PODAR ORT
INTERNATIONAL SCHOOL

Language Policy

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PODAR-ORT INTERNATIONAL SCHOOL

LANGUAGE POLICY

Purpose

Podar-ORT International School has a Language Policy which aims to create a better understanding and learning of each and every language that is taught at school. This policy is for students and parents, the administration, staff and teachers of Podar-ORT International School, as well as for any accrediting or governmental authority.

Language Learning Philosophy

Language learning plays a vital role in Podar-ORT International School. 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.

Status of The Language Policy

The language policy is a 'living document', which is continuously evolving and informed by research, best practices, and changes in the language profile of Podar-ORT International School. The language policy is shared with the school community.

IB Language Terminology

Best/Native/Heritage/ most preferred language / language spoken at home/ Mother Tongue. The Language Courses we are looking at are Courses in Language & Literature and Language Acquisition.

Language Profiles: Document detailing students' language background and future educational needs.

DEFINITIONS AND IMPLICATIONS

1. Language of Instruction (LOI)
 LOI is English at PORTIS

2. Mother Tongue (MT)
The terms that describe the language students use at home and/or outside the classroom / school environment include : 'first language', 'home language', 'preferred language', 'mother tongue', 'native language', 'heritage language', and sometimes 'best language'.

At PORTIS, MT is normally considered as the 'preferred language' or the 'best language' and so it would generally mean that MT =LOI which is English.
When MT is the 'preferred language', the students who cannot match up to the demands of English as First Language, are given enrichment so as to enable them to be mainstreamed.

3. Second Language (SL)
SL means the second preferred language (not his/her MT) or his/her native or home language which the student is not proficient at. PORTIS will encourage students to take the native/home/foreign language in which the students are not proficient at, as their Second Language.

4. World Language:
Any modern language other than English that is spoken or taught at the school is referred to as a World Language. The World Languages taught at Podar-ORT International School include Hindi and French.

POLICY STATEMENT

All students will develop a fluency in the LOI. For students whose MT is the 'preferred language', but they 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/MT by Grade 8.
The school will proactively look for ways to support students'/parents' request for the 'heritage language'. The 'native/home language' will generally be sought to be promoted through the second languages. In areas where the 'native /home language cannot be provided as a second language, the school will promote and advise parents on MT development and maintenance. Moreover, there will be no discipline procedures that impact on students' use of their mother tongues.
Nevertheless, if there is a request from any student to take their 'native/home language' for their Language and Literature course because it is the MT, especially for new admissions at MYP Year 4 level, the school will proactively explore avenues to make those provisions. In exceptional cases the school will make provisions for ESL in IGCSE, English Language and Literature self-taught option and Language Acquisition English at IBDP level especially for new admissions at DP level.

The school will however, from time to time review the need to have English as one of the options at the Language Acquisition level regular program, based on the changes in the students' language demographics. As per the IB Policy, the school will ensure that students are at least bilingual, thereby promoting Internationalism. Contents

Language Diversity at PORTIS:

The language diversity within the school community is viewed as something to be encouraged and celebrated. Yet, although the Indian community has the most representation in the student population, some of these belong to NRI families (Non-Resident Indians) from USA and very few representatives from different nationalities like China, Saudi Arabia, Kuwait and Iraq.

Further, considering the plurality of different languages spoken in India, Hindi is not the mother tongue (best language) for 95 % of Indian student population at PORTIS. The student language profile survey conducted in August 2018   shows that English is the most preferred/best language followed by the other major language groups include Hindi, Marathi, Gujarati, Marwadi, Punjabi, Tamil, Malayalam, Telugu, Bengali and Sindhi. Likewise, the teaching community has been represented mainly by India and then by the following nations: UK, Germany and USA. With all the nationalities in mind, PORTIS delivers an international program to a predominantly Indian school population. PORTIS has opted for English as the language of instruction, French and Hindi as second languages.   The mother tongue support programme is embedded in the language programme.

In the PYP, the emphasis is on continuing acquisition and refinement of English language skills, in order to develop academic competence. In terms of foreign language study, students make their first choice in MYP 1 (Hindi or French). In the MYP and DP, all subjects are delivered in English with the exception of Hindi and French. These languages namely, Hindi and French are offered as additional languages at IB Diploma level and the MYP. IGCSE certification in all 2 languages (Hindi and French) is a choice student can have in grade 10. All students will be encouraged to use the language of instruction in the corresponding class.

LANGUAGE POLICY IN THE LEARNING CONTINUUM

An inquiry-based curriculum forms the hallmark of all teaching and learning at school and hence language teaching follows the same philosophy, in conjunction with guidelines from PYP, MYP, IGCSE and DP teaching philosophy, standards and practices.
1. Oral communication is enhanced by providing opportunities through individual and group activities that help students express themselves.
2. Further, reading assessments are also done, in order to track the progress of every student over time.
3. Students use different media through a variety of sources:book reviews, speeches, debates, poems, letters, stories, posters, lyrics, scripts, narrative and analytical essays. Students are equipped with the necessary skills at all grade levels to ensure the strengthening of language skills.

4. Language assessment is a continuous process which is evident in the multiple teaching-learning styles and strategies.
1. All teachers act as language facilitators at all times of interaction and communication.
2. The library plays a central role in facilitating language teaching and learning.
3. The ongoing language development is considered as a shared responsibility of all teachers, parents and students.

Additional Languages: Other than English, French and Hindi are taught as it enriches the students' intellectual and social growth. The aim of teaching additional languages is to make students at least bilingual in order to promote international mindedness.

MOTHER TONGUE SUPPORT ACROSS THE SCHOOL LEARNING CONTINUUM

Students whose 'best' language is not English will be supported in the development of their mother tongue ($\neq$ LOI) to ensure their cognitive and academic development, and preservation of their cultural identity.

➢ Data is collected at the time of admission through the student language profile in order to understand the language demographics at PORTIS.

➢ The importance of mother tongue maintenance is stressed during admission interviews especially for PYP , MYP and DP parents. If required, appropriate strategies are discussed.

➢ Special sessions / Workshops to be held for MT maintenance with the parents. The online PORTIS library from time to time will be updated with MT resources and parents will be encouraged to use the same. Further, advice on securing MT resources if needed would also be highlighted in these Special sessions/Workshops.

➢ At the time of staff recruitment the proficiency in the mother tongue of the diverse student body will be factored in while finalizing staff appointments.

➢ The administrators, teachers, librarians and other school staff will have regular in-school professional development in the fields of language learning and teaching, and ensure that the language policy becomes a working document through inputs from them while drafting and implementing the policy.

➢ Mother tongue clubs from primary to high school to be linked with the general communication and the school's cultural programs.

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

➢ Students as well as parents can share stories/drama and likewise in their own language during celebrations like the Arts Fest or the World Languages Day celebrations.

➢ As stated under 'Language Use', students are allowed to think through and talk in their first language before certain complex concepts in some of the classes are made familiar through vocabulary in English.

➢ The school library has a mother tongue support resources section, hence reading material in regional languages in Hindi and foreign languages, which form the diversity of the students' profile are available for the students' community. The school libraries undertake to include literature in a range of languages representative of the school's population. This includes picture dictionaries, bilingual dictionaries and literature of different genres.

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

students have the option to engage in student-led conferences in their mother tongue.

➢ Awareness campaign for parents to highlight the need for mother tongue development and maintenance.
➢ Efforts will be made to engage trained teachers, proficient in the respective mother tongues, to conduct special classes for such students (should the need arise).
➢ No penalty imposed on students for speaking in the language spoken at home.
➢ The importance of the mother tongue is stressed during admission interviews. If required, appropriate strategies are discussed.
➢ Students are allowed to think through and talk in their first language before certain complex concepts in some of the classes are made familiar through vocabulary in English.

Additional Support for the Development of Language Skills
➢ Is available to all students through their participation in school assemblies and events which enable them to write, speak and present in English and other languages.
➢ Students are also encouraged to participate in events outside the school – Interschool Debate & Elocution, Spelling Bee, Creative Writing etc.
➢ All students are encouraged to make use of the school library; reading for pleasure is a high priority. A reading log is maintained from Grade 2 to 8 to track the reading level.
➢ Multilingual Celebrations in English, Hindi & French and Mother Tongue Week are annual events that focuses on the development of the reading habit among students across the school.
➢ Students whose 'best' language is not English and who display a deficiency in the basic skills will be also receiving enrichment so as to get him/her mainstreamed by Grade 8.
➢ In case the student has been diagnosed with learning difficulties, he or she will receive specific support from the special education teacher as per guidelines laid down in the School's Inclusion policy.

PRIMARY YEARS PROGRAM POLICY

The language of instruction (LOI), English, is taught first, prior to the second language development.
Inquiry - Based: The units of inquiry provide an authentic context for learners to develop and use language.
Transdisciplinary Nature: Since language is the medium of inquiry, in both the affective and effective domains, students listen, talk, read and write across the curriculum to actively engage in learning. This contributes to the transdisciplinary nature of language learning in the PYP.
Stand - Alone Curriculum: While most of the language development takes place in the authentic context of trans-disciplinary and inquiry-based learning, some of the language skills are also given a special focus. Specific aspects of reading, listening, grammar and usage are thus reinforced in stand-alone portions of the curriculum. Literature is an essential part of the curriculum.

Scope and Sequence: The language curriculum in the PYP is structured on the Scope and Sequence guidelines provided by the IBO. The processes involved in language learning are represented in a continuum involving all the strands of oral, written and visual language. The creation of specific developmental benchmarks and learning outcomes for each level in the continuum provides a means of tracking the progress of students and also determining the degree of support required for students who are not as adept as others and for new admissions to a grade. All three of the language strands are learned across and throughout the curriculum as represented below:

Strand	Receptive— receiving and constructing meaning	Expressive—creating and sharing meaning
Oral language	Listening Speaking	
Visual language	Viewing Presenting	
Written language	Reading	Writing

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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 1-5 learn Hindi and students of grades 2-5 learn French as a second language.

MIDDLE YEARS PROGRAMME LANGUAGE POLICY

Language and Literature and Language Acquisition: Students of the MYP receive an opportunity to learn a language and its literature and at least one other language (SL). Language and Literature is taught in English, the language of instruction in the school and the language in

which the majority of students demonstrate the highest level of proficiency. Students may choose between Hindi or French in Language Acquisition (SL).

The IB Language Continuum: MYP language and literature and language acquisition builds on experiences in language learning that students have gained during their time in the IB Primary Years Program (PYP). Knowledge, conceptual, contextual understanding and skills will have been developed through interdisciplinary units of inquiry or independent language inquiry. Students continuing on to the Diploma Program (DP) will have a grounding in at least one language that will enable them to undertake the DP course options, not only those in DP group 1 but also in the core and in groups 2–6, and will have developed an inquiring, reflective approach to the study of language and literature.

Interdisciplinary Learning: Language is fundamental to learning, thinking and communicating, therefore, in the MYP, it permeates the whole curriculum in an interdisciplinary manner across all other subject groups. There are six skill areas: listening, speaking, reading, writing, viewing and presenting, which develop as both independent and interdependent skills. Students develop these skills through the study of both language and literature.

Language and Literature Curriculum plays an important role in the study of Language in the MYP. In developing the language curriculum teachers will ensure that there is a balance of language and literature. There will also be a balance of genres in an MYP language and literature course and there will be a world literature component in each year of the program.

Language Acquisition Curriculum will be devised on the basis of a **SCOPE AND SEQUENCE** matrix drawn up by the teachers of the language and will expose students to a wide range of literary and non-literary texts with a view to developing in them the skills of oral, written and visual communication. Teachers will devise a set of interim objectives that establishes benchmarks of achievement at each level of the MYP program so as to ensure a systematic progression of language development that leads up to the prescribed IBO objectives and learning outcomes in the final year of the MYP course.

	MYP	DP
Phase 1		Ab initio
Phase 2		Ab initio (in rare cases) Language B SL
Phase 3		Language B SL
Phase 4		Language B SL/HL
Phase 5		Language B SL/HL
Phase 5	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL Language A: language and literature SL Literature and performance SL
Phase 6	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL

Table 1

Possible IB continuum pathways

MYP Phases- In the MYP, students are placed in classes according to the IB continuum of language learning phases.

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.	Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret and are able to adapt aspects of format, register and style of language.	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.

From language acquisition guide for use from Sep. 2014 or Jan 2015

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MIDDLE YEARS PROGRAMME LANGUAGE POLICY

The language of instruction is English, which is the language that   is 'known best'.

Studies In Language and Literature Course in the Diploma Program offers three syllabuses. PORTIS has opted for 'Language A: Language and Literature', a new course, taught at the Standard Level and at the Higher Level. The course consists of four parts, two devoted directly to language development and two to Literature. Students will be exposed to a range of literary and non-literary texts in order to   develop in them an understanding of how language, culture and context determine the ways in which meaning is constructed in texts. The course will also encourage students to think critically about the different interactions between text, audience and purpose.

Links To The MYP: Language and Literature courses in the IB Middle Years Program (MYP) develop linguistic and literary understanding and skills through the study of a broad range of genres and world literature, as well as language learning in context. The Diploma Program course builds on this foundation. While it is not simply a language acquisition course, it aims to ensure the continuing development of a student's powers of expression and understanding in a variety of language domains.

Language Acquisition Students may also study a Language in Group 2. This may be taken as French and Hindi SL/HL or French Ab Initio. These courses are designed to provide students with the 'necessary skills and intercultural competence that will enable them to communicate successfully in an environment where the language studied is spoken'. The AB Initio course is designed for students who have little or no experience of the language, whilst Language acquisition course is intended for students with prior learning of the language.

DIPLOMA PROGRAM SPECIFIC LANGUAGE PROVISION

The embedded philosophy of inter-cultural awareness and understanding is reflected through the rich diploma program curriculum. In cases where there is a request to take their "native/home language" as their First Language because it is the MT, then the following provisions will be explored:
  - ➢ School-supported self-taught literature SL course in Studies in Language and Literature Group
  - ➢ Special request language course
  - ➢ Hindi Literature SL from Studies in Language and Literature Group
  - ➢ Bilingual Diploma: Two languages may be taken from Language and Literature
  - ➢ Second Language options of Pamoja Education/IB endorsed private providers from Language Acquisition Group
  - ➢ English from Language Acquisition group for those taking school supported self-taught literature course option in Studies in Language and Literature

Language Policy: Further Considerations In The IB Continuum

Review: As the student demographics are dynamic, a language policy needs to be flexible and reviewed from time to time. Bearing in mind the IB dictum that all teachers are language teachers, inputs for streamlining this policy will be sought from all teachers – and even parents - at the time of review and revision.

The Language policy is reviewed every 3 years or when there are changes in the IB policy/stipulations or as and when required.

> ➤ The SLT/ the Heads of Department of Group 1 and 2, with Inclusion team, review/ revise the assessment policy. The Heads of Department in turn take it to their respective departments for discussion and feedback.
> ➤ The revised all school Language policy (which is in line with the IBO guidelines) is approved and finalized by the SLT and then distributed to the PORTIS community through the school intranet.

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

Placement:
Criteria for student placement in the English language and literature course at **the time of admission,** Students seeking admission in PORTIS may undergo a placement test (see 'Admissions Policy') in English and Math.

In the admission form the filled in Student Language Profile is studied. This profile will include information on the home language, language of education and languages that the student has been exposed to.

> ➤ The students' past transcripts are reviewed.
> ➤ This is followed by an interview.
> ➤ Based on the above process the student will be offered appropriate placements in Studies in
> ➤ Language and Literature and Language Acquisition.
> ➤ For French or Hindi - for all **MYP** candidates undergo a placement test, in order to ascertain the development of their linguistic skills with regards to the year level they will join. Therefore, for example, if a student is joining grade 7, he will be administered a phase1/grade 6 test in the language of his choice in order to observe his language level.
> ➤ Enrichment is provided as an acceleration program to support those students who need this as a transition to ensure that by Grade X they reach the objectives of MYP Language and Literature.

Entry and exit points for the different phases of language acquisition (French and Hindi)
In the **PYP**, students will undergo a French/Hindi Language placement test from grade 2. In the case that a child has no French/Hindi Language background, support will be provided when appropriate. In the **MYP**, students are placed in classes according to the IB's continuum of language learning Phases. (Please refer Language Acquisition table on page) **DP** candidates, on the other hand, will have to choose another language(SL), if they have previous experience in any of the two languages offered at school, or will opt for Ab Initio if they want to start learning a new language. Thus, candidates are advised on the school's offerings accordingly.

Criteria for students to transfer from one language acquisition course to another
- ➢ In PYP Hindi and French are the compulsory Language acquisition courses to be taken from Grade 1 to Grade V.
- ➢ In Grade VI 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, in order to effectively reach the different phases. Hence the students will not be allowed to change the second language till Grade X.
- ➢ In the IBDP, MYP Hindi students may choose to change their Language Acquisition course to French Ab initio.

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

English

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

Hindi
- ➢ Students at PORTIS can study Hindi as 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.
- ➢ In Grades 11 and 12 Hindi is only offered at Standard Level and Higher Level, taking into consideration students' previous experience with the language in MYP or similar programs.

French
- ➢ French is offered as a second language in PYP, MYP and DP.
- ➢ In the PYP, French is offered to grades 1 -5 pupils.
- ➢ In the MYP at Grades 6-10, French is one of the two language acquisition choices students can opt for.
- ➢ In Grades 11 and 12 French is offered at Ab Initio and Standard / Higher Levels, taking into consideration students' previous experience with the language in MYP or other similar programs.

LANGUAGE SEQUENCE

Details	Grade 1 to 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
First Language	English	English	English	English	English	English	English HL/SL	English HL/SL
Second Language	Hindi & French	Hindi/French Phase 1 / 2	Hindi/French Phase 1 /2 / 3	Hindi/French Phase 2 /3/4	Hindi/French Phase 2/3/4	Hindi/French Phase 3/4	French HL/SL/Abinitio	French HL/SL/Abinitio
Enrichment or learning support be provided for students who require it.								

CROSS REFERENCING INCLUSION POLICY: ACCOMMODATIONS/ MODIFICATIONS FOR STUDENTS WITH LEARNING DIFFICULTIES

Differentiation:

➢ Students with learning disabilities are provided accommodation for effective inclusive education with appropriate documentation and approval.

➢ Access arrangements permit students to complete the same assignments or tests as the other students. Access arrangements include extra time, reader, writer, different font size and formats and typing in word processor.

➢ If required, a modification is used as an adjustment to an assignment or a test that alters the standard of what the test/assignment measures. Modification means giving an easily achievable test than the standard test. The goal of the SEN Department is to meet the standards with accommodations and modifications as necessary in consultations with the IEP (Individualized Education Plan).

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

➢ The list given below may be adapted to fit the requirements of individual students.

Classroom Accommodations	Examination Accommodations
➤ Appropriate seating ➤ Handouts and notes ➤ Encouragement and praise ➤ Work to be completed in stages ➤ Rubrics to help focus on assigned tasks ➤ Demonstrating examples of "good" work ➤ Immediate feedback ➤ Group work ➤ Extended time for assignments and assessments	Testing in the separate and special venue Additional Time during exams- 25% or 50%

Accommodations for Language areas:

Reading Deficits	Writing Deficits	Test
Text books: - Provide a choice of books with similar concepts, at an easier reading level. - Provide audiotapes of textbooks wherever possible. - Provide synopses of chapters. - Provide the student with a list of discussion questions before reading the materials. - If a student has vision problems, arrangement for a larger font size will be made. **Curriculum:** - Review curriculum. - Learning objectives to be specified before reading a chapter.	1. **Change the demands of the writing rate:** - Allow extra time for written tasks. - Allot more time for projects/assignments. - Use of laptops as per Board specifications. Extra practice to increase speed and legibility of assignments. 2. **Adjust the volume:** - Give tips & guiding questions so the student can fill in the details under major headings. - Spelling errors to be ignored in the grading criteria for some assignments. - Extra worksheets to be given as remedial work. 3.**Complexity:** Break writing into stages. Consider grading in stages and also on the final draft. 4.**Change the tools:** - Use cursive or manuscript - Allow students to use the line width of their choice. 5. **Modifications: Volume** - Stress quality over quantity.	Allow extra time to complete the tests. - Allow a separate room for testing. - Allow the student to complete an independent project as an alternative test. - Divide tests into small sections. **Time:** - Allow extra time to complete a task. **Directions:** - Use both oral/printed directions. - Repeated directions. **Grading:** - Revised testing to improve grades. - Permit the student to work on missed problems to better the grade. **Assistive Technology:** - Provide sound files who have difficulty in auditory/visual processing - Laptop for note-taking. - Large print materials - Calculators.

REFERENCES

The following documents were consulted while writing this Language Policy.

1. IB Program Standards and Practices
2. IB Learner Profile Booklet
3. Guidelines for developing a school language policy – IBO 2014
4. Learning in a language other than mother tongue in IB programs – IBO 2008
5. Language and Learning in IB programs - IBO September 2011
6. Primary Years Program: Language Scope and Sequence IBO Feb 2009
7. Making the PYP happen: A curriculum framework for international primary education – Subject Annex– Language in the PYP -   IBO 2007.
8. MYP – From principles into practice – IBO September 2014
9. MYP Language A and Language acquisition Subject guides – IBO September 2014
10. Language A: language and literature subject guide – IBO 2012
11. The Diploma Program – Handbook of Procedures- 2013
12. Diploma Program Language A and Language B Subject guides
13. Referred to SIS Language policy

This is a working document which will be reviewed as and when required.

APPENDIX 1: Student Language Profile Form
(Inserted in the Admission Folder)

Name:	
Current Grade:	
Date:	
Nationality:	
English is the Language of Instruction? Is this your 'Preferred Language' and hence needs to be considered as First Language?	
Can you read and write your 'Preferred language'?	
How would you rate your proficiency in your 'Preferred language '? – Excellent/ Good/ Satisfactory/ Needs Assistance.	
What is your native language and /or the language spoken at home?	
Can you read and write your native language and /or the home language?	
How would you rate your proficiency in your native language and /or the home language? Excellent/ Good/ Satisfactory/ Needs assistance.	

List all the other languages of which you have some knowledge (studied for at least one year) and complete the boxes. An example is given in the first row.

Level 1 = Beginner; Level 2 = Intermediate; Level 3 = Advanced; level 4 = Fluent / Native

Language	Speaking				Reading				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
FRENCH				☑			☑			☑		

*   To be reviewed every 3 years or as and when required.

LANGUAGE PATHWAYS

Students

MT = LOI

MT ≠ LOI
(proficiency level of English A)

Student has access to school outside MT courses

School advises parents on MT development and maintenance

Is the student at Language A level in LOI?
(Could the student cope in a mainstream classroom?)

YES

NO

**Language A = LOI
+
Language B Class as Appropriate**

Students monitored by mainstream teachers to ensure continuing LOI developments

Enrichment classes   +   Library resources

Provision of additional classes

Goal: students develop a language A and at least a language B