



LADY ANDAL SCHOOL
LANGUAGE POLICY

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Vision Statement of Lady Andal School

We at Lady Andal School aim to create a holistic individual by providing a happy atmosphere for the child. Focusing on the all-round development of the child with an emphasis on individual academic brilliance and excellence on the field through games and athletics. We help build cultural and social skills among our learning community which foster an environment that is conducive to the teaching and learning process.

IB Mission Statement

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

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

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

IB Learner Profile Attributes

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 analyze 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 to support our learning and personal development.

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Statement of Philosophy

Language learning and development is a core pillar of our educational philosophy. It is crucial for promoting cognitive growth and supporting social, emotional and physical well-being. A strong emphasis on language development fosters the IB Learner Profile Attributes. We believe in nurturing an environment that honours and builds upon each student's linguistic repertoire, enriching their personal identity, cultural expression, beliefs, and values. Simultaneously, we strive to create a challenging learning environment where students learn additional languages and apply their language skills in diverse contexts. Through purposeful language development, we aim to raise individuals who are confident, compassionate, respectful, and kind—embodying the IB Learner Profile attributes and the values of global citizenship.

At Lady Andal School, we foster a learning environment that places significant importance on the regional language, which is mandatorily taught to all students from EYP 2 onwards. This enables students to connect with and appreciate the local history, culture, beliefs, values, and practices of the community, nurturing respect and inclusivity. Additionally, students choose one language for acquisition from a selection of three, further expanding their linguistic horizons. This approach fosters an appreciation for languages beyond their own, nurturing intercultural understanding and broadening global perspectives.

Language learning at Lady Andal School is built on the IB Language Tenets. At Lady Andal School, we believe that language is dynamic, contextual, and central for self-expression. We recognize multilingualism and multimodality as essential resources that enrich communication, foster multiliteracies and directly contribute to enhancing our learning and teaching environment. Language learning is a non-linear, exploratory process that develops through authentic interactions. Our learning environment that intentionally embraces linguistic diversity, supports students to construct meaning across cultures and contexts, to develop intercultural awareness and global citizenship.

Lady Andal School recognizes that language permeates all subject areas, and that all teachers are, in practice, language teachers with the responsibility to facilitate language acquisition and promote communication not only within their classrooms but also beyond the classroom environment.

In alignment with the school's philosophy of fostering an inclusive, respectful, and globally minded community, we honour and promote the languages of the wider community as an essential part of students' cultural heritage and personal identity. We create meaningful opportunities for students to engage with and appreciate these languages through cultural events, assemblies, and collaborative learning experiences that showcase local literature, traditions, and storytelling practices. The school library and classrooms are enriched with resources in community languages, and parents as well as community members are encouraged to contribute their linguistic knowledge to the learning environment. By embedding respect for linguistic diversity into daily practice, we strengthen connections between home and school, nurture intercultural understanding, and prepare our students to thrive as empathetic, open-minded global citizens.

Alignment of the Academic Integrity Policy with the Standards and Practices, 2020

The Language Policy of Lady Andal School aligns with the Standards and Practices, 2020 document. Our Language Policy is built on the following standards and practices:

Leadership 5.1: The school funds adequate resources to implement the programme(s) and meet programme requirements.

PYP 1: The school allocates adequate resources to support collaborative planning amongst subject specialists and classroom teachers for transdisciplinary learning.

Student support 1.3: The school provides effective learning spaces and learning environments.

Student support 1.5: The school uses programme documentation to inform the use and/or design of learning spaces which allow for flexibility and collaboration.

Student support 1.6: The school maintains a functioning and active library consisting of adequate combinations of people, places, collections and services that aid and extend learning and teaching.

Student support 2.1: The school implements and reviews systems and processes to identify the needs of students.

Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being.

Student support 5.2: The school provides meaningful opportunities for legal guardians to contribute to the development and support of its programme(s).

Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection.

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines.

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning.

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development.

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.

PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages.

Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning.

PYP 2: The school commits to the PYP as the framework for planning, teaching, and learning across the curriculum.

Definitions related to Language Policy and School's Language Profile

Language A

Internal working language refers to the language adopted for operational and developmental activities. External working language refers to the language in which the organization communicates with its external stakeholders. At Lady Andal School, we have adopted English as the medium of instruction, collaboration and as a language for all formal documentation and promotional activities.

Language B

Language B for the Primary Years is the language which the students will acquire and learn through their time in the programme. Students can choose either Hindi, German or Spanish as their Language B (second language) option and develop a sound knowledge of the language conceptually over the years.

Language C

Language C for the Primary Years is only Tamil. We, at Lady Andal School have made Tamil, the regional language mandatory for all students above EYP 2 to help them develop a connection with their surroundings, appreciate and embrace the rich and varied cultural history of the language.

Multiliteracies

Multiliteracies is an approach to literacy that involves understanding and creating meaning using many different forms of communication, not just reading and writing. This includes using images, videos, sounds, gestures, and digital media to share ideas and understand others. At Lady Andal School, students are encouraged to present their understanding through modes and mediums that allow them to express themselves most effectively.

Multimodality

Multimodality is the use of a combination of diverse modes—such as linguistic, auditory, visual, gestural, and spatial elements—to represent or convey meaning. For example, a video that integrates words, music, and actions is a multimodal way of sharing information. It recognizes that communication is not solely reliant on language but also involves the interplay of various sensory and communicative channels.

Through multimodality, students develop an awareness of the emerging digital world and its trends. At Lady Andal School, students are given the agency to present their understanding using multiple modes, promoting authentic learning experiences and building their confidence by allowing them to choose the modes that best reflect their conceptual understanding,

knowledge, and skills. Teaching and learning remain transparent, enabling students to understand their learning progression and actively participate in enhancing their language skills.

Translanguaging

Translanguaging is the process where students use their known languages flexibly and naturally to make meaning, access content, and express themselves. It allows learners to draw on their full linguistic repertoire, making connections between languages to support understanding and cognitive growth. Students learn to appreciate and respect other languages, culture and heritage. Translanguaging helps students to gain proficiency in additional languages while promoting international mindedness. At Lady Andal School, we believe that language is a strength and a resource. We encourage students to think, process, and respond in the language they are most comfortable with, while gradually building proficiency in the language of instruction. Teachers plan learning engagements that allow students to use multiple languages, activating their prior knowledge and affirming their cultural identity. Translanguaging strategies are embedded in our classrooms through peer discussions, multilingual resources, and reflection tasks that honor every student's voice.

Language Profile of the Students

At Lady Andal School, we recognize that every student enters the classroom with a unique language profile. At the beginning of the academic year, we collect information from parents about the languages spoken at home, the child's mother tongue, and the language they are most comfortable with. This helps us understand the linguistic landscape of our community and plan learning engagements that value and support each student's language journey. By identifying second language choices, home languages, and individual needs, we ensure that our language practices are inclusive, culturally responsive, and aligned with the IB philosophy of multilingualism. This data enables us to implement strategies that foster language development, affirm cultural identity, and enhance learning outcomes for all students to experience and enjoy language in all forms, disciplines and aspects. Parents are invited as resource personnels to participate in the promotion of language development in the school.

Mother Tongue/ Home Language Support

At Lady Andal School a wide variety of Indian languages are spoken. The majority of our students are Tamil speaking followed by Hindi and Telugu. Based on the data, our teachers use multiple languages in the classroom to help the students.

We honor the mother tongue languages and encourage families to continually support their child's mother tongue development at school and home through a variety of discussion, literature and media.

We believe that enhancing students' mother tongue is crucial for their cognitive development and for maintaining their cultural identity. Emphasis on the mother tongue has the potential to increase cultural awareness, help students stay connected to their roots and lineage, and foster a positive attitude towards the language and culture of their country.

We encourage parents to initiate and participate in activities that support development of the mother tongue language of the students. Teachers actively collaborate with parents as part of

their unit of inquiry and curate learning experiences for students that reflect the prominence of language.

English as Second Language Support

At Lady Andal School, with English as the medium of instruction, we offer the necessary support and scaffolding for this language to students whose level of proficiency in English needs strengthening. As the majority of our students come from non-native English-speaking backgrounds, it is crucial for them to receive appropriate support wherever applicable so that they can meet their grade-specific needs smoothly.

Lady Andal School is equipped with a highly equipped Library and offers access to virtual resources. Students have access to the library and can access both online and offline resources as and when required.

Learning and teaching practices at Lady Andal School happen in an inquiry-led manner and are driven conceptually at all times. Along with a focus on building conceptual understanding, there is a strong emphasis on developing the knowledge and required skills for each subject. With English as the medium of instruction, it becomes imperative to support students who are finding it difficult to follow the language. Differentiation will be addressed with the written and taught curriculum demonstrated in the language unit planner, teaching strategies and teaching environment.

Students are identified by the homeroom teacher, subject specialist, coordinator, or ESL teacher if they require support in English. This is done in a non-discriminatory manner, as we believe in inclusion and supporting diversity. Once identified, the ESL teacher works in close collaboration with the student, their teacher, and parents to address the child's learning needs related to strengthening their knowledge and skills in English. This intervention happens alongside everyday classes so that the student does not miss the mainstream learning happening in the classroom. The process of intervention is made transparent to all concerned stakeholders so that everyone contributes towards meeting the child's needs.

The ESL teacher works to develop the listening, speaking, reading, and writing proficiency of the identified students. They focus on building both academic language and everyday communication skills to ensure the holistic development of the student is not hindered. The ESL teacher also works closely with the homeroom teacher to facilitate inclusive support by providing differentiated materials, visuals, and other strategies to assist with students' comprehension levels.

Pull-out sessions are facilitated by the ESL teacher for students who need intensive support. These sessions are short-term and rigorous one-to-one interventions. Such sessions are conducted only after consultation with parents and the concerned homeroom teacher. These sessions focus on specific language needs such as grammar, vocabulary development, writing structure, or reading comprehension.

The ESL teacher also conducts training sessions for teachers to help them understand the nuances of English language learning and ways in which they can support students in the classroom. They assist teachers in incorporating necessary modifications to support students who require additional help.

The ESL teacher also utilises resources from the school's library, including magazines such as National Geographic, phase-wise reading books, and titles like Champak, Magic Pot, Tell Me Why, and Tinkle for additional exploration. In addition, the teacher frequently accesses online resources available through the British Council and Scholastic portals.

Language In the Primary Years Programme

At Lady Andal School, we believe that language is always changing and closely connected to a person's identity and learning. We see multilingualism and different ways of communication (multimodality) as valuable resources that help students express ideas and understand others. Language learning is not a step-by-step process; it grows through real-life conversations and experiences. Our classrooms are designed to support language diversity, encouraging students to build meaning across cultures and languages, reflecting the IB language tenets.

Language learning in the PYP goes beyond the development of knowledge and skills. It enables students to understand the profound role language plays in shaping a person's identity, values, beliefs, and cultural practices. Through language, students explore self-expression and develop the ability to make sense of the world around them.

Students learn to respect their own cultural identity while appreciating and valuing the culture and identity of others. They come to understand that language is not only a means of communication but also a powerful tool for organizing thoughts and fostering critical thinking.

Language learning nurtures students' confidence, encouraging them to engage with the world around them with respect, gratitude, and open-mindedness. It plays a vital role in developing internationally minded individuals who embrace diversity and foster intercultural understanding.

Learners are given opportunities to engage in learning through meaningful contexts. Students in the PYP experience a comprehensive literacy programme that includes a balance of skills, strategies and tools, materials and resources, and types of interaction. Informed by student interest and ability, activities may be differentiated to include guided and/or independent inquiry. These skills are further honed when students apply them in meaningful and authentic contexts within their units of inquiry.

While most language development takes place in the authentic context of transdisciplinary and inquiry-based learning, certain language skills are also given special focus outside the units of inquiry. Attributes such as reading, listening, grammar, and general usage are thus reinforced using explicit teaching strategies to meet the curricular requirements.

Irrespective of the type of language, the emphasis is on facilitation in a transdisciplinary or interdisciplinary manner. However, language fundamentals are taught disciplinarily. Teachers place thorough emphasis on understanding the individual learning needs of each student and facilitate language learning in a manner that supports and helps their learning journey. The language of instruction is English. Language provides a vehicle for inquiry. The love and enjoyment of language, through the integration of literature into student inquiry, is an indicator of effective practice in a PYP classroom.

In the PYP, Tamil is taught as a mandatory language for all students from EYP 2 and above. In EYP, Tamil is introduced with one period per week. From PYP 1 to PYP 5, Tamil is taught as Language C with two periods per week. The Language B option for PYP 1 to PYP 5 includes a choice between Hindi, German, or Spanish. Language B classes are held three times a week.

Choosing a Language B (second language) in the PYP programme is a decision made primarily at the time of admission, with parents playing a key role due to the age of the students. However, we encourage parents to involve their children in this decision, as their voice is valued. Once the language selection is finalized, changes are not permitted during the academic year.

Requests for a language change will only be considered at the start of the following academic year, provided parents present valid reasons. We emphasize on learning progression and continuity; therefore, requests lacking significant justification will not be accommodated. The authority to approve a language change rests solely with the Programme Coordinator and/or the Head of School.

The Language Scope and Sequence outlines four key areas of language development: Oral Language (Listening and Speaking), Visual Language (Viewing and Presenting), and Written Language (Reading and Writing). These areas are structured into developmental phases, where each phase builds upon the learning from the previous one. The document also defines specific learning goals and expectations suitable for the Primary Years, which are achieved through effective curriculum implementation. These learning goals are facilitated transdisciplinarily via the unit of inquiry, or via integration into elements of the PYP based on the Programme of Inquiry or as a stand-alone unit depending on the requirement. The goal is to facilitate authentic learning experiences for the students and not force fit any engagement without a purpose or direction.

Language options in the PYP are as follows:

Grade	Language A	Language B	Language C
EYP 1	English	Not applicable	Not applicable
EYP 2	English	Not applicable	Tamil
PYP 1	English	Hindi/ German/ Spanish	Tamil
PYP 2	English	Hindi/ German/ Spanish	Tamil
PYP 3	English	Hindi/ German/ Spanish	Tamil
PYP 4	English	Hindi/ German/ Spanish	Tamil
PYP 5	English	Hindi/ German/ Spanish	Tamil

***Note: During the culminating months of the PYP Programme, students participate in a language carousel. This process allows them to explore different language options and make an informed choice about which language they would like to pursue in the MYP.**

Language In the Middle Years Programme

To provide students with authentic language opportunities and experience, we at Lady Andal School acknowledge and revert to the MYP aims and objectives for best practices. We use an interactive approach to acquire linguistic skills.

Students of the MYP get an opportunity to learn Language and literature and at least one other language.

Language and literature is taught in English, the language of Instruction in the school. For Language Acquisition, currently, we offer a choice among Hindi, German and Spanish. **In keeping with the respect and acknowledgement of the regional language, we offer Tamil as a hobby class for all MYP classes.**

Language and Literature in the MYP

(50 hours of teaching time in each year of the programme)

An MYP language and literature course starts with the skills that students have mastered during the PYP. Language learning is an iterative process and develops through inquiry in increasingly wider contexts and deeper reading. Within the Middle Years Programme, students will read a variety of texts including narrative, informational, and argumentative. Through reading instruction, students will locate, evaluate, and synthesize information in order to create new knowledge.

The MYP promotes sustained inquiry in language and literature by developing conceptual understanding in global contexts.

Assessment criteria

Each language and literature objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Analysing

Students demonstrate an understanding of the creator's choices, the relationship between the various components of a text and between texts, and make inferences about audience responses and creators' purposes. Students use the text to support their own responses and reflect on different perspectives and interpretations.

Criterion B: Organizing

Students understand and organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students recognize the importance of maintaining academic honesty, respecting intellectual property rights and referencing all sources accurately.

Criterion C: Producing text

Students produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience.

Students make choices aimed at producing texts that affect both the creator and the audience.

Criterion D: Using language

Students develop, organize and express themselves and communicate thoughts, ideas and information. They use accurate and varied language that is appropriate to the context and intention.

Language acquisition in the MYP

Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning.

The language acquisition subject-group objectives represent some of the essential processes of language and have been organized under four communicative processes.

Assessment for language acquisition in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Listening Reading Speaking Writing

For Language Acquisition, currently, we offer a choice among Hindi, German* and Spanish. Instruction begins with an orientation for fifth-grade parents. Starting in grade six, students will select one language to study for the remaining five years of the programme.

At the MYP level, language acquisition is taught in phases rather than by grade level. The phases do not correspond to particular age groups or MYP year levels. They may move to the next phase in the continuum once they have achieved phase level criteria.

Students can enter the language acquisition course at any phase based on their previous language learning experiences. If parents and students wish to change to a different language, the school will require a satisfactory proficiency level of Phase 4 before starting the new language.

In keeping with the respect and acknowledgement of the regional language, we offer Tamil as a hobby class for all MYP classes.

*(*We are a PASCH School - The initiative is a global network of some 2000 schools that place a high value on German. We work in close collaboration with the Goethe Institut)*

Language in the Diploma Programme

(150 for SL/240 for HL – recommended teaching hours)

Group 1 – Language A

Lady Andal School offers Language A: Language and Literature in English.

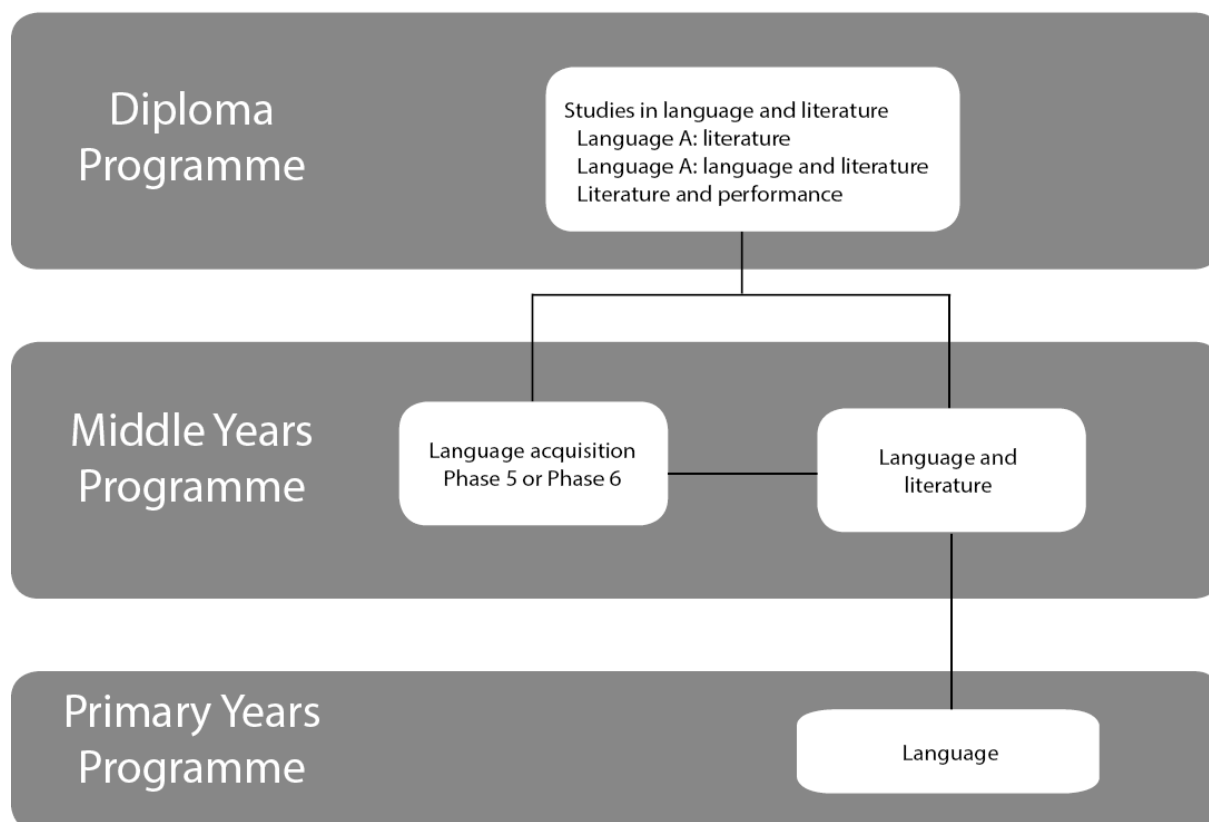
Language of Instruction: The primary language of instruction in the IB DP at Lady Andal School is English.

International and Local Students

International Students: Applicants for IB DP whose first language is not the language of instruction may need to provide proof of language proficiency through a standardized language test (e.g., TOEFL or IELTS).

Local Students: Local students are expected to meet the minimum academic standards set by the school for progression into the IB DP. A diagnostic assessment will be conducted to check on language aptitude for support that may be needed.

IB continuum pathway to Diploma Programme studies in language and literature



Language Provisions in IB Diploma Programme

Students may choose a Language A other than English in the Diploma Programme (DP), but this will be offered as a self – taught option, depending on the student's ability to meet course requirements.

If a student request to study in their native or home language as Language A, the following options will be considered:

- School – supported self – taught Language A: Literature courses that can be offered in cases in which a student wishes to study a language A which is not offered in the school.
 - For the SSST course the school will appoint a supervisor who is a teacher of DP Language A.
 - Additionally, SSST students must have the support of a tutor in the language A that they are studying.
 - The school will play an important role in the selection process of the tutor.
- Bi – lingual Diploma – as an alternative to the diploma certificate, can be awarded to a candidate who:
 - Completes two languages selected from group 1 with the award of a grade 3 or higher in both.
 - Completes one of the subjects from group 3 or group 4 in a language that is not the same as the candidates nominated group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from 3 or 4.

The school's Language Policy has been designed to accommodate the most common scenarios. However, we acknowledge that each student's linguistic background is unique, and some may have language needs that differ significantly from the typical profiles.

In such cases, the school will evaluate individual circumstances and work to provide a suitable solution that aligns with the student's academic goals while maintaining IB Diploma Programme requirements.

The Assessment Objectives for Group 1 are as follows

- Know, understand and interpret:
 - o a range of texts, works and/or performances, and their meanings and implications
 - o contexts in which texts are written and/or received
 - o elements of literary, stylistic, rhetorical, visual and/or performance craft
 - o features of particular text types and literary forms.
- Analyse and evaluate:
 - o ways in which the use of language creates meaning
 - o uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
 - o relationships among different texts

- o ways in which texts may offer perspectives on human concerns.
- Communicate
 - o ideas in clear, logical and persuasive ways
 - o in a range of styles, registers and for a variety of purposes and situations
 - o (for literature and performance only) ideas, emotion, character and atmosphere through performance.

Group 2 – Language B

(150 for SL/240 for HL – recommended teaching hours)

Language Requirements:

The Diploma Programme at Lady Andal School requires all students to study two languages. Students typically take one Language A: Language and Literature in their best language and a second acquisition language from Group 2. To support our diverse community, we offer Hindi at both Standard and Higher Levels, and German and Spanish at Standard level.

We recognize that some students are still beginning their journey in a second language. For these students, we offer a Language Ab Initio course in Spanish. This option is designed for students with no prior experience in the language, providing a supportive foundation for language acquisition.

All students for whom German, Spanish, or Hindi is an additional language - whether in Group 2 or ab initio - receive targeted support through differentiated instruction, scaffolding techniques, and supplementary resources. In exceptional cases, a student may study two Language A courses, making them eligible for the IB Bilingual Diploma upon successful completion.

The following assessment objectives are common to both language B and language ab initio. The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the three modern language acquisition courses.

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organize and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Knowledge and Language

Theory of Knowledge lessons, alongside Group 1 and 2 Language lessons, provide a platform to explore language's role in knowledge, with a focus on how language change impacts understanding and perception. In these lessons students are given the opportunity to delve

into:

- Language used influences the way we think and the knowledge we acquire.
- Language is essential for sharing, transmitting, and debating knowledge across generations.
- Exploring animal and technological communication expands our understanding of what constitutes language.
- How language impacts the acquisition and sharing of knowledge, rather than language itself.

Mother Tongue Support/ Home Language in the DP

As a school our objective is to develop a love and respect for one's culture, hence to further this purpose, the Diploma Programme at Lady Andal School offers Hindi as language of choice in Group 2. We also encourage our students to participate in the Tamil Communicative classes which are conducted twice a month to further strengthen their appreciation for the place that they are in. The classes encourage the Listening, Speaking and/or Writing and Reading of the local language.

Support for choosing language at group 2

At Lady Andal School, we are committed to guiding parents and students in selecting the most appropriate second language. Through dedicated academic counselling sessions, we provide detailed information on course demands, proficiency expectation, and long - term academic goals for each option.

This collaborative process ensures that every student makes an informal choice that aligns with their strength and interests, setting a foundation for success in the Diploma Programmes.

Responsibilities of Different Stakeholders

The onus of language development rests on all stakeholders- Leadership team, teachers, librarian, specialist teachers, students, administration and parents. Their responsibilities are listed below:

Leadership Team

At Lady Andal School, the leadership team is primarily responsible for setting up systems and processes that support language learning for all students. The leadership team ensures that language is central to learning, identity, and understanding different cultures.

The leadership ensures that the school's Language Policy is clear, accessible, and aligned with the IB language tenets and the policy should reflect the school's vision and the diverse languages spoken by the community.

We believe multilingualism is a strength. The leadership ensures that teachers are trained to use students' home languages as resources in the classroom. Students are encouraged to use all their language skills to build understanding and confidence.

The leadership team provides teachers with the resources they need to support language learning in every subject. This includes materials in multiple languages, digital tools to support creative expression, and books and resources that represent different cultures and languages.

Parents, teachers, and students are made aware of the school's expectations for language learning. The leadership team collects information on students' language backgrounds and ensures this information is used to support student learning in the classroom.

The leadership team works closely with the language teachers to ensure that the Language Scope and Sequence is followed across all grades. They make sure that students build on their language skills year after year.

It is also the leadership's responsibility to review the Language Policy regularly. Feedback from teachers, students, and parents is used to make updates to keep the policy meaningful and relevant.

The leadership ensures that language learning is inclusive. Every student is given the chance to grow in the language of instruction while also being encouraged to use and develop their mother tongue and additional languages.

The leadership team ensures that professional development opportunities are provided to teachers both in-house and through registration for workshops recommended by the IBO and SAIBSA (South Asia International Baccalaureate Schools Association). Teachers are also encouraged to participate in IB Manthan and IB Global Conferences to further enhance their language-related teaching and learning practices.

Role of Library and the Librarian

Our Library acts as a hub for all intellectual materials that are required for the implementation of the PYP, MYP and DP programmes. We strive to create an environment conducive to the creative mind. Our library aspires to ensure that every aspect of the reading experience is enriching and enjoyable. We have sourced books of various genres to help in the fulfilment of our approaches to teaching and learning.

We partner with teachers and students to improve the quality of our reading hub through inquiry-based collaborations. We contribute to the lifelong learning process by giving our readers a stimulating reading and research environment. Our Library comes equipped with resources which are useful for research. We promote and support the development of the International Mindedness, ATL skills and Learner Profile attributes by exposing our learner – collaborators to various authors and languages.

The library currently has approximately 7000 books, with an additional 400 books of teacher resources and 775 language books. The library is populated with fiction, non-fiction, picture books, chapter books, board books, pop-up books, multicultural books, world classics,

autobiographies, multilingual books, reference books, encyclopedias and media that are accessible to all students and staff. As of now, we have collections in four languages, English, Hindi, Tamil, Spanish and German.

We provide students with newspapers such as the Robin Age for younger students till grade 5. For grade 9, we have subscribed to The Times of India student edition. We have an array of magazines which we subscribe to. We have the British Council membership for online materials to support teachers and Robin Age Newsletter subscription for students. Additionally, Scholastic for Grades 1-4 and Scholastic Trueflix for Grades 6-10 are offered. We also have Scholastic digital library membership for students which is a wonderful reading platform. Several magazines such as Magic Pot, National Geographic Kids, Chompak in English, Hindi and Tamil, Chompak in Hindi, Down to Earth, India Today, Science Reporter, The Week, Readers Digest, Brainfeed High, Sportstar, Career 360 etc are available.

Events and engagements such as Lit Arc, author of the month, Language week and stories under the tree help expand the students' vocabulary usage and language acquaintance. Such engagements develop and sharpen the creativity along with four essential skills of Listening, Speaking, Reading and Writing.

The Librarian facilitates access to ethically sourced information. Additionally, the Librarian seeks relevant professional development workshops and seminars for educators. Recognizing that the library is central to learning, our Librarian actively collaborates with educators.

Besides these the Librarian also facilitates:

- **Research Support:** Libraries provide access to diverse resources, including books, journals, e-books, databases, and other digital tools. Students can use these to research literary themes, historical contexts, or language development.
- **Reading Promotion:** Libraries help foster a love for reading by offering a variety of texts that cater to different reading levels and interests. They may also organize reading challenges or book clubs.
- **Collaboration with Teachers:** The librarian often collaborates with MYP Language and Literature teachers to help students with research projects, create thematic reading lists, or guide them in accessing appropriate resources for writing assignments.
- **Information Literacy:** Students learn how to evaluate sources, synthesize information, and develop critical thinking skills that are crucial for academic writing and inquiry.

Regular book displays are organized for special occasions to engage users and promote available resources. Celebrating authors' birthdays and hosting author visits inspire students to write and enhance language skills. Additionally, leisure reading is incorporated into the timetable to encourage exploration of different genres, fostering a love for reading and supporting academic development. These initiatives create an enriching environment that promotes literacy and creativity.

Role of Teachers

In Lady Andal School, all teachers are language teachers. Language learning is a very important element of our curriculum, and every teacher plays a key role in language development. All teachers are language teachers and play a vital role in the development of language skills in students and hold responsibilities in facilitating communication. The primary responsibilities of teachers in language development are as follows:

- Teachers ensure that language learning is embedded in daily classroom practices. They create an environment where students feel confident to express themselves in different languages and through various forms of communication (speaking, writing, visuals, gestures, digital media).
- Teachers are expected to plan and facilitate learning engagements that build on students' prior language knowledge. They provide opportunities for students to use their mother tongue, the language of instruction, and any additional languages they are learning.
- Homeroom teachers work collaboratively with language specialists to integrate language skills (listening, speaking, reading, writing, viewing, presenting) into the units of inquiry. Where required, teachers also support focused language development through disciplinary teaching.
- Teachers model correct language usage and encourage students to reflect on their language when they make an error while communicating. They support students in building vocabulary, refining their grammar, and developing their understanding of language structures.
- Teachers foster an inclusive classroom culture that celebrates linguistic diversity. They encourage students to appreciate their own cultural identity and develop respect for the languages and cultures of others.
- Teachers must ensure differentiation is addressed within the written and the taught curriculum and demonstrated in the language unit planner and in their facilitation.
- Teachers maintain records of student language portfolios, track progress in language learning and provide timely feedback to students and parents.
- Teachers must encourage students to participate in events and competitions organized by the school or outside the school.

Role of Students

At Lady Andal School, students play an active role in their own language development. Lit Arc, Inquisitron, Annual Sports Meet and Founders' Day are few major events organized by the school where students can enhance their own language development. Students are expected to participate in events conducted by the school and are encouraged to participate in events held outside the school. Participating in such cultural programmes and competitions provide great scope for students to improve their language. Students can access the Library and use online resources anytime they require. They are encouraged to express their ideas clearly and confidently using the languages they know and are learning. Students are expected to engage in all language-related activities such as speaking, listening, reading, writing, and presenting. They are also required to acknowledge any help received and give credit to sources when completing assignments. Students are guided to respect all languages, cultures, and viewpoints within the learning community. Students are encouraged to participate in intra-school and inter-school activities organized both within the school and outside the school.

Taking responsibility for their learning, students are encouraged to seek support when needed and reflect on their progress regularly.

Role of parents

Families and guardians play an essential role in supporting their children's language development by creating a rich language environment at home. They are encouraged to engage in conversations with their children in their mother tongue at home, fostering a love for language and cultural expression. They are expected to instill a love for language learning by delving into the history of the language and understanding values and cultural practices of people who speak the language. Families should reinforce the importance of learning additional languages and provide opportunities for children to practice them in everyday situations. Reading together, sharing stories, and discussing ideas in multiple languages help strengthen language skills. Parents and family members as key stakeholders are invited to contribute towards language development. They are welcome to contribute as Guest Speakers and participate in activities to promote Language Development. They are welcome to participate in learning engagements as required by teachers, support our initiatives to promote language such as school events, reading programmes, outbound trips, story-telling sessions etc. Families are also encouraged to stay informed about the school's language policies and work in partnership with teachers to support their child's language learning journey, while respecting the child's voice and pace of learning.

Language Policy Review

The Language Policy of Lady Andal School has been collaboratively developed by the members of the Pedagogical Leadership Team, in consultation with the Governing Body, Accounts Head, and Admissions Head of The Madras Seva Sadan. Teachers, Counsellors, and Learning Diversity Educators have also contributed to the formulation of this policy.

This policy is shared with all relevant stakeholders, including parents and teachers. We encourage stakeholders to share their suggestions or request changes at any time. All feedback and recommendations will be periodically reviewed and, where appropriate, incorporated after careful evaluation and discussion.

The policy was last reviewed in March and July 2025 and is scheduled for its next review in August 2025. Regular reviews are conducted to ensure that the policy remains aligned with the best interests of our students and continues to support their learning and well-being effectively.

Connection to other policies

Inclusion and Language policy

The school organizes various events wherein there is an integration of the mother tongue and the host country language as one of the areas of performance and presentation. The school ensures equal opportunity if provided for the flourishing of the Mother language. Events included in the yearly Literary Fest, such as *Pattimandram* (Tamil Debate) and *Nukkad Natak* (Hindi Street Play), Therukoothu (Tamil street play) showcase the respect accorded. In-school celebrations such as Pongal, Diwali, Christmas, Eid, Janmashtami etc. develop cultural

understanding and respect.

Various celebrations highlighting the richness of the local languages, such as the *Villu Paatu* (Story – telling), Pongal and Krishna Jayanthi are held every year.

There is also an active commitment towards the ongoing promotion of languages in our school, such as engaging students in Science Fest in the Goethe Institute.

Admission and Language policy

The medium of instruction in all grades is English (Exception of Language Acquisition classes). Admission to the school is based on the principle that students should be able to effectively engage with the curriculum in English within a reasonable timeframe and thrive in the learning environment.

At the time of admission enquiry, parents will complete a form that indicates the child's mother tongue and their most familiar first and second languages. For students applying to MYP 1-5, if their literacy assessment at the time of admission reveals that they have not yet met the grade level requirements for Language and Literature, they will be provided with additional tutoring and specialized language instruction in the school.

As of now, all our students are familiar with the English language. However, when the need for ESL support arises, the school plans to add an ESL instructor to the staff.

In case of Language Acquisition, Hindi/German/Spanish, a diagnostic test is conducted for new admittance. Based on the review, students are recommended to beginners' courses at language institutes with whom we actively collaborate, and/or tutored by the teachers from the school.

For students applying to MYP 1-5, if their literacy assessment at the time of admission reveals that they have not yet met the grade level requirements for Language and Literature, they will be provided with additional tutoring and specialized language instruction.

Assessment and Language Policy

All aspects of the language are assessed via prior knowledge assessments, formative and summative assessments. Assessments are designed with clarity of language to give accessibility to learners who may need support. Teachers are required to make all their summative assessment based on the IB criteria, cited in the respective subject guide.

Assessments are designed to evaluate not only academic content but also students' progress in language acquisition, providing feedback that helps students improve their language skills alongside their academic achievements.

Academic Integrity and Language Policy

The language used in assignments, assessments, and communications is clear and comprehensible. By minimizing misunderstandings related to language, students are less

likely to unintentionally commit academic misconduct, such as plagiarism or misrepresentation. The guidelines cited in the academic Integrity policy helps streamline academic work, including citations and ideations. Students who need support in expressing their ideas are guided to ethically source information and present it in a method most comfortable to them.

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