



**ATHENS COLLEGE**

Hellenic-American Educational Foundation

Kindergarten • Elementary • Junior High • High

ATHENS COLLEGE • PSYCHICO COLLEGE • KINDERGARTEN J. M. CARRAS

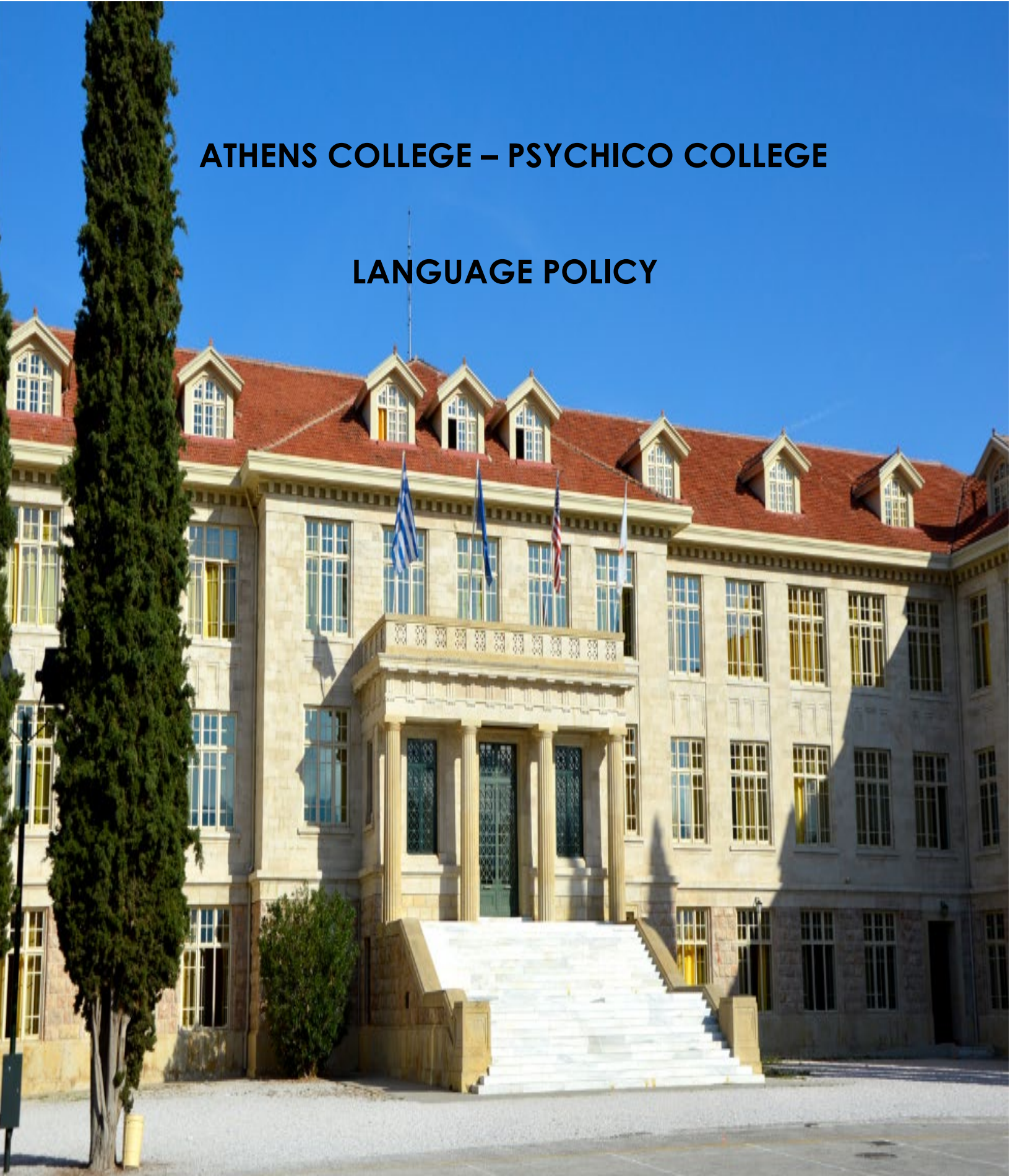
1925



Middle Years  
Programme

# ATHENS COLLEGE – PSYCHICO COLLEGE

## LANGUAGE POLICY



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## **The IB Mission Statement**

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.

## **HAEF – Athens College\*<sup>1</sup> Mission Statement**

The mission of the Hellenic-American Educational Foundation is to contribute to society as a beacon for Greek education, developing responsible global citizens and future leaders, inspired by Hellenic heritage and both American and European liberal values. Its aim is to provide the essence of education by helping each individual to achieve their highest potential and unique aspirations, instilling in them respect for themselves and others, cultivating a sense of civic duty, and exemplifying the highest ethical standards.

Our aim, through academic excellence and critical thinking, is to inspire and transform students into graduates distinguished by creativity, teamwork and a spirit of discovery.

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<sup>1</sup>\* Reference to Athens College denotes HAEF - ATHENS COLLEGE (051958) and HAEF - PSYCHICO COLLEGE (000901)

## The IB Learner Profile

### As IB learners we strive to be:

#### **Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

#### **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

#### **Thinkers**

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

#### **Communicators**

We express ourselves confidently and creatively in more than one language and many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

#### **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

#### **Open-minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

#### **Caring**

We show empathy, compassion and respect. We commit to service, and we act to make a positive difference in the lives of others and the world around us.

#### **Risk-takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

#### **Balanced**

We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

#### **Reflective**

We thoughtfully consider the world and our ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

## The Language Policy

At Athens College, language and literacy are regarded as key areas of learning along with personal, social and emotional development, communication, problem-solving and reasoning, knowledge and understanding of the world.

The Language Policy aims to ensure that all students' needs are met regarding the learning and use of the language and to inform the School community about the practices applied to that end.

Since its establishment, Athens College has had the legal right to use English as the primary language of instruction. As such, Greek and English are the main languages studied; students select between French and German as a second foreign language. This promotes multilingualism, which contributes to the development of the IB Learner Profile attributes and reinforces the mission statements of the IB and Athens College.

## The Philosophy of Language Learning

At Athens College:

- we support language learning in all taught subjects. All teachers are language teachers regardless of their discipline
- we acknowledge that language learning is a complex, multi-faceted process, and mental modelling is a key component of language comprehension
- we place particular importance on language learning, including mother tongue, host country language and other languages
- we support our students' mother tongue and first language as we believe it is crucial in their academic and social development and identity formation
- we recognize that multilingualism provides our students with cognitive mechanisms that can be used to learn additional languages
- we ensure that students learn the language, learn about the language and learn through the language
- we believe that language learning is most effective when carried out in the context of authentic and meaningful situations
- we believe that language learning is endlessly fascinating

## Language Teaching – Primary Goals

Our primary goals in teaching language are for our students:

- to acquire the essential means of communication to develop mentally and emotionally
- to become individuals with a multi-faceted personality, a strong sense of empowerment, self-confidence, and creative thinking
- to realize the importance of language to actively participate in civic life



- to realize that exposure to different cultural perspectives and practices allows them to develop intercultural communication skills in a range of real-world contexts
- to recognize a language's structural elements so as to understand and explain any potential deviations from them
- to understand the importance of language as cultural expression, celebrating predominantly the Greek and American cultures
- to appreciate the traditions of their country in which language plays a dominant role and, simultaneously, respect other nations' language and cultural values
- to realize that learning a language influences our way of thinking
- to understand that language proficiency occurs not only through explicit language teaching but also through all taught subjects and activities both within and outside the School
- to get acquainted with the concept of multimodality and multiliteracies
- to get acquainted with and appreciate different genres
- to become competent and/or proficient communicators by using the language fluently and accurately
- to develop their love of reading and writing
- to use language to express their own voice

All teachers, regardless of the subject of their specialization, are considered to teach language. In subjects traditionally described as "non-linguistic," the aim is for students to:

- be able to decode and comprehend written, spoken and visual texts
- be familiar with the subject-specific terminology in both Modern Greek and English
- use speech clearly and accurately, formulating questions and answers and at the same time seeking appropriate argumentation

Throughout the year, students are encouraged to participate in literary expression and writing competitions and in project presentation activities, speeches, and public debates, both within the context of their classes and in extra-curricular activities such as Clubs and the School's afterschool program. In this way, students' language and culture are cultivated and strengthened, and their horizons are broadened.

Furthermore, students are involved in interdisciplinary activities through which, among other things, they acquire vocabulary and terminology from different fields and synthesize their knowledge to serve an interdisciplinary goal and communicate it in various ways.

Cultivating our students' language is enhanced by our School's Library, which is rich in content and resources, and provides valuable support. Through the organization and conduct of research activities, reading activities, and literary events – either directly connected to their classes or related to extra-curricular activities - students strengthen their language skills by creating texts rich in sensitivity and imagination, choosing the appropriate genre, and generally developing their academic writing and analytical skills.

## Language Teaching and Learning Structure

At Athens College, the languages of instruction are Modern Greek and English. Athens College is a Greek school, with most students having Greek as their mother tongue and a small percentage being bilingual. Greek and English subjects are taught with enhanced weekly teaching hours (4-5 in Junior High School and 4-5 in High School). Additionally, English is the language of instruction in other subjects such as Home Economics, Music, Geography, Biology, Social and Civic Education, and Computer Science.

As the mother tongue of most of our students, the Greek language is enhanced through many subjects and activities. Great emphasis is placed on the use and dissemination of terminology, appropriate vocabulary depending on the purpose and the textual genre, and the cultivation of written and oral expression.

Regarding the Greek language, a distinction is made between Modern Greek Language and Literature and Ancient Greek Language and Literature. Modern Greek Language and Literature is part of the Language and Literature subject group. At the same time, Ancient Greek Language and Literature for Athens College is a non-MYP course, whereas, for Psychico College, it is part of the Language Acquisition – Classical Languages subject group. English is offered as a Language and Literature and a Language Acquisition course.

Non-Greek-speaking students would have difficulty accessing the curriculum. Based on the current student population records, there is no need for mother tongue support. If such a case arises, the school will consider an appropriate support strategy that will allow students who come from other countries to integrate and adjust smoothly.

## Language and Literature Course

As mentioned above, the Language and Literature course includes Modern Greek and English. Language plays a dominant role in learning, thinking, and communication and the Language and Literature course helps students to appreciate the power and beauty of language, literacy and literature as well as their contribution to the cultivation of intercultural understanding. Within the context of the courses, the ultimate goal is for students to delve into the analysis of texts, the organization of their ideas, the production of written and spoken language and the use of appropriate language for different contexts and purposes.<sup>2</sup>

Students who need support in language a) receive individual support from their teachers both in class and in individual meetings within the daily schedule; b) if they wish, attend academic support classes that are held at the end of the daily schedule.

The School conducts entrance and regional scholarship examinations in Modern Greek and English for students wishing to enrol from other public or private schools in Greece. In these exams, students with learning differences are given additional time.

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<sup>2</sup> MYP Language and Literature Guide

## Language Acquisition Course

The Language Acquisition course includes teaching English, French or German. It aspires to cultivate communication, social and critical thinking skills so that students not only delve into the characteristics and structure of a language but also realize that there are many ways to live, behave and see the world.<sup>3</sup>

The Language Acquisition course includes phases of language learning. The procedure for placing learners in the appropriate language proficiency phase and the suggested learning pathways are described in the Placement Procedure section of the policy. It is also noted that students can transition from the Language Acquisition course to the Language and Literature course if the appropriate requirements are met.

Additionally, new entrants to the School take written and oral placement tests in June to ensure their correct placement in the appropriate phase of language proficiency. In case of student absence, repeat placement tests are held in September.

## Language Placement Procedure

The language placement procedure aims to determine students' communicative and linguistic proficiency to match them with the phase that best supports them in achieving the language learning objectives described in the Language Acquisition and Language and Literature courses.

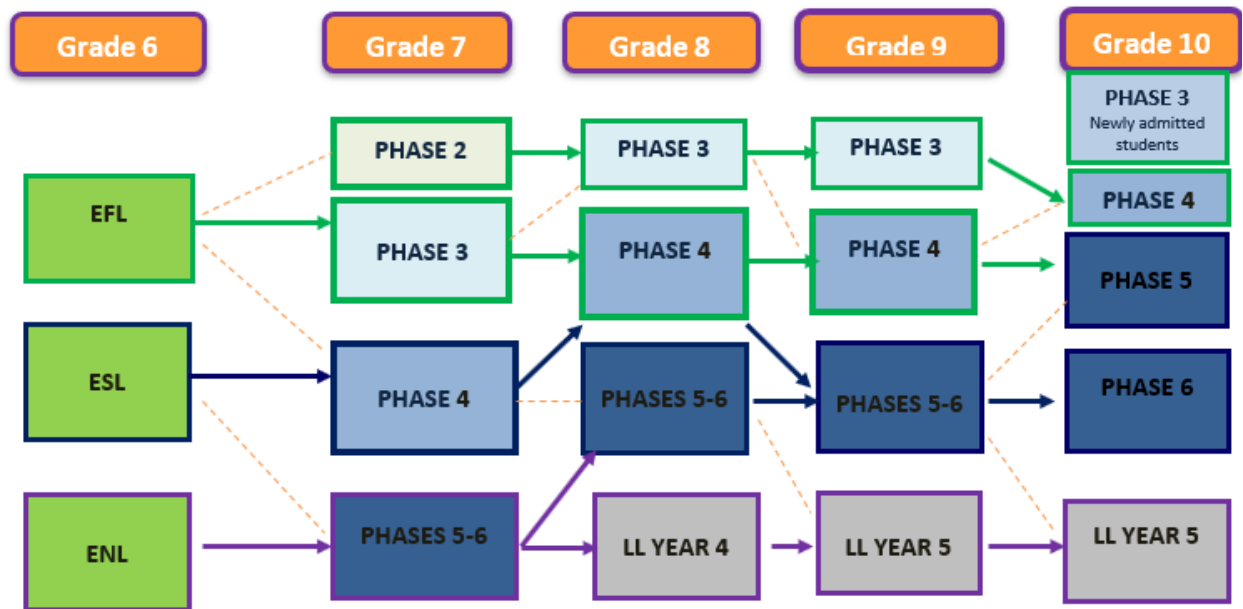
At the same time, the phase of language learning should match the cognitive level, the age interests, and the needs of the students. To this end, it plays a pivotal role to determine the prior knowledge and skills acquired by the students with an emphasis on the communicative approach, the functional use of the language and its sociocultural dimension.

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<sup>3</sup> MYP Language Acquisition Guide



## English Language Placement



### A. Grade 6 (PYP 6) Student Placement in Grade 7 (MYP 2)

When transitioning from Grade 6 to Grade 7, it is recommended that students be placed in the Phases of the Middle Years Programme (MYP) according to the following:

#### Students in EFL sections

1. The majority of students are placed in Phase 3.
2. Limited numbers of students who it has been determined will benefit from placement in a higher level of language learning are placed in Phase 4.
3. Respectively, students who are determined not to be able to meet learning targets in Phase 3 are placed in Phase 2.

#### Students in ESL sections

1. The majority of students are placed in Phase 4.
2. A limited number of students who it has been determined will benefit from placement in a higher level of language learning are placed in Phases 5,6.

#### Students in ENL sections

1. All students are placed in Phases 5 - 6.

## Placement Criteria for Grade 6 to Grade 7 MYP Phases

For students in EFL and ESL classes, placement in the respective phases of the MYP is done according to the following criteria:

1. Grade 6 Third Trimester English Grades (or predicted grades).
2. Grade 6 English teacher feedback on the four language skills (Listening – Speaking – Reading – Writing) as it is defined in the Grade 6 Third Trimester descriptive report card (four-point scale).
3. Comments by the Grade 6 English language teachers on the overall learning profile of the student (professional judgement).
4. Grade 6 student performance in a writing assessment conducted in person at School.  
More specifically:
  - o the Administration and the English Departments of Athens College and Psychico College Elementary Schools jointly decide the assessment date (common for the two Schools)
  - o the date of the assessment has yet to be announced to students
  - o the content of the assessment has yet to be announced to students
  - o the English Department Heads of the Athens College and Psychico College Junior High Schools jointly decide the topic and content of the assessment
  - o the Athens College and Psychico College Junior High School English Departments assess students' writing

## B. Student Placement GRADE 7-9 (MYP Year 2-4) Phases

As students move on from Grade 7 of Junior High School, it is recommended that they transition MYP phase as follows:

### Grade 7 to Grade 8

1. Phase 2 students move to Phase 3.
2. Phase 3 students move to Phase 4.
3. Phase 4 students complete the learning objectives of Phase 4\*
4. Students in Phases 5 – 6, follow the path below:
  - o students in Phase 5 move to Phase 6
  - o students in Phase 6 move to the Language and Literature course

\*Limited numbers of students who it has been determined will benefit from placement in a higher level move to phases 5 – 6.

### Grade 8 to Grade 9

1. Students in Phase 3 complete the Phase 3 learning objectives\*.
2. Students in Phase 4 achieve the Phase 4 learning objectives\*.
3. Students in Phase 5 meet the Phase 5 learning objectives\*.
4. Students in the Language and Literature course attend the MYP Year 4 Language and Literature course and are leniently assessed with the MYP Year 5 criteria.

\*Students in Grade 8 attending a specific Language Acquisition phase for two consecutive years are expected to move to the next phase.

In exceptional cases where it is recommended that students deviate from the designated pathway above (either by staying in the same phase or by moving to the next phase), the following steps are followed:

1. Discussion within the Academic Departments to document such cases.
2. Data collection and documentation of each particular case based on the following:
  - o 1<sup>st</sup> and 2<sup>nd</sup> Semester MYP grades (achievement levels 0-8) in the four assessment criteria (A. Listening – B. Speaking – C. Reading – D. Writing)
  - o a sample of summative assessment tasks – one of which must be in criterion D. Writing – which have been completed by the student in School
  - o a general appraisal of student's progress throughout the academic year
3. Each case is discussed within the academic department, the evidence is weighed, and a decision is made as to whether the student should stay in the same phase or move to a different one from the one they attend in the current school year.
4. For students who remain in the same phase, factors relating to organizational matters of the School will determine whether they attend the next phase and receive differentiated teaching as provided by the MYP (e.g. phases 3-4, phases 5-6).

### **C. Student Placement from Grade 9 (MYP Year 4) to Grade 10 (MYP Year 5) Phases**

When transitioning from Grade 9 to Grade 10, it is recommended that students be placed in the Phases of the Middle Years Programme (MYP) according to the following:

#### **Students in Phase 3**

1. Phase 3 students attend Phase 4.
2. As shown in the graph, Phase 3 will only be offered if a sufficient number of newly admitted students with specific language educational needs emerge. If this number is not adequate to form a phase 3 section, then those students will be included in phase 4, and differentiated teaching strategies will be followed.

#### **Students in Phase 4**

1. Phase 4 students attend Phase 5.

#### **Students in Phases 5-6**

1. Students are placed either in Phase 6 or in the Language and Literature course (LL).
2. A limited number of students who it has been determined will not be able to meet the objectives of Phase 6 do not move to Phase 6 but benefit from further consolidation of the learning objectives of Phase 5.

#### **Students in Language and Literature (LL)**

1. All students in LL continue in the Language and Literature course and are assessed according to MYP Year 5 criteria.

### Placement Criteria for Grade 9 to Grade 10 MYP Phases

For students going from Grade 9 to Grade 10, placement in the respective phases of the MYP is done according to the following criteria:

1. Grade 9 Second Semester English Grades.
2. MYP Second Semester Grades (achievement levels 0-8) in the four assessment criteria (A. Listening – B. Speaking – C. Reading – D. Writing).
3. Feedback/comments by the Grade 9 English language teachers on the overall learning profile of the student (professional judgement).
4. Grade 9 student performance in a writing assessment, which will be physically conducted at School. More specifically:
  - o the Administration and the English Departments of Athens College and Psychico College Junior High Schools jointly decide the assessment date (common for the two Schools)
  - o the date of the assessment is not announced to students
  - o the content of the assessment is not announced to students
  - o the English Department Heads of the Athens College and Pyschico College High Schools jointly decide the topic and content of the assessment
  - o the Athens College and Psychico College High School English Departments assess students' writing

### New Entrants in Grade 7 and Grade 10

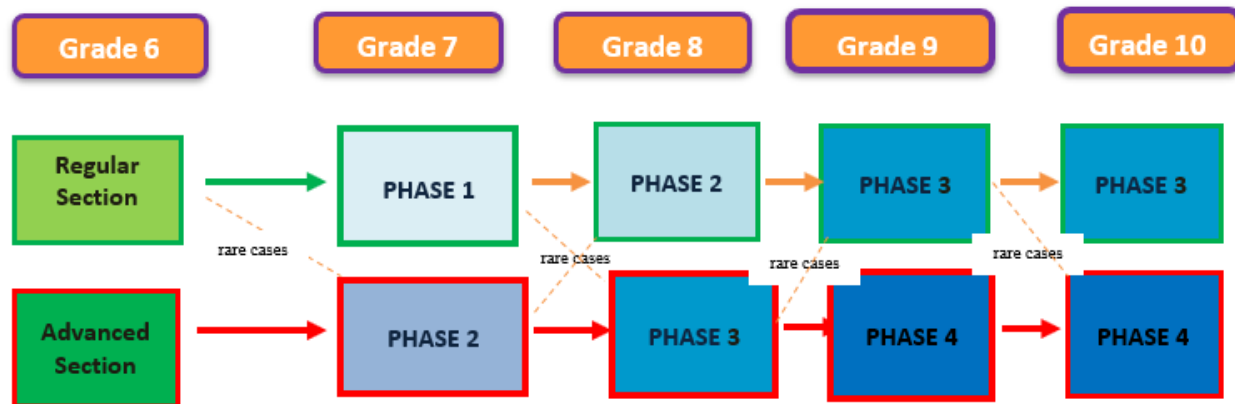
For the placement of newly admitted students, it is recommended that the placement procedure currently in place by the English, French, and German Academic Departments of the Athens College – Psychico College Junior High and High Schools is followed. More specifically, new entrants take part in a placement test and are assessed in the four MYP assessment criteria (A: listening comprehension, B: reading comprehension, C: speaking and D: writing). Student names are covered, and tests are graded by two Junior High or High School teachers.

### NOTES:

It is noted that:

1. The new MYP Language Acquisition framework, in effect since September 2020, enables the creation of classes that include students at capable level (Phases 3,4) and proficient level (Phases 5,6) as the evaluation criteria are common. If, however, there is the organizational possibility of creating distinct classes, students are placed in distinct phases of language learning (Phase 3, Phase 4, Phase 5, Phase 6).
2. Per recommendation from the majority of the Heads of the English Departments of Athens College and Psychico College Junior High and High Schools, administering a Computer Adaptive Test for the placement of students in the MYP phases of language proficiency is optional. However, it is up to the School to decide whether it will eventually do so for reasons unrelated to students' placement.

## French Language Placement



### A. Grade 6 (PYP 6) Student Placement in Grade 7 (MYP 2)

When students move from Grade 6 to Grade 7, it is recommended that they be placed in the Phases of the Middle Years Programme (MYP) on the following basis:

#### Students in the regular sections

1. Most of the students who attended the regular section in the Elementary school are placed in Phase 1.
2. For the very limited number of students whose performance differs significantly from the rest of the class, they will be placed in Phase 2 if it is determined that they will benefit from being placed at a higher level of language learning

#### Students in the advanced sections

1. Students who attend the advanced sections in the Elementary School will be placed in Phase 2.

### Placement Criteria for Grade 6 to Grade 7 MYP Phases

For the placement of students in the appropriate phase, the following will be taken into consideration:

1. Grade 6 grades in all three Trimesters.
2. The mapping of students' skills (reading comprehension, writing, speaking, listening comprehension) by the Grade 6 French teachers.
3. Students' descriptive assessment in the three Trimesters.
4. Comments by the Grade 6 French teachers on the overall learning profile of the student (professional judgement).
5. Students' performance in a writing assessment (placement test), which is physically conducted at School.

More specifically,

- the placement test is held at the end of the academic year, student names are covered
- the Athens College – Psychico College Elementary and Junior High School French Departments assess the test. Each paper is assessed by two teachers, one from the Elementary School and one from the Junior High School
- topics are selected by the Athens College – Psychico College Junior High School French Department Coordinator in collaboration with the Athens College – Psychico College Elementary School French Department Coordinators
- the placement test comprises three of the four MYP criteria (A: listening comprehension / B: reading comprehension / D: Writing) and is held at the Athens College and Psychico College Elementary Schools
- the assessment date is determined by the Athens College – Psychico College Elementary School Administration and French Departments and is the same for both Schools. Students are not notified in advance of the date

### **B. Student Placement GRADE 7-9 (MYP Year 2-4) Phases**

As students move from A' Gymnasium (Grade 7), it is proposed that they transition MYP phase as follows:

#### **Grade 7 to Grade 8**

1. Students in Phase 1 attend Phase 2\*
2. Students in Phase 2 attend Phase 3\*

\* In the rare case when it is recommended that a Grade 7 student does not follow the progression of the majority of the student population to the next Phase in Grade 8, a detailed discussion takes place within the French department and a decision is made based on the following:

1. MYP grades for the 1<sup>st</sup> and 2<sup>nd</sup> Semester (achievement levels 0-8) based on the four assessment criteria (A. Listening – B. Speaking – C. Reading – D. Writing).
2. A sample of summative assessment tasks – necessarily including criterion D (writing) – which have been completed by the student at School.
3. Comments (a detailed appraisal of the student's overall effort in the learning process) by the Grade 7 French teachers on the student's overall learning profile (professional judgement).

#### **Grade 8 to Grade 9**

1. Students in Phase 2 attend Phase 3.
2. Students in Phase 3 attend Phase 4\*.

\* A limited number of students who it has been determined will not be able to meet the objectives of Phase 4 do not move to Phase 4 but benefit from further consolidation of the learning objectives of Phase 3.

For all students who have attended a particular phase for 2 consecutive years, it is recommended that they move to the next Phase.



### **C. Student Placement from Grade 9 (MYP Year 4) to Grade 10 (MYP Year 5) Phases**

When transitioning from Grade 9 to Grade 10, it is recommended that students be placed in the Phases of the Middle Years Programme (MYP) according to the following:

#### **Students in Phase 3**

1. Students in Phase 3 complete the learning objectives of Phase 3.
2. For the very limited number of students whose performance differs significantly from the rest of the class, they will be placed in Phase 4 if it is determined that they will benefit from being placed at a higher level of language learning

#### **Students in Phase 4**

3. Students in Phase 4 complete the learning objectives of Phase 4.

### **Placement Criteria for Grade 9 to Grade 10 MYP Phases**

For students going from Grade 9 to Grade 10, placement in the respective phases of the MYP is done according to the following criteria:

1. Grade 9 First and Second Semester French Grades.
2. MYP First and Second Semester Grades (achievement levels 0-8) in the four assessment criteria (A. Listening – B. Speaking – C. Reading – D. Writing).
3. Feedback/comments by the Grade 9 French language teachers on the overall learning profile of the student (professional judgement).

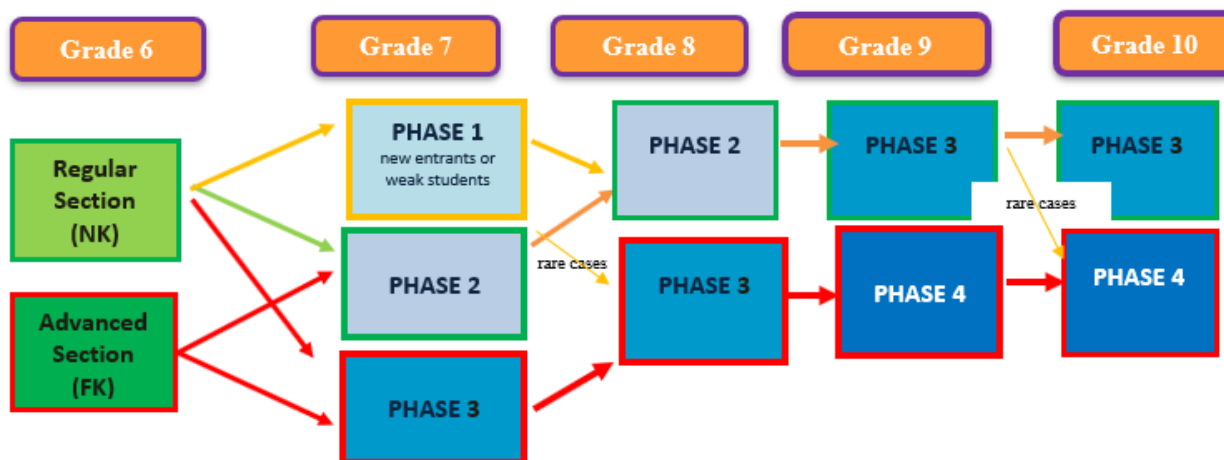
\*In exceptional cases where it is recommended that students deviate from the linguistic path above (either by staying in the same phase or by moving to the next phase), a detailed discussion takes place within the French department and a decision is made based on the following:

1. MYP grades for the 1<sup>st</sup> and 2<sup>nd</sup> Semester (achievement levels 0-8) in accordance with the four assessment criteria (A. Listening – B. Speaking – C. Reading – D. Writing).
2. A sample of summative assessment tasks – necessarily including criterion D (writing) – which have been physically completed at School.
3. Comments (a detailed appraisal of the student's overall effort in the learning process) by the Grade 9 French teachers on the student's overall learning profile (professional judgement).

### **New Entrants in Grade 7 and Grade 10**

For the placement of newly admitted students, it is recommended that the placement procedure currently in place by the English, French, and German Academic Departments of the Athens College – Psychico College Junior High and High Schools is followed. More specifically, new entrants take part in a placement test and are assessed in the four MYP assessment criteria (A: listening comprehension, B: reading comprehension, C: speaking and D: writing). Student names are covered and tests are graded by two Junior High or High School teachers.

## German Language Placement



### A. Grade 6 (PYP 6) Student Placement in Grade 7 (MYP 2)

When transitioning from Grade 6 to Grade 7, it is recommended that students be placed in the Phases of the Middle Years Programme (MYP) according to the following:

#### Students in NK sections (Normalkurs: regular level)

1. Most students who attend the regular level (NK) in the Elementary School will be placed in Phase 2.
2. For the minimal number of students whose performance differs significantly from the rest of the class, placement will be done as follows:
  - o either in Phase 3 if it is determined that they will benefit from being placed at a higher level of language learning
  - o or in Phase 1 if it is apparent that they cannot meet the learning objectives of Phase 2
  - o new entrants to the School with limited language knowledge will also be placed in Phase 1

#### Students in the FK sections (Fortgeschrittenenkurs: advanced level)

1. Most students who attend the advanced class in Elementary School (FK) will be placed in Phase 3.
2. The very limited number of students who, it is apparent, will not be able to meet the learning objectives of Phase 3 will be placed in Phase 2.

### Placement Criteria for Grade 6 to Grade 7 MYP Phases

For students in NK and FK classes, placement in the respective phases of the MYP is done according to the following criteria:

1. Grade 6 grades in all three Trimesters.
2. The mapping of students' skills (reading comprehension, writing, speaking, listening comprehension) by the Grade 6 German teachers.
3. Students' descriptive assessment in all three Trimesters.
4. Comments by the Grade 6 German language teachers on the overall learning profile of the student (professional judgement).
5. students' performance in a writing assessment (placement test), which is physically conducted at School.

More specifically,

- the placement test is held at the end of the academic year; student names are covered
- the Athens College – Psychico College Elementary and Junior High School German Departments assess the test. Each paper is assessed by two teachers, one from the Elementary School and one from the Junior High School
- the Athens College – Psychico College Junior High School German Department Coordinator selects topics in collaboration with the Athens College – Psychico College Elementary School German Department Coordinators
- the placement test comprises three of the four MYP criteria (A: listening comprehension / B: reading comprehension / D: Writing) and is held at the Athens College and Psychico College Elementary Schools
- the Athens College – Psychico College Elementary School Administration and German Departments determine the assessment date and it is the same for both Schools. Students are not notified of the date in advance

### **B. Student Placement GRADE 7-9 (MYP Year 2-4) Phases**

As students move on from Grade 7, it is recommended that they transition MYP phase as follows:

#### **Grade 7 to Grade 8**

1. Students in Phase 2 complete the learning objectives of Phase 2\*.
2. Students in Phase 3 achieve the learning objectives in Phase 3.

#### **Grade 8 to Grade 9**

1. Students in Phase 2 attend Phase 3.
2. Students in Phase 3 attend Phase 4.

\*Students attending a specific Phase for two consecutive years are expected to move to the next Phase.

In exceptional cases where it is recommended that students deviate from the designated pathway above (either by staying in the same phase or by moving to the next phase), a detailed discussion takes place within the German department, and a decision is made based on the following:

1. MYP grades for the 1<sup>st</sup> and 2<sup>nd</sup> semester (achievement levels 0-8) based on the four assessment criteria (A. Listening – B. Speaking – C. Reading – D. Writing).
2. A sample of summative assessment tasks – one of which must be in criterion D. Writing – which have been completed by the student in School.
3. Comments (a detailed appraisal of the student's overall effort in the learning process) by the Grade 7 German teachers on the student's overall learning profile (professional judgement).

### **C. Student Placement from Grade 9 (MYP Year 4) to Grade 10 (MYP Year 5) Phases**

When transitioning from Grade 9 to Grade 10, it is recommended that students be placed in the Phases of the Middle Years Programme (MYP) according to the following:

#### **Students in Phase 3**

1. Students in Phase 3 complete the learning objectives of Phase 3\*.

#### **Students in Phase 4**

2. Students in Phase 4 complete the learning objectives of Phase 4.

### **Placement Criteria for Grade 9 to Grade 10 MYP Phases**

For students going from Grade 9 to Grade 10, placement in the respective phases of the MYP is done according to the following criteria:

1. Grade 9 First and Second Semester German Grades.
2. MYP First and Second Semester Grades (achievement levels 0-8) in the four assessment criteria (A. Listening – B. Speaking – C. Reading – D. Writing).
3. Feedback/comments by the Grade 9 German language teachers on the overall learning profile of the student (professional judgement).

In exceptional cases where it is recommended that a student deviates from the designated language path above (either by staying in the same phase or by moving to the next phase), a detailed discussion takes place within the German department, and a decision is made based on the following:

1. MYP grades for the 1<sup>st</sup> and 2<sup>nd</sup> Quarter (achievement levels 0-8) by the four assessment criteria (A. Listening – B. Speaking – C. Reading – D. Writing).
2. a sample of summative assessment tasks – necessarily including criterion D (writing) – which the student at School has completed.
3. comments (a detailed appraisal of the student's overall effort in the learning process) by the Grade 9 German teachers on the student's overall learning profile (professional judgement).

### **New Entrants in Grade 7 and Grade 10**

For the placement of newly admitted students, it is recommended that the placement procedure currently in place by the English, French, and German Academic Departments of the Athens College – Psychico College Junior High and High Schools is followed. More specifically, new entrants take part in a placement test and are assessed in the four MYP assessment criteria (A: listening comprehension, B: reading comprehension, C: speaking and D: writing). Student names are covered, and tests are graded by two Junior High or High School teachers.

### **Review Process**

The Language Policy is reviewed regularly by the senior pedagogical leadership team and the faculty as part of the IB curriculum review cycle and the whole school improvement plan. The current language Policy is subject to review at the end of the school year or the beginning of the following school year to include any modifications required by the Greek State or anticipated due to the revision of the MYP framework and School procedures. All updates are communicated to the broader school community in due course.

## References

- "MYP: From Principles into Practice (for Use from September 2014/January 2015)." *IBO.org*, International Baccalaureate Organization, May 2014 (updated Nov. 2022)
- "MYP Language and Literature guide." *IBO.org*, International Baccalaureate Organization, May 2014
- "MYP Language acquisition guide (for use from September 2020/ January 2021)." *IBO.org*, International Baccalaureate Organization, Feb. 2020
- "Primary Years Programme, Middle Years Programme and Diploma Programme Guidelines for developing a school language policy". *IBO.org*, International Baccalaureate Organization, Apr. 2008
- "Primary Years Programme, Middle Years Programme and Diploma Programme Guidelines for school self-reflection on its language policy". *IBO.org*, International Baccalaureate Organization, 2012
- "Primary Years Programme, Middle Years Programme and Diploma Programme Language and learning in the IB programmes". *IBO.org*, International Baccalaureate Organization, Sept. 2011
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