



SRV International School
(School Code: 060202)
Language Policy
(2022-2023)



**Cambridge Assessment
International Education**

Cambridge International School



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IB Mission and Vision 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.

SRV International School Mission Statement

We at SRVIS inspire and challenge our students to achieve personal excellence, pursue a passion for learning, be responsible global citizens and take the initiative to make a positive difference in the world.

SRV International School Vision

Our international curriculum, holistic education and excellent academic assessments prepare our students for further studies around the world and position SRV International School as a well-recognized and sought after international school.

Our growing, energetic and enthusiastic international community of students, teachers and parents all would work together to provide a nurturing, inclusive learning environment. The learners will be equipped with the necessary knowledge, skills, beliefs and attitudes so that they would become world class peace-loving citizens.

IB Learner Profile Attributes

The aim of all IB programmes is to create internationally minded people who strive for a better and more peaceful world. "**The Learner Profile**" lies at the core of IB, promoting child-centred and holistic learning. **SRVIS** sees the Learner Profile as the embodiment of the IB vision's learning outcomes. The ten qualities in the Learner Profile inspire teachers, students, and schools, defining "international-mindedness." **SRVIS** believes that embracing the IB Learner Profile fosters global citizenship and applies to the whole school community.

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 analyze 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.

Overview of the Document

The summary of the document includes that

- All teachers are, in practice, language teachers with responsibilities in facilitating communication, and how students are to learn at least one language in addition to their mother tongue.
- Development and maintenance of the mother tongue for all learners is to be supported.
- How the language of the host country is to be promoted.
- SRVIS recognizes that administrators, teachers, librarians and other school staff will require professional development in the fields of language learning and teaching.
- The language policy becomes a working document. What resources and practices are to be used to involve parents in planning their children's language profile and development? What resources and practices are to be used to involve parents in planning their children's language profile and development? School context in terms of language needs.
- The learning community has voice, choice and ownership in language development.

Purpose of the Language Policy

This policy aims to consolidate ideas and beliefs regarding language and language teaching-learning, an overview of systems and strategies in place to support the development of language, as well as the development and maintenance of the mother tongue in the school community. This document ensures that, as an authorized IB World School, compliance with IBO Standards and Practices for PYP is met. The policy brings the learning community together in understanding the way the languages are taught and learnt. This Language Policy provides a framework for consistency in approach throughout the Primary Years Programme. This document will also be used as a tool to reflect on language practices that we value and work towards.

Philosophy

SRV International School believes that language is the key to communication. It agrees with the opinion of IB that “Language is intrinsic to learning. It underpins the capacity to think critically and creatively, to inquire and collaborate. It is the primary means through which knowledge is accessed and processed, and through which conceptual understandings are developed; it is the means to reflect on ideas, knowledge and experiences”. SRVIS follows an individualized approach in supporting each child as a language learner while also developing an understanding of the way communities use language and culture to understand one another around the world. The learning community at SRVIS understands and respects the mother tongue of the learner.

SRVIS believes that...

At SRV International School, Language learning includes the development of home and family languages, languages of the school, additional languages and literacy.

Language is a means of affirming and expressing cultural identity and developing international-mindedness. Multilingualism benefits learners and the learning community in a variety of ways. The school provides students with multiple, authentic opportunities to learn language, learn about language and learn through language. The student language portrait is a tool that captures a learner’s complex language profile.

At SRV International School, the medium of instruction is English and the language of communication on campus is English. The school has created a language program which centres around English instruction as well as the introduction of additional languages, reflecting the international culture of the school. Promotion of the host country's language and the development of mother tongue languages is given importance. The focus is not only on language as subject, but also on its application as a tool across the subject areas and throughout the trans-disciplinary programme of inquiry (POI) or inquiry outside the POI. Developing an understanding of these connections contributes to the student’s understanding of the use of language in the world.

Languages Offered

SRV International School believes that learning multiple languages not only enhances the thinking skills but also builds relationships. Becoming multilingual is a means through which we deepen our understanding of alternative perspectives and reach out to others. It takes into account the complex reality of our world's diverse sociocultural contexts. Students who are multilingual have an improved capacity to think, talk and reflect on how languages work, through learning additional languages, students become cognitively more flexible, creative and better at problem-solving.

SRVIS offers English as the medium of instruction, in addition the regional language Tamil and the host country language from the age of Early years, French from the age of 8 years.

Ways Language is learnt at SRVIS

All teachers at SRVIS are, in practice, language teachers with responsibilities in facilitating communication. Students of SRVIS learn to communicate confidently and creatively in more than one language, and with an awareness of the power of language to have an impact on others. This is reflected in their language choices concerning style, tone, words, expression and gesture. Through language, students express identity, develop international mindedness, become literate, effective inquirers and communicators. Morning assembly at school provides frequent opportunities for students to voice out in their mother tongue and other languages that they learn. Debates, cultural events, language days, cultural heritage days, writing competitions etc. provide ways to enhance the language. Differentiated learning opportunities are provided in the classroom.

At SRVIS Language is learnt to...

- promote inquiry- based authentic language learning
- focus on the transdisciplinary nature of language learning
- incorporate the teaching and learning of language into the programme of inquiry
- develop the skills of listening, speaking, reading, writing and media literacy
- interrelate the skills of listening, speaking, reading, writing and media literacy
- provide for the teaching of additional languages
- promote consistency of practice in the teaching and learning of all languages where more than one

- language of instruction is used

Students are encouraged to use English as a mode of communication to the maximum in the school campus but not restricted to. Tamil is the regional language and mother tongue for the maximum number of students. Students may communicate in other languages like Tamil and Hindi on campus at times. Teachers and students set co-constructed goals for language learning through formative and summative assessments and are guided by the IB Language Scope and Sequence document. Students experience Agency in language learning. They have the opportunity to voice out their opinions and also make choices of language learning and take ownership of it.

Language Assessment at SRVIS

Language assessment is an integral part of language teaching and learning. Teachers assess and set co-constructed goals for English and additional language learning through formative and summative assessments and are guided by the IB Language Scope and Sequence document. Students will have self-assessment, peer assessments, teacher assessments and parent assessments. Prior knowledge assessments, Formative and Summative assessments are a part of the teaching-learning assessment process. Teachers follow a variety of strategies to enhance language skills and conceptual understanding in students.

Mother Tongue importance at SRVIS

SRVIS gives importance to the mother tongue of the students. Tamil is the regional language and mother tongue of 95% of the students. Tamil is offered as a mandatory additional language (Mandatory by the Tamil Nadu Government). 95% of the students are given various opportunities through the additional language. The rest of the students are from different states. Books related to the mother tongue of different students are provided in the library. Morning assembly at school provides frequent opportunities for students to voice out in their mother tongue. Debates, cultural events, and essay writing centred around Language Days and cultural heritage celebrations offer prime opportunities for the enrichment of one's mother tongue. These occasions frequently involve the participation of parents representing various native languages, who engage with students by reading for them and interacting with them.

Language support

SRVIS understands that all students do not meet the grade-level language requirements. Special Educational Needs are met through the SEN programme at school. Students with language gaps are identified and special support with a designed plan is offered during school hours. A SEN-trained specialist is appointed to put this into practice. All homeroom teachers also take the initiative of identifying the language gaps and provide necessary support during the regular class hours too.

Language Strands

The language strands of Listening, Speaking, Viewing, Presenting, Reading and Writing are promoted at school in a variety of ways. Early Years are more focused on Listening and speaking along with Reading and limited Writing. Early Years students are provided with opportunities like morning assembly, classroom presentations, role plays and other such engagements to develop the language. Primary students enhance Listening, Speaking, Viewing, Presenting, Reading and Writing through various ways such as Morning assemblies, classroom engagements, debates, essay writings, panel discussions, language webinars, language-related competitions etc.

Language and Learner Profile

Language and Learner Profile are interconnected. Language not only promotes the students as communicators but also makes them imbibe the learner profile. Learning multiple languages helps them be open-minded. They take risks in exploring and attempting new languages. Language is the base for promoting inquiry and reflect their understanding. Expression of Perspective thoughts is encouraged in the classroom.

Admission and Language Criteria

Language capabilities are considered at the time of admission. Admission policy includes the requirement of language capabilities. Students from Grade 1 (6 years old) will undergo a short language test at the time of admission to evaluate their capabilities. Admission may be granted even if the child does not meet the grade level requirement. SRVIS understands that all students will not maintain the same language capabilities at the time of admission. The school provides extra language support for those required.

Language Resources

The Learning Community of SRVIS understands the importance of learning language/s. All the teaching staff are proficient in English and their mother tongue. Teachers, parents and students find various ways to resources and share them with others. The school library has a good collection of books and e-books that promote the English language, the mother tongue of the students and the additional languages that are offered at school.

Early years students follow the methodology of “Jolly phonics” for teaching and learning. Teachers had relevant training and availability of books in the library. The entire PYP uses the A-Z language portal (<https://www.raz-plus.com/>) for language development. This portal includes the parent's involvement in language development. It also provides a wide opportunity for differentiated learning to meet the needs of the language levels of the students. Students of Grade 3 and above receive a daily child edition newspaper at school. Students utilize the newspaper not only for language development but also for other classroom inquiry purposes.

Parents contribute their expertise as guest lecturers and book readers to help in the language development of the students. Teachers and students are involved in a variety of webinars for language development.

Supporting the Policy

Language policy is designed, and reviewed by the language committee. The language policy was drafted first in the year of 2016, the same is reviewed by the then language committee in 2019. Next, the policy is reviewed in the year 2022 with a new language committee. Various IB and non-IB documents are referred to while drafting and reviewing the policy.

The Vice President (Head of School), Vision Holder (Director of the School), PYP Coordinator, Cambridge International Coordinator, senior school language teacher, and junior school language experts make up the language committee. Each and every member takes the responsibility of implementing the language policy to its fullest. Suggestions from a few language expert parents are taken into consideration.

The language philosophy is informed through reading, among other publications, the relevant IB documents such as Towards a continuum of international education, Programme standards and practices, IB learner profile booklet, Learning in a language other than the mother tongue in IB programmes, Making the PYP happen:

A curriculum framework for international primary education: From principles into practice.

Communicating the policy

Language policy is available to the learning community through the School Website, Toddle Platform and Google Drive link. Orientation on policies is organized as and when needed.

The Policy Review

- The policy was drafted in 2017
- 1st reviewed in 2019
- The policy is again reviewed in 2022.
- The Next Review of the policy will be in 2025 or as per the need.

Committee Members

- Vice President
- Cambridge International Coordinator
- PYP Coordinator
- Senior school language teachers
- PYP language experts
- Librarian

Final Approval

- Vice President (Head of School)
- Vision holder (Director of the school)

References

- **IB documents — ibo.org**
- Guidelines for developing school language policy
- IB program standards and practices 2020
- Making the PYP Happen - A curriculum framework for international primary education
- IB Learner profile
- IB PYP resources

- Language policies of few other schools available
- <https://www.heritagexperiential.org/language-policy-in-indian-schools-a-point-of-view/> (language policy in Indian schools - a point of view)
- <https://ishiksha.net/new-education-policy/#:~:text=The%20New%20Education%20Policy%20was,approved%20by%20the%20Union%20Cabinet> (National Education policy 2022; NEP 5+3+3+4)