

***Silver Oaks International Schools
Hyderabad & Visakhapatnam
Language Policy***

Review of Language Policy - Year - 2023

Timeline - 6 months

Sources: PYP Principles to Practice, PSP 2020, National Education Policy (India) 2020 and National Curriculum Framework (India) 2023

Review Committee

Head of School - Seetha Murty

Head PYP - Sangeeta Pratti

Dear Stakeholders,

At Silver Oaks Schools, our school policies are deep rooted in the vision, mission and the philosophy of our school and IB philosophies, standards and practices. We aim to model the principles of the IB learner profile and the IB mission in each of our policies.

School Mission Statement:

To integrate into teaching and learning, the goals for conservation and social justice; To develop civic virtues and emotional skills that can empower our acorns to be icons of personal and social change who will play leading roles in the transition to a sustainable future.

IB Mission Statement:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

A language, of course, is not merely a set of grammatical rules or a vocabulary. It is a flash of human spirit, the vehicle by which the soul of each particular culture comes into the material world. Every language is an old-growth forest of the mind, a watershed of thought, an ecosystem of spiritual possibilities.

-From "The Wayfinders" by Wade Davis

Philosophy

At Silver Oaks, language is essentially about communicating thoughts, feelings and ideas. It is considered important to communicate the same in a positive and clear expression.

To inculcate this, the School developed a culture which is an inside out approach to enhance all expressions and communications. While language is a set of words, school's culture is an underlying philosophy to develop language as a personality and attitude.

School's Culture

"Speak softly and pleasantly, smile always, be positive and progressive, feel good look good and do good, have and show confidence"

Aspiration: At Silver Oaks, we aspire to develop an ecosystem of learners, teachers, parents and visitors who communicate with each other through understanding and respect.

A culture of language learning is foundational to the school's learning community. 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. 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.

Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. Thus cultural awareness and expression are important contributors both to the individual as well as societal well-being.

Objective of the Language Policy Document:

The language policy document endeavours to consolidate philosophy and beliefs at Silver Oaks International School regarding language and its implementation in language teaching. The main aim of the school language policy is to enable students to study in the language of instruction along with the regional and national language.

It also aims to outline systems and strategies in place to support the development of English language as well as uphold the use of home language in the school community. This document will support any planning and implementation of language teaching, curriculum planning and professional development.

Language Education and Acquisition:

Language profile of students in Silver Oaks

The cultural and linguistic background of the majority of the student population is mostly homogeneous. A large percentage of them speak Telugu which is the regional language. However, there is a healthy mix of students from across India who speaks different languages who bring a rich cultural diversity to the school.

The parent community is a mix of entrepreneurs, professionals from diverse industries. The school believes that the contribution of parents, students, teachers

and the wider society will go a long way in developing a caring language community and confident language learners.

[add here language demographics of students of our school]

School discerns that **multilingualism** brings in intercultural understanding and international mindedness. Students who are multilingual have an improved capacity to think, talk and reflect on how languages work. A self-audit tool was used by a committee of teachers and other members to find out the depth of multilingualism in our school.

The school considers students to be agents of the process of exploring and establishing classroom agreements about the role and value of languages in the classroom and sharing their linguistic knowledge and skills with the learning community.

Students and teachers draft class language agreements and display them in their classes throughout the year.

English

English is the medium of instruction and is taught as the primary language. It has precedence in the school's language programme. It is also the preferred and acceptable language of communication in the school. English is used in school publications, on its website, on signages, in communication between school and parents, and between members of staff. At Silver Oaks International School, we are committed to providing an inclusive and impartial learning environment.

Primary and Additional languages

All teaching and learning is in English. To promote language learning, school offers the regional language Telugu, and Hindi which is widely used across India.

Spanish is taught for familiarity into a foreign language. All home languages of children are encouraged and shared on special days.

In the Early Years,

PP 1 children learn English as a language and as a tool for learning.

In PP2, Hindi or Telugu are introduced through, listening, speaking, reading and writing.

Grades 1 to 6, Telugu and Hindi are taught to all students.

One of these languages is taught as a **language of choice** and the other as an **additional language**.

Spanish is taught as languages **for familiarity** from Grade 3.

Development of Knowledge and skills in language

Language learning from Pre Primary to Grade X focuses on curriculum continuity and progression of learning. Teachers make decisions about developmentally appropriate learning experiences, including formative and summative assessments.

Language provides an intellectual structure for conceptual and critical thinking within and beyond the PYP transdisciplinary framework. All teachers in the school are language teachers as all learning takes place through language. Language learning and teaching immerses students in the interplay between ***learning language, learning through language and learning about language***. When the three aspects of learning language, learning about language and learning through language, operate together in a relevant context, they provide the most supportive learning environment for language learners.

We need to develop students' use of language, appreciation of the aesthetics of language, awareness of the nature of language, its ethnicity, and the difference between languages and dialects.

Students should recognize the transdisciplinary nature of language—they use language within and across the subject areas and in a way that transcends them, both inside and outside the classroom..

They should be encouraged to recognize that competency in language—and in more than one language—is a valuable life skill, a powerful tool both in societal

communication and as a means of personal reflection. Learning that language and literature are creative processes encourages the development of imagination and creativity through self-expression.

Support and Enhancement strategies

- School recognizes the potentiality of ATLs in enhancing language and uses these approaches to learning in language development.
- In teaching, learning and assessing, Phases of language learning as suggested in PYP practices are referred to identify the levels of the students and render appropriate support.
- English being the medium of instruction, prior knowledge is assessed during admission. For all those who require special support in English, school accommodates time, space, work and people.
- Records from the Induction programme done at the time of admission will be used to give appropriate support in language development.
- Differentiated instructional plans for varying learning needs.
- Tests for identifying strengths and weaknesses in grammatical areas of language will be conducted to give suitable support. Test papers will be analyzed to plan diagnostic work.
- Collaborative planning sessions also aim at building collective responsibility of teachers to develop the language of all students.

Authentic and diverse language learning experiences in the school:

Wordcraft: A fortnightly task for children to write creatively and assess their work through self, peer or teacher assessments on Monday mornings, in the language of their choice.

Speakers at Silver Oaks: A fortnightly event to encourage public speaking, oratory skills, confidence and fluency, in the language of their choice.

Sense of identity through home language

Respect for identity and belongingness to native/home language and culture are encouraged through class activities by involving family and resource people.

Home language:

Stories in written/video formats are invited from parents/grandparents of students in respective home languages and the same will be curated as a digital repository of language resources.

Translanguaging:

Through professional development, teachers are trained to use and incorporate translanguaging strategies in students' inquiry research, reading and writing activities. Languages play a considerable role in inquiries, either as a tool for developing conceptual understanding or to hone approaches to learning.

Celebration of languages:

Languages are specially celebrated and promoted through school assemblies, events, songs, theatre and art. Parents and grandparents are invited to share and present their culture and tradition through languages.

Language and the Learner Profile

Communicators: We understand that communication is at the heart of education, that communication in more than one language is key to intercultural understanding. We help our students to become strong communicators.

Courageous: We recognize that language learning involves courage. We encourage our students to be independent, brave and articulate.

Thinkers: We believe in fostering critical thinking skills and creativity to help students use language to approach complex problems.

Reflective: We believe that reflection helps both students and teachers assess and understand the strengths and limitations of language use. Through reflection, language learning and personal development are considered.

Connections with other policies

Language and Admission:

Students wishing to take admission into the school appear for an induction test in the skills of language. Their performance in the tests is recorded for teachers to place them in the language phases and then design the teaching learning program accordingly.

Language and Assessment:

Assessment of language learning is an on-going process throughout the school year in both formal assessments and informal situations (learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), as well as the students' knowledge of grammatical structures and their ability to use these correctly, are assessed, recorded and reported.

Language and Library Policy:

Reading improves a child's communication skill, thinking skill, focus and concentration. It teaches about people, places and events outside the child's own experiences. Learning the meaning, pronunciation of words and vocabulary development can be aimed through reading. The library and teacher librarians work in collaboration with teachers in supporting the literature programs of English and language faculties.

As an IB World School, we are committed to the following practices:

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

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

The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. **(0301-04-0200)**

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

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

PYP: 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 at least two languages can but are not required to offer additional languages. **(0301-04-0411)**

Overall expectations in language learning

At Silver Oaks, National standards of language, IB standards and global standards are referred to develop the scope and sequence of language curriculum. Vertical and horizontal alignment is ensured between PYP and the National Board classes.

Oral Language

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know	Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning	Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules	Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding;	Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous

each other, to initiate and explore relationships, to question and inquire.	to be cognizant about the high degree of variability of language and its uses.	about the use of different aspects of language.	and for negotiating the social dimension.	experiences and using language to construct new meaning.
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Visual Language

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.	Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.	Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.	Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.	Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to

				use visual imagery to support a position.
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Written Language

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to	Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys	Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding . They recognize that the structure and organization of text conveys meaning.	Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.	Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment , not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

recall sounds and the words they are “reading” to construct meaning.	meaning.			
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Scope and Sequence

School has developed a vertical and horizontal scope and sequence document for teaching of English as a Language.

Conceptual understandings and learning outcomes for each language strand have been documented for each grade level from PP 1 to Grade 6.

Vertical and horizontal plans are developed which are upgraded every year for the teaching of English as a language.



The art of communication is the language of leadership.

- James Humes