [Languagenut](#) as a digital platform for developing their German.

The Leigh UTC Dartford celebrates the diversity of languages across the world. Each subject actively promotes International Mindedness through the curriculum and a number of different events are celebrated each year, such as International Day of Languages and Black History Month. Here at the Leigh UTC Dartford, we also have links with a German school, Das Geschwister-Scholl-Gymnasium. The Leigh UTC Dartford runs an annual trip to Cologne, where the students have the opportunity to visit our German link school, and they also bring students to visit us annually at the Leigh UTC Dartford. The Leigh UTC Dartford has also established links and are partnered with a German business, SEM.

The involvement of parents in language development is important to the Leigh UTC Dartford and we work hard to engage and include parents and carers in supporting their child through involvement in a variety of programmes in and beyond school.

Mother tongue (Heritage languages)

Leigh UTC Dartford strives to ensure that all students, including those for whom English is an additional language, have the opportunity to celebrate and share their mother tongue and home culture. This includes offering Heritage Language qualifications in students' first language with the support of multilingual members of the local community.

Promotion and celebration of student's mother tongue and culture at Leigh UTC Dartford includes:

- Whole Academy Assembly of European & International Day of Language
- The Learning Resource Centre purchases books in various languages
- Subscription to The Day website for pastoral and values lessons containing articles and resources in various languages
- Students are entered for GCSE exam in their mother tongue (pending availability from exam boards)
- Teachers make links in lessons with student's mother tongue and culture

EAL Provision within the MYP

Leigh UTC Dartford is committed to ensuring that students with English as an Additional Language (EAL) have full access to the curriculum. Students entering the Academy with limited English proficiency will receive structured, appropriate support to facilitate both language acquisition and academic achievement. English as an additional language students (EAL) are provided with one-to-one and small group support to develop their English acquisition skills and have unlimited access to programmes such as the read-write toolbar to assist their independent work.

Leaders within the SEN Department monitor the progress of EAL students on a regular basis, through meetings and conversations with other subject teachers. The SEN Department are a dedicated team of EAL practitioners who work with students for whom English is an additional language, both by supporting them in lessons and running keep up sessions where students receive additional instruction in English.

Responsibilities and Roles:

The taught language curriculum	DoL for English; literacy lead, class teachers
Placement in language classes	COL for Language Acquisition
Identification for EAL support	DOL Inclusion
Profiling of new admissions	DOL Inclusion and Assistant SENCOs
Review of language policy	Senior Leadership Team, MYP Coordinators

Learning Resource Center (LRC)

The LRC has a vital role in the promotion of literacy and therefore the development of students' language. The LRC holdings shall include texts in all of those languages that are offered in the curriculum and LRC development will take all languages into consideration. The Leigh UTC Dartford is also interested in developing a more extensive range of resources for second languages. Subscriptions to publications such as 'The Day' supports students' opportunities to access news articles and wider reading in their mother tongue as well as supporting parents with this opportunity to also access these materials. More information can be found at <https://theday.co.uk/>