Policy Name	**Whole School Language Policy**
Policy Date	Feb 2020
Policy Review date	1st Review: 4th Dec 2021 2nd Review: 26th March 2022 3rd Review: 02-Feb-2023

Review committee members	1. Academic Director
	2. Head of School PYP
	3. Head of Middle & Senior School
	4. Coordinators
	5. Teachers
	    Alan Rohan Raikes
	    Ankita Deshta
	    Anshu Pandey
	    Hanna Raeeza
	    Rajeswari Vidyashankar
	    Shashibushan B
	    Sunita Singh
	    Suma MS
	6. Parents
	    Ms. Jigna,
	    Ms. Suma
	    Ms. Subadra
	    Ms Monika
	7. Students
	    Sudiksha (G5)
	    Ishaan (G7)
	    Sirichanok (G9)
	    Arnav (G 11)

IB Learner Profiles

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
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
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.
Knowledge	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
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.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us
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.
Balanced	We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for others and ourselves. We recognise our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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

School's Vision Statement

Sharanya Narayani International School (SNIS) aims to develop students who think, inquire, act and reflect. Teaching and learning will stimulate analytical, logical, critical, creative, and reflective skills to help students become lifelong learners and responsible global citizens in an ever-changing world. Our student-centric approach and secure, stress-free learning environment will contribute to a continuing sense of wonder and passion for the world around us.

School's Mission Statement

Sharanya Narayani International School nurtures students into successful, responsible and ethical leaders who can brighten the world with compassion, curiosity and creative fire.
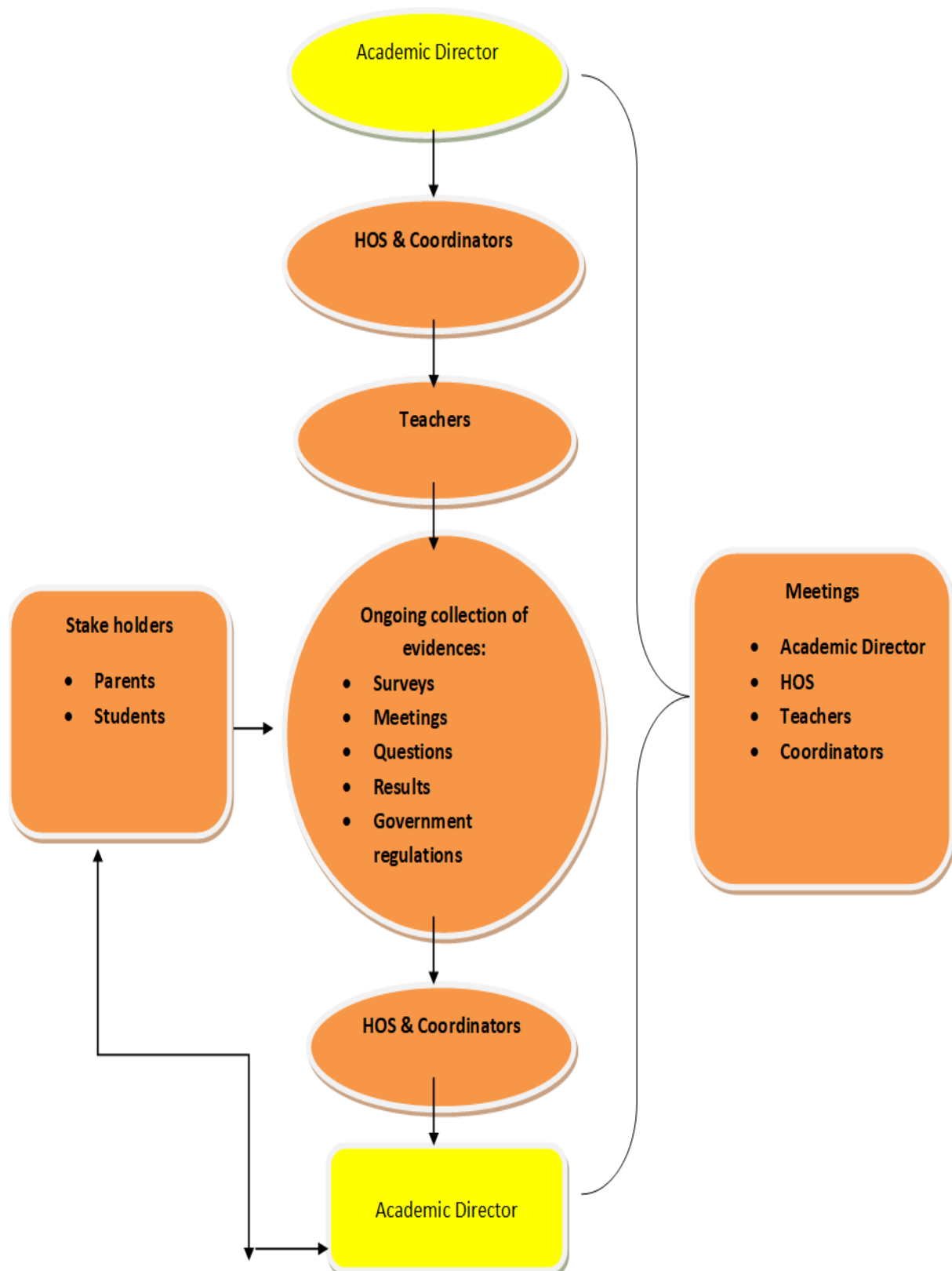
IBO's Mission Statement

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.

Flow Chart of the Review Process for School Policies

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                    ┌─────────────────────┐
                    │  Academic Director  │
                    └──────────┬──────────┘
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                    ┌──────────▼──────────┐
                    │  HOS & Coordinators │
                    └──────────┬──────────┘
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                    ┌──────────▼──────────┐
                    │      Teachers       │
                    └──────────┬──────────┘
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Academic Director

HOS & Coordinators

Teachers

Stake holders

- Parents
- Students

Ongoing collection of evidences:

- Surveys
- Meetings
- Questions
- Results
- Government regulations

Meetings

- Academic Director
- HOS
- Teachers
- Coordinators

HOS & Coordinators

Academic Director

A. Statement of Purpose

The diverse ecosystem that is fostered at Sharanya Narayani International School is most effectively comprehended through the distinct language policy that has been articulated to replicate our deep attempt to blend myriad cultures and to revere diversity. SNIS Language Policy is a document which exemplifies the objectives of our school to develop language skills in all learners and help them transfer their understanding in the real-life context.

Our policy explains in detail, the approaches, practice and the assessing methods of the teaching and learning of languages. This document is dynamic in nature that gives scope for constant improvement and revision to suit the language needs of an ever transforming cohort.

B. Language Philosophy

At SNIS, we create a thought-provoking and encouraging polyglot environment where the language of instruction is English. We perceive language as a tool for making meaning. We firmly believe that every student owns an individual and a set of experiences, skills and interests, which is definitely taken into account in the teaching and learning process. At SNIS, all teachers are language teachers as language goes beyond curriculum areas. We aim to develop a set of confident, curious, highly proficient and enthusiastic readers, writers, speakers and listeners. Language is always taught laying great emphasis on its deeper meaning and in context too. We promote the learning of language permitting students to make links with context, to explore and examine.

C. Roles & Responsibilities of the School in making the Language Policy as a Working Document:

An IB School, we are obliged to the following practices in making the language policy a working document:

- The school provides **Professional Development** and training to its staff members in the field of language learning through ways, which are stated in the Language Practices below.

- The steering committee ensures that the language policy is reviewed every two years or as per the curriculum review cycle of the IB

- It will be the responsibility of the members of the steering committee to communicate the policy to all stakeholders of the community through the school's website, emails and publications and accept any feedback for further review through emails & meetings.

- **Assessment** of languages at the school assess all four strands as per their scope & sequence criteria (oral, reading, writing & visual viewing) and aligns with the requirements as stated in the school's **Assessment policy.**

- School admits students from different language backgrounds without any restrictions and makes provision for providing language support as stated in the school's **Admission Policy.**

- The school respects the **sociocultural** and **diverse language need** of the school community & provides support through its Language practices that are mentioned in the language practices below.

- The school provides support to students with **diverse learning needs** as per the **School's Inclusion Policy.**

- Assessment and teaching of languages caters to differentiated instructions as stated below in the language practices.

- Teaching and learning addresses the diversity of student language needs, including those for students learning in a language other than their **home language/mother tongue.**

- Teaching and learning demonstrates that **all teachers** are responsible for **language development** of students.

- Collaborative planning and reflection recognizes that **all teachers** are responsible **for language development** of students.

- The school utilizes the **resources and expertise** of the community to enhance learning within the programme(s).

- The school places importance on language learning, including home language/mother tongue, host country language (Kannada and Hindi) and other languages (French).

D. Socio Cultural Aspects

The School attracts students from diverse backgrounds and embraces the many different nationalities, cultures and languages, which make up the fabric of the school. To support this cultural diversity, we offer IB programmes to students in primary, middle and senior school and offer additional languages as well as home language support to nurture the languages spoken by our students. We have teachers from various regions and they support the students in developing their language profile. All teachers are qualified and are happy to be associated with the school.

We celebrate assemblies, which highlights various cultural aspects of our diverse background giving major importance to presentations in different languages. Students are nurtured to imbibe the attributes of the learner profiles in different languages to become internationally minded global citizens.

E. Steering Committee

Sharanya Narayani International School Language Policy steering committee comprises of the Academic Director, Heads of School, Academic Coordinators, Members of the senior management team, Librarians along with teachers, parents and student representatives

It is the responsibility of the committee to oversee the procedures needed to develop the language philosophy and policy of the school, communicate the same to all stakeholders and ensure that the process of compilation and review is collaborative and involving all, using a range of strategies incorporating the review phases of IB

F. Essential Agreements

a) The period of the review. The policy will be reviewed every two years or as per the curriculum review cycle of the IB

Change in the committee.

- Students and parents will change after every reviews
- Teacher representatives from the faculty (Primary, Middle and Senior School) will give way to new members at the end of the 2-year cycle.

b) Any member of the steering committee can call for a meeting to discuss an issue or concern shared by any stakeholder regarding the **working of the document**.

c) It will be the responsibility of the members of the steering committee to ensure that the Policy is made available to all stakeholders of the community through school's website, blogs and publications.

d) The outcomes of the meeting of the steering committee will be shared with all the stakeholders of the school community (Staff, parents and students).

Language Practices at SNIS

1. Methods

- Medium of instructions will be English for all subjects except additional languages

- Inside the classroom, English is the medium of instruction. The PYP students may use their home language/ mother tongue to comprehend and express their understanding in class or during an assessment task. The teachers too can avail the use of technology as well as print media (in home language/mother tongue) to facilitate the understanding of a concept, or sharing their understanding. However, Middle and Senior School students are encouraged to communicate in the medium of instruction.

- Outside the classrooms, students will be and are encouraged to communicate in the language that is comfortable to them. This will help us to create an environment, which will foster the development of the **Home language.**

- Methods of instruction will cater to multiple intelligences and include differentiated instruction, activity-based approach and whole language instruction, etc.

- Language should be approached through an inquiry-based method where possible.

- Language will be mostly integrated with the unit of inquiry for PYP and conceptual learning for Middle and Senior School

- Language will be offered through practicable differentiated instruction to address, support and enrich requirements.

- English will be the language of instruction, however, to assist students in inquiry, we assist them to translate using dictionary, seeking the support of teacher, buddy translators and parent volunteers.

- The basic skills of language are clearly devised by using our scope and sequence for PYP, aims and objectives of the target language for Middle and Senior School. As students advance, teachers empower them to perceive language as a means of expressing identity, exploration of self and others, having multiple meanings, and involving at all levels of discourse a personal stance, from simple communication to the core of academic language. Throughout the school, in order to nurture the joy and love for reading, students will be encouraged to read at home, read a wide range of genres in school to understand their features.

- A range of reading methodologies will be made known to assist students in the mechanics of reading and comprehending the meaning of what they read. These include phonemic awareness, recognising patterns in text, decoding, recognising a bank of sight words, etymological understanding, making inferences, analyzing text structures, using multi-model texts and understanding cultural contexts. Teachers also make use of guided reading, critic club and editorial club to develop students' reading and writing skills.

- SNIS is devoted to encouraging the awareness that **all teachers are teachers of language** through professional development.

2. Languages offered at all Programs

- PYP- French, Hindi and Kannada as an additional languages
- Middle and Senior School – French, Hindi and Kannada (Second Language). French (SL and Ab Initio) & Hindi for Language Acquisition (DP)

3. Language of communication

- Official communication- English
- Language of communication in classroom- English with home language support (need based)
- Language of communication outside the classroom - English, Hindi, Kannada and home language

4. Other language needs of the wider community

- Kannada to be taught as a second language as per the requirements of the Government of Karnataka.

- Interacting with support staff - Most of the Support staff comes from local community. The mode of communication with them will generally be in Kannada &Telugu.

- Interacting with visitors - Visitors in school come with diverse language backgrounds. English will be used as the language of communication. However, we may also use other languages based on the needs and availability.

- Interacting with parents: Most of the communication with parents will be in English. The school will also communicate in Hindi, Kannada and Telugu based on the need of the situation.

- Working Language - English

- Access Language - English, Kannada and Telugu

- Internal Working Language - English and Kannada

5. Home/Personal Language Support

A child's Home language is valued, respected and celebrated. This is important to allow students to process ideas and to express themselves in their mother tongue(s).

The following strategies are used:

- Home language period is offered once a week in the PYP

- Students are matched with a buddy who speaks the language, where feasible

- Use of home language is encouraged where it supports learning.

- Learner Profiles in various languages are displayed in the class.

- Concepts and content links are established between Language of instructions, Kannada and Hindi/French classes to support units of

inquiry and academic vocabulary development.

- Guest speakers/ parents are invited to take storytelling sessions in different languages.

- Online regional newspapers in different languages are available in the library for students to read, there is a section in the library, which keeps books and reading materials in different languages catering to the needs of our children.

- The school strives to prepare students who require home language support to enter the State, National and International school system if desired.

6. Time Schedule for Additional Languages

- While we recognize that, every teacher is a language teacher and thus language instruction cannot truly be a separate unit. For Additional Language instructions, we allocate approximately 2 ½ hours a week.

7. Multilingualism and its Support for Multiliteracy

- At SNIS, we focus on broader concepts of reading, writing, viewing and presenting. We integrate language with different types of texts to facilitate effective communication. Languages are not only taught using written text on paper, but also integrated with various subjects making it transdisciplinary. We encourage use of different mediums like PowerPoints, Videos, Artworks, Animations, Comic strips, Digital resources, Multimedia etc., to facilitate language teaching and learning.

- Students at SNIS are given the choice to present their ideas in more than one language. We support student agency and promote home language. During presentations, students are given the option to present their final pieces of work or ideas, stories, songs, posters etc., in the language of their choice.

8. Professional Development & Curriculum

For the PYP:

- Teachers are encouraged to attend various professional development sessions related to language teaching. These sessions can take the form of in-house workshops or visiting other schools, job alike sessions, SAIBSA sessions, PYP Networks sessions and IB regional workshops.

- The school has adapted the IB scope and sequence and created its own Scope and Sequence documents for all language instruction based on the new IBO exemplar documents. A range of books, audiovisual materials and IT are available to be used as resources for attainment of specific goals in Language. The scope and sequence documents will be reviewed during the curriculum review cycle for any changes or updates.

For Middle and Senior school

- Teachers are encouraged to attend various professional development sessions related to language teaching. These sessions can take the form of in-house workshops or visiting other schools, IB Network job alike sessions or IB regional workshops

- For MYP, The school has adapted the IB Standards and Practices and addressed all strands of 4 objectives of the 6 global contexts, in a balanced way twice a year, collaboratively planned in the inter-disciplinary units with at least 50 hours of teaching time for each year of the program.

- For Cambridge (Year 9 and 10) – The school has adapted the International General Certificate of Secondary Education bifurcating First Language English (FLE), English as Second Language (ESL) with Core and Extended levels; and additional languages as Hindi and French.

- For DP – The school offers the courses: Studies in Language and Literature (LAL) in English and Language Acquisition in French and Hindi. The curriculum adheres to the respective Syllabus Outline and aligns with their aims and assessment objectives (Reading, Writing, Listening and Speaking).

- The school adapts Cognitive Academic Learning Proficiency (CALP) to scaffold the planning and teaching of *academic language* across curricula in SNIS.

  It identifies four essential dimensions as follows:

  ❖ Affirming identity – every student is affirmed based on their skills and knowledge
  ❖ Activating and building background knowledge – done first in native language and then in English
  ❖ Scaffolding learning – consistently done based on differentiation levels
  ❖ Extending language – explored in extension tasks and is assessed through formative and summative tasks

- CALP skills include literacy skills and thinking skills and they are integrated into the Language Curricula at SNIS. Literacy skills taught explicitly include abilities to:

  ❖ listen for meaning and speak meaningfully, both also part of interactive dialogues
  ❖ apply complex reading skills to actively decode academic (literary and non-literary) texts
  ❖ write complex texts for a variety of academic purposes and audiences.

  These skills are taught in class at various levels depending on the proficiency of the students and which consequently enables students to approach, comprehend, analyse and communicate language skills and content.

- SNIS is devoted to encouraging the awareness that all teachers are teachers of language through professional development.

9. Differentiating Instructions in Language Teaching

- Differentiation in language lessons is based on the preconditions of the learners.

- Teaching approaches may include working in small groups, using different resources with different levels of language difficulty.

- The School also provides a range of specialist support. All students' language needs are established through preliminary and continuing appraisals throughout the year.

- Students are inducted to any program by a written task in English and those who are identified as below grade level standards will be followed up through differentiated instruction in meeting **assessment objectives**.

10. Inclusion Support & Equity of access for Students Not Proficient in Language of Instruction

For the PYP

- The school will make provisions to support students who are enrolled/admitted at SNIS with less than the proficiency level in English, with the aim of developing competency in both, spoken and written English in accordance with SNIS curriculum framework in order to support their academic progress.

- Support will be offered on an individual basis depending on the

student's language proficiency in English or who are native speakers of languages other than English. Children from these backgrounds will be observed by the homeroom teacher to set the level of instructions required for support.

- The teachers will provide support as per individual cases/requirements during school hours by differentiating their task until the students meets their language proficiency.

- **The Student Support Services:** The inclusive education department will work with homeroom teachers to help them meet the needs of students identified with special language learning needs. This support may be formalized through an In-class Support Plan or an Individual education Plan (IEP). Further details regarding inclusion support can be found in the school's **Inclusion Policy.**

- **Admissions** are open to all students and there are no restrictions for different language backgrounds. Once admitted, students with limited exposure to English will receive support. The homeroom teachers with the parents determine the levels of support for such students.

  This support could take the form of:

  ❖ Small group language support within or out of the mainstream classroom by the home room teachers
  ❖ Reading Support – regular, guided, one to one reading practice
  ❖ Learning Support – intensive small group learning support out of the mainstream classroom.
  ❖ Language integrated teaching will also focus on vocabulary support. Students will also receive help in projects and other assessments when required.

For MYP:

Language Placement test:

- Students in grade 6 are placed in phase one for French/ Hindi.
- If new students join in other grades and are new to French / Hindi, they are placed in phase one.
- If new students join in other grades and have already taken French/ Hindi, they are placed in phases based on placement test.
- Students take admission test for English and if they need English support they are identified. Further placement test is given to place students into phases.
- At the end each year, if a student's grade is 5 and above in Semester End Exam II, they are moved to next phase.

Language profiling for students:

● Students and parents will complete the language profile form. The questions like the language they speak and hear at home, mother tongue is recorded in the google form. Students' language information along with French/ Hindi phases and English in case students get English support are documented in common google drive.

Support for students who need support:

● Students who are new to Hindi/ French will be given one extra class per week as a support.
● Students who are in Emergent English level will be taking Language acquisition English class and by giving support they will move to Language and literature – English class.

● Differentiation in language lessons is based on the preconditions of the learners.

● Teaching approaches may include working in small groups, using different resources with different levels of language difficulty.

● All students' language needs are established through preliminary and continuing appraisals throughout the year.

● Students are inducted to any program by a written task in English and those who are identified as below grade level standards will be followed up through differentiated instruction in meeting assessment objectives.

● **The Student Support Services:** The inclusive education department works with language teachers to help them meet the needs of students identified with special language learning needs. This support may be formalized through an In-class Support Plan or an Individual education Plan (IEP)

11. Assessment & Feedback

● Assessment is vital to teaching and learning at SNIS.

● Using a wide range of approaches and methods, teachers are able to determine students' knowledge, skills, understanding and attitudes towards language.

● Teachers use Formative Assessment to understand and evaluate student's level of Language learning. The level of proficiency in other languages is also decided through Formative Assessments.

- Continuous assessment are used to assess and to give productive feedback on learning. Along with the assessment, students are often asked to peer or self-assess as well. Learner appraisals are reported to parents in different ways. Students receive specific written remarks in the report cards about their language learning. Parents are also invited to attend parent-teacher conferences, and individual learner meetings.

- In the PYP, we also use standardized tools from writing A to Z to assess the students according to the genre taught.

- In the Middle and Senior School, assessments are an opportunity for students to discuss their learning with the teachers. It is in line with the requirements of the IBMYP, Cambridge International Assessment Education, IBDP and is broadly drawn in the SNIS Assessment Policy.

- Students may be referred for additional evaluation within the School to enable teachers to gain as much information as possible about a student's areas in need of developing and subsequent monitoring of progress. Any such cases will be discussed with the student Parents, and Academic Heads.

- Further details regarding assessment can be found in the school's Assessment Policy.

12. Collaborative Planning for Language Enhancement

- Collaborative planning involving the specialist teachers and mainstream teachers is an essential component of the whole school approach. It helps to meet the needs of all students requiring targeted support. In this way, different subject areas and departments are vertically and horizontally aligned

- All teachers review the language requirement desired by the Programs concerned to ensure that it is as relevant and comprehensive as possible. Teachers then plan collaboratively, during Teacher INSETs, grade level meetings, meetings with the Academic Coordinator and with Academic Heads.

- Horizontal planning is done by subject teachers and Heads of Department to ensure spiral progression from PYP to Middle & Senior School

In the Middle & Senior School,

- Prearranged Curriculum Development Program allows teachers to meet together as a team. This may be done as full staff conferences or divided into smaller meetings where teachers meet as departments or interdisciplinary groups. During these meetings, teachers reflect on best practices and consider the needs of individual students. They also discuss alignment and progression between the programs and ensure that design and effective administration of the programs are consistent and current with developments in the IB and CAIE.

13. Resources

- All language teachers are accountable for obtaining and acquiring a range of resources (Physical and digital) in different languages and at different levels. The language teachers collaborate with the librarian in ordering and cataloguing books in different languages for the library and as classroom resources.

- Students have access to other resources such as newspapers and magazines, which help them to be aware of current affairs. The use of IT is an integral language-learning tool. Students are encouraged to use iPads and Laptops (MYP and DP) to access resources to support their language learning such as Google Translate or voice-activated applications.

- The community is believed to play a valuable resource to support language learning. Students go on numerous field trips where they have an opportunity to use language in context and gain insight. Guest speakers such as storytellers or representatives from different organizations may communicate in different languages.

- Throughout the year, students are exposed to many celebrations connected to the varied cultures within the school community to endorse international mindedness and an appreciation of diverse social and cultural background the students belong to.

- Language learning is also enhanced in assemblies and cultural performances throughout the year.

14. Parental Support/ Involvement

- Parents are invited as guest speakers to conduct sessions during home language support.

- Parents are suggested ways to support language learning at home through newsletters and diary.

- Resources are shared or suggested to parents, like website links, reference books, newsletters etc., in planning their children's language profile and development

References:

1. www.ibo.org
2. Making the PYP happen – 2009
3. Guidelines for Developing a language policy (www.ibo.org)
4. Program resource Centre (IBO) https://resources.ibo.org