

LANGUAGE POLICY

Sangam School of Excellence



Last Reviewed: 20th February 2015

Sangam School of Excellence

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SSE MISSION STATEMENT

SSE aims to develop in children the knowledge and skills to enable them achieve their career goals and become caring and open minded leaders who think global and act local.

Education at Sangam is a relentless quest for excellence, for the fullest possible development of a student's personality and potential viz. academic, spiritual, moral, social and physical- are the key endeavours.

Students will be taught in a caring and personalized learning atmosphere that is enhanced through a friendly and constructive partnership with parents. Through the School's programs and activities, the children will learn to respect all cultures and communities, preparing them to become a part of our increasingly multi-cultural world.

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.

STATEMENT OF PURPOSE:

- To enhance the articulation among the students.
- To strengthen the word power of the students.
- To enable them comprehend the content.
- To develop among the students the skills of reading, listening, speaking and writing.

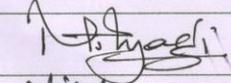
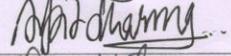
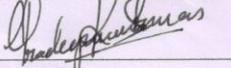
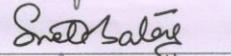
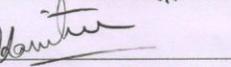
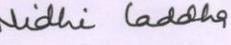
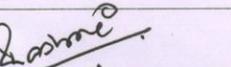
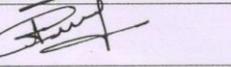
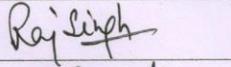
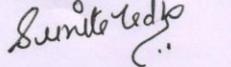
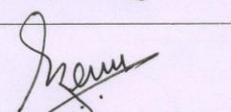
STATEMENT OF ACTION:

- It describes how the LPSC is formed
 - It defines the roles of LPSC
 - It outlines schools beliefs about language
 - It describes the language profile of School.
 - It includes the languages options available at SSE.
 - It outlines current practices of language teaching and learning at SSE
 - It also describes the support system for Self Taught Students.
 - It includes the process how this policy is reviewed.
 - How does it link with other policy documents
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FORMATION OF LANGUAGE POLICY STEERING COMMITTEE (LPSC)

The Sangam School of Excellence (SSE) has formed a school's **Language Policy Steering Committee** with an aim to develop a **Comprehensive Language Policy Document** and bring it in effect in an ongoing manner which states:

1. beliefs about languages,
2. how they (language) are learned and
3. which (Language Policy) works to systematize the language teaching and learning while encompassing all the four areas of language learning i.e. **Listening, Speaking, Reading and Writing.**

Sr. No.	Name	Group	Signature
1.	Dr. Meenakshi Tyagi	Admin	
2.	Mr. Arpit Sharma	PLT	
3.	Mr. Pradeep Sharma	PLT	
4.	Ms. Sweta Batra	PLT	
5.	Mrs. Kavita Chouhan	Teacher	
6.	Mrs. Nidhi Laddha	Teacher	
7.	Mrs. Rashmi adhikari	Teacher	
8.	Mr. Achal Mandot	Teacher	
9.	Mr. Raj Singh Yadav	Teacher	
10.	Mrs. Sunita Laddha	Parent Member	
11.	Mrs. Roop Renu	Parent Member	

For Sangam School of Excellence


Director/Authorised Signatory

ROLE OF LANGUAGE POLICY STEERING COMMITTEE

- The committee shall **review the school's Language Policy every year (in the month of February)** and adopt changes as per the changing scenario.
- The committee shall take up decisions regarding the amendments or changes in the policy document (if any) in the annual meet.
- The committee shall consider alternative models for addressing the needs of those learning in a language other than their mother tongue.
- The committee will share the policy changes with all the school community and collect their reflections on the same.

SCHOOL'S LANGUAGE PHILOSOPHY

“Language is not merely a reproducing instrument for voicing ideas but rather is the shaper of ideas... We dissect nature along lines laid down by our native languages.”

Benjamin Whorf, 1897-1941

SSE BELIEVES:

1. That language is a means of expression, imperative to learning and supports the curriculum.
2. That all teachers are language teachers and all subjects have their specific vocab requirements, structure and style of expression.
3. That learning of language is a continuous and a long-drawn process.
4. That language is a verbal behaviour, language evolves with biological growth, language is a set of habits and helps form other habits, language is creative behaviour and language is communication.
5. That students may come from varied academic backgrounds and may have different language needs.
6. That some students need extra help (apart from classroom teaching hours) for their language development.
7. That every student has a right to use and express himself in his own first language (mother tongue) although English remains the language of instruction and assessment (except other language courses).
8. That language complements the non-verbal behaviour.
9. That learning of language is strongly influenced by the unique individual characteristics of a learner and hence is versatile and complex process.
10. That students respond at varied degrees and show adaptability to different extents.
11. That all languages are different yet equal and respectable with their own backgrounds, where they emerge from, hence the school does not promote any language biases.

12. That languages are the threads to connect all other subjects and disciplines.
13. That development of Language is pertinent but not a hindrance to expression.

LANGUAGE PROFILE OF THE SCHOOL COMMUNITY

- SSE enrolls students from diverse cultural, economic and social backgrounds. The primary mode of communication for all the subjects (except other language courses) is English, depending on the articulation of the students.
 - Outside the classroom, school community is free to express in their language of comfort.
 - Students and teachers come from a variety of mother tongues and nationalities.
 - The national Language of India is Hindi and English is given a working language status. There are no other legal requirements as such and the school is free to choose any language that it wishes to promote among its students (as per the need of the student community)
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CURRENT PRACTICES RELATING TO LANGUAGE TEACHING AND LEARNING

1. The medium of instruction and assessment is English for all subjects except other languages.
2. SSE expects its students to be proficient in English with equal emphasis to the usage of Mother Tongue.
3. Communicative approach of teaching facilitates and fosters the growth of language through open forums, vocabulary building exercises, co-curriculars, speeches, debates, discussions, brainstorming, newspaper reading with analysis, dramatics, extempore, story writing, composition, extract from literature for comprehension etc.
4. Teachers act as mentors to aid learning and promote active involvement of the students.
5. The school has prescribed language courses for students and they have the liberty to choose from among a range of languages.
6. It is against the school rule to use foul and indecent language.
7. Differentiated learning is also supported by mother tongue to achieve clarity.
8. Library at SSE plays a vital role in supporting the curriculum. Earnest and timely initiatives are taken to enrich the resources in form of text books, references, audio-visual aids, and ICT.
9. A central resource server [C.R.S.] is installed in the library that is the hub of all references.
10. Library will be pivotal in the area of teaching, learning and research.
11. The librarian (in conjunction to the subject teachers) will play a key role in guiding students in research and references.

12. The school believes in promoting the students' mother tongue and has proposed a policy of school supported and self taught language (if there are students from a different mother tongue-other than Hindi and English)
13. The school tries to identify the unique characteristics and creates conducive environment of free thought and expression, where there is no fear of rebuke and embarrassment.
14. Additional support classes with trained linguists cater to the individual requirement and level of performance.
15. Special classes like WOW or LSRW are organized to promote language skills.
16. Participation in co-curricular activities hones the four key skills of language (Listening, Speaking, Reading and Writing).
17. The curriculum at SSE consists of two languages that comply with the requirement of IB.

RELATION OF LANGUAGE TEACHING AND LEARNING TO THE ADMISSION, ASSESSMENT AND SEN POLICY.

- The schools has the first interaction with the prospective entrants in English, however it is not a criterion for selection.
 - The candidates are to write/ submit all their assessments in English.
 - School evaluates the students' performance and reports to parents via English as a language of communication.
 - The school tries and identifies the SEN learners and there are remedial/ support classes arranged for them.
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LANGUAGE OPTIONS AVAILABLE AT SSE:

Sr. No	Language Course	Name
	Language A SL is for a language learner who may intend to continue study of the language beyond the Diploma Programme and who: <ul style="list-style-type: none"> • has 6 to 8 years experience of the target language • is normally taught inside a country where the language is spoken • is a proficient user. 	Hindi English Spanish
	Language A HL is for a language learner who intends to continue study of the language beyond the Diploma Programme and who: <ul style="list-style-type: none"> • has 8 to 10 years experience of the target language • is normally taught inside a country where the language is spoken • is a very proficient user. 	Hindi English Spanish
	Language B SL is for a language learner who may not intend continuing study of the language beyond the Diploma Programme and who: <ul style="list-style-type: none"> • has 2 to 5 years experience of the target language • is not taught other subjects in the target language • is normally taught outside a country where the language is spoken • is a beginner or near-beginner who lives in a country where the language is spoken. 	Hindi English Spanish
	Language B HL <ul style="list-style-type: none"> • is for a language learner who intends to study the language at this level for a future career, or to meet a Diploma Programme requirement, and who has 4 to 5 years experience of the target language • is not taught other subjects in the target language is normally taught outside a country where the language is spoken. 	English Hindi French Spanish
	Language B- Ab Initio is for a beginner who has little or no previous experience of the language. It is taught outside the country or countries where the language is spoken.	Spanish French English

ROLE OF PARENTS

- Parents are members of the LPSC.
- Parents participate in the admission counselling meeting to be a part of the decision on their child's language pathways keeping in mind the language profile of the child.
- The Term Exam PTM's are organized to review the progress of their language skills and make recommendations.

MAKING THE POLICY A WORKABLE DOCUMENT

- The LPSC shall meet annually, consider and evaluate feedback and make needed improvements and review the policy in the month of February. The Review is done in a process of collective reading and brainstorming.
- The Language Policy will be published in the Student Handbook and it will be posted on the school website.
- It is the responsibility of each member of the school community to seamlessly integrate the policy with curriculum and deliverables.
- The School community shall use this document as a point of reference whenever required.

REFERENCES

- Guidelines for developing a school's language policy. by International Baccalaureate Organization Diploma Programme
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ABBREVIATIONS

SSE	Sangam School of Excellence
LPSC	Language Policy Steering Committee
CRS	Central Resource Server
PTM	Parent Teacher Meeting
HL	Higher Level
SL	Standard Level
SEN	Special Educational Needs