

LANGUAGE POLICY

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IB AND RGS Mission Statement

We at RGS have aligned our mission statements with the IBO and our language philosophy directly relates to both the mission statements mentioned below



IB LEARNER PROFILE REFLECTED IN LANGUAGE APPROACHES

Learner Profile	Connection to Language Policy
Inquirers	The policy supports inquiry-based language learning where students explore meaning through curiosity, questioning, and interaction in various languages.
Knowledgeable	Learners develop conceptual understanding and linguistic knowledge across subjects and languages, deepening their global awareness.
Thinkers	Language learning encourages critical and creative thinking as students analyze ideas, interpret meaning, and express complex thoughts in different linguistic contexts.

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Communicators	Central to the Language Policy, communication is fostered through proficiency in multiple languages, enabling learners to express ideas confidently and connect with others effectively.
Principled	The policy promotes academic integrity in language use and values honesty, fairness, and respect in all forms of communication and expression.
Open-minded	Students appreciate linguistic and cultural diversity, developing respect for different ways of thinking and expressing ideas through varied languages and traditions.
Caring	The policy nurtures empathy and understanding by valuing the mother tongue and the languages of others, fostering inclusion and a sense of belonging.
Risk-takers (Courageous)	Learners are encouraged to use new languages with confidence, take risks in communication, and embrace mistakes as part of the learning process.
Balanced	The policy promotes a balance between the mother tongue, the language of instruction, and additional languages, supporting cognitive and emotional growth.
Reflective	Students reflect on their language learning journey, recognising how language shapes their identity, understanding, and connections with the world.

APPROACHES TO LEARNING REPRESENTED AND REFLECTED IN THE LANGUAGE APPROACH	
ATL Skill Category	Connection to Language Policy
Thinking Skills	Language learning develops critical and creative thinking. Students analyze meaning, interpret texts, and apply reasoning to express their ideas across languages, encouraging higher-order thinking and conceptual understanding.
Communication Skills	Central to the Language Policy, communication is developed through reading, writing, speaking, and listening across languages. Learners are given opportunities to express themselves clearly and confidently in multiple linguistic and cultural contexts.
Social Skills	Collaborative language learning activities promote empathy, respect, and cooperation. Students learn to appreciate diverse viewpoints and communicate effectively with peers from varied linguistic backgrounds.
Self-Management Skills	Language learning fosters organisation, perseverance, and reflection. Students set language goals, monitor progress, and use strategies to manage their learning journey responsibly and independently.
Research Skills	The policy encourages inquiry through language. Students gather, evaluate, and present information from multilingual sources, learning to use language ethically and effectively for research and exploration.



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At RGS ensure that the language policy is implemented, understood and supported by the entire school community. Parents are informed about the policy through parent meetings, the school website handbook, curriculum booklet and Parent-Teacher conferences.

RGS Language Learning Philosophy

Language learning plays a vital role in RGS. All teachers are considered language teachers and all teachers strive to develop a congenial language community where by the learner feels at ease and learn 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 language policy is based on the IB perspective of multilingualism, which drives intercultural understandings and builds international mindedness.

Multilingualism in RGS means:

- Communication in Multiple Languages
- Cultural Understanding
- Global Perspective
- Enabler of International Mindedness
- Cognitive Development
- Life-long skill

In summary, Multilingualism is rooted in the belief that proficiency in multiple languages is essential for fostering global awareness, effective communication, and intercultural understanding among students. Multilingualism is considered a cornerstone for developing well-rounded, globally competent learners who can contribute to a more interconnected and inclusive world.

School Context

Ryan Global School (RGS) is a co-educational day school offering international curricula from Early Years to Grade 12. The school has been affiliated with the IB Primary Years Programme (PYP) since 2012 for Early Years to Grade 5 and follows Cambridge Assessment International Education for Grades 6 to 12, offering Checkpoint (Grades 6–8), IGCSE (Grades 9–10), and AS & A Levels (Grades 11–12).

As a culturally and linguistically diverse community, RGS is committed to fostering multilingualism. While English is the language of instruction, the school actively promotes the national language, Hindi, the state language, Marathi, and French as an international language. Students are also encouraged to explore languages of personal interest.

In a country as linguistically rich as India, where multilingualism is the norm, RGS recognizes its moral, social, and legal responsibility to nurture this diversity. English is encouraged in academic settings, while Hindi, Marathi, and other languages are welcomed in social interactions — creating a balanced environment that celebrates India's diversity while preparing students for global citizenship.

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All students will be at least bilingual, while English will be the language of instruction (LOI). For students who cannot match up to the demands of English Language & Literature, learning support will be provided in their classes as part of regular teaching & learning, so that they are fluent in the LOI by Grade 8.

As per the Indian State of Maharashtra's regulation, Marathi will be taught as a mandatory regional language till Grade 8.

In other words the students are likely to be trilingual. Using the students' language profile, multilingualism will be supported through language acquisition, multilingual clubs, intercultural activities and library reading resources and allied activities. Moreover, there will be no discipline procedures that impact on students' use of their mother tongues.

Objective of the Language policy

At the Ryan Global School, we believe that language, in any form, is the key to learning. This policy aims to consolidate ideas and beliefs at RGS regarding learning language, learning about language and learning through language. It outlines systems and strategies in place to support the development of languages in school.

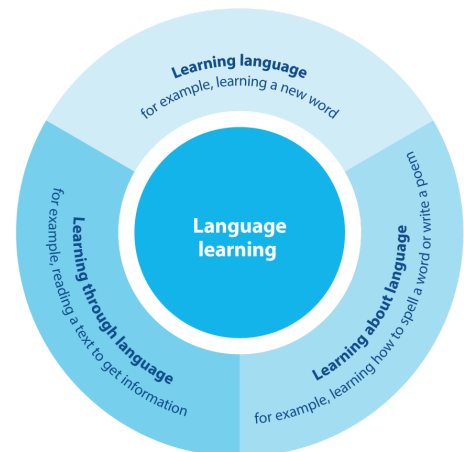
Language wraps itself around, in, through and between everything that we teachers and learners do in the classroom.

(Ritchhart 2002: 141) Language and learning in IB programmes Sept 2011

The need to communicate is instinctive. The development of language is fundamental to the need to communicate; it supports and enhances our thinking and understanding. Language permeates the world in which we live; it is socially constructed and dependent on the number and nature of our social interactions and relationships.

The learning process simultaneously involves **learning language**—as learners listen to and use language with others in their everyday lives; **learning about language**—as learners grow in their understanding of how language works; and **learning through language**—as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues. As represented in the image from the learning and teaching document, page 92.

(Halliday 1980).



Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. We acknowledge that learning to comprehend language through listening, reading, and viewing and to express through speaking; writing and presenting go hand in hand and hence promote integrated language development.

PRIMARY YEARS PROGRAM

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

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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:

STRAND	RECEPTIVE - RECEIVING AND CONSTRUCTING MEANING	EXPRESSIVE - CREATING AND SHARING MEANING
Oral Language	Listening and Speaking	
Visual Language	Viewing and Presenting	
Written Language	Reading	Writing

Various opportunities and routines are provided in school to support students developing all 4 strands of language are developed through various opportunities and routines in school.

Listening and reading: DEAR - Drop Everything and Read - As a weekly routine, all the students in class, including the teachers, will drop everything and read/listen to the text of their choice. Students and teachers will make a choice based on their interest to choose their reading engagement based on the following criteria

- genres
- Hardbound, soft copy, audiobooks, picture books etc
- all ranges of texts,
- language preference
- variety of reading strategies
- differentiation (Reading levels of the students)
- mechanics of reading
- comprehending what they read
- Supporting their curiosity and inquiry

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Writing: Students, based on their interest, passion, needs and styles, are encouraged to explore writing in their preferred language and the language of instruction. The writing process of drafting, revising and finalising is modelled and explored in all languages.

The use of literature, games, role-play and multimedia supports students' understanding of different genres as well as developing their vocabulary, sentence construction, use of tense and punctuation. Using the text as a model, students and teachers begin to analyse the features of different genres before jointly and individually constructing written or presented pieces.

During the revision process, students are encouraged to develop their knowledge of grammatical and spelling conventions by self-correcting. Finalising writing at times involves students sharing writing with others, keeping it for themselves or publishing it for a chosen audience.

In order to enable students to develop accurate language use and self-correct errors, they are introduced to different strategies to investigate words and groups of words. These include spelling strategies such as syllabification, saying the word as it looks and mnemonics, to a deeper understanding of language in context, such as collocation. Teachers encourage students to make connections between words in different languages.

Viewing and Presenting / Speaking: Students are encouraged to express their understanding/views with their preferred modes/language and medium. It involves the use of technology to aid their expression. All the above strands and components of language are interwoven and interrelated and not taught in isolation.

To this end, we endeavour to involve the whole school community, consisting of teachers, parents, students and school staff, play an important part in the language development of the child.

Practices that reflect our beliefs (Our essential agreement)

- Teachers plan learning experiences in language within meaningful and enjoyable contexts, and learners can make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning.
- Language learning is spread across subject areas and through the programme of inquiry and all PYP teachers at RGS are viewed and view themselves as language teachers
- The school also sees culturally diverse literature as a powerful means to develop international mindedness and attributes of the learner profile in all learners. The library collection reflects this belief in its collection of picture books, folk tales, bilingual books etc.
- The learner profile, together with the five essential elements of the programme knowledge, concepts, skills, attitudes and action informs planning, teaching and assessing language at RGS
- The school has adapted the language scope and sequence document for the primary years. This document is a work in progress and we intend to align it with the PYP Language scope and sequence document.
- Language learning activities that include listening, speaking, reading, writing, presenting, and viewing are purposefully planned and embedded into daily instruction.
- Students are provided numerous opportunities to use language for a variety of authentic purposes.
- Remedial support is provided to enhance their language skills.
- Staff and students use language as a vehicle for engaging in inquiry-based learning.

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- Students are allowed choices in how they want to communicate their learning and express themselves (MULTIMODALITIES...etc).
- Student writing and teacher writing are displayed. Students have the opportunity to publish their work.
- Reading at home is promoted using reading logs or other systems.
- Students are encouraged to inquire about other languages.
- The development of students' mother tongues is encouraged both in school and at home through parental involvement.
- Different languages are represented, discussed, and celebrated, particularly the students' mother tongues.
- Teachers actively foster respect for and interest in other languages. They acknowledge and build on the knowledge of the languages of their students.
- Teachers use a variety of texts (both print and digital) in their teaching.
- There is direct instruction of language. All staff model and teach appropriate use of language (ex., writing, reading strategies, listening skills, and appropriate speech).
- Students are frequently engaged in collaborative conversations that deepen their learning.
- Students use language as a means to reflect upon their learning and self.
- Learning language at RGS is explored through various media: Learning language, Learning about language and learning through language
- Staff have high expectations for each student's language learning and use.
- Students fully engage, explore, learn and assess in learning a second language.
- Technology is used regularly to enrich the language development of students (learning, assessing and documentation)
- The support staff is a unique source of the vernacular part of language learning.

There are different developmental stages as well as learning styles in learning a language. Individual students will progress through the different stages at their own pace. Challenging a student's level of understanding and providing good models can further develop language skills.

Languages used in daily functioning

English is the preferred language of communication at RGS. It serves as the school's official language for operations, communication and management.

However, it is acknowledged that the school community is multilingual and members function in their everyday lives in more than one language.

All school-wide written communication with parents is done in English although individual parents and teachers may communicate (written and oral) in a common language of their choice. (This is typically done as per parents' preference)

Multilingualism

Ryan Global School recognises that languages are an integral part of an individual's identity, and it is important to affirm value and promote students' mother tongues. It also recognises the need for developing and

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maintaining students' mother tongues. This belief encourages the attributes identified in the IB learner profile, as well as promotes responsible action and international-mindedness.

The school recognizes that multilingualism is an essential aspect of the typical classroom at RGS. Teachers are encouraged to use this in the best way possible without undermining the importance of the development of English as a *lingua franca*.*.

Multilingual Support at RGS

- The RGS library offers a range of bilingual books and periodicals in Hindi, Marathi, French, and other Indian regional languages. Students are encouraged to regularly borrow books to foster reading habits across languages.
- RGS celebrates linguistic diversity through events like **Hindi, Marathi, French, and Mother Tongue Language Days**, featuring language-focused games, quizzes, skits, and cultural performances. Assemblies often include presentations on regional Indian languages, showcasing their richness through music, dance, and stories.
- The school values the linguistic diversity of its community and actively integrates it into the mother tongue programme. Parents are encouraged to play a vital role in nurturing their child's home language and are guided to see **English as an additive, not a subtractive** language.

Other languages at RGS

Other Languages: All students in the PYP have the opportunity to learn more than one language from the age of 5. Hence, students have access to different cultures and perspectives. Apart from English, students of grades 1-3 learn Hindi, and it becomes an optional language in grade 5. While students in grades 3 also learn French, it becomes an optional language in Grade 5. Marathi is taught from Grade 1 to 5 as a compulsory regional language.

Criteria for students to transfer from one language acquisition course to another

- In PYP, Hindi and French are the Language acquisition courses to be taken as an option from Grade 5
- In Grade 6 they can choose between Hindi and French.
- The need is to have five years of one of the above Language Acquisition courses starting from Grade VI, to effectively reach the different phases. Hence, the students will not be allowed to change the second language till Grade 10.

Additional English Language Support (AELS) at RGS

As stated earlier, almost all students are second-language learners of English. The school recognises that learning a second language is a developmental process that occurs over time. Hence, the school does not have an ESL or an EAL programme for students. Instead, from early years onwards, a lot of focus is emphasised on understanding English through listening, speaking, reading and writing exercises progressively in conjunction with IB PYP language scope and sequence document. We at RGS continue to remain committed to supporting students with remedial support to learning language, learning about language and learning through language.



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However, some students meet one or more of the following conditions:

1. Are first-generation learners of English
2. Have zero support for English language learning at home
3. Come from schools where the language of instruction is not English.
4. They are admitted at a higher grade and have poor foundation skills in English.

These students require additional support to enable them to access the school curriculum in a manner that allows them to reach their full potential.

The school has made provision for such students. The support is a combination of classroom support and remedial sessions outside instructional hours for a stipulated time. The process of shortlisting a student with the support involves a series of steps, like informal screening, observations, feedback given by the previous grade's teacher, assessment reports of the previous year/ previous school, feedback about the student's home environment etc.

Support for existing students across the curriculum who are not proficient in the language of instruction.

The enrichment program will continue from Grade 6 to Grade 10 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 Language and Literature Course in Cambridge.

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

Hindi :

- Students at RGS can study Hindi as a second language/language acquisition course.
- Hindi is offered from grade 1 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.

French

- French is offered as a second language in PYP , Cambridge
- In the PYP, French is offered to grades 3 and 4 (compulsory) and grade 5 (optional)
- In the Cambridge at Grades 6-10, French is one of the two language acquisition choices students can opt for.

Marathi

- Marathi is offered as a third language
- Marathi is offered to grades 1- 10, compulsory as per state requirements

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Details	Early Years	GR 1- 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12
First Language	English	English	English	English	English	English	English	English	English	English
Second Language	Hindi (EY2)	Hindi (GR 1 - 4) French (GR 3 - 4)	Hindi /French	Hindi /French	Hindi /French	Hindi /French	Hindi /French	Hindi /French	Hindi /French	Hindi /French
Third Language	Marathi	Marathi	Marathi	Marathi	Marathi	Marathi	Marathi	Marathi	NA	NA

Professional Development

Ryan Global School continues to create opportunities for expert-led and embedded professional development in the areas of language development and teaching.

- Understanding the importance of professional development, we have set up various in-house language development workshops equipping teachers with best practices, addressing differentiation and pedagogy of language learning.
- We also send our teaching staff for IB authorised workshops (in school and regional).
- We collaborate and organise, and attend collaborative network meetings between Language Specialists of various IB schools.
- We are active members of SAIBSA (South Asia International Baccalaureate Schools Association) in the capacity of hosting and facilitating the sessions to make best use of this platform to share best practices.
- We are active members of the PYP MUMBAI NETWORK. Teachers attended the same to make the best of this platform to share best practices on various platforms, like attending teach meet and also bi-annual newsletters in the network.
- We are active participants and contributors in **the Association for Heads of IB World Schools in India and South Asia**

Compliance with the IB Standards and Practices and language tenets

Pathways / Practices@ RGS: These pathways collectively give an overview of the practices at RGS that are in place and being implemented to bring our philosophy statement to life and exemplify how the School brings about excellence in language learning in conjunction with the requirements of IB Programme.

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RESOURCES AND ENVIRONMENT	
Compliance with MYIB PRC	The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. Culture 4.3: (0301-04-0300) The school identifies and uses a variety of human, virtual and physical resources in the wider community that aid and extend student learning. Student support 5.1 - (0202-05-0100) - (Refer to ICT paragraph on page 12) PYP schools have a special responsibility to recognise and support language development to ensure that all students are provided with the environment and the necessary language support to enable them to participate fully in the academic programme and in the social life of the school, as well as to develop as individuals. Language Scope and sequence pg. no.1
Language Tenets and ATL	Language is both an object of study and a means of constructing and communicating our understanding of the human and natural world(s). This reflects the commitment of the school to establish an environment conducive to multilingualism and effective communication, central to the Resources and Environment language tenet. (Communication Skills and Social Skills)
PRACTICE @RGS	All language teachers are responsible for sourcing diverse, quality texts across genres and levels. Coordinators and language teachers collaborate with HR teachers and librarians to order and catalogue books in various mother tongue languages for both library and classroom use. Students have access to newspapers, magazines, and a variety of dictionaries—including picture and multilingual dictionaries—to support current affairs awareness, foster reading interest, and enhance confidence, fluency, and comprehension. Community connections and supporting resources—such as technology, community members, and parental involvement—play a key role in enhancing student inquiry. They contribute by organizing, sourcing, or even becoming valuable learning resources themselves.

LANGUAGE AS A TOOL	
Compliance with MYIB PRC	Students pursue opportunities to explore and develop their personal and cultural identities. Lifelong learners 7:(0402-07) Students take opportunities to develop their language profiles. Lifelong learners 7.3:(0402-07-0300)

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	IB schools are committed to multilingualism as a means of affirming cultural identity and developing international-mindedness. The term “multilingualism” in the PYP refers to linguistic ability in more than one language, and recognises that each of a student’s languages may be developed to different levels, and within different contexts, depending on their social and academic experiences. Learning and teaching Pg 86 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. Culture 4: (0301-04) The school describes in its language policy the way that the school recognises multilingualism as a fact, a right and a resource for learning. Culture 4.2:(0301-04-0200) The school provides opportunities for students to explore and develop their personal and cultural identities. - Lifelong learners 7.1 - (0402-07-0100)
Language Tenets + ATL FOCUS	Language as a Tool for Identity and Intercultural Understanding – This tenet underscores the importance of language as a medium for self-expression and connection to one’s heritage and the cultures of others, supporting lifelong inquiry and identity formation (<i>Communication Skills, Social Skills and Thinking Skills</i>) Multilingualism and Language Acquisition - This tenet emphasises the value of fostering multilingual abilities to prepare students for a globally interconnected world. (<i>Communication, Social, and Thinking Skills</i>) Language as a Tool for Personal Growth and Communication - This tenet aligns with the IB’s focus on language as a means to empower learners, facilitate self-expression, and support engagement with global and multicultural communities. (<i>Communication, Social, Self-Management, and Thinking Skills</i>) Language variation, like multilingualism, is a right and a resource.- This tenet reinforces the IB’s philosophy of recognizing and celebrating multilingualism as an integral part of developing globally minded learners and intercultural understanding. (<i>Communication, Social, Thinking, and Research Skills</i>)
PRACTICE @RGS	Students engage in holistic language learning through inquiry-based approaches across strands—speaking, listening, reading, writing, viewing, and presenting. They explore multiple genres using resources from the library and classroom. Opportunities like Language Month and assemblies promote the use of the preferred or mother tongue language, with support from teachers and parents as language club mentors.

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	Professional development equips teachers to support instruction in multiple languages, and qualified language educators ensure access to appropriate resources. The school fosters multilingualism by enabling students to access and express learning in their preferred language.
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LANGUAGE AND CULTURE	
Compliance with MYIB PRC	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. Culture PYP 1 (0301-04-0411)
Language Tenets + ATL FOCUS	Language is a means of exploring ourselves and others, diverse world views, and diverse cultures. - This tenet reflects the IB's dedication to using language as a means to bridge cultural gaps, promote mutual respect, and enable effective communication in a multicultural environment. (Communication, Social, and Thinking Skills)
PRACTICE @RGS	In addition to the language of instruction (English), students are introduced to the national language, Hindi, beginning with listening and speaking in EY2, and covering all strands from Grade 1 onwards. The state language, Marathi, is introduced for listening and speaking from Grade 1 and reading and writing from Grade 2 Foreign Language - From Grade 3, students begin learning French as a foreign language across all strands. In Grade 5, students choose between continuing with Hindi or opting for French.

LANGUAGE POLICY AND LEADERSHIP / GOVERNANCE	
Compliance with MYIB PRC	The school implements and reviews a language policy that is aligned with IB language policy guidelines. Culture 4.1:(0301-04-0100) The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. Culture 6 (0301-06) 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. Culture 4.4:(0301-04-0400)

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Language Tenets + ATL FOCUS	Language Policy and Leadership - This tenet emphasises the importance of leadership, planning, and governance in establishing a coherent and effective language program that supports the IB's mission and values. <i>(Self-Management, Social, Thinking, and Communication Skills)</i> Language is a system that has a purpose and is contextual - This tenet focuses on the governance aspect of language education, emphasising the establishment of a clear, transparent, and inclusive framework to guide language practices and promote good practice across the school community. <i>(Self-Management, Social, Thinking, and Communication Skills)</i>
PRACTICE @RGS	The school's language policy is reviewed every four years by a committee comprising key stakeholders, aligned with IBO guidelines available on MyIB. English is the primary language of communication within the school community. However, we accommodate parents' needs by providing explanations in their preferred language when required. The written curriculum is accessible to the entire school community via: ● Teaching & Learning: Toddle ● Policies: Toddle, school website, and through orientation sessions Essential agreements outline the rights and responsibilities of all stakeholders, shaping the school environment and guiding daily practices.

DIFFERENTIATION AND INCLUSIVITY IN LANGUAGE LEARNING	
Compliance with MYIB PRC	Teachers support language development with consideration for the language profiles of students. Approaches to teaching 5.4: (0403-05-0400) Teachers plan and reflect collaboratively to consider connections and relationships between different areas, and reinforce shared concepts, content and skills. Coherent curriculum 2.2 - (0401-02-0200) The school demonstrates that the curriculum is influenced by an understanding of students' prior knowledge, identities, backgrounds, needs and contexts. Coherent curriculum 1.6 - (0401-01-0600) Students take opportunities to develop their language profiles. Lifelong learners 7.3 : (0402-07-0300) The school implements and reviews systems and processes to identify the needs of students. Student support 2.1 (0202-02-0100)

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	The school supports the identified needs of students, and evidences this support through planning, policy, and practice. Student support 2.2: (0202-02-0200) Students take opportunities to develop their language profiles. Lifelong learners 7.3 - (0402-07-0300) The school implements and reviews systems and processes to identify the needs of students. Student support 2.1 - (0202-02-0100)
Language Tenets + ATL FOCUS	Differentiation and Inclusivity in Language Learning - This tenet highlights the role of teachers in creating a supportive, personalised learning environment that respects and nurtures the linguistic diversity of students. (Communication, Social, Self-Management, and Thinking Skills) Language development thrives in environments that by design embrace it - This tenet highlights the idea that language skills grow most effectively when learning spaces are purposefully created to support and encourage language use and exploration. (Communication skills and Thinking skills) Meaning is not univocal but is constructed through a process of exploration, negotiation and cooperation. This tenet means that learners don't just learn by being told what something means—they learn best when they explore, question, and talk through ideas with others. (Thinking Skills and Self-Management Skills) Language is learned, taught and developed in context. This tenet highlights the fact that language does not exist in isolation—students learn and use it most effectively when it is connected to real-life situations, meaningful experiences, and relevant content. (Communication Skills)
PRACTICE @RGS	Language is both a medium and a subject of learning, making all teachers responsible for students' language development. PYP teachers, including HRTs and specialists, collaboratively plan and regularly review the language scope and sequence to address all strands—listening, speaking, reading, and writing—meaningfully. Student language profiles are built from admission and updated through surveys, classroom observations, and assessments. These profiles support tailored instruction based on evolving language needs, preferences, and backgrounds. Students are encouraged to value language competency as a life skill for reflection, communication, and academic success. Teachers collaborate with students and parents to co-construct learning goals and strategies.

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	Language instruction is transdisciplinary and context-driven, integrating host country and additional languages, while promoting inquiry, expression, and cultural understanding. Initiatives like DEAR (Drop Everything and Read) and at-home reading foster a love for reading across various genres and languages. English, as the language of instruction and ESL, is supported by homeroom teachers, specialists, and SEN staff to meet diverse learning needs. Differentiated strategies—like small groups, varied resources, and adjusted tasks—are used to support learners. Multilingual instructions and teaching aids are also used when needed to enhance understanding.
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TRANSLANGUAGING	
Compliance with MYIB PRC	Translanguaging is a process in which students draw on known languages, naturally and flexibly, combining their elements to meet communicative and social needs. It is what your students are doing when they make connections between their languages or use language skills from one language to support another. By supporting translanguaging, teachers can help students make meaning, access content, and promote cognitive growth. Translanguaging activates prior knowledge embedded in a different language, whilst affirming cultural identity. <i>Translanguaging - Pg 1</i> The school provides opportunities for students to explore and develop their personal and cultural identities. Lifelong learners 7.1 (0402-07-0100) Opportunities to explore and develop translanguaging strategies exist in lots of daily contexts and many may arise spontaneously. Making languages visible in the learning environment through class routines, labels, signs, transitions and interactions will encourage and foster these moments. <i>Translanguaging - Pg 2</i>
Language Tenets + ATL FOCUS	Language is a system that has a purpose and is contextual. This tenet states that language follows rules (like grammar and structure). It is used with a specific purpose (to inform, express, persuade, etc.), and changes based on the context (who we're talking to, where, and why). In school, students learn not just what to say, but how and when to say it appropriately, depending on the subject, audience, and situation. <i>(Communication Skills)</i> Language is neither static nor uniform. It changes over time and varies in space and from person to person. This emphasises that students should be encouraged to use all their linguistic resources to make meaning, access content, and engage with learning in a way that fosters deeper understanding.

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	The practice at RGS, which integrates translanguaging strategies, supports students in drawing from their known languages flexibly, helping them make connections between languages and enhancing their cognitive and social development. (<i>Communication, Thinking, Social, and Research Skills</i>) Language is both an object of study and a means of constructing and communicating our understanding of the human and natural world(s). This states the fact that Language is something we study (its rules, grammar, structure). It's also a tool we use to think, learn, and share ideas across all subjects. In school, students learn how language works and use it to express their understanding of the world. (<i>Communication Skills, Thinking Skills</i>) Language learning is neither uniform nor linear. This tenet highlights that Language learning doesn't always happen in a straight, step-by-step path (not linear). Learners may progress, pause, revisit, or even regress at times. (<i>Self-Management Skills, Social Skills</i>)
PRACTICE @RGS	At RGS, we are committed to fostering active student participation in every classroom. Teachers intentionally identify student needs and incorporate translanguaging strategies into their planning. This approach allows students to naturally and flexibly draw upon all their known languages to support communication, learning, and social interaction. By encouraging students to make connections between languages, we help them build meaning, access content more effectively, and promote deeper cognitive growth. Translanguaging empowers students to use their full linguistic repertoire, enhancing both confidence and understanding.

TECHNOLOGY AND LANGUAGE	
Compliance with MYIB PRC	Students take opportunities to develop their language profiles Lifelong learners 7.3 - (0402-07-0300) The school identifies and uses a variety of human, virtual and physical resources in the wider community that aid and extend student learning. Student support 5.1 - (0202-05-0100)
Language Tenets + ATL FOCUS	Communication is often multimodal, including non-linguistic elements. The tenet emphasises that communication goes beyond just words. It involves multiple modes—such as gestures, facial expressions, visuals, sound, body language, space, and even silence. At RGS, this principle is incredibly relevant and plays a vital role in teaching and learning. (<i>Communication Skills and Thinking Skills</i>)

LANGUAGE POLICY

	The means and opportunities for meaning-making are aided and extended by using technologies. The tenet highlights how technology empowers students to create, understand, and communicate meaning in diverse and dynamic ways. Here at RGS, we support personalised learning, creativity, collaboration, and access to a broader world. <i>(Communication skills, Research skills, Thinking skills, Self-Management skills, and Social skills)</i> Learners bring valuable, rich, complex linguistic repertoires to the communication and learning process. At RGS, we value the diverse languages our students bring to the classroom. These rich linguistic backgrounds are seen as strengths that support identity, enhance communication, and deepen learning. We encourage students to use their full language repertoire to express ideas and connect meaningfully with others. <i>(Communication skills, Thinking skills, Self-Management skills, and Social skills)</i> Individuals’ repertoires are inextricably linked to their identities. This tenet highlights that linguistic and cultural repertoires reflect students’ backgrounds, beliefs, and experiences. By valuing and encouraging them to use them, we support their sense of identity and help them feel seen, respected, and empowered in their learning journey. <i>(Communication skills, Thinking skills, Self-Management skills, and Social skills)</i> Language is both an object of study and a means of constructing and communicating our understanding of the human and natural world(s) - This tenet emphasises that language not just as something we learn, but as a powerful tool for learning. Through language, students explore, question, and express their understanding of people, cultures, science, and the world around them. Language helps them make meaning and share their perspectives with others. <i>(Communication skills, Research skills, Thinking skills and Social skills)</i>
PRACTICE @RGS	At RGS, ICT is a key tool in language development. Students use iPads and voice-activated apps like Google Translate to enhance learning. Access to interactive Smart Boards, online reading platforms, and language support websites further supports diverse learning styles. The school uses programs like Story Weaver (https://storyweaver.org.in/) to: ● Encourage reading and inquiry ● Support comprehension and mother tongue development (English, Hindi, Marathi, French) ● Enable independent, accessible learning both in and out of school ● Provide updated, tech-integrated resources Beyond the Classroom, Language learning is enriched through: ● Field trips to museums, libraries, theatres, and cinemas for real-world language use ● Guest speakers, storytellers, and community figures sharing in various languages ● Celebrations of cultural diversity promoting international mindedness

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	Mother Tongue & Global Connection: Students explore diverse languages through: • Library visits • Interactions with families and global peers via Skype • Celebrations like <i>Mother Tongue Day</i>, <i>International Day</i>, and <i>Other Languages Day</i> Showcasing Language Skills: Students demonstrate communication and presentation abilities in multiple languages through: • Student-led conferences • PYP Exhibition • Assemblies and school events • TED Ed Talks, cultural exchanges, and performances Philosophy Learning <i>with</i> and <i>about</i> technology is deeply connected to: • Learning <i>language</i> • Learning <i>through</i> language • Learning <i>about</i> language
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Communicating the Policy

The Language Policy is regularly communicated to the whole school community. The Language Policy is communicated to the school community using a variety of forums as mentioned below

- Orientation session for parents
- Toddle – Our PYP Communication portal
- Regular updates on the implementation of the programme in Weekly newsletters
- Unit of inquiry letters

Language Policy Revision and Connection

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 members of the academic leadership team, including librarians, teachers, students and parents of the school, lead the review committee. The review committee ensures that any revision to the policy is coherent with the beliefs and values of the IB, the school's philosophy towards language and language teaching, changes in student and community demographics or other circumstances, which justify the need for revision.

The Language policy is reviewed every 4 years or when there are changes in the IB policy/stipulations or as and when required.

This policy was reviewed in March 2025

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LANGUAGE POLICY TO BE READ IN CONJUNCTION WITH	
RGS Collaborative Meeting Policy	The Language Policy promotes multilingual inclusivity in meetings, encouraging respectful representation of home, national, and instructional languages in collaborative discussions.
RGS Admission Policy	The Language Policy ensures equitable language support for students from diverse linguistic backgrounds during the admissions process, promoting a welcoming multilingual environment.
RGS ICT Policy	The Language Policy aligns with the ICT Policy by advocating for responsible, multilingual digital communication and the integration of language-supportive technology tools.
RGS Inclusion Policy	The Language Policy complements the Inclusion Policy by valuing and supporting the linguistic diversity of all learners, ensuring every student has access to language development opportunities.

WE ARE COMMUNICATORS

At Ryan Global School, we believe clear, transparent, and consistent communication is essential. It is important for all stakeholders — especially parents — to be well-informed about the **Language Policy** and procedures.

We ensure this through:

- **Newsletters** and regular **updates on Toddle**
- **Orientation sessions and parent meetings** to familiarise families with the school's philosophy, policies, and practices

The Language Policy is readily accessible on Toddle, fostering a culture of openness and partnership within our school community.

Work Consulted/Resources from MY IB

- Making the PYP Happen: A curriculum framework for International primary education”, International Baccalaureate, December 2009
- Guidelines for developing a school language policy
- Guidelines for school self-reflection on its language policy
- Programme Standards and Practices - International Baccalaureate 2014
- Programme standards and practices realised
- Language Tenets - International Baccalaureate 2024
- The Approaches to Learning - Published March 2019, Updated February 2025
- Language and Learning in IB Programme.

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- Language scope and sequence, International Baccalaureate 2003
- Language scope and sequence case studies
- Translanguaging - Updated December 2018
- Student language agreements - Updated December 2018
- Student language portraits - Updated February 2025
- How multilingual is my school - Updated December 2018
- Learning stories—A learning story about how a school's language policy supports multilingualism in a culturally diverse community
- Multiliteracies - Published August 2019
- Learning in a language other than mother tongue in IB programmes. International Baccalaureate, April 2008
- Learning stories—Involving parents in the maintenance and development of students' mother tongues
- Learning stories—Developing policies, procedures and practices to meet student learning diversity
- Teachers resource exchange
- MY IB – PRC Documents from principles to practice – Language in PYP (Learning and Teaching)

Appendix

Appendix A: Language profile of students at Ryan Global School - Questionnaire

Appendix B: Language profile of students at Ryan Global School - Survey Results

Appendix C: Questions used as provocation with the school community (Questionnaire)

Appendix D: Teacher's Survey responses to Questionnaire (Survey Results)

Evidence of finalising the RGS Language statement.