



علم متميز مع حب المجتمع  
*Learning Excellence with a Community Heart*

*Family of Schools*

## Language Policy

Ratified by RAK Academy Board of Governors on 12<sup>th</sup> March 2026

### 1. Rationale and Purpose

RAK Academy delivers a coherent and ambitious curriculum pathway that spans the UK National Curriculum at Key Stage 3 (KS3), iGCSE programmes at Key Stage 4 (KS4), and post-16 pathways including the IB Diploma Programme and AS/A Level courses at Key Stage 5 (KS5). A clearly articulated language policy is essential to ensure continuity, consistency, and progression in language development across these stages.

As an English-medium international school, RAK Academy recognises that a high level of proficiency in academic English underpins student success across all curricula offered. From KS3 through to KS5, students are required to engage critically with subject-specific language, complex texts, and extended written and oral communication. Establishing English as the language of instruction across the school ensures equity of access to learning, coherence in teaching and assessment practices, and a strong foundation for success in external examinations.

At the same time, RAK Academy values the linguistic diversity of its community and recognises bilingualism and multilingualism as significant educational assets. Consistent with IB philosophy and international best practice, the school promotes the development of additional languages alongside English, recognising that maintaining and developing students' home languages supports cognitive growth, identity formation, and academic achievement.

This policy therefore provides a unified framework that supports:

- Progression in academic language skills from KS3 through KS5
- Successful transition between UK, iGCSE, IB, and AS/A Level programmes
- Consistent expectations for language use, teaching, and assessment across curricula
- Inclusive practices that support multilingual learners while maintaining academic rigour

As a school based in the United Arab Emirates, RAK Academy is also committed to promoting understanding of the host country language and culture. Arabic language learning and cultural awareness are integral to students' educational experience and align with national requirements and the school's international ethos.

This Language Policy ensures that language learning at RAK Academy is coherent, inclusive, and aligned with both international curriculum expectations and local context, enabling students to thrive academically and develop as confident, articulate global citizens.

### 2. School Language Philosophy

RAK Academy recognises that language is fundamental to learning, thinking, and communication. Language development is a shared responsibility across all subject areas and is essential to students' academic success and personal growth.

Our language philosophy is guided by the following principles:

- **English as the language of delivery:** English is the primary language of instruction and assessment across the IBDP.
- **Bilingualism and multilingualism:** We value and actively promote the development of more than one language,



recognising bilingualism as a cognitive, cultural, and academic advantage.

- **Intercultural understanding:** Language learning supports cultural awareness, global citizenship, and respect for diverse perspectives.
- **Inclusion and equity:** All students, regardless of linguistic background, are supported to access the curriculum and achieve their full potential.

### **3. School Language Profile**

RAK Academy is an international school community with students representing a wide range of linguistic and cultural backgrounds. While English is the most commonly used language for academic purposes, many students speak one or more additional languages at home, including Arabic and other international languages.

This linguistic diversity is viewed as a strength and is reflected in classroom practices, school culture, and community events.

### **4. Language of Instruction**

- **English** is the primary language of instruction, learning, and assessment across all curricula offered at RAK Academy, including KS3, iGCSE, AS/A Level, and the IB Diploma Programme.
- Students are expected to demonstrate sufficient proficiency in spoken and written English to access the academic rigour of the IBDP.
- Language development in English is embedded across the curriculum, with all teachers explicitly supporting academic language skills relevant to their disciplines.

#### 4.1 Language A Provision

- English A (Language and Literature or Literature) is offered at both Standard Level (SL) and Higher Level (HL).
- Where appropriate and in line with IB regulations, students may study an alternative Language A as a self-taught option, supported by the school.

### **5. Language Acquisition and Bilingualism**

In line with International Baccalaureate requirements, all IBDP students study at least two languages as part of their Diploma Programme. This expectation builds on language learning experiences developed during KS3 and KS4 and supports progression into post-16 pathways.

- Language Acquisition courses (Group 2) are offered to support students in developing competence in an additional language.
- The aim of language acquisition at RAK Academy is to work towards **functional bilingualism**, enabling students to communicate effectively and engage meaningfully with other cultures.
- Language B and/or ab initio courses are taught primarily in the target language, promoting immersion and authentic language use.



## **6. Mother Tongue and Language Diversity**

RAK Academy recognises the importance of maintaining and developing students' mother tongues as a foundation for identity, cognitive development, and further language learning.

To support language diversity and mother tongue development, the school:

- Encourages students to continue using and developing their home languages
- Provides access to multilingual resources where possible (e.g. library texts, dictionaries)
- Supports mother tongue Language A self-taught options in accordance with IB regulations
- Values the use of students' home languages as a learning tool where appropriate, particularly during independent study and conceptual understanding

## **7. Host Country Language: Arabic**

As a school operating in the United Arab Emirates, RAK Academy is committed to supporting the host country language and culture.

- Arabic is offered in accordance with UAE Ministry of Education requirements.
- Students are encouraged to develop an appreciation of Arabic language and UAE culture through curricular and co-curricular experiences.
- Arabic language and culture are visible within the school environment through displays, events, and community activities.

## **8. Support for English as an Additional Language**

Students for whom English is an additional language are supported to ensure equitable access to the IBDP.

Support strategies include:

- Identification of EAL needs during admissions and ongoing monitoring
- Differentiated teaching strategies within classrooms
- Targeted language support where appropriate
- Assessment access arrangements in line with IB guidelines

All teachers share responsibility for supporting EAL learners through inclusive classroom practices and explicit instruction in subject-specific language.

## **9. Roles and Responsibilities**

- **Teachers:** Integrate language development into subject teaching and support students' academic language growth.
- **IBDP Coordinator and Leadership:** Ensure alignment with IB requirements and oversee implementation of the language policy.
- **Students:** Engage actively in language learning and respect linguistic diversity.
- **Parents:** Support language development, including mother tongue maintenance, at home



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#### **10. Professional Development**

RAK Academy is committed to ongoing professional development related to language teaching and learning. This includes:

- IB-authorized training
- Professional learning on EAL strategies and inclusive practices
- Collaboration across departments to support consistent language development

#### **11. Review**

This policy will be reviewed regularly by the IBDP leadership team in consultation with teachers and school leadership to ensure continued alignment with IB standards, school context, and student needs.