

Sancta Maria International School, Faridabad

Language Policy



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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.

KNOWLEDGEABLE

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.

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.

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.

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.

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.

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.

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.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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INDEX

Content	Page No.
1. School Vision	2
2. Purpose	3
3. Language Philosophy	3
4. Aim	4
5. Language steering committee and review process	4
6. Language Profile	5
7. Language Admission	5
8. Role of mother tongue and Host country language	5
9. Language IB PYP, Cambridge, and IBDP	8
10. Role of English Support Programme	11
11. Language learning through Library/media Centre	12
12. Role of Parents and Local community	12
13. Connecting language to other Policies in School	13
14. Bibliography	15

Language Policy

Vision

To unlock the potential of every learner for a better world.

Motto

In Omnia Excellentia

Excellence in everything

Values

FAIRNESS | INTEGRITY | RESPECT | EXCELLENCE | HAPPINESS | VALUE
CREATION

Our Commitment

- We seek to understand the needs, interests, and motivations of each of our learners so that we can set them up for success in their unique journeys.
- We provide a safe and stimulating learning environment on campus and online where learning happens by design and not by chance.
- We foster a culture of growth mindset and lifelong learning where staff and students are allowed to ask questions, make mistakes and take risks.
- We respect differences and are mindful of our language while speaking about and with students.
- We take concrete measures to promote the physical, emotional, social, and mental well-being of our students and staff.
- We develop an enabling relationship with our parent community where constructive feedback is sought and used for improvement.
- We look after our environment and consume with care.
- We build meaningful partnerships with global organizations for a lasting positive impact.

PURPOSE

This language policy is developed by the steering committee from each school program (IBPYP, Cambridge and IBDP). The policy is consistent with the stipulated standards and practices of the International Baccalaureate (IB) Primary Years Programme, Diploma programme and Cambridge.

This language policy provides an overview of School principles for language learning, and defines the practices designed to achieve these. It is a statement of agreement, one to which the staff and the Sancta Maria International School Faridabad community are committed, to fulfil the school's mission.

LANGUAGE PHILOSOPHY

At Sancta Maria International Faridabad school language permeates all subject areas and is fundamental to learning. Besides promoting cognitive growth, language is crucial for maintaining cultural identity and emotional stability. The role of language is valued as central to developing critical thinking , promoting multilingualism and fostering mother tongue which are essential for the cultivation of intercultural awareness, international-mindedness and global citizenship.

The development of language incorporate concepts of language learning, learning through language and learning about language. At School language learning aims to stimulate communication and conversation enabling students to interact with teachers and peers. Learning through language emphasizes strategies to encourage students to develop new meanings and construct knowledge of the world. Learning about language empowers students to cultivate an understanding of the relationship between language and meaning and how language works.

AIM

Sancta Maria International School Faridabad is having curriculum IBPYP, Cambridge and IBDP Programme in Primary(Nursery to Grade 5), Cambridge (Grade 6 to Grade 10) and Diploma Programme (Grade 11 and 12) respectively, where the language of instruction is English. Within this context we endeavor to create a challenging and motivating multilingual environment that values and integrates students' cultural and linguistic heritage throughout the curriculum. Within an academic setting, we aim to foster in all students the ability to think and express themselves with precision, clarity, confidence and imagination in at least two languages, one of which is English. We strive to address the particular challenges of those students who are learning in a language other than their mother tongue by providing an integrated, well-implemented English Support Programme

LANGUAGE POLICY STEERING COMMITTEE AND REVIEW PROCESS

Sancta Maria International School Faridabad Language Policy Steering Committee (Mr. Yuvraj, Ms. Shruti, Ms. Shalini, Ms. Abha and Ms. Disha) along with the Head of the School, School Coordinators, which consist of academic representatives of Primary Year Programme School, Cambridge Programme and Diploma Programme. The committee is to oversee the procedures needed to develop the language philosophy and policy of the school. It is reviewed periodically and further communicated to all the stakeholders. Language Policy is shared with all stakeholders of the school community

LANGUAGE PROFILES

At Sancta Maria International School, English is the prime language used for all communication and curriculum delivery. All administrative and teaching staff speak English, the majority of whom are fluent in at least one additional language.

School acknowledges and caters to the needs of the students who learn in a language other than their mother tongue. These students will need to acquire English not only to access the mainstream curriculum but also to engage themselves in various school activities. Therefore, Sancta Maria provides support for students in the language of instruction with additional support through its English Support Program. Hence, it offers support in English, ranging from immersion to beginners in the language to accelerate English Program through the different phases of English Language acquisition in all its program.

LANGUAGE ADMISSIONS

Applicants are screened through multidimensional assessment procedures, including English language-proficiency, tracking, appraisal of past records and current academic levels, student's language or language-readiness skills and observation of emotional and social development

Students are placed in appropriate instructional settings on the data of our multidimensional assessment procedures (e.g. language support unit). Students of Sancta Maria coming from countries where English is taught as second language and where students have had little exposure to an English-speaking environment are provided with English support in order to bring up their level of English so that they are able to understand and participate in all subject lessons in class. This is also essential for their integration into social fabric of the school community.

- Students are placed in the English Support program based on their language need. There is an assessment done to decide on the appropriate phase for the child. As the child progresses to Higher level, the child joins the Language and Literature course. In the Diploma Programme students are placed in Ab Initio, SL and HL. –
- There is open and regular communication with the parents regarding students' accomplishments and needs as they progress through the grades

ROLE OF MOTHER TONGUE & HOST COUNTRY LANGUAGE- HINDI

Mother tongue is a child's first or native language. At Sancta Maria we believe that it is imperative that students continue to preserve and deepen their understanding of their mother tongue, for the development of higher order cognitive skills and for the transmission of cultural identity.

English is the language of instruction and collaboration at Sancta Maria, with all students progressing on a continuum in the acquisition of academic English. Mother tongue supports student learning by assisting access to and of the conceptual understandings that drive the curriculum, and through deconstruction of meaning as required. Therefore, students are allowed and encouraged to use their mother tongue to access the curriculum and foster personal success. Besides the school actively supports mother-tongue language development through:

- encouraging mother-tongue within the curriculum
- providing parents with information regarding the different mother-tongues and partnering with them as and when needed
- recognizing and celebrating the various mother-tongue languages within the school
- enabling parents' access to use school facilities or rooms for tutoring based on availability
- extending mother-tongue resources in the library

The continuation of students' mother tongue learning is greatly valued in the PYP, Cambridge and DP. Definitions and translations of content, knowledge and ideas are often displayed to reinforce shared concepts and assist student understanding. Parents are encouraged to talk, read and write with their children in their mother tongue during homework and other home activities.

While mother tongue acquisition is facilitated, mother tongue as a subject area is not offered as part of the PYP or MS. However, in the Diploma Programme a student may choose his mother tongue as Group 1 -Self-taught Language to study as one of the 6 subjects he/ she studies in the programme.

The PYP is committed to multilingualism as a means of affirming cultural identity and developing international mindedness. Establishment and expansion of multilingual resources in the learning spaces, is a step towards nurturing multilingual learners.

The PYP encourages and facilitates Translanguaging, the process in which students flexibly draw on known languages (mother tongue), to introduce a dynamic view of language integration in the curriculum.

Mother-tongue is also celebrated through Mother Tongue days and special assemblies to highlight the various languages of Sancta Maria than English being used by the students.

Parents of students are invited to conduct special mother-tongue development sessions in school. Students are permitted to make presentations in the mother-tongue/language of their choice. The school library has reading material in languages other than English. This helps in deepening understanding of the learning community to take into account the complex reality of our world's diverse sociocultural contexts.

In the Cambridge and DP Programme , students whose first language is not English are supported in the development of their mother tongue to ensure their cognitive and academic development, and preservation of their cultural identity. Mother Tongue day and special assemblies are held to highlight the various languages other than English are being used by the students. Mother tongue support is provided through various programmes in the school, such as language days, clubs and special assemblies. The school permits such students to interact with one another in their respective mother tongues during their leisure time. Such students have the option to engage in student-led conferences in their mother tongue. The school library has reading material available in languages other than English

ROLE OF LANGUAGE A

A PRIMARY YEARS PROGRAMME

The language of instruction is English. Language provides a vehicle for inquiry. Structured, purposeful inquiry is the main approach to teaching and learning language in the PYP. The Program of Inquiry provides an authentic context for learners to develop and use language. Since language is involved in all learning that goes on in the PYP, in both the affective and effective domains, learners read, listen, speak, and write across the curriculum to grasp new meanings and understand new concepts.

This contributes to the transdisciplinary nature of language learning in the PYP. While most of the language development takes place in the authentic context of transdisciplinary and inquiry-based learning, some of the language skills are also given a special focus outside the Units of Inquiry. Specific aspects of reading, listening, grammar and usage are thus reinforced as part of the curriculum

SCOPE AND SEQUENCE:

The language curriculum in the PYP is structured on the Scope and Sequence guidelines provided by the IBO. The complex processes involved in language learning are represented in a series of developmental continuums in which all the strands of oral, written and visual language are covered. The creation of specific developmental benchmarks and learning outcomes for each level in the continuum provides a means of tracking the progress of students and also determining the degree of support required for students who are not as adept as others and for new admissions to a grade.

In the PYP students are introduced to global assessments for international benchmarking providing diagnostic information useful to understand students' learning progress. The outcome and the analysis further supports in developing the curriculum based on the needs of the students progress.

All three of the language strands are learned across and throughout the curriculum, and each strand is an integral component of language learning. Each strand has been considered from both the receptive aspect—receiving and constructing meaning, and expressive aspect— creating and sharing meaning.

Strand

Receptive—receiving and constructing meaning

Expressive—creating and constructing meaning and sharing meaning

Oral language: Listening-- Speaking

Visual language: Viewing-- Presenting

Written language: Reading-- Writing

Strand	Receptive –receiving and constructing meaning	Expressive-creating and sharing meaning
Oral Language	Listening X	Speaking
Visual Language	Viewing X	Presenting
Written Language	Reading	Writing

In the PYP students learn more than one language from the age of 3+. The learners benefit from having access to different languages, and, through that access, to different cultures and perspectives. Acquisition of more than one language enriches personal development and helps facilitate international-mindedness.

LANGUAGE in Cambridge Programme

Language (English) and Additional language acquisition (French and Hindi) builds on experiences in language learning that students have gained during their time in the IB Primary Years Programme (PYP). Knowledge, conceptual, contextual understanding and skills will have been developed through transdisciplinary language Inquiry or independent language inquiry. Language is fundamental to learning, thinking and communicating, therefore, in the Cambridge, it permeates the whole curriculum in an interdisciplinary manner across all other subject groups. There are six skill areas: listening, speaking, reading, writing, viewing and presenting, which develop as both independent and interdependent skills. Students develop these skills through the study of language.

English Language Learning plays an important role in the study of Languages in the Cambridge. There is also be a balance of genres in the Cambridge language and literature course and there is a literature component in each year of the programme. As Cambridge students interact with a range of texts, they generate insight into moral, social, economic, political, cultural and environmental domains. They continually grow in their abilities to form opinions, make decisions, and reason ethically—all key attributes of the Cambridge Profile.

LANGUAGE A – DP

Every student in the International Baccalaureate (IB) Diploma Programme (DP) studies in both their best language and in other languages taught as a requirement of the programme. This enables students to increase their understanding of several cultures, including their own and explore globally significant ideas and issues through different languages. DP students therefore study at least two languages throughout their time in their programme

As part of the Diploma Programme (DP), students take at least one subject from studies in language and literature. Taking two studies in language and literature subjects in different languages is one way of obtaining a bilingual diploma.

The courses offer a broad range of texts, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. Students take their studies in a language in which they are academically competent. Through studies in language and literature, the DP aims to develop a student's lifelong interest in language and literature, and a love for the elegance and richness of human expression.

Sancta Maria currently offers DP Language and Literature courses in English. In addition, students, whose mother tongue is not one of the languages formally offered, can select to study their Language A, as a self-study of literature, adhering to the stipulated guidelines established by the IB and details in the subject guide.

English A Higher Level / Standard Level students are expected to have a high proficiency level as they have been exposed to the chosen language since early years and will be competent enough to analyse literary texts in both spoken and written forms. Students whose mother tongue is neither English nor Hindi and who opt for Language A Self Taught Literature Standard Level are expected to be fluent in the language and demonstrate analytical skills in the study of literary texts

LANGUAGE B in DP

The language B Standard Level (SL) and language B Higher Level (HL) courses are language acquisition courses for students with some previous experience of the target language. Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for language ab initio)

The School adheres to the recommendations espoused by the IB with regard to DP Language B and Language Ab Initio course choice, stated as follows:

It is essential that Diploma Programme coordinators and teachers ensure that students are following the course that is best suited to their present and future needs and that will provide them with an appropriate academic challenge. The degree to which students are already competent in the language and the degree of proficiency they wish to attain by the end of the period of study are the most important factors in identifying the appropriate course. Coordinators, in conjunction with teachers, are responsible for the placement of students. The most important consideration is that the course should be a challenging educational experience for the student.

(International Baccalaureate Organization “Diploma Programme: Language Ab Initio Guide” 5; International Baccalaureate Organization “Diploma Programme: Language B Guide” 4)

Therefore, both the level of challenge and the possibility of success in the course are taken into consideration when deciding upon the language course followed in the Diploma. In the DP, English can be studied as Language B at Standard and Higher level provided Mother Tongue is studied as Language A

CHOOSING A LANGUAGE IN DP Under Group 2

Language Acquisition, Higher Level or Standard Level is offered to those who have at least two to three years of experience in the chosen language resulting in comfortable communication and mastery of language skills.

Ab Initio SL is offered to those who have little or no experience in the language selected and the proficiency level is much below the expected level.

- IGCSE students who score below D are guided by the school in their choice of language based on their interest and ability language Ab initio course offered in DP.
- IGCSE students should opt for Language B SL in the same language or can choose any other Language Ab Initio course offered by school.
- IGCSE students who score a B and above should be guided by school in opting for Language B HL in the same language or may choose any other language Ab Initio course offered by school.

ROLE OF ENGLISH SUPPORT PROGRAM

English Support program scaffolds language needs of students whose first language is not English and whose English language competency does not meet grade level requirements. The English Support department collaborates with classroom teachers to implement strategies and instructional practices that focus on specific language and content targets. Classroom and English Support teachers aim to create an environment in which students feel confident, are able to take risks and, become independent language learners. English Support students at Sancta Maria are provided with the means and the supportive environment that allows their English language ability to emerge naturally. Teachers use a holistic approach to English language acquisition, using authentic, meaningful language while guiding students toward competency in academic English. The use of interactive, collaborative and differentiated strategies, as well as relevant grade level subject resources, enables English Support students to link meaning and language. Through the integration of content and language, students are able to develop both the social language and the academic language needed to succeed. While the development of strong social language is essential in order to fully integrate into the school and to access the curriculum, students progressing through the grade levels encounter increasingly abstract expressions and subject specific vocabulary rarely heard in everyday discourse. Students often find that confidence in the use of social language develops relatively quickly, whereas acquiring the depth and breadth of academic language needed to succeed in the rigorous environment of the IB PYP, Cambridge and IB programmes requires persistent and focused effort. Therefore, strengthening academic English is a deliberate and strategic focus at Sancta Maria Faridabad within the English Support programmes

LANGUAGE LEARNING THROUGH LIBRARY / MEDIA CENTRE

Library / Media Centre is an integral resource for fostering the learning of languages and acquisition of knowledge and understanding in all disciplines hence:

fosters reading in all students by maintaining a range of books both fiction and nonfiction catering to varied interests and age groups.

- encourages students to read books in their mother tongue.
- ensures access to information on global issues and diverse perspectives.

- ensures Literacy rich collection that encourages students' inquiry at all levels.
- supports the curriculum of all languages taught in the school through the acquisition of offline and online resources including teaching resources.
- procures resources in different languages.
- meets the language needs of native speakers by procuring resources of Mother Tongue
- promotes resource-based learning through the collection of informative online and offline resources including the resources reflecting different cultures, perspectives and languages.
- respects the language needs of other nations by providing a variety of materials in as many as Foreign languages as possible, especially the most widely used ones among the community is Thai and Korean
- provides balanced collections in two languages in school by providing bilingual resources

ROLE OF PARENTS AND LOCAL COMMUNITY

Parents are an integral part of our community of learners and provide tremendous support for language learning at Sancta Maria Faridabad. The school uses multiple methods to communicate to parents the critical importance of maintaining academic proficiency in the languages and the mother tongue. Parents are involved as volunteers for providing assistance during the mother tongue programmes. In DP they work in cooperation with the school to find a mother tongue teacher for the self-taught language A students. Students have time during the school day to work on projects and/or receive instruction in their mother tongue.

CONNECTING LANGUAGE TO OTHER POLICIES IN SCHOOL

Admission Policy- Sancta Maria Faridabad accepts students at all levels of proficiency in English Language. All applicants complete background information that indicates their language proficiency (reading, speaking, writing) in the medium of instruction (English), Mother Tongue and additional language if different from mother tongue. The admissions department notifies/ informs/ shares with the Programme Coordinators, the details of the applicant and his / her language requirements for review. This information is then taken up with the faculty in charge of providing support to language learning in each grade level. For admissions into the Diploma Programme English Language and Critical thinking skills are assessed in order to support the student's learning.

Assessment Policy- Language learning follows distinct stages, students learning/ acquisition varies from individual to individual. Teachers assess language skills - reading, speaking, writing, listening regularly and differentiating through guidance and extension if required. Assessments provide information on language growth (English) and areas to work on. The support teachers in each grade level along with the Language teachers provide this support. However, the students also express their understanding of a concept dealt within the classroom in their mother tongue/additional language. They are assessed using different strategies and tools.

Inclusion Policy- A Student must not be regarded as having a learning disability solely because the language spoken at home is different from the language of the school. Student Support Services are designed to ensure availability of inclusion model to support the students in bridging gaps in their skill set to function at par with the grade Sancta Maria level curriculum. Additional Learning support teacher undertakes responsibilities such as identifying the needs of a student, creating individualized educational program, communicating the student's requirements with all the stakeholders ; Students ; Parents; Teachers and creating a follow-up programme for students with their individual needs. Sancta Maria provides ample learning opportunities to students with varied cognitive abilities, learning styles and have systems in place to support students with additional academic, social-emotional and behavioral needs

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