



Language Policy

SBG Academy · IB Diploma Programme (candidacy)

Date of production: 04/03/2026

Reviewed: Every 2 years

Status: Under review

Authors: Hind Kadi Hamman, Ayah Ameer, Soukaina Benkirane

1. Philosophy

1.1 SBG Academy values multilingualism as central to international-mindedness, intercultural understanding, and access to the Diploma Programme (DP). Language development supports academic achievement, personal identity, cultural expression, and meaningful engagement with individuals from diverse cultural backgrounds.

1.2 This policy aligns with the International Baccalaureate philosophy and Programme Standards and Practices (2014), emphasising respect for home and family languages, promotion of academic and communicative proficiency, support for equitable access to all DP subjects, and integration of language development across the curriculum.

1.3 The policy aims to support students in achieving academic success, cultural awareness, intercultural understanding, and lifelong language development.

1.4 SBG Academy recognises language as the foundation of teaching, learning, communication, and conceptual understanding across all areas of the curriculum.

2. School Language Profile

2.1 SBG Academy operates in a multilingual context, with students typically speaking Arabic, French, and English.

2.2 Languages used in the DP and their purpose are detailed below:

Language	Purpose	DP Use
English	Primary language of instruction	Language A, internal and external assessments, TOK, CAS
French	Additional language	Language B, optional ab initio

Arabic	Additional language	Not currently offered in the DP; may be introduced as a Language B or ab initio option following authorisation
Other home languages	Maintained through external study and cultural engagement	May be used in CAS and personal academic development where appropriate

2.3 The school recognises that students may come with varying levels of language proficiency, and teaching and learning are differentiated to support diverse language profiles. Students are expected to demonstrate a minimum B2 level of English proficiency prior to entering the DP.

2.4 The school recognises that all students are language learners and may require different forms of support depending on their linguistic background and educational experience.

3. Language of Instruction

3.1 English is the primary language of instruction in all DP subjects, apart from Language B courses where applicable.

3.2 Language A is English (Studies in Language and Literature).

3.3 Language B options include French B or French ab initio (Language Acquisition pathways).

4. Admissions and Language Support

4.1 SBG Academy provides structured support for students requiring additional language support in English or other DP languages, provided that students demonstrate at least a B2 level before starting the DP.

4.2 Academic language support may include scaffolding, vocabulary development, guided reading, oral language practice, and structured writing support. Short-term bridging support may be provided for students approaching the required proficiency level. Students significantly below the expected entry level may follow an individualised language development plan prior to entering the DP.

4.3 Differentiated and inclusive teaching strategies may include guided reading, oral practice, and formative feedback.

4.4 All teachers are responsible for integrating subject-specific language support within their teaching practices.

4.5 Students are assessed on entry to determine individual language support requirements. Students participating in language support programmes are reassessed periodically to monitor progress and readiness for the DP.

5. Home Language Development

5.1 Home-language development is encouraged and supported through Arabic courses throughout primary, middle, and high school, as well as through cultural activities and projects.

5.2 Integration of students' linguistic and cultural backgrounds in CAS and TOK activities is encouraged where appropriate.

5.3 Maintaining linguistic and cultural identity is valued alongside the development of proficiency in the language of instruction. Exploring and celebrating culture is encouraged to deepen students' understanding of their own backgrounds while fostering openness to other cultures.

5.4 Students are encouraged to develop reading, writing, listening, and oral communication skills in their home language to support cognitive and academic development.

5.5 Following authorisation, Arabic may be introduced as a Language B or ab initio option in response to student needs and programme development. This approach supports multilingualism, intercultural understanding, and continued language development.

5.6 The school recognises that multilingualism supports cognitive flexibility, critical thinking, intercultural understanding, and deeper conceptual learning.

6. Multilingualism Across the Curriculum

6.1 Teachers integrate language development strategies into all subjects, including: subject-specific terminology instruction; structured reading and writing tasks; oral communication practice.

6.2 TOK, the Extended Essay, and CAS projects allow authentic multilingual engagement where appropriate.

6.3 Students are encouraged to reflect on language as a tool for thinking, learning, and intercultural understanding.

6.4 Language development is a shared responsibility among teachers, students, leadership, and families. All teachers are recognised as language teachers and support students in developing academic language within their subject areas.

7. Assessment and Academic Integrity

7.1 Assessment practices follow IB subject requirements and authorised languages of instruction.

7.2 Teachers provide formative feedback on language proficiency and language use.

7.3 Assessment complies with IB standards, ensuring that language does not become a barrier to demonstrating understanding.

7.4 All work submitted must meet the principles of academic integrity, and language support provided to students should not compromise authenticity or fairness.

8. Policy Review

8.1 The policy is reviewed every two years or following programme changes.

8.2 The review team may include the DP Coordinator, language teachers, leadership, students, parents, and other relevant members of the school community.

8.3 The review ensures alignment with IB philosophy, current IB guidance, adaptation to student language needs, and implementation across curriculum, assessment, and CAS activities.

8A. Roles and Responsibilities

8A.1 School Leadership: Supports the implementation and review of the language policy; ensures access to appropriate language resources, staffing, and professional development; promotes multilingualism, inclusion, and equitable access to the DP.

8A.2 Teachers: All teachers are recognised as language teachers and support students in developing academic language within their subject areas; integrate language development strategies, differentiated instruction, and inclusive teaching practices; provide formative feedback and identify students requiring additional language support; encourage multilingual engagement and intercultural understanding across the curriculum.

8A.3 Students: Are expected to actively engage in language learning and development opportunities; are encouraged to maintain and develop their home languages alongside the language of instruction; are expected to communicate with academic integrity and seek support when needed; are encouraged to participate in multilingual and intercultural learning experiences.

8A.4 Parents and Families: Play an essential role in supporting students' language development and multilingual growth; are expected to support the development and maintenance of students' home languages while also encouraging proficiency in English as the primary language of instruction in the DP; are expected to collaborate with the school and support individual language development plans where needed; are encouraged to promote reading, communication, cultural engagement, and positive attitudes toward multilingualism; are expected to maintain regular communication with the school regarding students' language progress and support needs.

9. Language Support Programs

9.1 Language support programmes are provided based on student assessment data and individual learning needs.

9.2 Student progress is monitored regularly to ensure the development of the proficiency necessary for DP success (more details in the Code of Conduct).

10. Language Across the DP

10.1 Teachers and coordinators support students in using appropriate academic language for each task to ensure understanding and effective communication.

10.2 Opportunities for multilingual engagement are encouraged to support the development of the IB learner profile attributes.

10.3 Multilingual engagement is encouraged as part of developing international-mindedness, intercultural awareness, and respectful communication within the school community.

11. References

11.1 International Baccalaureate Organization. Programme Standards and Practices. 2014.

11.2 International Baccalaureate Organization. Diploma Programme: From Principles into Practice. August 2015.

11.3 International Baccalaureate Organization. Academic Integrity Policy. Updated March 2023.

11.4 International Baccalaureate Organization. Inclusive education and access resources available through MyIB and ibo.org.

11.5 International Baccalaureate Organization. Multilingualism and language policy resources available through MyIB and ibo.org.

11.6 International Baccalaureate Organization. Approaches to Teaching and Learning resources available through MyIB.

Annexes

- Annex 1: Code of Conduct
- Annex 2: Admissions Policy
- Annex 3: Academic Integrity Policy
- Annex 4: Assessment Policy
- Annex 5: Inclusion Policy

This document is published by SBG Academy as part of its IB Diploma Programme candidacy policy framework. For questions, contact the admissions office via the Contact page at sbgacademy.ma.