APEEJAY SCHOOL INTERNATIONAL, SOUTH DELHI

LANGUAGE POLICY

(Primary Years, Middle Years & Diploma Programme(s))

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AIM & PURPOSE

Language plays a vital role in one's learning phase. ASI aims to foster the pupil learning by its ongoing engagement and reflecting upon the inquiry done through exploration. English being spoken worldwide is used as the instructional language at school. Each facilitator at school is considered to be a language teacher in order to enrich the student learning, along with taking care of the cultural values coming in through these languages.

The aim & purpose of developing the Language learning at ASI is to incorporate and implement our School philosophy to life and to exemplify how the school brings about excellence in language learning through the practices mentioned below:

- The culture enrichment through the languages learnt or observed throughout the learning phase.
- Proficiency in the languages across the array of disciplines explored.
- Learning outcomes through the assessments undertaken.
- Strong Communication skills are built helping them to grow in societal exchange.
- Curriculum is taught with utmost efficiency and diligence.

ASI feels proud in supporting their students communicate and adapt the cognitive benefits gained through multilingualism at school[1]. Students from different cultural backgrounds are able to mingle amongst them easily and comfortably, resulting in ASI being known as an international school in true spirits.

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[1]
https://resources.ibo.org/pyp/framework/The-PYP-Framework/works/pyp_11162-51465?root=1.6.2.14.5.3&c=d8430dcd   PYP-from principles to practice

LANGUAGE PHILOSOPHY

Language learning in ASI supports in nurturing young minds globally along with inheriting the traditional and cultural values at all times. School's mission statement is also aligned with the thought of nurturing Global citizens.

Mission Statement: Apeejay School International, South Delhi is committed to nurture principled, compassionate and innovative leaders for the global stage, equipped with skills critical for success in a highly connected and fast evolving world.

We aim to achieve this by delivering high quality, learner centric, international education focused on academic rigour and ***all round development of the child in all dimensions***, physical, mental and spiritual, ***within local and global contexts using innovative pedagogical approaches***.

- Language learning is a key factor in developing the intellectual and intercultural skills into the young minds.
- All teachers at school are the language teachers supporting students to grow each day. As a working language and as an instructional language, it becomes our moral responsibility to ensure that the student learning outcomes are met meticulously.
- Mother tongue also known as " Home learning language" (The term Mother Tongue refers to a person's native language that is the language learnt from birth also called Home learning language) is respected and is valued in true aspects. Learners from varied backgrounds are able to adapt and nourish the traditional values and cultures through the programmes studied.
- Acceptance towards the new languages, helping each one to grow in their own well being along with building international mindedness in the entire school community.

PRINCIPLES OF LANGUAGE POLICY IN SCHOOL

- ***The diversity of language needs for learners in the IB programme(s)***[2] - As an international minded school, ASI has the provision of opting the language of student interest from the wide array of choices provided . Students (MYP and DP) based on their proficiency undergo a test resulting in which the student is allowed to opt for a specific language. This not only enhances the learning outcome and also helps and supports the student in gauging the requirements of the programme undertaken.

- ***The other language needs of the community***[3] - The facet of the policy ensures the mandate requisition is met at all times. English being an instructional language is offered as the first language in the school. Being a school in Delhi, Hindi language is offered to students. Other languages offered by ASI are Spanish and French as language acquisition.

- ***Current practices relating to language teaching and learning***[4] - School ensures that the pre set learning outcomes are communicated to all stakeholders at the beginning of each academic year. The language outcomes are measured from both the formative and summative assessments. Through Skill development workshops students are apprised about the varied approved citing and referencing styles available to them. More precisely MLA format is practiced for the same purpose in our school.

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[2] https://resources.ibo.org/ib/topic/Language-and-learning/resource/11162-occ-file-g_0_iboxx_amo_0804_2_c/data/g_0_iboxx_amo_0804_2_e.pdf guidelines for developing a school language policy

[3] https://resources.ibo.org/ib/topic/Language-and-learning/resource/11162-occ-file-g_0_iboxx_amo_0804_2_c/data/g_0_iboxx_amo_0804_2_e.pdf

[4] https://resources.ibo.org/ib/topic/Language-and-learning/resource/11162-occ-file-g_0_iboxx_amo_0804_2_c/data/g_0_iboxx_amo_0804_2_e.pdf

- **EAL Support-** The school also provides additional learning support for language for students with learning and language difficulties. Brigance assessment tool is used for establishing the reading and writing level. Based on the assessment, the special educator plans and conducts sessions either 'push-in' or 'pull-out' as per the requirement of the students.

- *Mother tongue(Home Learning Language) support-* ASI provides mother tongue support to all students at the school. This is done by providing library resources to students and facilitators for their reference, conducting numerous events like Mother tongue club, International Mother's day, Parent week, Ted Ed talks, Special Assemblies, Language and Literacy Week etc to showcase their mother tongue at the public forum. School also plans to initiate a mother tongue -reading programme helping students to enrich their proficiency in their native language.

  In addition to all, school emphasis on the parent's involvement in helping their ward to translate the home task uploaded on the moddle portal given in the language of instruction into their mother tongue language. This kind of support provided to students will lead to attaining linguistic skills both in instruction as well as mother tongue language.

- *Language Profile-*

  At ASI the medium of Instruction is English. This is the stipulated language of communication for all purposes. English being a commonly accepted language in the host country is also used as a means of communication in most homes and is not really considered a foreign tongue by students, teachers and parents. It is the school's internal working language, in which all operational and development activities take place. It is also the language of its governance, management and academic committees.

  Being in Delhi, the school offers Hindi as one of the most popularly spoken languages of the region. Majority of students and staff can speak and understand this language comfortably. Therefore, Hindi is offered as the language acquisition in school.

Language profiling is also done for all the students at school. This takes place in English (as a language of instruction), Hindi (as the school is located in Delhi) and language acquisition (Spanish and French) opted by the students right from PYP to DP. Language profiling helps language facilitators understand and provide additional support needed by the students to develop essential and requisite skills in the languages.

- ***Beliefs held about language teaching and learning[5] -*** Students at ASI have freedom to nurture their interests and skills. We take deep interest into encouraging and promoting students from multi-lingual backgrounds both in and outside the classroom boundaries. This belief constitutes the strong foundation both as structural as well as accurate understanding of the linguistic concepts.

- ***Other Policies that relate directly to language teaching and learning[6] -*** As per the IBO's requirements, Language policy framed is well aligned with the other policies and are evaluated in depth during its review time period in conjunction with policies like admission policy ,assessment policy & inclusion /learning support policy.

ASI aims to embed each and every objective laid by IBO into the language policy to constitute a well directed and structured linguistic system in the community. Rising towards the aim, each student is focused towards the international minded approach in his/her learning outcomes.

LANGUAGES IN SEGMENTS

As an IB Continuum School, Language Policy is well aligned from PYP-MYP-DP segments. Subject Selection is dealt with care and the continued support is extended to the students in order to demonstrate speaking, listening, reading and writing skills.

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[5] https://resources.ibo.org/ib/topic/Language-and-learning/resource/11162-occ-file-g_0_iboxx_amo_0804_2_c/data/g_0_iboxx_amo_0804_2_e.pdf

[6] https://resources.ibo.org/ib/topic/Language-and-learning/resource/11162-occ-file-g_0_iboxx_amo_0804_2_c/data/g_0_iboxx_amo_0804_2_e.pdf

Languages in Primary Years Programme (PYP)-

Language at ASI is the all pervasive element across the school's primary years curriculum, both within and outside its transdisciplinary programme of inquiry. Primary year's students at this tender age are eager to adapt the linguistic features comfortably. Language learning is spread across all disciplines and through the programme of inquiry and all PYP teachers are viewed and view themselves as language teachers. English is the primary language taught at the Primary years and also the language through which the students connect to the PYP curriculum.

In primary years learning of language happens through inquiry, allowing students to make connections, to explore and investigate

English being an instructional language supports the students to adapt to the second or third languages introduced to them. Students learn English language skills from Grade 1 and utilize them in communication, exploration and reflection in the entire community. Students from non English backgrounds are provided with extra support as EAL classes, where the weak areas are taken care of by the subject experts.

Hindi being the host country language and also the mother tongue of majority of the students are offered as a second language at school from Grade 1 onwards. At early years, this
language is taught at an elementary level and the level gradually grows thereafter as per the curriculum designed at school. Students also learn an additional language from Grade 1
 on-wards, they can opt for Spanish or French.

Approaches to teaching and learning of language in the PYP:

ASI strives to make students proficient and fluent in usage of all forms of English language by the end of the PYP years, by:

 • using language as a transdisciplinary element throughout the curriculum

 • using a literature-based approach to learning language

 • providing opportunities for group discussions and presentations

 • encouraging reading for meaning

 • using differentiated reading engagements selected according to interest level, readiness, proficiency.

• using a variety of scaffold learning practices with the teacher providing strategies for the student to build on his or her own learning

• viewing writing as a process

• teaching students to read and research using multimedia resources

Languages in Middle Years Programme (MYP)-

The transition from primary to middle takes place seamlessly. Students here at ASI, get the foundation laid in PYP, in order to understand and adapt the required language & literature and language acquisition skills. School supports the students with their pedagogical team of experts at school, supports the students for literacy skills development and also helps to support them by providing resources in their mother tongue. This will not only help them to acquire the linguistic skills, but will also help them meet the required academic standards.[7]

Students will learn English as Language & Literature subject and from language acquisition Hindi being the host country language and also the mother tongue of majority of the students is offered as third language at school. Spanish & French are available as options from the Language acquisition group. The baseline assessment will be scheduled to understand the student's proficiency and based on his/her's benefits the subject would be offered to the student in this segment.

At ASI students are offered:

Language and Literature- English

Language Acquisition - French/Spanish (opt for one)

Third language – Hindi (Compulsory VI-VIII- DSEAR act of 1973)

Following are the regulations to be followed during the process of Language Acquisition placement:

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[7] https://resources.ibo.org/myp/resource/11162-32896/data/m_0_mypxx_guu_1405_4_e.pdf MYP-principles to practice

Pathways:

1. To fill *"Language Acquisition consent"* form by parents along with the student consent with appropriate reasoning.

2. School offers Spanish/French Carousel to all the students in Year 1 MYP for 3 months, so the students make informed decisions.

3.   Students with no prior knowledge of the additional language they wish to study in the MYP should start in phase 1.

4.   Organizing an "Introduction to the MYP" orientation as part of the enrolment process that includes information about language acquisition courses.

Placement:

1.   Students will be attempting a placement test to determine in which phase they will continue with language acquisition from previous educational experience.

 2.   Students should be grouped in no more than two consecutive phases in one class together. For example:- Students in phase 1 & 2 could be grouped together and similarly phase for phase 2 & 3 and phase 3 & 4.

3.   *Students will continue to pursue the chosen language for the following years of MYP.*

Progression:

1.   Formative and Summative assessment records measure the three assessment levels—emergent, capable and proficient— to assess students.

2. *Students are allowed to change the Language acquisition course once they have graduated phase 4.*

Languages in Diploma Programme (DP)-

For preparing the pre-university student, subject choices play a vital role at this stage. After in depth consideration including all stakeholders, the decision is taken and the student continues to learn this language for the next two years. DP staff ensures the required CALP (cognitive academic learning proficiency) is adapted through the languages learnt by the students during this programme.[8]

Diploma Programme will allow students to opt for one of the English A LAL from Group 1-Language & Literature band. Language acquisition provides an array of subjects available that too at Ab initio & B level. Language B SL will be offered to only those students who have acquired the linguistic skills of a particular language in the previous two consecutive years.

Hindi will be offered as Language B (HL/SL) whereas Language B HL (French/Spanish/German) will be offered to only those students who have acquired the linguistic skills of a particular language in previous five consecutive years or is a native speaker.

BASELINE ASSESSMENTS OF THE LANGUAGES OPTED

For a smooth transition and treasured outcomes, the baseline assessment is scheduled on joining both the middle and senior segment. Students are provided with the possible subject combinations to choose their subject from in the beginning of the programme. Once chosen or shown the desire to opt for a specific subject, the background subject knowledge is checked by the steering committee. The subject is offered to those who fulfill the required criterion and the others are advised to undertake a baseline test for the subject they want to opt for. This assessment helps both the student as well as the staff to train them well, as the achievement index is well scrutinized in the beginning of the programme.

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[8] https://resources.ibo.org/dp/resource/11162-33702/data/d_0_dpyyy_mon_1504_1_e.pdf DP-principles tp practice

ALIGNMENT WITH OTHER POLICIES

ASI believes in collaboration and the entire staff devotes extra effort towards the academic rigor of the curriculum followed at school. As a lay down protocol, school policies are reviewed on a regular basis. During their review cycle, school ensures that all policies work in tandem and the updates if needed are implemented with immediate effect. To be specific, School's Admission Policy, Inclusion /learning support requirements Policy and Assessment Policy are well aligned with the Language Policy and the change in one of them pertaining to languages is incorporated in all possible policies instantly.

Alignment with Admission Policy (Diploma Programme Specific):

The Proficiency of the languages known by the student is verified by the language known by him and the languages spoken by him. The language policy is aligned with the admission policy as the proficiency is tested by the DPC along with the language teachers during the admission process, based on which the level of the language to be studied is decided.

Languages to be opted for Language Acquisition are decided on student's prior knowledge. Either Lang Ab initio or B is allocated to the student as a resultant.

Alignment with Assessment Policy:

Language proficiency of the student is judged at the time of admissions. Both Assessment approaches- Assessment for learning & Assessment of learning are applied religiously through different formative and summative assessments for Language & Literature and Language Acquisition subjects in the school.

Alignment with Inclusion & learning support policy:

Inclusion & learning support requisition is inquired from the parent at the time of Admission in the School. Student facing any difficulty is discussed with the admission cell, DPC and the

language teachers. English being an instructional language is checked on this stage. Required evidence is collected and sent to IBO for approval in order to provide an inclusive arrangement to the candidate taking the exam. On receiving approval, the student is provided with the needed support throughout the in-house examination session as well as the MYP /IBDP board examinations.

ASI COMMUNITY INVOLVEMENT

Each teacher at ASI is considered to be a language teacher and is closely works with every student for his/her overall development. The contributors of the steering committee for the Language Policy framed and reviewed as per the timeline comprises Head of School, DPC, MYPC, PYPC, Language A , Language B , Foreign Language and EAL Teachers. They all work in tandem for the ongoing development of the Language Policy at school and the skill development of the student under care.

COMMUNICATION OF THE POLICY

ASI believes in a strong communication between all its stakeholders. All Policies at school are shared with the governing body, administrators, staff, students and parents on a regular basis. Any updates if any that takes place after the review cycle are approved by the governing body and are released to the entire community thereafter for their consumption.

POLICY REVIEW TIMELINE

All Policies at ASI are reviewed on an annual basis. The timeline for the same is as follows:

Language Policy	Timeline
Policy Framed	February 2019
Policy Review done in the month of	July 2019
Policy review due in the month of	July 2020

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