

## LANGUAGE POLICY

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**\*\*Revised in January 2020**

## IBO 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



As advocated by IBO we 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.

**Connection with the other policies:** The language policy to be read in conjunction with the schools Collaborative meeting policy, Admission policy, ICT policy and Special Needs Policy.

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## **RGS Statement of Language**

***RGS recognizes the importance of language as a means of communication. It is a tool to connect the self to the external world through knowing, learning, thinking, reflecting and expression. Through language we appreciate the importance of culture, diversity, and sensitivity toward others, which in turn enhances one's personal growth and development, making the learner a Renaissance individual.***

## **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 language and language teaching and outlines systems and strategies in place to support the development of English as a lingua franca as well as development and maintenance of mother tongue in the school community.

This document also seeks to ensure that, as an authorized IB World School, compliance with IBO Standards and Practices are met.

This document should be referred to when planning for language learning and teaching , curriculum planning and professional development.

The audience for this document also includes the parent community at RGS as well as new and interested parents seeking admission in RGS.

## **School Context**

Ryan Global School is a co-educational day school offering international curriculum from Early years to grade 12th . Early years to Grade 5 is affiliated with International Baccalaureate curriculum offering Primary Years Programme since 2012 and grade 6 to 12 is affiliated with Cambridge University offering checkpoint (Gr 6,7,8) , IGCSE (Gr 9 and 10) and AS and A levels (11th and 12th). We strive to support the cultural /linguistic diversity and digital technologies of all students. We seek teacher, parental and wider community supporting language

programmes and encourage all students to explore languages of their interest and choice including national language - Hindi and state language - Marathi.

### Language demographics

- Enrolment: August 2016—576 students
- Common European Framework of Reference for Languages (CEFR)  
CEFR Score (Students) - 15 to 18  
(Teachers) - 15 to 24

### Language programmes

- Language of instruction: English
- National Language : Hindi
- State Language : Marathi
- Foreign Language : French

### Compliance with IBO Standards:

Language committee of the school in collaboration with PYP team reviewed all the documents from MY IB PRC and drew all the connected literature and statements to the language policy using padlet as a platform

### LANGUAGE PADLET

As an IB World School we commit to the following practices

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.

PROGRAMME STANDARDS AND PRACTICES 2014	PROGRAMME STANDARDS AND PRACTICES - MARCH 2019	PRACTICE AT RGS
<p>The school utilizes the resources and expertise of the community to enhance learning within the programmes</p> <p>Programme standards and practice B2 :11).</p>	<p>The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development.</p> <p><i>Culture 4.3: (0301-04-0300)</i></p>	<p>All language teachers are responsible for sourcing and purchasing a range of quality texts so that students can explore different genres such as recounts, stories, explanations or persuasive writing in different languages and at different levels. Students also have access to a variety of dictionaries to assist them including picture</p>

		<p>dictionaries and mother tongue dictionaries. Programme coordinators, language teachers in collaboration with HR teachers work hand in hand with the librarians in ordering and cataloguing books in different mother tongue languages for the library and as classroom resources.</p> <p>Students have access to other resources such as newspapers and magazines –that they can also subscribe to- in a variety of languages, which help them to be aware of current affairs, to foster an interest in reading, and to develop confidence, fluency and comprehension.</p> <p>various supporting resources like technology , connect with community , parents aids to their inquiry and forms key role in organizing resources or become resource</p>
<p>The school places importance on language learning, including mother tongue, host country language and other languages.</p> <p><b>Programme standards and practices A: 7</b></p>	<p>Students pursue opportunities to explore and develop their personal and cultural identities. <i>Lifelong learners 7:(0402-07)</i></p> <p>Students take opportunities to develop their language profiles. <i>Lifelong learners 7.3:(0402-07-0300)</i></p>	<p>There are various opportunities for students to explore language learning holistically. Each programme has specific learning outcomes for the strands of speaking and listening, reading and writing, and viewing and presenting appropriate to the students level. We promote inquiry-based authentic learning through an investigative approach of different genres.</p> <ol style="list-style-type: none"> <li>1. Resources in the library</li> <li>2. Students are encouraged to present</li> <li>3. their understanding in their preferred language</li> <li>4. Students present assemblies in different languages</li> <li>5. As a part of genius hour language month was celebrated and students got opportunity to learn language of their choice with parents and teachers as language club mentors</li> <li>6. Teachers professional development supporting language of instructions ,</li> </ol>
<p>b. The school supports mother tongue and host country language learning.</p> <p><b>Programme standards and practices A: 7b</b></p>	<p>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 recognizes that each of a student’s languages may</p>	

	<p>be developed to different levels, and within different contexts, depending on their social and academic experiences.</p> <p><b>Learning and teaching Pg 86</b></p> <p>PYP schools have a special responsibility to recognize 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</p> <p><b>Language Scope and sequence pg. no.1</b></p>	<ol style="list-style-type: none"> <li>7. national language and state language</li> <li>8. Appropriate resources including qualified language professional teachers</li> <li>9. Various opportunities are provided in class to access the curriculum in their preferred / mother tongue to the school community</li> </ol>
<p>PYP requirements</p> <p>a. The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language.</p> <p><b>Programme standards and practices A: 7a</b></p> <p>b. The school supports mother tongue and host country language learning.</p> <p><b>Programme standards and practices A: 7b</b></p>	<p>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.</p> <p><b>Culture PYP 1 (0301-04-0411)</b></p>	<ul style="list-style-type: none"> <li>● Apart from language of instruction (English) students get introduced to</li> <li>● (National language)Hindi in EY2 (listening and speaking) and GR 1 onwards including all the strands.</li> <li>● (State Language)Marathi (listening and speaking) Grade 1 onwards</li> <li>● Foreign language (French) all strands from grade 3 onwards.</li> <li>● Grade 5 onwards students choose between Hindi and French.</li> </ul>

<p>The school has developed and implements a language policy consistent with IB expectations.</p> <p><b>Programme standards and practices B1:5a</b></p> <p>The written curriculum integrates the policies developed by the school to support the programme(s).</p> <p><b>Programme standards and practices C2:10</b></p>	<p>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. <b>Culture 4: (0301-04)</b></p> <p>The school implements and reviews a language policy that is aligned with IB language policy guidelines.</p> <p><b>Culture4.1:(0301-04-0100)</b></p>	<p>Schools language policy is renewed every 4 years by a committee assigned involving all the stakeholders and in reference with IBO documents from MY IB.</p> <p>As the most preferred language of communication for the school community is English hence all written communications from school is in English. We are accommodative of any requirements of the parents to explain them in their preferred language or clarifications.</p>
<p>Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.</p> <p><b>Programme standards and practices C1:8</b></p>	<p>Teachers support language development with consideration for the language profiles of students.</p> <p><b>Approaches to teaching 5.4: (0403-05-0400)</b></p>	<p>Since students learn about language and through language, we understand that all teachers are responsible for the language development of students in the School. As a result, collaborative planning and reflection is built into the regular schedule of staff as well as it being the focus of staff meetings through the year. In this way, we are able to develop links between different subject areas and departments across the School.</p> <p>All PYP teachers review the language scope and sequence to ensure that it is as relevant and comprehensive as possible. Teachers then plan collaboratively, during grade level meetings, grade meetings, meetings with the PYP coordinator and with ESL and learning support staff.</p> <p>Language committee in collaboration with the stakeholders work towards developing students language profile as a continuous process</p> <p>1. Students language profile form is filled at the time of the admission for us to know the child better and support the language learning needs</p>

		<p>of the child till he / she gets acquainted with the school language and culture</p> <p>2. Regular surveys are conducted with parents and students to understand students' language profile and portraits which is dynamic based on factors like community , changing family dynamics , trending society, students age , students preferences , parents aspirations, curriculum requirements etc.</p> <p>3. Ongoing and regular assessments and observations in class by all the teachers engaging can be included in the language portrait/ profile of the students.</p> <p>4.Students are encouraged to recognize their competency in language—and in more than one language—is a valuable life skill, a powerful tool both in societal communication through various means of personal reflection, goals setting and portfolios.</p> <p><b>Objectives :</b> Knowledge of students language learning experiences, interests, strengths and challenges supports teachers in collaborating to plan and construct effective learning environments and learning engagements. Furthermore, this knowledge supports student agency when co-constructing goals, and supports a clearer understanding of language goals between teachers and parents. P12</p>
<p>Teaching and learning demonstrates that all teachers are responsible for language development of students. <b>Standards and Practices : C3: 8</b></p> <p>Teaching and learning builds on what students know and can do <b>Standards and Practices : C3: 3</b></p>		<p>RGS focuses on the transdisciplinary nature of language learning by recognising and modelling the role of language in each subject as well as in the language of instruction, host country language and in other languages, and by developing an understanding of the IB objectives and pedagogical language of the programmes. All PYP teachers at RGS (HRT and specialists) are incharge of language development of</p>

<p>Teaching and learning addresses the competencies, experiences, learning needs and styles of students.</p> <p><b>Standards and Practices : C3: 3a</b></p> <p>Assessment at the school aligns with the requirements of the programme(s).</p> <p><b>Standards and Practices : C4: 1</b></p> <p>Assessment at the school is integral with planning, teaching and learning.</p> <p><b>Standards and Practices : C4: 1a</b></p>		<p>students and the same is evident as a process from collaborative planning till assessments addressing all the basic skills of the language listening , speaking , reading and writing. Teaching and learning practices addressing concepts of context, culture, reflection and fluency. Students are encouraged to think for themselves, recognize patterns, develop theories and construct meaning as they investigate language.As students progress, teachers enable them to see language as a means of self-expression, exploration of self and others, as context driven, having multiple meanings, and involving at all levels of discourse a personal stance, from simple communication to the core of academic language. Throughout the School there is an expectation that in order to foster an enjoyment and love of reading through various opportunities</p> <ul style="list-style-type: none"> <li>● Reading time at home</li> <li>● DEAR: Drop Everything and Read (in school)</li> </ul> <p>These opportunities include all ranges of texts ,a wide range of genres, language preference, variety of reading strategies, differentiation (Reading levels of the students) mechanics of reading and comprehending what they read.</p>
<p>The written curriculum is available to the school community.</p> <p><b>Programme standards and practices C2:2</b></p>	<p>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.</p> <p><b>Culture 4.4:(0301-04-0400)</b></p>	<p>Written curriculum is available to entire school community on the following</p> <ol style="list-style-type: none"> <li>1. LMS - myclassboard</li> <li>2. Teaching and learning - Toddle</li> <li>3. Policies - Toddle , school website, discussion in orientation.</li> <li>4. Essential agreements secures rights and responsibilities of the stakeholders in the</li> <li>5. school community which live in action constituting the environment of the school.</li> </ol>

<p>The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the PYP model of transdisciplinary teaching and learning. <b>Programme standards and practices C3: 1b</b></p>	<p>The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. <b>Culture 4.2:(0301-04-0200)</b></p>	<p>English language being the medium of instruction and also offered as English as Second language (ESL) is supported by homeroom teachers supported by language specialists and SEN / Counsellor to support learning and teaching of the subject meeting differentiated learning needs.</p> <p>Teaching strategies may include working in small groups, using different resources with different levels of language complexity, as well as changing the level of questioning and tasks for individual students. Students may also have choices so they can follow their own interests or use a preferred learning style. The School also follows the IB recommendations on student placement. In addition to this, the School provides a range of specialist support including profiling, individual support, speech and language specialists, etc., which is outlined in the Learning Support Policy. All students’ language needs are determined through initial and ongoing assessments throughout the year. Teachers differentiate for the range of students’ needs in different ways</p> <p>However most of the students have preferred language of communication as English however for better understanding and keeping into consideration their learning needs there are multiple , multilanguage instructions given in class when required Supporting aids / manipulatives / teachers are also available to support the learning.</p>
<p>Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue. <b>Programme standards and practices C3:7</b></p>		
<p>The school provides support for its students with learning and/or special educational needs and support for their teachers. <b>Programme standards and practices B2:8</b></p>		
<p>The school has systems in place to guide and counsel students through the programme(s). <b>Programme standards and practices B2:9</b></p>		
<p>Collaborative planning and reflection ensures that all teachers have an overview of students’ learning experiences. <b>Programme standards and practices C1: 4</b></p>		
<p>Collaborative planning and reflection incorporates</p>		

<p>differentiation for students' learning needs and styles. <b>Programme standards and practices C1: 6</b></p>		
<p>The school uses a range of strategies and tools to assess student learning. <b>Programme standards and practices C4:3</b></p>		
<p>The library/ multimedia/ resources play a central role in the implementation of the programme(s). <b>Programme standards and practices B2:6</b></p> <p>The school ensures access to information on global issues and diverse perspectives. <b>Programme standards and practices B2:7</b></p> <p>The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s). <b>Programme standards and practices B2:5</b></p> <p>Teaching and learning incorporates a range of resources, including information technologies. <b>Programme standards and practices C3:11</b></p>		<p>The use of ICT is an integral language learning tool. Students are encouraged to use iPads or iPod Touches to access programs or tools to support their language learning such as Google Translate or voice-activated applications. The School also subscribes to various online reading and language support sites , and all students have free access to the resources to facilitate language learning. Lastly, games, art, music, maps and artefacts are used to help students make connections in their language learning. Interactive Smart Boards are also used to encourage a more interactive approach to teaching and learning in order to accommodate the various learning styles of the students. The community is considered a valuable resource to aid language learning. Students go on numerous field trips such as to museums, libraries, theatres and cinemas where they have an opportunity to use the host country language in context and gain an insight into the host country culture. Guest speakers such as storytellers or representatives from different organisations are frequently invited into school, and they may speak in English, in French or in other students' mother tongue languages. Throughout the year, students are exposed to numerous celebrations linked to the diverse cultures within our community to promote international mindedness and an appreciation of the host country's culture. Students get opportunities to explore different mother tongue languages through visits to the library , interactions with families from different cultures , skype interactions with students / families from different countries and cultures during days such as Mother Tongue and Other Languages Day and International Day. Presentation and communication skills in all languages are showcased to parents and other members of the community through projects such as student led conferences , Exhibition , assemblies , events , TED Ed Talk , Personal Project, genius hour , cultural exchange and school productions using local venues and associations.</p>

Language learning is located in both local and global communities. Students are able to flourish in an interconnected, mobile global community using technologies to communicate and sustain relationships. At the same time, they are rooted in local communities through cultural and linguistic knowledge and skills.

*Learning and teaching pg 86*

Language has the power to bring the learning community closer together and overcome boundaries. It excites and invites communication in many ways, supporting and strengthening relationships and the building of international-mindedness.

*Learning and teaching pg 86*

Technology supports the IB position on language, literacy and multiliteracies, that develop students' ability to engage with multiple texts in multiple modes.

*The learning community : pg 59*

**ONLINE READING PROGRAMME:**

Apart from the physical setup to support the passion of students and inculcate love for reading in students comprehensive reading programme with online support in form of

RAZ Kids : <https://www.raz-kids.com/>

and

Story Weaver: <https://storyweaver.org.in/>

will be used strongly by students to support

- Reading
- Inquiry
- Resource support
- Source of information / Knowledge
- Developing comprehension skills etc.
- Supporting language learning (English , Hindi , Marathi , French)
- Mother tongue support
- Supporting students personal inquiry
- Easy accessibility to students (within and outside school campus)
- Not being dependent on availability of books and accessibility to physical set up
- Administrative convenience
- Upgradation of the resources to match with the requirements in need and time.
- Effective use of technology and combining with language support

- **Learning technology and**
- **Learning about technology**



- **Learning language**
- **Learning through language**
- **Learning about language**

## School Language Philosophy

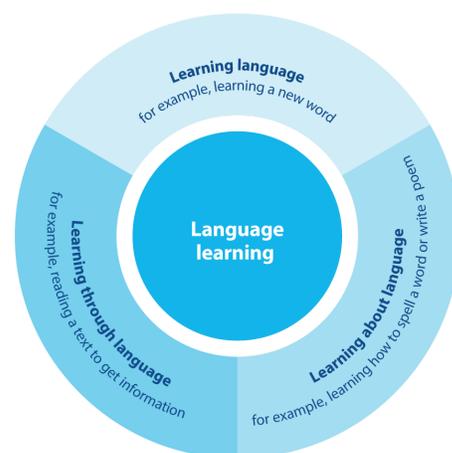
At RGS we are in harmony with the IB Beliefs and values in language as mentioned in Making PYP Happen

**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 that 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 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 promotes integrated language development.

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 following creatias

- genres
- Hardbound , soft copy, audio books , 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

**Writing** : Students based on their interest , passion , needs and styles are encouraged to explore writing in their preferred language and 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 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, our endeavor is to involve the whole school community, consisting of teachers, parents, students and school staff, plays 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 are able to 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.
- 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 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, 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 medium Learning language , Learning about language and learning through language
- Staff has 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 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.

## School language profile:

India, as all are aware of, is a culturally and linguistically diverse nation with almost every state having their own language or at least a different dialect. That is the bane and the boon of the country. While language has often been the cause of much strife within the country, the diversity it denotes has been the basis of learning how to unify in the face of common odds. At the center of the linguistic diversity stands the English language, which through historical pathways has found its way into the homes and skill sets of almost every middle class urban citizen of the country. Middle class urban children speak the one language, sometimes better than their mother tongue.

This exists within the context of a varied language milieu that has Hindi as the national language and local languages according to state. As a school, we believe that we have responsibility – moral, social and legal - towards the nation in promoting both the national language, Hindi, and the local language of the state in which we are situated, in this case, Marathi, while simultaneously endorsing learning of subjects in a commonly spoken and understood language, English. While this may seem perplexing on the face of it, for many of us, who have grown through a similar linguistic setup, being bi-lingual, and sometimes even tri-lingual is commonplace. It is therefore the endeavor of this policy to recognize and advise that while the language of instruction at the school might be English, which is certainly not a foreign language for the students, equal importance has to be given to both the national and local languages.

English, being the language of instruction is encouraged to be spoken within the classrooms, depending on where they may hail from, national and local languages are encouraged in more social and informal settings. It is hoped that this will allow students who are novices at a particular language to pick up, by virtue of being inquirers and risk takers, the rudiments of a new language from within their peer group.

The pathways of education curriculums that RGS has offered for its students is a tried and tested model which a number of other schools in India are also applying to provide both the best quality of education while fully addressing the necessities of Board Examinations and local university recognition issues in India.

The school has 176 students as of JUNE 2020. The division across students is as follows:

<i>Programme</i>	<i>EY</i>	<i>PYP</i>	<i>IGCSE</i>	<i>AS and A levels</i>
<i>No of Students</i>	<i>9</i>	<i>61</i>	<i>85</i>	<i>21</i>

Students mostly come from Upper middle class or affluent families. The parent community is a mix of entrepreneurs, family managed businesses, teaching professionals, serviced professionals in banking and finance, entertainment, telecom industry and other industries.

## Language profile of the students

The following points summarize the language profile of students currently studying at RGS:

1. Majority of the students (**47.25%**) have Hindi as their mother tongue/ native language.
2. A small percentage of students (**14.28%**) have other Indian languages as their mother tongue.
3. Almost all students (**91.2%**) are second language learners of English.
4. Around **7.7%** of students studying at RGS are first generation learners of English.
5. English is the medium of instruction and is commonly acceptable to all.
6. All parents want their children to learn English as the main language in school.

*(Detailed data analysis of the school language profile is available in Appendix B)*

## Language at RGS

English is the medium of instruction at RGS and is taught as the primary language. It has priority in the school's language programme. It is also the preferred language of communication in the school and is acceptable to all.

### Languages used in daily functioning

English is the preferred language of communication at RGS. It serves as the school's official language for the purpose of 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 parent's preference)

### Languages offered

**Language of Instruction:** *English*

- EY TO GR 12 : learning language , learning through language and learning about language

**Second Language:**

- **Hindi (NATIONAL LANGUAGE)**
  - Early Years 2 – communicative (Listening , reading and viewing and presenting)
  - Grades 1-10 - written and oral (Listening , reading , writing , viewing and presenting)
- **French (INTERNATIONAL LANGUAGE)**
  - Grades 3-4: compulsory
  - Grade 5 onwards: optional
- **MARATHI (STATE LANGUAGE)**
  - GR 2 - 5 – Communicative (Listening , reading and viewing and presenting)
  - GR 1 - written and oral (Listening , reading , writing , viewing and presenting)

**\*\*As per state education department rule Marathi is a compulsory subject to be introduced with all the stands starting from grade 1 progressively increasing in each year as students get promoted.**

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## **Mother Tongue Support:**

Ryan Global School recognizes that mother tongue is an integral part of an individual's identity and it is important to affirm value and promote students' mother tongues. It also recognizes the need for developing and maintaining student's mother tongues. This belief encourages the attributes identified in the IB learner profile, as well as promotes responsible action and international-mindedness.

The school has students of over 13 different mother tongues studying in the school. Hindi accounts for the mother tongue of more than 47.25 % of our student population and the school is offering Hindi to further enhance the strength of the mother tongue programme.

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 development of English as a *lingua franca*\*

The mother tongue programme plays an important role in developing and affirming the student's personality and identity.

### **Whole school strategies for developing mother tongue:**

- The school library has bilingual books as well a variety of books and periodicals in Hindi, Marathi, French and other regional languages of India. Students are encouraged to issue books from the library on a regular basis.
- RGS celebrates Hindi, Marathi, French, Mother tongue days which are a day - long celebrations of the richness of these languages. A variety of games, quizzes, skits etc are organized in the school.
- The school also has presentations in the school assembly on various regional languages of India. These presentations highlight the richness and culture of the language through music, dance etc. The linguistic diversity of the school community is a rich resource for the mother tongue programme and the school makes active use of it in such opportunities.
- The parent community is also actively encouraged to collaborate, develop and maintain the mother tongue of their child and encouraged to view English as an additive and not a subtractive language.

## Translanguaging

Further exploring the concept of Translanguaging we at RGS strongly connect with following statements from the document - Translanguaging

<u>Reference to the document</u>	<u>Practice @ RGS</u>
<p>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></p>	<p>At RGS we are committed towards supporting students to actively participate in the class. Teachers consciously work towards identifying the needs for the same and incorporating ways to integrate translanguaging strategies into planning, helping students to unlock the potential of all students . Giving students opportunities and design learning engagements supporting students to 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.</p>
<p>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></p>	<p>This will help students make meaning, access content, and promote cognitive growth.</p>

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## **Additional English Language Support (AELS) at RGS**

As stated earlier, almost all students are second language learners of English. The school recognizes 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 emphasized 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 support students with remedial support to learning language, learning about language and learning through language.

However, some students meet one or more than one 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. 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 short listing 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 previous year/ previous school, feedback about student's home environment etc.

## **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 intend to send our teaching staff for IB authorized workshops (in school and regional).
- We intend to organize 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 in the sessions to make best use of this platform to share best practices.
- We are active members of PYP MUMBAI NETWORK. Teachers attended the same to make best of this platform to share best practices on various platforms like attending teach meet and also bi yearly newsletters in network.

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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 variety of forums as mentioned below

- Orientation session for parents
- School web portal : myclassboard
- Toddles – Our PYP Communication portal
- Regular updates on the implementation of the programme in Weekly newsletters
- Unit of inquiry letters

## **Process of development of the whole school Language Policy**

The current policy was written in October 2010.

The pre-work for this policy started in April 2010.

language policy steering committee was formed which included the academic leadership team (Head of School, PYP Coordinator, designated teachers, International curriculum Manager and Teacher librarian)

The following key steps have been undertaken in the development of this policy:

1. Brainstorming with the school community about their beliefs regarding language learning including collecting data via questionnaires and focused discussions.
2. Study of literature related to language and language learning by IBO, national education department and supportive philosophy literature.
3. Construction of language profile of student community by collecting data from students and parents community.
4. Preparation of first draft of the policy.
5. Presentation of draft to the Academic leadership team.
6. Incorporating changes and finalizing the Language Policy.
7. Publishing the language policy to all stakeholders.

### **Language Policy Revision**

The language policy will be reviewed after a period of 4 years. We have undergone 3 cycles of revision of the policy in 2012 , 2016 and february 2020 (Next review: february 2024). A member of the academic leadership team including librarians, teachers, students and parents of the school leads the review committee. The review committee ensures that any revision to the policy is coherent with the beliefs and values of the IBO, the school's philosophy towards language and language teaching, changes in student and community demographics or other circumstances, which justifies the need for revision.

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## Work Consulted

- Guidelines for developing a school language policy International Baccalaureate Organization April 2008
- Language Scope and sequence, International Baccalaureate Organization 2003
- Language scope and sequence, International Baccalaureate Organization 2009
- Language and learning in the IB programmes, International Baccalaureate Organization. September 2011
- Learning in a language other than mother tongue in IB programmes. International Baccalaureate Organization, April 2008
- Making the PYP Happen, International Baccalaureate Organization 2009
- Short, Kathy Gnagey. *Literature as a Way of Knowing*. York, Me.: Stenhouse, 1997. Print.
- Wells, John. "International education, values and attitudes: A critical analysis of the International Baccalaureate (IB) Learner Profile." *Journal of Research in International Education* 10.2 (2011): 174-188.
- Guidelines for School self- reflection on its language policy International Baccalaureate Organization 2012
- Guide to Programme Evaluation - International Baccalaureate Organization 2016
- Programme Standards and Practices - International Baccalaureate Organization 2014

## Resources from MY IB

- Language scope and sequence case studies
- Learning stories—A learning story about how a school's language policy supports multilingualism in a culturally diverse community
- 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
- Primary Years programme Implementing the PYP in dual language schools September 2007
- Teachers resource exchange
- MY IB – PRC Documents from principles to practice – Language in PYP (Learning and Teaching )
- Translanguaging – updated Dec 2018
- How multicultural is my school – A self-audit tool
- Students language portraits

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

### Language Profile of students at Ryan Global School

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

The purpose of this form is to build a language profile of the student community at Ryan Global School. Please take 2 minutes to fill up this form by ticking in the appropriate boxes

<p><b>Q1 – What is the language spoken at your home? (Choose only 1)</b>          (This will normally be the mother tongue or the native language, which the child also knows or is learning. For homes where more than 1 language is spoken frequently, choose the one which is the preferred language of communication by the family members.)</p>													
Hindi	<input type="checkbox"/>	Gujarati	<input type="checkbox"/>	Marathi	<input type="checkbox"/>	Marwari	<input type="checkbox"/>	Sindhi	<input type="checkbox"/>	English	<input type="checkbox"/>	Punjabi	<input type="checkbox"/>
Bengali	<input type="checkbox"/>	Malayalam	<input type="checkbox"/>	Telugu	<input type="checkbox"/>	Tulu	<input type="checkbox"/>	Tamil	<input type="checkbox"/>	Kannad	<input type="checkbox"/>	Others:	<input type="checkbox"/>
<p><b>Q2 – Which other languages does your child know reasonably well? (You can choose more than 1)</b>          Please choose the languages which your child can understand and speak with some proficiency</p>													
Hindi	<input type="checkbox"/>	Gujarati	<input type="checkbox"/>	Marathi	<input type="checkbox"/>	Marwari	<input type="checkbox"/>	Sindhi	<input type="checkbox"/>	English	<input type="checkbox"/>	Punjabi	<input type="checkbox"/>
Bengali	<input type="checkbox"/>	Malayalam	<input type="checkbox"/>	Telugu	<input type="checkbox"/>	Tulu	<input type="checkbox"/>	Tamil	<input type="checkbox"/>	Kannad	<input type="checkbox"/>	Others:	<input type="checkbox"/>
<p><b>Q3 – Is your child a first generation learner of English?</b> Please answer yes if one or both parents have studied in a language other than English and are not very proficient in English.</p>													
<input type="checkbox"/> Yes						<input type="checkbox"/> No							
<p><b>Q4 – Which is the language that you want your child to learn at school the most?(Choose only 1)</b></p>													
English	<input type="checkbox"/>	Hindi	<input type="checkbox"/>	French	<input type="checkbox"/>	Marathi	<input type="checkbox"/>	Other					
<p><b>Why?</b></p>													
<p><b>Q5 – What is your preferred language for communicating with the school?</b></p>													
English	<input type="checkbox"/>	Hindi	<input type="checkbox"/>	French	<input type="checkbox"/>	Marathi	<input type="checkbox"/>	Others:					

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**Q6 – Did your family (your parents or grandparents) speak some other language (in the past/ few decades ago) but over a period of time, this language has been replaced by another language?**

Yes. If Yes, which language has been replaced/ lost over a period of time -

No

## [Appendix B: Language profile of students at Ryan Global School- Survey Results](#)

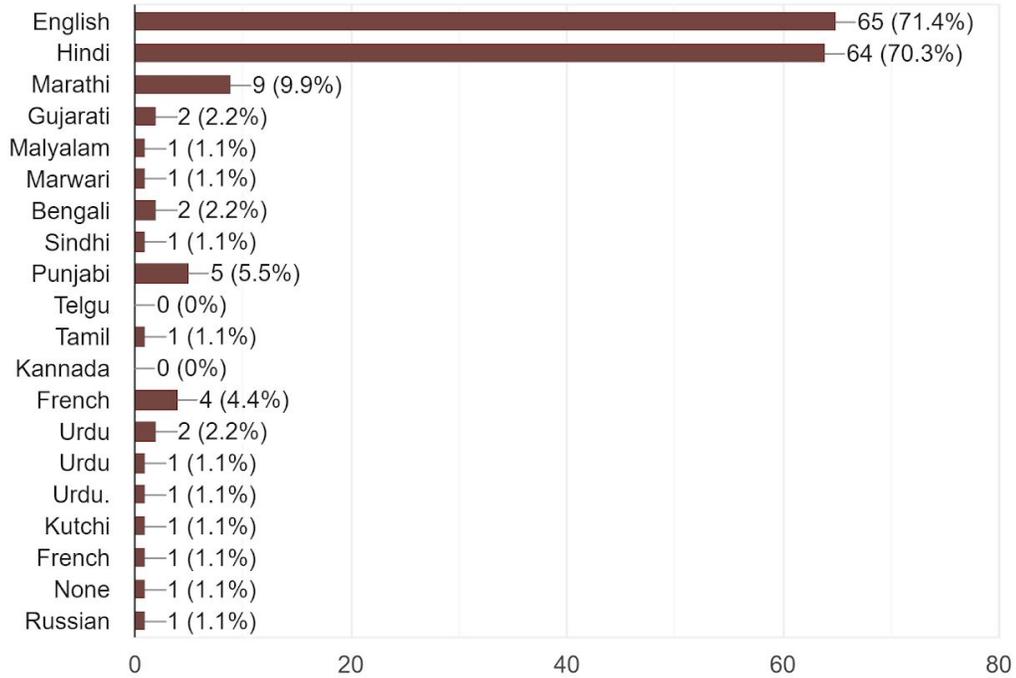
## [Appendix C: Questions used as provocation with the school community \(Questionnaire\)](#)

## [Appendix D: Questions used as provocation with the school community \(Survey Results\)](#)



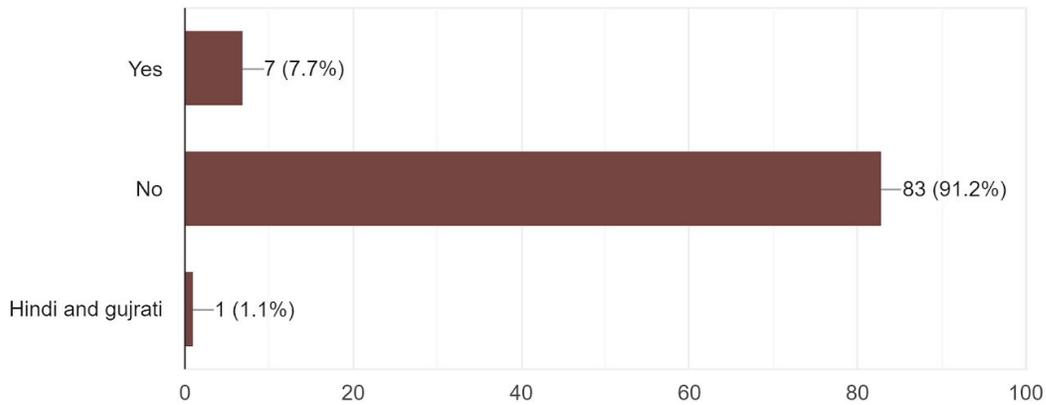
6. Which other languages does your child know relatively well?

91 responses



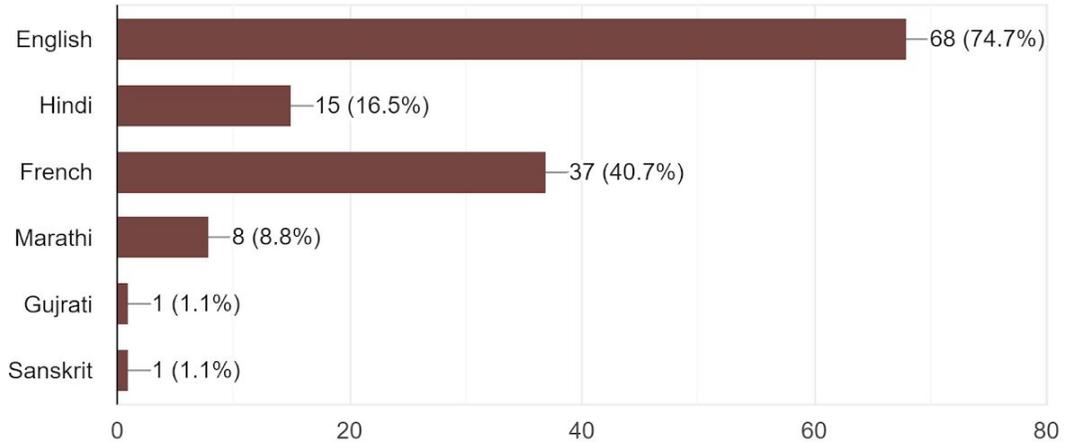
7. Is your child the first learner of English language in your family?

91 responses



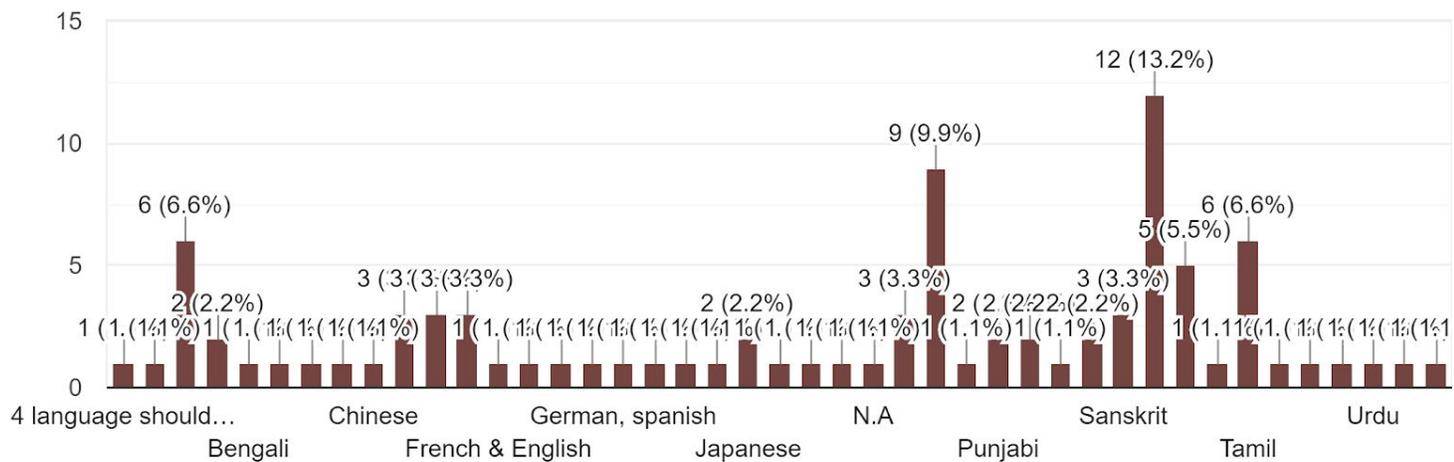
8. Which is the language that your child likes to learn the most at school?

91 responses



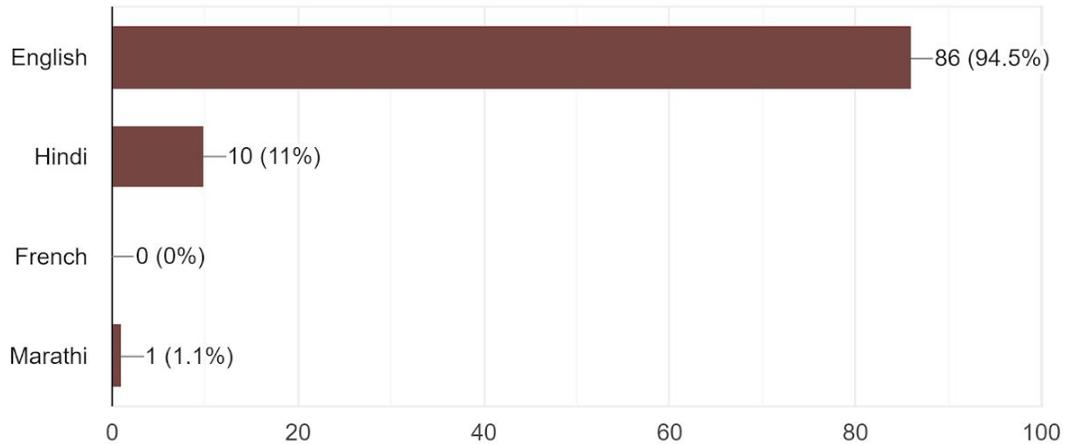
9. Which other language will your child like to learn other than English, Hindi, French and Marathi in the school?

91 responses



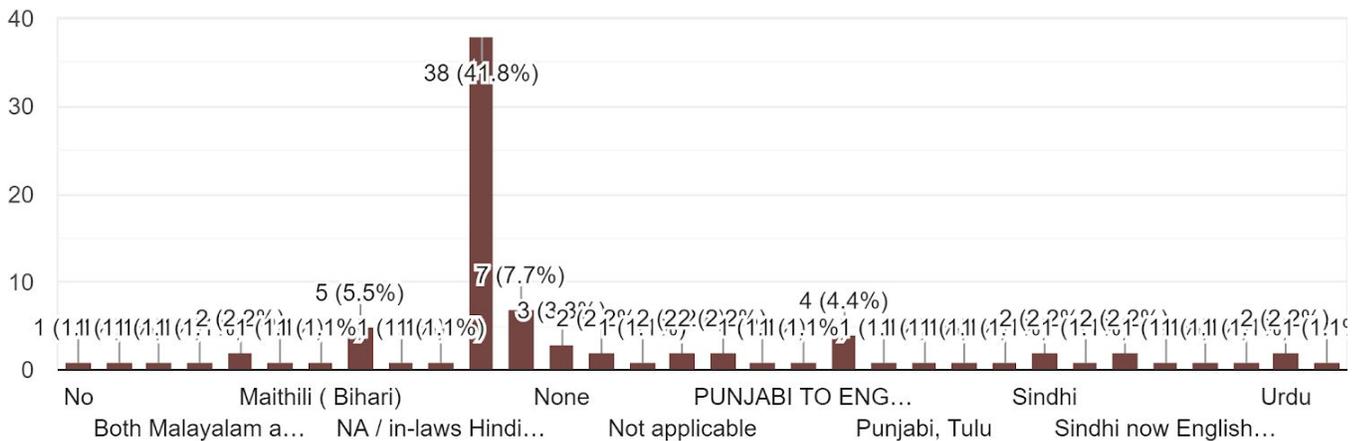
10. What is your preferred language of communication with the school?

91 responses



11. Did your family (your parents & grand parents) speak some other language (in the past/few decades ago) but over a period of time, this language was replaced by another language? If yes kindly specify.

91 responses



[Appendix E : Teachers essential agreement \(Survey Results\)](#)

[Appendix F : Teachers CEFR test Survey](#)

[Appendix G : Teachers CEFR test Survey \(Results\)](#)

[Appendix H : Students CEFR test Survey](#)

[Appendix I : Students CEFR test Survey \(results\)](#)

Evidence of finalizing on RGS Language statement.

