PODAR

Nurturing The Future. Since 1927.

PODAR INTERNATIONAL SCHOOL

M U M B A I

Language Policy

INDEX

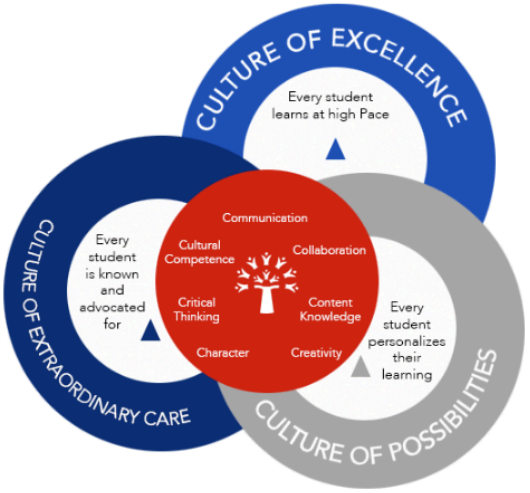
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Our Mission

At Podar International School, we provide opportunities to students through stimulating, safe and supportive environment for attaining personal mastery and team spirit through collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st Century but also develop strong moral values, especially appreciation and respect of different cultures and religions and become proactive and responsible world citizens.

Our Vision

To achieve excellence by creating globally competent, ethical and high performing world citizens through world class education.



Our Values

- Learners first
- Taking Ownership
- Relentlessly Resourceful

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.

Connecting Language to IB Learner Profile Attributes

Inquirers: Students ask thoughtful questions, showing curiosity and a desire to understand and use multiple languages.

Knowledgeable: Students build knowledge across languages, developing vocabulary, grammar, and cultural understanding to express ideas meaningfully.

Thinkers: Students use language critically and creatively to analyze information, solve problems, and make connections between linguistic concepts.

Communicators: Students express themselves confidently and clearly in more than one language, using a range of oral, written, and visual forms.

Principled: Students demonstrate integrity and respect by using language responsibly, avoiding plagiarism, and acknowledging sources accurately.

Open-Minded: Students appreciate linguistic and cultural diversity, showing respect for different perspectives and languages in their learning community.

Caring: Students use language to support and encourage others, showing empathy and respect when communicating across cultures and contexts.

Risk-Takers: Students take risks in using new languages, trying unfamiliar vocabulary or sentence structures, and embracing mistakes as part of learning.

Balanced: Students manage their language development across different strands while also nurturing their home and additional languages.

Reflective: Students think about their language learning experiences, setting goals and identifying strategies to improve communication and understanding.

International Mindedness

At Podar International School, we believe that International mindedness is a perspective that encourages students to understand, respect and value diverse cultures. It's about recognizing our shared humanity and responsibility towards a global community. This involves fostering intercultural understanding, promoting global engagement, and embracing multilingualism.

Developing international-mindedness

To build an internationally minded school culture, the school considers:

- focusing student inquiries on fostering relationships with ourselves and others in human and natural worlds
- creating opportunities for meaningful cultural engagement and action in the local and global communities
- embracing multilingualism to enhance intercultural dialogue and global engagement.

Figure IM01
International-mindedness



Statement of Philosophy

At Podar International School, we believe that **language is central to all learning**, shaping intellectual, personal, emotional, and social development. Language permeates all subjects and cultures, serving as a key medium for building understanding, expressing identity, and fostering international mindedness across all programmes

We recognize that:

- **The development of students' native languages** is essential for their personal growth, cultural identity, and academic success. The school supports and advises families on the maintenance and development of mother tongues across all grade levels.

- **Every teacher is a language teacher.** All educators contribute to language development, modeling effective communication and supporting the cultural and linguistic diversity of our learning community.

- **Language learning thrives in a supportive environment** where students engage in varied, meaningful experiences that build communication skills across modalities—listening, speaking, reading, writing, viewing, and presenting.

- **Multilingualism is valued and promoted** as a powerful asset that enhances cognitive development and intercultural understanding, and prepares students to participate actively in a globally interconnected world.

This philosophy is foundational to our language practices and is regularly reviewed through a collaborative and reflective process. It ensures alignment with IB principles and the school's vision of Excellence in Education, fostering an inclusive, language-rich environment that supports all learners in becoming confident, competent, and compassionate communicators.

Multilingualism and Mother Tongue Development

Across the School (PYP to High School):

The school's language policy explicitly recognizes multilingualism as a fact, a right, and a resource for learning across the IB continuum (PYP to DP/CP). The policy outlines multiple strategies that demonstrate this commitment:

- **As a fact:** The linguistic diversity of the school community is acknowledged through dedicated mother tongue resources in the library and multilingual celebrations such as language days, dramatic productions, and special assemblies.

- **As a right**: Students are allowed and encouraged to use their mother tongue during informal interactions and in classes where English is not the medium. There is no penalty for using native languages, and mother tongue support is discussed during admissions interviews.

- **As a resource:** Students are encouraged to think in and process complex concepts in their first language before transitioning to English. Mother tongue clubs, support from teachers and parents proficient in the students' native languages, and special classes enhance learning using the mother tongue. In the DP, students have access to school-supported self-taught literature courses, the bilingual diploma, and other pathways to study Language A in their home language, promoting cognitive and cultural depth.

These inclusive practices are embedded in the language policy, ensuring the school nurtures linguistic identity, academic growth, and cultural pride through its recognition of multilingualism.

Diploma Programme specific mother tongue provision

A powerful feature of the DP is the policy of preserving and promoting mother-tongue which develops a sense of pride for their cultural heritage. of the language a student uses at home. The programme provides opportunities for students to continue developing oral and writing skills in their mother tongue while studying the DP in a different language of instruction.

These facilities are known as:

a) School-supported self-taught literature course in group 1.
b) Special request language self-taught literature course in group 1
c) Bilingual diploma: Two languages may be taken from group 1.

Language A: literature can be studied on a school-supported self-taught basis in a situation where the student wishes or needs to complete the studies in language and literature requirement in a language for which the school does not have a qualified teacher. Self-taught students may study in Group A: Language and Literature only literature at standard level. The school-supported self-taught option is not considered appropriate when there are more than five students at a school in the same year of the programme studying the same Group A: Language and Literature: literature at standard level (Reference to the Handbook of procedures for the Diploma Programme for information in this regard).

Multilingualism in the IB Career-related Programme

This commitment to multilingualism extends across all IB programmes offered by the school. In the IB Career-related Programme, students further develop their multilingual and cultural repertoires through Language Development and Language and Cultural Studies (LCS), where language is explored as a resource for identity, intercultural understanding, and professional communication.

Policy Statement

All students will develop a fluency in the LOI. For students whose MT is the “preferred language” i. e. the LOI, but who cannot match up to the demands of English Language & Literature, remedial classes in addition to regular teaching & learning, will be offered in order to support their learning in English A.

The school will proactively look for ways to support students’ request for “native/home language” as their Language A, as a school-supported, self-taught Language A: Literature.

The “native language” will be promoted through the second languages. If it is not preferred as a choice of second language, school will nevertheless advise parents on developing the native language at home so that at least speaking skills are developed.

Moreover, students will not be discouraged or prohibited from use of their native language while in school.

In case students find the LOI a challenge, that is, if a student is from a foreign country where English is not widely spoken, the school will make provision for ESL support. Such students can select English B or two Languages in Group 1 (one being a self- taught option) at IBDP level.

Further in the DP the option of having Pamoja Education for second language will be explored.

The school will however, at the beginning of each academic year review the need to have ESL programmes depending on the changes in the students' language demographics. As per the IB Policy the school will ensure that there is adequate additive bilingualism to promote internationalism.

Definitions and Implications

a. Language of Instruction (LOI)

LOI is English at Podar International School

b. Mother Tongue (MT)

In India, the Eighth Schedule of the Constitution consists of 22 officially recognized languages. At school, our students belong to various states of India and speak a range of these languages at home. Many students are more comfortable in the National Language Hindi as also English, which is widely spoken by the younger age group. Hence our definition of `Mother Tongue' encompasses a range of meanings listed below.

Mother tongue means: "first language", "home language", "preferred language", "mother tongue", "native language", "heritage language" or "best language".

At Podar International School, MT is normally considered as "preferred language" or the "best language" and so it would generally mean that MT =LOI which is English.

If and when we have a student who is not proficient in the school's LOI i.e. English help will be provided in the form of additional remedial English classes, so that after a period, the student can be included in classroom teaching along with the others.

However, the school celebrates the various native languages to affirm individual identities. The school promotes a class and school environment that welcomes and embraces the diversity of cultures and perspectives. We use these perspectives to enhance learning by encouraging students to contribute to synonyms in a native language, be it a foreign language class or a science class. To profit from our diverse linguistic demographics, the school has recently established a mother tongue club in which we collaborate with parents and teachers to conduct sessions in their mother tongue so that students can benefit from another language and compare vocabulary to that of their own native language.

The school has mother tongue assemblies in which students bring artifacts typical of their culture or native state and explain its significance to the class. The school thus celebrates its diversity and ensures that additive bilingualism is practiced.

c. Second Language (SL)

SL may mean the second preferred language or his/her native or home language in which the student does not have complete competency. Podar International School encourages students to choose the national language at the Language B Higher Level if they have proficiency in it or have studied it for several years in middle and high school. French Language B is offered at the Language B Standard Level for students who have some knowledge of the subject from Middle and High School. French ab initio is available for students who are absolute beginners. Spanish is offered at the ab initio level for students with no prior knowledge, and at the Language B level for those who have studied Spanish in IGCSE. In other words, students are encouraged to select a second language in which they are not proficient to ensure value addition in linguistic terms.

Language Diversity Student Profile at PIS

The Indian community has the most representation in the student population, some of these belong to NRI families (Non-Resident Indians), and considering the plurality of different languages spoken in India, Hindi may not be the language spoken at home or the native language.

Admission requirements of Language

Since the LOI is English, basic proficiency in the language is a requirement during admission to school. The student language profile template is filled at the time of admission and periodically a student language profile survey is conducted. The present demographics confirm that English is the most preferred language of students.
With all the nationalities in mind, PIS delivers an international programme to a predominantly Indian population. PIS has opted for English as the language of instruction, and for French, Spanish and Hindi as second languages. Hindi and French are taught from PYP 1 and Spanish is taught from Grade 6.
The student language profile template is filled at the time of admission and periodically a student language profile survey is conducted. The survey revealed that English is the most preferred/best language followed , the other major language groups include Hindi, Marathi, Kannada, Gujarati, Marwari, Oriya, Punjabi, Tamil, Malayalam, Bengali and Sindhi.
Likewise, the teaching community has been represented by Indians.

Promotion of multi / bilingualism at PIS

- In the PYP, the emphasis is on continuing proficiency and refinement of English language skills, in order to develop academic competence. With Hindi and French starting from Grade 1, students will have three languages, English, Hindi and French. English will be the Language of Instruction and Hindi and French are both mandatorily taught as second languages in the PYP.
- All students are expected to learn two languages: English and a second language till grade 10.

- In the DP, all subjects are taught in English with the exception of languages offered in Group 2. The students need to make a choice of one second language: Hindi / Spanish / French. These languages namely, Hindi, French and Spanish, are offered as Group 2 –

Language Acquisition at IB Diploma level, French and Spanish at Language B ab initio level and Hindi only at Language B Level.

- In the CP, all subjects are taught and assessed in English. Language and Cultural Studies (LCS) supports students in exploring and reflecting on language and culture as they relate to identity, communication, and intercultural understanding. Students may draw on languages of personal relevance or interest as part of their inquiry.

Roles and Responsibilities of the members of the learning community

Administrators

- Use English as the main language of communication.
- Lead the development and review of the Language Policy and curriculum.
- Support teachers with training, resources, and classroom feedback.
- Encourage teacher collaboration for planning and instruction.
- Communicate with parents about student language development; provide translators when needed.
- Promote language-building co-curricular activities.

Teachers

All teachers are both subject and language teachers. They:

- Use English as the primary language of instruction (except in language acquisition classes).
- Embed listening, speaking, reading, and writing into all lessons.
- Scaffold content to meet diverse language needs.
- Foster multilingualism through inclusive practices and cultural appreciation.
- Provide formative feedback and support metacognitive reflection on language learning.
- Integrate language and subject content using varied teaching methods and technology.
- Collaborate to plan language-rich, age-appropriate, and inclusive learning experiences.

Special Educator/ English as an Other Language) EOL Teacher

Supports students with varying language proficiency levels. They:

- Provide targeted language support to EOL learners within or outside the classroom.
- Develop individualized strategies for language access and inclusion.
- Collaborate with homeroom and subject teachers to scaffold instruction.
- Monitor progress and adjust support based on data-driven insights.
- Offer resources and guidance to families for language development at home.
- Promote respect for home languages as a resource for learning.

Parents

Parents are partners in language development. They:

- Encourage home language use while supporting English and additional language learning.
- Provide multilingual materials and create language-rich environments.
- Participate in school activities and engage in communication around their child's language learning.
- Help children understand the value of being multilingual and culturally open.

Students

- Practice language skills across contexts and subjects.
- Use multiple languages to explore, express, and connect ideas.
- Reflect on their language growth and set personal goals.
- Respect linguistic diversity and collaborate with peers to build understanding.

Role of the Librarian

- Maintain print and digital collections in English and additional languages.
- Provide access to diverse, culturally responsive resources for all users.
- Support language development through reading programmes and curated resources.
- Facilitate virtual and physical access to language learning tools and platforms.

Language in the PYP

Language in the PYP is grounded in the belief that language is a social practice, essential for transdisciplinary inquiry learning and identity construction. Learning and teaching start with the learner's and their needs, interests, and experiences, making their unique language repertoires central to the learning process. This extends beyond the subject of language, enabling learners to make sense and meaning of all learning within and across subjects.

In learning experiences, language is used to collaborate and to create meaning through various modes in the form of text, including print, visual, linguistic, spatial, and gestural. Text can express meaning in single modes or by combining modes to create text. For example, digital texts combine images and words, as do performances and film, even storybooks combine visual and print modes.

Multiliteracy is the combination of both multilingualism and multimodality. In the PYP, educators support the development of multiliteracy by providing opportunities for learners to inquire into and develop skills in the ways in which language is used to make meaning beyond the written word. The school uses virtual platforms such as MS Teams, e-book repositories, digital dictionaries, audio, and online grammar tools to support personalized language learning across age groups. Language learning includes use of visuals, oral narratives, digital storytelling, video blogs, and performance arts to support expression in multiple modes, reflecting real-world literacy demands.

Language in the PYP encompasses several interrelated aspects, including:

- language as a subject (discipline)
- language across and between the subjects (transdisciplinary)
- literacy
- additional language(s)
- home and family languages
- multiliteracies
- communication

OTHER LANGUAGES: All students in the PYP have the opportunity to learn more than one language from the age of 6. Hence, students have access to different cultures and perspectives. Apart from English, students of grades 1-5 learn Hindi and French as a second language.

Language as a subject

Within the PYP, skills, knowledge, and understandings specific to the subject of the language are explored and developed. This includes language across the subjects and the learning of additional languages.

To support the design of language learning and teaching, the PYP provides a set of subject continuums that organize language into four strands. These are oral language—listening and speaking, visual language—viewing and presenting, written language—reading and written language—writing.

Oral Language – Listening and Speaking

Speaking and listening are oral language processes that allow learners to communicate thoughts, ideas, and feelings, and to develop an understanding of how language works. These processes support social interaction, build confidence, and are foundational to all aspects of language development.

Visual Language – Viewing and Presenting

Viewing and presenting are interconnected processes. The receptive process of viewing and the expressive process of presenting allow for growth in understanding; neither has meaning except in relation to the other. These processes involve navigating and interpreting, using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They help students understand how images and language interact to convey ideas, values, and beliefs.

Written Language – Reading

Reading is a developmental and interactive process that involves constructing meaning from text. This process depends on the reader's purpose, prior knowledge and experience, and the text itself. Reading supports learners in clarifying ideas, developing empathy, and building vocabulary and comprehension. It is essential for inquiry as students identify, synthesize, and apply relevant information.

Written Language – Writing

Writing is a way of organizing and communicating thoughts, ideas, and information to express oneself in a visible and tangible way. It is a personal act that grows with the individual. Writing is primarily concerned with meaning and intention, rather than isolated skills. Through meaningful communication, learners develop voice, structure, and technique, becoming effective writers over time.

Resources are also provided to support additional language learning, guiding educators through aspects of language learning in the areas of interaction, culture and identity, and text construction.

In the PYP, language learners inquire into text in personal, local, and global multilingual contexts to:

- develop skills in creating and communicating text in various modes such as print, visual, oral, and multilingual
- take pleasure in the emotions that can be communicated through text, such as empathy, beauty, humour and joy
- develop critical, reflective, creative, and personal approaches to interpreting and constructing text
- appreciate multiple and divergent perspectives through texts from different places, times and cultures
- apply and reflect on linguistic and literary concepts and skills in a variety of authentic contexts
- recognize the differences and similarities in language across subjects and navigate their structures and features.

Language and transdisciplinary learning

Language sits at the heart of transdisciplinary learning. As in the disciplines, subjects "overlap, inform, and intersect with one another" (Byrd Clark, 2016). Inquiry-based learning through the PYP transdisciplinary themes offers opportunities to explore and develop language by following learners' curiosity to observe, question, wonder, and share thoughts. Within a multilingual learning community, collaboration provides further avenues for language use and growth as learners encounter new ideas, reflect critically on their learning, and develop their linguistic identity in a supportive, enriching environment.

By design, units of inquiry provide authentic opportunities to inquire into language and to inquire through language, in both language and additional language(s). Knowledge and skills are developed through a collaborative, reflective process that focuses on conceptual understanding.

The language learner

PYP learners bring a unique set of personal experiences, characteristics, and skills to the learning community, infusing multilingual classrooms with rich diversity. Some learners are new to the school's language(s), and schools support all students by inquiring into and valuing their language repertoires. This enables learners to access and share their home and family languages, exercising agency through pedagogical translanguaging approaches. Recognizing that prior language knowledge is central to cognitive development, schools support language development by making provision for all languages. Learners are not asked to replace their existing language(s) with new ones but to expand their language repertoire, exercising agency as they do so.

Language is fundamental to the development and demonstration of the attributes of the IB learner profile and to international-mindedness. PYP students, as inquirers, thinkers, and communicators, recognize that meaning-making can occur through various languages, dialects, and socio-cultural contexts, in both verbal and non-verbal ways.

Action and the language learner

Learners demonstrate agency by taking action through their language choices and using their language to reflect on their actions. This becomes evident through goal setting and in collaborating with others in school and across the learning community.

Table 7

Demonstrations of action in language

Action	Language examples could include the following.
Participation	• Encourage peers new to the school's language(s) to take on roles in collaborative tasks.
Advocacy	• Create posters with persuasive text or participate in debates to inform the community about issues of personal significance.
Social justice	• Support peers new to the school's language(s) by creating opportunities to share cultural or linguistic knowledge.
Social entrepreneurship	• Run a poetry club or literary magazine or translate in a local language context.
Lifestyle choices	• Decide to learn a new language or find ways to interact in new contexts using a language they are learning.

Additional Support

Additional Support for the development of skills in the language of instruction (English) is available to all students through their participation in school assemblies and events which enable them to write, speak and present in English and other languages. Students are also encouraged to participate in events outside the school. Students are encouraged to make use of the school library; reading for pleasure is of a high priority. In PYP, students whose 'best' language is not English and who display a deficiency in the basic skills will receive remedial attention from teachers of the subject. In case the student has been diagnosed with learning difficulties, he or she will receive specific support from the special education teacher as per guidelines laid down in the school's Inclusion policy.

Language in the Middle school, IGCSE and A Levels

Inquiry-based teaching forms the hallmark of all teaching and learning at school and hence language teaching follows the same philosophy in conjunction with guidelines from IGCSE and IB Standards and Practices.

1. Oral Communication is enhanced by providing opportunities through individual and group activities that help students express themselves.
2. Further, Reading Assessments are also done, in order to track the progress of every student over time.
3. Students use different media through a variety of book reviews, speeches, debates, poems, letters, stories, posters, lyrics, scripts, narrative and analytical essays. Students are equipped with the necessary skills at all grade levels to ensure strengthening of language skills.
4. Language assessment is a continuous process which is evident in the multiple teaching-learning styles and strategies.
5. All teachers act as language facilitators at all times of interaction and communication.
6. The Library plays a central role in facilitating language teaching and learning.
7. The on-going language development is considered as a shared responsibility of all teachers, parents and students.

Additional Language

1. Other than English, French, Spanish and Hindi are required from Grade 6 and 7 as it enriches our intellectual and social growth.
2. In the IGCSE students are offered Hindi/French/ Spanish as second languages.

Language in the Diploma Programme

The language of instruction is English, which is the language that is 'known best' and 'used most' by the DP student population.

Group 1 – Language and Literature: The Diploma Programme offers three courses. PIS has opted for 'Language A: Language & Literature at the Standard Level and at the Higher Level. Students can also opt for the school supported self-taught option. Students will be exposed to a range of literary and non-literary texts to encourage students to think critically and look at multiple perspectives. The relation between text, audience and purpose is analyzed through commentary.

LINKS TO IGCSE: The Diploma Programme course builds on the foundation of IGCSE English -First Language. It aims to ensure the continuing development of a student's powers of expression and understanding in a variety of language domains.

Group 2-Language Acquisition: Students may also study a Language in Group 2. This may be taken as language B (French, Spanish or Hindi) or AB Initio (French or Spanish). These courses provide students with necessary skills to communicate in a place where language studied is spoken. The Ab Initio course is designed for students who have little or no experience of the language, whilst Language B is intended for students with prior learning of the language. Pamoja Online Education will be explored for students wanting languages which are not offered at school but available at Pamoja.

Placement in Levels
In Group 1, the choice of level would be dictated by the students' previous performance in the Middle Years and on their overall decisions about the distribution of SL and HL subjects across the six academic areas.

In Group 2, the choice of level would be dictated by prior experience of the target language. Students who are already able to understand and respond to spoken and written language on a range of common topics are placed in the Language B level and students who are absolute beginners in the language are placed at ab initio.

The thumb rule is that the second language must provide an appropriate academic challenge and a definite value addition to linguistic skills.

ADDITIONAL SUPPORT for the development of language skills is available to all students through their participation in school assemblies and events which enable them to write, speak and present in English and other languages. Students whose 'best' language is not English and who display a deficiency in the basic skills will receive remedial attention from teachers of the subject. In this regard the school will engage the services of a dedicated English teacher trained in ESL or ESOL skills. In case the student has been diagnosed with learning difficulties, he or she will receive specific support from the special education teacher as per guidelines laid down in the school's Inclusion policy. IEPs are prepared as per the individual learning needs by the Inclusion coordinator. All students are encouraged to make use of the school library; reading for pleasure is of a high priority.

Methodology

Podar International School promotes a stimulating learning environment through various teaching methodologies to develop conceptual understanding, critical thinking, problem solving, collaboration, and local and global perspectives integration. Teachers will provide a wide range of learning experiences and opportunities so as to develop and enrich student language skills. They are also mindful that their methodology is age- appropriate.
Students will be given opportunities for meaningful interactive communication through various teaching methodologies.
The school recognizes that each student has their own learning style; hence differentiation is seen as an invaluable tool. Teachers will provide work which caters to the students' strongest way of learning, whether this be auditory-sequential, kinesthetic-tactile, or visual-spatial, whilst at the same time giving students opportunities to absorb knowledge and skills through a less favored style. Technology will be used in the classroom as appropriate in order to enhance student learning.
Subject specific vocabulary will be introduced prior to each unit of work and continuously reinforced during the unit and reviewed post unit.

Language in the CAREER-RELATED PROGRAMME

Language Development/ Language & cultural studies as an IBCP core

Keeping in mind the objectives of language development as an IBCP core, students are encouraged to develop an awareness of different perspectives of people from other cultures. Bilingualism is encouraged at school as all students develop proficiency in a second language, which helps them to gain not only a global understanding of the language but also cultural awareness. Accordingly, students will have the option of French/ Spanish in the Language Development curriculum. Activities that give opportunities for creativity and enjoyment while also engaging and enriching students are used to transmit linguistic skills such as written and verbal comprehension as well as written and verbal expression.

Students will dedicate at least 50 hours towards language development through a variety of media such as movies, exchange programmes, authentic resources such as newspaper articles, poems, songs, blogs, podcasts and essays.

In the IB Career-related Programme (CP), Language and Cultural Studies (LCS) plays a central role in supporting students' understanding of language as a key component of identity, culture, communication, and professional life. LCS complements language acquisition and language development by encouraging students to critically reflect on their linguistic repertoires and cultural experiences across personal, community, and career-related contexts.

The school recognizes multilingualism as a fact, a right, and a resource for learning. Through LCS, CP students explore and develop their individual language profiles, which may include home languages, school languages, and languages encountered in social, community, or professional environments. Students are encouraged to value linguistic diversity and to understand how language shapes perspectives, relationships, and opportunities.

LCS is implemented as a school-supported, self-directed course that places strong emphasis on student agency. Students select an Area of Exploration (personal,

community, or career), set language- and culture-related goals, and identify resources—including mentors and community contexts—to support their inquiry. This approach reflects the school's commitment to lifelong language learning, intercultural understanding, and learner ownership.

Language-specific support is provided through collaboration with the LCS facilitator and language teachers. Students may seek linguistic and cultural guidance in the languages they are exploring, while retaining responsibility for their learning. Evidence of language development and intercultural growth in the CP is documented through reflective practices, including the LCS Learning Journal and formal Review Points.

Language provision in the IB Career-related Programme includes Language Development and Language and Cultural Studies (LCS), which together support students' multilingual, intercultural, and professional communication needs.

Assessment:

Group projects and individual projects such as simulations, role plays, recitations and songs have to be recorded by students to create individual language which are assessed internally and reviewed periodically.

The language portfolio demonstrates the level of student engagement and language acquisition through progressive works demonstrating competency and skills developed over the period of the programme. Scope for self-assessment and reflection gives students a sense of satisfaction and achievement. Academic integrity is fostered through assessments undertaken at regular intervals. It also helps them to develop intercultural understanding when they compare the target culture with their own and appreciate the similarities and differences.

Language development runs concurrently with the other elements of the CP core.

Language used in the school

To foster a sense of community, the school encourages all members to develop positive means of communication. At PIS students and teachers use the language that is common to all and also avoid the use of words that belittle, degrade or alienate others.

Guidelines and strategies for support for students who are not proficient in the language of instruction.

A minimum basic level of competency in comprehension of academic language is expected from students for them to be able to engage in class discussions and engagement that is necessary to achieve success in an IB programme.

Cummins (2007) proposes that the four dimensions of teaching that are particularly important in ensuring that students participate are:

- to activate prior understanding and build background knowledge
- to scaffold meaning
- to extend language
- to affirm identity.

a) **Intensive remedial classes** from grade 3 onwards so that by grade 8 proficiency in the language of instruction is acquired.

IEP:

Students are encouraged to set achievable goals and positively reinforce their performance. To cater to the learning needs of individual pupils teaching is done in small groups or individually. Remedial classes and assessments are conducted by teachers to evaluate academic progress.

Peer Support Programmes

Teachers may take the assistance of buddy students to help their classmates to work on communication and social skills as well as good interpersonal skills.

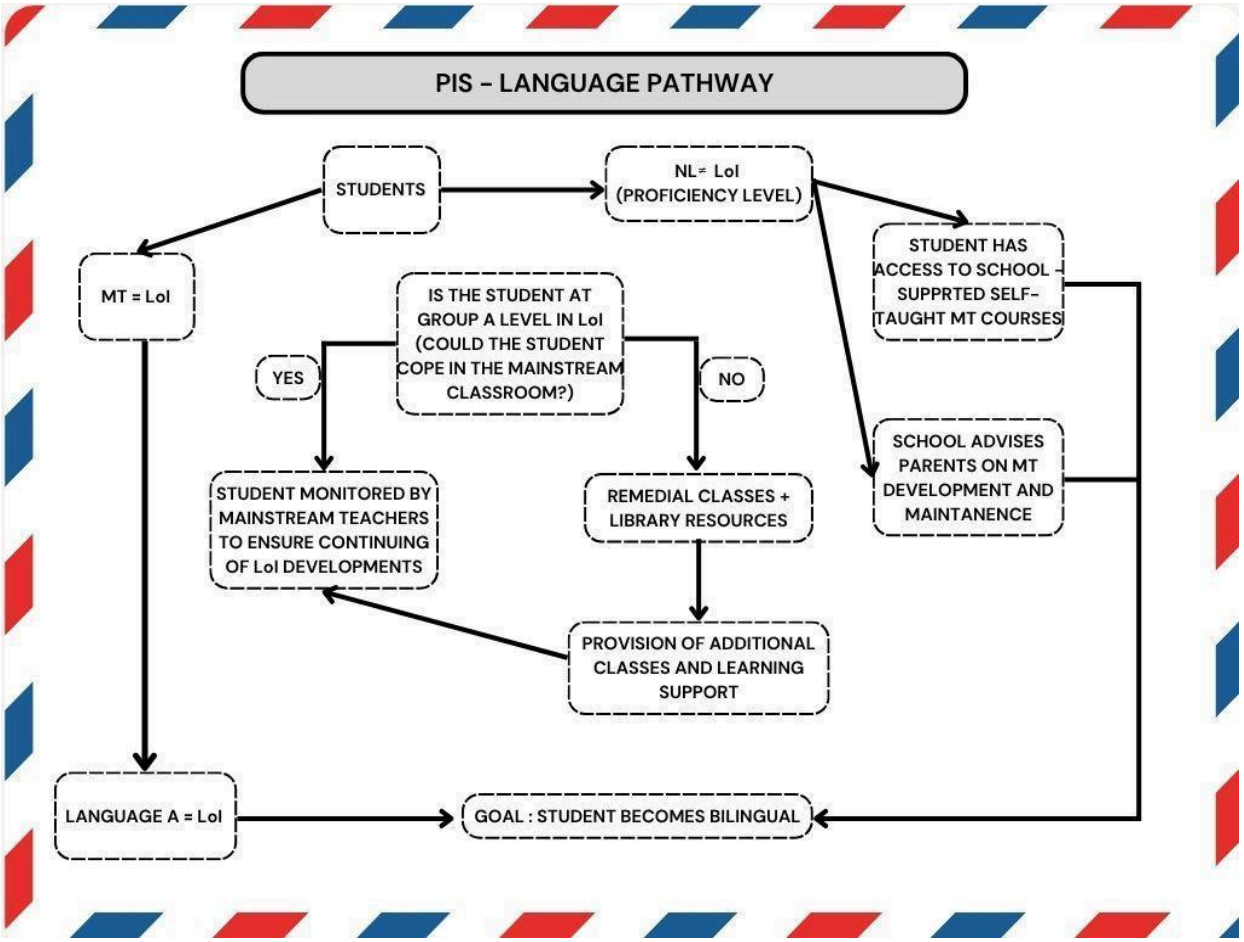
b) **Practice differentiation in class**

- Analyze the class results to determine progress in all strands of language learning.
- Prepare for teaching strategies to cater to different learning styles in classes.
- Differentiated formative assessments to reinforce language skills.

c) **Group activities**

When students work in groups of mixed ability, communication skills develop to a great extent, especially in 2nd languages. Further, students who find it difficult to express themselves effectively benefit from group activities.

LANGUAGE PATHWAY



PODAR INTERNATIONAL SCHOOL

LANGUAGE PATHWAY

Languages	**PYP**					**Middle School**		**IGCSE**	**DP**	**CP**	**A Levels**
Details	Grade	Grade	Grade	Grade	Grade	Grade 6	Grade 7	Grade 8, 9, 10	Grade 11 & 12	Grade 11 & 12	Grade 11 & 12
Best / Preferred Language - English	Lang A= English					Lang A= English		Lang A= English	Group A: Language and Literature (HL/SL) Self Taught Group 1 Language	Lang A= English	Lang A= English
	Remedial Classes - English if Required										
Second Language	Lang B = Hindi					Language B - Hindi/French/Spanish New Students are supported by Remedial Classes			Group B: Language Acquisition at IB Diploma Level Language B - Hindi (HL/SL) French Language B , French AB (SL) Spanish Language B, Spanish AB (SL)	Language Development at CP French / Spanish	N.A.
Additional Language	French					N.A.		N.A.	N.A.	N.A.	

Accommodations and modifications for students with learning difficulties

(Cross- Referenced with Inclusion Policy)

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

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

If required, a modification is used as an adjustment to an assignment or a test that alters the standard of what the test/assignment measures. Modification means giving an easily achievable test than the standard test. The goal of the Inclusion Department is to meet the standards of PIS with accommodations and modifications as necessary in consultations with the IEP (Individualized Education Plan).
Individual needs of students are taken into consideration while planning accommodations and modifications.

PYP Accommodations

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

Classroom Accommodations
● Appropriate seating ● Handouts and notes ● Encouragement and praise ● Work to be completed in stages ● Rubrics to help focus on assigned tasks ● Demonstrating examples of “good” work ● Immediate feedback ● Group work ● Extended time for assignments and assessments

PYP: Support Strategies for Reading and Writing Deficits (Aligned to IB Language Tenets)

Reading Materials ● Provide a choice of books with similar concepts, at an easier reading level.(Tenet 13: Language learning is non-linear) ● Provide audiotapes of textbooks wherever possible. . (Tenet 8: Technologies support meaning making)- ● Provide synopses of chapters. ● Provide the student with a list of discussion questions before reading the materials.(Tenet 7: Meaning is constructed collaboratively) ● If a student has vision problems, arrangements for a larger font size will be made. (Tenet 7: Meaning is constructed collaboratively) **Curriculum:** ● Review curriculum. ● Learning outcomes to be specified before reading a chapter.(Tenet 3: Language is used in context)	**Change the demands of writing rate** ● Allow extra time for written tasks. (Tenet 13) ● Allot more time for projects / assignments.(Tenet 8) ● Use of laptops as per Board specifications. Extra practice to increase speed and legibility of assignments. **Adjust the volume of written output** ● Provide guiding questions for structuring answers. (Tenet 3) ● In selected tasks, ignore spelling errors. (Tenet 11: Value linguistic ● Extra worksheets to be given as remedial work. **Complexity** ● Break writing into stages. Consider feedback and assessment at each stage and final product. (Tenet 4: Language constructs meaning) **Tools:** ● Use cursive or manuscript. ● Use preferred line widths/paper. (Tenet 10: Language linked to identity) **Modifications** ● Emphasize quality over quantity.- Accept oral, visual, or digital alternatives. (Tenet 6 & 9: Multimodal expression)

Middle School, IGCSE, A Levels, IBDP and IBCP Accommodations

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

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

Accommodations for Language and other content areas:

Text books: Provide a choice of books with similar concepts, at an easier reading level.*(Tenet 13: Language learning is non-linear)* Provide audiotapes of textbooks wherever possible. *(Tenet 8: Technologies support meaning making)*- Provide synopses of chapters. Provide the student with a list of	1. **Change the demands of the writing rate:** - Allow extra time for written tasks. *(Tenet 13)* - Allot more time for projects/assignments.*(Tenet 8)* - Use of laptops as per Board specifications. Extra practice to increase speed and legibility of assignments. 2. **Adjust the volume:** - Provide guiding questions for structuring answers. *(Tenet 3)*	**Time:** - Allow extra time for completing assessments. - Permit testing in a quiet, separate space. - Allow project-based alternatives.- Break tests into small sections. **Directions:** - Provide both printed and oral instructions.- Repeat directions as needed. *(Tenet 7)*

discussion questions before reading the materials.*(Tenet 7: Meaning is constructed collaboratively)* If a student has vision problems, arrangements for a larger font size will be made. *(Tenet 7: Meaning is constructed collaboratively)* **<u>Curriculum:</u>** Review curriculum. Learning outcomes to be specified before reading a chapter.*(Tenet 3: Language is used in context)*	- In selected tasks, ignore spelling errors. *(Tenet 11: Value linguistic* -Extra worksheets to be given as remedial work. 3. **Complexity:** Break writing into stages. Consider feedback and assessment at each stage and final product. *(Tenet 4: Language constructs meaning)* 4. **Tools:** - Use cursive or manuscript - Use preferred line widths/paper. *(Tenet 10: Language linked to identity)* 5. **Modifications:** Emphasize quality over quantity.- Accept oral, visual, or digital alternatives. *(Tenet 6 & 9: Multimodal expression)*	**Grading** - Use flexible formats.- Allow corrections/resubmissions for learning growth. **Assistive Technology** - Use audio files for students with auditory/visual processing needs. *(Tenet 8)* - Allow laptops for note-taking.- Use large print materials.- Allow calculators where appropriate.

Links to other policies

Admission policy

At Podar International School, English is the primary language of instruction. While a basic level of English proficiency is required for admission to Middle School and above to ensure students can engage meaningfully with the curriculum, it is not a prerequisite for admission to the Primary Years Programme. This policy allows younger students to join the school regardless of their current English skills, with dedicated support provided to help them develop language proficiency as part of their learning journey.

Assessment policy

Assessment at Podar International School reinforces the Language Policy by promoting authentic, skill-based expression across all learning experiences. This focus on language supports the development of critical thinking, comprehension, and expression, ensuring that assessments are meaningful, accessible, and reflective of students' learning across all subject areas and grade levels.

Academic Integrity policy

Assessment practices at Podar International School are designed to uphold academic integrity by encouraging original thinking and authentic student work. Students are guided to take ownership of their learning through structured tasks that emphasize independent effort and honest expression. Teachers provide clear expectations, support ethical research, and explicitly teach citation and source acknowledgment, helping students build responsible academic habits and a strong sense of integrity.

Inclusion Policy

At Podar International School, the Language Policy is grounded in inclusion, ensuring equitable access to language learning for all students—regardless of language background or learning needs. The school supports diverse learning profiles through differentiated instruction, additional language support, and appropriate accommodations. Teachers, the Inclusion Support Team, and families collaborate to set realistic and personalized language goals. This inclusive approach enables all students to develop language skills while feeling respected, supported, and valued within the school community.

Review and communication process:

The language policy is reviewed annually or as and when the need arises or when there is a change in the IB language policy.

The implementation of the process and its outcomes in the previous year is analyzed with the learning outcomes and student achievement before considering points to be reviewed.

Reviewing Committee

Head of the School

Programme Coordinators

Teacher Librarian

Teachers

Last Review Date: January 2026

Next Review Date: January 2027

REFERENCES

- PYP Subject Guides
- Primary Years Programme, how multilingual is my school—A self-audit tool, Published October 2018, Updated December 2018
- Primary Years Programme, Reviewing a language policy, Published October 2018, Updated December 2018
- PYP: From Principles into Practice https://www.ibo.org/programmes/primary-years-programme/
- IB Programme Standards and Practices
- Guidelines for school self-reflection on its language policy, Published October 2012, Updated December 2012
- Language and learning in IB programmes, Published September 2011, Updated August 2012, Updated August 2014
- International Baccalaureate. The Learning Community, October 2018, updated December 2018, March 2024.
- Oakridge Language Policy, 2022
- IB Language Tenets in practice, 2024

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

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

FURTHER CONSIDERATIONS

STATEMENT OF INTENT: In the process of revising the PIS Language Policy it became very evident that such a document cannot claim to be a complete and thorough record of prevailing practices and procedures. Rather, it is aspirational in nature; a statement of intent; a blueprint for further development, outlining goals for language teaching and learning. At best, the school community agrees to implement as many of the recommendations of the policy as possible within the constraints of time and resources that challenge any school.

Appendix 2: Practices related to Language Teaching and Learning across DP Subjects

Since proficiency in cognitive academic language is inseparable from successful learning, all teachers have some role in developing this. Language is embedded in the concepts and contexts across all subject areas and in many cases, key terms and concepts transfer easily from one subject to another. Helping students recognize key terms and concepts directly or indirectly and how to use them to communicate makes every teacher a language teacher. Thus, all our subject teachers are language teachers. Some examples in subject areas from Group 3 to group 6 and the core are given below.

Group	Subjects	Description of practices
3	Economics/Psychology/Business management, History	Use of command terms are explained. Key terms in case studies are discussed
4	Physics/Chem/Biology/ESS/CS	Use of command terms, scientific terms are explained in layman's language, framing of Research questions, structuring of data collected to communicate results
5	Mathematics	Use of command terms, mathematical functions and vocabulary
6	Visual Arts	Local language and culture exploration through art
Core	CAS	Evaluating of the CAS learning outcomes and understanding of creativity, activity and service
Core	EE	Framing of Research questions as part of the assessment criteria
Core	TOK	Knowledge questions like Do people who speak different languages think differently? Language as a method and tool

Practices related to Language Teaching and Learning across CP

Component type	Subjects	Description of practices
DP subjects	Economics/ /Business management	Use of command terms are explained. Key terms in case studies are discussed
CRS	Career-related studies	Use of command terms, subject terminology is explained in layman's language.
Core	Reflective Project	Framing of Research questions, structuring of data collected to communicate results
Core	Personal and Professional skills	Expressing their goals and requirements, exploration of cultures and their connections with languages, focusing on effective interpersonal communication
Core	Service Learning/ Community engagement	Self- evaluation of the Service Learning/ Community engagments outcomes through reflection

Appendix 3: Meeting IB Standards and Practices

Standard: Leadership and governance (0201)
Leadership 1: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)

Practices
Leadership 1.1: The school clearly articulates its governance and/or leadership structure and establishes roles, responsibilities and mandates for ensuring programme implementation and development. (0201-01-0100)

Standard: Student support (0202)
Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

Practices
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. (0202-01-0600)

Standard: Teacher Support (0203)
Teacher support 3: The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)

Practices
Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100)

Standard: Culture through policy implementation (0301)
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)

Practices

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

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. (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)

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. (0301-04-0411)

Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community.(0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the Learner Profile in all its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Standard: Students as lifelong learners (0402)
Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Practices
Lifelong learners 7.1: The school provides opportunities for students to explore and develop their personal and cultural identities. (0402-07-0100)
Lifelong learners 7.2: The school community affirms individual student identity through learning and teaching. (0402-07-0200)
Lifelong learners 7.3: Students take opportunities to develop their language profiles. (0402- 07-0300)

Standard: Approaches to teaching (0403)
Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Practices
Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)
Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403- 05-0300)
Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

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Language Policy