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Language Policy

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Table of Contents

I.	DRS International School Vision and Mission Statements.....	
II.	International Baccalaureate Mission Statement.....	
III.	CBSE Mission Statement.....	
IV.	IB LEARNER PROFILE.....	
V.	Connection to IB Standards and Practices.....	
VI.	Language Policy Statement.....	
VII.	Language Learning: An Overview.....	
VIII.	Language Policy Steering.....	
IX.	Essential Agreements.....	
X.	School Language Profile.....	
XI.	How do students choose and plan for language.....	
XII.	Spellings & vocabulary protocols and preferred bibliographic referencing styles & rules.....	
XIII.	Connecting Language Learning and Beliefs to Other Policies in School.....	
XIV.	Pedagogical Attributes.....	
	• PYP	
	• MYP	
	• DP	
XV.	Strategies to promote & support language learning and development.....	
XVI.	CBSE Language Policy from grades 6th to 12th at DRS International School.....	
XVII.	Bibliography.....	

School Mission Statement

DRS International School (Vision-Mission) is committed:

- To provide our student community the finest quality, holistic education that meets global qualitative standards in learning and teaching in, across and beyond disciplines in the sciences, commerce, and arts.
- To inspire in children the love of learning and the joy of discovery; thereby empowering them to innovate and become life-long learners.
- To nurture the uniqueness and individuality of learners while encouraging them to seek out and appreciate diverse perspectives, beliefs, and cultures of people across the world and in so doing develop international mindedness.
- To empower our learning community to collaborate and strive in translating their learning into effective action, thereby promoting progressive thinking and global harmony.

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.

CBSE Mission Statement

- Promote interconnectedness among stakeholders to support the school systems for ongoing research and development to improve achievement of student learning outcomes.
- Inspire schools to review and reflect on their curricular practices and achievement of student learning outcomes.
- Promote student centric non-discriminatory curriculum which prepares students to be confident, connected and lifelong learners as envisaged in NEP 2020.
- Stimulate schools to reflect, review, assess and create their institutions as learning organizations that are continuously growing and evolving on their developmental continuum.
- Foster the culture of openness, transparency and objectivity in self-assessment, peer review and external assessment.
- Empower schools to be continually involved in systematic self-assessment which has an explicit purpose of improving the quality of student experiences and their standards of attainment.

IB LEARNER PROFILE



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.

Connection to IB Standards and Practices

Standard: Purpose (0101)

Purpose 3: The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

Purpose 3.1: The school ensures that the school community is aware of the IB learner profile and is committed to international-mindedness and its importance in embodying the IB mission. (0101-03-0100)

Standard: Leadership and governance (0201): Student support (0202)

Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

Student support 1.6: The school maintains a functioning and active library consisting of adequate combinations of people, places, collections and services that aid and extend learning and teaching. (0202-01-0600)

Standard: Culture through policy implementation (0301)

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: 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)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)

Standard: Learning:(04)

Standard: Students as lifelong learners (0402)

Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Lifelong learners 7.1: The school provides opportunities for students to explore and develop their personal and cultural identities. (0402-07-0100)

Lifelong learners 7.2: The school community affirms individual student identity through learning and teaching. (0402-07-0200)

Lifelong learners 7.3: Students take opportunities to develop their language profiles. (0402- 07-0300)

Standard: Approaches to teaching (0403)

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403- 05-0300)

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

Language Policy Statement

DRSIS emphasizes the crucial role of language in education, aligning with IB philosophy. Recognizing language as the foundation of learning, it prioritizes academic literacy and CALP across all subjects. The school fosters multilingualism, encouraging students to learn additional languages while respecting their personal languages and cultural backgrounds. It integrates Indian languages and culture into the curriculum through immersive experiences. The school ensures students meet English proficiency requirements for admission and emphasizes multiliteracies, recognizing diverse language backgrounds and utilizing multimodalities in teaching and learning.

Purpose of Language Policy:

- Language is central to learning and personal identity
- Every teacher is a language teacher
- Promote holistic language learning
- Foster multilingualism and intercultural understanding
- Integrate local culture and language
- Ensure equitable access to education
- Develop 21st-century skills

LANGUAGE LEARNING: AN OVERVIEW

DRS International School promotes an additional language philosophy, whereby

- English is acquired in addition to home languages of the student.
- For all learners, we offer a comprehensive programme through which they acquire skills and knowledge needed to access the regular curriculum.
- We provide support to our students and their families to enable them to adjust to a new language, learning environment and culture.
- Families to continue speaking, reading, and writing the language at home. We also recommend that families take advantage of the many home language instructional opportunities available in our community.
- All aspects of our language programme require formal as well as ongoing informal assessments. These assessments are used to plan appropriate instruction and to evaluate student progress.
- Language learning at DRS International School will follow the philosophy, practices, strategies and assessment as laid-out in this policy.

LANGUAGE POLICY STEERING COMMITTEE

DRS International School Language Policy steering committee comprises of the Principal, IB Coordinators, members of the senior management team, Librarians along with teachers, parents and student representatives. It is the responsibility of the committee to oversee the procedures needed to develop the language philosophy and policy of the school, communicate the same to all stakeholders and ensure that the process of compilation and review is collaborative and involving all, using a range of strategies.

ESSENTIAL AGREEMENTS

The time frame of the review.

The policy will be reviewed at least every 2 years.

Change in the committee.

Students and parents representatives will change after every review. Three out of the Six representatives from the faculty (PYP, MYP, DP,) will give way to new members at the end of the 2-year cycle. The change will help us getting the feedback on the implementation of the policy from the teachers.

Any member of the steering committee can call for a meeting to discuss an issue or concern shared by any stakeholder regarding the working of the document.

It will be the responsibility of the members of the steering committee to ensure that the Language Policy is made available to all stakeholders of the community through school website, blogs and publications.

The outcomes of the meeting of the steering committee will be shared with all the stakeholders of the school community (Staff, parents and students)

SCHOOL LANGUAGE PROFILE

To compile the school language profile, DRS International School identifies the following points: The diversity of language needs for all learners across the school. This should include information on the languages of teaching and learning, the languages of communication used in the school and outside the classroom, and the range and types of home language in the community. Medium of instruction- English (all subjects) except for language acquisition.

a) Inside the classrooms / homerooms- English Language will be used within the classrooms / homerooms. However in the early years & primary classes the students use their home language to comprehend read and express their understanding. The teachers too can avail the use of technology as well as print media (in student home language) to facilitate the understanding of a concept, or sharing their understanding. The students do have the opportunity to use their home language / host country language to demonstrate understanding during an assessment task.

b) Outside the classrooms / homerooms- Students will be and are encouraged to communicate in the language that is comfortable to them. This will help us to create an environment, which will foster the development of the home language.

Languages learnt / offered at all levels –

- PYP- French, Spanish, Telugu & Hindi as Language Acquisition
- MYP- French, Spanish, Telugu & Hindi for Language Acquisition
- DP- French, Spanish, & Hindi for Language Acquisition

Language of communication-

- Official communication- English
- Language of communication in classroom-English with home language support (need based)
- Language of communication outside the classroom- English, Hindi, Telugu or Mother Tongue
- Wide range of home languages identified

Other language needs of the community-

- Interacting with auxiliary staff - Most of the Auxiliary staff comes from local community. The mode of communication with them will generally be in Telugu.
- Interacting with visitors - Visitors in school come with diverse language backgrounds.
- English will be used as the language of Communication. But we may also use other languages based on the needs and availability.
- Interacting with parents - Most of the Communication with parents will be in English. The school will also communicate in Hindi and Telugu based on the need of the situation.

HOW DO STUDENTS CHOOSE AND PLAN FOR LANGUAGE COURSES

PYP- All students will learn subjects in the medium of instruction- English. Two additional Languages are offered from Early Years and for PYP 1-5 the students have to choose between four additional languages (Hindi, Spanish, French & Telugu). The teaching & learning of additional languages revolve around the planning, which in turn is based on the Language scope & sequence. The importance of concept over content and application of language is more important in the curriculum. However, if a student exhibits higher applicability/ understanding / recall of the fundamentals of the language, then he / she needs to be challenged accordingly. The students listen, speak, read & write in the language.

The Language of instruction is a part of the transdisciplinary programme of inquiry because we firmly believe that students learn language and learn about language through language. Student will choose their additional language in Grade 1, Grade 3 and Grade 5 or at the initial enrolment into our Primary School.

MYP- All students will learn subjects in the medium of instruction- English. The students will be offered three languages - Hindi, French, and Spanish. These Languages will be offered in different phases. Phases are decided on the basis of diagnosis and the course of study in the previous class. The information about subject selection will be shared with the parents and students through group orientations and individual counseling. Students need to continue the same additional language in each year of the MYP, or achieve a satisfactory proficiency in phase 4 in order to transfer to another language.

DP- All students will learn subjects in the medium of instruction - English. The students will be offered three Languages- Hindi, French, and Spanish. These Languages will be offered at different levels. Levels are decided on the basis of diagnosis and the course of study in the previous class and based on the discretion of the language teachers and Coordinator. The information about subject selection will be shared with the parents and students through group orientations and individual counseling.

Spellings & vocabulary protocols and preferred bibliographic referencing styles & rules:

Age appropriate spellings and vocabulary protocols will be adhered to. But importance will be given to ideas and thinking. The teachers of DRS International School will guide their students in the rightful ways of acknowledging prior work of others when being cited or used as references within their coursework and assessments. This begins when students can understand the concepts of academic honesty and doing their own work. Students should normally follow the format provided by the Modern Language Association (MLA: www.mla.org). Proper techniques and examples are provided by subject teachers during class time, but the same is also accessible online. (Academic Honesty Policy)

CONNECTING LANGUAGE LEARNING & BELIEFS TO OTHER POLICIES IN SCHOOL

Admission policy: DRS International School will accept students at all levels of proficiency in English Language. All applicants will complete background information that indicates their language proficiency (reading, speaking, and writing) in the medium of instruction (English), home language and additional language if different from their home language. The admissions department needs to notify/ inform/ share with the Coordinator, 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 will be assessed in order to support the student's learning.

Inclusion Policy: As included in the admission form - at the enrolment phase, students are expected to appear for a test in the English language followed by an interview. The feedback from the test enables us to assess the literacy levels of the new students to liaise with the making of adequate arrangements, where necessary, in consultation with the language teachers, learning support coordinator, and members of the LS (Learning support) and SEN department. Additionally, inclusive access arrangements (as permitted by IB) will be made for assessments and school assessments. Also, at the time of admission, parents are asked to report with adequate evidence of any assessed learning and physical difficulties/disorders to enable the school to make appropriate inclusion access arrangements (as permitted by IB).

Academic Integrity Policy: DRS Academic Integrity Policy document 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. Though academic dishonesty is defined and explained in the Academic Integrity document, it may look different in language classes and the use of English or other languages provided at DRS International School.

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

Library Resource Centre Policy: Based on the language profile of the students in school, the library resource centre will be equipped with the resources to support language learning through books, reading programmes, software, videos, dictionaries, magazines, journals and newspapers (in English and mother tongue). The resources will cater to the diversity of the school community.

Student Support Policy: A Student must not be regarded as having a learning difficulty solely because the language spoken at home is different from the language of the school. This educational support is designed to make sure the inclusion model is in position that these students get adjusted to the regular classroom instruction. A Learning Support teacher undertakes responsibilities such as identifying the needs of a student, planning a programme that suits the child, communicating the student's requirements with the regular classroom teacher and having a follow-up programme for students with their individual needs.

PEDAGOGICAL ATTRIBUTES

Primary Years Programme

Promote inquiry-based authentic language learning. Through language students share and take further what they know, what they experience as well as construct meaning. The students at DRS International School are involved in learning language, learning about language and learning through language. They listen and speak the language, look at how the language works and use it to share their understanding with the world. Students are encouraged to construct, think critically and express themselves in a language they are comfortable & confident in. They are encouraged to know not only the language skills but its usage, their interests and needs. The students are given opportunities to read books / texts, write, speak and present (using different Medias) their thoughts & ideas as well as learning.

Focus on the transdisciplinary nature of language learning:

Language leads to inquiry and in an inquiry classroom (Homeroom or single subject) the teachers & students use language to research, share, present and appreciate learning. The School programme of inquiry looks at giving the students opportunities to exhibit, develop and use language. The students share their prior knowledge, research, reflections and present their understanding of the units through languages and in turn connect to how it works as well as further use it to express their understanding of new situations. Incorporate the teaching and learning of language into the programme of inquiry. Language learning is a developmental process. The school programme of inquiry gives scope for the strands of Language to be looked at, in the teaching & learning process- listening and speaking, viewing & presenting, reading and writing. These continuums are organized into 5 phases. Provide for the teaching of additional languages at least from Grade 1. The students have the opportunity to choose any one of the four additional Languages offered from Grade 1. The additional languages offered are Spanish, French, Hindi and Telugu. The students from Grades 1 - 5 have Additional Language classes are offered 3 times a week. The school appoints trained / qualified staff for teaching all the additional languages in the primary school. The pedagogy of the programme, the transdisciplinary connections as well as assessment philosophy is followed by these classes also. These teachers have access to all IB documents and are a part of school collaborative meetings. Provides feedback to support learning. Language (medium of instruction, mother tongue and additional Language) is a powerful tool for providing feedback to parents, students, teachers and administrators of the school. The students and teachers may choose to write, draw, use ICT, anecdotes or orally give as well as receive feedback for further learning or making adjustments in their teaching and learning process.

Middle Years Programme

- Use language as a vehicle for thought, creativity, reflection, learning, self- expression, analysis and social interaction.
- Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts.
- Develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- Engage with texts from different historical periods and a variety of cultures.
- Explore and analyse aspects of personal, host and other cultures through literary and non-literary texts.
- Explore language through a variety of media and modes.
- Develop a lifelong interest in reading.
- Apply linguistic and literary concepts and skills in a variety of authentic contexts.
- Understand the Interdisciplinary importance of Language

Diploma Programme

- Introduce students to a range of texts from different periods, styles and genres.
- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections.
- Develop the students' powers of expression, both in oral and written communication.

- Encourage students to recognise the importance of the contexts in which texts are written and received
- Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning.
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- Promote in students an enjoyment of, and lifelong interest in, language and literature

Strategies to promote & support language learning and development

- Use of English as the primary language of communication.
- Ensure that policies and procedures regarding the language acquisition are developed and implemented and are regularly reviewed.
- Provide funding, facilities, leadership, and resources for the successful implementation of the language policy.
- Hold all stakeholders of the school accountable for the effective implementation of the Language Policy.
- Attract and retain highly qualified and experienced administrators and teachers.
- Provide academic leadership for the school.
- Share responsibility for oversight, implementation and revision of the Language Policy and curriculum efforts.
- Support teachers in their delivery of instruction. Provide a variety of professional development opportunities to better enable teachers to be effective instructors of students with a range of language proficiencies.
- Promote an embedded Professional Development Model enabling collaboration concerning curriculum; instructional techniques; assessment and student progress.
- Observe teachers and provide constructive feedback, materials, planning time and staff development opportunities.
- Promote communication with parents concerning students' language development and provide translators when needed.
- Promote a co-curricular programme that encourages the use and development of the Language Policy.
- Provide extra teacher in each grade for language support and seek parent support where students need help in Language learning.
- Providing services of Special Educators and One-on-One teacher wherever required in specific cases.

CBSE Language Policy from grades 6th to 12th at DRS International School:

The CBSE language learning process in DRSIS for grades 6 to 12, aligned with the NEP, emphasizes multilingualism. Students typically study three languages:

- L1: A foreign language (like English). The focus is on developing strong communication and critical thinking skills in all languages, fostering cultural understanding, and preparing students for a globalized world.
- L2: Another Indian language (Hindi/Sanskrit).
- L3: The regional language (likely Telugu in Telangana).

If a student comes from another state for admission in grade 8, he/she can be exempted from learning Telugu as a compulsory language from grade 8 onwards but the student has to use two other languages that the student has studied up to grade 8 in his previous school belonging to another state.

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