

CONCORDIA COLLEGE LANGUAGE POLICY

2025-2026

1. PURPOSE AND GUIDING PRINCIPLES

This language policy outlines Concordia School Paris's approach to language learning, teaching, and communication.

It reflects our commitment to developing learners who are confident, responsible, reflective, innovative and engaged, as well as our values of excellence, openness and biculturalism.

Concordia's bilingual (English-French) environment is a cornerstone of our educational identity. We believe that linguistic and cultural diversity enrich cognitive development, academic performance and international understanding.

This policy outlines how we ensure equitable access to learning and assessment for all students, regardless of their linguistic background.

2. LANGUAGE OF INSTRUCTION

Concordia delivers a bilingual curriculum in English and French for all subjects.

English is the language of instruction for the Cambridge and English national programmes.

French remains a key language of instruction and cultural literacy, in line with the French curriculum. Some subjects are taught in one language, while others use a bilingual or dual-language approach to reinforce transfer between linguistic systems.

Language allocation is reviewed annually to ensure balance and progression across grade levels.

Interdisciplinary projects and bilingual assemblies promote the natural use of both languages in authentic contexts.

For the 2025/26 school year, the languages are allocated as follows:

- French: Used for French literature, History-Geography.
- English: Used for English, Coding, Going Beyond, PSHE
- Dual-language approaches: STEM, Maths, Art, Music, Physical Education may be taught in either language, depending on the context.

Native instruction: All French and English language teachers are native speakers of their respective languages and teach exclusively in their native language to guarantee authentic language use and accurate cultural context.

3. IDENTIFICATION AND SUPPORT OF LANGUAGE NEEDS

Concordia has a clear policy in place to address the language needs of all learners.

From the moment of admission, each student's proficiency in English and French is assessed through placement tests and teacher observation.

Learners identified as FLScO (French as a language of education) receive targeted support through:

- differentiated instruction within mainstream classes;
- small-group interventions focusing on vocabulary, comprehension, and academic writing;
- collaboration between language support teachers and subject teachers.

Progress is monitored termly, and support plans are adjusted accordingly.

The aim of language support is not only to enable access, but also to empower learners to participate fully in the linguistic and cultural dimensions of school life.

4. SCHOOL LIFE AND COMMUNICATION

Concordia values transparent and inclusive communication.

All official school documents, reports, and communications are bilingual (French and English).

Meetings with parents can be conducted in either language.

Internal staff documentation for staff follows the language of the relevant curriculum section.

The introduction of English and French language courses for staff is also being considered.

Bilingual signage, website content, and publications ensure accessibility for the entire community.

This reflects our expectation that information should be clearly expressed and accessible to teachers, students, and parents alike.

5. PROFESSIONAL DEVELOPMENT

Teachers receive training in bilingual pedagogy and strategies to support learning in two languages.

Coherence, progression and consistency are ensured through collaboration between the French and English teaching teams.

6. REVIEW

The Language Policy is reviewed annually by the Senior Leadership Team.

Revisions are informed by feedback from teachers, students and parents.

The implementation of the policy is monitored through:

- Classroom observations;
- Teacher planning reviews;
- Student progress data;
- Periodic self-evaluation