



Language Policy and Practices

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1. Introduction

1.a Guiding statements

Adria International School Mission

The mission of Adria International School is to offer high-quality education for the future, with the goal of nurturing internationally aware lifelong learners capable of contributing to a more sustainable and peaceful world.

Adria International School Vision

By creating a school culture that ensures excellence, we see Adria as a community which, owing to its international orientation and motivated and capable team, is ready to become an educational leader in the region, realizing thus the common goals for its students, their parents, as well as the local and wider global community it belongs to.

Adria International School Values

International orientation, Cooperation, Integrity, Respect and Assertiveness, Responsibility, Inclusivity

International Baccalaureate (IB) mission

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.

1.b Language policy purpose and scope

The foundation of this Language Policy is the *IB Programme Standards and Practices (2020)*, reflecting our commitment to the IB mission of developing inquiring, knowledgeable, and caring learners who help create a more peaceful world through intercultural understanding.

Adria International School adopted a collaborative approach in creating this policy, with all members of the school community contributing insights to ensure it combines multiple perspectives on language development. Grounded in contemporary pedagogical practices and *IB Language Tenets (2024)*, it serves as a statement of belief and a plan of action, outlining practices to achieve and evaluate language-learning goals.

As a school dedicated to international orientation, inclusivity, and respect, we recognize that language is central to nurturing globally-minded people. This policy is intentionally dynamic and flexible, designed to evolve with the changing needs of our diverse school community while upholding our core values of cooperation, integrity, and responsibility.

By aligning language instruction with Adria's mission of high-quality education for the future, we empower students to become effective communicators, lifelong learners, and proactive contributors to a sustainable world—advancing our vision of regional leadership in international education.

1.c Language policy review and approval process

Adria International School's Language Policy is a living document, regularly reviewed to ensure alignment with the IB standards, our school's mission, and the changing needs of our school community.

The policy undergoes a formal evaluation every two years, led by the Language Policy Steering Committee, consisting of IB program coordinators, teachers, librarians, administrators, parents, and students. Feedback is gathered from the school community to assess effectiveness and relevance.

The policy may be revised outside the standard cycle if significant student demographic changes occur (e.g., new language groups in the student body), the IB requirements or school strategic priorities are updated, or pedagogical research or assessment data highlights areas for improvement.

Proposed revisions are submitted to the Head of School and the school leadership for approval. Once ratified, the updated policy is shared with all stakeholders and published in the school's official documentation.

To ensure that the Language Policy is fully understood and embraced by the entire school community, it is regularly communicated through multiple channels. New staff members receive an introduction to the policy during their induction and orientation process, including guidance on their role as language educators. Families and students are informed about the language policy during enrollment and orientation sessions. The policy is accessible on the school website and learning management system (Toddle), providing ongoing reference for all stakeholders. Additionally, updates and key information about language programs and policy revisions are shared via newsletters, parent-teacher meetings, and school assemblies to promote transparency and community engagement.

2. Adria International School Language Philosophy

As an IB World School, Adria International School implements a language program designed to help students acquire and refine the linguistic skills needed to succeed. We create a challenging and motivating multilingual environment with English as the language of instruction, and by using language as a tool for making meaning in the world.

We believe every student brings an individual and cultural set of experiences, skills, and interests that must be honored in the learning process. Multilingualism and critical literacy are essential for fostering international-mindedness through cultural identity, intercultural awareness, and global citizenship. At Adria, every teacher is a language teacher, emphasizing that language transcends all curriculum areas.

Through the IB programs, we develop confident, curious communicators who use language creatively and reflectively. Students engage with reading, writing, speaking, listening, and viewing for authentic purposes, building on their existing knowledge through inquiry-based, developmental approaches. Our pedagogy embraces the interplay between learning language, learning through language, and learning about language—ensuring students understand language as both a communicative tool and a system for critical thought.

As a growing school, we remain responsive to our changing community, valuing all languages equally. We celebrate linguistic diversity through resources, events, and inclusive practices while maintaining high expectations for English proficiency while promoting the development of additional languages. Grounded in the IB Learner Profile, our program cultivates principled, open-minded learners who use language to bridge cultures and contribute to a more peaceful world.

This philosophy reflects ongoing collaboration with our school community, ensuring it evolves alongside our students' needs and our shared commitment to excellence.

Language development at Adria International School is supported not only through classroom instruction but through the coordinated efforts of teachers, librarians, families, and community partners. Together, they provide the materials, spaces, and opportunities for students to grow in their host, home, and additional languages.

3. Adria International School Language Profile

3.a Language of instruction and communication

The language of instruction at Adria International School is English, and all formal communication within the school community takes place in English.

All curriculum documents are created and kept in English, except for language courses other than English, where curriculum documents should be kept in bilingual form.

We recognize that learning community members may use other languages to communicate with peers, and this is encouraged as long as it does not exclude anyone included in the communication.. This practice supports our commitment to multilingualism and inclusion while maintaining English as our common academic language.

3.b Home language development

Supporting the development of home language for all learners in a school community is crucial for their overall academic success and well-being. At Adria International School, we recognize and value the various languages spoken by students and their families as a fundamental right and resource for learning. By creating an inclusive environment with resources available in different languages, such as books, educational materials, and visuals, we support students in maintaining and developing their home language and cultural identity.

A significant focus is on encouraging families to become involved in the learning process by providing suggestions for reading in the home language, engaging in conversations, and reinforcing cultural connections. Teachers integrate students' linguistic backgrounds into the classroom to strengthen learning.

Another form of collaboration with a focus on promoting the development of different home languages is through public libraries, other relevant organizations and institutions, and events at school. By working closely with public libraries, we ensure the availability of diverse book collections, educational materials, and language-learning resources for all students.

3.c Host country language

Promoting the host country's language in an international school involves creating a supportive and engaging environment that encourages students to learn and use the local language.

At Adria International School, the host language—Croatian—is incorporated into the curriculum at various levels. We offer Croatian language lessons as a second language (Language Acquisition) or as a first language (Language and Literature).

The school ensures that a variety of language learning resources, including books, films, and online materials, are provided in Croatian. Access to these diverse resources caters to different learning styles and interests, making the language learning experience more engaging.

We celebrate the Croatian language and culture through special events, assemblies, and themed days, which creates a sense of pride and appreciation for the host country's language among students and the school community. Parents contribute valuably through their engagement and participation in school events and activities.

As an international school, we collaborate with local community organisations that focus on language and cultural preservation. These partnerships offer language classes, cultural events, and resources to support families. The school further connects with the local community by participating in language events, enhancing students' exposure to Croatian beyond the classroom.

We believe this comprehensive and inclusive approach fosters genuine appreciation for both the host country's language and the broader linguistic diversity of our international community.

3.d Language Acquisition

Adria International School embraces the IB's commitment to multilingualism by providing comprehensive language acquisition opportunities across all programmes. Our approach recognizes language learning as an ongoing developmental process that fosters both communicative competence and intercultural understanding.

The school offers structured language acquisition pathways designed to meet students at their current proficiency level and guide them toward greater mastery. Instruction emphasizes authentic communication across all language domains, with learning experiences tailored to students' developmental stages and cultural backgrounds.

We maintain a clear distinction between language acquisition courses for developing proficiency and language and literature studies for native or near-native speakers. This differentiation ensures appropriate cognitive and linguistic challenges for all learners. Regular assessment informs instructional practices and monitors progress toward defined language benchmarks.

Our language acquisition framework is supported by research-based methodologies, qualified staff, and carefully selected resources that reflect the cultural contexts of the languages taught. The programme emphasizes real-world application of language skills while nurturing appreciation for diverse cultural perspectives.

Adria International School's language acquisition provision aligns with the IB's belief that meaningful engagement with multiple languages is essential for developing internationally-minded learners. The

programme undergoes regular review to maintain the highest standards of language education while responding to our community's evolving needs.

Currently, the following languages are taught and learned as language acquisition courses: English, Croatian, German, and Spanish.

3. e English Language Learner Support

Supporting students who are not proficient in the language of instruction is essential for their academic success, emotional well-being, and development of international-mindedness. Adria International School employs multiple research-based strategies to ensure all learners can access the curriculum while developing English proficiency.

Our approach combines visual, auditory, and kinesthetic supports to make learning accessible. Teachers systematically incorporate visual aids, multimedia resources, and technology to reinforce understanding, with particular emphasis in Early Years and PYP classrooms where foundational language skills are established. Verbal instructions are consistently supplemented with visual cues, graphic organizers, and modeling to clarify concepts.

The school fosters a culture of collaborative learning through structured peer support systems. Proficient English speakers are paired with developing learners as language buddies during academic activities, creating natural opportunities for language practice and social connection. Teachers design group tasks that require authentic communication, allowing students to develop language skills through meaningful content-based interactions.

To address the holistic needs of English language learners, we provide counseling and social-emotional support services. Our inclusive environment encourages students to voice questions and concerns as they navigate the challenges of learning in an additional language. Specialized staff monitor learners' progress and well-being, implementing interventions when needed.

These comprehensive support structures ensure equitable access to the IB curriculum while honoring the IB's commitment to linguistic diversity. The school regularly evaluates and adapts its English language support practices to meet learners' evolving needs and maintain alignment with IB principles of inclusion and intercultural understanding.

3.f Supporting language development

Adria International School believes supporting language development is crucial for cognitive and cultural growth. We employ multiple strategies to maintain home languages while developing proficiency in the language of instruction.

Our inclusive model ensures all students can access the curriculum through scaffolded support. Teachers use techniques like visual aids, simplified texts, and adaptive assessments to meet diverse learning needs. The school counselor provides additional support through co-teaching, small group sessions, or individualized instruction when needed, with teachers and parents working in partnership.

All teachers actively contribute to language development across subjects. They scaffold language within lessons, personalize support for learners, and use language intentionally to provoke inquiry. Collaboration between classroom teachers, single-subject teachers, and language specialists ensures consistent support. Professional development helps teachers refine strategies like inquiry-based instruction and text analysis to strengthen students' oral and written expression.

We actively engage parents through language workshops, cultural events, and multilingual resources. Parent-teacher conferences include discussions about language progress, while online portals share support strategies. The school celebrates linguistic diversity through performances and exhibitions, creating opportunities for families to share their cultural traditions.

This comprehensive approach, outlined in our Inclusion Policy, ensures students develop the communication skills needed to become effective, internationally-minded learners while maintaining their linguistic and cultural identities.

3.g Language needs identification and data-gathering

Adria International School employs systematic data collection and community consultation processes to identify and monitor the evolving language needs of students. Upon admission, students and families complete language surveys to document home languages, prior language learning experiences, and language proficiency levels. These data contribute to creating individualized language profiles that guide placement and instructional support.

Throughout students' enrollment, language proficiency is regularly assessed using formal and informal tools, including formative and summative language assessments, teacher observations, and student self-assessments. This ongoing monitoring allows the school to adjust language pathways, differentiate instruction, and provide targeted interventions as needed.

Additionally, the school seeks regular input from families, students, and staff via surveys, focus groups, and feedback sessions to ensure that language support programs remain responsive to the community's linguistic diversity and changing needs.

3.f Student language portfolio

At Adria International School, each student's language background, proficiency levels, and language development are systematically documented and maintained through a collection of assessment data, teacher observations, reports, and other school records. This comprehensive student language profile

is built from initial admission language surveys and updated regularly based on ongoing formative and summative assessments across programmes.

This dynamic documentation supports informed decision-making for language placement, instructional differentiation, and targeted support. It also facilitates effective communication among teachers, students, and families about individual language learning progress and goals.

While not a physical portfolio, this integrated language profile serves as a vital tool for tracking multilingual development and ensuring responsive language pathways tailored to each student's evolving needs.

3.h Supporting language development

Adria International School actively promotes the development of all languages represented in the community—host country (Croatian), first or home languages, and additional languages—through a coordinated system of teaching practices, resources, and community engagement.

Support for Host Country Language (Croatian)

- The school provides access to Croatian literary works, children's literature, magazines, and multimedia in both physical and digital formats through the school and public library partnerships.
- Classroom teachers collaborate with Croatian language specialists to embed Croatian vocabulary, cultural expressions, and historical context into interdisciplinary units.
- Whole-school events such as Mother Tongue Day, and *local author visits* encourage authentic language use and appreciation.

Support for First (Home) Languages

- Families are encouraged to maintain and celebrate their home languages through reading, storytelling, and cultural contributions to school life.
- As appropriate, the school library provides a *Home Language Corner*, offering age-appropriate books in students' native languages. Parents and other members of the community are encouraged to donate materials or collaborate with local cultural centers to expand these collections.
- Teachers integrate multilingual materials—such as dual-language texts, translated visuals, and multilingual signage—into classroom environments.
- Students may access online resources (Epic, RAZ, Croatian National Digital Library, etc.) for reading in their home languages.

Support for Second and Additional Languages

- Dedicated language acquisition teachers use adaptive resources, graded readers, and digital tools (e.g., Duolingo for Schools, Wordwall, Quizlet, Kahoot, BBC Languages) to scaffold learning.
- Peer tutoring and language clubs encourage authentic practice in English, Croatian, German, and Spanish.
- Language weeks and inter-programme collaboration projects (e.g., PYP–MYP storytelling partnerships) promote active language exchange and intercultural communication.

Collaborative Framework

Teachers, coordinators, and the librarian meet each semester to review resource needs and ensure equitable representation of all languages within the school’s learning environment. This collaborative structure guarantees that language support remains dynamic, inclusive, and aligned with IB principles of multilingualism.

4. Language learning and teaching

4.a All teachers are language teachers

Adria International School embraces the IB principle that language development is a shared responsibility across all subjects. Our teachers recognize the critical distinction between social language (BICS) and academic language (CALP), implementing targeted strategies for each. All educators integrate language objectives into their disciplines by modeling academic language, explicitly teaching subject-specific terminology, and designing tasks that develop communication skills.

Through collaborative planning, teachers ensure language learning is systematically reinforced across the curriculum, with specialist and homeroom teachers working in partnership to support transdisciplinary language growth. We aim for our students to develop both social language skills for everyday interactions and the advanced cognitive language required for academic success.

Adria International School is committed to providing appropriate teacher professional development required to teach English, and in English, to the benefit of all our students.

4.b Language instruction principles

Our approach to language instruction is guided by core IB-aligned principles:

- *Inquiry-Based Development*: Language skills emerge through meaningful, concept-driven investigations where students use language authentically to explore and express ideas.
- *Differentiated Practices*: Instruction adapts to varying proficiency levels, using multimodal resources and scaffolded tasks.
- *Cultural-Linguistic Connection*: We value the host country (Croatian), mother tongues, and additional languages equally, using authentic cultural materials to deepen understanding.

Teachers design lessons that nurture conversational fluency while progressively developing the formal register needed for analysis, evaluation, and disciplinary argumentation.

Assessment in language instruction is crucial for learning, with ongoing formative feedback and summative tasks that demonstrate language application across contexts.

4.c The role of the library

The Adria International School Library serves as a central hub for language development and intercultural understanding. It supports all members of the learning community by offering:

Multilingual Collections:

- Curated collections in English, Croatian, German, Spanish, and major home languages represented in the student body.
- A rotating “Spotlight Language” section that features literature, poetry, and media from different linguistic backgrounds each month.

Targeted Literacy Support:

- Bilingual and picture dictionaries, graded readers, and audiobooks that support first and additional language acquisition.
- Digital platforms such as *Raz-Kids*, *Epic*, *Oxford Reading Buddy*, *Project Gutenberg*, and the *Croatian e-Lektire Portal* to enable access to diverse reading materials.

Collaborative Learning and Events:

- The librarian collaborates with teachers to embed information literacy, research, and academic writing skills into PYP, MYP, and DP units of inquiry.
- Regular *Read-Aloud Days*, *Multilingual Storytelling Weeks*, and *Book Exchange Fairs* promote reading for pleasure and language diversity.
- The library hosts workshops for students on referencing, essay writing, and academic honesty, reinforcing language skills across subject areas.

Community Partnerships:

- Partnerships with local public libraries, embassies, and cultural institutes broaden access to authentic materials in multiple languages.
- Parents and community members are invited to participate as guest readers or speakers, strengthening home–school connections and modeling lifelong learning.

Through these resources and collaborations, the library plays a vital role in nurturing a multilingual, inclusive environment that values all languages equally and supports the linguistic growth of every learner.

4.d Continuing Professional Development (CPD)

Adria International School is committed to providing ongoing and regular professional development opportunities for all staff members—including administrators, classroom teachers across all subjects, librarians, and support personnel—to enhance their understanding of language learning and multilingual education.

CPD programs focus on effective language teaching strategies, differentiation for diverse learners, fostering inclusive multilingual classrooms, and the integration of language objectives across the curriculum. Collaborative workshops, external training, peer observations, and reflective practices ensure that staff remain informed of current research and best practices aligned with IB language tenets.

This sustained commitment to professional growth empowers all educators and staff to contribute meaningfully to the school's language development goals and supports the evolving needs of our diverse learner community.

5. Language learning and teaching in EY and PYP

5.a Languages offered in EY and PYP

Adria International School offers the following languages in EY and PYP:

- Home language/Language A: English, Croatian
- Language acquisition: English, Croatian
- Additional language: German (PYP 4-5), Spanish (PYP 4-5)

5.b Language development and acquisition in EY and PYP

English Literacy and English Language Acquisition

To support the development of English literacy among all students, English is taught through a unified program that brings together learners of all language backgrounds. All students attend English Literacy classes five times per week, regardless of their prior experience with the language.

This inclusive model ensures consistent exposure and practice for all students, with differentiated instruction provided within the classroom to meet individual learning needs. Teachers employ a variety of strategies to support language development across the four key language skills - listening, speaking, reading, and writing - ensuring that all students can access the curriculum and progress at their own pace within a shared learning environment.

Croatian Literacy and Croatian Language Acquisition

The Ministry of Science and Education requires all Croatian nationals to attend Croatian Language and Literature classes. At the same time, students with prior knowledge of the language are enrolled in Croatian Language and Literature.

Students with little or no prior knowledge of the language attend Croatian Language Acquisition classes.

The program develops reading, writing, listening, and speaking skills through interrelated strands of communication, while also bringing the Croatian language and culture closer to students.

Additional Language Learning

As part of our commitment to fostering multilingualism, students in PYP4 and PYP5 attend mandatory third language lessons, and are given a choice between German and Spanish language acquisition

classes. At the Early Years level and in PYP 1-3, additional language instruction is not part of the regular timetable.

To further support students' interest in languages and cultural diversity in PYP1-3, language acquisition courses may also be offered as an optional after-school program, depending on resources available and interest. These extracurricular opportunities allow students to explore additional languages in a more informal and flexible learning environment.

5.c Requirements, placement, and language pathways

English language proficiency is not a requirement for enrolment in the Early Years and PYP, as outlined in the Admission Policy. All students attend a unified and immersive English Literacy program, where differentiated instruction and individual, targeted EAL support are provided as appropriate if the need is identified.

For students joining the PYP5 with limited English proficiency, additional support is provided through English Language Acquisition (EAL) classes and targeted instruction, which may continue for up to two years, to help the student develop the language skills necessary to join the English Language and Literature classes alongside their peers.

The Ministry of Science and Education requires all Croatian nationals to attend Croatian (first language) classes.

5.d English language support in EY and PYP

EAL support is intended for PYP students with limited English language proficiency. The support aims to assist the students in acquiring sufficient language skills necessary for accessing the curriculum. Students' English proficiency is continuously monitored and tracked, and the release from the EAL support depends on the students' abilities and progress, and the EAL teacher's recommendation, supported by evidence.

The EAL support in Adria International School consists of:

- Differentiated instruction within mainstream classrooms
- Additional EAL classes for students with identified language support needs
- Visual aids, bilingual resources, and peer learning strategies
- Collaboration between classroom teachers and language specialists
- Parent communication and home language support recommendations

5.e Language assessment in PYP

Language assessment in the Primary Years Programme (PYP) at Adria International School is guided by IB principles of inquiry, differentiation, and continuous reflection. Assessment practices are designed to support and inform teaching, monitor language development, and provide meaningful feedback to students and families.

Students' language skills—listening, speaking, reading, writing, and viewing—are assessed regularly through formative and summative tasks integrated into the units of inquiry and language-specific lessons. Teachers gather evidence of learning through observations, student conversations, writing samples, presentations, reading records, and portfolios of student work.

Assessment is differentiated to meet students' developmental stages and language proficiency levels. Teachers use assessment data to adjust instruction, provide targeted support, and plan next steps in learning. English language learners receive additional monitoring to ensure they are progressing in both social and academic language proficiency.

Assessment criteria are communicated clearly with students and families, promoting ownership of learning and reflection on progress. Students are encouraged to set personal language goals and reflect on their development through self-assessment and teacher-led conferences.

All language assessments in the PYP are aligned with IB learning outcomes and are recorded and reported using the school's assessment system, which contributes to each student's broader language profile and informs transition between programmes.

6. Language learning and teaching in the MYP

6.a Languages offered in MYP

Adria International School offers the following languages in the MYP:

- Language and Literature: English, Croatian
- Language Acquisition: English, Croatian
- Language Acquisition (Third Language): German, Spanish

Placement in language courses is determined individually, according to the students' current language abilities and previous learning experience.

6.b Language development and acquisition in MYP

At Adria International School, English literacy development is supported through a unified program where all students attend English classes, either as a first or additional language. This inclusive model ensures consistent exposure and practice, with teachers employing differentiated strategies to develop listening, speaking, reading, and writing skills across all language backgrounds.

Students enrolling in MYP, whether at MYP1 or subsequent years, are expected to possess sufficient English proficiency to engage meaningfully with the curriculum. Those requiring additional support participate in English as an Additional Language (EAL) classes for up to two years to develop the necessary skills to transition into mainstream English instruction. The linguistic demands progressively increase through the MYP years, with higher proficiency levels expected in later grades to meet curriculum requirements.

In accordance with the Ministry of Science and Education requirements, all Croatian nationals attend Croatian Language and Literature classes. At the same time, non-Croatian students demonstrating high proficiency may also enroll. Other students participate in Croatian Language Acquisition classes. Both Croatian language programs holistically develop communication skills through integrated reading, writing, listening, and speaking instruction while fostering a more profound understanding of the Croatian language and culture.

As part of our multilingual commitment, all MYP 1-5 students study German or Spanish, as a mandatory additional (third) language. These curricular offerings develop both linguistic skills and cultural-historical awareness. For further enrichment, German and Spanish may be available as optional after-school programs throughout MYP, providing flexible opportunities for language exploration aligned with student interests.

6.c Requirements, placement, and language pathways

The IB requires all students in the MYP to study at least two languages.

All students in MYP are placed in English class, as English is the language of instruction.

Depending on the proficiency level, as determined through the language assessment during admissions and/or with regard to the individual language profile and previous learning experience, all students are placed either in English Language and Literature or English Language Acquisition classes.

As per local legal regulations, English language proficiency is not a requirement for admission to MYP, although in MYP1-3 the students are expected to have at least A1 proficiency at entry. Students entering the school at MYP4-5 should have a level of English that allows them to access the curriculum and engage meaningfully.

Language Acquisition courses allow for appropriate, proficiency-based placement in six (6) phases across three levels (emergent, capable, proficient), with a progression pathway toward a Language and Literature course.

The following table illustrates the language pathways in the MYP and the possible correlation to the CEFR standards:

MYP Phase	IB description	CEFR level
Language and Literature	Language and Literature	C1/C2
Language Acquisition Phase 6	Proficient user	B2
Language Acquisition Phase 5		B1/B2
Language Acquisition Phase 4	Capable user	B1
Language Acquisition Phase 3		A2
Language Acquisition Phase 2	Emergent user	A2/A1
Language Acquisition Phase 1		A1

As per IB requirements, Language Acquisition classes should not have students with more than two consecutive phases of proficiency.

Students' progression across the Language Acquisition course phases is informed by continuous formative and summative assessment, moderated samples of students' work, and teachers' recommendations.

In accordance with the requirements of the Ministry of Science and Education, all Croatian nationals are required to attend Croatian Language and Literature classes. In addition, non-Croatian nationals who demonstrate a high level of proficiency in the Croatian language, sufficient to follow the curriculum, may also be enrolled in Croatian Language and Literature. All other students are placed in Croatian Language Acquisition classes.

6.d Language support in MYP

EAL support is intended for MYP students with limited English language proficiency. The support aims to assist the students in acquiring sufficient language skills necessary for accessing the curriculum.

The EAL support in Adria International School consists of:

- Differentiated instruction within mainstream classrooms
- Additional EAL classes for students with identified language support needs
- Visual aids, bilingual resources, and peer learning strategies
- Collaboration between classroom teachers and language specialists
- Parent communication and home language support recommendations

6.e Language and Assessment in MYP

Assessment in MYP language courses at Adria International School is guided by the IB's criteria-related approach and principles of equity, transparency, and authenticity. Language assessment is designed to support students' development as effective communicators, critical thinkers, and internationally minded learners.

Assessment in both Language and Literature and Language Acquisition is based on clearly defined subject-specific objectives and corresponding assessment criteria, which increase in sophistication across the five MYP year levels. Students are assessed using IB rubrics and criteria that align with their level of language proficiency and cognitive development.

Assessment practices in MYP language courses at Adria International School are designed to support both academic achievement and language development through a balanced approach that includes formative and summative assessment. Teachers create a range of assessment tasks that are aligned with the subject-specific objectives and phase expectations, ensuring that students are evaluated in meaningful, developmentally appropriate ways. Rubrics are shared with students in advance, and all assessment criteria are explicitly explained to promote transparency and student ownership of learning.

Standardization and moderation practices are in place to ensure consistent interpretation and application of assessment criteria across classes and year levels. Assessment is not solely used to assign levels of achievement but also to provide ongoing feedback that helps students reflect on their strengths and identify areas for growth. Feedback is timely, constructive, and goal-oriented, supporting students in developing both language proficiency and metacognitive awareness.

In accordance with the school's Inclusion policy, language assessment is differentiated where appropriate to accommodate individual learner needs. Teachers implement scaffolding strategies and adjust tasks to ensure all students can demonstrate what they know and can do in ways that are both fair and rigorous. Through this approach, language assessment in the MYP becomes an essential tool for supporting inquiry, communication, and the development of internationally minded learners.

Further details on assessment practices at Adria International School can be found in the school's Assessment Policy.

7. Language learning and teaching in DP

7.a Languages offered in DP

Adria International School will offer the following languages in the DP:

- Group 1 – Studies in language and literature: English, Croatian
- Group 2 – Language acquisition: English B, German B, Spanish B

All language courses are offered at Standard (SL) and Higher (HL) levels.

Students may choose one language from Group 1 and one language from Group 2, or two languages from Group 1 for students seeking a bilingual diploma.

In special circumstances, when appropriate and with the school's approval, Group 2 language courses may be offered at Ab Initio level. Since the language of instruction is English, the English Ab Initio course is not offered as a subject choice.

To further support the development of home languages, in special circumstances, when appropriate and with the school's approval, Group 1 language courses may be offered as school-supported self-taught (SSST) Language A: Literature courses. If the SSST course is approved, additional fees may apply to ensure the provision of learning and teaching. The provision of SSST courses is defined by the relevant IB documents and regulations.

7.b Language development and acquisition in DP

In the IB Diploma Programme at Adria International School, language development is central to students' academic success, intercultural competence, and global citizenship. The DP language courses foster advanced communication skills, cultural awareness, and the ability to think critically and express complex ideas through spoken and written language.

Our language provision reflects the IB's commitment to multilingualism and international-mindedness, and supports students with diverse language backgrounds in developing their full linguistic potential.

Language A courses are designed for students with a high level of proficiency in the language. They explore language, culture, and literature through analytical, comparative, and interpretive lenses. Students develop sophisticated skills in literary and non-literary text analysis, constructing and defending interpretations, academic and creative writing, and oral communication and argumentation.

Language B courses are intended for students with some prior experience in the target language. Instruction develops students' ability to communicate in a variety of real-life contexts, while also introducing them to the culture(s) associated with the language. The focus is on productive and receptive language skills, intercultural understanding, and fluency and accuracy in everyday and academic contexts.

Ab Initio courses (offered in special circumstances) are for students with little or no previous exposure to the language. These courses emphasize foundational language acquisition and communicative competence in familiar contexts.

The Extended Essay (EE) provides Diploma Programme students with the opportunity to explore a topic of personal interest through independent research and academic writing. At Adria International School, students are encouraged to undertake the EE in a language course—either in Group 1 (Language A) or Group 2 (Language B)—when appropriate to their language proficiency and academic goals.

Students choosing to complete their EE in a language course receive support from a qualified supervisor and benefit from access to school resources, including libraries, language specialists, and writing workshops.

7.c Requirements, placement, and language pathways

All students enrolled in the IB Diploma Programme at Adria International School are required to study two languages:

- One language from Group 1 (Studies in Language and Literature), and
- One language from Group 2 (Language Acquisition), or
- Two Group 1 languages, for students seeking a Bilingual Diploma.

Language course placement is based on the student's language profile and previous learning experience; language of prior academic instruction; results of placement assessments, as outlined in the Admission Policy; teacher recommendations; the student's proficiency level, based on the Common European Framework of Reference (CEFR).

Decisions are made collaboratively by the DP Coordinator, the Language Department, and relevant subject teachers to ensure that students are appropriately challenged, supported, and positioned for success in their language development. Adria International School follows IB recommendations for language placement in DP, as illustrated in the table below:

MYP5	DP	CEFR
Phase 1	Ab Initio	A1
Phase 2	Ab Initio/Language B SL	A1/A2
Phase 3	Language B SL	A2
Phase 4	Language B SL/HL	B1
Phase 5	Language B SL/HL	B1/B2
Phase 6	Language B HL/Language A SL	B2
Language and Literature	Language A SL/SH	C1/C2

Group 1 courses are intended for native or near-native speakers who can confidently analyze, interpret, and produce complex academic and literary texts in the target language. Students should demonstrate:

Group 2 courses support the development of second or additional languages.

Language B courses are suitable for students with intermediate to advanced prior experience in the target language.

Students may not enroll in Language Ab Initio if they have studied the language for more than one year.

Students are eligible for the IB Bilingual Diploma if they:

- Take two Language A courses in different languages, or
- Take a Group 3 or Group 4 subject in a language other than English.

The school supports students wishing to pursue the bilingual diploma, provided the course selections meet both IB requirements and the school's academic standards.

7.d Language support in DP

Adria International School is committed to providing language support for Diploma Programme students to ensure that all learners, regardless of their language background, can access the curriculum, meet IB academic demands, and develop into confident communicators.

Subject teachers work in close collaboration with the DP Coordinator, Language Acquisition teachers, and the Learning Support Team to monitor progress and ensure language needs are addressed proactively.

For students who require formal accommodations due to language proficiency or learning differences, the school may apply to the IB for inclusive access arrangements (e.g., additional time, use of a computer, or reader support), in accordance with IB Access and Inclusion Policy guidelines. The application process is confidential and handled by the DP Coordinator in consultation with the student, family, and other relevant stakeholders.

7.e Language assessment in DP

Language assessment in the Diploma Programme at Adria International School is guided by IB principles of fairness, validity, reliability, and academic integrity, and aligned with the school's Assessment Policy.

Assessment practices in all language courses—both Group 1 and Group 2—aim to evaluate not only students' linguistic proficiency but also their ability to communicate effectively, think critically, and demonstrate intercultural understanding. Each language course includes specific assessment objectives that evaluate a range of language skills, depending on the subject group.

In addition to summative assessment, ongoing formative assessment is used to guide instruction and provide targeted feedback. Students receive regular input on their progress toward course objectives and are supported in developing their metacognitive skills through reflection, peer assessment, and conferencing.

Language teachers collaborate closely with the DP Coordinator and other subject staff to ensure that assessment in language courses contributes meaningfully to students' overall academic development and preparation for university-level studies.

Further details on assessment practices at Adria International School can be found in the school's Assessment Policy.

8. Links to related school policies

The Adria International School Language Policy is designed to work in close alignment with other key school policies to ensure a coherent and comprehensive approach to language learning and student support. These include:

- **Admission Policy:** Language profiles and proficiency levels are carefully considered during the admissions process to ensure appropriate placement and support for each student's language development needs.
- **Assessment Policy:** Language assessment practices adhere to the principles and procedures outlined in the school's Assessment Policy, ensuring fair, transparent, and developmentally appropriate evaluation of language proficiency and learning.
- **Inclusion Policy:** The Inclusion Policy supports equitable access to all programs and services, guiding differentiated instruction, EAL support, and accommodations for students with diverse language learning needs.
- **Academic Integrity Policy:** The Academic Integrity Policy informs expectations around honesty and ethical language use in academic work, reinforcing students' responsibility to produce authentic work and respect intellectual property across all language courses.

Regular collaboration between the teams responsible for these policies ensures consistent implementation and ongoing review, promoting a unified framework for supporting all learners.

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Appendix A: Language Pathways and CEFR Alignment

This appendix outlines how language placement and progression occur across PYP, MYP, and DP, and how language acquisition phases align with CEFR proficiency levels. It supports transparent admissions, equitable placement, and consistent communication with families and teachers.

A1. Programme Language Pathways

Early Years and Primary Years Programme (PYP)

- Unified English Literacy for all students
- Croatian Language and Literature for Croatian nationals and proficient speakers
- Croatian Language Acquisition for beginning and intermediate learners
- Third language learning (German or Spanish) in PYP4–PYP5

Middle Years Programme (MYP)

- All students study English (Language and Literature or Language Acquisition)
- Croatian nationals study Croatian Language and Literature
- All students study a third language (German or Spanish) across MYP1–MYP5
- Placement determined by prior learning, admissions language profile, and teacher evaluation

Diploma Programme (DP)

- Students study two languages:
 - Group 1: Language A (English or Croatian)
 - Group 2: Language B (English B, German B, Spanish B)
- Ab Initio or School-Supported Self-Taught (SSST) Language A may be approved in special circumstances
- Students may pursue a Bilingual Diploma with two Language A courses

A2. CEFR and MYP Language Acquisition Phase Correlation

MYP Phase	IB Descriptor	CEFR Level	Typical Course Placement
Phase 1	Emergent user	A1	Language Acquisition
Phase 2	Emergent user	A1/A2	Language Acquisition
Phase 3	Capable user	A2	Language Acquisition
Phase 4	Capable user	B1	Language Acquisition
Phase 5	Proficient user	B1/B2	Language Acquisition
Phase 6	Proficient user	B2	Language Acquisition
—	Language and Literature	C1/C2	Language and Literature (English or Croatian)

A3. MYP–DP Recommended Placement Progression

MYP Phase / Course	DP Course Recommendation
Phase 1	Language Ab Initio – exceptional approval only
Phase 2	Ab Initio (SL) or Language B (SL) – exceptional approval only
Phase 3	Language B (SL)
Phase 4	Language B (SL or HL)
Phase 5	Language B (SL or HL)
Phase 6	Language B (HL) or Language A (SL)
Language and Literature	Language A (SL or HL)

A4. Placement, Monitoring, and Transition Procedures

- Placement decisions are based on admissions language surveys, previous learning, diagnostic assessments, and teacher recommendation.
- English Language Acquisition students may transition to Language and Literature when they demonstrate readiness for advanced academic language.
- Language profiles are reviewed annually or more frequently if needed.
- Teachers use formative and summative data to monitor progress and recommend course changes.

Appendix B: Admissions Language Profile Form Template

Student Information	
Student name	
Date of birth	
Grade level applying for	
Home Language Background	
Student's first language (mother tongue)	
Other language(s) spoken at home	
Primary language of communication at home	<input type="checkbox"/> Croatian <input type="checkbox"/> English <input type="checkbox"/> Other:
Student reads/writes in home language	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Previous Schooling Language	
Language of instruction in previous school(s)	
Number of years of schooling in this language	
English Language Background	
Has the student studied English before?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, number of years	
CEFR level (if known)	<input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2 <input type="checkbox"/> Unknown
Croatian Language Background	
Has the student studied Croatian before?	<input type="checkbox"/> Yes <input type="checkbox"/> No

CEFR level (if known)	<input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2 <input type="checkbox"/> Unknown
Additional Languages	
Other languages previously studied or spoken	
Years studied	
CEFR level (if known)	<input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2 <input type="checkbox"/> Unknown
Student Literacy Skills	<p>Select all that apply:</p> <p><input type="checkbox"/> Read in home language</p> <p><input type="checkbox"/> Write in home language</p> <p><input type="checkbox"/> Read in English</p> <p><input type="checkbox"/> Write in English</p> <p><input type="checkbox"/> Read in Croatian</p> <p><input type="checkbox"/> Write in Croatian</p>
Parent Comments	
For School Use Only	
English course placement	<input type="checkbox"/> Language & Literature <input type="checkbox"/> Language Acquisition
Croatian course placement	<input type="checkbox"/> Language & Literature <input type="checkbox"/> Language Acquisition
Additional language placement	<input type="checkbox"/> German <input type="checkbox"/> Spanish <input type="checkbox"/> Other:
EAL support required	<input type="checkbox"/> Yes <input type="checkbox"/> No
Notes / teacher recommendation	
Completed by	
Date of completion	