



Policy Title:

Language Policy

School Name:

Victorious Kidss Educare

Programme Applicability:

PYP | MYP | DP

Date of Approval:

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Prepared by:

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Learning a new language is not just about words. It's a journey inward and outward. It opens hearts to other cultures and reveals the oneness that binds all beings.

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 organisation works with schools, governments and international organisations 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.

VKE Mission Statement

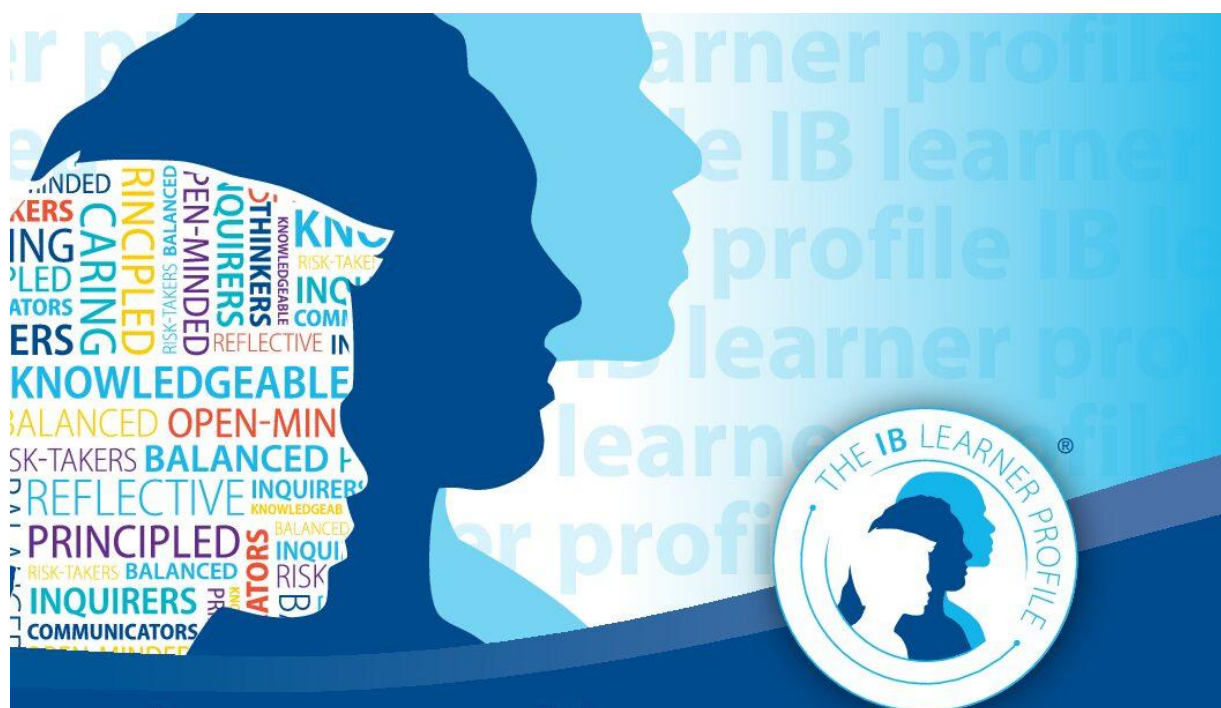
Driven by the motto of "Learning to love to learn", we are committed to the students of the world, to instil in them a passion for learning, a sense of global citizenship, and international mindedness.

Coupling the Indian heritage of Vedanta with the challenging curriculum framework & rigorous assessments of the International Baccalaureate (IB), we develop students as a community of inquiring, knowledgeable, and caring learners who welcome, appreciate and respect the diversity of religion, culture and thoughts.

At VKE, we strive to create active and compassionate planet guardians who understand, share responsibility, and work together to make the world a safer and better place. To facilitate this, we aim to develop an inclusive learning environment where every child matters and is able to discover self-worth and inner potential, to solve real-life problems effortlessly.

Our Vision

To guide every student, parent and educator to discover their secret power from within, and nurture their thoughts, vision, and skills, so as to attain human perfection.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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 their consequences.

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 the experience.

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.

RISK-TAKERS

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.

BALANCED

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.

REFLECTIVE

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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IB Standards and Practices

Standard: Culture through policy implementation (0301)

Schools develop, implement, communicate and review effective policies that help to create a school culture in which 1B philosophy can thrive.

Practices

Culture 4: 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)

Culture 4.1: The school implements and reviews a language policy that is aligned with 1B language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognises multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: 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)

IB documents referred to for developing and reviewing the Policy

- MYP: From principles into practice (Updated August 2022)
- MYP Language and Literature Guide (Published May 2014, Updated April 2023)
- MYP Language Acquisition Guide (Published February 2020, Updated April 2023)
- MYP Assessment Procedures 2024
- Language and learning in IB programmes (Published in 2011, Updated 2014)
- Programme Standards and Practices, Published January 2020
- Guidelines for developing a school language policy (Published April 2008)
- Guidelines for school self-reflection on its language policies
- Learning in a language other than the mother tongue in IB programmes (Published April 2008)
- Diploma Programme: From principles into practice (For use from August 2015)
- DP language courses: overview and placement guidance (Published August 2020, updated August 2021)
- Diploma Programme Language A: language and literature guide (Published February 2019, updated May 2023)
- Diploma Programme Language ab initio guide (Published February 2018, updated August 2021)
- Diploma Programme Language B guide (Published February 2018, updated August 2021)
- Diploma Programme Assessment Procedures (Published September 2023, updated May 2024)
- Language A: literature guide (school-supported self-taught guide) (Published in 2019, Updated in 2023)

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'Language is the vehicle of ideas'- Swami Vivekananda

INTRODUCTION

What is a Language Policy?

"A language policy is an action statement ... It is concerned less with where the students in a school are going, and more with how they are going to get there."

Language Policy in Schools, Corson (1999)

A language policy is derived from the school's language philosophy and is a statement of purpose that outlines goals for language teaching and learning. It is constructed around pedagogical and learning beliefs and is therefore also a statement of action describing practices for achieving and evaluating goals. (Guidelines for developing a school language policy, 1)

PHILOSOPHY

The school's mission and core values emphasise the importance of language as a fundamental element of learning. We acknowledge that language learning and development transfers to multiple disciplines and is an integral part of every content area. It is the medium of inquiry and a dynamic, life-long process that permeates all learning.

"Almost all education is language education." (Postman 1996), (IBO, Learning in a Language Other than Mother Tongue in IB Programmes 4). Hence, we at Victorious Kidss Educares, endorse the IB's philosophy that all teachers are language teachers. The school, in sync with its Vedantic philosophy, believes and strives to inculcate the element of inner discipline, which also reflects in the responsible use of language in and around the school. Language acquisition and development is a continuous process, and each student has a unique language profile that reflects the student's individual, family and cultural identity. We as a school strongly believe that it is not only important to 'learn a language', but also to learn through a language and learn about a language.

Our language policy supports the IB's holistic approach to education as it honours and supports the linguistic background and knowledge of our student community. The culmination of the above thoughts strengthens and reinforces the school's belief and supports the idea of working across boundaries, cultural and national, to gain understanding of alternative perspectives.

The policy also seeks to ensure language proficiency and preserve their mother tongue.

Victorious Kidss Educares recognises the significance of language in education. Language serves as a means of communication that shapes an individual in society. It is a vehicle of multilingualism and the foundation of intercultural understanding and international mindedness. The development of language is a crucial aspect of education that develops students as critical thinkers, inquirers, open-minded, principled, and reflective global citizens.

Following the IB's requirement, students at VKE learn at least two languages, and have the provision to learn more languages. We also lay equal emphasis on the enhancement of mother tongue language, thus reinforcing the concept of multilingualism and intercultural understanding. We believe that language learning and its application happen best when the same is experienced in different learning contexts.

Our language philosophy is aligned with the mission statement of our school.

BELIEFS

The following beliefs in relation to language exist at VKE:

- Developing language skills helps students to communicate confidently for academic success.
- Language prepares students for a world where new technologies are transforming our society.
- Organising language classes with activities supports learning engagement for all learners.
- Developing and promoting the host country language.
- Encouraging and providing opportunities to learn and use the mother tongue.
- Value and respect all languages.
- Collaborating with communal experts and parents and involving them as an essential partner towards the success of language learners.

PURPOSE OF THE POLICY

The purpose of Victorious Kidss Educares Language Policy is to:

- give equal importance to mother tongue and a chosen foreign language or languages.
- enable students to communicate effectively in at least two languages.
- help students develop receptive, productive and interactive language skills concurrently.
- enable students to use language for a variety of purposes and in a variety of contexts.
- provide an overview of the languages offered by the school, their selection, placement and progression.
- develop students' understanding of literature and appreciation for it.
- enable students to use the language to explore different concepts, perspectives and build intercultural understanding.
- provide a dynamic framework for promoting the development of interpersonal communicative skills leading to academic language proficiency.

DEVELOPING THE LANGUAGE POLICY

This language policy is a collaborative working document developed by school staff, administration and all the stakeholders of the school in conjunction with the Steering Committee. The policy is consistent with the stipulated principles and practices of the IB. This document outlines our school's linguistic and academic goals and

defines the programme designed to help our students attain these goals. This policy intends to provide an overview and guiding principles for language learning at Victorious Kidss Educares which permeates the entire school curriculum through authentic context in a culturally rich and diverse environment. This policy makes the school community aware of their roles and responsibilities towards language development.

CONNECTIONS WITH THE IB LEARNER PROFILE

Language development and acquisition is a continuous process which helps in developing internationally minded people who recognise their common humanity and shared guardianship of the planet, and help to create a better and more peaceful world through effective communication.

Language is a support to all learning; hence, at VKE, we strive to make our students efficient inquirers and communicators. It is through communication that students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They learn to work effectively and willingly in collaboration with others.

FOSTERING INTERNATIONAL MINDEDNESS THROUGH LANGUAGES

Language learning at VKE plays a crucial role in broadening students' global perspective. By providing various opportunities to explore issues from diverse viewpoints, we aim to cultivate international mindedness and foster an understanding of different cultures.

In the Language and Literature course, students engage in a deep study of literary and non-literary texts from various regions and cultures around the world. Texts in translation and those from the host language address global issues, promoting awareness of the complexities present in different societies.

The language acquisition courses aim to instil multicultural awareness and encourage global engagement while honing students' language abilities. By immersing themselves in texts and literature in the target language, students not only develop linguistic proficiency but also gain insights into the cultures where these languages are spoken, promoting a deeper understanding of the world around them.

Embracing a diverse cosmopolitan community with over 25 different spoken languages on campus, VKE acknowledges the significance of students' mother tongues. We respect the importance of developing students' literacy in their mother tongue, recognising its impact on personal, social, and academic growth. Emphasising the value of multilingualism, we strive to maintain and enhance students' mother tongues alongside other languages offered, fostering a rich linguistic environment that celebrates and embraces diversity.

In summary, language learning at VKE goes beyond mere language acquisition. It is a means to enhance global perspectives, promote cultural understanding, and empower students to be open-minded, informed global citizens.

COMMUNICATION OF THE LANGUAGE POLICY

The language policy is communicated to all the stakeholders (Teachers, Administrative staff, Parents and Students) through the following channels to achieve maximum efficiency and implementation:

- Orientation Programmes for Students and Parents.
- Parents-Teachers Association
- Grade level teachers' meetings
- Induction programme for new teachers

A copy of the policy is also available in the school's learning management system for reference.

DEFINITIONS

Language of Instruction:

The language in which an IB World School delivers IB programmes and courses to its student population.

Internal Working Language:

English is the organisation's internal working language, in which most operational and developmental activities take place. It is also the language of its governance, management, and academic committees.

Response Language:

The language in which IB students engage in internal or external assessment. (Language Policy 1)

Language Course:

In the MYP, DP and CP, an academic course in which IB students acquire a new language or improve their knowledge of a language and its literature (Language Policy 1).

Mother Tongue:

The term "mother tongue" is used in the research literature in various ways. It may denote the language learned first and/ or the language identified as a "native" speaker. For the purpose of programmes offered at VKE, "mother tongue" includes both these definitions and describes the language that the student uses at home and/ or outside the classroom environment.

Multilingualism:

A term used to describe complex, rich, dynamic language portraits that include a range of abilities/ proficiencies in more than one language.

Phase:

A stage of language learning development as indicated by a standard or proficiency reached. Phases 1 to 6 on the language learning continuum do not directly correspond to the years of study in the MYP or to the age of students in the programme.

LEGAL REQUIREMENTS

VKE follows all the pertinent laws of language instruction. There is compliance with local laws regarding languages, as and when a new law is passed.

Hindi is the host country language of India and is widely spoken throughout the region and the country, while Marathi is a regional language which is commonly spoken in the state of Maharashtra.

As per the directives of the New Education Policy (2020), proficiency in multiple languages, including regional and home languages, is expected. The New Education policy promotes a society which respects and appreciates one's own as well as others' culture (Ministry of Human Resource Development). As per the government directorate, Marathi is a compulsory language in schools.

ENGLISH AS A MEDIUM OF INSTRUCTION

Article 346 of the Indian Constitution designates Hindi in Devanagari script as the official language of the central government of India. However, the Constitution also allows for the continued use of the English language for official purposes and recognizes it as a provisional official sub-language, being one of the most widely spoken languages worldwide ("Languages of India").

Therefore, considering the diverse linguistic landscape, English emerges as a vital medium of instruction at VKE.

VKE's learning community comprises students hailing from various regions of India, each with its own regional language. The majority of Indian students and parents are bilingual or multilingual, proficient in English, Hindi, and/ or their respective regional languages. Consequently, English serves as the primary medium of instruction at VKE, as well as the official language for governance, administration, management, and collaborative planning within the school.

Given the linguistic diversity and the global importance of English, it has become a unifying and essential language for effective communication and seamless integration among the diverse student body and staff at VKE. Embracing English as the medium of instruction enables VKE to foster a vibrant and inclusive learning environment that celebrates linguistic plurality while facilitating academic excellence and intercultural understanding.

LANGUAGE PROFILE OF THE SCHOOL COMMUNITY:

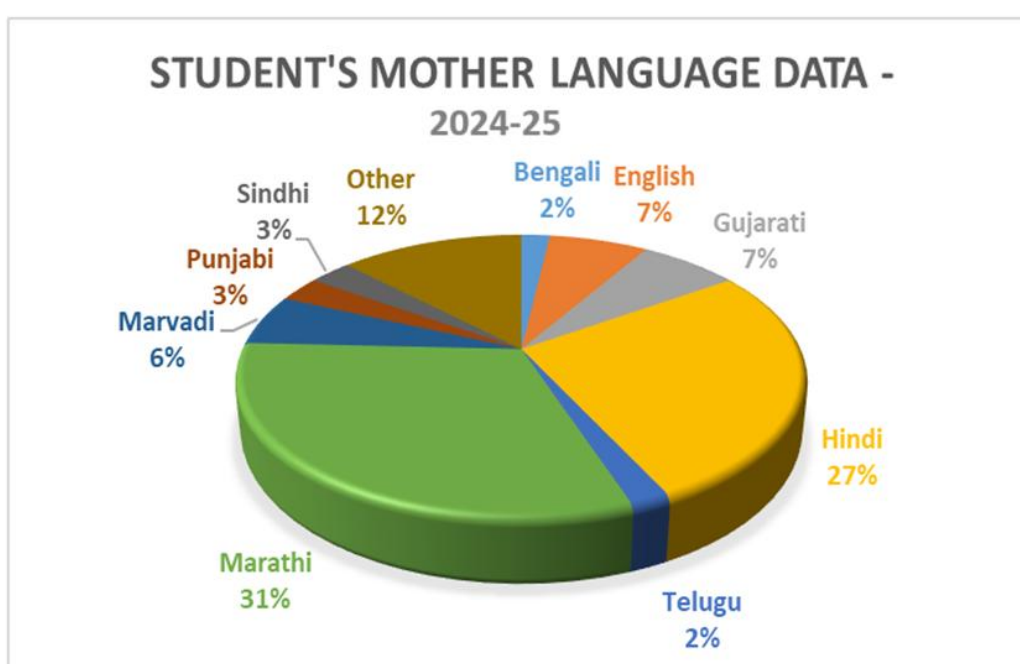
The teaching and learning community at Victorious Kidss Educares (VKE) thrive on its diversity, encompassing students, parents, teachers, and staff from various socio-cultural and linguistic backgrounds. The majority of students hold Indian nationality, hailing from different regions of India, each region being characterised by its own distinct regional language. Within the school premises, English serves as the primary language of communication for both students and teachers.

Notably, a significant proportion of Indian students, parents, and teachers at VKE are bilingual or multilingual, proficient in English, Hindi, Marathi, and their respective regional languages. This linguistic richness is celebrated and valued at

the school, promoting a culturally inclusive and harmonious learning environment. To gain a comprehensive understanding of the language profiles within the school community, a survey of students' and teachers' linguistic capabilities is conducted annually.

Embracing this linguistic diversity and fostering effective communication in English, VKE cultivates an atmosphere of mutual respect and understanding, where individuals from diverse backgrounds come together to learn, grow, and thrive. The commitment to recognising and appreciating the multitude of languages spoken on campus contributes to a holistic and enriching educational experience for all members of the VKE community.

The chart below represents the language profile of our VKE students for the year 2024-25.



The points below summarise the language profile of students currently studying at Victorious Kidss Educare:

- 1) The majority of the students (31%) have Marathi as their mother tongue/native language.
- 2) 27 % have Hindi, 7 % have Gujarati, 6 % Marwari, 3 % Punjabi, 3% Sindhi, and 7% English, respectively.
- 3) We also have students with other mother tongues, which include Telugu, Tamil, Konkani, Kannada, Malayalam and Bengali.
- 4) The majority of our students are Indian nationalists. However, we also have wards of expats from Korea, Germany, Persia and Japan.

LANGUAGE IN THE EARLY YEARS FOUNDATION PROGRAMME:

- Language learning has been a major component in encouraging lifelong learning, which is necessary to start from pre-school. It forms a unique instrument catering to the needs of all participants of the learning process—the learner (toddler), the parent, and the teacher.
- Says British psychologist Tony Buzan: “At the moment a child is born, it’s already brilliant. It picks up language, much better than a Doctor of Philosophy in any subject, in only two years. And is a master at it by three or four”.

LANGUAGE COURSES OFFERED BY THE SCHOOL IN PYP

- Language plays the most important role in all learning in PYP. It is the connecting element within the programme of inquiry and subjects. It is also an essential vehicle for inquiry and the construction of meaning. It helps students’ conceptual development and approaches to learning.
- Language development is the responsibility of all teachers, as all teachers are language teachers. Specialists in Hindi, French, and Marathi work towards developing high standards of language skills like reading, writing, listening & and speaking, and viewing & presenting. Second language specialists collaborate with homeroom teachers to plan for integration. Language teaching and learning in PYP are informed by the latest IB publications. Language learning happens as per the developmental phases mentioned in ‘PYP Language Scope and Sequence’.
- Second Languages, Hindi and French, are introduced in the Early Years in the form of vocabulary, stories, songs, and rhymes.

PYP LANGUAGE CURRICULUM:

The Language scope and sequence in PYP lays the foundation for the relevance of literature. Aimed at developing both receptive and productive skills using permutations and combinations of the five strands, namely: **Listening, Speaking, Reading, Writing, and Viewing & Presenting**.

By exposing the learners to culturally diverse reading texts, world classics, for reading, and setting the reference to context. With a focus on understanding the meaning, pronunciation, and form of the target language or vocabulary.

While facilitating speaking opportunities to enhance fluency. Many strategies are employed for developing comprehension, spelling strategies, and spontaneous writing.

Language support is also provided to scaffold the learning outcomes using differentiated instructions and tasks.

Oral language—listening and speaking

Oral language emphasises circumscribing all aspects of listening and speaking, essential to building familiarity with learning the communicative language, and for the learner to be able to relate to their environment. Listening (the receptive mode) and speaking (the expressive mode) work together in tandem between listeners and

speakers using a transactional process. A blend to recognise sounds and to articulate thoughts while constructing and reconstructing meaning to understand the world around them, both idiomatic and colloquial expressions.

Visual language—viewing and presenting

Viewing and presenting skills are most relevant to the current generation of learners, imperative and targeted at building their self-confidence. The receptive processes of viewing and the expressive processes of presenting are both interconnected and directly proportional, which allows for reciprocal growth in understanding. These processes involve interpreting and analysing data, constructing visuals and multimedia spanning across purposes and audiences, thereby developing life skills. Certain tools that are utilised as examples of visual texts are advertisements, brochures, computer games, programs, websites, movie clips, posters, signs, logos, flags, maps, charts, graphs, diagrams, illustrations, graphic organisers, cartoons, and comics.

Written language—reading

Literature provides wisdom and has the power to influence and structure one's thinking. Reading is a developmental process that involves constructing meaning from text. Well-written texts provide opportunities for learners to imagine situations, reflect on feelings and actions, and develop empathy. We inculcate a love for reading by allocating dedicated time to reading for pleasure to gain information and build interest in myriad topics. The learners acquire the skills, strategies, and conceptual understanding necessary to become competent, motivated, independent readers.

Written language—writing

Writing is the most authentic way of assessing learner proficiency in the language. At Victorious Kidss Educares, we employ many strategies, like the 6 traits of writing and providing opportunities for learners to publish their texts. At the very nascent stage, it begins with letter formation and leads up to complex grammatical constructs. It is a vast area in the sense it constitutes formal and informal elements of structural expression using techniques like; spelling, grammar, plot, character, punctuation, and voice.

ROLE AND APPROACHES TO LEARNING AND TEACHING LANGUAGES IN PYP:

Teachers:

- We believe all the teachers are language teachers. Teachers are involved in constantly reviewing and reflecting on the language curriculum. Teachers contribute to developing resources to aid language learning.
- Teachers facilitate language learning in two ways: 'inquiry in the language' and 'inquiry through language'. They use various tools and strategies to aid language learning at school, for example, writing processes or reading strategies.
- Teachers use various assessment strategies to monitor, document and record learning. They report the student's attainment and achievement in the Progress report.

- Teachers provide students with an opportunity to work in a variety of ways – whole class, groups (homogeneous and heterogeneous groups), as pairs and individually, according to their needs, the nature of the activity and the learning objectives.
- Teachers involve the parent community in collaborative meetings and share the language learning outcomes with them regularly. Teachers incorporate suggestions and feedback when required.
- Teachers develop the learning spaces to support student agency so that students take ownership of language learning by self-adjusting and monitoring their development.
- Teachers provide students with constructive feedback and feedforward.

Students:

- Have the opportunity to learn language skills, i.e., reading, writing, listening & speaking, viewing & presenting. Inquire into different genres and develop the skills required to present these genres.
- While inquiring into language, gain an understanding of language conversions and meta-language.
- Participate in various assessments and communicate the understanding using different languages or strategies.
- Access a variety of tools and strategies to enhance their linguistic skills.
- Build an understanding of their Language Profile by making Language Portraits in unique and creative ways.
- Have the opportunity to experience and express themselves using their mother language during the Club sessions to connect with their sense of identity.
- Develop multilingualism through language learning in French/Hindi, and Marathi.

LANGUAGE COURSES OFFERED BY THE SCHOOL IN MYP AND DP

Students and parents at VKE are provided with a comprehensive understanding of the scope and purpose of Language and Literature and Language Acquisition courses in the Middle Year Programme (MYP) and Diploma Programme (DP). This introduction aims to facilitate a meaningful and informed selection, placement, and progression of language courses that align with each student's individual preferences and academic goals.

To cater to the diverse cultural and linguistic needs, the school has the following provisions for teaching languages:

Language A-Language and Literature

Language Options are as follows:

- English
- French (AY 2025-26 onwards)
- Spanish (AY 2025-26 onwards)

Language B- Language Acquisition

Language Options are as follows:

- Hindi
- French
- Spanish
- English (AY 2025-26 onwards)
- German (AY 2025-26 onwards)

It is a requirement that schools provide sustained language learning in at least two languages for MYP and DP. (IBO, Language acquisition guide 18)

Selection of Language Courses at VKE:

Victorious Kidss Educares (VKE) offers two language courses for the IB MYP and Diploma Programme: Language Acquisition and Language and Literature.

Students must choose one language to study under and one additional language to study under Language Acquisition Language and Literature.

OR

In the case of the Bilingual Certificate, students must choose two languages to study under Language and Literature. (IBO Middle Year Programme Assessment Procedures 2024, IBO Diploma Programme Assessment Procedures 20234).

(*Refer to Eligibility for Bilingual MYP and DP Diploma for detailed criteria)

Requirements for language study

Students are required to select at least one language from the studies in language and literature. They are also required to select a different additional language from either study in language and literature or language acquisition.

(MYP Assessment Procedures, DP language courses: overview and placement guidance 1)

The language studied under Language and Literature and Language Acquisition cannot be the same. For example, a student cannot study French in both Language and Literature and Language Acquisition.

Language A: Language and Literature

Studies in language and literature courses are suitable for students who have experience using the language in an academic context. It is recognised that students have language backgrounds that vary significantly. There are some students for whom the target language is their only proficient language, whereas other students have complex language profiles and are competent in more than one language. One of the ways in which the studies in language and literature group promote multilingualism is through the support and development of the student's first or best language(s).

(DP language courses: overview and placement guidance 2)

Language A: Language and Literature options at VKE for DP	English SL and HL
	French SL and HL
	Spanish SL and HL

Language A: Language and Literature options at VKE for MYP	English
	French (AY 2025-26 onwards)
	Spanish (AY 2025-26 onwards)

Language B: Language Acquisition

In the Middle Year Programme:

Language acquisition courses in MYP are designed to provide students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realise that there are diverse ways of living, behaving and viewing the world.

The language acquisition subject group is organised into three levels of proficiency. Each level focuses on two phases. In total, there are six phases.

Language B: Language Acquisition Options at VKE in MYP Phase 1 to 6	French
	Spanish
	Hindi
	German (AY 2025-26 onwards)
	English (AY 2025-26 onwards)

- * The choice of languages in this subject group depends on the choice of language in the Language and Literature group.

In the Diploma Programme:

Language ab initio and language Bare language acquisition courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure.

* **Note- It should be noted that Language ab initio is offered at SL only.**

At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts.

Language B: Options at VKE in DP	French Ab initio
	French B SL and HL
	Spanish Ab initio
	Spanish B SL and HL
	Hindi B SL and HL
	German Ab initio (Will be offered in AY 2024-2025)
	English B SL and HL (Will be offered from AY 2024-2025)

* **Language Ab Initio:** It is designed for students with little or no experience of the target language. Hindi, being the host country language, is not offered in Ab initio.

LANGUAGE CONTINUUM AT VKE

At VKE, the language courses are aligned across the programmes (PYP-MYP-DP) offered in the school. Orientation sessions are conducted at the beginning of the programme for students and the parent community to inform them about the scope and purpose of languages offered at VKE for a meaningful and informed language course selection, placement and progression.

Language Placement Guidelines for IBDP

At VKE, we follow the practices below relating to the choice and planning of language courses for learners.

Language A: Language and Literature

The course of Language and Literature in MYP and DP is open to all students who want to pursue their respective career goals and develop language skills required in various fields. Studying the Language and Literature course in DP requires continuous and quality acquisition of certain linguistic skills at the MYP level.

- *The choice of HL or SL level in DP would be dictated by the students' previous performance in the MYP Language and literature course and on their overall decisions about the distribution of SL and HL subjects across the six academic areas. (Language A: Language and Literature guide 12).*
- *An MYP student who has achieved a phase 5 or phase 6 in a Language acquisition course could also potentially proceed to take a DP studies in language and literature course and perform successfully, though it is recommended they have at least one semester in MYP language and literature before starting these DP courses. This will guarantee a smoother transition between the courses of both programmes. In these cases, decisions about the most appropriate studies in language and literature course and level should be made in consultation with teachers. (Language A: Language and Literature guide 12).*

Transition from different Phases in the MYP Language Acquisition course

Board of Education	Previous Language experience	Language A course
Internal MYP Students – Transitions within VKE MYP Programme	Students who have studied language and literature (English) in their MYP	Standard level or higher level of English (Language A)
	Students who have completed the Proficient level (Phase 5) in MYP Language Acquisition in French/ Spanish/ German/ Hindi	Standard level of French/ Spanish (Language A)
	Students who have completed the Proficient level (Phase 6) in MYP Language Acquisition in French/ Spanish/ German/ Hindi	Standard level or Higher level of French/ Spanish (Language A)
External MYP Students –	Students who have studied language and literature (English) in their MYP	Standard level or higher level of English (Language A)

Transfers from other IB schools where MYP is offered	Students who have completed the Proficient level (Phase 5) in MYP Language Acquisition in French/Spanish/German/Hindi	Standard level of French/ Spanish (Language A)
	Students who have completed the Proficient level (Phase 6) in MYP Language Acquisition in French/Spanish/German/Hindi	Standard level or Higher level of French/Spanish (Language A)
	* Placement test & interview with the Head of languages will be conducted to seek clarity regarding the course and level (SL/HL) to be studied.	
Other Indian Boards/ Overseas Boards/ Other scenarios	Appear for a language placement test or an interview with the language teacher.	An appropriate level is recommended depending upon their proficiency in that language and their previous assessment performance.

Language B: Language Acquisition in MYP

The MYP structures additional language learning in phases so that the complexity and range of language profiles that students bring to their MYP classroom are acknowledged and fostered. Students beginning their MYP studies may have exited from any of the five phases of PYP language, or may have no prior knowledge or experience of the language to be studied in the MYP.

Start of MYP 1	MYP	
The school offers a language carousel in MYP 1 to introduce all the languages in the first 2 months of the term and consider the students' previous learning in the language during primary school education to determine placement.	Emergent level Hindi/ Spanish/French/German	Phase 1
		Phase 2
	Capable level Hindi/ Spanish/French/German	Phase 3
		Phase 4
	Proficient level Hindi/ Spanish/French/German	Phase 5
		Phase 6

Placement of students in Phases:

Teaching and learning in the language acquisition subject group is organised into three levels of proficiency. Each level focuses on two phases. In total, there are six phases. The phases do not correspond to particular age groups or MYP years. When planning the language acquisition curriculum, teachers need to decide the most suitable phase in which to place individual students or a group of students, as

informed by the achievable exit point for the students and the language learning pathways available to the students.

- Students are not grouped in more than two consecutive phases in one class together.
- Students with no prior knowledge of the additional language they wish to study in the MYP start in phase 1.
- Students spend time in the phase 5 or 6 language acquisition classroom to develop some of the foundation skills needed in the language and literature course.
- Phase 6 is not the typical exit level for most students.

New admissions: Schools also conduct a placement test to determine the phase and/or the language courses the student will follow at the school.

Progression within phases:

Students are promoted from one phase to another phase based on his/her academic performance in the language. The students have to achieve grade 6 or above in all the assessments and criteria in the respective academic year to be promoted to the next phase of the language.

In DP

Adhering to the IB guidelines, students may continue learning the same language studied previously (French/Spanish/Hindi/German) or change the language to another language in the Diploma Programme, as shown in the table below:

Board of Education	Previous Language experience	Language B course recommended
Internal MYP Students of VKE	Little or no previous experience of learning the languages- (French/ Spanish/ German)	Language Ab initio French/ Spanish
	Emergent level (Phase 1) in MYP in French/ Spanish/ German * Hindi Phase 1 students can opt for the Language B Hindi course at an appropriate level decided through the placement test and interview with the Head of Languages, or change the language to Ab initio Spanish/French.	Ab initio French/ Spanish/ German
	Emergent level (Phase 2) in MYP in Hindi/ French/ Spanish/ German	Ab initio (in rare cases- such instances will be dealt on a case-to-case basis in consultation with the Head of languages) or Standard level in Hindi/ French/ Spanish/ German (Language B)
	Capable level (Phase 3) in MYP in Hindi/ French/ Spanish/ German	Standard level in Hindi/ French/ Spanish/ German (Language B)

	Capable level (Phase 4) in MYP in Hindi/French/Spanish/German	Standard level or higher level in Hindi/French/Spanish/German (Language B)
	Proficient level (Phase 5) in MYP in Hindi/French/Spanish/German	Standard level or higher level in Hindi/French/Spanish/German (Language B)

External MYP Students	Little or no previous experience of French, Spanish/German, respectively	Language Ab initio French, Spanish/German respectively
From other IBMYP school (* These students will also undertake a placement test or an interview to ensure that an appropriate selection is made)	Emergent level (Phase 1) in MYP in French/ Spanish/German * Hindi Phase 1 students can opt for the Language B Hindi course at an appropriate level decided through the placement test and interview with the Head of Languages, or change the language to Ab initio Spanish/French/German.	Ab initio French/ Spanish/German
	Emergent level (Phase 2) in MYP in Hindi/French/Spanish/German	Ab initio (in rare cases- such instances will be dealt on a case-to-case basis in consultation with the Head of languages) or Standard level in Hindi/ French/ Spanish/German (Language B)
	Capable level (Phase 3) in MYP in Hindi/ French/ Spanish/German	Standard level in Hindi/ French/ Spanish/German (Language B)
	Capable level (Phase 4) in MYP in Hindi/French/Spanish/German	Standard level or higher level in Hindi/French/Spanish/German (Language B)
	Proficient level (Phase 5) in MYP in Hindi/French/Spanish/German	Standard level or higher level in Hindi/French/Spanish/German (Language B)
Other Indian Boards/ Overseas Boards	Appear for a placement test or an interview with the language teacher.	An appropriate level is recommended depending upon their proficiency in that language and their previous assessment performance.

It is, therefore, important that students are placed into a course that is most suited to their language development needs, that will provide them with an appropriate academic challenge.

It is mandatory for the students to select one language from the Language and Literature course and another from the Language Acquisition course to obtain the Diploma except in the case of Bilingual Diploma.

BILINGUALISM

The language profile of a learner may demonstrate two or more languages at various stages of development in his or her learning continuum. Many learners in 1B programmes are, in fact, learning through a language that is not their mother tongue. These learners are potentially able to become "balanced bilinguals" who are highly proficient, literate and knowledgeable in two or more languages.

The ability to communicate in two or more languages is an educational concept that promotes multilingualism and intercultural understanding, both of which are central to the IB's mission. It fosters in students respect and appreciation of language, culture, and global diversity.

In the Middle Year Programme

Students must fulfil one or more of the following criteria to achieve the bilingual MYP Certificate

- Students achieve at least a grade 3 in two language and literature on-screen examinations.
- Achieving at least a grade 3 for a science, individuals and societies, or interdisciplinary on-screen examination in a response language that is not the same as the candidate's chosen language and literature examination subject. The candidate must also achieve at least a grade 3 in the language and literature examination subject.
- Students achieve at least a grade 3 for the submission of an e-Portfolio for arts, physical and health education, design, or the personal project in a response language that is not the same as the candidate's chosen language and literature examination subject. The candidate must also achieve at least a grade 3 in the language and literature examination subject.

("Middle Years Programme Assessment procedures 2024" 86)

In the Diploma Programme:

VKE offers a bilingual diploma to foster students' intercultural understanding and communication skills. It is awarded to students who demonstrate language proficiency in two different languages.

Students must fulfil one or more of the following criteria to achieve the bilingual diploma.

- Completion of two languages selected from the studies in the language and literature subject group with the award of a grade 3 or higher in both languages.

OR

- Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate's nominated studies in language and literature language. The candidate must attain a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies. ("Diploma Programme Assessment Procedures 2023" 12)

The following cannot contribute to the award of a bilingual diploma.

- An extended essay
- A school-based syllabus
- A subject taken by a candidate in addition to the six subjects for the diploma (additional subjects)

A maximum of three examination sessions is allowed to satisfy the requirements for the award of the diploma. These examination sessions need not be consecutive. (Diploma Programme Assessment Procedures 2023, 12)

- For subjects in the studies in language and literature, and language acquisition groups, candidates must complete their examinations and other forms of assessment in the target language. For subjects in the remaining four groups (individuals and societies, sciences, mathematics, the arts), and TOK, candidates must use English, French or Spanish as their response language. Candidates are not permitted to write in their first or best language and then translate their work, be that using digital translation tools or the services of translators, before submission to the IB for assessment. An EE in subjects in the studies in language and literature, and language acquisition groups must be written in the language of the subject chosen. For subjects in the remaining four groups (individuals and societies, sciences, mathematics, the arts), an EE must be presented in English, French or Spanish.
- Candidates may be permitted to write their examinations and other forms of assessment in languages other than English, French or Spanish for certain IB projects in the individuals and societies, and sciences groups, TOK, and the EE.
- The same response language must be used for all components of a subject. However, if a subject is being retaken and the desired response language is not available in the target session for the subject concerned, internal assessment (hereinafter "IA") can be carried over from a previous session, resulting in more than one response language for the same subject.

In the light of the above concept of bilingualism, at VKE, we aim to:

- encourage students to gain competence in at least two languages to achieve long-term goals of multilingualism.
- enable students to develop lifelong learning skills.
- enable students to understand their own cultures and those of others (Language Acquisition Guide 5).

How VKE Promotes Bilingualism?

Offering a variety of language courses: VKE offers a variety of language courses, including English, French, German, Spanish, and Hindi. Students choose to study one or more languages based on the placement guidelines.

Encouraging students to use the languages they are learning outside of the classroom: VKE encourages students to use the languages they are learning outside of the classroom. Students participate in language clubs, attend cultural events, and travel to countries where the languages are spoken.

Providing support for students who are learning a new language: VKE provides support for students who are learning a new language. The school has a team of experienced language teachers who can help students with their pronunciation, grammar, and vocabulary.

EFFECTIVE PRACTICES RELATING TO LANGUAGE TEACHING AND LEARNING AT VKE

'All teachers are in practice language teachers'

At VKE, the language policy underscores the principle that **all teachers are language teachers**, recognising their critical role in facilitating communication, supporting language development, and fostering multilingualism across all subject areas. This holistic approach ensures that language learning is integrated into every aspect of the curriculum, preparing students to become effective communicators and globally minded individuals. In our day-to-day teaching and learning, we develop students' language through a variety of methods, including:

- **Scaffolding of command terms and terminology:** We provide students with the language they need to understand and engage in the learning process. We do this by scaffolding command terms and terminology, and by providing students with opportunities to practice using the language in context. Language is viewed as a tool for inquiry, expression, and understanding, embedded in the teaching of all disciplines, from sciences to arts.
- **Connecting present knowledge with prior knowledge:** We help students to connect their current learning to their prior knowledge. This helps students to make sense of new information and to build their understanding.
- **Subject-Specific Language Development:**
 - Teachers explicitly teach the vocabulary, discourse, and communication skills required for success in their subject areas.

- For example, science teachers guide students in understanding and using scientific terminology, while humanities teachers focus on developing analytical and critical thinking skills through written and oral communication.
- **Developing self-affirmation in students:** We believe that all students can learn, and we create a positive and supportive learning environment where students feel confident to use their language.
 - **Extended learning:** We provide students with opportunities to extend their learning beyond the classroom. This is done through projects, research, and other activities that allow students to apply their language skills in real-world contexts.

The identification of the school's language of instruction (English at VKE) also helps in acquiring the skills (Listening, Speaking, Reading, Writing, Viewing and presenting). We believe that language learning is essential for students' success in school and in life. By providing students with a strong foundation in language, we are preparing them to be successful in all areas of their lives.

New teachers are oriented about the importance of language learning in the IB and in VKE during their induction to the policy, and its importance while maintaining the respect of one's mother tongue.

- **Focus on Multilingualism and Intercultural Understanding:**
 - Teachers foster an appreciation for linguistic diversity by integrating students' home languages and cultural backgrounds into classroom discussions and activities.
 - This practice aligns with the IB philosophy, promoting intercultural understanding and respect.

EFFECTIVE LANGUAGE LEARNING

Effective language learning takes place when the following conditions exist:

- Teachers understand that language is not just a tool for communication, but also a tool for learning. Teachers who understand this can create a learning environment that is rich in language and that supports students' language development.
- Teachers start from where students are and help them to build on their existing knowledge. This is important for all students, but it is especially important for students who are learning a new language.
- Teachers provide support and guidance to students as they learn. Scaffolding can take many forms, such as providing clear instructions, modeling language use, and providing feedback.
- Teachers create a classroom environment where students feel safe and supported. Students need to feel confident in their ability to learn a new language to be successful.
- Teachers recognise the value of students' mother tongues and provide opportunities for students to use them in the classroom. Maintaining students'

mother tongues can help them to develop their cognitive skills and to maintain their cultural identity.

By creating a learning environment that meets these conditions, teachers can help all students to become effective language learners.

To support effective language learning, we:

- Provide professional development for teachers on language learning. This helps teachers to understand the principles of effective language learning and to develop the skills they need to create a supportive language learning environment.
- Provide resources for students to learn languages. This includes textbooks, online resources, and opportunities to practice speaking and listening to languages.
- Create a language-rich environment in the school. This includes displaying signs and posters in multiple languages and providing opportunities for students to use languages in the classroom and in the school community.
- Celebrate the diversity of languages in the school community. This includes recognising students' mother tongues and providing opportunities for students to learn about the languages and cultures of their peers.

We believe that all students can be effective language learners. By creating a supportive language learning environment and providing the resources and support that students need, we are committed to helping all students reach their language learning goals.

Role of Subject Teachers:

Subject teachers play a vital role in language development. They do this by:

- Acknowledging that all teachers in practice are language teachers. This means that they understand that language is not just a tool for communication, but also a tool for learning. Subject teachers who understand this can create a learning environment that is rich in language and that supports students' language development.
- Clarifying the expectations and learning objectives for each assessment task. This helps students to understand what they are expected to learn and how they will be assessed. It also helps teachers to plan their instruction in a way that supports students' language development.
- Using clear and concise language when delivering instruction. This means avoiding jargon and using language that students can understand. It also means using a variety of techniques to help students understand the concepts being taught, such as modeling, using visuals, and providing opportunities for students to practice speaking and listening.
- Defining and modeling subject-specific vocabulary. This helps students to understand the specialised language that is used in their subject area. It also helps students to build their vocabulary, which is essential for effective communication.
- Providing opportunities for students to use language in a variety of ways. This can be done through discussions, presentations, writing assignments, and

other activities. By providing opportunities for students to use language, teachers can help them develop their fluency and accuracy.

- Collaborating with language teachers. Language teachers can provide subject teachers with support and guidance on how to integrate language into their instruction. They can also help subject teachers develop their own language skills.
- Encourage students to read and write in their own time. Reading and writing are two of the best ways to improve language skills. By encouraging students to read and write in their own time, subject teachers can help them to develop their language skills outside of the classroom.
- Celebrate student progress. When students make progress in their language development, it is important to celebrate their success. This will help to motivate students to continue to learn and improve their language skills.

Role of The Library

The library plays a vital role in the promotion of literacy and therefore the development of students' language. The library holdings include a wide variety of resources in a variety of languages. Care is taken to ensure that a variety of texts in all those languages that are offered in the curriculum - all four languages (English, Hindi, French and Spanish) are added in the resource collection. The library and media centre are equipped with resources to support language learning through books (range of publications: Indian and International), reading programmes, dictionaries, magazines, and newspapers in various languages, along with various multimedia resources. These resources cater to the diverse language needs of the school community.

Spelling and Referencing Guidelines for Teachers and Students

The school emphasises the use of English, accurate spelling and other writing practices in every aspect of the teaching-learning process. To ensure consistency of approach when referencing assignments, and in line with the philosophy that all teachers are in practice language teachers, students at VKE are required to reference according to Modern Language Association (MLA) guidelines when submitting work across the subject areas.

THE LANGUAGE LEARNER'S LANGUAGE SELF



RESOURCES AND PRACTICES TO INVOLVE PARENTS IN PLANNING STUDENTS' LANGUAGE PROFILE AND DEVELOPMENT

Parents are an integral part of our community of learners and provide tremendous support for language learning at Victorious Kidss Educares. The school uses multiple methods to involve parents in the process of planning students' language profile and development.

Language profile:

A survey form is sent to parents to gather initial language background, such as the languages that are spoken at home, any other languages besides the mother tongue, languages chosen at school and since when the child is learning those languages (refer to Appendix 2). The data gathered from the survey serves as a pathway to analyse the language profile of the child and plan appropriate support for language development.

Supporting the language selection of their child:

During the programme orientation sessions, parents are made aware of the language options available at school and their significance. This equips them to discuss with their child their language preference and career goals, and actively support them in the language selection from PYP to MYP to DP.

Feedback and communication:

We promote open communication and understanding between parents and school staff. Parents are welcome to give their feedback about language activities, language programmes and events held at school.

Encourage volunteering in various events:

Parents are encouraged to participate in various events and celebrations such as International Mother Language Day, Hindi Diwas, Marathi Diwas, Hindi Saptah, National French Day, etc. They are also invited to talk to students through guest lectures to enhance their language skills. This enables them to connect and become active participant in their child's language development.

Encourage reading at home:

Parents are provided access to Follett Destiny, the Library Management system that catalogues a range of physical books and digital resources, bilingual books, eBooks, in multiple languages. They are also allowed to access physical books from the library to encourage language reading at home.

Monitor the language progress of their child:

Parents have regular meetings with the respective subject teacher/Programme Coordinator to discuss the student's grades and to set goals together for language development.

Participation in Language clubs and Mother Tongue Club:

Parents are also encouraged to help the school build up resources for mother tongue development. Parents who are proficient in their mother tongue are encouraged to help the school in the mother tongue clubs.

DEVELOPMENT AND MAINTENANCE OF THE HOME/PERSONAL LANGUAGE(S) FOR ALL LEARNERS TO BE SUPPORTED

At VKE, the language policy places a strong emphasis on the **development and maintenance of home/personal language(s)** for all learners, recognising that a student's first language is integral to their identity and emotional well-being. By nurturing their home languages, VKE ensures students can maintain a connection to their cultural heritage while developing additional language proficiencies.

Key aspects of this policy include:

1) Recognition of Home/Personal Languages:

VKE values the diversity of linguistic backgrounds among its students and acknowledges the crucial role home languages play in shaping their identity and worldview. Students are encouraged to use and celebrate their home languages within the school community.

2) Support for Home Language Development:

- **Curricular Integration:** Opportunities are created across subjects to incorporate and celebrate students' home languages, enabling them to see their linguistic background as a strength in their learning journey.

- **Language Days and Events:** Special events and activities, such as "Mother Tongue Day," provide platforms for students to showcase their home languages through storytelling, poetry, music, and art.
- **Library Resources:** The school library is stocked with books and resources in multiple languages, including students' home languages, to encourage reading and literacy development.

3) Collaborative Family Involvement:

VKE works closely with families to support home language development. Parents are encouraged to read with their children, engage in conversations, and create opportunities for language use at home.

4) Bilingual and Multilingual Learning Strategies:

Teachers are trained to support bilingual or multilingual learners by leveraging their existing language skills to facilitate learning in additional languages. For example, students may use their home languages to brainstorm ideas, clarify concepts, or express themselves creatively.

PROMOTING AND RESPECTING LANGUAGE(S) OF THE WIDER COMMUNITY

VKE demonstrates appreciation of the language and cultures of the wider community by modelling respect and acceptance.

- The school welcomes the learning and teaching community from different cultural and linguistic backgrounds.
- Teachers make an effort to accommodate different communication methods to reach out to the students and parents with different cultural and linguistic backgrounds.
- Diverse guest speakers are invited into the classroom.
- Support students and parents seeking help in the English language by providing an interpreter or translator.
- Posters, display boards, IB Learner profile attributes are displayed in English, Hindi, French and Spanish languages in the school premises.
- Celebration of national/ international language days such as French/Spanish National Day, Hindi Week, and Marathi Day.
- Students' participation in international exchange programmes such as MUN conferences, CAS conferences and Girls Gearing Up (GGU) is an international summit for girl empowerment that gives them an opportunity to interact and respect views of participants from different cultural and linguistic backgrounds.
- Book fairs are organized that provide exposure to literature from different cultures and languages.
- Authors and guest speakers are invited during the Literary Fest
- Display flags from different countries in the school premises

PROFESSIONAL DEVELOPMENT IN LANGUAGE AND LEARNING:

- The Pedagogical leadership identifies the need for language development of the teachers, librarians and/ or administrative staff; therefore, relevant professional development opportunities are provided, such as:
- All language teachers are provided with the opportunity to attend subject-specific IB workshops and other networking workshops.
- Teachers also attend online workshops and webinars for language development.
- The school works closely with the British Council, and teachers are enrolled for professional development workshops.
- In-house trainings are conducted to plan language development of students that addresses both the subject content and the use of language for effective communication.
- The school is committed to providing embedded professional development for language learning across the subject curriculum.
- The teacher is expected to undergo courses for language development that consist of EBLA (European Benchmarks of Language Learning)

LANGUAGE DEVELOPMENT SUPPORT PROGRAMME:

VKE comprises students from diverse linguistic and regional backgrounds. Although many of the students and parents are bilingual or multilingual and speak English, some students have limited competency in the English language.

To cater to the needs of these students, VKE offers a Language Development Support Programme. The needs of the students are identified through the following process:

- **Assessments:** Students who have been demonstrating consistently low performance in language assessments.
- **Teacher's Anecdotal Records:** Teacher's anecdotal records and feedback are considered regarding the language capabilities of the students.
- **English Proficiency Test:** The tests help to gauge the students' language abilities in the primary aspects of language proficiency, such as grammar/ syntax, reading comprehension/ analytical writing, and speaking (class participation).
- **Language Background Survey:** The school administers a language background survey to parents to gather information about the languages spoken at home, the child's language exposure, and any prior experience with English or other languages.
- **Individual Language Profiles:** Based on the language assessment and background survey, each student's individual language profile is created. This profile provides insights into the student's linguistic strengths, weaknesses, and specific areas that require additional support.

The Language Development Programme is designed to enhance the English proficiency of the students in various aspects of language, which reflects their

performance across the subject. The department implements this program in the following process:

Identification of students who require the 'language development support programme' through - assessment performance/ teacher's anecdotal records/ English Proficiency test/ Language Background survey/ Individual language profiles.



Parental consent: Once the students are identified, parental consent forms are shared to seek active involvement from the parent community in creating and maintaining a healthy partnership that aims towards the students' language development. Further procedure is initiated only when consent is provided.



Planning and implementation: In line with the student's identified needs, appropriate teaching and learning strategies are designed and implemented, focusing on enhancing essential skills to improve communication, build confidence, and develop fluency through multimodal activities. The programme aims to foster proficiency in students through a basic understanding of grammar, vocabulary and guided support through a variety of teaching tools and strategies. The programme/classes are conducted post-school hours.



Monitoring and Review: Student's progress is monitored and reviewed through ongoing assessments/teachers' anecdotes. Parents are informed of the progress. These ongoing assessments help the school and parents make an informed decision on the need for continued support from time to time.

ESL PROGRAMME: (English as a Second Language)

The school community at VKE comprises students from diverse international backgrounds, whose primary or home language is not English. To cater to the linguistic needs of these students and ensure they can fully engage with the school curriculum and reach their maximum potential, the ESL (English as a Second Language) Department provides additional support.

The ESL Department meticulously designs a curriculum that addresses the specific requirements of students whose first language is not English. The teachers utilise a wide range of multimodal resources, such as audio-visual texts, podcasts, print materials, and digital sources, to enhance the effectiveness of the program.

Recognising the importance of continuous support, students also have access to counselling services and library resources to assist them in improving their language skills and smoothly transitioning to the next level of the ESL course. This comprehensive approach ensures that students with diverse linguistic backgrounds receive the necessary tools and encouragement to excel in their language proficiency and overall academic journey.

Identification of students who require the 'ESL programme' through -Language Background survey/ Individual language profiles/ Referral form



Parental consent: Once the students are identified, parental consent forms are shared to seek active involvement from the parent community in creating and maintaining a healthy partnership that aims towards the students' language development. Further procedure is initiated only when consent is provided.



Planning and implementation: In line with the student's profile, appropriate teaching and learning strategies are designed and implemented. The ESL program emphasises four key areas of language development: speaking, listening, reading, and writing. By focusing on these aspects, students gain a comprehensive understanding of the English language. To encourage active learning and interaction, classes are primarily conducted in groups. Students are motivated to engage with each other through activities like presentations, dialogue components, and performance-based exercises. The programme/classes are conducted in-school hours with an In-class Support Plan or an Individual Education Plan.



Monitoring and Review: Student's progress is monitored and reviewed through ongoing assessments/teachers' anecdotes. Parents are informed of the progress. These ongoing assessments help the school and parents make an informed decision on the need for continued support from time to time.

The Role of Assessment in Language Development

Assessment at VKE supports language development by using the student's current knowledge as a foundation to build further confidence and skill in vocabulary acquisition, grammar usage, and the ability to comprehend, speak and write in the language of instruction or response language. Languages used in school are supported in the various classes, by providing resources and encouragement and by nurturing a general respect and enthusiasm for language learning, including mother tongue. We acknowledge that each student is unique in regard to language acquisition. Decisions regarding the best possible support to maximise success as a language learner are made on an individual basis and might vary from student to student.

INCLUSION & EQUITY OF ACCESS TO SUPPORT LANGUAGE LEARNING:

At VKE, we believe in a fair and inclusive approach to education that is designed to remove or reduce barriers so that every student can fully participate in IB programmes. Inclusive education is facilitated in a culture of collaboration, mutual respect, support and a problem-solving approach that involves the whole school community.

In line with the VKE Inclusion policy, the following differentiation strategies are in practice to support the linguistic competence of the students:

- A student whose language ability is below the level that is deemed linguistically competent, support is provided through the Language Support Programme. These students are given support and resources so that they reach a certain level of Proficiency in the English Language.
- The Learning Support department works with teachers to help them meet the needs of students identified with special language learning needs. This support may be formalised through an In-class Support Plan or an Individual Education Plan and may involve short- and long-term interventions.
- If the identified student speaks English as an additional language, the Language department works closely with the Learning Support department and other teachers to provide the best service for the individual child.
- Teachers are required to maintain the appropriate documentation (anecdotal records, assessment records and class observations) to highlight any areas of concern linked to language learning and development.
- If a particular student needs to be referred to the Inclusion Manager, a referral form and the appropriate documentation must be submitted. Following this procedure, the Inclusion Manager, in consultation with teachers, sets a course of action (e.g. referral to a specialist, formal assessment, creation of an Individual Plan) that provides targeted support for the student's language development.
- Teachers are required to include differentiated teaching strategies in their day-to-day teaching to facilitate the inclusion of different types of learners.
- To cater to the different learning needs of the students, the school, in adherence with the IB inclusion policy, makes the necessary support (*for example, additional reading time and Scribe*) for language assessments.

*** This section should be read in conjunction with the VKE Inclusion policy.**

ALTERNATIVE METHODS TO PROMOTE MULTILINGUALISM, SUPPORTING THE DEVELOPMENT OF MOTHER TONGUE

At VKE, the language policy underscores the importance of multilingualism by requiring students to learn **three languages**: their home or personal language(s), the language of instruction, and an additional regional or international language. This approach not only aligns with the school's mission to develop globally-minded individuals but also complies with government mandates to teach Marathi as a regional language.

Multilingual Framework:

- **Language of Instruction:** English, the primary medium of instruction.
- **Language acquisition:** Students select one of the following languages: Hindi, French, German or Spanish.
- **Home/Personal Language:** Recognised and supported through personalised learning strategies to maintain cultural identity and emotional connection.
- **Fourth Language:** Students learn Marathi as the regional language, honouring government regulations, alongside the option of an additional

language (Hindi, French, German or Spanish), fostering broader cultural understanding.

Multilingualism Practices at VKE:

The ability to communicate in two or more languages is an educational concept that promotes multilingualism, intercultural understanding and global engagement, all of which are central to the IB's mission. It fosters in students respect and appreciation of language, culture and global diversity. Furthermore, multilingualism is a means to affirm cultural identity and develop international mindedness.

To build and foster intercultural understanding and respect for other languages, VKE ethos recognises and supports a multilingual culture by:

- VKE encourages students to develop proficiency in multiple languages, including their home language, the language of instruction (English), and an additional language (e.g., Marathi, Hindi, French, or Spanish). This multilingual approach enriches students' cognitive abilities, cultural understanding, and communication skills, essential for becoming lifelong learners.
- Enabling students to understand their own cultures and those of others, through language events and celebrations.
- Encouraging students to develop an awareness and understanding of the perspectives of people from other cultures.
- Equipping students with the necessary multiliteracy skills by providing multimodal resources and organising expert guest lectures.
- Encouraging active participation with the language and mother tongue clubs.
- Providing a wide range of multimedia and print resources by the school library.
- Inclusive Multilingual Practices: Teachers incorporate students' linguistic strengths into classroom activities, encouraging them to use their home languages as tools for learning and exploration.
- Through multilingualism, students develop an understanding of diverse cultures and global issues. This fosters critical thinking and empathy, enabling them to become informed global citizens who appreciate diverse perspectives.
- The school involves parents and local communities in supporting multilingualism, offering events that celebrate linguistic diversity and multiliteracies.

Language Clubs to Support Multilingualism:

We believe that students should be given a platform to study languages over and above their curriculum. At school, we offer a scope of learning one additional language through a language club. Students have language from Hindi. The Marathi language club is compulsory due to the State Government's mandate.

Students have an opportunity to actively participate and run the language clubs as part of their Service as Action and CAS experience. To ensure wider participation

from the student community, the clubs are conducted physically (during school hours) and virtually (off-school hours) by students. This also allows students to actively collaborate with people outside the school community and build future resources to support language development, thus enhancing their social skills. Students also take initiative to aid their peers in building language skills. Through this process, the students can successfully achieve the following Service and CAS learning outcomes:

- Show commitment to, and perseverance in, Service/CAS experiences.
- Demonstrate that challenges have been undertaken, developing new skills in the process.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate how to initiate and plan a Service/CAS experience.

MOTHER TONGUE CLUBS

VKE consists of a wider cosmopolitan community that represents over 25 different spoken languages on campus. Other than English, the most widely spoken language is Hindi (the host country language). We acknowledge and respect the importance of developing students' literacy in their mother tongue for their personal, social and academic growth. We believe that maintaining and enhancing the student's mother tongue, in addition to other languages offered, is intrinsic to the very concept of multilingualism.

A survey is conducted annually to identify the mother tongue of the student community. (Refer to Appendix 2). Based on the survey results, the club organises various activities and events during the year.

Role of the school community in Mother tongue support:

Teachers:

The Mother Tongue Club is conducted by teachers, parents, and students to give opportunities to students to develop their mother tongue.

Parents:

- Parents are invited to help the school in building activities, recognise and support every aspect of mother tongue development.
- Parents are encouraged to communicate with their children in their mother tongue at home to instil a stronger sense of cultural identity.
- Since many of the students belong to a bilingual family background, parents are given a choice to enrol their child in a mother tongue club of their preference. (Refer to Appendix 1)
- Parents are invited as guest speakers to conduct foreign language workshops as per their language proficiency and relevant experience.
- Parents are encouraged to openly communicate with the school about the language learning needs of their ward.

- Parents are encouraged to conduct mother tongue classes and help in organising and being a part of the language day's events and celebrations.

Library:

- The library and media centre are equipped with resources to support language learning through books that cater to the majority of the mother tongues spoken by the school community, bilingual books for different languages, reading programs, dictionaries, magazines, and newspapers (in English as well as other regional languages). These resources cater to the diversity of the school community.
- The school celebrates International Mother Language Day on 21st February to promote and support the development of mother tongues and International Mindedness.
- Library team conducts 'DEAR - Drop Everything and Read' activities every quarter to encourage students to read books of their choice.

DEVELOPMENT OF HOST COUNTRY LANGUAGE (HINDI) AND REGIONAL LANGUAGE (MARATHI)

The acquisition of the host country language and regional language enriches the personal experience of living in the host country and allows students to communicate and socialise with their host country community and regional community. It also gives a deeper awareness of cultural values, traditions and social norms different from their own. Learning another language brings greater awareness and understanding of one's home language, culture and cultural identity.

Hindi, being our host country language and Marathi being our regional language, at VKE, we strive to promote the host country language and the regional language in several ways:

- The school offers Language Acquisition in Hindi in MYP and DP.
- The school promotes the Marathi language in the form of a language club.
- The ethos of the school is evident in the display of the attributes of the Learner Profile in Hindi.
- School celebrates the 'Hindi Diwas Saptah' (Hindi Week) during September.
- School library subscribes to Hindi and Marathi Magazines, Newspapers, Books and other audio-visual resources.
- School celebrates "International Mother Language Day" that gives opportunities to honour the students' mother languages such as Marathi, Marwari, Sindhi, Gujarati, Bengali, Punjabi and Hindi and their culture.
- As we are a Bengali linguistic minority school, we also offer and promote the Bengali language to the student community.

THE SOCIOCULTURE CIRCUMSTANCES OF THE SCHOOL

At VKE, the language policy is thoughtfully designed to reflect and embrace the sociocultural circumstances of the school community. VKE acknowledges and recognises the multilingual and multicultural composition of its community, including students from various linguistic and cultural backgrounds. This diversity

is viewed as a strength that enriches the learning environment and fosters global-mindedness.

1) Regional and Cultural Relevance:

- In alignment with government regulations, Marathi, the regional language, is integrated into the curriculum to honour the local culture and heritage.
- The language policy emphasises respect for local traditions while supporting the development of additional languages that broaden students' global perspectives.

2) Culturally Responsive Practices:

Teachers are trained to implement culturally responsive teaching methods, ensuring that the linguistic and cultural backgrounds of all students are respected and valued. This includes using examples, texts, and references that reflect the diverse experiences of the school community.

3) Support for Multilingual Learners:

The policy accounts for the needs of students learning in a language other than their home language by providing targeted language support. This ensures that all students, regardless of their linguistic background, can access the curriculum and participate fully in the IB programme(s).

4) Fostering Intercultural Understanding:

- The school organises events and activities that celebrate the cultural and linguistic diversity of its community, such as International Day, Mother Tongue Day, and regional cultural celebrations.
- These events promote appreciation for different cultures and encourage students to value multilingualism as a key to intercultural understanding.
- Recognising the importance of families in shaping sociocultural experiences, VKE actively involves parents in language learning initiatives. The school collaborates with families to support home language maintenance while fostering additional language acquisition.
- The school ensures that resources, such as multilingual books, digital tools, and culturally relevant materials, are available to support the varied linguistic needs of students and staff.

EVIDENCE OF A REVIEW PROCESS

Regular Review Cycle:

The language policy is reviewed annually or as needed to align with changes in curriculum requirements, government regulations (such as mandates regarding the teaching of Marathi), and the evolving needs of students and families.

The language policy review is conducted in conjunction with other policy reviews, such as those for inclusion, assessment, and academic integrity, ensuring consistency and integration across school practices.

Incorporation of Updates and Innovations:

The review process considers:

- Changes in IB programme requirements.
- Advances in language teaching methodologies and technologies.
- Evolving sociocultural and linguistic contexts within the school community.
- Once revised, the updated language policy is shared with all stakeholders through the school website, parent newsletters, and staff meetings. This ensures clarity and accessibility for the entire community.

LANGUAGE POLICY LINK TO OTHER POLICIES

This policy is a working document and is actively linked with the other policies of the school, which include admission, assessment, inclusion and academic honesty policy. This policy has been made considering the latest IB documents.

ADMISSION POLICY

- We accommodate the students based on the availability of the resources in the school. We have meetings with the pedagogical leadership, and a meeting is also held between parents, teachers and the Principal. Any individual, irrespective of caste, gender, creed or religion, will be given admission if the following points are achieved.
- Applicants are required to complete a Language Profile Form that indicates their proficiency in their mother tongue, English and other languages. (Refer to Appendix 2)
- We screen applicants through various assessment procedures, which include English language proficiency tests.
- We collect samples of students' work to document linguistic and academic growth in language.

ASSESSMENT POLICY

- The summative assessments in MYP and DP are directly aligned with the course objectives and provide diverse opportunities to showcase their learning, knowledge and skills.
- For achieving the final certificate of MYP/DP Programme, the assessments, language teachers assess language skills such as listening, speaking, reading comprehension and writing regularly.

- Formative assessments are conducted regularly, which provides students and teachers with insights into the ongoing development of knowledge and linguistic skills. Teachers may use differentiated strategies such as individual presentations, group work, quizzes, response cards, exit slips, etc.
- Following the IB requirements, subject teachers use a variety of methodologies to build subject-specific terminologies, vocabulary, command terms, etc.
- The support teachers in each grade level, along with the language teachers, support the students where they are permitted to express their understanding of a concept dealt within the classroom in their mother tongue/additional language.
- As Individual oral assessment for Language and Literature and Language acquisition is a compulsory component of the MYP and DP, the school has provided the staff with a preparation room where students prepare for their internal assessment and a recording room wherein the individual orals are recorded.
- These individual orals are conducted in an examination condition following all IB requirements and guidelines.
- The students are regularly assessed against the external assessment components to make them familiar with the IB assessment criteria and paper pattern.

Regulations for Response language in IBDP:

- Students must use English, French or Spanish as their response language in all forms of assessment that are offered by the IB for subjects other than language and literature, and language acquisition. Students are not permitted to write in their first or best language and then translate their work, be that using digital translation tools or the services of translators, before submission to the IB for assessment.
- For the personal project, a range of response languages will be available; these are listed in the Middle Years Programme Assessment procedures for each examination session.
- For subjects in the studies in language and literature, and language acquisition groups, candidates must complete their examinations and other forms of assessment in the target language. For subjects in the remaining four groups (individuals and societies, sciences, mathematics, the arts), and TOK, candidates must use English, French or Spanish as their response language. Candidates are not permitted to write in their first or best language and then translate their work, be that using digital translation tools or the services of translators, before submission to the IB for assessment. An EE in subjects in the studies in language and literature, and language acquisition groups must be written in the language of the subject chosen. For subjects in the remaining four groups (individuals and societies, sciences, mathematics and arts), an EE must be presented in English, French or Spanish.
- Candidates may be permitted to write their examinations and other forms of assessment in languages other than English, French or Spanish for certain IB projects in the individuals and societies, and sciences groups, TOK, and the

EE. The IB reserves the right to make such languages for such projects mainstream from time to time and therefore available to all candidates as response languages upon notice by the IB.

- The same response language must be used for all components of a subject. However, if a subject is being retaken and the desired response language is not available in the target session for the subject concerned, internal assessment can be carried over from a previous session, resulting in more than one response language for the same subject.

ACADEMIC INTEGRITY POLICY

- Academic Honesty Policy aims at building students' critical and analytical skills, and hence it is mandatory for the students to support their articles, written assignments and essays with references and bibliography.
- The library team conducts bibliography and referencing sessions with the students regularly to keep the school community updated on the format of referencing.
- All assignments submitted for the purpose of being assessed must be authentic and students' original work.
- All teachers may help students with subject-specific language support as they are all language teachers.

INCLUSION POLICY

- When a student has been identified with learning difficulties, support is provided by scaffolding command terms and understanding subject-specific terminologies in a simplified manner. These students are given support and resources so that they reach a certain level of proficiency in languages.
- The Counselling & Inclusion department works with teachers to help them meet the needs of students identified with special language learning needs. This support may be formalised through an In-class Support Plan or an Individual Plan and may involve short- and long-term interventions.
- Individual Plan consists of differentiated teaching strategies used by a subject teacher or shadow teacher.
- If the identified student speaks English as an additional language, the Language department works closely with the Counselling & Inclusion department and other teachers to provide the best assistance for the individual child.

ACTION PLAN for MYP-DP:

- The self-taught option will be made available to the students in Group 1-Language A: Literature. As provisions made by the IB, this course offers a unique opportunity to study the literature of a language that may not be offered by the school as a taught subject. This will further support mother tongue entitlement and multilingualism.
- German was introduced in MYP and the Diploma Programme in the AY 2024-2025.

- English B SL and HL were introduced in the Diploma Programme in the AY 2024-2025.
 - The school library will further develop the collection of a variety of resources such as story books, magazines, newspapers, podcasts, films, etc., in various mother tongues. Students will be provided with online subscriptions for various media resources. The library will be seen as a Hub for exploring languages.
 - The Admission Form will be made available in at least 3 languages. (English, Hindi, Marathi)
- * This Policy has to be read in conjunction with all VKE Policies.
 - * At VKE, the written curriculum is planned and developed in collaboration to integrate all the school policies and IB philosophy.

STEERING COMMITTEE & LANGUAGE POLICY REVIEW CYCLE:

All Policies in Victorious Kidss Educares are reviewed annually by all stakeholders.

Composition of the Steering Committee: The Steering Committee responsible for policy review comprises the Principal, Programme Coordinators, Head of Departments, Parent Representatives, Student Representatives, and Administrators.

Progress and Experience Sharing: The committee meets regularly to discuss the progress of policy implementation and share past experiences related to existing policies.

Consideration of School Needs, legal requirements and IB Publications: Detailed discussions are held to address the specific needs of the school and to take into account the latest relevant IB publications and developments.

Proposal for Changes and Modifications: Based on the discussions, the committee proposes changes and modifications to the existing policies.

Inclusive Feedback Gathering: The proposed changes and modifications are then shared with all teachers, staff, and parents (if applicable). Their valuable feedback is sought and taken into consideration during the policy review process.

Finalisation and Approval: After incorporating relevant feedback, the policies are concluded and sent to the President for approval.

Final Approval and Implementation: Once the President approves the policies, they are finalised and implemented throughout the school. And are communicated to the school community.

Periodic Review: Policies are reviewed annually to ensure they remain relevant and effective in supporting the school's objectives and meeting the needs of the learning community.

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APPENDIX 1

Mother Tongue Survey Form

Dear Parents,

Warm Greetings!

"Language stands at the centre of the many interdependent cognitive, affective, and social factors that shape learning." Corson (1999)

At VKE, we believe that language is the heart of any culture, and we are dedicated to keeping our culture alive. It is essential for every child to understand their native language to be rooted in their culture. Keeping this philosophy in mind, VKE initiates the mother tongue program yet again. This program is designed to build on and enhance the fluency of the language and is offered to students of MYP and DP, which will be scheduled mainly on Saturdays. We request you to register your child's 'Mother Tongue Club' that you would like your child to enrol in.

Kindly fill in the details given below:

Father's Name: _____	Grade: _____	Nationality: _____
Mother's Name: _____	Section: _____	Mother tongue: _____
Student's Name: _____		

Warm Regards,
MYP-DP Language Team

APPENDIX 2

Language Profile Form

Language Profile Survey Form

Not shared

* Indicates required question

Name of the student (Full name) *

Your answer

Grade and Section of the student *

Your answer

Student's Mother Tongue *

Your answer

Student's Nationality *

Your answer

Languages spoken other than mother tongue

Your answer _____

Language chosen under language and Literature

☐ English

☐ French

Since when the student is learning the above selected language under Language and Literature

☐ PYP

☐ Other Primary curriculum

☐ MYP

☐ Other Secondary curriculum

Language Acquisition Subject Selection Form (2024- 25)

Language Acquisition Subject Selection form (2024-25)

The below Language acquisition selection form refers to different Language courses offered by the school in the MYP. The students are required to select one language under Language Acquisition to cater to the diverse cultural and linguistic needs.

We at VKE, provide a dynamic framework for promoting the development of interpersonal communication skills leading to academic language proficiency.

Selection of Language Acquisition courses at VKE:

- One language under Language Acquisition must be selected by the students.
- Once a language under Language acquisition is chosen by the students, they are not permitted to change it to another language unless they achieve a satisfactory level "4" in phase 4 in the chosen language.

shikhas@victoriouskidsseducare.org [Switch accounts](#)

 Not shared

 Draft saved

* Indicates required question

Name of the student (Full name) *

Your answer

Grade and division of the student: *

Your answer

Language studied by the student under Language Acquisition course in previous years of MYP or any other programme/ curriculum

- ☐ Hindi
- ☐ French
- ☐ Spanish
- ☐ Not applicable

Choice of language under Language Acquisition course *

- ☐ Hindi
- ☐ French
- ☐ Spanish
- ☒ German (only for MYP1)

Language Policy of VKE stating the selection and planning of Language Acquisition Course

At VKE,

- for the **new students enrolled in MYP 1 – MYP 5**, who wish to continue the same language or commence the learning of **another language under the Language Acquisition course**, **will be required to take the placement test (for the languages offered under the 'language acquisition' course at VKE) and fill the language portrait form for appropriate phase selection.**
- students within MYP can commence the learning of **another language under the Language Acquisition course**, if they **complete phase 4** with satisfactory proficiency (**consistent achievement level of 4** in all the assessment criteria) (*IBO, Language acquisition guide 18*).

***Students with no prior knowledge of the chosen language under language acquisition course in MYP should start in phase one** (*IBO, Language acquisition guide 21*).

Mention '3 factors' that influence the choice of the chosen language:

Your answer

I, as a Parent, am aware that the language once chosen for my child, cannot be changed later for the entire Middle Years Programme unless they attain a satisfactory level 4 in phase 4 of that language.

*

☐ I agree

Parent's signature/ Name

Your answer

APPENDIX 3

Letter of consent

VICTORIOUS KIDSS EDUCARES

Date:

Subject: Letter of Consent

Dear Parents,

Being an IB World School promoting international education, the school management encourages and supports aspiring speakers of other languages. With the aim of inculcating the required essential skills, we wish to extend a guided mode of teaching and learning with your child. This will require her /him to be part of a Language Development Support Programme to help deal with concepts in an easy to comprehend and structured manner.

We hereby request your consent as;

I, _____, parent of _____, studying in _____, willingly give consent for my child to take up "Language Development Support Programme" towards development of her /his language skills.

Signature of the Parent:

Regards,
School Management
Victorious Kidss Educare