



Progressive
Primary
school 1
Sofia



Language policy

in Primary Progressive School 1 - Primary Stage (PYP)

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1. Mission of Primary Progressive School 1

Progressive schools build free and responsible individuals, capable of independently determining the meaning of their lives, possessing knowledge, skills and attitudes to realize them together.

To achieve its mission, Progressive schools build a modern and forward-looking educational model, applying an individual approach in working with the child student, taking into account the interests and individual needs of the children, according to the best world practices and scientifically based principles and methods, sharing with parents common values and vision for providing high-quality international education and responsibility for optimal personal development of the student child.

2. Justification

This document is intended to inform teachers, parents and students about the philosophy and beliefs related to language use, language teaching and language learning in Bulgarian progressive schools.

It will be the basis for making decisions about programs and approaches to language teaching and learning in our schools.

3. Our philosophy

Language is an essential connecting element in the curriculum of Progressive Schools. It is fundamental to the intellectual, social and emotional development of every student. Students study different languages as subjects in their own right as well as their application in a research programme.

The process of learning a language includes learning the language itself, learning about the language, and learning through the language. The curriculum aims to offer students the means to communicate and explore, to develop understanding of key concepts and to express opinions and ideas within and outside the school community (IB, PYP, Learning And Teaching).

Regardless of major, all teachers at Primary Progressive School are language teachers.

Our school is committed to teaching at least one additional language to all our students. We strongly believe that this helps develop open-mindedness and intercultural respect and understanding.

4. IB Learner profile and language development

The IB Learner Profile represents a wide range of human abilities and responsibilities that include intellectual, personal, emotional and social growth (IB, PYP, The Learner). The development of the ten attributes from the IB Learner Profile also takes place on the basis of language development - inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. Students have the opportunity to practice behaviors related to the qualities of the student profile in learning situations and in their informal interactions in and outside of school. Schools create opportunities for language development through

targeted activities to develop qualities from the student profile as well as targeted activities to develop qualities through language application.

5. International mindedness and language development of students

The school applies a concept-based approach to learning and teaching, focusing on concepts such as identity, cultural diversity and connectedness. Students can explore how different cultures influence language and thinking. Through exploration of global themes, we encourage critical thinking and reflection, for example how language plays a role in social and cultural contexts. Also, teachers encourage students to explore prejudices and stereotypes associated with different languages and cultures in order to develop understanding, respect and acceptance of differences.

In transdisciplinary topics, through the inclusion of different subjects, such as history, arts and sciences, the perspectives of language development are also broadened, for example, by exploring how a country's history affects its language.

To promote student-initiated action as a consequence of learning in a transdisciplinary topic teachers provoke students to think about projects that affect global issues (such as climate change) and encourage them to use their language skills to communicate solutions. They also create real-life scenarios where students have to use their language skills, for example through virtual exchange programs with Pen Pal schools abroad.

6. Language profile of students at school

The main part of the students in the schools are of Bulgarian origin and their mother tongue is Bulgarian. In accordance with the school's mission to develop young people who are open to the world and respect the cultural diversity of the world, children with different language profiles are also educated here. The schools educate students whose at least one parent is of a different ethnic origin and a different language profile - Ukrainian, English, Arabic and others. Students are given additional support in the Bulgarian language if needed.

7. Language of instruction and language learning

7.1 The official language of communication and learning at the school is Bulgarian.

The language of instruction is Bulgarian. All teachers and school staff in official communication use the norms of the literary Bulgarian language with each other, with the students and the community. Dialects are perceived as part of the color of any language and students can become familiar with them through folklore works, literary works and informal communication with adults and peers in society.

7.2 Competency models for language development

The methodological center at the Foundation for Educational Transformation develops and develops competence models in Bulgarian language and literature, English language and communication skills as metaskills, through which the educational goals for the language development of students from elementary, junior

high and high school levels are achieved. These competency models combine the Bulgarian national curricula, IB Scope And Sequences and other leading world programs as reference (New Zealand program, Common Core State Standards, Australian Curriculum, Victorian Curriculum) in search of the highest possible quality of the educational framework .

According to competency models, language learning is divided into four areas: reading, writing, observation and presentation, listening and speaking. Each of these areas is decomposed into learning objectives for each grade.

7.3 Communication skills

They are defined as: being communicative: being able to present their ideas in a structured, clear manner; to use different forms: written, oral, visual; to be able to ask questions and participate in the search for an answer together with others, to be able to use external ideas, to be able to look at the same thing from different points of view, to evaluate other people's ideas that may even be opposite to theirs, even to integrate opposing ideas; to be able to engage in a dialogue that benefits all participants – basic language literacy as tools not only for conversation, but also for thinking, for conceptualization.

7.4 Language is the main means of transmitting and getting to know one's own and other cultures .

Education in languages, history, geography and arts develops the students' culture - they acquire a broad view of world cultures, experience different aspects of what we call Bulgarian culture, European culture; gain a sense, the ability to see the diversity of the world around them, to recognize what culture means in the broadest sense; to create culture; philosophy as a practice, questions that cannot be asked in the context of the relevant culture or the relevant discipline, because in order to be able to realize and create the meanings of your life, you must be able to ask yourself philosophical questions and reflect on them.

7.5 Electronic communication and media culture

The school creates group and individual email accounts for students to access educational platforms and develop digital literacy. Electronic devices are used for the purposes of the educational process. Skills for information selection, correct use of various electronic sources and respect for copyrights are purposefully developed.

The school builds strategies for safety in the Internet space and the formation of communication skills, with respect for the personality and dignity of people in the e-environment.

To support the formation of skills to work safely and effectively in an electronic environment, the school will create and follow policies involving both parents and experts.

8. Language learning through inquiry

Language is part of every transdisciplinary theme through linguistics, literature and culture, history, geography, art.

The inquiry cycle is an essential tool for language learning. It is fundamental in language teaching - a provocation for defining a question, researching the questions asked by the teacher and the students, reflection of what has been achieved with a view to the next stage in learning. It is also the main means of forming international thinking.

9. Support for students who do not speak the language of instruction

We believe that language development and use is a complex process with a shared responsibility between teachers, students and parents. Students who do not speak the language of instruction receive individual support through lessons in or out of school, extra assignments and homework with their parents. Each case is considered individually and an individual plan is drawn up, tailored to the specific needs of the student and agreed with his parents.

10. Support for native languages

A child's mother tongue serves as the foundation upon which all other language skills are built. We encourage parents whose family speaks a language other than Bulgarian to support their children in continuing to improve literacy and proficiency in their mother tongue, as this contributes to children's social, emotional and academic development.

Again, students' needs are assessed individually with the support of class teachers, the school psychologist and parents to create an action plan to support the child's mother tongue.

11. Additional languages

Primary Progressive School 1 welcomes multilingualism and accepts it as a prerequisite for exploring other cultures in the most natural way, through language, and for forming international mindedness among students.

The additional language taught at the school is English. Its study begins in the preparatory class, following a curriculum integrating a research approach. Teachers provide differentiated support according to students' language development needs.

Schools also provide the opportunity to study a second foreign language if parents and students are interested. This takes the form of extracurricular activities or clubs.

12. Assessment of language skills

Language assessment is carried out as part of a formative process and periodically as part of summative assessment.

13. Support for students' language development

Every teacher in a Progressive Primary School is a language teacher. The ways in which the language is developed by each teacher in the schools are described in appendix #1.

14. Rights and responsibilities of school members in supporting the language development of students

The members of the school are teachers, students, parents, psychologist, speech therapist, resource teacher, PYP coordinator, principal. Each member of the community has rights in the process of supporting students' language development:

- Right to information and communication;
- Right to equality;
- Right to professional support.

Each member of the community in the process of supporting students' language development has responsibilities for:

- creating an appropriate educational environment;
- Application of an individual approach to the needs of each child;
- partnership with parents and/or guardians;
- the school is committed to forming a support team consisting of a principal, a PYP coordinator and a pedagogical advisor/psychologist to (team) respond to emerging needs and challenges in the school community.

15. The library and librarian support students' language development

The school library fund is the basis for the development of languages in school, for structuring a diverse, meaningful, challenging and intriguing curriculum and for the development of a broad common culture among students.

The library fund of the school is developed in two directions: a library in the classroom and a general library. Both funds are replenished both by the school and by donations from parents.

16. Supporting families in the development of students' language profile

The school supports families in the development of their children's language profile by sharing with families appropriate literature and activities for the development of the students' language profile that matches their interests and language level.

Teachers provide frequent and timely feedback to families about the level and development of students' language culture. It also includes recommendations for supporting children outside of school.

17. Procedures for publishing and revising the school language policy

This policy will be revised at the end of each school year by a team of PYP coordinators and teachers from each school in the Bulgarian Progressive Schools ecosystem. The revised document is published on the website of each school and in the "Documents" section of Toddle.

Link to other documents:

- Guidelines For Developing The School Language Policy
- The Learning And Teaching
- Standards And Practices, 2020
- Assessment Policy, 2024

Appendix #1. Ways in which the language is developed by each teacher in Bulgarian progressive schools

- Teachers of Bulgarian language and literature develop students' language by:

Children are introduced to spelling and punctuation language norms accepted for study in the relevant educational stage + basic grammatical rules for the structure of the language. They develop children's oral and written speech through talks, retellings, stories, essays, reading literary works, presenting projects, language games. They conduct educational activities with which children enrich their knowledge of language, its meaning and application, accumulate vocabulary and expand their speech. They work with the children on literary works of different genres with a focus on different main elements of the works - plot, characters, events. In this way, a connection is made with the children's life experience, their emotions and feelings, as well as with their overall perception of the world.

Some of the studied works are dramatized. This gives the children the opportunity to use the language in a creative context and, last but not least, stimulates the mastery of specific and often dialectical forms of speech as part of the color of the Bulgarian language.

- English teachers develop students' language by:

- create suitable conditions for using written and spoken English in real situations: online conversations with foreigners; exchanging videos with video messages in English with foreign students; exchange of letters in English with foreign students;
- set topics for oral presentation, discussion in pairs or in a group, as well as topics for composing a written text, close to the daily life, interests and age of the students;
- enrich students' language culture and vocabulary by teaching new words, expressions and grammatical structures and encouraging their use in students' oral and written speech.

- Mathematics teachers develop students' language by:

- They use language as the main tool of teaching mathematical concepts. The use is strongly advocated in text tasks where there is reading, understanding, interpretation and transformation/transfer of text information into mathematical numerical expressions. The close connection between mathematics and children's practical life is reflected.
- Through mental routines, we learn the mathematical language, composed of various terms and concepts, letter designations, symbols and signs. Knowing them is an important part of students' language acquisition. They must be able to read, write, listen, speak and discuss the content studied. Understanding

mathematical language leads to faithful interpretation and ultimately to interest in mathematics and positive emotions.

- Social studies teachers develop students' language by:

Through social studies, students enrich their language profile through the use of historical and geographical terms. A variety of activities that require active use of literary language are implemented in the lessons - such as, for example, group and team work, conducting an interview, discussing sources, and a reasoned answer on a social issue. Research work is strongly intertwined in the study of social sciences. It in itself purposefully develops language skills through reading comprehension, information interpretation, data analysis, formulating assumptions, discussions, presentations and others.

- Science teachers develop students' language by:

Learning activities in natural sciences develop students' language skills purposefully and comprehensively. Reading comprehension during research work is strongly advocated; the interpretation of data; the description of facts, observations and experiments; discussing and describing assumptions, presenting. Language is also developed through systematic group and team work in which students communicate with each other and use their communication skills.

- Music teachers develop students' language by:

- Students learn new concepts specific to music and musicianship.
- Students build their vocabulary as they try to describe in as much detail as possible what an instrument or piece sounds like, using their knowledge of synonyms for different words and learning new ones suggested by the teacher, classmates and experts in the field.
- Students learn colloquial words from Bulgarian folklore while performing folk songs. In this way, they expand their knowledge of the ethnographic areas in Bulgaria and proudly feel their belonging to them.
- Students are encouraged to describe their vision for a piece of music and propose a new concept in which it can be presented. Thus, they develop their imagination and are stimulated to use a creative approach and an innovative way to express their ideas as colorfully and in detail as possible. As a result, students gain confidence in their speech and strengthen their ability to handle words boldly.

- Art teachers develop students' language by:

- Students use visual arts as a means of developing their language skills, especially in the field of visual language. Through drawing, modeling or sculpting, they can express their ideas and emotions while developing their language skills. When students create images or depict visual objects they have the opportunity to communicate their thoughts and ideas through the informal language of art. This helps them build their language confidence and develop their imagination and creative thinking.
- Throughout the process, students are encouraged to discuss their own work and that of others, giving them the opportunity to expand their vocabulary. In addition, through the visual arts, students have the opportunity to explore different topics and concepts, which encourages them to read and search for information. This

supports them in the process of building language wealth and self-education skills.

- Visual arts play an important role in developing students' language skills by helping them to communicate, develop language confidence and expand their language vocabulary and creative thinking through the visual language of art.

- Drama teachers develop students' language by:

Drama teachers in Progressive Schools play an important role in students' language development, using drama as a powerful tool for communication, expression and learning. Language and drama work together to create an enriching learning environment that supports children's intellectual, social and emotional growth. Drama teachers develop students' language through:

- Game exercises and role plays. Teachers organize various drama exercises and role-plays in which students are required to express the emotions, thoughts and opinions of their characters. This encourages them to use a variety of languages, create dialogues and express themselves in creative ways.
- Creating scenarios and dialogues. The process of creating scenarios and dialogues requires students to think critically and express their ideas through written language. Thus, they develop skills for structuring stories, developing characters and creating dialogues that convey meaningful messages.
- Interpretation of texts. Drama teachers use literary texts, plays and scripts to teach. Students will be able to analyze and interpret different aspects of the text, focusing on vocabulary, expressiveness and nuances of meaning.
- Improvisations and spontaneous reactions. Dramatic situations that are created through improvisation or spontaneous reactions encourage students to be quick and creative in their use of language. They learn to think in the moment and express themselves in an interesting and exciting way.
- Public appearances and performances. Taking part in drama performances and events gives students the opportunity to develop their confidence in using public language. They learn how to speak in front of an audience, how to hold the audience's attention, and how to express their ideas through clearly structured speech.
- Collaboration and communication. Projects and activities that require collaboration between students encourage communication and the exchange of ideas. When working in a group, students use language to express their thoughts, negotiate and cooperate for a common goal.
- Reflection and feedback. Teachers encourage students to reflect on their drama experiences and performances. This supports language development by expressing personal impressions, analyzing the learning process and accepting feedback.

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- Sports teachers develop students' language by:

Sport and physical activities in general play a vital role in the overall development of students, including their language, communication and social skills. Participation in sports provides a platform for students to improve their language skills and develop effective communication strategies. Here are some key ways in which sport and sporting activities contribute to these areas:

- Vocabulary expansion: Sports activities expose students to a wide range of terms and vocabulary related to sports. Through participation in sports, students learn specific terminology related to different sports, rules, techniques and

equipment. This helps expand their vocabulary and improves their ability to communicate effectively in a sporting context.

- Communication and Teamwork: Sport inherently involves teamwork, requiring students to cooperate, communicate and coordinate their efforts with their teammates. This promotes effective verbal and non-verbal communication skills as they learn to communicate ideas, strategies and instructions to achieve common goals. Students develop the ability to express themselves clearly, listen carefully, and understand and respond to their teammates' cues.
 - Leadership and Confidence: Sports activities provide opportunities for students to take on leadership roles, whether as team captains, coaches or decision makers. In these roles, students develop skills such as effective public speaking, motivating teammates, giving instructions, and resolving conflict. This nurtures their confidence, self-confidence and ability to express their ideas and opinions confidently.
 - Sportsmanship and fair play: Participation in sports cultivates values such as fair play, respect and sportsmanship. Students learn to communicate and interact with opponents, referees and officials in a respectful and courteous manner. They develop the ability to control emotions, deal with conflict and communicate with integrity, which contributes to their overall social skills and emotional intelligence.
 - Non-verbal communication: Sports activities rely heavily on non-verbal communication, including body language, facial expressions and gestures. Students learn to interpret and respond to non-verbal cues from their teammates and opponents, improving their ability to understand and express themselves effectively in a variety of social contexts.
 - Effective communication strategies: Sports activities often require quick decision making and effective communication under pressure. Students learn to adapt their communication style according to the situation, using short and clear instructions to convey information effectively. This skill in adapting communication strategies is transferable to a variety of real-life situations, including academic, professional, and personal contexts.
 - In general, sport and sports activities provide a rich and dynamic environment for students to develop their language, communication and social skills. Through participation in sports, students improve their vocabulary, teamwork skills, leadership, sportsmanship and non-verbal communication skills, promoting their overall growth and preparing them for success in various aspects of life.
- Technology teachers develop students' language through:
 - Communication and teamwork: Computer modeling and technology at its core involves teamwork, requiring students to cooperate, help and communicate with each other. Also to coordinate their efforts with their classmates. This promotes effective verbal and non-verbal communication skills as they learn to communicate ideas, knowledge, strategies and instructions to achieve common goals.
 - Students develop their ability to express themselves clearly, listen and listen carefully, as well as understand each other for the purposes of the activity.
 - Enables students to apply their own coping strategies to challenging situations and tasks.
 - school psychologist develops the language of students as:

- Enables students to rethink their coping strategies in challenging situations;
- Enables the development of new strategies for overcoming conflict situations to improve interaction and communication between students;
- It helps students understand and state their needs in an understandable way, which facilitates communication between them;
- Helps students apply non-violent communication in their communication through the use of I-messages;