



Language Policy

Oakleaf School

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Table of Contents

Purpose of the Document	3
Scope.....	3
IB Mission	3
School mission, vision, objectives and values	4
School Mission	4
School Vision	4
School Objectives	4
School Values	4
School Language Profile.....	5
Language of Instruction in the School	5
Language Development and Multilingualism	5
Languages offered and expected levels	6
Language Curriculum options in IBDP	7
Promotion of Mother Tongue Language Proficiency	7
Second Language requirements	8
Language Access and Inclusion for the DP.....	8
References	8

Purpose of the Document

The purpose of this Language Policy is to define the approach Oakleaf School takes to language learning, instruction, and support. It reflects the core values of the International Baccalaureate, emphasizing the importance of language as a tool for communication, cultural understanding, and academic success. This document provides a clear framework for how we promote multilingualism, support students' mother tongues, and ensure that all learners can access the curriculum effectively.

Scope

This Language Policy applies to all members of the school community, including students, teachers, administrative staff, and parents. It encompasses all language-related practices within the school, including the language of instruction, the teaching and learning of additional languages, and the support of students' mother tongues. To ensure the alignment with the needs of the school community, the given document will be regularly reviewed by

- Language Teacher: English
- Language Teacher: Georgian
- DP Head of School
- University counsellor

The policy outlined is directly applicable to:

- Teachers of the above subjects
- University Counsellors
- Students
- Parents

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.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School mission, vision, objectives and values

School Mission

The mission of the school is to nurture free individuals who are equipped with fundamental knowledge and grounded in shared human values. Through engaging in intercultural dialogue, they will develop an appreciation for their own identity and culture, while recognising their place in the world.

School Vision

By 2028, Oakleaf School Ltd. will be a nationally recognized general education hub providing a high standard of education to secondary school students.

School Objectives

- To create a student-oriented educational environment based on the modern achievements of education, in which: students become free individuals, bearers of national and social values. They get the necessary knowledge and develop mental and physical skills;
- To help students to develop a healthy lifestyle;
- To form students' civic awareness based on liberal and democratic values;
- To help students to understand their rights and duties before the family, society and the state;
- The school is focused on helping students in career planning, selecting universities and vocational institutions, and helping students to receive co-financing in various universities around the world based on their abilities.

School Values

Focus on continuous development: Care for the professional development of teachers and promotion of access to innovations in general education system;

Teamwork: It is a priority for the school that all interested parties (administration, students, teachers, parents) are involved in the planning/management/evaluation of school's activities and they have a common shared vision of the school's development, which will be focused on the mission and objectives of the school;

Transparency: Regarding to all the processes taking place in the school, the school is open and its transparency is reflected in the relevant rules and procedures, as well as in the information media platforms (website, social network);

Equality and equal opportunities: The school is focused on developing an educational space where each member of the school community feels like a full-fledged representative of society, protected and safe regardless of their race, skin color, gender, origin, ethnic affiliation, language, religion, political or other views, social affiliation, property or rank status and etc. Each member

of the school community will be given the opportunity to develop and realize themselves as much as possible;

Cooperation with external actors: Oakleaf school is open to cooperation with all interested parties. The school is focused on developing mutually beneficial relations, both in Georgia and abroad. The school has signed an agreement with Education Pathways Group Ltd, and has the right to implement the International Foundation Programme – IFG in the territory of Georgia, which offers a successful future for the graduates of the school in the academic direction, offers professional assistance and various opportunities;

Focus on quality: The school is focused on the continuous monitoring/evaluation of its own activities, learning/teaching process and striving for improvement.

School Language Profile

This section outlines the language of instruction at the school and the approach to language development, with a particular focus on the International Baccalaureate Diploma Programme (IBDP). Through a supportive, inclusive language framework, the school is committed to fostering language proficiency across all disciplines, enabling students to thrive in both their educational journey and beyond.

Language of Instruction in the School

For students following the national curriculum the primary language of instruction is Georgian. This aligns with the linguistic and cultural background of the school community, as all students are native Georgian speakers. The use of Georgian as the language of instruction fosters a cohesive learning environment that supports cultural identity and local context.

Language of Instruction in the IBDP

In the context of the IBDP, English becomes the primary language of instruction. This transition reflects the nature of the IBDP curriculum, which is delivered predominantly in English. All students enrolled in the IBDP will be expected to engage with all subjects in English, except where the curriculum specifically allows for the use of other languages (e.g., Group 1 language courses).

Language Development and Multilingualism

The school is committed to fostering multilingualism and ensuring that all students develop strong proficiency in both Georgian and English. English language acquisition is integrated across all areas of the curriculum, with a strategic focus on the development of critical thinking, academic writing, and effective communication skills required for academic success, particularly within the International Baccalaureate Diploma Programme (IBDP).

To support diverse language needs, the school provides a structured English as a Second Language (ESL) program. In addition to ESL lessons, students have access to specialized courses in Academic English, exam preparation (including IELTS, TOEFL, and SAT), and Business English.

These offerings are designed to enhance language proficiency in both academic and professional contexts.

The English language curriculum is developed through a collaborative process involving teachers at each grade level. Materials are selected with careful consideration of the diverse learning needs and proficiency levels of students. This ensures that the curriculum is inclusive and tailored to promote language development across a range of abilities.

Throughout the academic year, students are provided with opportunities to enhance their critical thinking skills through both in-class instruction and extracurricular activities. These experiences are designed to foster the development of essential skills, including collaboration, creativity, and problem-solving. By engaging with real-world issues, students not only improve their language acquisition but also expand their capacity to apply language knowledge effectively in varied contexts.

Our school is committed to providing additional support for students experiencing difficulties in learning or those who are underperforming in English. This support includes differentiated learning activities and both formative and summative assessments. Teachers regularly monitor and assess student progress, identifying individuals who require additional assistance based on ongoing observations and evaluations of their performance.

Oakleaf School, along with English, offers Japanese as a second language.

Languages offered and expected levels

	English Lesson hours (per week)	English CEFR Level	Japanese Lesson hours	Japanese CEFR Level
Grade 10	11 (General English, Academic English, exam preparation, Business English)	B2	2	A2+
Grade 11	11 (General English, Academic English, exam preparation, Business English)	B2+	2	B1
Grade 12	12 (General English, Academic English, exam preparation, Business English)	C1	2	B2

Language Curriculum options in IBDP

To meet the language needs and interests of IBDP students, we offer Georgian A: Literature and English A: Language and Literature at both Standard and Higher Levels, as well as English B at both – Higher and Standard Level and Spanish Ab Initio at SL Level.

Language A is intended for students who have prior academic experience in the target language, typically acquired through sustained exposure and formal education. These students demonstrate the ability to comprehend, analyze, and produce complex texts across a range of genres. The course is designed to develop critical thinking, cultural awareness, and advanced language skills necessary for success in the Diploma Programme and beyond. Placement in Language A should reflect a student's proficiency in both written and spoken forms of the language, ensuring they are capable of engaging with rigorous literary and non-literary materials at a high level.

Language B is designed for students who have some prior experience with the target language, typically acquired through exposure in earlier educational settings. This course aims to develop students' language proficiency in both written and spoken forms, with an emphasis on communication skills and cultural understanding. Language B students engage with a variety of texts and contexts, working towards increasing fluency and refining their ability to interpret and respond to different forms of communication. The course fosters both practical language use and critical reflection on the role of language in diverse global and cultural contexts, preparing students for further study and international interaction.

Promotion of Mother Tongue Language Proficiency

At Oakleaf School, we recognize that proficiency in the mother tongue plays a crucial role in their holistic development and fosters cognitive, emotional, and academic growth, and enhances the learning of additional languages.

To support this, we offer a carefully designed curriculum that encourages the use of Georgian across a variety of contexts. Students have access to a rich array of Georgian literature. By nurturing proficiency in mother tongue alongside the acquisition of other languages, we ensure that our students remain connected to their cultural heritage. At the same time, they acquire the linguistic skills necessary for meaningful communication in a globalized world. This approach empowers students to express themselves confidently, cultivating a strong sense of identity and belonging.

Ultimately, by prioritizing the development of Georgian language skills, we foster students' academic success and personal growth. Our commitment to language diversity enriches our community, encourages intercultural understanding, and prepares our students to engage thoughtfully with the wider world.

Second Language requirements

All students are required to demonstrate an English proficiency level equivalent to B2 on the Common European Framework of Reference for Languages (CEFR) for entry into the International Baccalaureate Diploma Programme (IBDP).

Upon admission to Oakleaf School, all students will undergo a diagnostic assessment of their English language proficiency. If any additional support needs are identified, appropriate assistance will be provided to ensure academic success.

Language Access and Inclusion for the DP

Oakleaf School is dedicated to fostering an inclusive educational environment where every student, regardless of language proficiency or background, receives the support needed to succeed in the DP. In line with IB guidelines and the principles of equity, the school will provide reasonable accommodations to ensure all students have full access to the curriculum. These accommodations may include adjustments to assessments, specialized language support, and additional classroom resources, ensuring that all students can fully engage and thrive in their learning experience.

This policy must be considered in conjunction with the following policies:

- Inclusion Policy
- Assessment Policy
- Admissions Policy

References

This document's language and grammar were refined with the assistance of *ChatGPT (OpenAI, May 2025)*. All policy content and decisions are the responsibility of Oakleaf School