



LANGUAGE POLICY

Sanskar School aims to:

- *equip its pupils with a **critical and global outlook** which will make them committed citizens of the world.*
- ***recognize and channelize the potential** of the pupil and develop thinking, communication, social, scientific and interpersonal skills.*
- *foster **cognitive, affective and psychomotor development** and enable the pupil to make connections with the acquired knowledge in his/her everyday life.*

Philosophy:

Sanskar School believes that language is a vital medium for learning, communication and expression. Language is fundamental to all teaching and learning and permeates the entire curriculum. Through language we promote inter cultural awareness, sharing and respecting different perspective and accepting diversity.

Objective:

The language policy endeavors to consolidate the philosophy and beliefs at Sanskar School with respect to imparting linguistic education to students.

Sanskar language philosophy grooms the students for an intercultural world and prepares them to adapt the varied cultural environments of the world. It includes the interests of the entire community and takes into account the needs of the students. The philosophy highlights are:

1. Language forms the basis of all information and learning.
2. Language learning is a lifelong process and plays an integral role in intellectual development. Skill acquired in one language can be transferred to other languages.

3. Proficiency in the language of instruction helps the students to acquire competence in other academic areas.
4. Language is a part of the student's identity and expresses one's tradition, culture and values.
5. Language skills foster international mindedness by viewing things from a multicultural perspective.
6. Teaching learning process will take into account the language needs of the students.
7. All teachers are language teachers.

The language policy document aims to outline systems and strategies to support the development of English language as well as to advance and uphold the use of mother tongue in the community.

The document will support any planning and implementation of language teaching, curriculum planning and professional development.

Introduction:

Study of language provides insight and understanding of other cultures and the ability to read, write and speak in more than one language empowers the student with communicative skills and higher order thinking skills.

English is the language of instruction at Sanskar School. It is a language other than their mother tongue. Students will need to acquire English not only to access the curriculum but also to participate in the cultural and social life at school.

English is the school's internal working language, in which all operational and development activities take place. It is also the language of its governance, management and academic communities.

The school believes that the contribution of parents, students, teachers and the wider society will go a long way in developing a caring language community and confident language learners.

The school believes that multilingualism enhances the personality, cognitive functions and academic abilities of the child. It enriches cultural understanding and provides a global dimension to learning.

AIMS AT SANSKAR TO ENHANCE LANGUAGE PROFICIENCY:

1. Enable students to learn and use language effectively, appropriately, accurately and confidently:

To fulfil the above aim, the school uses different language teaching techniques including interaction, conversation, role play, dramatization, group discussions, elocution, recitation, debates, speeches, Just a Minute, etc. as a part of the regular teaching and learning process right from the Pre-Primary level. These enable the students to communicate efficiently, increase their vocabulary and gain confidence while speaking the language.

The use of the dictionary is encouraged at all levels and activities including spell bee, word puzzles and word games are used to increase vocabulary.

Students are also encouraged to speak only in English, and positive motivation in the form of words of praise and commendations are used. Teachers model appropriate behaviour by using English as a mode of communication in and out of the classes.

2. Develop student's power of oral & written communication:

Language learning at the very early stages uses phonetics to lay a sound foundation. The activities mentioned above help to improve oral communication. Written communication starts from the learning of the alphabet at the Pre-primary level and continues with the introduction of picture descriptions, paragraph writing, dialogue completion in Primary classes to article writing, essay writing, notices, letters, dialogues, e-mails, booklets, blogs, etc. in higher classes. Students become adept at expressing themselves accurately and confidently.

In addition to the activities mentioned above written assignments help students to develop their skills and written communication. Article writing, essay writing, report writing, notices, letters, dialogues, e-mails, blogs, booklets etc. form part

of the language syllabus of the students. School encourage and appreciate creative writing of students by publishing in School Magazine.

Students are also motivated to read for pleasure and develop their own individual writing style. News Paper reading and reading of a variety of magazines available in the school library/ class library make students aware of current issues nationally and internationally while enhancing their personality.

3. Develop testing skills in students:

Most students not only speak and write correctly and accurately but are constantly enhancing their communication skills. Students are encouraged to evaluate their progress through regular assessments, assignments, tests and examinations. Participation in group learning activities is encouraged where students simultaneously assess their learning and at the same time improve their skills.

The school also records audio pieces of students that they may hear again and then work upon their pronunciation and grammar. Assessment of speaking and listening skills forms a core component of Sanskar's language policy and passive students are given additional attention and counselled to "open up".

4. Enabling the development and utilization of language in different contexts and purposes:

The school in itself is a microcosm of the larger community and social skills form an important part of language learning. The school believes in holistic grooming of all students and social etiquette and norms become a part of the student's life from a very young age.

The school also provides students with numerous platforms to develop and use their language skills including school assemblies, functions, sport meets inter school events, etc. Welcoming guests, thanking them, expressing their views at school council meetings are all opportunities that come to students during their school life. At Sanskar, inter-school, state-level and regional- level competitions are given priority to expose students to the world of 'language' as used and articulated by others.

5. Promote the appreciation, understanding and analysis of literature:

From kindergarten itself, story-telling, story reading, reading of texts and reading for pleasure form an essential part of the curriculum. Children are motivated to read for the joy that it brings and understand and analyse the writing and make connections with the context in which the writing has been done.

The library is a rich resource from where students may issue books for a week and read them at leisure at Sanskar. Sending students to cultural fests, such as the Jaipur Literature Festival, is one way of initiating students to the rich and wide world of literature and language. To go further to strengthen the command on language, books as prizes are given to students to inculcate reading habit and develop rich language skills.

6. Understand the vocabulary and terms used in different subject areas: Each subject has its own vocabulary and technical terms which are explained to students depending on the level at which they are studying. Practicals are conducted where required to make this understanding life-long.

7. Encourage students to experiment and research the use of language as an expression of the diverse perspectives of people belonging to different cultures:

Literature is representative of the culture in which it is born, and the variety of books read by the child determines his/her understanding of varied cultures and people. To improve intercultural understanding learning different languages is an important step. Students of Sanskar School have the opportunity to learn English, Hindi, Sanskrit and French. Teaching of French starts from Grade 4 & teaching of Sanskrit starts from Grade 6.

School Language Profile

At Sanskar School, 99% of the students come from families where their language spoken at home is Hindi, Rajasthani, Punjabi, Bengali or some other regional language. However, English is the medium of instruction and is commonly acceptable to all.

Sanskar School encourages multi-lingual learning amongst students. English forms the medium of education/teaching and the school's official language. It is also the language used for governance, management and by the academic committees.

Language path from Pre-Primary to grade XII:

Pre-Primary to Grade V

Sanskar School recognizes language as a pivotal aid in the process of learning. In order to promote inquiry-based language learning all teachers are responsible for development of language skills.

Teaching and learning of language is incorporated throughout the trans-disciplinary program of inquiry. The language curriculum is framed within the framework and promotes the development of skills of listening, speaking, reading, writing and media literacy. Exhibitions and class shows are organized annually to provide exposure to students in English/Hindi language.

The school's policy along with the inclusion of second language teaching and mother tongue language support aims to meet the development needs of students and reflects the principles of the programme.

The language of instruction at school is English. It has precedence in the school's language curriculum. English is used in school publications, on the website, on signage, in communication between school and the parent community as well as among members of the staff.

The school promotes the development of Hindi as an additional language Hindi is also the mother tongue for many and a common language of communication in the family, community and society. The skills of listening, speaking, reading, writing and media literacy in the additional language are developed by teachers engaged specially in the teaching and learning of the additional language.

Language skills are integrated with Units of inquiry. There are fixed times in the schedule to learn the host country language, and the second language – in this case Hindi

Support of mother-tongue development is through activities based on phonics, symbols, reading, writing, reading books in mother tongue, sharing stories through translation and vocabulary building exercises. We promote enrichment of the mother tongue by encouraging families to continue speaking, reading and writing the language at home. Sanskar school celebrates International Mother Language Day, where the parents are invited to share interesting facts, poetry, stories and much more about the language they speak.

The teachers at Sanskar School meet the differentiated learning needs and use a structured and planned framework of instruction of language to all students. This approach is aimed at helping our students attain essential language skills – reading, writing, listening, speaking, viewing and presenting.

Students who are not proficient in the language of instruction and additional language are provided additional support through guided learning by the teacher after class, during zero periods or in the learning center as considered appropriate. The decision to provide this support is taken only after due consultation with the teacher and the parent of the child.

Grade VI to XII

Teaching of the English language continues across all levels up to grade 12. The second language is Hindi, which is the mother tongue for most of the students and is taught across all levels up to grade 10 to encourage students to continue with various activities like speaking, book review, slogan writing, book cover design, reading and writing the language.

Mother-tongue development is further encouraged by our Language Club which is organized twice in an academic year. Clubs related to various languages are formed and learners enjoy being part of their Mother-tongue club supported by the parent community. Learners enjoy wide range of learning experiences in their mother tongue like numbers, rhymes, stories, names of fruits, vegetables, animals by being part of the club.

The third language in classes 6 to 8 includes Sanskrit and French to foster a deep understanding and to develop a love and appreciation for literature. In classes 9 and 10 students can opt for either Hindi or Sanskrit as second language.

The language teaching at every level takes in account the prior knowledge of the students and enhances their understanding and appreciation of the language at each successive grade.

Sanskar School recognizes that language is fundamental to all learning processes as it permeates the entire curriculum. The school strives to improve the mother tongue, international language and language of instruction.

Assessment

Assessment of the language development is based on the objectives of teaching and learning. The assessment of language is conducted in the areas of-

Oral communication- includes speaking and listening, Viva on project file (Grade XI and XII)

Visual communication- includes processing and conveyance of ideas in forms that can be seen

Written language-entails reading and writing

Identification of strengths and weaknesses in the different areas of knowledge is done through classroom observation, written assignments, projects, and tests. Assessment of language is a continuous process and the development of language skills is reported regularly to parents during open house sessions. Written reports of progress are provided twice a year-once at the end of each semester.

Library Resources

Today a reader, tomorrow a leader – Margaret Fuller

Sanskar School recognizes that the library is fundamental to our language programme. It provides a learning space, an environment to promote love for reading books, and is a valuable source for academic research.

The library has a collection of over 15,682 books including picture books, fiction, nonfiction, world classics, autobiographies, encyclopaedias, dictionaries, multicultural books, reference books, art, activity and puzzle books, and teachers' resource books from variety of publications. The books are in English, Hindi, French and as well as in Regional Languages (Bilingual). The library subscribes to all leading newspapers and magazines in

English as well as Hindi. The school sees the library as a valuable resource to promote international mindedness aspect of the IB programme.

The library is also seen as a place which makes a strong statement that all languages are celebrated and supported. The school continues to add to its collection of Hindi and multicultural books.

The library provides resources for collaborative planning, researching and teacher professional development. Our school board is aware of the need to expand these resources and we plan to continually add to the same

Right from grade I to grade XII students issue books of their choice. Teachers also conduct classes in the library with prior information. Book discussions, read-aloud time, story-telling sessions and guided academic research is conducted in the library on a regular basis.

Steering Committee

Sanskar School Language Policy steering committee comprises of: -

- Head of School
- Vice Principal
- CBSE Coordinators
- 2 Facilitators per Programme
- 2 Parent Representatives
- Librarians

It is the responsibility of the committee to oversee the procedures needed to develop the language philosophy and policy of the school, communicate the same to all the stakeholders and ensure that the process of compilation and review is collaborative and involving all, using a range of strategies.

As with other policies and processes, this policy has been drafted with inputs from various sections of the school community and shall be reviewed and shared with all the stakeholders of the school.

Language Policy Review

Support and development of language as part of the school curriculum will be reviewed by the Language Policy Steering Committee at the beginning of every academic year. The level of support can be increased or decreased according to the proficiency level of the students.

The effectiveness of the language policy as a working document will be reviewed with the help of collaborative discussions and meetings.

Communicating the policy to various stake holders through:

- Provision of hardcopies of the policy in library.
- The official school website.
- Electronic mails.
- Schools official drive
- Display in school corridors

Essential agreement for Language instruction

The faculty at Sanskar School agrees:

1. The language development is the responsibility of every teacher.
2. To support the development of the language instruction (English) and additional language (Hindi).
3. To use differentiated instruction to meet students' learning needs and styles.
4. To work with all the students to develop and use language skills in a variety of contents and purposes.
5. To help the students to express ideas spontaneously, fluently and precisely.

Approved by consensus of the faculty in May 2015.

Reviewed and revised by the school in May 2017.

Reviewed and revised by the school in April 2018.

Reviewed and revised by the school in April 2019.

Reviewed and revised by the school in January 2020.

Reviewed and revised by the school in August 2020.

Reviewed and revised by the school in September 2021.

Reviewed & revised by the school in August 2022.

Reviewed & revised by the school in June 2023.

Reviewed & revised by the school in June 2024.

Reviewed & revised by the school in March 2025.