



## LADY ANDAL SCHOOL

### LANGUAGE POLICY

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#### **Vision Statement of Lady Andal School**

We at Lady Andal School aim to create a holistic individual by providing a happy atmosphere for the child. Focusing on the all-round development of the child with an emphasis on individual academic brilliance and excellence on the field through games and athletics. We help build cultural and social skills among our learning community which foster an environment that is conducive to the teaching and learning process.

#### **IB Mission Statement**

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

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## The IB Learner Profile

**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.

## **STANDARDS**

The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101 -03)

The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04- 0300)

PYP: The school ensures that students learn a language in addition to the language of instruction, at least from the age of seven (0301-04-0411)

## **LANGUAGE PHILOSOPHY AT LADY ANDAL SCHOOL**

Lady Andal school recognizes that language is central to learning. The medium of instruction is English. Hence **all teachers are, in practice, language teachers** with responsibilities to facilitate acquisition of language and promote communication in their classrooms as well as their subject areas.

### **MOTHER TONGUE SUPPORT**

At Lady Andal School, we have students of various mother tongues. Tamil and Hindi account for the mother tongue of most of our student population and the school teaches both these languages.

We honour the mother tongue languages and encourage families to continually support their child's mother tongue development at school and home through a variety of discussion, literature and media.

### **LANGUAGE IN THE PRIMARY YEARS PROGRAMME**

The language of Instruction is English. Language provides a vehicle of inquiry. The love and enjoyment of language through the integration of literature into student inquiry is an indicator of effective practice in a PYP classroom.

Learners are given opportunities to engage in learning through meaningful context. Students in the PYP experience a comprehensive literacy programme that includes a balance of skills, strategies and tools, materials and resources and types of interaction. Informed by student interest and ability, activities may be differentiated to include guided, and/or independent inquiry. These skills are further honed when students apply them in meaningful and authentic context in their units of inquiry.

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. Attributes of reading, listening, grammar and the general usage are thus reinforced in stand-alone portions of the curriculum.

The PYP has identified three strands for Language:

Strand	Receptive—receiving and constructing meaning	Expressive—creating and sharing meaning
Oral language	Listening ←	→ Speaking
Visual language	Viewing ←	→ Presenting
Written language	Reading	Writing

In the PYP, students are given the opportunity to learn more than one language:

**Language A:** The language of the school is English. All teachers support English language literacy. The language of instruction is English for all students.

**Language B:** All students are expected to study both Language A (English) and their choice of a Language B. Language B currently include Hindi, German and Spanish.

**Language C:** All Students are expected to take up Tamil, which is a regional language. This is to promote the influence of the mother tongue and deeply embedded sense of pride in one's culture and respect for the land that they have grown up in.

GRADE	Language of Instruction: Language A	Language of Acquisition: Language B	Regional Language
EYP I	ENGLISH	-	-
EYP II	ENGLISH	HINDI	-
PYP I	ENGLISH	HINDI/GERMAN/SPANISH	TAMIL
PYP II	ENGLISH	HINDI/GERMAN/SPANISH	TAMIL
PYP III	ENGLISH	HINDI/GERMAN/SPANISH	TAMIL
PYP IV	ENGLISH	HINDI/GERMAN	TAMIL
PYP V	ENGLISH	HINDI/GERMAN	TAMIL

**\*Note:** During the culminating months of the PYP Programme, students participate in a language carousel. This process allows them to explore different language options and make an informed choice about which language they would like to pursue in the MYP.

## **LANGUAGE IN THE MIDDLE YEARS PROGRAMME**

In order to provide students with authentic language opportunities and experience, we at Lady Andal School acknowledge and revert to the MYP aims and objectives for best practices. We use an interactive approach to acquire linguistic skills.

Students of the MYP get an opportunity to learn Language and literature and at least one other language.

Language and literature is taught in English, the language of Instruction in the school. For Language Acquisition, currently, we offer a choice among Hindi, German and Spanish. **In keeping with the respect and acknowledgement of the regional language, we offer Tamil as a hobby class for all MYP classes.**

### **Language and Literature in the MYP**

*(50 hours of teaching time in each year of the programme)*

An MYP language and literature course starts with the skills that students have mastered during the PYP. Language learning is an iterative process and develops through inquiry in increasingly wider contexts and deeper reading. Within the Middle Years Programme, students will read a variety of texts including narrative, informational, and argumentative. Through reading instruction, students will locate, evaluate, and synthesize information in order to create new knowledge.

The MYP promotes sustained inquiry in language and literature by developing conceptual understanding in global contexts.

### **Assessment criteria**

Each language and literature objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

#### **Criterion A: Analysing**

Students demonstrate an understanding of the creator's choices, the relationship between the various components of a text and between texts, and make inferences about audience responses and creators' purposes. Students use the text to support their own responses and reflect on different perspectives and interpretations.

#### **Criterion B: Organizing**

Students understand and organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students recognize the importance of maintaining academic honesty, respecting intellectual property rights and referencing all sources accurately.

**Criterion C: Producing text**

Students produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience.

Students make choices aimed at producing texts that affect both the creator and the audience.

**Criterion D: Using language**

Students develop, organize and express themselves and communicate thoughts, ideas and information. They use accurate and varied language that is appropriate to the context and intention.

**Language acquisition in the MYP**

Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning.

The language acquisition subject-group objectives represent some of the essential processes of language and have been organized under four communicative processes.

Assessment for language acquisition in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

**Listening Reading Speaking Writing**

For Language Acquisition, currently, we offer a choice among Hindi, German\* and Spanish. Instruction begins with an orientation for fifth-grade parents. Starting in grade six, students will select one language to study for the remaining five years of the programme.

At the MYP level, language acquisition is taught in phases rather than by grade level. The phases do not correspond to particular age groups or MYP year levels. They may move to the next phase in the continuum once they have achieved phase level criteria.

Students can enter the language acquisition course at any phase based on their previous language learning experiences. If parents and students wish to change to a different language, the school will require a satisfactory proficiency level of Phase 4 before starting the new language.

**In keeping with the respect and acknowledgement of the regional language, we offer Tamil as a hobby class for all MYP classes.**

*(\*We are a Pasch School - The initiative is a global network of some 2000 schools that place a high value on German. We work in close collaboration with the Goethe Institut)*

## Library and Language

Our Library acts as a hub for all intellectual materials that are required for the implementation of the PYP, MYP and DP programmes. We strive to create an environment conducive to the creative mind. Our library aspires to ensure that every aspect of the reading experience is enriching and enjoyable. We have sourced books of various genres to help in the fulfilment of our approaches to teaching and learning.

We partner with teachers and students to improve the quality of our reading hub through inquiry-based collaborations. We contribute to the lifelong learning process by giving our readers a stimulating reading and research environment. Our Library comes equipped with resources which are useful for research. We promote and support the development of the International Mindedness, ATL skills and Learner Profile attributes by exposing our learner – collaborators to various authors and languages.

The library currently has approximately 7000 books, with an additional 400 books of teacher resources. The library is populated with fiction, non-fiction, picture books, chapter books, board books, pop-up books, multicultural books, world classics, autobiographies, multilingual books, reference books, encyclopaedia and media that are accessible to all students and staff. As of now, we have collections in four languages, English, Hindi, Tamil, Spanish and German.

We provide students with newspapers such as the Robin Age for younger students till grade 5. For grade 9, we have subscribed The Times of India student edition. We have an array of magazines which we subscribe to. We have the British Council membership for online materials to support teachers. We also have Scholastic digital library membership for students which is a wonderful reading platform.

Events and engagements such as Lit Arc, author of the month, Language week and stories under a tree help expand the students' vocabulary usage and language acquaintance. Such engagements develop and sharpen the four essential skills of Listening, Speaking, Reading and Writing.

The Librarian facilitates access to ethically sourced information. Additionally, the Librarian seeks relevant professional development workshops and seminars for educators. Recognizing that the library is central to learning, our Librarian actively collaborates with educators.

Besides these the Librarian also facilitates:

- **Research Support:** Libraries provide access to diverse resources, including books, journals, e-books, databases, and other digital tools. Students can use these to research literary themes, historical contexts, or language development.
- **Reading Promotion:** Libraries help foster a love for reading by offering a variety of texts that cater to different reading levels and interests. They may also organize reading challenges or book clubs.



- **Collaboration with Teachers:** The librarian often collaborate with MYP Language and Literature teachers to help students with research projects, create thematic reading lists, or guide them in accessing appropriate resources for writing assignments.
- **Information Literacy:** Students learn how to evaluate sources, synthesize information, and develop critical thinking skills that are crucial for academic writing and inquiry.

Regular book displays are organized for special occasions to engage users and promote available resources. Celebrating authors' birthdays and hosting author visits inspire students to write and enhance language skills. Additionally, leisure reading is incorporated into the timetable to encourage exploration of different genres, fostering a love for reading and supporting academic development. These initiatives create an enriching environment that promotes literacy and creativity.

#### **LINK TO OTHER POLICIES:**

#### **INCLUSION AND LANGUAGE**

The school organizes various events wherein there is an integration of the mother tongue and the host country language as one of the areas of performance and presentation. The school ensures that equal opportunity is provided for flourishing of the Mother language. Events included in the yearly Literary Fest, such as *Pattimandram* (Tamil Debate) and *Nukkad Natak* (Hindi Street Play) showcase the respect accorded.

Various celebrations highlighting the richness of the local languages, such as the *Villu Paatu* (Story – telling), Pongal and Krishna Jayanthi are held every year.

There is also an active commitment towards the ongoing promotion of languages in our school, such as engaging students in Science Fest in the Goethe Institute.

#### **ADMISSION AND LANGUAGE**

The medium of instruction in all grades is English (Exception of Language Acquisition classes). Admission to the school is based on the principle that students should be able to effectively engage with the curriculum in English within a reasonable timeframe and thrive in the learning environment.

At the time of admission enquiry, parents will complete a form that indicates the child's mother tongue and their most familiar first and second languages. For students applying to MYP 1-5, if their literacy assessment at the time of admission reveals that they have not yet met the grade level requirements for Language and Literature, they will be provided with additional tutoring and specialized language instruction in the school.

As of now, all our students are familiar with the English language. However, when the need for ESL support arises, the school plans to add an ESL instructor to the staff.

In case of Language Acquisition, Hindi/German/Spanish, a diagnostic test is conducted for new admittance. Based on the review, students are recommended to beginners course at language institutes, such as the FIT1 at the Goethe Institute, with whom we actively collaborate, and/or tutored by the teachers from the school.

For students applying to MYP 1-5, if their literacy assessment at the time of admission reveals that they have not yet met the grade level requirements for Language and Literature, they will be provided with additional tutoring and specialized language instruction.

### **ASSESSMENT AND LANGUAGE**

All aspects of the language are assessed via prior knowledge assessments, formative and summative assessments. Assessments are designed with clarity of language to give accessibility to learners who may need support. Teachers are required to make all their summative assessment based on the IB criteria, cited in the respective subject guide.

Assessments are designed to evaluate not only academic content but also students' progress in language acquisition, providing feedback that helps students improve their language skills alongside their academic achievements.

### **ACADEMIC INTERGRITY AND LANGUAGE**

The language used in assignments, assessments, and communications is clear and comprehensible. By minimizing misunderstandings related to language, students are less likely to unintentionally commit academic misconduct, such as plagiarism or misrepresentation.

The guidelines cited in the academic Integrity policy helps streamline academic work, including citations and ideations. Students who need support in expressing their ideas are guided to ethically source information and present it in a method most comfortable to them.

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