

Coventry Language Policy: Guiding Principles

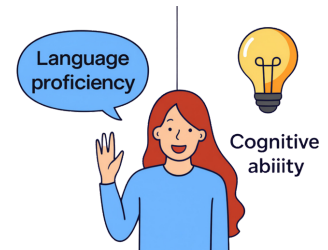
All languages support learning and achievement



Learners draw on their full linguistic repertoires, which may include other languages or other varieties of English, to make meaning and develop understanding, and schools recognise and build on this as part of the learning process.

Proficiency in English and cognitive ability are distinct

Learners may have strong conceptual understanding that is not yet fully expressed in academic English. Language development should not be conflated with underlying ability.



Access to academic language is essential for equity



Explicit attention to the language demands of the curriculum is necessary to enable equitable access to subject knowledge and participation in learning.

Language, identity, and belonging are interconnected

All learners bring linguistic identities that shape how they engage with language and learning. Valuing those identities means recognising the languages multilingual learners already use, while also supporting every learner to see themselves as capable and curious language learners for whom language learning is meaningful and within their reach.



Language develops through interaction and participation



Language learning is socially mediated. All learners develop language through structured opportunities for talk and engagement in meaningful social and academic contexts. Coventry's linguistic diversity makes those opportunities particularly rich, and schools have a responsibility to ensure every learner can access and benefit from them.