



D Y PATIL
INTERNATIONAL SCHOOL
WORLI

Language Policy

Our Vision

We aspire to be a school from which students gain a sense of personal accomplishment, self-confidence and a lifelong love for learning. By fostering critical thinking through the inquiry process, our students develop a broad range of competencies for their future endeavors. We value a strong partnership where parents contribute to the education and success of their children.

1. We foster a well-qualified, highly-skilled and approachable faculty, and expect and support their professional development.
2. We inspire our students to strive for excellence in all aspects of their development: academic, intellectual, creative, social, physical and emotional.
3. We expect our students to become productive individuals and principled world citizens.
4. We respect every individual and every culture in our community. We believe that our diversity of cultures, languages and experience is a source of strength, inspiration and knowledge.
5. We promote the exchange of ideas and an atmosphere of openness amongst students, faculty, parents and administration

Our Mission

To create a community of life-long learners working together in a caring, challenging and nurturing environment that encourages enthusiasm, International mindedness, independence and responsibility where academic and personal potential can be achieved.

IB Mission

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.

IB Learner Profile

At DYPIS we strive to create learners who represent a profile that develops internationally minded individuals who help to create a better world.

Attribute	Description
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and theirs.
Open- Minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from it.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

<p>Risk Taker</p>	<p>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p>Balanced</p>	<p>We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p>Reflective</p>	<p>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

Cambridge learner attributes

Cambridge learner attributes – confident, responsible, reflective, innovative, engaged have been an increasingly visible design principle in the curricula of thousands of Cambridge schools worldwide. The five attributes from Cambridge are a way of recognizing that students need to develop attitudes and life skills throughout their education, as well as academic skills, in order to be successful at university and in employment.

Reference link:

<https://www.cambridgeinternational.org/Images/419444-developing-the-cambridge-learner-attributes.pdf>

Confident in working with information and ideas their own and those of others

Cambridge students are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others

Responsible for themselves, responsive to and respectful of others

Cambridge students take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.

Reflective as learners, developing their ability to learn

Cambridge students understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.

Innovative and equipped for new and future challenges

Cambridge students' welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.

Engaged intellectually and socially, ready to make a difference

Cambridge students are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.

PREAMBLE

The language policy guidelines are intended to provide an overview of principles for language learning at DYPISW, all of which permeate the entire school curriculum through authentic contexts in a culturally rich and diverse environment. Our policy is a statement of agreement—one to which all members of the DYPISW community are asked to commit so our school can achieve its mission. This policy document must be read in conjunction with the other policy documents of the school.

PHILOSOPHY OF THE LANGUAGE POLICY

At D Y Patil International School Worli (DYPISW), we believe that language is a vital and intrinsic part of life. It is fundamental to all learning because it permeates all subject areas. Therefore, all teachers at DYPISW are language teachers who approach the learning of language as a whole as they recognize that language itself is trans-disciplinary and an important means of communication. We believe that it is not only necessary to learn a language but also to learn about and through language as language does much more than promote cognitive growth, it is crucial for maintaining cultural identity and emotional stability. Multilingual language acquisition is an important aspect of DYPISW as both India and Mumbai are multilingual. We foster multilingualism and at the same time acknowledge the importance of teaching and learning English at a proficient level. Through language, we aim to appreciate the essence of culture and diversity. Through meaningful interactions, we communicate with and understand others, the world and ourselves to develop intercultural awareness. Above all, we at DYPISW work towards instilling an appreciation of language as we believe that the acquisition of language is a dynamic, lifelong process that permeates all learning and is a key factor in intellectual growth and promotes the development of personal and international understanding.

RATIONALE OF THE LANGUAGE POLICY

Within the academic setting of DYPISW, all students should

- Experience language in all forms and disciplines.
- Develop an appreciation for language and literature.
- Use language effectively to communicate.
- Developing communication skills (Reading, Writing, speaking, listening, viewing and presenting) is essential for a global citizen.
- Use language as a vehicle for gaining an understanding to ensure the usage of the language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction.
- Develop cultural awareness and an international outlook through language.
- Be aware of the technical influences and trends in language.
- Learn about language in a variety of ways. Learn more than one language
- Helping stakeholders, including parents, become involved with planning and developing their child's language profile.
- Helping mother tongue speakers maintain and develop their language.

PURPOSE OF THE LANGUAGE POLICY

The language policy is a "living document," i.e. it will be continuously evolving and informed by research, best practices and changes in the language profile of the school. The language policy document endeavours to consolidate philosophy and beliefs at DYPISW regarding language and its implementation in language teaching. It ensures the effective delivery of all curricula and provides an overview of DYPISW's principles for language learning, and defines the practices designed to achieve these. It also aims to outline systems and strategies in place to support the development of English as well as advance and uphold the use of the mother tongue in the school community. This document will support any planning and implementation of language teaching, curriculum planning and professional development.

AIM OF THE LANGUAGE POLICY

- To create a challenging and motivating multilingual environment that values and integrates students' cultural and linguistic heritage throughout the curriculum.

- To foster in all students the ability to think and express themselves with precision, clarity, confidence and imagination in at least two languages, one of which is English.
- To ensure that all language instruction is in line with the philosophy.
- To ensure a varied approach to language instruction and assessment.
- To ensure that all strands of language are incorporated in its instruction (Metalanguage, Trans-disciplinary language, Literature).
- To ensure that language instruction is provided at a grade appropriate level.
- To seek and ensure continuous improvement in language skills for all students.
- To ensure articulation and synthesis across the grade levels in connection to language instruction.
- To ensure that a lifelong learning interest in reading is developed.

SCHOOL LANGUAGE PROFILE

To compile the school language profile, D Y Patil International School Worli identifies the following points: The diversity of language needs for all learners across the school. This should include information on the languages of teaching and learning, the languages of communication used in the school and outside the classroom, and the range and types of mother tongue in the community.

Medium of instruction -

Inside the classrooms / home rooms - English. However, in the pre- primary & primary sections, the students can use their mother tongue to comprehend, read and express their understanding. The teachers too can avail the use of technology as well as print media (in their mother tongue) to facilitate the understanding of a concept or share their understanding. The students do have the opportunity to use their mother tongue/host country language to demonstrate understanding during an assessment task.

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

Languages learnt/offered at all levels

- PYP- **French, Hindi, English and Marathi**
- Cambridge lower and upper secondary (IGCSE)- **Hindi, French & English**
- DP- **French B SL or Ab initio, Spanish Ab initio, English Lang and Lit & Hindi for Language Acquisition**
- CP – **French B SL or Ab initio, Spanish Ab initio and English Lang and Lit – SL**
- A Level - **English**

Language of communication

- Official communication – **English.**
- Language of communication in the classroom - **English with mother tongue support (need-based).**
- Language of communication outside the classroom - **English, Hindi or Mother Tongue.**
- Wide range of **mother tongue languages** identified.


Other language needs of the community

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

Interacting with parents - Most of the Communication with parents will be in English.

LANGUAGES OFFERED AT DYPISW

English is the language of Instruction right across the school. Since each language reflects the values, history, and way of thinking of those who speak it, learning another language is a particularly effective means of understanding others, and speaking that language is a powerful statement of respect for them.



The Languages that are offered and the grade level are outlined below:

	Grade						
Languages	<i>EYP</i>	<i>1-5</i> <i>(PYP)</i>	<i>6-8</i> <i>(CLS)</i>	<i>9-10</i> <i>(IGCSE)</i>	<i>11-12</i> <i>(DP)</i>	<i>11-12</i> <i>(CP)</i>	<i>11-12</i> <i>(A levels)</i>
Marathi		Compulsory	Compulsory	Compulsory			
English		Compulsory	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
Hindi		Compulsory	Optional	Optional	Optional		
French		Compulsory (2-5)	Optional	Optional	Optional	Optional	
Spanish					Optional	Optional	

Not Offered
 Compulsory
 Optional

LANGUAGE CAROUSEL IN DYPISW:

DYPISW curriculum is intentionally designed with several opportunities to develop international mindedness, global citizenship and an appreciation of diverse cultural as well as rich multilingual environment in India. At DYPISW, students are exposed to various national and international languages with a belief that languages are great tools to build international mindedness and intercultural understanding.



PRIMARY YEAR PROGRAMME (PYP)

All students will learn subjects in the medium of instruction-English. Additional languages such as Hindi, Marathi and French are also offered. The acceptance of an additional language enriches personal growth, enhances first Language and cultural studies, and promotes internationalism. The teaching & learning of additional languages revolve around the planning, which in turn is based on the Language scope.

HINDI

In PYP, Hindi is taught with an objective to develop oral reading and writing skills as well as learning the language in cultural context thereby giving opportunities to students to appreciate the cultural diversity of the host country. The instructional focus is on language acquisition skills as well as the host country cultural integration in the curriculum from grade 1 to 5.

MARATHI

DYPISW also offers Marathi as a language of oral expression and writing skills in PYP since it is the state language. The objective of teaching and learning Marathi is to acquire the oral, writing and comprehension skills and develop an appreciation of the state language so that students can communicate fluently within the state and relate with their surroundings.

FRENCH

In order to provide students an exposure to a foreign language, we introduce French at Grade 2. The objective of introducing French in PYP is to help students to develop multi literacy skills and an intercultural understanding and thereby foster international mindedness. We also aim to bring about holistic learning in order to develop the students' lifelong learning skills.

CAMBRIDGE SECONDARY SECTION (Cambridge Lower Secondary CLS & IGCSE)

All students will learn subjects in the medium of instruction- English. As per the Language Policy and the requirements of Cambridge Group 1 – Languages, all students will need to take a second language (Hindi or French) as per the pathways identified by the school. Every student must take English as a first language.

They have an option to study English literature as a separate subject in Group 2 based on their interest and aptitude in pursuing literature.

The information about subject selection will be shared with the parents and students through group orientations and individual counselling. Students need to continue with the same second language chosen in Grade 6 until Grade 10. The language profile helps the language teachers and all teachers to know and understand the language background, the language experience and the language needs of the student.

DYPISW also has Marathi as a language of oral expression in PYP and CLS since it is the state language. The objective of teaching and learning Marathi is to acquire the oral and aural skills and develop an appreciation of the state language so that students can communicate fluently within the state and relate with their surroundings.

Accommodation is given to the students through enrichment classes to make their learning meaningful and encouraging.

IB Diploma Programme

At DYPISW, we offer English at A, Hindi B at HL & SL, French B at SL & Ab Initio and Spanish at Ab Initio. For the DP Programme, every student must take one subject from Group 1 and at least one subject from Group 2. Choice of language level depends upon the student's course of study in the previous grades, personal preference, level of proficiency and literacy in that language and his/her overall DP programme. The final decision is based on the discretion of the language teachers and Coordinator. Students who have studied French in secondary school but are not confident enough to study French at the SL level are encouraged to choose Hindi as their second language. Students seeking admission in the IBDP at DYPISW are placed in the appropriate class level based on their language proficiency and study of language in the previous years.

Language Choices in the IB Diploma Programme at DYPISW

Group 1 - Higher or Standard

<p>LANGUAGE A HIGHER OR STANDARD</p>	<p>Is for a fluent language user:</p> <ul style="list-style-type: none"> ● studying in his/her most competent language ● normally this is the language of the environment to which the student has been exposed from an early age or for an extended period <p>Students will:</p> <ul style="list-style-type: none"> ● study literary texts and demonstrate analytical skills in writing and speaking 	<p>ENGLISH A</p>
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Group 2 - Higher or Standard B SL & Ab Initio

<p>LANGUAGE B HIGHER OR STANDARD</p>	<p>Is for a language learner who:</p> <ul style="list-style-type: none"> ● has three or more years of experience in the language <p>Students will:</p> <ul style="list-style-type: none"> ● learn to communicate effectively in a number of situations, from everyday exchanges to literary texts ● develop mastery of language skills 	<p>HINDI/ FRENCH</p>
<p>AB INITIO STANDARD</p>	<p>Is for a beginner who: has little or no experience of the language.</p>	<p>FRENCH / SPANISH</p>

IB Career Related Programme

All students will learn subjects in the medium of instruction - English. Upon entering the Career Related Programme, students are encouraged to continue studying Group 1 – English Language and Literature at Standard Level as we would like to continue to develop further communication skills.

Language and cultural studies in the Career Related Programme

Learning a second language is essential for all students. Through learning a second language, students develop further communication skills, greater intercultural understanding, a recognition of the importance of language and culture in communication, and a deeper understanding of language use and language learning. Learning a second language also broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. Language and cultural studies students are encouraged to develop a Language relevant to their career options and to improve their proficiency in a language other than their best language. Students are expected to devote a minimum of 50 hours to Language and cultural studies. However, the school can and should, if time and scheduling permit, provide a greater number of hours suitable to the students' aspirations for Language and cultural studies. All CP students are required to complete the Language and cultural studies core component and the language portfolio. Students must undertake a DP language acquisition course in addition to the minimum requirement of the DP courses for the CP. However, the language portfolio must still be completed to the satisfaction of the school. The content and details of the Language and cultural studies course must be different from that of the DP language acquisition course. Submitting the same work for both a DP language acquisition course and the Language and cultural studies course would constitute malpractice.

Language in the Career-related studies

The career-related study is designed to prepare students for higher education, an internship or apprenticeship, or a position in a designated field of interest. It provides the opportunity for students to learn about what they study through application and practice while developing skills in authentic and meaningful contexts. The career-related studies offered at DYPISW by WACP accept assignments and assessments in English.

A Level

The study of a second language is not a requirement to complete the AS/A Level course.

However, all students study English General Paper at the AS level which is a compulsory subject.

ENGLISH AS A SECOND LANGUAGE (ESL) AT DYPISW

All students at DYPISW are second language learners of English. The school recognizes that learning a second language is a developmental process that occurs over time.

From the Early year onwards, a lot of focus is laid on understanding English through listening and speaking exercises.

However, some students meet at least 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. Have weak 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 by designing a programme which is a combination of classroom support and a pull-out programme of intensive English for a stipulated period.

All students' language needs are determined through a series of steps like informal screening, observations, feedback given by the previous grade teachers, assessment reports of previous year/ previous school, feedback about the student's home environment etc.

Differentiation in language lessons is based on the requirements of the learners. 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 interests or use a preferred learning style.

CONNECTING LANGUAGE LEARNING & BELIEFS TO OTHER POLICIES IN SCHOOL

ADMISSION POLICY

D Y Patil International School Worli will accept students at all levels of proficiency in the English Language. The language proficiency of students is judged at the time of admission and must complete the following testing.

- Students seeking admission to Grade 3 onwards will need to appear for a written entrance test in English Language and Math. *(More information on the above is indicated in the school's Admission Policy).*

The admissions department shares with the coordinator the details of the applicant and his/her language requirements for a review. This information is then taken up with the faculty in charge of providing support to language learning in each grade level.

ASSESSMENT POLICY

Language is assessed as Oral (Listening and Speaking), Visual (Viewing and Presenting) and Written (Reading and Writing) The language will be assessed in a formative and summative manner, based on the strands above and in accordance with the school's Assessment Policy.

Formative Assessment- Continuous and ongoing

- Assesses the journey-learning process
- Ability of the students
- Helps plan next stage of learning (promoting learning) Summative Assessment- Assessing the end/ final product
- Demonstration and application of their learning
- Understanding of the central idea
- Language assessment - Cambridge lower secondary and IGCSE

Assessment in the Diploma Programme

The language will be assessed over two years using varied formative assessments techniques across the subjects building the way towards the Summative assessment at the end of the two years:

- Written Assignment
- Individual Orals / Individual Oral Activity
- Individual Oral Presentation
- Individual Oral Commentary
- Extended Essay
- TOK essay & presentation
- Internal assessments

(More information on the above is indicated in the school's Assessment Policy.)

Assessment in Career-Related Programme

Assessment of Language and cultural studies Course Over more than 50 hours of coursework, the Language and cultural studies programme will be designed a series of formative and summative assignments to develop students' linguistic abilities through:

- Oral communication
- Visual interpretation
- Reading comprehension
- Writing skills

LIBRARY POLICY

Information literacy forms the basis for lifelong learning. It is common to all disciplines, all learning environments, and all levels of education. It enables learners to master content and extend their investigations, become more self-directed and assume greater control over their learning. The role of the DYPISW librarian is to promote and facilitate information literacy across all curricula and for all members of the DYPISW community. At the PYP and Cambridge lower secondary level, there is a library period every week. During the PYP classes, the librarian as well as homeroom teachers conduct book discussions, read aloud, help conduct research and help students browse and pick up books.

At the Cambridge upper secondary, the Diploma programme / Career Related Programme / A level, teachers and students use the library for conducting classes, working individually or in groups, researching etc.

The library team also conducts various events throughout the year like a literary week or a Hindi Diwas. to promote reading as a school culture.

Based on the language profile of the students in school, the library will be equipped with resources to support language learning through books, reading programmes, software, videos, dictionaries, magazines, journals and newspapers (in English and mother tongue). The library also provides resources for collaborative planning, research and teacher professional development.

Our school board is aware of the need to expand these resources and there are plans to continually add to the same. A series of books are available to cater to their year-level specifications to expand the depth and breadth of language. Teachers collaboratively make decisions on what resources to purchase every year and submit the list to the librarian.

INCLUSION POLICY

A student must not be regarded as having a learning difficulty solely because the language spoken at home is different from the language of the school i.e. English, the medium of instruction at school, is the second language of the student. When a student has been identified with additional learning needs, including cognitive difficulties or gifted and talented abilities, educational support is designed to make sure the inclusion model is in a position that these students get adjusted to the regular classroom instruction. A Special Needs teacher undertakes responsibilities such as identifying the needs of a student, planning a programme that suits the child, communicating the student's requirements with the regular classroom teacher and having a follow-up programme for students with their individual needs. DYPISW offers support for children having various kinds of challenges such as Specific Learning disorder, slow learning, Autism Spectrum Disorder(Mild), Mild hearing Impairment, ADD/ADHD, and Communication and speech disorders as we practise inclusive Education. (See the Inclusion policy for more information on identification procedures and service model.)

COMMUNICATION OF LANGUAGE POLICY TO THE DYPISW COMMUNITY

The language policy guidelines will be introduced to the DYPISW community through multiple pathways including staff meetings, grade level meetings and Principals' newsletters. The guidelines will also be featured on the DYPISW website and new staff will be familiarized with the document during orientation.

LANGUAGE POLICY REVIEW

The language policy will be reviewed after 2 years and is led by the senior management team.


Last Review Date	<i>August 2025</i>
Next Review Date	<i>August 2027 or earlier if the IB or CAIE changes its policies/guidelines</i>

The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the IBO and CIE board requirements.

The Language Policy is prepared by:

- Pedagogical Leadership Team
- Language Teacher

Works cited

- Language and Learning in IB Programme, International Baccalaureate Organization 2014
 - Learning in a language other than mother tongue in IB programmes, International Baccalaureate Organization 2014
 - Programme Standards & Practices, International Baccalaureate Organization 2014
 - Learning stories - School Supporting Multilingualism, International Baccalaureate Organization 2014
 - Guidelines for developing a school language policy, Language and learning in IB programmes, 2011, ©International Baccalaureate Organization.
 - Making the PYP Happen, Language scope and sequence, International Baccalaureate Organization 2009
 - <https://www.ibo.org/programmes/career-related-programme/curriculum/>
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- A large, solid blue diagonal line starts from the bottom left and extends towards the top right. At the bottom right, there is a blue trapezoidal shape pointing downwards.



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