Language

Policy

PYP Language Policy

Language Philosophy Statement

Language is an expression of culture and must be valued as an essential part of a student's identity. It is the foundation of all learning. Recognizing and supporting our students' mother tongues is crucial to developing their full potential. The Learner Profile, together with the five essential elements of the programme (knowledge, concepts, skills, attitudes, and actions) are integral to teaching and learning language. Language study is a key factor in developing international understanding, in reinforcing cultural identity, enhancing personal growth, and promoting effective communication. It permeates the entire curriculum. All members of the school community are language teachers and language learners

The school will:

- Provide opportunities and support for all learners to become proficient in English.
- Provide the opportunity for all learners to learn an additional foreign language.
- Provide opportunities for students to maintain and develop their mother tongue.
- Provide information to parents, informing them about the language policy and school practices.
- Provide opportunities for parents to take an active role in their child's language development
- Provide opportunities for students to demonstrate their learning through meaningful and targeted assessment practices.
- Support teachers, through professional development, to meet the ongoing language needs of the students.

All students:

• Are taught language by all staff and have opportunities to read, write, view, investigate, inquire, and present across the curriculum.

• Are taught literacy skills in context.

• Are encouraged to develop a wide range of strategies to comprehend, interpret, evaluate, respond to, appreciate, and construct texts.

• Are encouraged to use self-correcting strategies.

• Have access to, and are taught through, a variety of technological and information resources.

• Are encouraged to express themselves, orally and in writing, in a variety of media and situations.

• Are encouraged to share and develop their work in a social context.

• Are encouraged to see language as a tool for thinking, inquiring, reflecting, and learning.

• Are encouraged to maintain and value their mother tongue and to value that of other students.

• Are given the opportunity to become proficient in more than one language.

• Are exposed to a broad range of literature reflecting a variety of cultures and perspectives.

• Are encouraged to develop a love of language and literature.

• Receive constructive and specific feedback from teachers and peers.

• Are exposed to modelling of rich language experiences.

• Are given time to reflect on their learning and to apply techniques appropriately.

Placement and Tracking

• We place students in appropriate instructional settings based on the data of our assessment procedures.

• We conduct regular assessments of students' academic and language accomplishments and needs.

• We collect representative samples of students' work to document linguistic and academic growth in language.

• We communicate clearly with parents regarding students' accomplishments and needs as they progress through the remarks.

Teaching and Planning Practices

We employ a variety of teaching styles and learning techniques to enable students to access to the whole curriculum, to cater for the variety of learning styles within each class and to ensure the progression and reinforcement of skills and concepts.

We expect teachers to:

- Present language through meaningful and authentic contexts
- Use a wide variety of teaching and assessment strategies
- Provide a balanced language programme as laid out in the PYP scope and sequence document
- Structure teaching and learning situations so that students have opportunities for success
- Plan in collaboration with classroom teachers and specialist teachers to maintain consistency
- Provide challenges to students by giving them opportunities to reach their full potential
- Acknowledge differences in developmental stages, learning styles and previous language experiences
- Encourage parental involvement
- Publish student work
- Use questions as a tool for learning
- Use a wide variety of materials to enable every student to access the planned learning experience and to achieve the planned teaching and learning objectives
- Give students the opportunity to work in a variety of ways – whole class, groups (of differing sizes and composition), as pairs and individually, according to their needs, the nature of the activity and the learning objectives.
- Build students' confidence and self-esteem and enable them to become effective language users by:
  - ✓ sharing teaching and learning objectives and clarifying expected outcomes in a way that students can understand.
  - ✓ teaching students to self-monitor

- ✓ encouraging students to learn from and support one another, and to realize that they do not all have to be at the same level or arrive at the same point at the same time.
- ✓ giving positive and constructive oral and/or written feedback
- ✓ creating an environment where all students can make progress at their own pace.

We plan activities where students:

- integrate prior and new knowledge.
- acquire and use a range of learning skills.
- solve problems individually and in groups.
- reflect on their successes and challenges.
- evaluate conflicting evidence and think critically.
- accept that learning can involve uncertainty and difficulty.

Students are expected to speak English in all classes except other language classes.

Recognizing that language usage contributes to cognitive knowledge, students will:

- Develop their knowledge and understanding of the English language through purposeful use in listening, speaking, reading, and writing.
- Learn to speak, read, and write English developmentally, progressing across a continuum of skills in each area.
- Endeavour to express themselves confidently in English in a variety of situations.
- Be given the opportunity to take part in other language instruction as is deemed necessary for globally mobile students.
- Be encouraged to seek and use resources in their first language, as necessary, to help in the understanding of academic content.
- Respect each other as valued members of the school community regardless of their first language.
- Develop an appreciation of literature and a variety of texts.
- Establish links between subjects, cultures, and other areas of experience.

- Use Language as a vehicle for thought, creativity, reflection, learning and self-expression.

Practices for implementing reading, writing, oral and visual skills

To promote inquiry-based language learning within the context of the PYP, our school recognizes the importance of incorporating the teaching and learning of language through the transdisciplinary programme of inquiry. The mastery of the essential language skills - reading, writing, listening, speaking, and viewing - is a vital part of a student's overall development.

Reading practices:

- Reading will take place in all subject areas, and students will read across the curriculum whenever appropriate.
- A variety of practices will be used when planning for instruction, including, but not limited to, guided reading groups, differentiated reading instruction, word lists, and the use of leveled reading material.
- Students will be encouraged to read for information, read for pleasure, read aloud expressively, and discuss, analyze, compare, and contrast the texts they read.
- Students will be exposed to a variety of genres, including multicultural literature, poetry, plays, short stories, newspapers, magazines, and informational texts.
- Students will learn how to understand, interpret, and respond to the ideas, attitudes and feelings expressed in various texts, to think critically about what they read and to be able to make predictions and inferences based on information that is both explicit and implicit in a text.
- Teachers will promote and incorporate supplementary reading incentives and support programmes.
- Vocabulary building techniques will be used across the curriculum whenever appropriate, e.g., word walls, word of the day, spelling programmes, use of idioms, and similes.

Oral language practices:

• Teachers will model correct language use in conversation, while being sensitive to students' cultural backgrounds and mother tongues
. • Students will be provided with opportunities to develop and utilize oral language beyond everyday classroom conversations. This will be done through oral presentations, assemblies, debates, speeches, role-play, poetry recitations, songs, books on tape, listening stations and performing arts.
• Teachers will plan activities that expose students to conventions of oral language and aid them in responding appropriately to a range of contexts and audiences.

Writing practices:

• Students' natural desire to communicate through writing will be fostered by giving real purpose to their writing, and by exposing them to varied, challenging and meaningful writing opportunities.
• There will be consistency in promoting the writing process (planning, drafting, editing, proofreading, revising, and publishing) throughout the grade levels.
• Students will be encouraged to focus on meaning first rather than accuracy and to enjoy the writing process.
• Students will be provided with opportunities to express themselves in writing through different genres.
• Students will be provided with opportunities to acquire, develop, and use language specific to relevant subject areas.
• Constructive feedback from teachers, peers, and other adults will support the development of writing.
• Teachers will model and provide instruction in the correct use of language conventions, including spelling, grammar, rules of punctuation and handwriting.
• We will incorporate a variety of spelling strategies including spelling conventions and patterns, high frequency words and unit-related vocabulary.

<u>Viewing and presenting practices:</u>

• Students will have the opportunity to create visual presentations, and to use multimedia in a variety of situations and for a range of purpose and audience.
• Opportunities will be provided for students to view high quality performances in a variety of media.

<u>Mother Tongue Languages</u> SDGS School recognizes that mother tongue is an integral part of an individual's identity, and it is important to affirm value and promote students' mother tongues. It also recognizes the need for developing and maintaining student's mother tongues. This belief encourages the attributes identified in the IB learner profile, as well as promotes responsible action and international mindedness. We do recognize that strength in mother tongue supports students in learning, school offering other language like French/Sanskrit as optional subject other languages. schools have a special responsibility to recognize and support each aspect of language development.

<u>Inclusion support for students</u>

In keeping with the mission statement, SDGS has adopted an inclusive model of learning support. This means that students with individual needs are supported within mainstream classes and all students are given full access to the curriculum.

Teachers respond to the diverse learning needs and styles of the students in their care through using a variety of differentiation strategies to deliver the programme. These strategies may include the use of learning technologies, simplifying texts, supplementing information, providing checklists, using alternative forms of assessment, and making assessment arrangements.

In cases where students' barriers to learning preclude the development of age-appropriate literacy skills and additional support is required, mainstream class teachers may refer the student to the Learning Development Team.

Once referred to the Inclusion Support Team, students may be supported through parallel teaching, co-teaching, small group conferencing and if circumstances require, there may be some more intensively individual support provided. It is expected that SDGS and parents work in partnership to help develop students' literacy skills.

Support for Gifted Students

Students who have been identified as gifted receive differentiated instruction in class. Teachers use strategies that further encourage vocabulary development, reading and writing across the curriculum, and the exposure to various forms of literature and informational texts. Classroom teachers work with other specialists to ensure continuity of the delivery.

Library Media Specialist

The Library Media Specialist works closely with teachers, students, parents, and the school administration to ensure the availability of curricular and support materials that are necessary for the development of languages. The Library Media Specialist holds workshops for teachers and students so that they can effectively access the many online resources that are available. The library has print and non- print books, CDs, posters, and recorded books in a variety of languages. Resources are available to teachers, students, and parents. All students have timetabled access to the library.

Language Policy Revision

The language policy will be updated annually. The review committee will be led by a member of the academic leadership team and will include librarians, teachers, students, and parents of the school. The review committee will make sure that any revision to the policy is coherent, the school's philosophy towards language and language teaching, changes in student and community demographics or other circumstances which justify the need for revision. This document is a work in progress, and we intend to further align it with the IB PYP Language scope and sequence document.

RESOURCES:
♣ Guidelines for developing a school language policy, Language and learning in IB programmes, International   Baccalaureate Organization.
♣ Language Scope and sequence, International Baccalaureate Organization.
 ♣ Making the PYP Happen, Language scope and sequence, International Baccalaureate   Organization.
♣ Guidelines for developing a school language policy.

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