PYP Language Policy
2022-2023

PURPOSE AND GENERAL PRINCIPLES

A school's language policy is shaped by the school's language practices, language management, and language ideologies (IB, 2011). This document outlines our school's linguistic and academic goals and defines the programme designed to help our students attain these goals.

This policy is intended to provide an overview and guiding principles for language learning at Springdale International School which permeates the entire school curriculum through authentic contexts in a culturally rich and diverse environment. As language forms the basis for all learning, this policy is critical for helping the school to achieve its mission.

This policy is developed by a committee that includes members from the senior leadership team and from the faculty. This policy is subject to review annually and we plan to include students and parents' representatives in the review committee.

Language policy steering committee members:

Ms Christina Gomes   Homeroom Teacher
Ms Tanzia Islam   Bangla Language teacher
Ms Sharmin S Rahman   Bangla Language Teacher
Ms Taslima Khatoon   Head of Primary & IB PYP Coordinator

Policy developed at 2022-2023
To be reviewed at 2024-2025

SDIS Vision

To build a gifted future generation who will cherish our values and become custodians of a just, viable future.

SDIS Mission Statement

Springdale International School engages, enlightens and empowers a learning community where students are nurtures to see themselves as people of substance and character o they can contribute to a changing global society.

SDIS Values:
1. Gratitude
2. Manners
3. Excellence
4. Self Sufficiency
5. Innovation
6. Resilience

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

IB learners strive to be:
- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Language Philosophy at SDIS:

At Springdale International School, it is recognised that language is the foundation of all learning. It is transdisciplinary across the curriculum and is the medium of inquiry and communication. Language learning involves: learning language, learning about language, and learning through language. It is a core belief that every teacher is a teacher of language and that all students are language learners. SDIS is committed to multilingualism as a means of affirming cultural identity and developing international-mindedness.

SDIS Language Profile:

Students at Springdale International School come with different cultural and linguistic backgrounds. The student body consists of pupils from Bangladesh or of Bangladeshi origin who speak Bangla as their mother tongue, as well as students from other regions of South Asia and beyond with various different mother tongue languages.

More than 95% of the students have Bangla as their mother tongue/ home language and also speak in English. A very small percentage of students have other regional languages as their mother tongue.

The Language of Instruction:

At SDIS, all the communication is in English as it is the language of instruction for the curriculum in school. The aim of the English language curriculum is to enable all students to develop an ability to use and understand the English language. Since language is spoken and written, this means the fullest possible development of capabilities in speaking, listening, reading and writing skills of the child. All teachers are responsible for the language development of students.

Additional language:

The language Bangla is spoken by the majority of the student body as their home language or mother tongue. SDIS recognizes the importance of the host country language and thus promotes acquisition in Bangla, compulsory in all PYP grade levels starting from the age of 4. Students whose mother tongue is not Bangla or students who hold passports from other nationalities, but are of Bangladeshi origin, may speak the language but have limited skills in reading and writing. To meet their language needs, SDIS provides Bangla at different proficiency levels.

Mother tongue:

Students' mother tongue language is valued and considered crucial for maintaining cultural identity and emotional stability. Hence SDIS has accepted Bangla (mother tongue of almost 96% students) as the additional language. Besides, school has few students whose mother tongue/home language is Arabic. The school offers Arabic Language learning after school. Mother tongue practice is encouraged during assembly presentation; during events like Book Week, cultural show, Student Led Conference etc.

Common Practices:

At SDIS, we are committed to the following practices:

- Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8)
- Teaching and learning in language classrooms is based on constructivist learning strategies such as inquiry, project-based learning and communicative language learning
- Promoting international-mindedness and encouraging multilingualism
- Providing support for students to be successful in language acquisition
- Placing importance on language learning, including mother tongue, host country language, and other additional languages (IB Standard A, Practice 7)
- Providing regular feedback on language learning on an ongoing basis to students
- Aligning the assessment at the school with the requirements of the programmes (IB Standard C4, Practice 1)
- Reporting of student progress to parents on a regular basis
- Collaborative planning and reflection recognises that all teachers are responsible for language development of students. (IB Standard C1, Practice 8)
- Encouraging students to take action and extend their language learning in ways that help their community
- Ensuring that every discipline includes support mechanisms for language learning, both written and spoken
- Promoting awareness of one's own language and culture
- Utilizing the resources and expertise of the community to enhance learning within the programmes (IB Standard B2, Practice 11)

The Three Strands of Language:

Springdale International School recognises that the three strands of language - oral, written, and visual - are interrelated and integrated, and that all are important in understanding and communicating meaning.

Oral Language:

- Oral language encompasses all aspects of listening and speaking.
- Students use oral language all the time because it pertains to how they interact with their classmates and teachers.
- Opportunities for learning about and learning through oral language occur in all areas of the curriculum.
- Students are provided with authentic opportunities to develop their skills. These include assemblies, presentations, performances, a range of classroom learning experiences, and the enriched Performing Arts program.
- Teachers plan activities that expose students to conventions of oral language and support them in responding appropriately to a range of contexts and audiences.

- Assessment of speaking and listening is completed in the contexts including group work, pair work, and whole class across the curriculum.

Written Language:
- This language is one that involves both reading and writing; students need to learn how to read and write properly so that they can effectively communicate their ideas to classmates, teachers, or adults. Students learn to read by reading.
- The school delivers a daily literacy block comprising explicit teaching of reading.
- Students' natural desire to communicate through writing is fostered by giving real purpose to their writing, and by exposing them to varied, challenging and meaningful writing opportunities.
- There is consistency in promoting the writing process (planning, drafting, editing, proofreading, revising and publishing) throughout the grade levels.
- Students are provided with opportunities to express themselves in writing through different genres.
- Constructive feedback from teachers, peers, and other adults support the development of writing.
- Teachers model and provide instruction in the correct use of language conventions, including spelling, grammar, rules of punctuation and handwriting.
- Assessment drives the teachers to identify the appropriate levels for students.

Visual Language:
- The process of viewing and presenting are closely connected.
- Students are provided with learning experiences to develop their ability to understand how images and languages interact to convey ideas, values and beliefs.
- The BYOD (Bring Your Own Device) Program in Grade 1 and above, and other ICT resources across the school allow students to access visual texts including websites, videos, graphs, maps, diagrams and charts.
- Students learn to interpret, understand and use different media.
- Students have the opportunity to create visual presentations, and to use multimedia in a variety of situations and for a range of purposes and audience.
- Opportunities are provided for students to view high quality performances in a variety of media.

Teaching and Planning Practices:
At SDIS, teachers are expected to:
- Present language through meaningful and authentic contexts
- Use a wide variety of teaching and assessment strategies
- Provide a balanced language programme as laid out in the PYP scope and Sequence document
- Plan in collaboration with Homeroom Teachers and Specialist Teachers to maintain consistency
- Provide challenges to students by giving them opportunities to reach their full potential
- Plan and structure teaching and learning situations so that students have opportunities for success
- Encourage appropriate cooperative discussion in the classroom

- Encourage reading for meaning
- Give students the opportunity to work in a variety of ways - whole class, groups, as pairs and individually, according to their needs, the nature of the activity and the learning objectives
- Build students' confidence and self-esteem and enable them to become effective language users
- Teach students to view writing as a process
- Teach students to read and research using multimedia resources
- Teach to use language for creative problem solving
- Give positive and constructive oral and/ or written feedback
- Create an environment where all students can make progress at their own pace

At SDIS, teachers plan activities where students:
- Integrate prior and new knowledge
- Acquire and use a range of learning skills
- Solve problems individually and in groups
- Reflect on their successes and challenges
- Think critically
- Accept that learning can involve uncertainty and difficulty

Policy Review
This policy is a working document and as such will be reviewed by the Language Committee and academic staff annually.

The following criteria will be used to measure its success:
- Has the quality of student learning been enhanced?
- Has the quality of teaching been improved?
- Can we identify a range of teaching and learning styles in each classroom?
- Are staff and students following procedures?
- Is there clear evidence of assessment informing planning?
- Has any part of the policy been difficult to implement, or been ignored?

Credit: https://resources.ibo.org/data/g_0_iboxx_amo_0804_2_e.pdf