

Language Policy

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Following IB standards were kept in mind while drafting the policy

Standard and Practices (2014)

- A.7: The school places importance on language learning, including mother tongue, host country language and other languages.
- B1.5a: PYP requirements: The school has developed and implements a language policy consistent with IB expectations.
- C3.7: Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

- C3.8: Teaching and learning demonstrates that all teachers are responsible for language development of students.

Standard and Practices (2020)

Culture(03)

- 4. The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language
- 4.1 The school implements and reviews a language policy that is aligned with IB language policy guidelines.
- 4.2 The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning.
- 4.3 The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development.
- 4.4 The school clearly describes in its language policy the rights and responsibilities of all members of the School community and what constitutes good practice within the school context.

IB MISSION STATEMENT (IBO)

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 organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

School Vision

Kunskapsskolan's educational vision empowers every student to master the challenges of today and shape the world of tomorrow.

School Mission

Its mission is to develop and operate outstanding schools where students, through personalized learning and clear goals, will stretch their boundaries and learn more than they thought was possible. At Kunskapsskolan, Gurgaon, we believe every student is unique. We aim to ensure a diversity of gender, culture, and nationality at Kunskapsskolan.

Philosophy and Purpose

Kunskapsskolan school believes that language is the key to interpersonal and cultural understanding. It is important to develop the capacity to speak and understand more than one language, at the same time appreciating the value of one's mother tongue and host culture. The school understands and appreciates the multilingual nature of the Indian Subcontinent, the school further strives to make its students global citizens by providing foreign languages.

Speech is natural to humans. We are born with an innate capacity to learn any language and more than one language. It is a means to communicate and become an inquirer; developing creative, critical thinking and social skills.

At Kunskapsskolan, we believe in laying equal importance on all languages. We nurture a multilingual environment where the primary language of instruction is English. Through Language one is able to form his or her own identity, take pride in their roots, explore one's environment as well as that of others, solve problems and express views and thoughts with clarity. Towards this goal, every teacher has the responsibility of being a language teacher.

We understand that strong language skills are required to develop the cognitive, personal, social, and cultural identity of the student. Learning more than one language also helps students to be multilingual communicators. Students learn to appreciate and be sensitive to diverse contexts and cultures and develop international-mindedness in the process.

This policy Aims to :

- Enable the school to have a clear vision of language acquisition
- Importance of mother tongue
- Celebrate the host culture
- Ensure that all staff has a clear understanding on language acquisition ●

Recognize all teachers are language teachers.

Mother Tongue

Mother tongue is a child's first or native language. The school fully understands the need to support the development of each student's mother tongue. This is important for at least two reasons:

- firstly, to help each student establish securely his or her identity within a cultural context partly or largely defined by the mother tongue as a basic human right;

- secondly, to allow cognitive and linguistic development to occur in the mother tongue.

Therefore, Kunskapsskolan aims to support parents in the maintenance and development of both mother tongue and literacy skills. The school actively supports mother tongue development through:

- Informing and educating parents about the necessity of mother tongue development and considering strategies at parent-workshops during the course of the school year to provide further advice and introduce them to some models of support;
- Providing students the opportunity of writing terms, definitions and notes in their own mother language across various subjects;
- Recognizing and celebrating the language diversity within the school; extending mother tongue resources in the library;
- Celebrating International Mother Language Day;
- Offering Hindi as a second language to PYP students;

Parental Involvement

Parents are an integral part of our community of learners and provide tremendous support for language learning at Kunskapssolan. The school uses multiple methods to communicate to parents the critical importance of maintaining academic proficiency in the mother tongue. Parents will be involved as mother tongue teachers; providing resources for the mother tongue development.

Professional Development

The main responsibility for the professional language development of staff members lies with each individual. In line with the school's commitment to professional development, there are on-going opportunities for teachers to attend both IB and other workshops related to language development. Alongside this, in-house workshops are held as well as assigned reading to facilitate professional development is encouraged where relevant. A variety of resources are provided for staff in the school library. In keeping with the view that 'all teachers are language teachers' we encourage our faculty to invite visiting lecturers for workshops and interaction with all the staff members.

Resources

A budget amount is allocated for language resources on an ongoing basis. It is ensured that for all IB Programmes a good control over the languages is maintained through a well thought-out repertoire of literary and electronic resources. A large stock of subject specific resources and books of different genres is made available to students as well as teachers.

Admissions

English language proficiency is not a requirement for entry to the school in EY I to Grade 5.

Language permeates the whole curriculum.

There is an expectation for all staff and members of the community to support and value the place of languages at Kunskapsskolan and language learning in general. Language learning is seen as fundamental to all teaching and learning situations. Respect for the languages of all ancillary and support staff is expected of all members of the school. The school makes every effort to ensure that within the confines of mutually understood languages, good and supportive relationships are established between all colleagues, maintaining the principles of sensitivity and inclusivity in the use of language.

At Kunskapsskolan we believe all teachers are language teachers. Teachers of Language and Literature and Language Acquisition have specialist roles in the language development of students, however this does not diminish the importance of subject specific language development in other learning areas. All teachers share a responsibility to know and understand the language demands of their subject and ensure that this is embedded in their teaching and learning practices.

Role of Library:

The library provides students and staff with access to a variety of reading materials in multiple formats that reflect academic needs and personal interests. The school has a well-stocked Library with books and other web-linked and technological resources that help promote language learning and also has online translation tools placed at work stations for easy and quick access.

All students and teachers are encouraged to contribute books in their own languages to the school library on special occasions. Teachers reserve the library for their classes to access resources for class projects.

Students are allowed to use the library to search for resources for class projects or to find a book of their interest, to read for pleasure in the morning before school, during free time and during lunch break.

Authors and other guest speakers from the community are invited to share their experiences with students across the curriculum to support learning and bring in a real world perspective.

The school continuously seeks to add a well-rounded collection of books to the existing library that reflect the curriculum and the diverse needs of the school community.

The librarian and language teachers help to organize and promote literacy projects occurring in the classroom and events that engage learners and motivate them to become lifelong readers.

The school uses a variety of ways to promote reading and has an enriching reading programme for the students.

Support Services

a) English Support

The main aim of English Support (ES) is to facilitate complete integration of students on social and academic levels. English Support will be offered on a case-by-case basis to students who are not proficient in the language. English Support is offered for various levels and purposes. Initially, class teachers identify students' needs for additional language support. This results in an individual diagnostic assessment, the outcome of which is an Individualized Educational Plan to support that student's language development. Teachers can support this in class by being aware of a particular student's language needs and plan accordingly. Where a student's language needs pose a greater obstacle to learning, individualised support is arranged in order to enable more time to be devoted to language acquisition. Where possible, this addresses the same learning outcomes as the mainstream curriculum and may be delivered within the mainstream classroom or outside it. In the PYP, Math and Unit of Inquiry integrated teaching will also feature where possible, mainly in terms of concept and vocabulary support. Students will also receive help in projects and other assessments where required.

Entry into English support

If it is observed that the student is unable to participate in class/cannot comprehend instructions/is unable to attempt differentiated and simplified writing tasks, the Base Group Teacher draws the Head Of Primary's attention to the case. The teacher fills in the referral form and the English Support Teacher observes the child and fill an observation record and conduct a few diagnostic tests to determine the need and extent of support. This report is submitted to the Head of Primary(HOP) and the parents are called in for a meeting with the HOP and upon obtaining their consent, an IEP is drafted and subsequently signed. Fortnightly reports are shared with parents to apprise them of their ward's progress.

In case a language-related learning disability is detected (e.g. dyslexia, speech disorders, social communication disorders), the student is referred to the SEN department.

Exit from English support

At the end of the recommended period of support the Base Group Teacher, English support teacher and Head of Primary discuss the student's performance in class and if it is felt that the student has achieved language proficiency sufficient to access the curriculum and handle written and oral tasks independently, a gradual release of support is planned out.

If it is felt that the student can benefit from extending the period of support, it is extended by 3-6 months and reviewed after the support period ends.

b) Learning Support /Special Educational Needs (SEN)

Children with suspected Learning Support need/ SEN will be observed by the Learning Support /SEN educator and they will then develop a course of action in collaboration with the class teacher and parents. The teacher uses strategies that promote essential language skills in an effort to maximize the potential of each student. Mother Tongue scaffolding is done to enhance the learning and understanding of different concepts. The special education teacher works with students using both “push in” and “pull out” models, as appropriate, and works with the classroom teachers to support the activities in the homeroom.

Languages offered at Primary School at Kunskapsskolan

English is the language of instruction right across school. All students from EY 1 to Grade 5 study Hindi as the additional language. Students from Grade 3 to 5 also study **Spanish or French**

Language practices in Primary

Students use language most effectively by drawing on all their prior linguistic resources, their skills and knowledge about language and language learning. In the inquiry based PYP classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically. To support agency in language learning and effectively incorporate translanguageing strategies, students are encouraged to draw upon different linguistic, cognitive and semiotic resources to make meaning and sense out of languages. Opportunities to discuss what language means to them personally and set language goals for themselves are afforded. Learning language extends beyond the classroom walls, and has close connections to the school library and to the classrooms. The teacher plans collaboration with other classroom teachers and single-subject teachers. Additional-language teachers play an important role in reinforcing, supporting and extending the classroom work. The Programme of Inquiry provides an authentic context for learners to develop and use language. Wherever possible, language is taught through the relevant, authentic context of the units of inquiry. Teachers refer to the language strands, conceptual understandings and learning outcomes from Kunskapsskolan Language Scope and Sequence in the PYP to plan, teach and assess for authentic and transdisciplinary teaching and learning within and outside the units of inquiry. The teacher provides language learning opportunities that support learners' inquiries and the sharing of their learning. The starting point is the learners' prior experience and current understanding. Students understand that text can exist in a paper mode, live mode, electronic mode or a combination of these.

Language at MYP

- The significance of the official language i.e. Hindi is recognized, and is offered as part of Language Acquisition
- French is offered as foreign language.

As per the school's Admission Policy a student's English proficiency level in the language will be evaluated at the time of admission in MYP. To decide on the preferred second language, a leveled assessment will be conducted to benchmark and determine the phase the student is at, so that the language proficiency of the student can be developed accordingly.

All new students and students moving to MYP I need to fill in a language intent form stating the choice of the second language so that the school can develop the language profile of the student (Appendix 1). To be fluent in the second language, the students are expected to study the language till MYP 5. The school reserves the right to either acquiesce or not acquiesce to a student's request for a change in second language. It is expected that the language is studied for one year before a change request is made. No change will be entertained in MYP 4 and MYP 5.

Deciding Language Acquisition Phase Levels in MYP

Choice of languages in MYP, under Language Acquisition, will be offered to the students as per the IB MYP guideline. Students will undertake a bench-marking/ level assessment in all 4 areas of language learning – Speaking, Reading, Listening and Writing. Based on the student's proficiency in the selected language, the student phase level will be decided by the school (refer to the table below).

Phase Level	Speaking	Reading	Listening	Writing
1 to 2	4	4	4	4
2 to 3	4	4	4	4

3 to 4 5 5 5 5

4 to 5	5	5	5	5
5 to 6	5	5	5	5

To move to the next phase level students must consistently perform/maintain their grades across the term/ year. The change in the phase level will be decided by the language acquisition teacher in consultation with the MYP Coordinator, using the student's score and best-fit judgment. Students and parents will be informed about the change in the phase level via Toddle.

Languages at IB DP

- Kunskapsskolan school offers language and literature as part of their language course. The school offers these courses in English, Hindi & Self Taught
- Students highly proficient in Hindi are encouraged to take Hindi A , keeping host culture in mind
- In the Language acquisition course the school offers Hindi B, French B and French Ab-Initio
- Local languages and mother tongues are promoted through various events that the school celebrates with the community.

Roles and responsibilities

Leadership :

- Ensures that the language policy can be accessed by all stakeholders
- Ensures that all students are placed in the language pathway according to their needs ●
- Provide the budget for the arrangement of resources.

Teachers :

- Develop a variety of strategies to promote both the languages- first as well as the mother tongue
- Develop and review the curriculum periodically
- Support students with required EAL support where applicable.

Parents :

- Understand the aims and values of the language policy
- Contribute to the community to promote and celebrate linguistic and cultural diversity.

Students :

- Be respectful of the different languages and cultures
- Be inclusive and supportive as members of global community
- Need to access the library and make use of its diverse resources.

Librarian :

- The library and librarian play an integral role in developing the language skills of the students by providing them with a wide range of material in both fiction and non-fiction that support academic needs and personal interests
- The library has books, web-links and provides access to appropriate research material for different topics.

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Next review: June 2026

Bibliography:

IB publications:

· *Second Language Acquisition and Mother-tongue Development (January 2004)* ·

Towards a continuum of international education (September 2008)

· *Guidelines for developing a school language policy (April 2008)*

· *Learning in a language other than mother tongue in IB programmes (April 2008)* ·

MYP: From Principles into Practice (August 2008)

· *Language and Learning in the IB programmes (September 2011)*

· *IB Programme Standards and Practices (2020)*

· *DP: From Principles into Practice (August 2015)*

· *DP language courses: overview and placement guidance*

PYP Principles into Practice

Appendix I Kunskapsskolan Language Choice Consent Form- MYP

Kunskapsskolan offers Hindi and French as languages in MYP under Language Acquisition.

Parents are requested to fill out the choice of Language Acquisition for their ward for our records.

I, Mr./ Mrs/ Ms. father/ mother of

..... (child's name) of MYP (grade) hereby give

consent to study **Hindi / French** (circle one from the choice) as her/ his/ they second

language in MYP.

1. Has your child studied any of the languages offered at Kunskapsskolan? Yes/ No

2. If 'Yes', please provide further information: For how many years? Where? (If at school, please specify whether it was an IB school).

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Parent's name: Signature:

..... Date:

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**Note: Language Acquisition teachers will conduct a level assessment to place the student in the appropriate phase level.*