

**NISV**

**Navrachana International  
School, Vadodara**

Educating - Empowering - Enlightening

# **NISV LANGUAGE POLICY**



### **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 School Mission**

Educate and prepare all its students to be life-long learners.

Provide co-curricular and residential facilities of the highest standards in a safe and secure environment. Engage the very best tutors to implement proven national and international curricula.

Teach through contemporary but appropriate methodologies and technologies.

Develop qualities of tolerance, humility and compassion in an environment pervaded with the Indian ethos. Foster attributes of inquiry, critical thinking, creativity, and leadership.

Nurture inherent talents and interest of its students and make them believe in their dreams that will shape their lives into caring, responsible global citizens.



# 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.

## **PREAMBLE: (IB CURRICULUM)**

The aim of language learning at Navrachana International School is to shape student identity by enabling them to become effective communicators in an ever-changing world. We embrace the cultural and linguistic diversity that students bring to our community includes all the students, teachers, staff, parents, and stakeholders. In doing this, we ensure that the language practices reflect the philosophy and standards of the International Baccalaureate. The language policy guidelines are intended to provide an overview of principles for language learning at NISV, all of which permeate the entire school curriculum through authentic contexts in a culturally rich and diverse environment. Our policy is a statement of agreement—one to which all members of the NISV community are asked to commit so our school can achieve its mission. This policy document must be read in conjunction with the other policy documents of the school.

## **IMPLEMENTATION**

Language development is a lifelong process in which prior knowledge is crucial to enhance language skills. The school recognizes that language acquisition varies from individual to individual necessitating the differentiated approach through scaffolding or extension to derive connotative interpretation of texts. Recognizing the importance of English as a core language, all teachers are therefore responsible for developing it as the language of instruction.

## **PHILOSOPHY OF THE LANGUAGE POLICY**

Language learning plays a vital role in Navrachana International School. All teachers are considered language teachers and all teachers strive to develop a congenial language community whereby the learner feels at ease and learns the language. An effort is made to make the learner understand the importance of language as a potent tool – a medium for creation, communication and reflection.

The school language philosophy is to use English language, in addition to the regional language as a tool for promoting individual development and identity in the social environment. It recognizes and emphasizes the use of English as medium of instruction and operations in the administrative functions of the school. The policy also consciously integrates inquiry through the regional language to scaffold proficiency in the medium of instruction. It sensitizes the students to appreciate world cultures and explore similarities with their own. It supports all teachers in their role as language teachers, considering language to be a primary tool of communication. It emphasizes the use of subject specific terminology through the four basic language skills of listening, speaking, reading and writing. It includes all stakeholders in the shared responsibility of achieving English Language proficiency among the school students.

At Navrachana International school, we believe that language is a vital and intrinsic part of life. It is fundamental to all learning because it permeates into all subject areas. Therefore, all teachers at NISV are language teachers who approach the learning of language as a whole as they recognize that language itself is trans-disciplinary and an important means of communication. We believe that it is not only necessary

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to learn language, but also learn about and through language as language does much more than promote cognitive growth, it is crucial for maintaining cultural identity and emotional stability.

Multilingual language acquisition is an important aspect at NISV as we are a multilingual country. We foster multilingualism and at the same time acknowledge the importance of teaching and learning of English at a proficient level. Through language we aim to appreciate the essence of culture and diversity. Through meaningful interactions, we communicate with and understand others, the world and ourselves to develop intercultural awareness.

### **AIMS AND OBJECTIVES**

NISV aims to create a challenging and motivating multilingual environment that values and integrates students' cultural and linguistic heritage throughout the curriculum. It fosters 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. It ensures that all language instruction is in line with the philosophy.

It ensures a varied approach to language instruction and assessment. It also ensures that all strands of language, metalanguage, trans-disciplinary language and Literature are incorporated in its instruction. It further ensures that language instruction is provided at a grade -appropriate level. It seeks and ensures continuous improvement in language skills for all students. It also ensures articulation and synthesis across the grade levels in connection to language instruction. Above all, it ensures that a lifelong learning interest in reading is developed.

The objective is to enable achievement of language proficiency in English language through the spoken and written word, provide support through the use of the regional language where necessary, develop aural comprehension and complementary language skills, encourage use of English language in a variety of contexts and academic co-curricular activities, groom higher order thinking skills in English language for approaches to interdisciplinary teaching and learning, inculcate international mindedness and appreciation of diverse cultures/ ethnic backgrounds, through language in literature to mould global citizens, nurture understanding of command terms and subject specific terminology, emphasize English as means of communication to support effective student teacher interaction and peer dynamics to develop cognitive academic language proficiency.

### **STUDENT LANGUAGE PROFILE**

Majority of the students at NISV come from families where Hindi /Gujarati or its dialects or a combination of both are spoken. The remaining students come from countries where English is not necessarily the first language. The challenges of the lingual diversity at NISV are addressed by the use of English as the core Language.

### **LANGUAGE SUPPORT PROGRAMME**

The school consciously strives to gauge English language proficiency level at the time of admission. This enables the school to devise support systems to equip them with language skills to deal with everyday school life. Additional support is available to all students through their participation in school assemblies.

## **LEARNING CORE LANGUAGE AT NISV**

It includes creating an environment to generate an interest in learning English, using different methods of teaching, learning and assessment for cognitive development through language, working in collaboration with stakeholders to achieve the targeted goals, encouraging broad spectrum of activities as extensions to the teaching learning process to facilitate language acquisition, enhancing vocabulary, structure and usage to develop language proficiency, nurturing language skills to interpret its nuances across various disciplines, consolidating four basic language skills of listening, speaking, reading and writing to stimulate imagination and creativity

## **LANGUAGE LEARNING AT PYP- PRIMARY STAGE**

The Core language learning at PYP is central for developing proficiency in the English language. It is focused on the four fundamental skills of English language learning, namely, listening, speaking, reading and writing; it is targeted at developing the three identified strands- oral, visual and written language, to develop receptive and expressive aspects of language strands. It is further supported by the use of dictionaries and thesaurus for vocabulary building and complemented through the use of picture dictionaries for identification and associated learning. It also includes teaching the fundamentals of grammar for usage in structured sentences and is augmented through literature with a conscious view that it is the play field of language and anchored in multicultural backgrounds. Language learning also serves as a meaningful assistance to inquire into the role of individuals in society and world communities as the language into the Programme of Inquiry, Further, it is geared to develop writing skills through phonetics and aural comprehension together with oral and written activities preparatory to PYP exhibition in Year 5. The Learning Programme is extended by encouraging the students to read books from the library with the involvement of other stakeholders and a dedicated effort to grooming the attributes of the IB learner profile, through the integration of Transdisciplinary skills and the transdisciplinary nature of learning is made. Above all, it is directed towards a seamless transition from PYP to MYP. The language of instruction (LOI), English, is taught first, prior to the second language development.

### **INQUIRY – BASED**

The units of inquiry provide an authentic context for learners to develop and use language.

### **TRANSDISCIPLINARY NATURE**

Since language is the medium of inquiry, in both the affective and effective domains, students listen, talk, read and write across the curriculum to actively engage in learning. This contributes to the transdisciplinary nature of language learning in the PYP.

### **STAND - ALONE CURRICULUM**

While most of the language development takes place in the authentic context of trans-disciplinary and inquiry-based learning, some of the language skills are also given a special focus. Specific aspects of reading, listening, grammar and usage are thus reinforced in stand-alone portions of the curriculum. Literature is an essential 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 processes involved in language learning are represented in a continuum involving all the strands of oral, written and visual language. 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. All three of the language strands are learned across and throughout the curriculum as represented below:

## **LANGUAGE LEARNING AT MYP – SECONDARY STAGE**

Imparting Core language skills at MYP includes the consolidation and extension of skills learnt in the IB PYP. It aims at the appreciation of the complexities of language to interpret its nuances. It focuses on grooming high order thinking skills through world literature and literature in translation. The various levels of language interpretation are engrained for understanding in depth. It scaffolds articulation through tasks based on literary hypotheses and through structured thought processes for clear communication and cohesive development. It fosters the appraisal of language through understanding the conventions of drama, prose (novel and short stories) and poetry. It refines the inferential, implicit and deducing skills to support understanding, interpretation, appreciation and usage of the core language. It bolsters students whose language skills are under par. Its Interdisciplinary Units allow for complexities of language to be demonstrated in scaffolding the English language as a premier tool for appropriate and accurate articulation. It equips the students to address the requirements of the personal project to quantify the grooming of the Learner Profile and reflect upon the efficacy of the ATL skills utilized. A minimum of 50 hours of teaching time is dedicated in each year of the programme.

## **DIPLOMA PROGRAM SPECIFIC LANGUAGE PROVISION**

The school offers an EAL programme (English as an additional language) to support students with little, some or no previous exposure to English thereby increasing access to and engagement in learning. The following provisions will be offered to the students.

School-supported self-taught literature Standard Level course in Studies in Language and Literature Group with English B at the Standard Level

## **LANGUAGE LEARNING AT DP- CONSOLIDATION STAGE**

In its endeavor to consolidate language usage in DP, the school ensures the finesse of language in communication. It hones the ability of the students to demonstrate the use of complex structure for articulation. It further consolidates the proficiency achieved in the IB MYP. Based on the assessed proficiency in MYP, students are allowed to make a choice between SL or HL of the core language in DP. Students who have achieved proficiency in phase 5 in Language Acquisition of IB MYP may opt for the same language as language A (SL) in IBDP, while students who have achieved proficiency in phase 6 may opt for HL/SL of language A in IBDP. The DP Programme supports Higher Order Thinking skills through the Extended Essay, TOK essay and CAS initiative and reflection. The IB learner profile attributes

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are in conjunction with the pedagogy and aim to develop lifelong learners who are positive contributors to society. The school allotted a minimum of 240 hours for HL and 150 hours of SL study in DP.

### **LANGUAGE POLICY: FURTHER CONSIDERATIONS IN THE IB CONTINUUM**

**REVIEW:** As the student demographics are dynamic, a language policy needs to be flexible and reviewed from time to time. Bearing in mind the IB dictum that all teachers are language teachers, inputs for streamlining this policy will be sought from all teachers – and even parents - at the time of review and revision. The Language policy is reviewed every 3 years or when there are changes in the IB policy/stipulations or as and when required. The Senior Leadership Team(SLT)/ the Heads of Department of Group 1 and 2, with Inclusion team, review/ revise the assessment policy. The Heads of Department in turn take it to their respective departments for discussion and feedback. The revised all school Language policy (which is in line with the IBO guidelines) is approved and finalized by the SLT and then shared with the NISV community.

**INTEGRATION:** As language development is an integral part of all learning taking place in the school, it is inevitable that this policy must be integrated with other significant policies. Chief among these are the school's: admission, assessment, academic honesty inclusion and library policies.

### **PLACEMENT**

Criteria for student placement in the English language and literature course at **the time of admission**, **Students** seeking admission in NISV are engaged in an interaction with the Programme Coordinator and a teacher. This is to determine the student's areas of interest, academic performance in the previous school. In the admission form the filled- in Student Language Profile is studied. This profile will include information on the languages that the student has been exposed to. The students' past transcripts are reviewed and is then followed by an informal interaction to gauge the student's areas of interest. Based on the above process the student is then offered appropriate placements in Studies in Language and Literature and Language Acquisition. For French, German or Hindi. If a student's performance in a foreign language at the end of the first term in MYP year 1 is found to be below average, he/ she is suggested to take up Hindi as the second language.

### **ENTRY AND EXIT POINTS FOR THE DIFFERENT PHASES OF LANGUAGE ACQUISITION (FRENCH AND HINDI)**

DP candidates choose another language (SL), if they have previous experience in any of the two languages offered at school, or opt for Ab Initio if they want to start learning a new language. Thus, candidates are advised on the school's offerings accordingly.

### **CRITERIA FOR STUDENTS TO TRANSFER FROM ONE LANGUAGE ACQUISITION COURSE TO ANOTHER**

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In PYP Hindi, German or French are one of the compulsory Language acquisition courses to be taken from Grade 2 to Grade V. In Grade VI they can choose from Hindi, German and French. The need is to have five years of one of the above Language Acquisition courses starting from Grade VI, in order to effectively reach the different phases. Hence the students will not be allowed to change the second language till Grade X. In the IBDP, MYP Hindi students may choose to change their Language Acquisition course to French or German Ab initio.

### **SUPPORT FOR EXISTING STUDENTS ACROSS THE CURRICULUM WHO ARE NOT PROFICIENT IN THE LANGUAGE OF INSTRUCTION.**

The enrichment program will continue from Grade IV to Grade X to support students who are not proficient in the language of instruction in order to finally make an effective transition to meet the requirements of the MYP Language and Literature Course.

**ENGLISH:** For PYP students, placement in homeroom classes will be according to age and grade level. Where English is a Second Language, ESL will be offered when needed; whilst in MYP and DP in such instances, English will be offered as ESL. Ongoing diagnostic testing will be conducted to ensure that placement is appropriate. In MYP and DP, throughout the academic year, the different language levels will be continuously reviewed to ensure that each student is placed in the appropriate language course and level. These levels are determined by the teacher, using as evidence; successful performance, evidence of skill enhancement and assessment results.

**HINDI:** Students at NISV can study Hindi as a second language / language acquisition course. Hindi is offered from grade 2 to grade 5 as the second language as per the IB guidelines. From Grades 6 to 10, Hindi is one of the two Language acquisition courses. In Grades 11 and 12 Hindi is offered at Standard Level and Higher Level, taking into consideration students' previous experience with the language in MYP or similar programs.

**FRENCH:** French is offered as a second language in PYP, MYP and DP. In the PYP, French is offered to grades 2- 5 pupils. In the MYP at Grades 6-10, French is one of the three language acquisition choices students can opt for.

**GERMAN:** German is offered as a second language in PYP, MYP and DP. In the PYP, German is offered to grades 2 -5 pupils. In the MYP at Grades 6-10, German is one of the three language acquisition choices students can opt for.

In Grades 11 and 12 French and German are offered at Ab Initio and Standard / Higher Levels, taking into consideration students' previous experience with the language in MYP or other similar programs.

**LANGUAGE ACQUISITION AT NISV:** The school provides opportunities to all students to learn more than one language to support knowledge acquisition. It enhances basic interpersonal communicative skills (BICS). It is central to developing critical and creative thinking skills, cultivation of intercultural awareness, developing international mindedness and responsible members of global communities. It contributes to the holistic development of being a lifelong

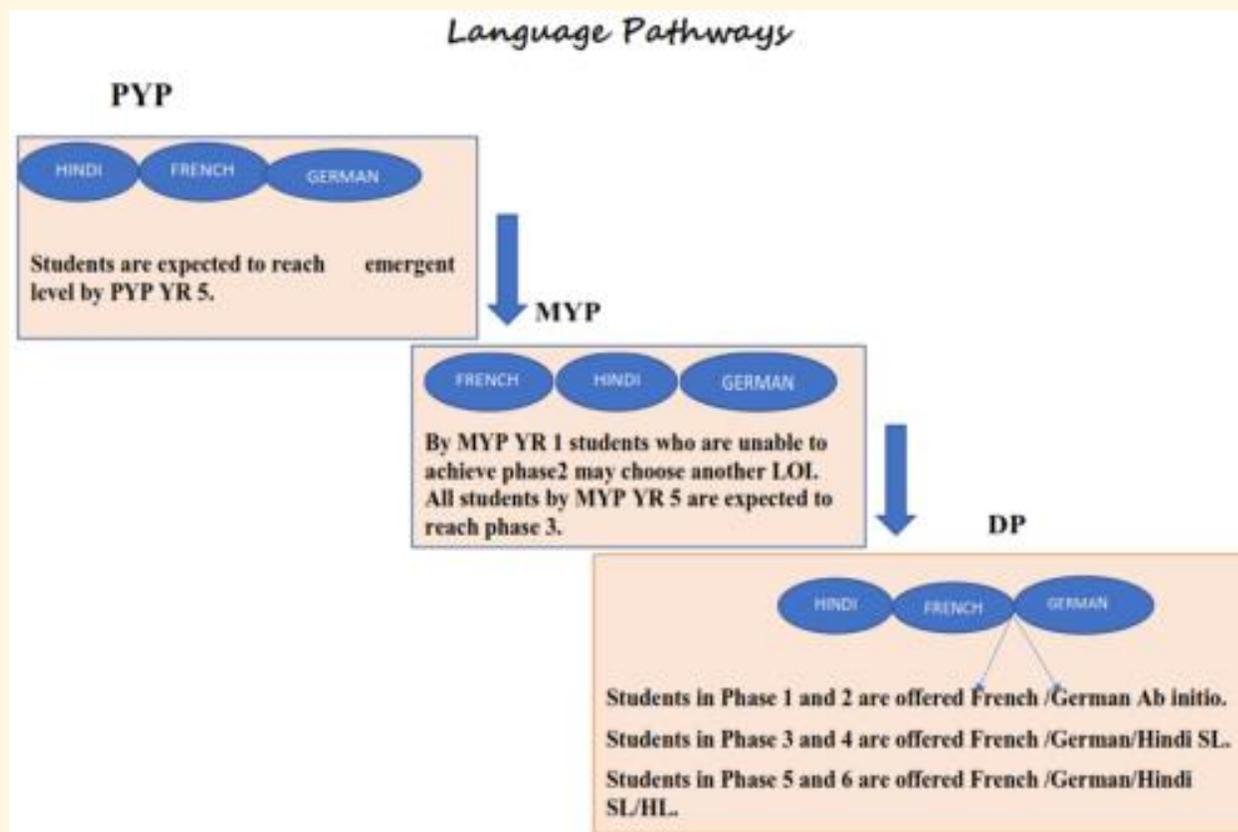
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learner and becomes an additional skill in the world community.

**LANGUAGE ACQUISITION IN PYP:** It is organized into five developmental phases, during which the conceptual understanding of each phase is made explicit. The learning outcomes associated with each phase are duly noted. It is geared towards meeting the overall expectations as per IB specification. The languages offered are French, Hindi and German as second language from Grade 2.

**LANGUAGE ACQUISITION IN MYP:** This enables the students to communicate in more than one language and gain intercultural understanding. It equips students with multi literacy skills and attitudes, enabling them to communicate on global issues. It implements phases for learning which corresponds to level of proficiency. It recognizes language as a vehicle of thought reflection, self-expression, interdisciplinary learning and enhancing literacy. The school consciously integrates linguistic, cultural and social components and fosters curiosity, inquiry and sustained interest in language learning. The Languages offered are Hindi, French and German. The students get the opportunity to learn an additional national/ regional language (Hindi/ Gujarati) as mother tongue/ third language

**LANGUAGE ACQUISITION IN DP:** The school offers the opportunity of learning one additional language. It endorses the development of an attitude of inquiry and reflection. The Languages offered are Hindi, French and German at ab-initio and standard levels.



**ROLE OF MOTHER TONGUE IN THE PYP:** Role of the Mother Tongue: At NISV, the emphasis is on recognizing, acknowledging and celebrating one's culture as a part of self-development. There is a conscious effort by all staff members to encourage the use of the students' Mother Tongue. Mother tongue is the first language of communication the child acquires. Hindi & Gujarati account for the mother tongue of more than 90% of our students and the school ensures that students are provided an opportunity to express themselves in Mother Tongue.

- The school supports this and takes responsibility to ensure that ample opportunity is provided for students to express their learning in their mother tongue through various presentations, bulletin board displays, celebrations, morning assemblies, cultural events such as plays, dances, poetry, folk music etc.

- PYP Exhibition provides a platform for students to express their learning & findings in various ways including through the use of Mother Tongue.

- PYP Grade 1 to 5 students participate in the monthly Mother Tongue Lessons where all students learn more about the local language which is Gujarati. Though the school views all teachers as language teachers, there are some teachers who are proficient in the Mother Tongue Gujarati and take a lead role in planning for the Monthly Mother Tongue lessons for students.

- The School also appreciates and encourages Parents to interact with teachers and students in their Mother tongue during the teacher Parent Conferences & also the Student Led conferences. While the school supports a child's learning through the Mother Tongue, no formal instructions are carried out.

- Students whose language is not English will be supported in the development of their mother tongue to ensure their cognitive and academic development and preservation of their Cultural Identity.

- The school also allows students to interact with one another in their respective mother tongues during their leisure time and in classes which are not conducted specifically in English.

- The school Media Resource Centre has a vast range of print and electronic resources that cover a wide range of languages English, Hindi, French, German and Gujarati taught at NISV as well as that of the Mother Tongues spoken by our student community. The school encourages Parents and students to have access to the school library & Online Library to browse a variety of Books in the Mother Tongue.

- Multilingual week, language days, special assemblies, dramatic production in languages other than English are introduced as a part of the Mother tongue support program.

- Students as well as parents share stories/drama and likewise in their own language during celebrations and through the units of Inquiry .
- Students are allowed to think through and talk in their mother tongue to express themselves in order to understand complex concepts.

### **EAL SUPPORT**

The school supports EAL programme (English as an additional language) to help students with little, some or no previous exposure to English thereby increasing access to and engagement in learning. All teachers are language teachers and with the additional support from the EAL programme (push-in and in some cases pull-out) the programme aims at helping the students cope with the demands of the mainstream curriculum. In order to support students, there are specific procedures in place.

### **CONNECTING LANGUAGE LEARNING & BELIEFS TO OTHER POLICIES IN SCHOOL**

#### **ADMISSION POLICY**

The school consciously strives to gauge English language proficiency level at the time of admission. This enables the school to devise support systems to equip them with language skills to deal with everyday school life.

NISV aims to-

- Enable achievement of language proficiency in English language through the spoken and written word
- Provide scaffolding through the use of mother tongue where necessary.
- Develop aural comprehension and complementary language skills.
- Encourage use of English language in a variety of contexts and academic co- curricular activities
- Groom higher order thinking skills in English language for approaches to interdisciplinary teaching and learning
- Inculcate international mindedness and appreciation of diverse cultures/ ethnic backgrounds, through language in literature to mould global citizens
- Nurture understanding of command terms and subject specific terminology
- Emphasize English as means of communication to support effective student teacher interaction and peer dynamics to develop cognitive academic language proficiency.

#### **ASSESSMENT POLICY**

Language is assessed as- Oral (Listening and Speaking), Visual (Viewing and Presenting) and Written (Reading and Writing). Language will be assessed formatively and summative, based on the strands above and in accordance with the school's Assessment Policy.

##### **Formative Assessment- Continuous and ongoing**

1. Assesses the journey- learning process
2. Ability of the students

3. Helps plan next stage of learning (promoting learning)

### **Summative Assessment- Assessing the end/ final product**

1. Demonstration and application of their learning
2. Understanding of the central idea
3. Language assessment – MYP and IGCSE

### **Assessment in the Diploma Programme**

Language will be assessed over the period of two years using varied formative assessments techniques across the subjects building way towards the Summative assessment at the end of the second year:

1. HL Essay
2. Individual Oral
3. Extended Essay
4. TOK essay & Exhibition and Commentary
5. Internal assessments

(More information on the above is indicated in the school's Assessment Policy.)

## **INCLUSION POLICY FOR STUDENTS WITH LEARNING DIFFICULTIES**

### **DIFFERENTIATION:**

**SALIENT FEATURES OF THE INCLUSION POLICY:** Navrachana International School supports education for all. It creates a proactive and responsive environment that promotes a sense of belonging. It considers learning from an ‘aptitude based’ perspective and values learning diversity to build an inclusive community. It provides equal opportunities to all learners and promotes equal access to the curriculum for all learners. It resources prior knowledge through connections, rewards and celebrates achievements of all learners, recognizes multilingualism as a current need, a right and a resource, encourages students and school community to have a voice and are given fair hearing, ensures that all students experience success as a key component of learning, scaffolds learning to support independence, ensures that students with special needs are identified and assessed as early as possible and forms an apt synergy which includes parents, counselor, coordinator and the grade leader and subject tutor. Students with learning disabilities are provided accommodation for effective inclusive education with appropriate documentation and approval. Access arrangements permit students to complete the same assignments or tests as the other students. Access arrangements include extra time, reader, writer, different font size and formats and typing in word processor. If required, a modification is used as an adjustment to an assignment or a test that alters the standard of what the test/assignment measures. Modification means giving an easily achievable test than the standard test. The goal of the SEN Department is to meet the standards with accommodations and modifications as necessary in consultations with the IEP (Individualized Education Plan).

Individual needs of students are taken into consideration while planning accommodations and modifications.

### **LANGUAGE AND ACADEMIC INTEGRITY**

The NISV Academic Honesty policy includes clear definitions, practices and consequences of academic dishonesty. Through their language learning, students are expected to be principled learners in furthering their language development.

## NISV LANGUAGE POLICY

At NISV, the following practices are considered dishonest with regards to language learning:

- If a student claims ownership of another student's, group's or pair's work
- If a student uses any online translation tools or websites to translate a phrase or text, whether it be from their own text in their home language or from any other published source, unless it is approved by the teacher
- During reading comprehension assessments, if the student translates the original text to their own home language to demonstrate understanding and comprehension in English.
- If the student receives support from another student, parent, teacher or tutor without the approval of the teacher.

### **COMMUNICATION OF LANGUAGE POLICY TO THE NISV COMMUNITY**

The language policy guidelines will be introduced to the NISV community through multiple pathways including staff meetings, grade level meetings and School newsletters. The guidelines will also be featured on the school website and new staff will be familiarized with the document during induction.

### **REVIEW PROCESS OF LANGUAGE POLICY**

The Steering Committee comprises a representative mix of faculty members, parent representative, senior student representative, members from Governing body, Administrator and the Co-coordinators. The role of this committee is to compile & establish, through collaborative effort the language policy for the entire school. It also oversees the objectives, content, action plan and its implementation. The committee evaluates / reviews the Language Policy every year. and events which enable them to write, speak and present in English and other languages. Students are also encouraged to participate in events outside the school – Interschool Debate & Elocution, Spelling Bee and Creative Writing competitions to hone their linguistic skills. Students are encouraged to make use of the school library to read books so as to improve their communication and language skills.

It is based on teacher and student reflections; the Language Policy is reviewed every 3 years to enhance teaching learning strategies for effective programme delivery. The members of the steering committee are involved in the reviewing process. Extensions of Language policy, following the reflections, are reviewed, and amendments made in the policy. Suggestions on the soft copy of the policy draft are sought from the parents, teachers and senior students. Relevant suggestions, if any, are incorporated in the policy and final document is submitted to the Principal and the Governance body for approval. The final policy is then made accessible on the school website at the beginning of the session.

# NISV LANGUAGE POLICY

## **STEERING COMMITTEE**

The committee comprises of Member- Board of Trustees, Head of School, Parent Representative, Senior Student Representative, Programme Coordinators, HODs, Counsellors and Librarian.

## **REVIEW DATES**

The policy will be reviewed every 3 years led by the Steering committee.

<b>Last Review Date</b>	<b>January 2021</b>
<b>Next Review Date</b>	<b>January 2024</b>

The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the IBO requirements.

## **REFERENCES**

The following documents were consulted while writing this Language Policy.

IB Program Standards and Practices

IB Learner Profile Booklet

Guidelines for developing a school language policy – IBO 2014

Learning in a language other than mother tongue in IB programs – IBO 2008

Language and Learning in IB programs - IBO September 2011

Primary Years Program: Language Scope and Sequence IBO Feb 2009

Making the PYP happen: A curriculum framework for international primary education – Subject Annex–  
Language in the PYP - IBO 2007.

MYP – From principles into practice – IBO September 2014

MYP Language A and Language Acquisition Subject guides – IBO September 2014

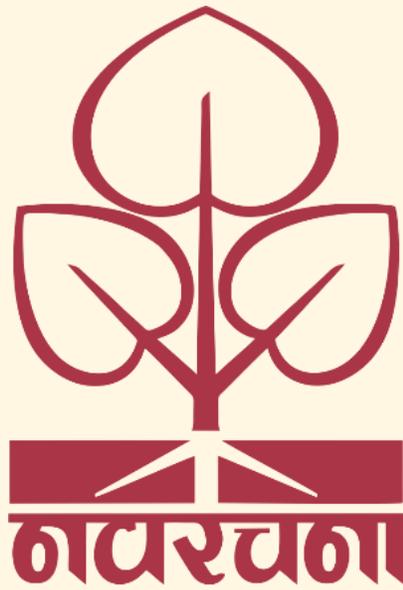
Language A: language and literature subject guide – IBO 2012

The Diploma Program – Handbook of Procedures- 2013

Diploma Program Language A and Language B Subject guides

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The Navrachana logo comprises three leaves of the Bodhi tree under which Lord Buddha attained enlightenment. The leaves signify the three vital facets of the child’s physical, mental-emotional growth, and development. This translates as Navrachana, which is “New Creation”.

The emblem thus symbolizes the aim of the school, which is to build, nurture, and groom these three qualities, to create well-balanced and multifaceted individuals who consistently strive to realize their true potential