Cache la Poudre Elementary
PYP Language Policy

The purpose of this document is to share with the staff, our stakeholders and our school community the philosophy that guides our daily work in the acquisition of language. This language policy documents teaching and learning and helps to involve our families and communities in educating our students to be internationally-minded people.

School Mission Statement:

At Cache La Poudre Elementary (CLPE) we have a small school community with a diverse student population in which we challenge all learners to inquire, know, and care about the world.

Language Beliefs

"The learning process simultaneously involves learning language..., learning about language..., [and] learning through language..." (Halliday, *Making the PYP Happen*, 2009).

All staff members are teachers of language and all students are learners of language. We know language proficiency is best achieved by learning through transdisciplinary themes. We believe that language is the foundation which provides all students access to content. Expressive and receptive communication is essential to each learner's success. Through the use of language, students can communicate connections to themselves, others, and the world. This use of language enables students to become internationally minded citizens and meet the standards of the PYP.

Language of Instruction

At CLPE, American English is the language of instruction. American English is the primary language of most of our students. We provide differentiated instruction for language and literacy development.

The development of language is fostered through these inquiry-based best practices:
- Differentiation of instruction
- Comprehensive literacy program
- Small group and individualized instruction
- Student talk
- Strategic groupings

- Scaffolding and gradual release of responsibilities
- Opportunities for self-assessment
- Making connections to prior knowledge
- Student driven choice of content
- Authentic learning experiences
- Spanish language instruction

World Language

The World Language provided at CLPE is Spanish. Students in Kindergarten through 5th grade receive Spanish instruction once a week for 45 minutes in order to develop language skills, cultural awareness, and to better understand the importance of learning an additional language. The Spanish language instructor utilizes comprehensible input strategies with students. Instruction is connected with units of inquiry and vocabulary is reinforced in both languages. Instruction does not happen in isolation but within context of the learning. It is our philosophy that extensive scaffolding takes place in order for language learning to be comprehensive.

Mother Tongue Support

At CLPE, we support the development of a student's mother tongue. We believe it is essential to the students' success to build confidence in their mother tongue and in the language of our school. We support the students' mother tongues in our school in a variety of ways:
- Translate communications with parents as needed
- Arrange for an interpreter to be present at family events and conferences
- Educate and communicate to families the benefits of supporting learning in students' mother tongues
- Encourage practice in all content areas together at home in that language, and provide resources to support the whole child
- Provide opportunities for students to share their learning in their mother tongue
- Utilize technology (voice-to-text and Google translate) to support students in their English language development

Assessment

We believe that assessment plays an integral part in a student's acquisition of language. It should be ongoing, authentic, happen at all stages of learning, and should be both formative and summative. All assessment tools help us align instruction to Common Core and Colorado State Standards. We use all of the following assessment

tools to help guide and differentiate instruction, as well as, communicate to students and families:

- Conferencing and Student Feedback
- E-Portfolios
- Student self-reflection
- Peer Assessment
- Checklists
- Goal Setting
- Observation
- Rubrics
- Daily work samples
- Presentation
- Running Records
- Reading inventories
- Student response journal
- Student-Led Conferences
- Summative Assessment (End-of-Unit)
- MAPS, CMAS, PARCC, STAR, DIBELS, DRA-2, GOLD, ESGI, ACCESS