# Huebschmann-Zhan Foreign Children School IB DP

# Language Policy

**Last review:** November 2026
**Next review:** March 2027

## 1. School Language Philosophy

Huebschmann-Zhan Foreign Children School is an international school committed to academic excellence and the development of multilingual competence. As a German School Abroad operating under the concept of a Begegnungsschule, the school promotes meaningful linguistic and cultural interaction among students from diverse backgrounds. We recognize that language is not only a tool for learning, but also central to identity formation and intercultural understanding. Language is both an object of learning and the medium through which knowledge is constructed; therefore, it occupies a central place in our overall educational philosophy.

German is the primary language of instruction in Grades 1–10, where academic subjects are taught in German to ensure that students establish a solid foundation in academic language.

In the IB Diploma Programme (DP), the school operates in a bilingual learning environment in which subjects are taught in both German and English, which supports students in pursuing the IB Bilingual Diploma and preparing for international higher education.

We believe that sustained academic success depends on the continuous development of Cognitive Academic Language Proficiency (CALP). All teachers are therefore not only subject specialists but also language teachers, sharing responsibility for supporting language development within their respective classrooms.

The School places strong emphasis on the maintenance and development of mother tongues. The majority of students speak German, Chinese, or English. A secure foundation in one's first language facilitates the acquisition of additional languages and

strengthens students' sense of identity and confidence. Through structured language instruction and cross-curricular support, we foster multilingual competence, promote international-mindedness, and nurture the attributes of the IB Learner Profile.

## 2. School Language Overview

### 2.1 School Language Profile

To ensure that this language policy is grounded in accurate and up-to-date information, the school reviews student language data annually and discusses findings during collaborative planning meetings. These discussions inform decisions regarding language support and curriculum planning.

In the 2025–2026 academic year, the school has 101 students enrolled in Grades 1–12. Of these, 50 are in primary (Grades 1–4), 49 in secondary (Grades 5–10), and 2 in the IB Diploma Programme (Grades 11–12; no students in Grade 11 and 2 students in Grade 12). Given the small size of the DP cohort, language support decisions at this level are highly individualized and carefully tailored to student needs.

In terms of mother tongue background, the school community demonstrates a clearly multilingual profile:

- Approximately 38% of students have German as their sole mother tongue.
- Approximately 4% have Chinese as their sole mother tongue.
- Approximately 58% have a bilingual background, most commonly German combined with Chinese, English, Russian, French, Spanish, or Vietnamese.
- In addition, approximately 100% of students study English as a second language, reflecting the importance of English in future academic pathways and international higher education.
- Approximately 5% of students require additional support in German. Following school-based assessment, these students receive appropriate and targeted language support according to their individual needs.

Overall, the student body is characterized by a German-centered multilingual profile. In recent years, the language structure of the school community has remained relatively stable, with bilingual family environments based primarily on German.

### 2.2 Language of the Host Country

The school is located in China and places strong importance on learning the host country language. Chinese is compulsory in Grades 1–4 and is offered as an elective additional language from Grade 7 to Grade 10 within the Gymnasium pathway. At the Diploma Programme level, Chinese B is available at both Standard Level (SL) and Higher Level (HL). These courses support students in developing Chinese language proficiency and engaging with the local cultural and social context.

### 2.3 Languages Offered in the IB Diploma Programme (DP)

- Group 1: German A: Language and Literature
- Group 2: English B (SL and HL); Chinese B (SL and HL)

## 3 Admission Requirements and Phased Language Support

At admission, the school reviews each applicant's German language proficiency in relation to the requirements of the intended grade level. This review may draw on previous school reports, educational background, teacher feedback and, where necessary, a formative language assessment. Students transferring from officially recognized German schools may be admitted without additional language testing where the available evidence is sufficient. The findings inform placement decisions and the planning of appropriate language support.

If gaps in academic German are identified, the school provides phased and individualized language support. This may include differentiated classroom tasks, language scaffolding within subject lessons, and targeted additional support where necessary. Student progress is monitored regularly to ensure that support measures effectively facilitate integration into the academic programme. If, despite sustained support, a student is unable to meet the minimum academic requirements, the school will consult with parents to discuss alternative educational pathways that best support the student's long-term development.

### 3.1 Admission Language Assessment

The admission language assessment is designed to provide a comprehensive understanding of a student's linguistic readiness for academic learning. The assessment may include observation of oral communication skills, short written tasks, and a review of previous school reports or learning documentation.

These measures allow the school to gain insight into the student's language proficiency, learning background, and ability to engage with academic content. The results inform placement decisions and help determine whether additional language support should be recommended to support the student's successful participation in the school's learning environment.

### 3.2 Monitoring of Language Support

Students receiving language support are continuously monitored through classroom observation, formative assessment results, subject performance data, and teacher feedback. Relevant information is discussed during collaborative planning meetings and used to adjust support strategies where necessary.

### 3.3 Exit Criteria for Language Support

When a student consistently meets grade-level language expectations over a sustained period and demonstrates the ability to express ideas independently and effectively in both classroom learning and academic writing, the school reviews the necessity of continued language support.

If the student's performance in internal assessment (IA) preparation or regular written tasks aligns with grade-level academic language expectations, and the teaching team confirms that language-related risk has been significantly reduced or resolved, enhanced language support may be gradually reduced or concluded based on individual circumstances.

This process prioritizes the student's long-term development, ensuring that support is neither withdrawn prematurely nor extended unnecessarily. The aim is to promote academic success while fostering independence and confidence.

## 3.4 Grade-Level Expectations

- Below Grade 5

  Depending on age and language background, the school may admit students with no prior knowledge of German or only basic communicative ability. At this stage, students typically develop language rapidly through an immersive learning environment. Teachers provide comprehensible input, interactive activities, and visual scaffolding in daily instruction, while maintaining close communication with parents. The goal is to support students in gradually developing age-appropriate German comprehension and expression.

- Grades 5–8

  Students are expected to demonstrate basic German proficiency, including the ability to engage in everyday communication and follow classroom instructions. Teachers provide structured language support, such as explicit vocabulary instruction, sentence frames, and differentiated task design, to ensure comprehension of learning content and assignment requirements. Language development is monitored through classroom performance, periodic assessments, and teacher observation. Where necessary, the school may recommend intensified language courses or individualized tutoring.

- Grades 9–10

  Students are expected to demonstrate increasingly advanced German proficiency as subject content becomes more abstract and subject-specific terminology more complex. Students develop the ability to write analytical essays and reports and undertake age-appropriate research and writing tasks that prepare them for the Diploma Programme. The school identifies language-related support needs through subject performance, school-based assessments and teacher feedback, and documents appropriate support measures. Structured writing guidance and language scaffolding are provided during these preparatory activities. Where IB-style tasks are used, they serve as preparatory learning activities rather than formal DP assessment submissions.

- Grades 11–12 (IB Diploma Programme)

Students must demonstrate fluency in both academic German and English in order to meet the requirements of the IB Diploma Programme. With the exception of language acquisition subjects, IB courses are delivered in either German or English. For example, History, Chemistry, and Biology are taught in German, Physics is conducted in English, and Mathematics is offered in both German and English.

The school is authorized to offer the IB Diploma Programme in English and German. Instruction and guidance for the core components, Theory of Knowledge (TOK), Creativity, Activity, Service (CAS), and the Extended Essay (EE), may be provided in either language. Specific language arrangements are determined by the school according to staffing and students' learning needs and are communicated to students and parents in advance.

To ensure equitable access to learning, the school provides structured writing guidance at key academic milestones, with a focus on logical argumentation and precision of expression.

**4. Learning in a Language Other Than Mother Tongue**

The school recognizes that conversational fluency does not necessarily indicate that a student has developed the Cognitive Academic Language Proficiency (CALP) required to complete academic tasks successfully. Academic language development is therefore regarded as a long-term, systematic, and cross-curricular process, rather than a short-term objective confined to language classes.

While the majority of students at the school have a German-centered language background, the IB Diploma Programme operates within a bilingual academic framework in which some subjects are taught in German and others in English. For students whose mother tongue is German, the school places particular emphasis on supporting the development of academic English as a second language. For students whose mother tongue is not German, attention is given to strengthening both academic German and English proficiency to ensure successful participation in the bilingual academic environment.

Language support is intentionally embedded across all subject areas. Teachers actively assume responsibility for language development within their disciplines by activating students' prior knowledge, building essential subject background, explicitly teaching subject-specific terminology, modeling appropriate academic discourse, and explaining the structure of various text types. Structured writing frameworks and language scaffolds are provided to support students in understanding complex concepts and expanding their academic language repertoire. At the same time, the school affirms students' linguistic and cultural identities, fostering confidence and a sense of belonging within a multilingual learning environment.

Overall, these practices enable teachers to activate prior knowledge, provide meaningful scaffolding, extend academic language, and affirm students' linguistic and cultural identities. In doing so, the school ensures equitable and sustained access to learning within a bilingual academic context.

**5. Additional Language Acquisition**

Huebschmann-Zhan Foreign Children School believes that multilingual competence is a fundamental foundation for developing international-mindedness, intercultural understanding, and academic success. In addition to German as the primary language of instruction, students study one or more additional languages according to their educational stage and academic pathway. Whenever possible, language instruction is delivered by appropriately qualified teachers and emphasizes the integration of communicative competence, academic language development, and cultural understanding.

5.1 Mother Tongue Maintenance

The school fully recognizes the importance of mother tongue development for students' cognitive growth, identity formation, and intercultural understanding. A strong foundation in one's first language supports the acquisition of additional languages and strengthens academic expression.

As German is the primary language of instruction, language provision is determined by student numbers and curricular structure. Should future DP students wish to continue

studying a non-German mother tongue, the school will evaluate such requests on an individual basis and explore feasible pathways within the IB framework.

The school encourages families to continue supporting the use and development of students' mother tongues in daily life and acknowledges the essential role of the home language environment in overall language development.

5.2 Phased Language Provision

- Primary Stage (Grades 1–4)

At the primary level, all students study English and Chinese as additional languages. Each language is allocated four lessons per week, with each lesson lasting 45 minutes. The curriculum focuses on developing foundational listening and speaking skills, fostering reading engagement, and building early writing abilities, while also promoting intercultural awareness. Instruction emphasizes interactive classroom activities and contextualized learning experiences, providing a strong foundation for future language development and course selection.

- Secondary Stage (Grades 5–10)

In Grades 5–10, language requirements vary according to the selected German secondary education pathway (Hauptschule, Realschule, or Gymnasium):

a. **Hauptschule and Realschule**
   Students are required to study English as a compulsory second language.

b. **Gymnasium**
   Students following the Gymnasium pathway in Grades 5–10 are required to study English and an additional foreign language. French and Latin are offered from Grade 6, while Chinese is offered from Grade 7.

The curriculum emphasizes academic vocabulary development, structured writing practice, and intercultural understanding. Language choices are typically determined upon entry into the respective educational pathway and remain consistent throughout the stage to ensure systematic and sustained language development.

- IB Diploma Programme Stage (Grades 11–12)

Upon entering the IB Diploma Programme, students select their second language subject in accordance with the IB curriculum structure. The school currently offers English B (SL and HL) and Chinese B (SL and HL).

Students confirm their IB subject combination before the end of Grade 10. The choice of language level is based on prior learning experience, academic performance, and teacher recommendation. The school encourages students to continue their established language learning pathway in the DP to ensure depth of linguistic competence and academic readiness.

Language courses in the DP emphasize not only language skills, but also the development of critical thinking, textual analysis, and intercultural understanding.

**6. Whole-School Language Development**

At Huebschmann-Zhan Foreign Children School, language development is embedded across all grade levels and subject areas and is a shared responsibility among all teachers. To support continuous language development, teachers provide regular individual feedback and academic guidance to students. These discussions take place during parent–teacher conferences, which are held once every half semester across all grade levels.

German serves as the primary language of instruction and forms the foundation of academic learning. In the IB Diploma Programme (DP), selected subjects are taught in English, creating a bilingual academic environment.

The school provides targeted support according to students' linguistic backgrounds. Students whose mother tongue is German focus on strengthening their academic English proficiency, while students whose mother tongue is not German receive support in developing both academic German and English in order to participate successfully in the bilingual learning environment.

Across subjects, teachers establish clear language objectives, explicitly teach subject-specific terminology and text structures, and provide writing guidance and language

scaffolding to support students in analytical, research and expressive tasks. Through regular monitoring and assessment, the school ensures that students progressively develop effective academic communication skills within this bilingual context.

### 6.1 Roles and Responsibilities

Table 1. Language Policy Roles and Responsibilities

| Role | Responsibilities |
|---|---|
| **Subject Teachers** | Establish clear language objectives, explicitly teach subject-specific terminology, and provide structured writing scaffolds. |
| **Language Teachers** | Conduct language assessments, provide differentiated language support. |
| **Middle School Coordinator** | Monitor language data and review the effectiveness of language support mechanisms in grade 5-10. |
| **DP Coordinator** | Monitor language data and review the effectiveness of language support mechanisms in the IB DP programme |
| **Principal** | Allocate resources and approve policy implementation and revisions. |
| **Library** | Manage multilingual resources and promote reading and research literacy. |

## 7. Academic Integrity and Language Development

The school regards academic integrity education as an integral component of language development and implements it systematically across grade levels. The development of language proficiency is reflected not only in fluency of expression, but also in students' ability to use sources in an accurate, authentic, and responsible manner. Through classroom instruction and structured writing guidance, teachers explicitly teach citation conventions, paraphrasing strategies, accurate use of academic vocabulary, and APA referencing requirements. This ensures that students understand how to express their own ideas while respecting intellectual property.

This section aligns with and is supported by the school's Academic Integrity Policy, particularly the provisions on "Teacher Responsibilities," "Citing and Referencing," "Use of Artificial Intelligence (AI) Tools," "Language and Translation Tools," and "School-based Consequences and IB Authority." All language support is implemented within this policy framework. When providing structural models, language scaffolding, and formative feedback, teachers do not alter students' ideas or engage in rewriting, thereby safeguarding authenticity and independent work. When using digital tools or AI-assisted resources, students are required to provide clear acknowledgment in accordance with the Academic Integrity Policy.

To ensure transparency and accountability, the school maintains records of writing guidance materials, academic integrity training documentation, text-comparison reports, student drafts and process documentation, as well as collaborative meeting minutes. Extended Essay (EE) supervisors strictly follow IB guidelines, providing methodological and structural advice while ensuring that final submissions fully comply with IB requirements for authenticity and independent completion.

Through continuous monitoring, documentation, and professional dialogue, the school supports students in developing disciplined, confident, and responsible academic expression, ensuring that language development and academic integrity function as a coherent and stable framework within teaching and learning practice.

## 8. Resources

### 8.1. Teachers and Professional Development

The school regards teacher professional development as a key factor in the effective implementation of the Language Policy. In alignment with the goals of supporting learning in a language other than the mother tongue and strengthening academic language development, teachers regularly participate in school-based professional learning activities and collaborative planning meetings.Professional development focuses on strategies for supporting students learning in a non-native language environment, building academic discourse scaffolding, and strengthening assessment

literacy. These initiatives enable teachers to more clearly define language expectations and academic standards in both instruction and feedback.

Professional development activities are conducted through collaborative planning meetings, focused workshops, and case-based discussions. Records of training sessions, meeting minutes, and instructional improvement materials are systematically documented to ensure continuity and transparency of practice. The DP Coordinator regularly reviews teacher participation in professional development and analyzes student learning data, including Internal Assessment (IA) performance, to adjust training priorities when necessary in response to instructional needs.

In terms of staffing, dedicated language teachers are assigned at the primary and lower secondary levels. At the upper secondary level, subject-specific language expertise is provided within the teaching team. Through ongoing professional development, systematic documentation, and periodic review processes, the school ensures coherence and consistency of language support strategies across grade levels, while safeguarding academic integrity and supporting students' independent academic growth in a multilingual environment.

8.2. Timetabling.

Each lesson lasts 45 minutes.

- Grades 1–4: Students receive 4 periods per week of Chinese and 4 periods per week of English.
- Grades 5–10: Students receive 4 periods per week of English. Those who choose a second foreign language receive an additional 4 periods per week (Chinese, French, or Latin).
- IB Diploma Programme: Second language courses meet IB requirements, with Higher Level (HL) courses totaling at least 240 teaching hours over two years and Standard Level (SL) courses totaling at least 150 teaching hours over two years. Sample timetables for the 2024–2026 IB DP cohort are available for reference.

## 8.3. Library Resources

The school library plays an important role in supporting teaching, learning and research across the IB Diploma Programme. The library is managed by the School Librarian, who works collaboratively with subject teachers and programme coordinators to support students' development of research skills, information literacy and responsible academic practices.

The library provides a wide range of multilingual resources in Chinese, German, English, French and other languages, covering literature, natural sciences, and the humanities and social sciences. These resources support students' learning and language development across different grade levels.

For Diploma Programme students, the library also provides access to the JSTOR online academic database, enabling students to consult reliable scholarly sources for research projects. These resources not only foster a culture of reading within the school community but also support the development of research skills, critical thinking and academic language proficiency.

In collaboration with teachers, the librarian also guides students in locating, evaluating and using academic sources effectively, particularly in preparation for major IB research components such as the Extended Essay, Internal Assessments and Theory of Knowledge inquiry.

## 8.4 Digital and Technological Resources

All classrooms are equipped with interactive whiteboards that support multimedia instruction and provide visual language input. Students are provided with iPads from Grade 1 onward, which are used for reading, research, writing practice and accessing digital resources. In Grades 1–4, each classroom is equipped with four iPads for student use. From Grade 5 to Grade 12, every student and teacher is provided with an individual iPad for daily learning and teaching. These tools support language development and enhance students' academic communication skills.

8.5 Cultural Activities

School actively promotes intercultural understanding through a range of cultural activities and exchanges within the school community and with partner schools. One important initiative is the *Encounter Project*, which offers students authentic opportunities to meet, communicate and practice languages with peers from different cultural backgrounds.

Within the school, students regularly participate in multicultural activities through music, arts, sports and other collaborative events. These activities encourage students from different language backgrounds to work together. Native speakers of languages such as Spanish and French are also encouraged to share their language and cultural experiences, helping to create a vibrant multilingual environment.

The school also encourages interaction between Primary and Secondary students through shared cultural and language activities. In addition, students may take part in exchange or collaborative projects with partner schools, allowing them to broaden their cultural awareness and use languages in real-life contexts.

Through these experiences, students develop confidence in using languages, learn to appreciate different cultures and strengthen their sense of international-mindedness.

**9. Monitoring and Review Procedures**

This Language Policy is subject to a systematic annual review to ensure continued alignment with IB requirements and effective support for student learning and development. The review process is led by the DP Coordinator, with final approval granted by the principal. Policy review discussions are conducted within the formal collaborative structures defined in the school's Konferenzordnung.

During the annual review, the school analyzes multiple data sources, including language achievement across grade levels, performance in IB Group 1 and Group 2 subjects, the linguistic quality demonstrated in Internal Assessments (IA) and the Extended Essay (EE), IB examination pass rates, trends in the number of students receiving language support, and records of teacher professional development. Through

this comprehensive analysis, the school evaluates whether language support measures effectively enhance students' academic expression and makes adjustments to curriculum structures, support strategies, or resource allocation as needed.

Review findings are discussed during the annual IB collaborative planning meeting and documented in official meeting minutes to ensure transparency, accountability, and decisions grounded in professional consensus.

This Language Policy is closely aligned with and implemented in conjunction with the school's Admission Policy, Assessment Policy, Inclusion Policy, and Academic Integrity Policy. For example, in matters related to academic expression standards, citation requirements, the use of artificial intelligence and translation tools, and the authenticity of student work, this policy operates in full alignment with the Academic Integrity Policy. Any decisions concerning language learning or language support, including admission language expectations, course level recommendations, or language support arrangements must be made within the framework of these interconnected policies to ensure fairness, academic rigor, and students' long-term development.

Through ongoing data monitoring, professional collaboration, and annual review, the school ensures that the Language Policy remains aligned with IB standards while responding effectively to the evolving needs of students in an authentic learning environment.

**10. Communication**

This Language Policy is communicated to the school community through multiple channels. The policy is introduced and discussed during IB faculty meetings to ensure that all staff members fully understand and effectively implement its requirements.

Key elements of the policy are also presented during parent information sessions and DP orientation meetings, enabling parents and students to gain a clear understanding of the school's language philosophy and implementation framework.

Through ongoing communication and regular updates, the school ensures transparency and consistency in the understanding and application of the Language Policy across the entire school community

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