



# School Language Policy

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Owner: Principal / Head of Centre

Approved by: Governing Body / Proprietor

# **1. PURPOSE**

1.1 This School Language Policy sets out the principles and arrangements governing the use, teaching and assessment of language at London Maths & Science College (LMSC).

1.2 The policy aims to:

- Define the language(s) of instruction, communication and assessment at LMSC.
- Ensure that all students, including those for whom English is an additional language (EAL), can access the curriculum and achieve their potential.
- Support high standards of literacy, oracy and academic language across all subjects and modes of delivery (in-person, online and hybrid).
- Ensure compliance with the requirements of UK regulators and awarding organisations, including Cambridge International and other relevant bodies.

# **2. SCOPE**

2.1 This policy applies to:

- All students enrolled at LMSC.
- All teaching, support and administrative staff.
- All programmes delivered by LMSC, including but not limited to:
  - A level and GCSE/IGCSE provision.
  - Cambridge International programmes (where applicable).
  - AAT and other vocational/professional qualifications.
  - Any short courses, enrichment or online programmes.

2.2 The policy covers:

- Language(s) of instruction and assessment.
- Language expectations for communication within the college community.
- Provision and support for students with English as an additional language (EAL).
- Teaching of additional/foreign languages where offered.
- Use of language in online and hybrid learning environments.

2.3 This policy should be read alongside:

- Curriculum and Assessment Policy
- Teaching, Learning and Assessment Policy
- Student and Staff Code of Conduct
- Equality, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) / Learning Support Policy
- Safeguarding and Child Protection Policy
- Online Safety and Acceptable Use Policy
- Malpractice and Maladministration Policy

### **3. LANGUAGE CONTEXT AT LMSC**

3.1 LMSC is located in London and serves a diverse, multilingual student body, with many learners speaking one or more languages in addition to English.

3.2 LMSC recognises the educational and cultural value of students' home languages and seeks to:

- Respect and value linguistic diversity.
- Support students to develop high levels of proficiency in English.
- Where appropriate and feasible, support maintenance and development of other languages through curriculum or enrichment.

3.3 LMSC's curriculum focuses on STEM and Business subjects with progression routes to universities and professional qualifications in English-speaking contexts. High-level academic English is therefore a core priority.

### **4. LANGUAGE OF INSTRUCTION AND ASSESSMENT**

#### **4.1 Main Language of Instruction**

4.1.1 English is the primary language of instruction and assessment for all programmes at LMSC, except where the syllabus or qualification specifically requires use of another language (e.g. foreign language qualifications).

4.1.2 All formal teaching, classroom discussion (where appropriate), resources, assignments and assessments for non-language subjects are conducted in English.

#### **4.2 Cambridge International and Other Awarding Bodies**

##### **4.2.1 For Cambridge International programmes and assessments:**

- English is the language used for teaching, learning materials, administration and communication with Cambridge.
- Cambridge examination papers, instructions and candidate responses will be in English unless the subject is a language examination where the target language is specified.

##### **4.2.2 For other awarding organisations (e.g. AAT, Pearson, AQA, etc.):**

- LMSC follows the specified language(s) of assessment as defined in each qualification specification, which are normally in English.

## **4.3 Language of Documentation and Communication with Awarding Bodies**

**4.3.1** All formal communication with awarding bodies, regulators and external agencies is conducted in English.

**4.3.2** Official policies, handbooks, examination instructions and quality documentation are produced and maintained in English.

## **5. LANGUAGES OFFERED**

**5.1** LMSC's core language of instruction is English; additional language subjects (e.g. modern foreign languages or community languages) may be offered according to demand, staffing and strategic priorities.

**5.2** Where LMSC offers language qualifications:

- The teaching of those languages will follow the relevant awarding body specifications.
- The target language will be used as appropriate to the level and aims of the course.
- Assessment arrangements will comply fully with awarding body regulations.

**5.3** LMSC may collaborate with external providers or community partners to support specific language provision where appropriate and feasible.

## **6. PREVENTION & CULTURE**

### **6.1 Entry Requirements**

**6.1.1** LMSC requires students to demonstrate sufficient English proficiency to access their chosen programme of study. Evidence may include:

- Prior qualifications in English (e.g. GCSE/IGCSE English Language or equivalent).
- Internal placement tests or assessments.
- Standardised English language tests (for international applicants), where applicable.

**6.1.2** Minimum language requirements will be clearly stated in programme information and admissions guidance.

## **6.2 Initial Assessment**

6.2.1 On entry, LMSC will assess learners' English proficiency (reading, writing, speaking and listening) through:

- Review of prior attainment.
- Diagnostic tests where appropriate.
- Teacher assessment and early classroom observation.

6.2.2 The results will inform placement decisions, support strategies and any additional language provision.

## **7. ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) – SUPPORT AND PROVISION**

### **7.1 Identification of EAL Learners**

7.1.1 Students are identified as EAL learners where English is not their first language and they may require additional support to access the curriculum.

7.1.2 EAL status is recorded on the college information system and communicated to relevant staff.

### **7.2 Principles of EAL Support**

LMSC is committed to ensuring that:

- EAL is not treated as a barrier to high achievement.
- Students' home languages are recognised as assets.
- Support focuses on both social and academic language development.

### **7.3 Types of EAL Support**

Support may include, as appropriate:

- Differentiation and scaffolding in mainstream lessons (e.g. glossaries, visual aids, adapted texts, modelling of academic language).
- Additional small-group or one-to-one English language support focusing on academic literacy, vocabulary and study skills.
- Access to online language resources and tools approved by the college.
- Opportunities for peer support and mentoring.

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## **7.4 Integration with Curriculum**

**7.4.1** EAL support is integrated with subject learning; subject teachers share responsibility for language development in their disciplines.

**7.4.2** Teachers are expected to:

- Plan for language as well as content objectives.
- Explicitly teach key vocabulary, subject-specific terminology and academic language structures.
- Provide opportunities for structured speaking and listening in class.

## **8. LANGUAGE AND LITERACY ACROSS THE CURRICULUM**

### **8.1 Whole-College Approach to Literacy**

8.1.1 LMSC promotes literacy as a shared responsibility across all subjects, with a focus on:

- Reading comprehension and critical reading of academic texts.
- Academic writing (structure, clarity, referencing, subject-specific conventions).
- Mathematical and scientific literacy (understanding and using symbolic language, formulae and technical terms).
- Oral communication skills (presentations, discussions, seminars).

### **8.2 Expectations for Teachers**

Teachers of all subjects are expected to:

- Model accurate and appropriate spoken and written English.
- Teach and reinforce key vocabulary and language structures within their subject area.
- Set and mark written work with attention to clarity and accuracy, providing feedback on language as well as content.
- Encourage students to use academic register in formal tasks, while also supporting appropriate informal communication.

### **8.3 Expectations for Students**

Students are expected to:

- Use clear, respectful and appropriate language in all college-related contexts.
- Take responsibility for improving their own literacy skills, including acting on feedback.
- Use subject-specific vocabulary accurately and confidently.
- Avoid informal or inappropriate language in formal written work and examinations.

## **9. USE OF LANGUAGE IN THE WIDER COLLEGE ENVIRONMENT**

### **9.1 Language of Communication**

**9.1.1 English is the main language of communication:**

- In meetings, briefings and official events.
- In written correspondence (email, letters, official notices).
- On the LMSC website, learning platforms and official social media channels.

**9.1.2 Where appropriate, key information may be translated or explained verbally in other languages to support understanding, particularly for parents/carers and new arrivals.**

### **9.2 Respect for Home Languages**

**9.2.1 LMSC recognises and values the use of home languages between students in informal contexts, provided that:**

- Such use does not exclude or isolate others.
- It does not undermine teaching, learning or safety.
- It is not used for inappropriate or offensive communication.

**9.2.2 In lessons and official activities, staff may require students to use English to ensure inclusivity and effective learning.**

## **10. LANGUAGE IN ONLINE AND HYBRID LEARNING**

### **10.1 Platforms and Communication**

**10.1.1 English is the default language for:**

- Online lessons and webinars.
- Written communication on learning platforms (e.g. announcements, discussion boards, chat functions).
- Digital resources, recorded lectures and instructional materials.

**10.1.2 Staff and students must use clear, respectful and professional language in all online spaces associated with LMSC.**

## **10.2 Digital Communication Standards**

Staff and students are expected to:

- Use appropriate spelling, grammar and tone in emails, chat and discussion forums.
- Avoid slang, offensive language or text-message abbreviations in formal communications.
- Be sensitive to the fact that tone and meaning can be misinterpreted in written digital communication and seek clarification where needed.

## **10.3 Accessibility and Support Online**

**10.3.1** For students requiring language support, LMSC may:

- Provide additional explanatory materials or glossaries online.
- Use captioning or transcripts where possible for recorded content.
- Signpost accessible dictionaries, translation tools and language-learning resources that align with academic integrity expectations.

# **11. LANGUAGE, EQUALITY AND INCLUSION**

**11.1** LMSC is committed to ensuring that language is not a barrier to participation or progression.

**11.2** The college will:

- Make reasonable adjustments for students with language-related learning difficulties or disabilities, in line with SEND and equality policies.
- Avoid discriminatory assumptions or practices based on accent, dialect or proficiency level.
- Challenge prejudiced or derogatory language about any language, nationality or ethnicity.

**11.3** Language used in all college documentation, teaching and communication must be:

- Non-discriminatory and inclusive.
- Respectful of all groups and individuals.
- Free from stereotypes and biased assumptions.

## **12. ROLES AND RESPONSIBILITIES**

### **12.1 Principal / Head of Centre**

- Has overall responsibility for the implementation of this policy.
- Ensures that language provision and support are appropriately resourced.
- Ensures that language arrangements meet the requirements of awarding organisations and regulators.

### **12.2 Academic Lead / Vice Principal**

- Leads on the integration of language and literacy across the curriculum.
- Oversees staff development related to language and literacy.
- Monitors the impact of language policies on student outcomes.

### **12.3 Heads of Department**

- Ensure that subject schemes of work explicitly address language and literacy needs.
- Monitor the quality of language support within their areas.
- Support classroom teachers in implementing this policy.

### **12.4 EAL / Learning Support Coordinator (or equivalent role)**

- Coordinates identification and support of EAL learners.
- Advises staff on effective strategies for language support.
- Monitors the progress of EAL students and reports to senior leaders.

### **12.5 Teachers**

- Implement this policy in their planning, teaching and assessment.
- Model high standards of language use.
- Identify and refer students who may require additional language support.
- Provide feedback that supports language development as well as subject learning.

### **12.6 Exams Officer**

- Ensures that examination instructions, candidate information and communication regarding assessments are clear and accessible.
- Coordinates any approved access arrangements related to language or communication.

### **12.7 Students**

- Engage proactively in developing their language and literacy skills.
- Use language respectfully and appropriately in all college contexts.
- Seek support when they experience difficulties with language or understanding.

## **13. COMMUNICATION, TRAINING AND SUPPORT**

13.1 This policy will be:

- Included in staff handbooks and induction materials.
- Summarised in student handbooks and induction sessions.
- Referenced in communications to parents/carers where relevant.

13.2 LMSC will provide training and guidance for staff on:

- EAL strategies and language-aware teaching.
- Literacy across the curriculum.
- Effective communication in online and hybrid environments.

13.3 Students will receive guidance and support on:

- Academic English, including subject-specific language.
- Effective written and oral communication.
- Responsible use of language in digital spaces.

## **14. MONITORING AND EVALUATION**

14.1 The implementation and impact of this policy will be monitored through:

- Student performance data, including outcomes for EAL learners.
- Lesson observations, learning walks and work scrutiny.
- Feedback from students, staff and parents/carers.
- Internal and external quality assurance processes.

14.2 The findings of monitoring activities will be used to:

- Identify strengths and areas for improvement in language provision.
- Inform staff development priorities.
- Update curriculum and support strategies as needed.

## **15. REVIEW**

15.1 This policy will be formally reviewed at least annually, or sooner if:

- There are significant changes in the student profile or curriculum offer.
- There are changes in regulatory or awarding body requirements relating to language.
- Monitoring indicates that revisions are necessary to improve access or outcomes.

# Contact



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