Language Policy

International Baccalaureate

Schoolyear 2026-2027



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Introduction

Johan de Witt Scholengroep is an inner-city secondary school with locations in the centre of The Hague, the international city of peace and justice. The super diversity of the inhabitants of The Hague is reflected in the students of Johan de Witt Scholengroep. Our students have over 90 different nationalities. They all have different cultural backgrounds, come from different (socioeconomic) environments and all have their own individual preferences. We believe our students deserve the best possible education. With the *Middle Years Programme* (MYP) of the *International Baccalaureate* (IB) we offer our students an international form of education.

At the Johan de Witt Scholengroep we offer 5 years of the MYP (MYP 1-5).

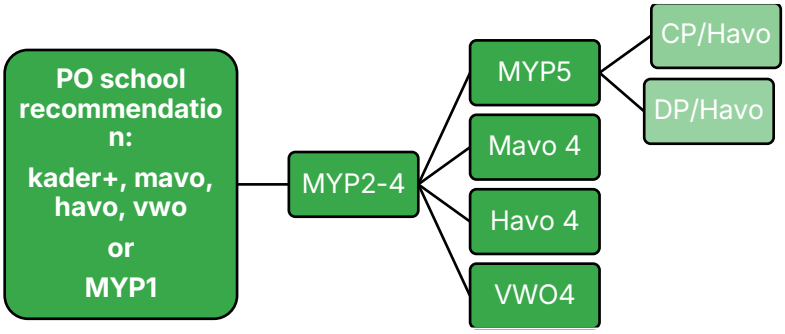
MYP 1-ISK is designed for students for whom the transition to secondary education may come a little too early. MYP 1-ISK serves as a bridge to facilitate the transition to mainstream secondary education. It combines intensive Dutch language support (NT2) with the broader curricular aspects of the IB-MYP. This hybrid form of education focuses on strengthening basic skills while simultaneously offering a challenging academic framework. The approach in MYP 1-ISK is specifically designed to give students the time and resources they need to overcome existing gaps and prepare them for a successful future in Dutch education and beyond. After MYP 1, students can progress to MYP 2 or regular secondary education (kader, mavo, havo, vwo).

MYP 2-4 (the first three years of secondary education) are offered in a so called 'verlengde brugperiode'. This means that students with different school recommendations for secondary education (schooladvies) are in the same class for three years. Our aim is to help guide every student to the highest achievable and most appropriate educational pathway after three years in the MYP, whilst making them world citizens with the knowledge and skills to deal with the challenges and opportunities in society. We track our students' progress by assessing them on different levels: we assess the learning of our students through the IB prescribed subject-group objectives using the MYP assessment criteria. In addition, we use the Dutch national criteria (SLO kerndoelen) and lastly, we use '*referentietoetsen*' to track progress in the core subjects (Dutch, Mathematics, English).

MYP 5 is the last year of the MYP. If a student wants (and is able) to continue their MYP education, they proceed to MYP 5 after MYP 4. MYP 5 is a preparatory year for the CP or DP.

The Diploma Programme (DP) and Career-related Programme (CP) are internationally recognised IB programmes that prepare students for higher education and future careers. Both programmes promote academic and personal development, with a strong emphasis on critical thinking, research skills, independent learning and reflection. Access to higher education depends on the chosen subjects, qualifications and specific admission requirements of institutions.
The main difference between the two programmes lies in their focus. The DP offers a broad, academically oriented curriculum consisting of six subject groups and a core programme. It primarily prepares students for university education, including research universities (WO). The CP combines academic study with career-related learning, offering a more practical and professionally oriented pathway. CP students complete at least two DP courses alongside career-related studies and the CP core, which includes

Personal and Professional Skills (PPS), Community Engagement (CE), Language and Cultural Studies (LCS) and a Reflective Project (RP). The CP particularly supports progression to universities of applied sciences (HBO), although both programmes can provide access to different forms of higher education, depending on individual qualifications and admission requirements.
At Johan de Witt Scholengroep, students can follow different educational pathways, with progression decisions made at specific stages throughout their school career (see Figure A). Further information about these pathways, progression requirements and decision-making procedures can be found in our *Assessment Policy*, available on our school website (www.johandewittscholengroep.nl).



A. Possible paths for students (MYP5, CP and DP are still in development)

Johan de Witt Scholengroep Mission & Vision

Mission
We provide excellent education within a global context, based on three pillars:

1. Johan de witt scholengroep creates impact
2. Johan de Witt Scholengroep is built together
3. Johan de Witt Scholengroep is at the heart of the world

Vision
We educate young people to become well-informed, confident, and socially responsible global citizens.

IB Mission Statement

“The international baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”

Purpose of this Policy
The primary objective of this language policy is to offer a comprehensive outline of the methods and principles employed in language instruction and acquisition at Johan de Witt. Within this policy, our aim is to acquaint educators, students, families, and staff members of Johan de Witt with the nuances of language learning within the IB framework. This policy stems from and is aligned with our overarching language policy across Johan de Witt, accessible on the school's official website.

(www.johandewittscholengroep.nl).

The formulation of this language policy draws upon extensive scholarly readings, particularly referencing pertinent documents published by the International Baccalaureate (IB). It is crafted to mirror the aspirations of the IB department and resonates with the ethos of our school community. Data collection, both current and ongoing, is facilitated through methodologies such as questionnaires, observations, and deliberative discussions.

This policy describes the way in which the students are learning their languages, are learning through languages, and are learning about language.

Context and Dynamics

This chapter describes two things: societal dynamics and challenges and legislation and regulations for language and education in the Netherlands. Those factors need to be considered for our education and goals.

Legislation and regulations

In the Netherlands it is mandatory by law that Dutch is the first language of instruction (Schrijfgroep LPTN, 2017). However, the law does not preclude the use of other languages. The use of the home language is globally protected. The international convention on the rights of the child (Article 29.1C) indicates that every child belonging to a minority has the right to use their own language. The Dutch regulations also offer opportunities for the home languages. For the reception and connection to Dutch education of students with a non-Dutch cultural background, the language of the country of origin can also be used as the language of instruction in education.

CEFR/ERK and referentiekader taal- en rekenen

In the Netherlands the students must meet reference levels appropriate to their level of education. This frame of reference applies to all students attending education in the Netherlands, for both native speakers as non-native speakers. This framework is called Referentiekader taal en rekenen and describes level of mastery from 1F to 4F. In addition, there is the European frame of reference for modern foreign languages (CEFR or in Dutch: ERK), reflecting the level of mastery of the students classified from A1 to C2. Students with a home language other than Dutch, initially learn Dutch as a modern foreign language in the Dutch Prep School, but in the secondary education they have to meet the levels of mastery of the Referentiekader taal en rekenen. Both reference levels are extensively described in Appendix 1.





The CEFR distinguishes between multilingualism (the coexistence of different languages at the social or individual level) and plurilingualism (the dynamic and developing linguistic repertoire of an individual user/learner). Plurilingualism is presented in the CEFR as an uneven and changing competence, in which the user/learner's resources in one language or variety may be very different in nature from their resources in another. However, the fundamental point is that plurilinguals have a single, interrelated, repertoire that they combine with their general competences and various strategies in order to accomplish tasks (CEFR 2001 Section 6.1.3.2).

EAL/NT2

The term "EAL" is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. For Dutch we use the term NT2 (Nederlands als tweede taal/ Dutch as a second language). EAL, and thus NT2, learners have a dual task at school: to learn English (language) and to learn *through* English. For this reason, EAL teaching aims to teach English using the mainstream curriculum as the context. Specific teaching strategies and resources are therefore necessary to make the language of the curriculum accessible to learners who use EAL (Bell Foundation).

School Context

Each school exists in a unique social context. The rich tapestry of The Hague's populace finds expression within the student population of Johan de Witt Scholengroep. With over 90 nationalities represented - 85% of students having a non-Western migration background and 49% being newcomers (ISK)—the Johan de Witt Scholengroep is truly an ethnically and culturally diverse school. Furthermore, more than 84% of the students come from so-called high poverty accumulation areas (APCG), placing the school among the top three in the Netherlands (NCO, 2022; Magister, 2023; MMP, 2023). Students from a wide range of cultural backgrounds, socioeconomic conditions, and educational levels come together at one school.

Although many students are multilingual, they often enter school with gaps in their proficiency in the Dutch language. Analysis of intake data shows that students frequently struggle with reading comprehension, spelling, and vocabulary in Dutch. These challenges affect not only the Dutch language subject, but also the processing and understanding of content in other subjects. Moreover, a limited Dutch vocabulary is sometimes linked to a lack of knowledge of Dutch terminology and contexts, which can create barriers to acquiring new knowledge. To address these challenges, language education is integrated into all subjects. Every teacher, as a language-aware educator, contributes to the development of Dutch vocabulary and comprehension within a meaningful context. This creates a language-rich environment in which students can enhance both their language proficiency and subject knowledge.

Through the IB programmes we provide our students with an educational framework that transcends borders. This program not only caters to academic development but also embraces an international ethos, enriching the educational experience by embracing diversity and fostering global perspectives. The school has a long tradition of language policy and monitoring. Monitoring the effectiveness of education for pupils with diverse language needs has a high priority. In doing so, the school focuses on the school uses as the language of instruction, Dutch, on modern foreign languages, including the mother tongues of students and Dutch as a
second language. Johan de Witt is focused on continuous improvement.

The Language Philosophy of Johan de Witt

Language is a fundamental key to learning, thinking, and participating in society. The Johan de Witt Scholengroep recognizes language as a crucial foundational skill that is essential for academic success, personal development, civic engagement, and future employment opportunities. Within our diverse and multilingual school context, language is not merely seen as a challenge but rather as a strength to be harnessed.

The language education vision of the Johan de Witt Scholengroep aligns with recent insights on effective language policies, multilingualism, and educational equity (Taalunie, 2024). Language is not viewed solely as a subject in itself but as an integral part of all educational activities. A solid language foundation enables students to acquire knowledge, think critically, and actively participate in the learning process. At the same time, the power of multilingualism is utilized by employing students' home languages as a bridge toward learning Dutch and other languages.

"Rejecting a child's language is to reject the child".
- Jim Cummins

The Bell Foundation principles for secondary education

The Bell Foundation created five evidence-informed principles intended to guide schools as they develop and embed effective provision for learners using EAL. We recognize that the principles for EAL are also applicable to NT2. In both cases students have a dual task of language learning. That's why we will use the five Bell principles for the structure of our language policy. The elaborate principles are found in Appendix 2.

1 **Multilingualism as an Asset:** Recognizing and embracing the diverse linguistic backgrounds of students as valuable resources that contribute to their overall learning experience.

2 **High Expectations with Appropriate Support:** Setting ambitious academic standards while providing tailored support to meet the diverse needs of students, ensuring equitable opportunities for success.

3 **An Integrated Focus on Language and Content:** Integrating language development with subject-specific content to enhance students' linguistic proficiency across various academic disciplines.

4 **Effective and Holistic Assessment:** Implementing comprehensive assessment methods that evaluate students' language skills and content knowledge, offering insights into their overall academic progress.

5 **Social Inclusion:** Promoting an inclusive educational environment that values diversity, fosters respect, and ensures equal participation and opportunities for all students regardless of their linguistic or cultural backgrounds.

Multilingualism as an Asset

Johan de Witt Scholengroep knows that the main goal of education should be organized in such a way that students attain great outcomes rather than meeting students' limited language skills (Hajer & Meestringa, 2022). It is important that all students obtain the language repertoire they need in order to gain the required knowledge and skills to function in society. In the Netherlands we then speak of scholastic or academic language skills or school language Dutch (Van Avermaet & Sierens, 2018).

Johan de Witt recognizes that home language can aid in the acquisition of new knowledge and of the language of instruction (Peters, 2021). Multilingual didactics do have positive effects on the language development of the students with a multilingual background and also on the attitude of students towards other languages and cultures (Masselink, 2020). Therefore, the Language Policy should not consider only the first language of instruction, but also to the home language(s) of all students (Schrijfgroep LPTN, 2020).

Students should feel at ease at school. Feeling at home has ultimate impacts on student performance (Agirdag & Kambel, 2017). It is remarkable that all students, multilingual as well as Dutch speaking students, feel more at home in a school as multilingualism is treated more tolerantly. The attention to the home languages increases the status of that language (Van Avermaet & Sierens, 2018). That students feel more at home at school if

the school is more tolerant of multilingualism (Van Avermaet & Sierens, 2028) and that students ultimately perform better (Agirdag & Kambel, 2017), according to the following statement by a student: “I have never worked on this level in my own language before!”

Limited research has been conducted on the impacts of employing multilingualism within secondary education in the Netherlands. There is a crucial need to invest in professional development concerning the utilization of multilingualism in secondary education. The objective is to equip teachers with established and effective educational tools that have demonstrated efficacy, enhancing the quality of their teaching practices.

High Expectations with Appropriate Support

Many different languages and language varieties are spoken at Johan de Witt by students and teachers. The purpose of the education at Johan de Witt is, as also Hajer and Meestringa indicate (2022), to organize education in such a way that students achieve high achievements instead of meeting the lower language skills.

Between banning home languages and organizing multilingual education, there are various options for dealing with language diversity (Van Avermaet & Sierens, 2018). Johan de Witt wants to be more than a language-friendly school where all languages and varieties of languages are appreciated. Johan de Witt structurally aims to use the entire language repertoire of the students on a daily basis in order to achieve functional multilingual learning. Johan de Witt is aware of the fact that the home languages can actually help with the acquisition of new knowledge and other languages as the language of instruction (Peters, 2021).

An Integrated Focus on Language and Content

Excellent language education requires a solid foundation. All teachers are language-conscious teachers. Johan de Witt believes that languages cannot be learned isolated from other subjects in the school. In a classroom with students for whom the Dutch language is a second or third language and from a diverse home environment it is necessary to support the students when learning (Hajer & Meestringa, 2022).

Johan de Witt strives to become more than a language-friendly school where home languages are valued by and among students, staff and management. Johan de Witt aims that students use their full language repertoire to learn new languages and to increase their knowledge. According to the principles of functional multilingual learning, home languages are used as a source for understanding new information and as a bridge for learning new languages (LPTN, 2018).

Effective and Holistic Assessment

To monitor and evaluate our students' advancement, we employ a multi-tiered assessment system. This involves the assessment of students based on the prescribed subject-group objectives outlined by the International Baccalaureate (IB) using the IB (MYP, CP, DP) assessment criteria. Moreover, we align our evaluation process with the Dutch national criteria (SLO kerndoelen). Additionally, we utilize 'referentietoetsen' to track progress specifically in the core subjects such as Dutch, Mathematics, and English.

Social Inclusion

Students from various cultural and linguistic background are admitted in the *IB programmes.* Differences between students can be significant. It is a challenge to ensure that every student learns what he or she needs to learn. In any case, language

variety is expected as it is in the other departments and courses of Johan de Witt. A great part of the students is learning in a language other than mother tongue. The pupils' own language is part of their multilingual repertoire that can be used rather than ignored.

The Development of the Language Policy

Johan de Witt is dedicated to fostering multilingualism as a fundamental pillar for fostering greater intercultural comprehension and promoting international perspectives. This commitment aims to grant students from diverse cultural and linguistic backgrounds access to quality education. As part of integrating the IB programmes across the educational domains of Johan de Witt, there's an initiative to extend the existing Language Policy throughout the entire institution, emphasizing the significance of functional multilingualism. To ensure successful implementation, a comprehensive multi-year plan has been devised and documented.

The goals of the language policy are formulated within the Bell principles. We've divided the goals in separate categories. The Bell support strategies describe more concrete ways to build on the principles and are derived from *Classroom guidance and strategies to support EAL learners*. Below them we describe how we are shaping this in our MYP.

Multilingualism as an Asset: Recognizing and embracing the diverse linguistic backgrounds of students as valuable resources that contribute to their overall learning experience.

a Plan opportunities for learners to make use of their linguistic expertise.
b Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Multilingualism at Johan de Witt

The languages that students bring to class are seen as a resource and valuable for overall development (Masselink, 2020). The role of the teachers is to help the students use the different languages as source at the right moments. Teachers have room to experiment with this. They can look for alternatives to reduce the separation between the language of instruction and the home language (Masselink, 2020). They can make use of the multilingual abilities of students to achieve better learning and teaching.

Teachers organize their learning environment in such a way that students have a lot of opportunity for mutual interaction (Van Avermaet & Sierens, 2018). These moments make it possible for students to use their full knowledge of languages and to use it for completing the exercises.

Multilingualism within IB

Within the IB programmes, educators and students extensively experience the benefits of multilingualism. In the IB, there is a growing integration of language learning within interdisciplinary planning, highlighting its increasing importance across various academic subjects.

Classroom practices

- Translanguaging in instruction is common to see in IB-classes.
- Students are encouraged to explain concepts to each other using their home languages by engaging with language buddies.
- Students speaking the same first language are encouraged to group up and have discussions in their respective home languages.
- Different languages are employed to compare language structures among students.

Assignments and sources in different languages

- Students can search for and utilize sources in their home language and then use required language for the specific task.
- During class activities and assessment students are allowed to use different online/print dictionaries.
- Students are encouraged to use AI-tools to overcome possible language barriers in class or as a help tool for homework.

Multilingual Presentations:

- Presentations for the Project Day, Open House, Presentations can be multilingual, with sections in different languages such as Dutch and Turkish.
- Flyers are available in different languages.
- Translation is provided for listeners who don't understand the presented language(s).

Overall communication

- Teachers are aware that the comments in the progress/final report cards can be written in the language of the student.
- The Johan de Witt website is available in additional ten languages (English, Arabic, Turkish, Ukranian, Polish, Bulgarian, Greek, Spanish, etc.)
- In case the parents do not speak any common languages with the mentor, a colleague who can speak the home language of the student is available during the meeting.
- Toddle is available for parents and students in the home language.

Language of Instruction and Multilingual Education

In accordance with Article 2.11 of the Dutch Secondary Education Act 2020 (Wet voortgezet onderwijs 2020), Dutch is generally the language of instruction in secondary education. However, the legislation allows other languages to be used when teaching the language concerned, when necessary, due to the specific nature, organisation or quality of education, or when necessary because of students' linguistic backgrounds. At Johan de Witt Scholengroep, we make use of this legislative framework to support functional multilingualism and the international nature of our IB programmes. In MYP1–4, Dutch is the main language of instruction, while students' home languages are recognised and used as valuable resources for learning. From MYP5 onwards, English becomes the main language of instruction to prepare students for the CP and DP. The school ensures that the use of additional languages is educationally justified, supports students' learning and development, and is consistent with the language policy and the language-use code of conduct established by the school board.

Language Modules in MYP 1:
Languages offered for all students:
- L&L: Dutch
- L&A: Dutch, English

Language Modules in MYP 2-4:
Languages offered for all students:
• L&L: Dutch
• L&A: English, Spanish, French, German (Latin & Classic Greek)

Language Modules in MYP 5:
Languages offered for all students:

- L&L: Dutch
- L&A: English, Spanish, French, German (Latin & Classic Greek)
- Cambridge English

Language Modules DP:
L&L: Dutch, English
LA: Dutch, English, modern languages incl. home languages (i.e. Turkish, Chinese, Arabic)

Language Modules CP:
L&L: Dutch, English
LA: Dutch, English, modern languages incl. home languages (i.e. Turkish, Chinese, Arabic)
Language and Literature Studies

Language Requirements and Goals:
• Native English speakers and non-native Dutch speakers must achieve SLO-goals.
• Same program for non-native English speakers and native Dutch speakers in English and Dutch subjects.

Differentiation Based on Language Proficiency

At the Johan de Witt Scholengroep, we value the diverse linguistic backgrounds of our students. In our mixed-level MYP classes, we differentiate instruction to meet students' varying language needs. Texts are simplified where necessary, and vocabulary—such as new spelling categories—is often drawn from other subjects like Integrated Sciences and Science to reinforce cross-curricular learning.

All Teachers are Language Teachers
We embrace the principle that all teachers are language teachers. This means that language development is supported across all subjects: teachers actively model academic language, teach subject-specific vocabulary, and help students express themselves clearly in both speech and writing. Through this shared responsibility, students are equipped with the linguistic tools they need to access content and engage meaningfully in every subject area.

Adaptive Tools - NUMO
Students work on their language skills both independently and with their mentor using Numo, an adaptive tool that tailors practice to their level after a diagnostic test. They may also complete certain assignments in their home language to support understanding.

High Dosage Tutoring (HDT)
Additional support is available through voluntary High Dose Tutoring (HDT) sessions in small groups outside school hours. We also encourage peer learning to build confidence and collaboration. Our goal is to create an inclusive environment where all students feel supported in developing their language skills—especially in Dutch, but also across the curriculum.

Additional Language Provisions

The school gives students the opportunity to take an exam in other modern foreign languages in addition to the common foreign languages as English, French, Spanish and German. The languages offered so far are Spanish, Arabic, Turkish, Chinese, Italian and Russian.

Library

In the library you can find books in different languages. In particular, the books in the home languages of teachers and students. It is important for students to find books in their home language or languages in the library. It makes students feel that they matter and that they allowed to be there.

As Johan de Witt has many students with a home language other than Dutch, the library is divided into different sections. For students whose language is not the home language, but a modern foreign language, the books are classified in level A1 to C2. For students whose language is the home language the books are classified from B to D, according to their age.

As a policy we want the books in home languages written by an author who has a real feeling for the culture in which the book is set. This means that the author lives or comes from the country where the story takes place or that the translator can empathize with the culture and translates the book as it should be.

There are also some bilingual books to borrow. Bilingual books can also be viewed and arranged in picturebook.org/bilingual picturebook.org. Dictionaries in all kinds of languages are available from Dutch, but also from English, Spanish, French

Furthermore, it must be realized how books are used and (parts of) texts quoted, the Academic Integrity.

1 **High Expectations with Appropriate Support:** Setting ambitious academic standards while providing tailored support to meet the diverse needs of students, ensuring equitable opportunities for success.
   a Plan opportunities for learners to engage with key curriculum learning in multiple ways.
   b Support the learner with specific areas of language development related to curriculum learning.
   c Adapt teaching to ensure effective learning.

2 **An Integrated Focus on Language and Content:** Integrating language development with subject-specific content to enhance students' linguistic proficiency across various academic disciplines.
   a Include the language demands of a subject in all curriculum planning.
   b Use appropriate strategies to explicitly teach vocabulary and structures necessary for listening and speaking activities in upcoming topic/lesson(s).
   c Provide opportunities for learners to practice listening to and speaking about the language of the curriculum.

   The school has the objective to provide materials and services of comparable high quality in all supported languages. A scope and sequence still need to be developed

and documented for the MYP department. In addition, it is increasingly necessary to find out which library and media sources can be linked to the educational offer.

A process for keeping a developmental language profile for each student is yet to develop in the future.

3 Effective and Holistic Assessment: Implementing comprehensive assessment methods that evaluate students' language skills and content knowledge, offering insights into their overall academic progress.
   a Use information gathered during the induction and initial assessment to inform lesson planning and support.
   b Adapt assessment procedures, including methods for providing feedback, to reflect proficiency in English.

4 Social Inclusion: Promoting an inclusive educational environment that values diversity, fosters respect, and ensures equal participation and opportunities for all students regardless of their linguistic or cultural backgrounds.
   a Build in opportunities for learners to form friendships in the classroom.
   b Signpost learners to opportunities beyond the classroom where they might become more fully involved in school life.
   c Find opportunities to ensure parents and carers are informed and able to be involved in their child's education.

Collaboration between Members of the Groups

The school is reaching out to the wider community through events such as at the end of a unit during the Project Day. During this event students get the possibility to show their learning to their fellow students, educators, friends and family. The presentation is mostly multilingual. Settings will reflect the needs and languages of the community and be a place of accessibility for that community.

A flexible and considered approach to parents' and caregivers' engagement will ensure that every parent or carer feels included. The establishment of a strong school-home-community network positively impacts on the students' learning and self-esteem.

The student tracking system, Toddle, can be set in different languages. Johan de Witt made the website available in several languages as well. When a parent does not speak the Dutch language, a colleague with the same language background is used to translate.

Monitoring and reviewing the Language Policy

This policy is a living document. Ongoing collaborative reflective practices are therefore in place. The school implements ongoing collaborative reflective practices to ensure its relevance and effectiveness. Johan de Witt has a longstanding tradition of vigilantly monitoring its language policy, with proactive intervention being a top priority. The institution undergoes continual transformations aimed at enhancing students' language development. During evaluations of the policy, any potential discrepancies, contradictions, gaps, or other pertinent language-related matters are consistently considered. Support provided in various languages undergoes regular reviews, and adjustments, either increasing or decreasing, are made based on specific conditions. Consequently, the language policy undergoes annual evaluations, leading to necessary adjustments and the implementation of appropriate measures.

At Johan de Witt, we strongly emphasize the role of every teacher as a language conscious educator. To ensure the collective ownership of our language policy, it is imperative to engage all staff members in its ongoing evolution. Involving employees in the continual refinement of the language policy is essential for its widespread adoption. Evaluation and refinement procedures involve the collaboration of diverse sections within the school. The institution operates with a dedicated working group and policy advisors tasked with overseeing progress. Moreover, all members of the school community are encouraged to engage in reflective practices and contribute their insights and practices concerning language within the school environment.

Roles and responsibilities

The school uses a set of indicators elaborated in goals and actions:

- Students’ test results
- Setting standards and approaches
- The content of the curriculum of the Dutch language and modern foreign languages
- Language-developing vocational education
- Cross-curricular collaboration in a language-rich environment
- The Bell Foundation principles for secondary education

The language policy is intricately connected to and aligned with the school's overarching plan, thereby being documented and reinforced across various pivotal documents such as annual plans and the testing and examination policy. The assessment policy instigates a comprehensive evaluation of the criteria employed for language assessment.

Initially formulated for the IB at Johan de Witt Scholengroep, this Language Policy is slated for integration into the policies governing all departments within Johan de Witt Scholengroep at a later stage.

Communication of the language policy

Johan de Witt endeavours to maintain transparent communication regarding the progress of its policies throughout the entire school community. To facilitate this, a dedicated working group comprising teachers from diverse departments and subject groups actively engages in disseminating the language policy across all areas of the school.

This policy aligns with the broader school plan, which is readily accessible on the Johan de Witt website (https://www.johandewittscholengroep.nl/)

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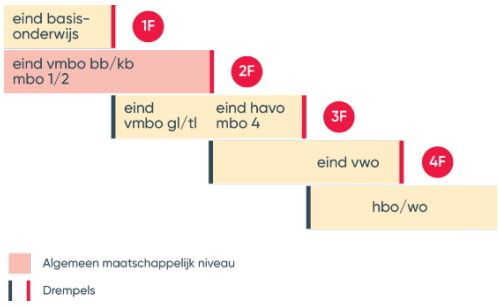
Appendices

Appendix 1: Proficiency Levels

Streefniveaus en Taaldoelen (concept)

Referentiekader Taal en Rekenen

In 2008 is het Referentiekader Doorlopende Leerlijnen Taal en Rekenen (Meijerink) uitgebracht. Naar aanleiding daarvan heeft de Rijksoverheid dit referentiekader vastgelegd in de wet- en regelgeving, dat sinds 1 augustus 2010 van kracht is.



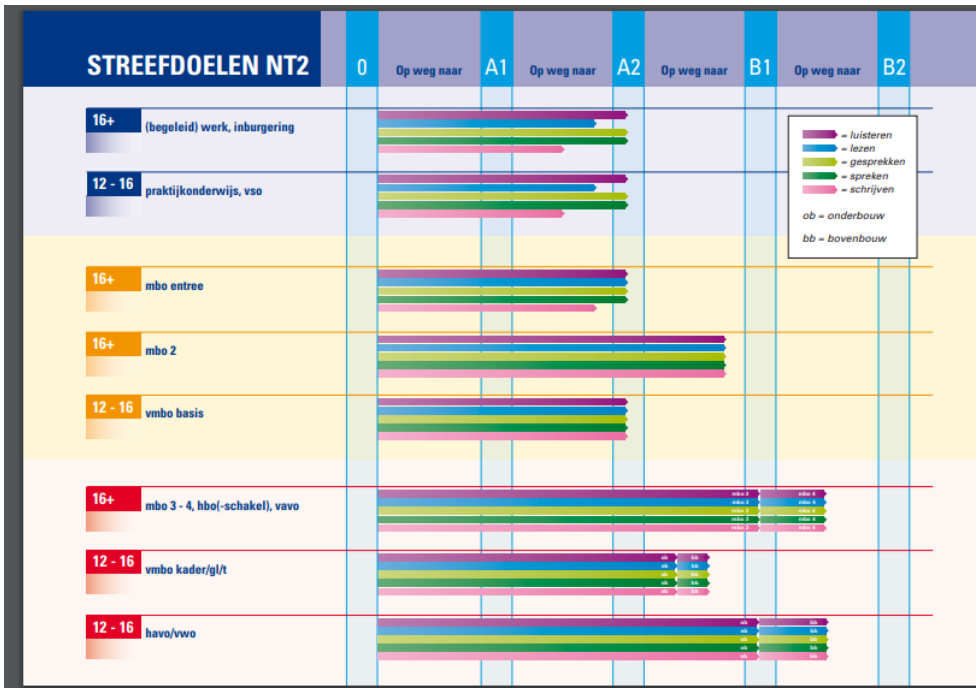
De referentieniveaus Nederlandse taal en rekenen schrijven voor wat leerlingen moeten kennen en kunnen. Het referentiekader bestaat uit fundamentele niveaus en streefniveaus. Het fundamentele niveau (F-niveau) is de basis die zo veel mogelijk leerlingen moeten beheersen. Het streefniveau (S- niveau) is voor leerlingen die meer aankunnen.

De volgende eindniveaus gelden:
- basisonderwijs: niveau 1F
- vmbo, mbo-1, mbo-2 en mbo-3: niveau 2F
- havo en mbo-4: niveau 3F
- vwo: rekenen niveau 3F en taalniveau 4F

bron: https://www.rijksoverheid.nl/onderwerpen/taal-en-rekenen/referentiekader-taal-en-rekenen

Referentieniveaus Nederlandse taal

De referentieniveaus taal hebben 4 hoofdonderwerpen (domeinen):
- Mondelinge taalvaardigheid (gesprek voeren, luisteren en spreken).
- Leesvaardigheid (onder andere zakelijke en literaire teksten lezen).
- Schrijfvaardigheid (bijvoorbeeld een opstel of sollicitatiebrief schrijven).
- Begrippenlijst (bijvoorbeeld kennis van begrippen als klinker, zelfstandig naamwoord of spreekwoord) en taalverzorging (taal correct toepassen).



Het ministerie van OCW heeft LOWAN en het ITTA UvA gevraagd om standaarden te formuleren die richting moeten geven aan het onderwijsaanbod aan nieuwkomers. De beoogde eindniveaus zijn vastgesteld, oftewel de uitstroomprofielen en wat er nodig is om het gewenste eindniveau te behalen wat nodig is voor een goede doorstroom. Na een verlengde intake worden leerlingen aan een leerlijn gekoppeld. Analfabeten en andersalfabeten moeten eerst gealfabetiseerd worden in het westers schrift voordat ze in een leerlijn uitstroomprofielen geplaatst kunnen worden. Een aparte Leerlijn Alfabetisering in de ISK is in 2019 ontwikkeld.

De streefdoelen beschrijven het gewenste niveau op de domeinen luisteren, lezen, gesprekken, spreken en schrijven.

Uitstroomniveaus 12-16 jaar

Onderbouw:
- b1 > havo/vwo
- op weg naar b1 > vmbo kader/gl/t
- a2 > vmbo basis
- a1/op weg naar a2 > praktijkonderwijs

Bovenbouw:
- op weg naar b2> havo/vwo
- op weg naar b1 > vmbo kader/gl/t
- a2 > vmbo basis
- a1/op weg naar a2 > praktijkonderwijs

Bron: https://www.lowan.nl/vo/leerlijnen/

Doel Nederlands

Leerlingen zo taalvaardig maken dat ze maatschappelijk en in het vervolgonderwijs goed functioneren. Dit houdt in dat zoveel mogelijk leerlingen niveau 2F (vmbo) en 3F (havo) en 4F (vwo) moeten halen.

Subdoel 1
Het in kaart brengen van het niveau van elke leerling (0-meting).

De leerlingen kunnen in groepen verdeeld worden aan de hand van deze meting:
- Er kan sprake zijn van zeer ernstige achterstanden
- Hiaten in hun taalvaardigheden
- Leerlingen beheersen 1F
- Leerlingen beheersen 1S
- Leerlingen van het PrO moeten na 4 jaar 1F bereiken

Subdoel 2
Het taalniveau verhogen van alle leerlingen, voortgang volgen en vastleggen. Hierbij uitgaande dat van:

- de basisberoepsgerichte leerweg leerlingen 50% 1F heeft bij de start van de opleiding
  - na 1 jaar extra taal 75% 1 F
  - na 2 jaar extra taal 100% 1F
  - na 3 jaar extra taal 50% 2F
  - na 4 jaar extra taal 100% 2F

- de kaderberoepsgerichte leerweg leerlingen 60% 1F heeft bij de start van de opleiding
  - na 1 jaar extra taal 75% 1F
  - na 2 jaar extra taal 100% 1F
  - na 3 jaar extra taal totaal 75% 2F
  - na 4 jaar extra taal 100% 2F

- de mavoleerlingen 90% 1F heeft bij de start van de opleiding
  - na 1 jaar extra taal 100% 1F
  - na 2 jaar extra taal 50% 2F
  - na 3 jaar extra taal 95% 2F
  - na 4 jaar extra taal 100% 2F, 25% heeft 3F

- de havoleerlingen 100% 1F heeft bij de start van de opleiding
  - na 2 jaar extra taal 100% 2F
  - na 3 jaar extra taal 50% 3F
  - na 4 jaar extra taal 75% 3F, 25% heeft 4F
  - na 5 jaar extra taal 100% 3F, 50% heeft 4F

- de vwo-leerlingen 100% 1F heeft bij de start van de opleiding
  - na 2 jaar extra taal 100% 2F
  - na 3 jaar extra taal 50% 3F
  - na 4 jaar extra taal 75% 3F, 25% heeft 4F
  - na 5 jaar extra taal 100% 3F, 50% heeft 4F
  - na 6 jaar extra taal 100% 4F

- de PrO/ Entree leerlingen 0-10% 1F heeft bij de start van de opleiding
  - na 1 jaar extra taal 20% 1F
  - na 2 jaar extra taal 30% 1F (1F is voorwaarde voor vmbo-bb)
  - na 3 jaar extra taal 50% 1F (1F is voorwaarde tot overgang Entree)
  - na 4 jaar extra taal 75% 1F, 25% op weg naar 2F
  - na 5 jaar extra taal 100% 1F, 25% op weg naar 2F

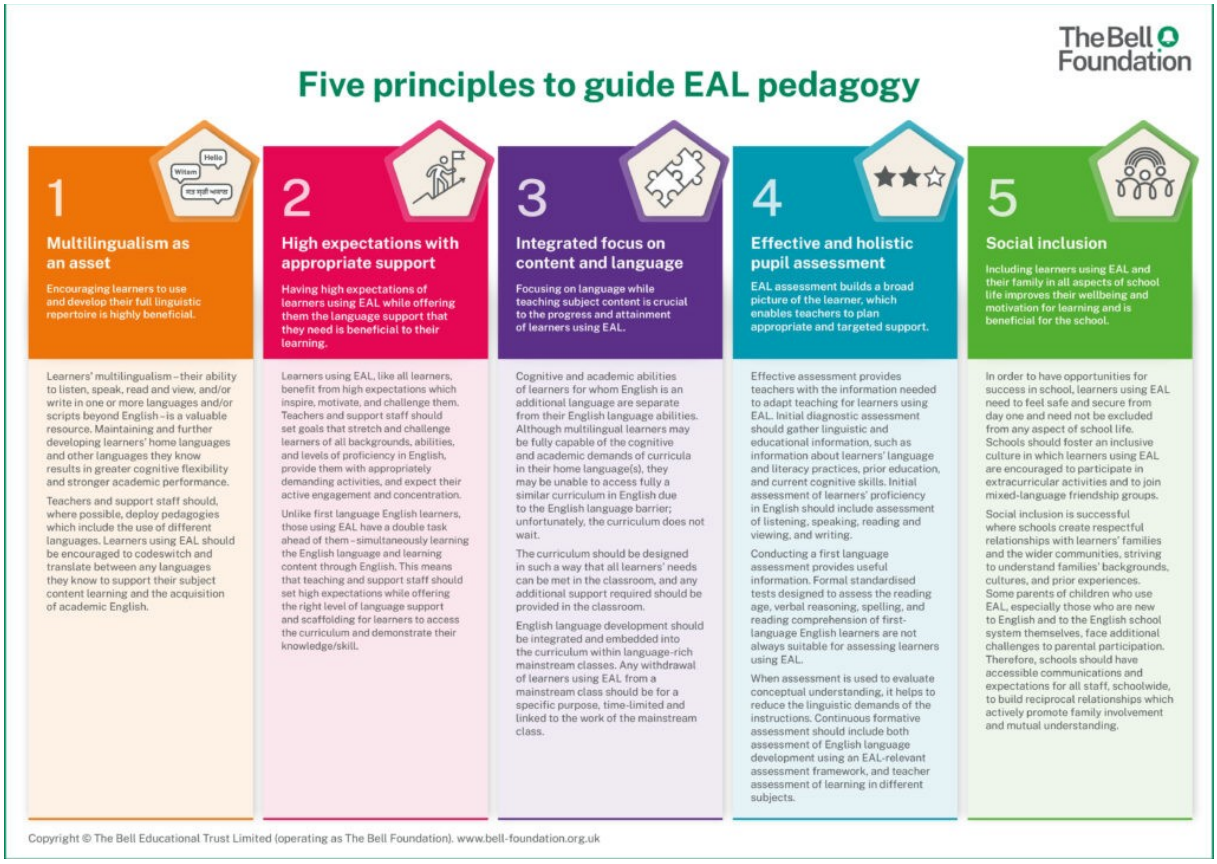
- de nieuwkomers leerlingen hebben **na maximaal 1 jaar**:
  - 1F (A2*) + voor lezen op weg naar 2F (B1*) bij doorstroom naar havo/ vwo
  - 1F (A2*) bij doorstroom naar mavo/ vmbo-kader
  - Onder 1F (A1*) bij doorstroom naar vmbo-basis/ Entree

  - Onder 1F (onder A1*) bij doorstroom PrO

- de nieuwkomers leerlingen hebben **na maximaal 2 jaar**:
  - 2F (B1*) bij doorstroom naar havo/ vwo
  - Op weg naar 2F (B1*) bij doorstroom naar mavo/ vmbo-kader
  - 1F (A2*) bij doorstroom naar vmbo-basis/ Entree
  - Onder 1F (minimaal A1*) bij doorstroom PrO

*ERK-normering bij NT2 (ook wel CEF genoemd)

Appendix 2: BELL principles



The Bell Foundation

Five principles to guide EAL pedagogy

1 Multilingualism as an asset

Encouraging learners to use and develop their full linguistic repertoire is highly beneficial.

Learners' multilingualism – their ability to listen, speak, read and view, and/or write in one or more languages and/or scripts beyond English – is a valuable resource. Maintaining and further developing learners' home languages and other languages they know results in greater cognitive flexibility and stronger academic performance.

Teachers and support staff should, where possible, deploy pedagogies which include the use of different languages. Learners using EAL should be encouraged to codeswitch and translate between any languages they know to support their subject content learning and the acquisition of academic English.

2 High expectations with appropriate support

Having high expectations of learners using EAL while offering them the language support that they need is beneficial to their learning.

Learners using EAL, like all learners, benefit from high expectations which inspire, motivate, and challenge them. Teachers and support staff should set goals that stretch and challenge learners of all backgrounds, abilities, and levels of proficiency in English, provide them with appropriately demanding activities, and expect their active engagement and concentration.

Unlike first language English learners, those using EAL have a double task ahead of them – simultaneously learning the English language and learning content through English. This means that teaching and support staff should set high expectations while offering the right level of language support and scaffolding for learners to access the curriculum and demonstrate their knowledge/skill.

3 Integrated focus on content and language

Focusing on language while teaching subject content is crucial to the progress and attainment of learners using EAL.

Cognitive and academic abilities of learners for whom English is an additional language are separate from their English language abilities. Although multilingual learners may be fully capable of the cognitive and academic demands of curricula in their home language(s), they may be unable to access fully a similar curriculum in English due to the English language barrier; unfortunately, the curriculum does not wait.

The curriculum should be designed in such a way that all learners' needs can be met in the classroom, and any additional support required should be provided in the classroom.

English language development should be integrated and embedded into the curriculum within language-rich mainstream classes. Any withdrawal of learners using EAL from a mainstream class should be for a specific purpose, time-limited and linked to the work of the mainstream class.

4 Effective and holistic pupil assessment

EAL assessment builds a broad picture of the learner, which enables teachers to plan appropriate and targeted support.

Effective assessment provides teachers with the information needed to adapt teaching for learners using EAL. Initial diagnostic assessment should gather linguistic and educational information, such as information about learners' language and literacy practices, prior education, and current cognitive skills. Initial assessment of learners' proficiency in English should include assessment of listening, speaking, reading and viewing, and writing.

Conducting a first language assessment provides useful information. Formal standardised tests designed to assess the reading age, verbal reasoning, spelling, and reading comprehension of first-language English learners are not always suitable for assessing learners using EAL.

When assessment is used to evaluate conceptual understanding, it helps to reduce the linguistic demands of the instructions. Continuous formative assessment should include both assessment of English language development using an EAL-relevant assessment framework, and teacher assessment of learning in different subjects.

5 Social inclusion

Including learners using EAL and their family in all aspects of school life improves their wellbeing and motivation for learning and is beneficial for the school.

In order to have opportunities for success in school, learners using EAL need to feel safe and secure from day one and need not be excluded from any aspect of school life. Schools should foster an inclusive culture in which learners using EAL are encouraged to participate in extracurricular activities and to join mixed-language friendship groups.

Social inclusion is successful where schools create respectful relationships with learners' families and the wider communities, striving to understand families' backgrounds, cultures, and prior experiences. Some parents of children who use EAL, especially those who are new to English and to the English school system themselves, face additional challenges to parental participation. Therefore, schools should have accessible communications and expectations for all staff, schoolwide, to build reciprocal relationships which actively promote family involvement and mutual understanding.

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