



LANGUAGES POLICY

*Wembley High Technology College (WHTC)
International Baccalaureate Diploma Programme (IBDP)*

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Contents

MISSION STATEMENT	1
1. Philosophy of Language and Our Commitment to ‘Achievement for All’	1
2. Language Offerings and Opportunities	2
Key Stage 3 (KS3).....	2
Key Stage 4 (KS4).....	2
Key Stage 5 (KS5).....	2
3. Language Development Across the Curriculum	3
4. Language Support for EAL Students.....	3
5. International Mindedness and Global Citizenship	4
6. Teacher Professional Development.....	4
7. Parental Involvement	4
8. Evaluation and Review	4
CONCLUSION	4

MISSION STATEMENT

Our mission is to deliver ‘*Achievement for All*’, *one child at a time*. We do this by creating a dynamic and inclusive learning environment where every student is empowered to achieve the grades that unlock the doors of opportunity. Driven by our core values of hard work, ambition, resilience, empowerment, diversity, and helping others, we believe that academic excellence is the golden ticket to success. We are committed to equipping our students with the skills, knowledge, and love of learning that they need to excel, ensuring they have the confidence and capability to shape a better world. Through perseverance and collaboration, our students will not only achieve their personal goals but also become compassionate leaders who inspire positive change.

1. Philosophy of Language and Our Commitment to ‘Achievement for All’

At Wembley High Technology College, we see language as the foundation for both academic success and personal empowerment. Language learning enables our students to unlock new opportunities, express themselves effectively, and engage confidently in an increasingly interconnected world.

Our mission of ‘*Achievement for All*’ ensures that all students, regardless of background or ability, are given the tools to succeed. Language education is a vital part of this mission, as it equips students with the critical communication skills and cultural awareness they need to thrive both in their studies and beyond.

We are committed to fostering *international mindedness* by preparing students for a competitive and globalized world. Through language learning, we equip our students with the skills to navigate diverse cultural landscapes and become compassionate leaders who inspire positive change.

2. Language Offerings and Opportunities

KEY STAGE 3 (KS3)

In Key Stage 3, all students are provided with a robust language curriculum that includes the study of Spanish. Alongside this, students receive 4 hours of English per week, which includes an hour of Drama. This allows students to develop a deeper understanding of spoken and written English, as they explore language through performance and communication. These skills help to build both their written and oral English competencies, fostering confidence in using language for expression.

Furthermore, every student receives their own reading book every half term, which is purchased by the College. This fosters a love of reading, and students are given dedicated time in lessons to read. Over time, students build their own personal library, developing their skills in reading comprehension and independent study. Regular reading not only enriches their vocabulary and writing but also encourages a lifelong passion for literature.

Students' reading ages are tested twice per year to ensure their progress. Those with a reading age that is lower than their chronological age receive a tailored package of in-class and extracurricular support aimed at improving their reading skills. For students with a reading age below 9, additional phonics teaching is provided by highly trained teachers to help raise their reading abilities and confidence.

We also offer a variety of resources for students to facilitate language learning outside of school. Platforms like **Kerboodle**, **Quizlet**, and **GCSE Pod** allow students to cement and extend their learning at home, providing interactive activities and revision tools that reinforce classroom content.

KEY STAGE 4 (KS4)

In Key Stage 4, students continue to develop their language skills through the study of GCSE English Language and English Literature. GCSE English Language includes a spoken presentation where students explore a topic of personal interest, improving their verbal communication skills. We also offer GCSE Drama, allowing students to devise, perform, and critique plays, further enhancing their spoken and written English.

In addition, we provide various extracurricular opportunities for students to develop their spoken and written English, including:

- **LAMDA qualifications:** This program offers students an opportunity to develop their speaking, drama, and public performance skills.
- **First Story:** A creative writing initiative that encourages students to develop their written English in a supportive environment.
- **Debating societies:** These societies provide students with an opportunity to practice their speaking, listening, and argumentation skills in a collaborative, intellectual setting.

KEY STAGE 5 (KS5)

At Key Stage 5, we offer A Levels in both **English Literature** and **Spanish**, allowing students to deepen their understanding of literature and language, and further develop their communication skills.

From September 2026, students will also have the opportunity to pursue subjects within the **International Baccalaureate (IB) Diploma Programme**. They will be able to choose from:

- **English Language and Literature** (Higher or Standard Level)
- **Spanish B** (Higher or Standard Level)
- **A Standard qualification in an ab initio language** (ideal for students starting a new language)

This expansion of language offerings further aligns with our goal of fostering *international mindedness*, ensuring our students are equipped to compete in a globalized world.

Additional Language Options

Students also have the option to study additional languages at GCSE level, including French, Portuguese, and Latin. These subjects give students the opportunity to broaden their linguistic skills and develop cultural awareness.

Mandarin Language Sessions

Students are encouraged to attend Mandarin language sessions after school, which are run by a specialist teacher from the Confucius Institute. These sessions provide a unique opportunity to study one of the world's most spoken languages and immerse themselves in Chinese culture.

Heritage Languages

We support students who wish to pursue GCSE or A Level qualifications in their heritage languages, such as Polish, Arabic, Russian, Gujarati, or Hindi. Students who wish to pursue these qualifications should speak with the Subject Leader of Modern Foreign Languages, Ms. Laura May Skelland. This ensures that students can celebrate their cultural heritage while acquiring qualifications that open doors to future opportunities.

3. Language Development Across the Curriculum

Language development at WHTC is not confined to English and Modern Foreign Languages. We believe that language is a central skill that students need across all subjects. Every subject teacher contributes to the development of students' language abilities by integrating reading, writing, speaking, and listening into their lessons.

We place great emphasis on **quality first teaching**, ensuring that students of all abilities—including those with SEND (Special Educational Needs and Disabilities), Pupil Premium, and EAL (English as an Additional

Language) students—are supported to flourish academically. We use a **WMAT Toolkit**, which captures best practices in pedagogy, ensuring that students develop the skills and knowledge to thrive. These strategies include targeted differentiation and adaptation of teaching materials to meet the diverse needs of our students.

SEND Support

The SEND department plays an important role in supporting language learning. For students with SEND or lower reading ages, we create **Pupil Passports** and specific **guidance plans** that provide tailored support. These plans are accessible to all teachers and are used to ensure that adaptations are made to support students' needs. Adaptations may include techniques like **dual coding**, the provision of **vocabulary lists**, **sentence starters**, or additional teacher circulation during lessons.

Regular **training and observations** of lessons by the Leadership Group ensure that all appropriate adaptations are in place to support **low prior attainers** and **SEND students**. Academic progress for these students is tracked every 6 weeks by the SENDCO (Special Educational Needs and Disabilities Coordinator), and appropriate interventions are devised and implemented as necessary to ensure their continued progress.

4. Language Support for EAL Students

We provide comprehensive support for students who speak English as an additional language (EAL). Our EAL program helps these students build proficiency in English while valuing and supporting their home languages.

Students receive personalized support through targeted interventions, language lessons, and extra resources to help them succeed in their studies. Our approach empowers EAL students to become confident learners and communicators in English, equipping them with the skills necessary for academic and personal success.

5. International Mindedness and Global Citizenship

As part of our commitment to '*Achievement for All*', we are dedicated to fostering *international mindedness* in all of our students. Learning additional languages and gaining cultural insights are vital components of preparing students for an interconnected world. By broadening their understanding of different cultures and languages, we equip students with the skills needed to engage with people from around the world.

Our **Culture Days** are an excellent example of how we celebrate cultural diversity and encourage international mindedness. Led by our Sixth Form EDI (Equality, Diversity, and Inclusion) Ambassadors, students and staff attend school in cultural dress and participate in a day filled with student-led presentations on various cultural and linguistic backgrounds. During these presentations, students teach their peers about life in their home country and introduce them to the basics of their language, fostering a deeper appreciation for linguistic and cultural diversity.

6. Teacher Professional Development

At WHTC, we invest in continuous professional development for our teachers, ensuring they are equipped with the latest teaching strategies and tools to support language learning. Our teachers participate in regular training to stay up-to-date with the best practices for language acquisition and support for multilingual learners.

7. Parental Involvement

We recognise that the partnership between school and home is essential to a student's language development. We encourage parents to engage with their child's language learning by providing a supportive environment at home for reading, speaking, and practicing new languages.

For students learning their heritage languages, we also offer guidance to parents on how they can further support their child's language education. Together, we can ensure that students receive the encouragement and resources they need to succeed.

8. Evaluation and Review

Our Language Policy is a living document that is regularly reviewed and updated to meet the evolving needs of our students and the wider community. Feedback from students, staff, and parents is integral to this review process, ensuring that our language offerings continue to support '*Achievement for All*' and reflect best practices in education. The policy is reviewed each year by the Headteacher, SENDCO and Subject Leaders of MFL and English.

CONCLUSION

At Wembley High Technology College, we believe that language learning is not just about acquiring communication skills, but about empowering our students to thrive in a globalized world. Through our diverse range of language offerings, personalized support, and extracurricular opportunities, we provide every student with the tools they need to succeed academically and personally.

By fostering *international mindedness* and *Achievement for All*, we ensure that our students are prepared to become confident, compassionate leaders who inspire positive change in the world.

This Language Policy reflects our commitment to ensuring that every student has the opportunity to achieve their potential, communicate effectively, and embrace cultural diversity in an increasingly interconnected global community.