NURORDA ALMATY School-Lyceum LLP

LANGUAGE POLICY

PYP and MYP · 2026–2027 school year

This policy explains which languages our school teaches in, how we support each child's language development and how we work together with families.

Document	Language Policy
Version	2.0 — unified edition, 2026–2027 school year
Scope	Grades 1–8 (PYP and MYP), Kazakh-medium and Russian-medium streams; teachers, students and families
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Related policies	Admissions Policy, Assessment Policy, Inclusion Policy and Academic Integrity Policy

Approved by: Director _____ / _____

Date: ____ _____ 2026

NURORDA ALMATY School-Lyceum is a candidate school* for the Primary Years Programme and the Middle Years Programme. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy—a commitment to high-quality, challenging, international education—that we believe is important for our students.

* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes visit www.ibo.org.

At a glance

We see multilingualism as a fact, a right and a resource for learning. Every teacher also teaches the language of their own subject.

The essentials

1. The school has a Kazakh-medium stream and a Russian-medium stream. Kazakh is the state language and is taught in both streams.
2. English is taught from Grade 1. In Grades 7–8, STEM subjects are taught in English.
3. English groups are formed according to the child's actual language readiness. The group is not a judgement of the child's ability, nor does it change the child's class.
4. The child's English group is confirmed within 2 teaching weeks of the start of lessons and reviewed at the end of each term.
5. Every child has a language profile, which records their strengths, goals and the support they receive.
6. Your family's language is a treasure for your child. Read books and talk with your child in whichever language is comfortable for you.
7. Language difficulties do not mean low ability. If needed, the child receives language support.
8. If you disagree with a decision about the English stage or phase, you may ask for a review within 5 working days of being notified.

If you have a question

Question	Who to contact
Languages of instruction and streams	Academic Director (Grades 1–4 or 5–8)
English group, stage or phase	Head of the English department
The child's language profile and language support	Language teacher or class teacher
Language requirements in the PYP or MYP	PYP Coordinator / MYP Coordinator
Books and family reading	Librarian

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1. Purpose and scope

This policy sets out the language model of NURORDA ALMATY School-Lyceum LLP (“Nurorda Almaty”), the procedure for supporting students' multilingual development, and language continuity across the Primary Years Programme (PYP) and the Middle Years Programme (MYP).

- **Who it is for:** students in Grades 1–8, all teachers, the librarian, the support team and families.
- **What it covers:** languages of instruction, language groups, language development in the PYP and MYP, the language profile, home languages, language assessment and resources.
- **What it is based on:** the Constitution of the Republic of Kazakhstan, the Law “On Languages in the Republic of Kazakhstan”, the Law on Education, the State Compulsory Education Standards, the Model Study Plans, the International Baccalaureate (IB) Programme standards and practices (2020), the IB's guides on language and the CIS International Accreditation Framework (2024).

2. Mission, vision and values

Mission	By identifying and developing students' abilities, to shape global citizens who embrace human values, constantly strive to improve themselves, and are inquiring and competitive.
Vision	To bring up every student as a creative person who embraces human values and strives for continuous growth and learning.
Values	Self-improvement · Collaboration · Integrity · Love

The school's mission is to shape inquiring and competitive global citizens by identifying and developing students' abilities. A student who has mastered several languages has a broader understanding of the world, can communicate freely in different settings and preserves their own culture. The Language Policy serves this aim.

Value	How it shows in this policy
Self-improvement	Students set their own language goals and improve by acting on feedback.
Collaboration	Students discuss ideas together and respect different languages and points of view. Class teachers and language teachers plan together.
Integrity	Students do their own work and cite their sources, whatever language they are in.
Love	The school treats each child's linguistic and cultural identity with care. No one is discriminated against for using their home language.

Language tasks develop these IB learner profile attributes: inquirers (asking questions), thinkers (giving reasons), communicators (expressing ideas in different languages) and open-minded (respecting other cultures). Learning languages develops students' international-mindedness: they learn to understand the perspectives of people who speak other languages. Teachers link the monthly themes of the “Adal Azamat” (Honest Citizen) values education programme (approved by Order of the Minister of Education of the Republic of Kazakhstan No. 123 of 26 May 2025) with the school's values and build them into language reflection and units of inquiry.

3. Key terms

Term	Meaning in this policy
Home language	The language or languages a child uses in the family. It may differ from the child's ethnicity or from the language of their stream.
Language of instruction	The language in which subjects are taught: Kazakh in the Kazakh stream, Russian in the Russian stream, and English for STEM subjects in Grades 7–8.
Multilingualism	A person's use of several languages at different levels. The school recognizes it as a fact, a right and a resource for learning.
Language profile	A document that records the student's strengths, goals and the support they receive in listening, speaking, reading and writing.
Stage (PYP)	The three school-defined stages of English learning in the PYP: Emerging, Expanding and Bridging.
Phase (MYP)	Phases 1–6 of the MYP language acquisition subject group. A student's phase does not depend on their age or grade.
Language and literature	An MYP subject group in which students study a language at a high level through literature and texts.
Language acquisition	An MYP subject group in which students learn an additional language in phases.
Translanguaging	The student first gathers their ideas in a language they know well and then expresses them in the target language.
Scaffold	Temporary help such as a word list, a sentence frame, a picture or a diagram. As the student starts to work more independently, the teacher reduces the scaffold.

4. Our beliefs about language

Language helps a child understand what they are learning, inquire, communicate and express their own ideas. The school helps students to learn language, to learn through language and to learn about language. Learning several languages and getting to know other cultures develops international-mindedness: students learn to understand other people's perspectives while respecting their own culture, including the state language and Kazakh culture. English widens opportunities for intercultural communication, inquiry and further education.

1. **Multilingualism — a fact, a right and a resource for learning.** A student's prior language experience helps them learn and keep their own identity.
2. **Every teacher is a language teacher.** Every teacher explains the key concepts of their subject, shows model answers and helps students read, discuss and write in the language of that subject. This does not replace the work of language teachers.
3. **All languages are respected.** Every language used in a family deserves respect. A student must not be discriminated against, excluded or punished for using their home language.
4. **Mistakes are part of learning.** A child must not be mocked for making a language mistake. The teacher does not answer for the child but gives them time and scaffolds to express their ideas.
5. **The state language is a shared value.** Kazakh is the state language. It is taught in both streams and is widely used in school life.

5. The school's language model

Teaching takes place in the Kazakh-medium stream and the Russian-medium stream. The approved curriculum sets out the subjects and the number of hours. Kazakh, Russian, English and other languages are used in the school community: students and families have a range of home languages, and teachers teach in Kazakh, Russian and English. Each year, the school uses the language histories collected at admission to compile aggregated data on home languages, which it presents in Appendix 1.

Which language, which subject, which grade

Grades	Kazakh stream	Russian stream
1–4 (PYP)	Subjects, including Singapore Math and Singapore Science, are taught in Kazakh. Russian is taught as set out in the curriculum. English is taught from Grade 1.	Subjects, including Singapore Math and Singapore Science, are taught in Russian. Kazakh is taught from Grade 1. English is taught from Grade 1.
5–6 (MYP)	Subjects are taught in Kazakh. Russian and English are taught as subjects.	Subjects are taught in Russian. Kazakh and English are taught as subjects.
7–8 (MYP)	Subjects are taught in Kazakh, and STEM subjects in English. Russian is taught as a subject.	Subjects are taught in Russian, and STEM subjects in English. Kazakh is taught as a subject.
9 (planned from the 2027–2028 school year)	To be specified once the curriculum is approved.	To be specified once the curriculum is approved.

The list of STEM subjects taught in English in Grades 7–8 is set out in the approved curriculum.

What the law requires and what the school has decided

- **By law:** under Article 9 of the Constitution, Kazakh is the state language, and Russian is officially used alongside it. Article 22 gives the right to freely choose the language of instruction and upbringing; this is why the school has a Kazakh-medium stream and a Russian-medium stream. The Law “On Languages in the Republic of Kazakhstan” (1997, No. 151-I) establishes Kazakh as the state language. Under Article 9 of the Law on Education, the school ensures that Kazakh, Russian and one foreign language are taught. Kazakh and Russian are compulsory subjects in the final attestation.
- **The school's decision:** English starts in Grade 1, earlier than in the national curriculum. In Grades 7–8, STEM subjects are taught in English. English groups are formed according to students' readiness.
- Although STEM subjects are taught in English, the summative assessment for the unit (SAU), the summative assessment for the term (SAT), the electronic gradebook and the final attestation are in the language set out in the approved curriculum.

The school gives families official information in Kazakh and Russian. If a parent (legal representative) writes to the school, the school replies in the same language where the law allows. Signs and visual information in the school building are in the state language and, if needed, also in Russian and English.

6. Language groups and MYP subject groups

- **Kazakh and Russian:** there are no separate level groups for these languages. The teacher differentiates tasks, materials and support within the lesson.

- **English:** groups are formed according to students' actual language readiness. The groups are flexible: a student may move to another group depending on their readiness. Changing English group does not change a student's stream.
- **Placement in a group:** the student's group is confirmed within 2 teaching weeks of the start of lessons (for a new student, within 2 teaching weeks of joining the school) and then reviewed at the end of each term. Classes are divided into groups in line with the rule set out in the State Compulsory Education Standards.
- The exact number of groups is given each year in Appendix 1.

Languages in the MYP

- In the MYP, every student takes both a language and literature course and a language acquisition course.
- The curriculum map shows which language course belongs to which MYP subject group. The type of course is not determined by the language of the stream alone. If a course is taught as MYP language acquisition, its objectives and assessment match the requirements of the relevant phase and the students' language readiness, even if it is taught to the whole class.
- English is a language acquisition course taught in phases 1–6.
- Language and literature is not the “next phase” after phase 6; it is a separate course. A high result in English does not automatically move a student into it. Whether a language and literature course is offered is decided as part of the curriculum.

7. Language development in the PYP (Grades 1–4)

In the PYP, teaching is in the language of the stream. Science and social studies are integrated into the programme of inquiry. English is taught as an additional language from Grade 1. The teacher tracks each student's progress through the three stages of the school's scope and sequence: Emerging, Expanding and Bridging. These stages are not the same as MYP phases, and a PYP stage does not automatically convert into an MYP phase.

- **Skills develop together:** listening, viewing, speaking, reading, writing, presenting and media literacy.
- **Collaborative planning:** class teachers, English teachers and teachers of the second language (Kazakh or Russian) plan units of inquiry together at weekly planning meetings. They agree on a shared language goal, key words, scaffolds and a work sample.
- **Translanguaging:** the student first discusses or writes down their ideas, or looks for information, in a familiar language. Then they use word lists, models and visual aids to present their ideas in the target language.
- **Word walls:** key words in Kazakh, Russian and English are displayed in classrooms, in the art and music rooms and in the gym. Teachers update them together with the children and use them in tasks.
- **The language of mathematics:** in Singapore Math lessons, students receive focused practice in the language of word problems, mathematical relationships and explaining solutions. Class teachers and language teachers work together to develop terms and sentence frames in the three languages.
- **Feedback:** in Grade 1, teachers assess English descriptively through observation and do not give marks. In Grades 2–4, teachers base their judgements on the scope and sequence, child-friendly criteria, observations, rubrics and student work. Reporting follows the Assessment Policy and the national rules for recording results.

- **Evidence:** inquiry journals and the portfolio contain the student's self-assessment and peer assessment, their language goals and the teacher's comments. At the three-way conference, the student explains their progress and their next language step.
- **The PYP exhibition:** Grade 4 students may use translanguaging at the exhibition. Families can listen to the students' presentations in Kazakh or Russian.

8. Language development in the MYP (Grades 5–8)

- **Unit planner:** in each unit planner, the teacher sets out the language functions students need in order to master the subject content: explaining cause and effect, comparing, reading instructions, justifying a solution, writing a conclusion. The teacher also records key words, the type of response, scaffolds and the method of checking (Appendix 4).
- **Collaborative planning:** before a unit starts, language and subject teachers agree on academic vocabulary, scaffolds and criteria at existing meetings. After assessment, they analyse student work together and change the next step. Key terms may be given in a trilingual glossary, but students must be able to use the concept in a task, not just translate the word.
- **Scaffolds:** models, vocabulary pre-teaching, graphic organizers, pair discussion and guiding questions. As the student begins to work independently, the teacher reduces the scaffolds.
- **STEM in English (Grades 7–8):** subject teachers and English teachers jointly agree on academic vocabulary, ways of explaining and scaffolds. If a task does not assess language itself, the student may also show their understanding in another way (a diagram, a model or an oral explanation).
- **Art, music, design, physical education:** teachers of these subjects also model the language functions specific to their subject.
- **Language acquisition (English):** the course uses phases 1–6, where phases 1–2 are emergent, phases 3–4 capable and phases 5–6 proficient. The student starts in the phase that matches the evidence and does not have to go through every phase in order.
- **Interdisciplinary tasks, projects and service as action:** students receive sources and scaffolds for inquiring, discussing and presenting their results. The language of the community project and of the personal project (Grade 9, from the 2027–2028 school year) is agreed with the supervisor in advance. It may be one of the languages of instruction or English. Fluency in English is not a condition for taking part.

9. Language profile and language support

At admission, the school learns about the family's language history and the child's previous schooling, home languages and needs. This information helps the school decide on teaching and support. The school does not require any set level in the three languages at admission.

Language profile

What is recorded	When
Strengths in listening, speaking, reading and writing, work samples, goals and support received	Updated at the end of each term
English: PYP stage or MYP phase	At the end of each term

What is recorded	When
Kazakh and Russian: a description of skills and needs (no separate phase groups are formed; if the course is taught as MYP language acquisition, the student's phase is also recorded)	At the end of each term
External certificates (if any; not required)	When received
Diagnostic assessment results	At the start of the school year, in January and when a new student arrives

- In the PYP, students in Grades 2–4 take two English tests each term, covering the four skills. In Grade 1, assessment is through observation.
- When a student moves from the PYP to the MYP, their language profile, work samples, effective scaffolds and recommendations are passed on to the Grade 5 teachers. The MYP phase is decided on the evidence, not on the PYP stage number.
- Only staff who work with the student and the parents can see the language profile.

Additional language support

- If a difficulty arises, the teacher identifies the specific need and draws up a short plan: the goal, actions in lessons, additional consultations if needed, the person responsible and the review date. The plan is recorded in the language profile. If the student has an individual support plan (ISP), the language goals are added to it.
- In the PYP, the teacher keeps a brief record of each individual or small-group consultation after lessons: the date, the goal, the scaffold used and the result.
- At the end of each term, teachers compare the result with the goal, decide whether to continue, change or gradually reduce the support, and inform the parents.
- If a student has not yet fully mastered the language of instruction, this does not mean that they have low ability or special educational needs. If the difficulty is not only about language, the teacher involves the support team through the referral route in the Inclusion Policy (by informing the relevant Academic Director in writing).
- A new student who speaks neither Kazakh nor Russian receives a short settling-in plan: a classmate as a language buddy, additional consultations and visual scaffolds.

10. Home languages and partnership with families

- The school supports home languages through family reading, multilingual sources, students' own texts and projects, parent involvement and links with cultural communities. The type of support depends on the family's needs and the school's capacity.
- Students in the Russian stream also develop their Kazakh by exploring the culture, history and traditions of Kazakhstan. During the Nauryz holiday, the Day of Unity of the People of Kazakhstan and language and literary events, children complete tasks and write reflections.
- The school holds Kazakh, Russian and English language weeks. Each child is given a role that suits their level: asking questions, recommending a book, giving an opinion, telling a story or giving a presentation.
- When a unit ends, classes share the results of their inquiry with families and with other classes.
- Parents may take part in language and cultural projects as experts, storytellers or volunteers. Parents do not need to know English to take part.

- The school gives families practical advice on multilingual development, on discussing books at home and on supporting their child's answers. Families who could not come to a meeting receive a short guide from the school.
- Families share information about their child's language history; read books and talk with their child at home in whichever language is comfortable for them; and take part in meetings and policy discussions.

11. Language assessment and feedback

- The teacher explains the purpose of the task and the assessment criteria in advance and gives timely feedback on the result and the next step.
- In the MYP, teachers use the criteria set for the course and their task-specific clarifications. Teachers do not simplify these criteria at their own discretion, and they do not mechanically convert a percentage result from the national system into an MYP level.
- When assessing a subject, the teacher separates understanding of the content from language difficulties. Language quality is taken into account only if the criterion assesses communication; the teacher does not lower a level for a language mistake that the criterion does not cover. The termly feedback to the family shows achievement against the criteria, together with the next language goal. In a language lesson, the teacher assesses the skill named in the lesson objective, using the criterion for that skill.
- Visual scaffolds, models, word lists, explanations of instructions and extra time are provided in line with the purpose of the assessment. A scaffold does not replace the skill being assessed.
- Students must use translation tools, digital tools and artificial intelligence (AI) in line with the task instructions and the school's rules on AI use (the “Artificial intelligence and digital tools” section of the Academic Integrity Policy). Translating someone else's text and submitting it does not count as the student's own work. AI tools must not be used during interim assessments, SAUs and SATs.
- Before awarding final achievement levels, teachers of the same language course carry out internal standardization: they review student work together, agree on how to apply the criteria and briefly record the outcome.
- After a major summative task, the student compares their result with the criteria and discusses the next step in their language development with the teacher.
- External exams follow the rules of the organization that runs them. If the school offers preparation for IELTS or Cambridge exams, this takes place separately from regular lessons. Such preparation is not a compulsory part of the PYP or MYP, nor is it a condition for moving to another stage or phase.

12. Reviewing English stages and phases

At the end of each term, the school reviews whether each student's English stage or phase meets their needs. A student may move to another stage or phase each term but does not have to.

MYP phase review

The teacher compares SAU and SAT results, ongoing work against criteria A–D, observations of how independently the student works, and the scaffolds used. If the termly task does not cover a criterion, the teacher uses other class work on that criterion. No additional exam is held to change a phase. The teacher weighs how consistently the student meets the objectives of the current phase against

their readiness for the language complexity of the proposed phase. If skills develop unevenly, the appropriate phase and targeted support are agreed jointly.

1. In the last teaching week of the term, the English teacher prepares a short description and a recommendation based on the work already available.
2. The head of the English department organizes a joint review with a second teacher. The MYP Coordinator checks that the decision is in line with the programme and with the support provided.
3. One of three decisions is recorded on the form in Appendix 2: keep the phase, change the phase, or gather more evidence.
4. Within 5 working days of the end of the term, the school informs the student and the family of the decision, together with the termly written feedback.
5. A decision made in Terms 1–3 applies from the next term. A decision made in Term 4 is taken into account when groups are formed for the next school year.
6. After a student moves to a new phase, the teacher monitors how they settle in during the first 4 teaching weeks. If difficulties arise, the scaffolds and workload are adjusted first.
7. Within 5 working days of the notification, the family or the student may ask the head of the English department or the MYP Coordinator for a review (a written request may also be submitted through the school office). The review takes place within the next 5 working days and involves a teacher who took no part in the original review. Until a decision is made, the student stays in their previous group and their support continues.

> **A phase is not a penalty**
>
> A phase decision is not based on a single good or bad test, attendance, behaviour, a free place in a group or one external certificate. The MYP final grade (1–7), the achievement level for a criterion (0–8) and the phase (1–6) are different scales. A percentage result from the national system does not automatically convert into a phase. Even if the phase stays the same, the student may make significant progress within it.

PYP stage review

In Grades 2–4, the teacher compares the results of the two English tests held each term (listening, speaking, reading, writing) with the school's stage descriptors. On this basis, the student moves up or down a stage or stays at their current stage. The English teacher records the decision in the language profile and, together with the termly written feedback, explains the next goal and support to the student and the parents. A change of stage does not automatically mean a change of group. This procedure is separate from the MYP phase review.

13. Resources, library and professional learning

- **Book corners:** PYP classrooms have books in Kazakh, Russian, English and other home languages.
- **Library:** the librarian works with teachers to set priorities for building the collection, based on students' language profiles, the programme of inquiry and MYP units. The librarian adds materials to the Kabis catalogue and the school's resource bank. Purchases and digital access are planned within the approved budget. The library lends books to students every week and supports family reading.
- **Morning reading (PYP):** students and teachers read together every day. Each grade level reads a set book in the language of instruction; the book changes every term. Teachers use the end-of-term test results to identify comprehension difficulties and plan support. The exact times and arrangements are given in Appendix 1.

- **Digital resources:** unit planners in the school's digital space and the Kabis catalogue. The list of online language tools that the school uses is updated every year.
- **Professional learning:** the school leadership team allocates time for collaborative planning and builds teachers' professional needs in language teaching into the professional learning plan. The priorities are the academic language of each subject, differentiation, language scaffolds, criteria and internal standardization. The school holds practical sessions for PYP teachers on translanguaging and on using language assessment data.
- **New teachers:** the coordinators introduce them to the policy and arrange support from a mentor.

14. Working rhythm: no unnecessary paperwork

The policy is carried out through existing lessons, plans, student work and meetings. No separate daily report on each language activity is required.

When	What is done	Evidence
In every lesson and unit	The teacher makes the language task and the scaffolds clear; the student answers independently	Note in the unit planner, student work
During collaborative planning	Teachers agree on vocabulary, criteria and support	A change in the next task
Once a month (PYP)	A short 20-minute review at the regular planning meeting: what we used, what changed, the next action	Meeting notes
At the end of each term	Language profiles are updated, English stages and phases are reviewed, and families are informed; the coordinators carry out the termly review (Appendix 3)	Language profile, review record, analysis table
Once a year	Results and feedback are brought together, and changes to the policy, resources and professional learning are agreed	Minutes of the annual review

If an approach is used but results do not improve, the task or the support is changed. If an approach is not being used, the school finds out why and removes the obstacle (by allocating time, resources or duties). Each decision names the person responsible, the deadline and how it will be checked. A lack of data must not be counted as success.

15. Roles and responsibilities

Who	What they do
Student	Rights: • Not to be discriminated against for using their home language; to receive clear goals and feedback Responsibilities: • Takes part in learning and respects all languages • Assesses their own learning and discusses their language goal • Uses sources honestly

Who	What they do
Family	Rights: • To receive clear information about language goals, groups, criteria and the review procedure Responsibilities: • Provides information about the child's language history • Helps the child develop their home language and gives feedback
All subject teachers	Rights: • To have time for collaborative planning, resources for language scaffolds and professional learning Responsibilities: • Plan language functions and scaffolds in units • Make subject content clear even to students who have not yet fully mastered the language • Discuss samples of student work and results
Language teachers and class teachers	Rights: • To have time for collaborative planning and professional learning Responsibilities: • Maintain language profiles • Provide clear goals and feedback • Provide additional language support to students who need it and work with families
Heads of language and subject departments	• Ensure horizontal coherence between classes and vertical continuity from grade to grade • Align the SAU and SAT calendar with students' overall workload • Check that language profiles for Kazakh and Russian are complete
Head of the English department	• Organizes diagnostic assessment and the English groups • Organizes the joint phase review and keeps the review records • Informs families together with the teacher
PYP and MYP Coordinators	• Make sure that the policy is carried out in line with the IB programme and the other policies • Build collaborative planning into the timetable • Organize the termly review and the annual review
Librarian and support team	• Select books and resources suited to different language levels • Help within their own area of work, according to the student's identified needs
School leadership team	Rights: • To receive data on how the policy is being carried out Responsibilities: • The Director puts the policy into effect by order after the Pedagogical Council has endorsed it • Allocates time and resources for collaborative planning and professional learning

16. Appeals and review of decisions

A student, parent or legal representative who disagrees with a school decision may ask for it to be reviewed. This procedure is the same in all five school policies.

1. **Talk to us.** First speak with the staff member who made the decision, the homeroom teacher or the relevant coordinator. Most issues are resolved at this stage.
2. **Written request.** If the issue is not resolved, submit a request addressed to the Director within 5 working days of receiving the written decision. The school office registers the request: you can bring it to the office or send it to the school's official email address. Explain why you disagree and attach any evidence you have. The homeroom teacher can help you write the request.
3. **Neutral review.** The request is reviewed by a senior staff member or a panel who took no part in the original decision. If the Director made the decision, the school's governing body appoints a neutral person.
4. **Answer.** You receive a reasoned written answer within 10 working days. If the school needs more time, it tells you why and gives a new date.

While the request is being reviewed, the student's learning and any support they need continue. No pressure is put on a student or family for making an appeal. Other ways of appeal provided by law remain available.

Shorter deadlines apply to a decision on the English stage or phase (the “Reviewing English stages and phases” section). Submit your request within 5 working days of being notified of the decision. The review takes place within the next 5 working days. If you disagree with the outcome, the general procedure above applies.

17. Confidentiality and personal data

- The school collects only the data needed to carry out this policy and uses it only for this purpose.
- Only staff who work directly with the student and need the data for their work can see it. Medical, psychological and disciplinary information is kept strictly confidential.
- Information is shared with third parties only when there is a legal basis or with the written consent of the parent (legal representative).
- Data is stored in protected systems approved by the school. Storage and any transfer abroad follow the Law of the Republic of Kazakhstan “On Personal Data and their Protection” (2013, No. 94-V).
- Records are securely destroyed or anonymized when their retention period ends.
- Parents have the right to see the data about their child and to ask for errors to be corrected. Requests are made through the school office.
- Reports and analyses show only aggregated information that does not allow an individual child to be identified.

Language profiles and the family's language history are personal data. The school collects them with the consent of the parent (legal representative). Only the parent and staff who work with the student can see them.

18. Links with other policies

Policy	Link
Admissions Policy	At admission, the school collects the family's language history and does not require a single minimum level in the three languages. A child's language proficiency is not a reason to refuse admission. The English group is confirmed within 2 teaching weeks of the start of lessons.
Assessment Policy	Subject understanding and language skills are assessed separately; SAU and SAT results are used in the phase review.
Inclusion Policy	A student who is still learning the language of instruction is not considered to have special educational needs for that reason alone. If the difficulty is not only about language, the teacher informs the Academic Director in writing, following the referral route in the Inclusion Policy, and the support team looks into the situation.
Academic Integrity Policy	The rules on using translation tools and the school's rules on using artificial intelligence (the “Artificial intelligence and digital tools” section of the Academic Integrity Policy) also apply to language tasks. Students cite their sources, whatever language they are in.

19. Communication, monitoring and review

Communication

- The approved policy is published on the school website and on the official channel for parents. A paper copy is available from the school office.
- At the start of each school year, teachers, students and families are introduced to the policy. New staff and new families are introduced to it when they join the school.
- The policy is published in Kazakh and Russian with the same content; an English version is prepared for submission to the IB. If the texts differ, the Kazakh text prevails.

Monitoring

Throughout the school year, the document owner checks how the policy works in practice using the indicators below. The findings feed into the annual review.

How we monitor implementation

Indicator	Evidence	Responsible	When
Completeness of language profiles	Proportion of completed profiles in both streams	Heads of language departments	Every term
English phases and stages	Review records; appeals; settling in after a change of phase or stage	Head of the English department	Every term
Understanding of subject content (STEM subjects taught in English)	Samples of student work; student feedback	MYP Coordinator	Once every half-year
Family participation	Attendance at language weeks and practical meetings for parents; survey	PYP and MYP Coordinators	Once a year

Indicator	Evidence	Responsible	When
Book collection	Books in the languages needed; data on weekly book lending	Librarian	Once a year

Review

- The policy is reviewed every year in May–June by the policy review group: the school leadership team, the PYP and MYP Coordinators, teachers, the support team, the librarian, and student and parent representatives.
- If the law, IB or CIS requirements or the school's structure change (for example, when Grade 9 opens), the policy is reviewed earlier.
- Changes are discussed at the Pedagogical Council and approved by the Director's order. Each change is recorded in the version history, and the previous version is kept in the archive.

Appendix 1. Organizational details for 2026–2027

This appendix is updated every year. The main text of the policy stays the same; only these details change.

What	In the 2026–2027 school year
PYP English groups	In the Kazakh stream, the two classes in each grade level are combined and divided into four groups. In the Russian stream, each grade level has one class, which is divided into two groups by readiness: one group receives more language support, and the other works on tasks adapted to a higher level of readiness. The number of groups does not equal the number of stages.
Morning reading	Takes place every day, 08:40–09:10, in the primary grades. The Kazakh stream reads in Kazakh, the Russian stream in Russian. The books are delivered from Astana.
Termly reading test	At the end of each term, students take a test on the book read during that term. Students with the best results receive awards.
Language weeks	Kazakh, Russian and English language weeks take place according to the school calendar.
Planned activities	A Chinese language club for primary students; Turkish language and culture activities for parents. They will start depending on families' interest and the resources available; their schedule will be announced separately.

Appendix 2. MYP English phase review record

The form is completed at the end of each term. Records for several students may also be kept in the electronic gradebook, but all fields of the form must be retained.

Field	What is recorded
Student	Full name or school ID; class and MYP year; Kazakh or Russian stream
Period and phase	School year; term; current phase (1–6)
Evidence	Dates of SAUs and SATs, links to student work, results and the criteria that support them
Description against criteria A–D	Listening; reading; speaking; writing — achievement, independence and scaffolds needed
Teacher's recommendation	Keep the phase / change the phase / gather more evidence; if changed — the proposed phase and the reasons
Joint review and decision	Teacher, second teacher, head of department and MYP Coordinator; date; decision
Next steps	Goals, support, start date in the new group and date for checking how the student has settled in
Notification and review	Date the student and family were informed; if a request was made — the outcome of the review

Appendix 3. Termly review of policy implementation

The PYP and MYP Coordinators carry out the review together with the heads of language departments. The review does not include children's names and uses only aggregated information.

What we check	What data we need	What decision we make
Coverage	Both streams, classes, phases; incomplete language profiles	Who completes them and by when
Understanding of subject content	Student work and observations of subject understanding in lessons where scaffolds were used	Which scaffold to keep, change or reduce
Language progress	Student work that can be compared skill by skill	How to change the next language task
Support	Who received support, its goal, attendance, outcome	Continue, change or reduce support
English phases and stages	Termly decisions and their reasons; settling in after a change of phase or stage	Clarify the phase, the support or the evidence
Planning and resources	A sample of unit planners; missing materials	Change the plan; provide resources or training
Feedback from the school community	Views of students, families and teachers	Remove the specific difficulty
PYP morning reading	The termly test and children's answers about the content of the book	Where comprehension needs a scaffold
Access to books	Books in the languages needed; weekly lending; families' views	Add materials; organize ways to take part

Final record: term and date; participants; what changed; evidence; decision; person responsible; deadline; result of the follow-up check.

Appendix 4. The language section of the unit planner

These fields are added to the existing unit planner. Teachers do not have to complete a separate plan.

Field	What the teacher writes
Content and language	Concept or subject goal; language of instruction; the specific language function the student performs
Language tools needed	Key words, structure of the answer, type of text or presentation
Needs and scaffolds	Link to the language profile; model, visual scaffold, pair work, accessible source
Evidence	The task and criterion that show understanding and use of language
Reflection	Who found the unit clear, who found it hard, what worked well, what will change in the next unit

Appendix 5. Daily language routines in the PYP

Routine	How it works	What we look for
Morning reading (daily)	Each grade level reads the set book in the language of instruction. The teacher has short conversations with a few children in turn.	Can the child explain what happens in the book and what the characters do?
“Explain your thinking” (daily)	Each child answers one question on the unit content with a partner. The teacher gives thinking time, a picture, a word list or a sentence frame: “I think ... because ...”.	Are more children joining in with answers, or are they only repeating a ready-made sentence?
Word wall (updated weekly)	3–5 key concepts are chosen from the unit; their names in the three languages are shown with a picture or a student's example.	Does the child use the word in their own example? Do they turn to the wall on their own?
Translanguaging (during inquiry)	The student gathers their ideas in a familiar language, then presents them with a scaffold in the language that matches the learning goal.	Over time, does the child rely less on the teacher's translation?
Language weeks	Each child is given a role that suits their level; the teacher chooses one shared language goal in advance.	Did children at different levels take part? Were the words used in lessons 1–2 weeks later?
Family reading	A book is lent every week; the family is offered a short example of how to talk about the book. No daily photos or reports are required.	Can the child say what they understood from the book? Is there a book in the family's language?

The PYP Coordinator runs the 6-week improvement cycle at existing planning meetings: Week 1 — note current practice and choose one shared language goal and a baseline work sample; Weeks 2–3 — add scaffolds and observe who needs help; Weeks 4–5 — observe a presentation or a language week, refine one support strategy, and get brief feedback from families on access to books; Week 6 — review comparable work and record the next decision, the person responsible and the date of the follow-up check.

Appendix 6. Alignment with IB and CIS standards

The table shows how this policy meets the IB Programme standards and practices (2020) and the CIS International Accreditation Framework (2024). Because the full text of the CIS standards is available only on the members' portal, CIS references are given at the level of the Cornerstone area or Dimension. The table is used as evidence when preparing for authorization and accreditation.

Standard	Requirement	In this policy
PSP Culture 4 (0301-04)	The language policy develops intercultural understanding through communication in more than one language	“Our beliefs about language”
PSP Culture 4.1 (0301-04-0100)	The policy is in line with the IB's guides on language and is reviewed systematically	“Communication, monitoring and review”
PSP Culture 4.2 (0301-04-0200)	Multilingualism is a fact, a right and a resource for learning	“Our beliefs about language”, “Home languages and partnership with families”
PSP Culture 4.3 (0301-04-0300)	Physical and virtual resources that support language development	“Resources, library and professional learning”
PSP Culture 4.4 (0301-04-0400)	Rights and responsibilities of members of the school community; effective practice	“Roles and responsibilities”
PSP 0301-04-0411 (PYP)	PYP students learn a language other than the language of instruction from the age of 7 at the latest	“The school's language model”
PSP 0401-02-0112 (PYP)	Class teachers and subject teachers plan the programme of inquiry together	“Language development in the PYP (Grades 1–4)”
PSP 0403-05-0400	Teachers take students' language profiles into account and support language development	“Language development in the MYP (Grades 5–8)”, “Language profile and language support”
PSP Culture 6.1–6.5	Links between policies, spaces, resources, the IB learner profile	“Links with other policies”, “Mission, vision and values”
CIS: Guiding Principles	Intercultural learning, global citizenship, respect for the state language and culture	“The school's language model”, “Home languages and partnership with families”
CIS: Learning	Students who need language support can master the full curriculum	“Language profile and language support”

Appendix 7. References

1. Constitution of the Republic of Kazakhstan (adopted at the national referendum of 15 March 2026; in force from 1 July 2026), Articles 9 and 22.
2. Law of the Republic of Kazakhstan “On Languages in the Republic of Kazakhstan” No. 151-I of 11 July 1997 (as amended).
3. Law of the Republic of Kazakhstan “On Education” No. 319-III of 27 July 2007, Article 9 (as amended).
4. State Compulsory Education Standards (Order of the Minister of Education of the Republic of Kazakhstan No. 348 of 3 August 2022).
5. Model Study Plans (Order of the Minister of Education and Science of the Republic of Kazakhstan No. 500 of 8 November 2012; as amended by Order No. 161 of 27 June 2024).
6. “Adal Azamat” (Honest Citizen) values education programme (Order of the Minister of Education of the Republic of Kazakhstan No. 123 of 26 May 2025).
7. Law of the Republic of Kazakhstan “On Personal Data and their Protection” No. 94-V of 21 May 2013 (as amended).
8. International Baccalaureate. Programme standards and practices (2018, updated 2020).
9. International Baccalaureate. Learning in a language other than mother tongue in IB programmes (2008).
10. International Baccalaureate. Language and learning in IB programmes (2011, updated 2014).
11. International Baccalaureate. MYP Language acquisition guide (2020).
12. Council of International Schools. CIS International Accreditation Framework (2024). https://www.cois.org

Version history

Version	Date	Changes	Approved by
1.0	2026	First edition.	Pedagogical Council
2.0	___ 2026	The five policies were brought into one structure, language and set of procedures; IB and CIS requirements were added.	Director