



THE INTERNATIONAL SCHOOL IN GENOA
SINCE 1966

Language Policy



THE INTERNATIONAL SCHOOL IN GENOA
SINCE 1966

Policy Last Updated

Policy last reviewed and updated March 2022.

Policy Sharing

The school's language policy is shared and discussed with all faculty during staff orientation week and referred to regularly throughout the school year. The policy is shared with families on entrance to the school, after updates, and is accessible via the school's website at any time.

Policy update scheduled for March 2024.



THE INTERNATIONAL SCHOOL IN GENOA
SINCE 1966

ISG Mission Statement	4
IB Learner Profile	5
ISG Philosophy of Language Learning	7
Principles of Language Learning	7
Language profile	8
Primary language of instruction	8
<i>Primary Years</i>	8
IB Middle Years Programme	8
<i>IB Diploma Programme</i>	9
Diversity of language needs for learners	9
<i>Language and literature courses</i>	9
<i>Language acquisition courses</i>	10
Language organisation at ISG	11
Other language needs of the community	12
<i>Mother Tongue Development</i>	12
<i>Host Country Language</i>	13
<i>Knowledge and skill transfer</i>	13
<i>Supporting families language needs</i>	13
Current practices relating to language teaching and learning	13
Choice and planning of language courses	13
Spelling protocols	13
Preferred bibliographic styles	14
Expectations regarding language use at school	14
Beliefs held about language teaching and learning	14
Other policies related to language teaching and learning	15
Assessment policy	15
Admissions	16
Language considerations at admissions	17
Language framework	17
Bibliography / Works Cited	19
Appendix 1: Example Schedules	20
Appendix 2: Glossary	21



THE INTERNATIONAL SCHOOL IN GENOA
SINCE 1966

ISG Mission Statement

We are a community of adaptable learners who inspire a love of learning that extends beyond the walls of the school.

The following principles are the foundations upon which our school is built:

Respect

We foster respect for self, others and the environment, which is based on compassion, inclusivity and a celebration of diversity. We embrace the interconnectedness of our world, while maintaining a sense of individual identity.

Responsibility

We develop creative problem solvers who have the capacity to enact positive change, and who feel empowered to take action in their immediate and global environment.

Reaching for Excellence

We nurture the confidence, imagination and resilience that form the pathways to individual success.

Respect, Responsibility and Reaching for Excellence



THE INTERNATIONAL SCHOOL IN GENOA
SINCE 1966

IB Learner Profile



“The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.” © International Baccalaureate Organization 2017

As an International Baccalaureate (IB) World School, The International School in Genoa (ISG) provides opportunities for students to develop and demonstrate the attributes of the learner profile throughout their school career. All IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. The IB learner profile attributes are embedded across the school, both in and out of lessons as well as before, during and after the school day. Placing emphasis on the IB learner profile within our school community ensures our students connect with the IB learner profile attributes and international mindedness.

As part of our mission, we nurture confidence and resilience for students of internationally-minded families to reach their full potential, with a high quality education and a focus on language development. As an international school, we allow for the **development of at least two languages**, one of them English. Through the development of students' language skills, we believe that the following IB learner profile attributes are reflected strongly in our students language development:

Inquirers

ISG students develop their cognitive academic language proficiency skills (CALPS) using English as a tool for thought, elaborating content and concepts with it. By the same token, and because first languages are the structure other languages build on in the brain, students are also encouraged to maintain and further develop their native language beyond basic interpersonal communicative skills (BICS) and to think hard in such language, in order to acquire/support effective academic mastery of it. CALPS in the students' native language guarantee adequate intellectual challenge across subject areas, even when the students' English proficiency is limited.

Knowledgeable

ISG offers a complete academic program in English for students to develop well-rounded CALPS. Our students become knowledgeable in at least two languages, with a larger focus on the English language. All subjects (with the exception of language acquisition and language and literature Italian lessons) are taught in English language, which ensures our students acquire effective interpersonal communicative skills (ICS).



THE INTERNATIONAL SCHOOL IN GENOA

SINCE 1966

Communicators

Students who are proficient in more than one language are explicitly taught the tools to communicate within a larger community (e.g. culturally connotated verbal and body language, oral presentation strategies).

Thinkers, Open-minded and Reflective

The students' ability to speak English and at least one additional language testifies to their ability to look at the world from more than one point of view. They compare and contrast their knowledge and their ways of knowing in the different cultures and develop articulate views about them.

Balanced

Students cultivating multilingual abilities study, know, understand and do justice to English, to their native language, and to any other second or third language, knowing that in most cases the native language represents the structure upon which any other language learning is built.

Principled

By taking responsibility for their own actions, students are able to communicate effectively with other members of the community and use appropriate language for honesty and fairness. They are able to communicate their feelings and show respect for different individuals, groups and communities and make links with the world around them.

Caring

The ISG community uses language to communicate and express our concern for others. The richness of the vocabulary developed across languages helps our community to express more subtle and nuanced concepts and emotions. Being able to communicate in multiple languages encompasses our sense of international identity and care for those in our immediate and global communities.

Risk Takers

ISG students and members of the community challenge and extend their communication skills through language development. Reaching outside the comfort of their native language, students develop the necessary skills to communicate effectively in their additional languages. Many meetings and interactions in our school community are conducted in second and third languages, so all members of the community take risks by learning new vocabulary and communicating with others in a language that is not their native language.



THE INTERNATIONAL SCHOOL IN GENOA

SINCE 1966

ISG Philosophy of Language Learning

Language learning in an exceptional school takes place in a joyful, safe and caring environment. In our community, we support students' language learning by following a carefully engineered journey where teachers challenge their students' level of understanding, their ability to inquire and their use of critical thinking. Language learning allows our students to meet their full potential and develop the skills to be successful in a rapidly changing world. Language learning enables our students to become self-directed, independent thinkers, capable of teamwork and problem solving in their immediate and global environment.

Principles of Language Learning

Language Learning at ISG:

- is a collaborative process involving teachers, support teachers and students that improves language development by supporting each child in achieving the identified learning outcomes, being also aware of their own strengths and abilities
- enables progress in all important learning goals to be facilitated and reported across the curriculum
- is part of a process of learning that enables students to understand the development of languages
- informs the process of planning and decision making used to match instruction to the differentiated needs in each classroom, both in language lessons and across the curriculum
- promotes the active engagement of students in their learning by empowering students with the skills, knowledge and the attitude to taking actions in their own learning
- enables and motivates students, leading to reflecting on, sharing and celebrating their achievements
- meets standards that reflect a broad consensus on quality at all levels from classroom practice to national policies, including the Common European Framework of Reference for Languages (CEFR)

(adapted from Gardner, 2010)



Language profile

Primary language of instruction

The primary language of instruction at ISG is English. All teachers are considered teachers of language no matter the subject area, which provides appropriate opportunities for language learning alongside the Language and Literature programme in English. This connects students with the culture of English-speaking countries and enables them to develop literacy skills to participate in an information-rich and globally connected world. Students will develop the ability to be competent in speaking, listening, reading and writing skills. Exposure to British English and American English also allows students to become knowledgeable, expand their vocabulary and be principled advocates of personal viewpoints whilst remaining respectful to different perspectives.

Students whose abilities in English do not allow them to access the academic curriculum successfully will be referred to the English as an Additional Language (EAL) programme at the Foundation, Intermediate or Advanced levels (MYP phases 1-6; DP language ab initio and language B). All students in language classes study under the ISG Language Framework, which is adapted from the CEFR. The strands in all language engagements are the same: reading, writing, listening and speaking. Students also have access to the EAL programme which assists non-native speakers of English and develops their proficiency for social and academic interactions. At ISG, we support differentiated practices for language learning and acknowledge that a student's level of English is not a measure of their intelligence or abilities in other subject areas.

It is required that all students must attend English courses each year to achieve graduation requirements of the school. Further details of graduation requirements can be found in the student & parent handbook.

IB Primary Years Programme

In the IB Primary Years Programme (PYP) students experience language instruction through units of inquiry as well as stand alone lessons as needed. (Please note that The International School in Genoa is currently in the process of applying for authorisation by the IB to offer the PYP.)

English language is the language of instruction in the following curriculum areas: reading, writing, mathematics, physical education, drama, music, choir and art.

IB Middle Years Programme

In the IB Middle Years Programme (MYP), students experience language instruction in stand alone English lessons (language and literature - English) three times per week, as well as across the curriculum. English language is the language of instruction in the following curriculum areas: language and literature (English A), mathematics, individuals and



THE INTERNATIONAL SCHOOL IN GENOA

SINCE 1966

societies, physical and health education (PHE), arts, sciences and design. Students are also given the opportunity to take an additional 3 hours of English in their language acquisition block, instead of a third language.

IB Diploma Programme

In the IB Diploma years, students experience language instruction in stand alone language and literature (English A) class four times per week, as well as across the curriculum. English is the language of instruction in the following curriculum areas: individuals and societies, sciences, mathematics, arts, and the core (including theory of knowledge and creativity, activity and service). Students who meet the appropriate criteria might also be eligible to take English B as a language acquisition course instead of English A. Students who take this pathway are required to study another language, such as Italian, as their language A.

Diversity of language needs for learners

Language and literature courses

English

As the primary language of learning at ISG, we realise that all teachers are teachers of the English language. In addition, English is taught as a language A subject (language and literature).

IB MYP: At ISG, as part of the IB MYP framework, students are given the opportunity to use one of two language and literature blocks in their schedule for English A. This may be in addition to push-in and pull-out language support across the curriculum.

IB DP: At ISG, as part of the IB DP framework, students have the opportunity to choose English A language and literature as their group 1 subject.

Italian

As the host country language, we realise that native speakers and advanced speakers of Italian require a high educational level of Italian. Italian is taught as a language A subject (language and literature).

IB MYP: At ISG, as part of the IB MYP framework, students are given the opportunity to use one of two language and literature blocks in their schedule for Italian A.

IB DP: At ISG, as part of the IB DP framework, students have the opportunity to choose Italian A literature as their group 1 subject.

Other native language

At ISG, we support additional language courses that are not offered as part of the ISG internal schedule. These courses are arranged with the families privately, but students are given time during the school day to study these courses. At ISG we encourage the learning



THE INTERNATIONAL SCHOOL IN GENOA

SINCE 1966

of languages and the understanding and development of other languages and cultures. We acknowledge that some families require language A courses in those other than English and Italian and we work with each family to produce an individualised schedule.

IB MYP: At ISG, as part of the MYP framework, the school will endeavour to support students who wish to study language and literature in languages other than English and Italian. This could be scheduled during language and literature blocks or language acquisition blocks of the schedule.

IB DP: At ISG, as part of the IB DP framework, where possible, the school will endeavour to support students who wish to study a 'school-supported self-taught language A literature' course in a language other than English or Italian as their group 1 subject.

Language acquisition courses

English as an additional language

Students whose abilities in English do not allow them to access the academic curriculum in English are referred to the EAL programme. We are a non-selective, fully inclusive school and use a mixed model of both push-in and pull-out support across the curriculum. Our EAL programme assists non-native speakers of English to become confident in the English language for both academic and social purposes. Students receive support in reading, writing, speaking and listening. Students who have a limited English proficiency are expected to acquire a comfortable mastery of English (indicated by "intermediate, B1/B2" on the CEFR) before they can study a new language that is in addition to English or Italian.

IB MYP: At ISG, as part of the IB MYP framework, students are given the opportunity to use the language acquisition block of their schedule to opt for extra English language classes. This may be in addition to push-in and pull-out language support across the curriculum.

IB DP: At ISG, as part of the IB DP framework, some students may be eligible to choose English B as their group 2 subject. English B is for students who have had 4-5 years of previous academic experience in English.

Italian as an additional language

Students whose abilities in Italian do not allow them to access the language and literature Italian A courses are recommended to follow a course in language acquisition (Italian B). We are a non-selective, fully inclusive school and students are not required to speak Italian on entrance to ISG. Our Italian B course assists non-native speakers of Italian to become confident in the Italian language for both academic and social purposes. Students receive support in reading, writing, speaking and listening.

IB MYP: At ISG, as part of the IB MYP framework, students are given the opportunity to use the language acquisition block of their schedule to opt for extra Italian language acquisition classes. This is in addition to studying Italian B (language acquisition).



THE INTERNATIONAL SCHOOL IN GENOA

SINCE 1966

IB DP: At ISG, as part of the IB DP framework, some students may be eligible to choose Italian B or Italian *ab initio* as their group 2 subject. Italian B is for students who have had 4-5 years of previous academic experience in Italian; Italian *ab initio* is for students with little or no prior academic experience with Italian.

Other languages as an additional language

At ISG, we recognise that students may speak and learn other languages in addition to Italian and English. We encourage and support the learning of additional languages (such as Spanish, German, Mandarin and French). We also support the learning of languages other than those we offer at school, and establish with families an individualised schedule for those students to support their private lessons in additional languages.

IB MYP: At ISG, as part of the IB MYP framework, students are given the opportunity to use the language acquisition block of their schedule to study an additional language. This language choice is not limited to the European languages. During this language block, students are scheduled and taught in a class that is appropriate to their phase of learning (beginner, intermediate or advanced) according to the CEFR.

IB DP: At ISG, as part of the IB DP framework, some students may be eligible to choose another language B or language *ab initio* as their group 2 subject. Language B is for students who have had 4-5 years of previous academic experience in the language; language *ab initio* is for students with no prior academic experience with the language.

Language organisation at ISG

The table below shows how language learning is organised at ISG. As part of the whole school curriculum, students must access languages, including English as an academic language (this may be through Language and Literature courses or Language Acquisition courses). Please see appendix 1 for example schedules, highlighting language course choices.

	Primary	IB MYP	IB DP
English A	Scheduled as 2 courses: Reading Writing	Language and Literature	English A language and literature
Italian A	Scheduled as 2 courses: Reading Writing	Language and Literature	Italian A literature



THE INTERNATIONAL SCHOOL IN GENOA

SINCE 1966

	Primary	IB MYP	IB DP
Other Language A	No other language A courses	Language and Literature Other Language A courses can take place during Italian A courses or other Language B courses	School-supported self-taught language A literature (where feasible)
English as an additional language	Scheduled as 1 course: EAL	Language Acquisition English as an additional language course can be chosen instead of a third language.	English B
Italian as an additional language	Scheduled as 1 course: Italian as an additional language	Language Acquisition Italian B courses take place at the same time in the schedule as Italian A.	Italian B or Italian <i>ab initio</i>
Other Languages as an additional language	No other language B courses	Language Acquisition Block Choice of additional languages from: German, Spanish, French, Mandarin, Italian as an additional Language or English as an additional Language	Language B or Language <i>ab initio</i> Choice of additional languages may come from: German, Spanish, French, Mandarin

Other language needs of the community

Mother Tongue Development

It is important that students maintain and keep cultivating their skills in their mother tongue for them to be able to master other languages. When an appropriate mother tongue



THE INTERNATIONAL SCHOOL IN GENOA

SINCE 1966

language curriculum cannot be offered at ISG, we support families in accessing a mother tongue program that is coordinated with the ISG program.

Host Country Language

Students can access Italian as a first, second or additional language. Native speakers are given the opportunity to develop a degree of competence in Italian culture and language to be able to access the Italian national exams in Grade 5 and Grade 8. Italian is scheduled as a language acquisition course to support academic and social development for our students to be able to fully engage with the local community.

Knowledge and skill transfer

Although it can be a natural process, language learning does not happen effortlessly. Students are explicitly taught and encouraged to transfer concepts and skills from one linguistic/cultural/academic background to the other in order to maximise their overall communicative ability and knowledgeability.

Supporting families language needs

As an international school, ISG acknowledges and understands the needs of the community are more than just the primary language of the school and the host country language. During important meetings with families, we always offer translation services as we recognise and appreciate that there are many languages in the school community. When translation services are not able to be conducted by members of the ISG community, ISG seeks support and additional translation services from outside of school.

Current practices relating to language teaching and learning

Choice and planning of language courses

At ISG, we provide choice and flexibility with our schedule to ensure that we meet the needs of our students. Additional language choices are selected once per year in preparation for the following academic year, usually in trimester 3. We do our best to offer as many additional language classes as possible that meet the interest and needs of our students.

Spelling protocols

The school accepts English spelling conventions from a variety of different cultural backgrounds (British, USA, etc.). We only ask that students use one convention consistently in their writing.



THE INTERNATIONAL SCHOOL IN GENOA
SINCE 1966

Preferred bibliographic styles

The school uses the Modern Language Association (MLA) style for citing and referencing.

Expectations regarding language use at school

The ISG community follow these expectations:

- The primary language of instruction (English), is spoken and is the language of learning in all classes apart from language acquisition classes or terza media Italian exam preparation classes
- Student-teacher communication (email, ManageBac, Google classroom etc.) is conducted in the language of the subject or English
- Newsletters are written and workshops (e.g. transition meetings, open days, new family orientations, etc.) are conducted in both English and Italian.
- Communication with parents through ManageBac is shared in the language of the subject or English
- Where there is no common language, ISG will make every effort to ensure a translator is present

Beliefs held about language teaching and learning

At ISG, we believe that language learning:

- Provides students with opportunities to read a wide range of texts in different languages to develop their cultural awareness
- Provides students with opportunities to view and listen to a wide range of multimedia texts to understand messages for different audiences
- Encourages students to become thoughtful, caring individuals who can communicate effectively
- Creates an opportunity for lifelong learning, that extends beyond the walls of the school
- Allows students to develop their listening, speaking, writing and reading skills in order to reflect and respond across the curriculum as well as outside of the school
- Builds resilient learners, who are able to overcome challenges to be articulate and engage with difference audiences
- Should foster the interest of the student, and allow them to follow an individualised learning path for the future
- Should encompass mother tongue and host country language development



Other policies related to language teaching and learning

Assessment policy

Our assessment policy references formative and summative assessment guidelines, including the giving and receiving of feedback. Feedback to students is always given in the language of the subject or the primary language of the school. All forms of assessment at ISG are criterion referenced:

“Criteria referenced assessments are designed to measure student performance against a fixed set of predetermined criteria or learning standards. These are written descriptions of what students are expected to know and be able to do at a specific stage of their education. In Primary and Secondary school, criterion-referenced assessments are used to evaluate whether students have learned specific knowledge, developed conceptual understandings or acquired a specific skill set.” (ISG Assessment Policy, 2022)

Whilst all teachers are teachers of language, each subject has its own predetermined rubric and framework. Language competence is assessed only in language-specific classes. Nonetheless, language skills are developed throughout the curriculum and teachers encourage the correct use of language throughout the school.

The use of additional assessment methods ensures students are continuously learning and developing their language skills. Measurement of Academic Progress (MAP) and PSAT are two additional assessment methods ISG uses to report and reflect on growth in language skills.

“ISG administers the MAP (Measurement of Academic Progress) Growth test in the fall and spring of each academic year. MAP Growth reports give the school a view of student performance and growth, making it easy to identify trends, spot potential issues, and plan for improvement. The results of the assessment are shared with families as well. MAP Growth results are not used for grading purposes.”

“The school offers the possibility for 10th and 11th grade students to take the CollegeBoard’s PSAT. It evaluates students’ progress in reading, writing and language, and mathematics. It also provides opportunities for students to practice for the SAT, an assessment used as part of the admissions process for some universities.” (ISG Assessment Policy, 2022)

For more information on assessment, please refer to our assessment policy.



THE INTERNATIONAL SCHOOL IN GENOA
SINCE 1966

Admissions

The admission process takes into account the language abilities of, and interventions that might be required by prospective students. For more information please refer to the admissions policy.



THE INTERNATIONAL SCHOOL IN GENOA
SINCE 1966

Language considerations at admissions

The International School in Genoa accepts students from varied linguistic backgrounds and our student body is composed of more than 30 nationalities. ISG encourages the continual growth of languages. To ensure all of our students receive the support they need, we gather as much information as possible about their learning requirements prior to starting the school.

During the admission process, information is collected regarding all languages spoken at home and in other academic or social settings. The admissions process is differentiated based on the age of the child and families are asked to self assess the level of each language spoken using the CEFR to ensure a suitable class placement for each student and language support if needed.

Before admission to ISG, all prospective students are asked to complete an English language screening test for non native speakers of English. This test is not for the purpose of admissions, but for the purpose of ensuring each student is placed in a class suitable to their language learning needs.

Students entering the school in Grade 9 must be able to demonstrate at least an intermediate proficiency in English and students entering in Grade 10 or above must be able to demonstrate at least an advanced intermediate proficiency in English. Students with English levels below this may still be admitted to ISG but will be expected to undertake at an additional cost an intensive English language course. The length and cost of these courses will depend on the individual ability of the student.

Language frameworks

English Language Framework

The framework below outlines the continuity and progression of language learning at ISG for the primary language of instruction. Students' language ability is fluid and progression between levels can occur either at the end of each academic year or at the end of each semester depending on individual student progress. Placement in the most appropriate level of English is at the final discretion of the school and dependent, among other things, on the school's assessment of the student's level of English proficiency.



THE INTERNATIONAL SCHOOL IN GENOA

SINCE 1966

ENGLISH	Common European Framework:	A1	A2	B1	B2	C1	C2
		Basic user		Independent user		Proficient user	
	MYP:	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5/6 - Language A	
	ISG:	"Developing" (Primary) "Foundation" (MYP & DP)		Intermediate	Advanced	Language A / Mother tongue	
Primary: ECE	Reception	Students at this level receive differentiated instruction in the classroom.		Students at this level receive differentiated instruction in the classroom.		Fluent English speakers	
	Pre-S					Fluent English speakers	
	Pre-K					Fluent English speakers	
	Kinder					Fluent English speakers	
Primary: Elementary	1	Students at this level are in a mixed pull-out and push-in model. At this level, the support is also provided through differentiated instruction in the classroom.		Students at this level are in a mixed pull-out and push-in model.		Fluent English speakers	
	2					Fluent English speakers	
	3					Fluent English speakers	
	4					Fluent English speakers	
	5					Fluent English speakers	
Secondary: IB MYP	6	English as an additional language/ students at this level are in a mixed pull-out and push-in model. Clear criteria related to the MYP Language Acquisition criteria with regards to listening, reading, writing and speaking are set for moving out of this band and into the next one.		English A or B/students at this level are in a mixed pull-out and push-in model.		Language A: English	
	7					Language A: English	
	8					Language A: English	
	9	Not applicable		English B/students at this level are in a mixed pull-out and push-in model.		Language A: English	
	10					Language A: English	
Secondary: IB DP	11	Not applicable		English B SL	English B HL	English A language & literature SL	
	12					English A language & literature HL	

Italian Language Framework

The framework below outlines the continuity and progression of language learning at ISG for Italian. Students' language ability is fluid and progression between levels can occur either at the end of each academic year or at the end of each semester depending on individual student progress. Placement in the most appropriate level of Italian is at the final discretion



THE INTERNATIONAL SCHOOL IN GENOA
SINCE 1966

of the school and dependent, among other things, on the school's assessment of the student's level of Italian proficiency.

ITALIAN	Common European Framework:	A1	A2	B1	B2	C1	C2
		Basic user		Independent user		Proficient user	
	MYP:	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5/6 - Language A	
	ISG:	"Developing" (Primary) "Foundation" (MYP & DP)		Intermediate	Advanced	Language A / Mother tongue	
Primary: ECE	Reception	Developing 1				Fluent Italian speakers	
	Pre-S	Developing 1				Fluent Italian speakers	
	Pre-K	Developing 1				Fluent Italian speakers	
	Kinder	Developing 1				Fluent Italian speakers	
Primary: Elementary	1	Developing 1				Fluent Italian speakers	
	2	Developing 1	Developing 2			Fluent Italian speakers	
	3	Developing 1	Developing 2	Intermediate		Fluent Italian speakers	
	4	Developing 1	Developing 2	Intermediate	Advanced	Fluent Italian speakers	
	5	Developing 1	Developing 2	Intermediate	Advanced	Fluent Italian speakers	
Secondary: IB MYP	6	Italian as an additional language (language acquisition courses - beginner)		Italian as an additional language (language acquisition courses - intermediate)	Italian as an additional language (language acquisition courses - advanced)	Language A: Italian	
	7					Language A: Italian	
	8					Language A: Italian	
	9					Language A: Italian	
	10					Language A: Italian	
Secondary: IB DP	11	Italian <i>ab initio</i> SL		Italian B SL	Italian B HL	Italian A Literature	Italian A Literature
	12						



THE INTERNATIONAL SCHOOL IN GENOA
SINCE 1966

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ISG Assessment Policy, 2022

ISG Admissions Policy, 2022



Appendix 1: Example Schedules

Red - Language and Literature A courses

Purple - Language Acquisition courses

Orange - Language and Literature A courses that run at the same time as Language Acquisition B courses

	1 st period 8:15 – 9:15	2 nd period 9:20 – 10:20	10:20 – 10:30	3 rd period 10:30 – 11:30	4 th period 11:35 – 12:35	5 th period 12:35 – 13:35	6 th period 13:35 – 14:35	7 th period 14:40 – 15:40
M O N	T1: Music - Manfredi 318 T2: Drama-Polmonari 318 T3: Art- De Simoni 318	English - Stam 318	Break 1	Science - Koprowicz 318	TM: Matematica in Italiano - Basso 318 Design - Koprowicz 315	12:35 - 13:05 MS Lunch A 13:05 - 13:35 MS Break 2B	TM: Educazione Tecnica in Italiano - Basso 318 Design - Koprowicz 315	PHE - Deas 108 Gym
T U E	Math - House 318	Individuals and Societies - Daneluz - 318	Break 1	T1: Music - Manfredi 318 T2: Drama-Polmonari 318 T3: Art- De Simoni 318	German - Schaefer - 311 French - Briganti - 315 Spanish - Cabrezio 318 Additional English - Mele -206	12:35 - 13:05 MS Lunch A 13:05 - 13:35 MS Break 2B	TM: Educazione Civica in Italiano - Borselli 318 Design - Koprowicz 315	Italian A - Borselli 318 Italian B - Briganti 206
W E D	German - Schaefer - 106A French - Briganti - 315 Spanish - Cabrezio 318 Additional English - Mele - 206	Advisory - De Simoni 318	Break 1	Italian A - Borselli 318 Italian B - Briganti 206	T1: Music - Manfredi 318 T2: Drama-Polmonari 318 T3: Art- De Simoni 318	12:35 - 13:05 MS Lunch A 13:05 - 13:35 MS Break 2B	English - Stam 318	Math - House 318
T H R	English - Stam 318	Advisory - De Simoni 318	Break 1	Individuals and Societies - Daneluz 318	Math - House 318	12:35 - 13:05 MS Lunch A 13:05 - 13:35 MS Break 2B	PHE - Deas 108 Gym	Science - Koprowicz 318
F R I	Individuals and Societies - Daneluz 318	Italian A - Borselli 318 Italian B - Briganti 206	Break 1	PHE - Deas 108 Gym	Science - Koprowicz 318	12:35 - 13:05 MS Lunch A 13:05 - 13:35 MS Break 2B	Advisory - De Simoni 318	German - Schaefer - 212 French - Briganti - 315 Spanish - Cabrezio 318 Additional English - Mele - 206

	1 st period 8:15 – 9:15	2 nd period 9:20 – 10:20	10:20 – 10:30	3 rd period 10:30 – 11:30	4 th period 11:35 – 12:35	5 th period 12:35 – 13:35	6 th period 13:35 – 14:35	7 th period 14:40 – 15:40
M O N	French - Micheli 117 Spanish - Rossi 118	Italian A - Gabinio 213 Italian B - Rossi 118	Break 1	Design - Helmy 117	T1: Art - Palazzi T2: Music - Manfredi T3: Drama - Polmonari 117	12:35 - 13:05 HS Break 2A 13:05 - 13:35 HS Lunch B	English - Stam 117	T1: Science (Chemistry) - Lavagnini T2: Science (Physics) - Lavagnini T3: Science (Biology) - Kubenk 117
T U E	English - Stam 117	Math Extended - House 117 Math - Hamm 118	Break 1	Advisory - House 117	PHE - Deas 108 Gym	12:35 - 13:05 HS Break 2A 13:05 - 13:35 HS Lunch B	Italian A - Gabinio 213 Italian B - Rossi 118	Individuals and Societies - Atterton 117
W E D	PHE - Deas 108 Gym	Individuals and Societies - Atterton 117	Break 1	English - Stam 117	French - Micheli 117 Spanish - Rossi 118	12:35 - 13:05 HS Break 2A 13:05 - 13:35 HS Lunch B	Advisory - House 117	T1: Art - Palazzi T2: Music - Manfredi T3: Drama - Polmonari 117
T H R	Italian A - Gabinio 213 Italian B - Rossi 118	T1: Art - Palazzi T2: Music - Manfredi T3: Drama - Polmonari 117	Break 1	Math Extended - House 117 Math Standard - Hamm 118	Design - Helmy 117	12:35 - 13:05 HS Break 2A 13:05 - 13:35 HS Lunch B	T1: Science (Chemistry) - Lavagnini T2: Science (Physics) - Lavagnini T3: Science (Biology) - Kubenk 117	Advisory - House 117
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THE INTERNATIONAL SCHOOL IN GENOA
SINCE 1966

Appendix 2: Glossary

IB - International Baccalaureate

ISG - The International School in Genoa

PYP - Primary Years Programme

MYP - Middle Years Programme

DP - Diploma Programme

CALPS - Cognitive academic language proficiency skills

BICS - Basic interpersonal communicative skills

ICS - Interpersonal communicative skills

EAL - English as an additional language

CEFR - Common European Framework of Reference for Languages

IPC - International Primary Curriculum

PHE - Personal and Health Education