



SCUOLA
RUDOLF STEINER
DI LUGANO ORIGLIO



Scuola Rudolf Steiner di Origlio

Language policy

Last review: March 12th, 2025

Associazione Scuola Rudolf Steiner di Origlio

Via Ai Magi 4, CH-6945 Origlio

www.scuolasteiner-lugano.ch

comitatoscuela@scuolasteiner-lugano.ch



SCUOLA
RUDOLF STEINER
DI LUGANO ORIGLIO



Table of Contents

| | |
|---------------------------------|---|
| Introduction | 1 |
| School Languages | 1 |
| Language Assessment & Support | 2 |
| Governance & Policy Development | 3 |

Associazione Scuola Rudolf Steiner di Origlio

Via Ai Magi 4, CH-6945 Origlio

www.scuolasteiner-lugano.ch

comitatoscuola@scuolasteiner-lugano.ch



IB Diploma Programme Language Policy

Origlio Rudolf Steiner School is a private school, open to everyone, irrespective of their origins, ethnicities or religions. The main pedagogic guideline is Rudolf Steiner anthroposophy and its pedagogy, with the goal of helping the students to develop into free-thinkers, conscious, authentic individuals, enthusiastic life-learners with social skills, who understand how to use their own talents and values to contribute to society.

Language Portfolio

Being located in Switzerland, a country with four main national languages (German, French and Italian and Rätoromanisch), from a very young age the pupils are exposed to a range of languages therefore able to access all opportunities offered in Switzerland. In addition, English - as one of the languages of international communication - is introduced early on.

Italian

Italian is the official language at the school. In the IB DP classes (classes 12 and 13) Italian Literature (language A) is taught in Italian.

Communication between the school, students and parents until grade 11 is in Italian. From grade 12. All IB relevant documents will be provided also in English, including communication with bilingual or English speaking students and families.

Different mother language than Italian: choice of language A

Students with a mother tongue other than Italian may be allowed to bring language A in their own language: Self Taught Language A SL.

The IB team will try to find the best individual solution depending on the available resources and in consideration of the student's level in the other subjects.

If Italian is not the students' mother tongue, the school encourages them to study Italian as language A HL, only if the knowledge of Italian is C1.

Exceptions are possible, however, they need to be approved by the Italian teacher as well as the coordinator.

Language Proficiency Assessment

For all **external** as well as **internal students** the IB team will set them the following three tests: a written as well as an oral exam (dialogue) and a comprehension test.

The IB team will evaluate the test and will present the students with the format and expectations of the exams to ensure clarity and transparency. Following the evaluation, students will receive detailed feedback regarding their strengths and areas for improvement.

Based on the assessment results, the IB team may recommend additional language support, such as preparatory courses, tutoring sessions, or individualized learning plans.

The ultimate goal is to ensure that all students have the linguistic competence necessary to successfully engage with the IB curriculum, express their ideas effectively, and fully benefit from an international, multilingual learning environment.

English

English is taught from class 6 onwards.

It is the language of education in the IB years in the following subjects: English (language B), History, Biology, Physics, Theory of Knowledge, Creativity Activity and Service, and Mathematics.

It is also the language of communication between the IBO and the school, between teachers and students and among the students, as well as the language used in the examination papers.

In class and during the external activities, we encourage English as the language of communication even if only one of the students does not speak Italian. However, we encourage all students at the school to develop at least a basic knowledge of Italian in order to integrate into the community.

On a voluntary basis, the school organizes an exchange for all year 10 and 11 students with an English-speaking Waldorf School. Other exchanges are also possible in year 9. Native English speakers can follow an alternative programme (suited to their individual situation or wishes – exchange with a German school, a social work stage or similar).

For the students who want to join our IBDP programme and are below level B2 in English, the school will offer regular language lessons during the summer before the start of year 12 to facilitate reaching the required level of at least B2.

In the case of late admissions, IB students whose level is below B2, will be invited to attend specific afternoon intensive classes at an additional cost. After 4 weeks, the team will evaluate



the students' progress and depending on the result, the students will be allowed to continue the IB program.

French

French is taught from class 1 up to class 11.

As one of the options for field 6 «The Arts», the school also offers French B and French Ab Initio, taught in French.

Students are allowed to enter French Ab Initio if they have little to no prior knowledge of the French language. Specifically, students who have not studied French extensively at a prior level (such as in middle school or high school) or have not reached a proficiency that would place them above the beginner level are eligible for this course. This includes students who may have had brief exposure to the language but do not possess the skills necessary to enter higher-level courses such as French B (Standard or Higher Level).

German

German is taught from class 1 up to class 9. In classes 10 and 11 it is optional (students may choose French instead). It is currently not part of the IB years.

Spanish

Spanish is not taught before the IBDP years 1 and 2.

As one of the options for field 6 «The Arts», we offer also Spanish Ab Initio, taught in Spanish.

Students are allowed to enter Spanish Ab Initio if they have little to no prior knowledge of the Spanish language. Specifically, students who have not studied Spanish extensively at a prior level (such as in middle school or high school) or have not reached a proficiency that would place them above the beginner level are eligible for this course. This includes students who may have had brief exposure to the language but do not possess the skills necessary to enter higher-level courses such as Spanish B (Standard or Higher Level).

Language policy steering committee

The Language Policy Steering Committee is composed of a diverse group of stakeholders, including language teachers, curriculum coordinators, and student representatives.

The committee works collaboratively to assess and improve language support, promote multilingualism, and ensure that language learning is integrated across the curriculum meeting.



Data-gathering exercise could involve activities such as informal discussions, questionnaires, observations and student interviews. It requires all members of the school community to reflect on their thoughts and practices regarding language at the school. It provides valuable insights into how language policies are being implemented, identifies areas for improvement, and helps the school make informed decisions about language instruction and support services.

Challenges of Learning the IB Programme in a Non-Native Language Environment

Learning the IB Programme in a non-mother tongue environment presents several challenges, both for students and teachers, which can affect academic performance, language acquisition, and overall learning experience. To address the aforementioned challenges, several solutions are implemented to support students:

- **Language Support Programs.** Students are supported in finding additional language classes when not fluent in the language of the environment.
- **Peer Support and Collaboration.** Students are paired with peers who are fluent in the language to facilitate language acquisition and cultural integration and participate in study groups.
- **Family and Community Involvement.** Both parents and students are invited to be involved in the school's active social life.