SYMBIOSIS INTERNATIONAL SCHOOL

Research
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Multilingue **Globalization**
Literacy *Mehrsprachig* बहुभाषिक
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LANGUAGE POLICY

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IB CONTINUUM
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1. Language Philosophy

'The world is one family' is the motto of Symbiosis and we at SIS pursue it by nurturing the spirit of harmonious existence, intercultural understanding and international mindedness. By learning multiple languages an individual becomes capable of bridging the gap between various cultures and promotes the idea of international diplomacy.

Language, a universally accepted tool of communication, collaboration, critical thinking and creativity, is an ideal vehicle to engage with the world. Hence at the heart of SIS teaching philosophy, all facilitators are language teachers. They contribute in achieving this aim along with the specific language teachers, through various activities that grease the wheels of this vehicle. Content and language learning go hand in hand. Language acquisition and competence thus open the gateway to lifelong learning.

"A language is far more than a means of communication; it is the very <u>condition of our humanity</u>. Our values, our beliefs and our identity are embedded within it," Audrey Azoulay, Director-General (<u>UNESCO</u>)

With shifting paradigms, the need for embracing new perspectives, knowing and relating to the whole world and being interculturally aware is heightened. Although English, the lingua franca, is a significant part of the student language profile, we realize and cherish the need to encourage proficiency in more than one language apart from the mother tongue, as the acquisition of second language augments cognitive skills and fosters a class room climate that encourages risk taking. Studying foreign languages sharpens students' analytical skills and fortifies their creativity. Various cultural activities are also organized to encourage mother tongue usage to build self-esteem and affirm their identity.

At SIS, we believe that language learning should transcend the notion of pushing learners to master the standard form of the target language and rather appreciate the cultural diversity

With a spirit of imbibing and embracing the broadened notion of literacy as being multimodal with a social purpose, we adopt literacy education that goes beyond paper-based reading and writing and provides the pedagogical frameworks for teaching and learning. Such learning, thus facilitates the understanding of purposes and functions of the resources critically evaluated by the learners themselves and finally, enables students to generalize the learned literacy knowledge in different contexts.

"When children learn, they are drawing on all languages to build understanding and make meaning," explains Susan Stewart. Hence, at SIS, language is recognized as a resource where teachers use students' home language to ensure proficiency in the target language. It is also recognized as a tool of thinking and thus taps on all knowledge and experience as a resource for teaching.

Multilingualism being the foundation of all learning, we at SIS, recognize and cater to diverse language needs, support academic success, facilitate synthesis and clear expression of knowledge.

We advocate a multilingual approach which provides an exposure to various cultures to prepare the learners to communicate and collaborate effectively in the 21st century. Communicating in multiple languages facilitates understanding and widens horizons. This also facilitates acquiring leadership and interpersonal skills that renders students capable of empowering themselves to make a difference in the world. We believe, it is thus imperative to bolster student preparedness for a dynamic world through a spirit of global citizenship.

2. SIS Language Profile

SIS boasts of an immense linguistic diversity. The student body is a mixed group of Indian students, wards of the expats from various countries like France, Japan, Korea, UK, USA etc. and students of Indian origin who have lived and studied abroad (PIO). As a result, there are students with different mother tongues in the school. Hindi, Marathi, Tamil, Punjabi, Bengali, Sindhi, Marwari and Korean are some of the commonly spoken mother tongues at SIS. English is the mother tongue of approximately 75% of the students.

SIS believes that the term Mother Tongue can be defined in various ways. It may denote the language learned first, the language identified with as a "native speaker", the language known best, or the language used most.

Majority of students with their complex linguistic backgrounds and diverse socio-cultural contexts, interact in multiple languages (local and foreign – French, Spanish, German and Mandarin to name a few). Moreover, the language of communication varies depending on the situation (in the classroom, outside the classroom, with the family, at public places, while playing with friends etc.) Multilingualism, is thus perceptible through the student language profile of SIS.

Diverse, multilingual, multicultural and multimodal attributes of the learners facilitate further learning and the development of critical literacy, which in turn promotes intercultural awareness and international-mindedness. Hence, the students are encouraged to communicate not only in the languages offered in the school but also in their mother tongues. The development and maintenance of mother tongues is recognized as the need of the hour.

Since Multilingualism is now recognized as a Fact and a Right globally, SIS values and promotes the plurality of languages of its student body. However, it also recognizes the need for a common shared language or "lingua franca", without which the learners may remain disempowered in a globalized world. And therefore, English, as a Global language is considered as the "lingua franca" and is an essential part of the students' multilingual profiles.

Thus, the main language of instruction is English across all the 4 programmes. However, many PYP and MYP students with their varied and complex language history and consequent multilingual profiles, often learn in a language other than their mother tongue. There are students who learn the language

of instruction English as a Second Language (ESL). In order to ensure that all students reach their full potential, sometimes the language of instruction in these programmes is the mother tongue of the students / teacher(s), the regional language Marathi, or the official national language Hindi.

Having said that, SIS is now aware of the fact that isolating ESL students from the mainstream and teaching them the language separately is not a practice that honours Multilingualism, and so, an appropriate alternative will be devised at PYP, MYP and IGCSE level soon.

Hindi, the official language of the Union of India, is offered as a subject at all levels in all the 4 programmes. Marathi, the official language of the State of Maharashtra, is taught at the PYP and MYP, as made mandatory by the state legislation. The popular foreign languages (non-native) French and Spanish are also offered in all the 4 programmes of SIS.

Thus, the development and maintenance of Mother Tongues, Host Country Languages and the Language of Instruction are given appropriate importance in SIS.

Language Continuum at SIS

2.1.1 PYP – Primary Year Program

Framework	Pedagogical Practices	Assessment
First language ● English is offered as the first language **Second Language** ● English is offered as the second language (ESL) ● Hindi- Taught from Grades 1 to 5 (all skills*) ● French and Spanish- Taught from Grades 1 to 5 (all skills* along with a focus on vocabulary building) **Additional Language** ● Marathi (regional language) - Taught from Grades 1 to 5 – State mandate (All skills*)	Extensive use of audio-visual aids ● Activity based and skill-based teaching and learning ● Emphasis on communicative approach ● Incorporation of group work ● Supports conceptual development and critical thinking ● Focuses on Transdisciplinary inquiry-based approach ● Aims to foster in student's ability to think and express in at least 2 languages and in Mother Tongues ● Exposure to the target culture (field trips, school events etc.) ● Differentiated Instruction ● Integration of content and language, and an immersive approach by the ESL department. ● Develops and interrelates the skills of listening, speaking, reading, writing and media literacy. ● Promotes consistency of practice in the teaching and learning of all languages where more than one language of instruction is used ● Provides appropriate feedback to support learning.	● Criterion referenced assessment ● Skill based assessment ● Formative and summative assessments ● Accommodation and Exemptions

*Skills: Listening, Speaking, Reading, Writing, Viewing and Presenting.

● Spelling and pronunciation – The school accepts both British and American styles.

● Special Education Needs Department (SEN) of the school caters to the children with special Education Needs and tries to main stream them. A student identified with Language Learning Needs is supported through its remedial program using a wide range of strategies and tools.

2.1.2 MYP – Middle Year Program

Framework	Pedagogical practices	Assessment
<u>First language</u> English is offered as the first language <u>Second Language</u> English is offered as the Second Language (ESL)(all skills*) Hindi, Spanish and French – taught from grades 6 to 8 as second language- (all skills*) Marathi (regional language) - Taught from Grades 6 to 8 – State mandate (All skills*)	Extensive use of audio-visual aids Activity based and skill-based teaching and learning Emphasis on communicative approach Incorporation of group work Extensive exposure to ESL students through language Laboratory sessions Differentiated Instruction Teacher led and technology supported teaching and learning Blend of synchronous and asynchronous teaching Scaffolding learning approach	Criterion referenced assessment Skill based assessment Formative and summative assessments Accommodations and Exemptions

*Skills: Listening, Speaking, Reading, Writing, Viewing and Presenting.

- MYP intends to lay a foundation for IGCSE and DP

- Spelling and pronunciation- the school accepts both British and American styles; however, encourages the British style.

2.1.3 IGCSE - International General Certificate of Secondary Education

Framework	Pedagogical Practices	Assessment
Compulsory ● English is offered as the first language ● English is offered as the second language (ESL) Optional ● Hindi- As a second language- (Reading, Writing and Listening skills) ● Hindi is offered as a fast-tracked course ● French (All skills*) ● Spanish (All skills*)	● Use of audio-visual aids ● Activity based and skill-based teaching and learning ● Emphasis on communicative approach ● Incorporation of group work ● Extensive exposure to ESL students through language Laboratory sessions ● Differentiated Instruction ● Field trips ● Guest lectures ● Cultural immersion tours	● Criterion referenced assessment ● Skill based assessment ● Speaking skill is not assessed for Hindi as a second language ● Formative and summative assessments ● Mark scheme based ● Entrance test administered for New Admissions (English, second language, Math and Science) ● Accommodations and Exemptions

*Skills: Listening, Speaking, Reading, Writing, Viewing and Presenting.

● Spelling and pronunciation- School in IGCSE accepts British English.

● Three years of exposure or formal education at the Secondary Level (Grades 6, 7 & 8) is mandatory to opt for a second language (Hindi, French and Spanish) at the IGCSE.

● If a second language is dropped by any student at the IGCSE, he/she is not eligible for ICE.

2.2.4 IBDP – International Baccalaureate Diploma Program

Framework	Pedagogical Practices	Assessment

● English A - Group 1 - Language and Literature [Compulsory] (Standard and Higher level)
 ● Group 2: Language Acquisition course (All skills*)
 	
   ● Hindi – Language B (Standard and Higher level)
   ● Spanish and French – Language B (Standard level)
   ● French ab initio (Standard level)
   ● Spanish ab initio (Standard level)
 	
 ● School supported self-taught option for Language A (group 1) in Mother Tongues like Hindi, Marathi and Korean will be considered if need arises.
	● Interactive learning techniques
	 ● Research based learning
	 ● Teamwork and collaboration
	 ● Communicative approach
	 ● Use of audio-visual aids
	 ● Group activities
	 ● Cultural Immersion Tours
	 ● Experiential learning
	 ● Teacher led and technology supported teaching and learning
	 ● Blend of synchronous and asynchronous teaching
	 ● Scaffolding learning approach
	 ● Promotion of critical and creative thinking skills
	 ● Inquiry based teaching practices
	 ● Focus on conceptual understanding
	 ● Local and Global contexts
		● Criterion referenced assessment
		 ● Formative and summative assessments
		 ● Mark scheme-based assessment
		 ● Regular feedback on assessments
		 ● Peer assessment
		 ● Diagnostic tests for English, French B and Spanish B

*Skills: speaking, reading, writing, listening, viewing and presenting.

● Spelling and pronunciation- school accepts both British and American English.

● Academic referencing: Chicago Manual Style 17 ed

2.2.5 Multiliteracy practices at SIS:

We at SIS, focus on multimodal communication which is integral to language teaching across the IB continuum. We recognize the widening concept of literacy, beyond paper-based reading and writing. Hence, this forms a significant part of teaching learning experiences provided in classes to hone these skills, facilitate effective comprehension and communication. Formative and summative assessments are framed accordingly. This enables effective transfer of these skills to facilitate overall learning and recognize the social, cultural and technological change.

Through collaborative practices like team teaching, interdisciplinary activities with Visual arts, technology and other departments multiliteracies pedagogical approach is incorporated at the higher classes. Learning and teaching through this pedagogical approach is supported in the lower classes through the use of audio-visuals, power point presentations, animations, music, art, photos, movies, guest sessions, hands on activities, various online tools, role-play, song, poetry, gestures, dressing up into a character and doing a monologue, drawings, paintings, audio / video recordings, ppt., jingles, etc.

The second language learning also provides a suitable platform to strengthen multimodality and enhance multiliteracy. While ensuring learning of language skills students learn to recognize and appreciate the linguistic and cultural differences and imbibe the comprehensive notion of communication which includes various modes (visual, gestural, spatial, aural and linguistic)

Hence, language learning at SIS happens through a variety of resources evident through the integration of a range of visual, art and other digital resources.

2.2.6 Multilingualism practices at SIS:

At SIS, the student's comprehension is at the heart of the pedagogical practices. Thus, although the medium of instruction is English, teaching-learning in the lower classes takes place in more than one language to facilitate and enhance the learners' conceptual comprehension. Formative assessments are designed with this approach in mind. The agency is given to the learners to understand a concept in their home language and then reflect it in English. They have the choice to present stories, poems, songs, jingles, and prayers, etc. verbally in any language that they wish to speak in.

Since, language is recognized as a resource, teachers of the higher classes offer scaffolding in other languages to enhance learners' conceptual understanding. They encourage use of multiple languages within as well as outside the classroom to promote the philosophy of multilingualism. Thus, language is instrumental in enhancing the learners' thinking skills.

2.2.7 Developing Learner profiles through Language learning:

At SIS, our endeavour is to inculcate the Learner profile attributes through language courses offered in school. We firmly believe that this is essential to empower learners to rise above the narrow mind-sets and thus contribute in making this world more peaceful.

A suitable learning environment is created for learners to become effective communicators with a fine understanding of multimodality to facilitate multiliteracy. They are equipped with various tools of thinking and are encouraged to reflect on their learning.

Reading works from different parts of the world and from varying time periods provides them exposure to the knowledge about various cultures and engage with issues and ideas of global significance thereby nurturing their curiosity. Students also learn to appreciate multiplicity of perspectives, respect values and show empathy and compassion for others.

2.2.8 Developing International Mindedness (IM) through Language learning:

'IM is relational in that it is about reaching out in how we interact with others and reaching in to understand ourselves in relation to others'

This spirit of international mindedness is imbued in SIS culture as we believe it is the foundation of a peaceful world.

The study of Language A- Language and Literature is instrumental in developing an awareness and understanding of the self and how it relates to others. This is considerably achieved through the study of texts written originally in the language studied and in translation. Students gain an understanding of the ways in which different languages and literatures represent the world and how these reflect and help create diverse identities. An analysis of various global issues depicted through the works studied is an integral component of this course. Engaging in the discussion of such topics of personal, local and global significance helps to sensitize students and critically reflect on various perspectives offered as part of the teaching learning experiences.

Language acquisition courses (Language B and ab initio) inculcate intercultural understanding and global engagement while developing the language skills through the various ideas and resources included in the curriculum. Students are provided with opportunities to view aspects of the language and culture from multiple perspectives in an open-minded way. Cultural Immersion tours to Spain and France are organized every year. Home stay and an opportunity to communicate with native speakers give them first-hand experience of the target cultures. Students thus imbibe the attitude of learning to respect others with their differences and transcend all prejudices.

3. **Roles and Responsibilities**

Students: Students play the roles of active, compassionate and life-long learners.

Their responsibilities include:

● Ensure that an appropriate language course and the level is chosen by them, based on their ability and prior knowledge of the chosen language.

● Work towards becoming a self-advocate for their language learning needs.

● Ensure that the work submitted for assessment is authentic, based on students' original ideas, and the ideas and work of others is fully acknowledged.

● Strive to develop the traits of the IB Learner profile through daily language learning.

Teachers: Teachers play the roles of facilitators of learning.

Language teachers: Their responsibilities include:

● Ensure that the curriculum and assessments are as per the IB philosophy and requirements.

● Develop the 4 necessary language skills. (Reading, Writing, Speaking, Listening)

● Ensure the development of international-mindedness through the study of languages, cultures and issues of global significance.

● Enable students to communicate in different languages in a range of contexts and for a variety of purposes.

● Encourage appreciation of a variety of cultural perspectives.

● Develop critical and creative thinking skills.

● Ensure that the traits of the IB Learner profile are developed throughout daily language instruction.

● Use differentiation strategies in teaching and learning to take care of students' language learning needs

Non-language teachers: The other subject teachers also play the role of language teachers in their respective class rooms. Their responsibilities include:

▪ Develop domain specific vocabulary

▪ Provide support and guidance for students' language related needs in their class rooms

▪ Approach language teachers for further guidance if required

HODs: The roles of HODs in a language department is that leaders and their responsibilities include:

● The vertical and horizontal curriculum planning across all the programmes offered in the school.

● Ensure that all assessments are conducted as per the IB requirements.

- Support and guide the language teachers with respect to teaching-learning strategies, assessments, resources etc.

Parents: Parents play the roles of volunteers and supporters of their wards' language learning experience/process. Their responsibilities include:
- Provide mother-tongue development support to their wards inside and outside the school environment.
- Volunteer in after-school language related activities or in the conduct of mother-tongue classes
- Deliver guest lectures in foreign language classes
- Help the school in organizing Language Days or Events, and also participate in the same.
- Maintain open communication with the school regarding the language learning needs of their wards.

Administrators: (Director/Vice-Principal/Coordinators/Admin Officer etc): The school administrators play extremely important roles of leaders and supporters of the programmes across the school. Their responsibilities include:
- Ensure that all the necessary resources like teaching material, media resources, language labs, subscriptions to online resources etc. are provided to the language teachers and students.
- Communicate the language policy, language learning expectations, experiences, and developments to the whole school community.
- Ensure that all language teachers are provided with professional development opportunities, and granted sufficient time to participate in vertical and horizontal collaborative planning.
- Provide adequate funding and support for organizing Language Days and other events organized by Language Departments, e.g. Cultural and Immersion tours, field visits etc.

Librarian: The Librarian plays the role of a teacher-librarian, information specialist, and an administrator. His/her responsibilities include:
- Organize, collect, classify, catalogue and issue language learning resources such as books, magazines, newspapers, films, audio files, subscriptions to podcasts etc.
- Be knowledgeable about the IB programme requirements, the latest publications, and availability of language teaching resources. Keep the language teachers informed about the same.

- Guide students about the language learning resources, appropriate to their needs, levels, and likings. Encourage them to use the same.
- Ensure that the library has resources in multiple languages. e.g story books, magazines, newspapers, brochures, films, audio CDs etc in regional as well as foreign languages.
- Keep students informed about the library protocols, and rules regarding the issue and return of library resources.

4. **Parental involvement**

   With the objective of promoting Multilingualism and the development / maintenance of mother tongues, various events are organized in the school. The "World Read Aloud Day" was celebrated in PYP. SIS parent community took an active part in this initiative. There were read aloud story sessions in English, Korean, Hindi, Marathi, and Bengali by the members of the student families. SIS also organizes "Marathi Diwas" and "Hindi Diwas" celebrations annually. These are the whole school events. Parents support and participate enthusiastically on such occasions.

   5. **Professional Development**

- At SIS, all language teachers are provided with opportunities to attend the subject specific IB workshops, and yearly SAIBSA workshops. Moreover, teachers attend online workshops / webinars, on various platforms like Macmillan, Cambridge, Priyamvada taneja, Mary Glasgow, Philpot etc.
- Foreign language teachers are encouraged to do international certifications like DELE for Spanish and DELF/DALF for French. These certifications are issued by the Ministries of Education of Spain and France and are the official, internationally recognized titles that certify the holder's degree of fluency in the respective languages.
- All teachers, including the language teachers are encouraged to do B. Ed., which is a degree course for those who want to take up teaching as a profession in schools, and is now made mandatory by the Govt. of India for the teachers in high-schools and higher primary schools.

6. **Resources**

   Language teachers across all the 4 programmes, use a varied range of resources for language learning and teaching. Apart from the recommended text books and associated audio CDs, other resources like print and digital versions of magazines and newspapers, online audio-visual resources, podcasts etc. are used for differentiation, scaffolding and bridging purposes. In the IBDP, students are encouraged to do online courses and certifications of various language teaching institutes for these purposes.

PYP has a more diverse collection of online as well as physical resources to promote language development. Physical resources like the Wordwall, Flash Cards, Board Games, Picture Boards, Printed or Electronic Worksheets, Puppet Shows, Alphabet Clocks (Hindi Varnamala), Chart (Related Language Vocabulary), Pictionary (Vocabulary building), Books, and Projectors are extensively used by the homerooms and the 2L facilitators in PYP.

Virtual Resources such as the Storyweaver, Book Creator, Flipgrid, Mentimeter, Google Slides, Padlet, Wordwall.net (Wordwall App), Online Quizzes, Kahoot, Bubble Pop Up, Random Wheel, Bolo App are explored and utilized by the PYP facilitators as different interactive tools for online teaching and learning. The learning engagements in PYP are shared by the facilitators with the students through an online digital app known as Seesaw. Seesaw gives the students a place to document their learning, be creative and learn how to use technology. Each student gets his/her own journal and adds things to it, like photos, videos, drawings, or notes. PYP also has a subscription of Raz-Plus. Raz-Plus provides more than 3000 levelled books and additional reading resources in computer-based and mobile formats to deliver purposeful, personalized reading practice to each student. It is available in the additional languages like French and Spanish also.

The ESL department has the state-of-the-art Language Lab that promotes language development for the ESL students.

7. Language Policy Steering Committee

The Language Policy Steering Committee of SIS comprises of the Vice-Principal, Coordinators, Home Room teachers and all the language teachers. Apart from several informal discussions and meetings during the year, the Steering Committee meets formally once in a year in order to discuss, plan, incorporate and implement the language courses related demands and requirements if any, from the IB and / or from the school community. The Committee also looks into any possible pedagogical innovations and the matters related to the assessments, inclusions, or the selection of an appropriate language course at the time of new admissions. The Committee ensures that the Language Policy is coherent with any changes in the student and community demographics or other similar circumstances.

8. Language Policy review timeline / process

The Language Policy is reviewed by the Steering Committee as and when there is any need for the additions or deletions of the language courses and levels offered by the school, or changes in the assessment procedures, teaching methodologies etc. This could be due to any new guidelines introduced by the IB or any demand made by the school community. Periodical amendments or modifications take place in the Language Policy under such circumstances. The

Language Policy is re-drafted before each IB Review.

9. <u>Communication of the Policy to the whole school community</u>

The Language Policy is available on the school's website and the whole school community comprising its students, parents, teachers, administrators etc. are encouraged to refer to it from time to time.

10. <u>Action plan</u>

- Although the Language Policy is available on the school's website, more awareness regarding the same will be generated in the whole school community by making it available on the MySchoolOne platform (school software system) too. This information will also be shared during the parent and student Orientation Program and a link will be included in the Admission Form, and the school diary.

- In order to increase and encourage more participation in the Language Policy Steering Committee, a yearly mail will be sent to all the teachers, parents, students and administrators. Moreover, Homeroom teachers will conduct a session for students for this purpose.

- Yearly surveys will be conducted in order to gather and update the data related to the student language profile. This data will be shared with all the subject teachers. The collaboration based on this data will be helpful for remedial purpose. This will cater to the different learning needs, and inclusion. Collaboration with the language department will be encouraged.

- Teachers' language profile data will be maintained regularly. Using this data, students will be offered scaffolding in another language to ensure subject-related conceptual clarity in a one-on-one session with the teacher who knows the student's language.

- In order to cater to the needs of those students who encounter problems in learning other subjects due to their inadequate proficiency in the language of instruction, formal collaborative sessions with the English language teachers will be organized (included in the Time Table). Discussions on command terms, support on grammatical structures and/or vocabulary and language related support for the Internal Assessments, Extended Essays and TOK Essays will be provided in such sessions. Self-paced learning resources will also be provided.

- Other subject teachers will also be encouraged to do DP language ab initio course in French/Spanish, which will be a value addition in their resume and will also help in integration.

- In order to cater to the different language needs, Buddy system will be introduced for students.

- In the Diploma Programme, Self-taught options will be offered in group 1, also for the existing Group 2 languages and for the different Mother Tongues.
- German ab initio will be introduced as a Language ab initio course in the Diploma Program.
- During the collaborative meetings, use of multiple languages will be encouraged and staff names will be displayed in multiple languages.
- The Admission Form will be made available in at least 2 languages. The options will depend of the school language profile (English, Hindi, Marathi, Korean, Spanish, French etc.)
- In order to encourage the concept of Multilingualism, during the school Assembly songs, prayers, thought for the Day etc. will be presented in different mother tongues. Mother Tongue Day will be celebrated every year. Parents' guest lectures, Fete, cultural outfits, festivals etc., will be encouraged.
- Rules and the lists of DOs and DON'Ts for the students, school notices, posters, sign-boards, student displays, art works etc. will be displayed in multiple languages in the school premises.
- The school library will have more resources like story books, magazines, newspapers, podcasts, films etc. in various mother tongues. Students will be provided with online subscriptions for various media resources. The library will be seen as a Hub for exploring languages.
- Language related workshops, guest lectures and Alumni engagement will be encouraged.
- For those students, who want to develop and maintain their mother tongues, alternative methods like Language Clubs, after school classes, cultural activities after the school hours etc. will be sought to be provided. Language related activities (excluding English) will be included in CAS for the Diploma Program students.
- During the whole school events, activities, performances and art works like poetry, story writing/telling in different languages will be encouraged.
- A multilingual welcome sign visible at the entrance of the school will be put up.
- Students' i-cards will be made in 2 languages (English and his/her mother tongue on the reverse side).
- Student/Parent and staff interactions in different languages during the events like PTM will be encouraged.
- When appropriate, students will be encouraged to use home languages for learning, and teachers will be encouraged to use trans-languaging strategies for the purpose of teaching and learning.

Link with Assessment Policy

Language A course provides the students with the required language proficiency to effectively demonstrate their subject specific knowledge and understanding through the formative and summative assessments. The course also helps them acquire multimodality skills which facilitates multi literacy and thereby equip them to deal with all kinds of assessment tasks. This is also enhanced through interdisciplinary sessions as part of the pedagogical approach to ensure that the concepts and skills acquired in Language classrooms are transferred to other subject assessments. e.g: ESS Fest, Group four presentations. Formative assessments designed facilitate enhancement of language skills through presentations, quizzes, leading of discussions etc.

Language acquisition facilitators ensure the development of conceptual understanding and enquiry-based learning through assessments. Both formative and summative assessments are designed considering the objectives of effective communication, interpersonal and intercultural contexts and audiences, fluency and accuracy. The assessments are based on a range of written, audio, visual and audio-visual texts.

Recording and formal reporting of assessments and feedback is done through English, the language of instruction. A multilingual approach is encouraged during PTM and thus ensured the feedback of assessments is provided to parents if they are unable to communicate in English.

For both the Language A and B courses, Internal Assessments are conducted as per the IB guidelines and requirements.

Link with Academic Integrity Policy

A culture of academic integrity is established through Language A and Language acquisition courses. Students are encouraged to respect perspectives and opinions read and acknowledge sources.

The language facilitators uphold key elements of academic integrity namely trust, fairness, respect, responsibility and honesty to create a suitable learning environment which imbues this spirit among the learners through the curriculum. They ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

The Facilitators actively use correct referencing and citing conventions when providing students with reference material which exemplifies the notion of academic integrity as integral to learning. Students are expected to abide by the same while doing research based tasks, acknowledge sources during

classroom presentations and activities and use Chicago manual citations while writing essays (Language A essays). All forms of malpractices are strictly discouraged during oral assessments.

Link with Admission Policy

The school collects information about the proficiency of the candidate in the medium of instruction and mother tongue at the time of admission through the form administered.

In case of students seeking admission at the IGCSE level directly, an entrance exam for first and second language is administered. This helps to provide suitable guidance to choose the appropriate language level for English and a suitable second language depending on their proficiency.

Similar support is provided by the coordinators while choosing the level of Language in Group 1 and Group 2 in the Diploma Program

Link with Inclusion Policy

Students at SIS are offered adequate scaffolding, remediation and all possible support if they lack proficiency in the medium of instruction in order to facilitate their learning. This ensures that they have access to all required resources, facilities and opportunities. Based on the inputs of the SEN department and identification of the language acquisition needs of student's various options are offered to students while choosing the second language and if needed they need not study an additional language in the lower classes.

Differentiated instruction is offered in the Language A and second language classes to cater to each child's learning needs. For instance, along with the required assistance, support is offered while choosing suitable topics and issues for oral and other written assessments (Internal and external). An extension of deadlines is also provided if required.

We incorporate a multilingual approach by using the learner's home language and other known languages to facilitate learning. This approach helps to affirm the identity of candidates with language needs.

At the Diploma level, an opportunity to complete the diploma is offered to the candidate by catering to the language needs. Provision for self-taught Language A option is made available if required. Students are also allowed to switch to other second language in case of difficulty in coping with the rigour of curriculum so as to facilitate completion of the diploma program requirement.

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The International Mindedness Journey: School Practices for Developing and Assessing International Mindedness Across the IB Continuum
Language A , language B and ab initio Subject Guides

Language policies of the following schools:
1. The Heritage School
2. Hangzhou International School
3. Paxon- School for Advanced Studies
4. Neev Academy
5. Oberoi International School
6. Stonehill International School