



MANCHESTER[®] INTERNATIONAL SCHOOL

IB CONTINUUM LANGUAGE POLICY AND PROCEDURES

REVISED ON MAY 2024

A Note for Parents

Dear Parents,

At Manchester International School, the policies are developed in alignment with the IB philosophies, standards and practices. Our policies are designed to reflect the principles of the IB learner profile and the IB mission.

Our school policies are developed to promote inclusivity and student-centered learning aimed to explore, understand, and thrive in this mosaic of diversity. As a part of Manchester International School, you are not only immersed in an academically enriching environment but also surrounded by a kaleidoscope of cultures, heritages, identities, and perspectives.

All our policies are interconnected, establishing a strong relationship with the IB Learner Profile attributes. Our commitment lies in cultivating individuals who excel as discerning thinkers, collaborative problem solvers, and proactive contributors, all within the realm of truly world-class education. The philosophy behind every policy is to educate the learning community on their rights and responsibilities.

Our holistic approach nurtures well-rounded individuals, emphasizing academics, sports, and the arts. Within our state-of-the-art facilities, we instill core values that prepare students to excel not only locally but on the global stage with the providence of quality education that meets the high standards of the International Baccalaureate. Our partnership with the learning community guides the parents and the stakeholders on their right to education and responsibility to enable the rights of others.

Our policies have been constructed through discussions with teachers, parents and students. These are the policies we have in alignment with standards and practices of International Baccalaureate:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

Thank you, in advance, for reading these policies thoroughly.

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OUR PRINCIPLES

The IB states that, 'Learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding in the IB. IB programmes, therefore, support complex, rich, dynamic learning across a range of language domains. All IB programmes mandate that students learn another language.' To implement this, at Manchester International school, every student is encouraged to enhance their learning across multiple language areas.

IB Mission

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.

Our Mission

At Manchester International School, our mission embodies a commitment to fostering a dynamic and innovative educational environment. We wholeheartedly embrace the pursuit of excellence as we inspire and challenge every student to attain their utmost potential. We do this by tailoring our educational approach to each individual's functional level, thereby laying a sturdy groundwork of essential skills, knowledge, and values.

This foundation equips each student with the tools necessary to metamorphose into a well-rounded, highly educated, and productive adult, capable of gracefully navigating the intricacies of our ever-evolving global landscape.

Our Vision

Embracing its legacy as the best school of India, Manchester International School aspires to transcend conventional boundaries by nurturing empathetic and innovative global citizens. Our commitment lies in cultivating individuals who excel as discerning thinkers, collaborative problem solvers, and proactive contributors, all within the realm of truly world-class education.

At Manchester International School, we pledge to continuously ignite an intrinsic drive in our students, inspiring them to relentlessly pursue their loftiest aspirations, regardless of their chosen paths. Our vision extends to holistically nurturing each child, encompassing physical, intellectual, emotional, social, and cultural dimensions by:

- Providing tangible learning tools and fostering opportunities for exploration, discovery, and comprehension.
- Creating a nurturing educational environment where learning is both enjoyable and an integral part of life.
- Empowering children to learn how to learn, rather than simply learning what we teach.
- Cultivating motor skills and coordination, encompassing both gross and fine muscular control, through diverse indoor and outdoor activities.
- Enhancing communication skills through the medium of music, dance, literature, drama, and creative arts.
- Promoting a healthy lifestyle through exercise, relaxation, a balanced diet, and personal hygiene.
- Encouraging the development of positive relationships with peers and family, emphasizing the values of sharing and caring.
- Our distinctive vision shapes a future where Manchester International School stands as a beacon of holistic education, propelling students towards excellence and global citizenship.

IB LEARNER PROFILE

The aim of all 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. As IB learners we strive to be:

<p style="text-align: center;">INQUIRER</p> <p>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life</p>	<p style="text-align: center;">KNOWLEDGEABLE</p> <p>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance</p>
<p style="text-align: center;">THINKER</p> <p>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p style="text-align: center;">COMMUNICATOR</p> <p>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>
<p style="text-align: center;">PRINCIPLED</p> <p>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p style="text-align: center;">OPEN-MINDED</p> <p>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p style="text-align: center;">CARING</p> <p>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>	<p style="text-align: center;">RISK-TAKER</p> <p>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p style="text-align: center;">BALANCED</p> <p>We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>	<p style="text-align: center;">REFLECTIVE</p> <p>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

LANGUAGE POLICY

LANGUAGE POLICY

At MIS we create a thought-provoking and encouraging polyglot environment where the language of instruction is English. We perceive language as a tool for making meaning. We firmly believe that every student owns individual and a set of experiences, skills and interests, which is definitely consider in the teaching and learning process. At Manchester, all teachers are language teachers as language goes beyond curriculum areas. We aim to develop a set of confident, curious, highly proficient and enthusiastic readers, writers, speakers and listeners. Language is always taught laying great emphasis on its deeper meaning and in context too. We promote the learning of language permitting students to make links with context, to explore and examine.

As an IB continuum School, we are obliged to the following Practices:

- The school places importance on language learning, including mother tongue, host country language and other languages.
- Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
- Teaching and learning demonstrates that all teachers are responsible for language development of students.
- Assessment at the school aligns with the requirements of the programme(s).
- Collaborative planning and reflection recognize that all teachers are responsible for language development of students.
- The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

It is the policy of Manchester that

All IB stakeholders at MIS, i.e. the students, teaching and non-teaching faculty, parents, Librarian & other admin staff and leadership team are aware of the policy document and the scope, expectations and best practices of academic honesty.

The IB students of MIS will produce and submit their own, authentic work for all coursework and assessments, including and not limited to class tests and assignments, internal assignments, external assignments and examinations.

The students understand the significance and purpose of acknowledging others work and are aware of, and will use standard methods of referencing, bibliographies etc. as and when needed. Students understand and follow the rules and regulations of the school and the IB, pertaining to conduct of examinations.

STATEMENT OF PURPOSE

The diverse ecosystem that is fostered at Manchester International School is most effectually comprehended through the distinct language policy that has been articulated to replicate our deep attempt to blend myriad cultures and to revere diversity. MIS Language Policy is a document which exemplify the objectives of our school to develop languages skills in all learners and help them transfer their understanding in the real-life context. Our policy explains in detail, the approaches, practice and the assessing methods of the teaching and learning of languages. This document is dynamic in nature that gives scope for constant improvement and revision to suit the language needs of an ever transforming cohort.

STUDYING YOUR MOTHER TONGUE IN THE DP

The language B Standard Level (SL) and language B Higher Level (HL) courses are language acquisition courses for students with some previous experience of the target language. Looking into the trend and the demand MIS may consider to offer Tamil B along with other languages a group 2 option.

ESSENTIAL AGREEMENTS

- The time frame of the review. The policy will be reviewed in every year.
- Change in the committee.
- Students and parents will change after every review.
- Teacher representatives from the faculty will give way to new members at the end of the 2- year cycle.
- Any member of the steering committee can call for a meeting to discuss an issue or concern shared by any stakeholder regarding the working of the document.
- It will be the responsibility of the members of the steering committee to ensure that the Language Policy is made available to all stakeholders of the community through school website, blogs and publications.
- The outcomes of the meeting of the steering committee will be shared with all the stakeholders of the school community (Staff, parents and students)

A. MEDIUM OF INSTRUCTION- ENGLISH (ALL SUBJECTS)

- Inside the classrooms / home rooms- English. However, in the Nursery & Primary classes the students use their mother tongue to comprehend and express their understanding. The teachers too can avail the use of technology as well as print media (in mother tongue) to facilitate the understanding of a concept, or sharing their understanding. The students do have the opportunity to use their mother tongue language to demonstrate understanding during an assessment task.
- Outside the classrooms / home rooms- Students will be and are encouraged to communicate in the language that is comfortable to them. This will help us to create an environment, which will foster the development of Mother Tongue

B. LANGUAGES OFFERED AT ALL PROGRAMS

- PYP- French, Hindi and Tamil as an additional language.
- MYP1, MYP2. MYP3 –French and Hindi
- DP- French, & Hindi for Language Acquisition.

C. LANGUAGE OF COMMUNICATION

- Official Communication-English
- Language of communication in Classroom-English with **mother tongue support** (need based) c. Language of communication outside the classroom- English, Tamil

D. OTHER LANGUAGE NEEDS OF THE COMMUNITY.

- Interacting with support staff-Most of the Support staff comes from local community. The mode of communication with them will generally be in Tamil
- Interacting with Visitors-Visitors in school come with diverse language backgrounds. English will be used as the language of Communication. But we may also use other languages based on the needs and availability.
- Interacting with parents- Most of the Communication with parents will be in English. The school will also communicate in Tamil, Malayalam and Hindi based on the need of the situation.
- *Working Language-English*
- Access Language- **English, Tamil**
- Internal Working Language-**English and Tamil**

STAKEHOLDERS ESSENTIAL AGREEMENTS

RESPONSIBILITIES	
Management	<ul style="list-style-type: none"> • Read and understand the school’s Language Policy. • Be aware of the languages present in the school. • Provide the resources to support effective implementation of the school’s IB Language Policy.
Library	<ul style="list-style-type: none"> • Model the attributes of the IB Learner Profile. • Read and understand the school’s Language Policy. • Ensure easy access to the library in the school, which includes helping identify and suggest support resources in consultation with all teachers (for English, French, Hindi and Mother Tongue languages that are present in MIS). • Provide support and access to print materials, websites, videos and other materials designed to support subject group aims and objectives linked to language support.
Teacher	<ul style="list-style-type: none"> • “All teachers are language teachers”. • Model the attributes of the IB Learner Profile. • Read and understand the school’s Language Policy • Teach core academic vocabulary, unit vocabulary and command terms. · Explicitly teach ATL skills. • Teach MLA referencing and bibliographic styles according to Academic Honesty policy. • Explicitly state and reinforce the language of instruction. • Provide clear guidance for learning tasks, ensuring that all students understand the task requirements and expectations and assessment criteria. • Differentiate planning, teaching and assessment to support language learner differences and inclusion needs. • Develop writing samples to include in a student portfolio.
Parent	<ul style="list-style-type: none"> • Read and understand the school’s Language Policy. • Consistently support school learning activities example: shared book reading, storytelling, teaching letters and numbers and visits to libraries that provide children with a foundation for early learning and language growth. • Reinforce student ATL/Transdisciplinary skills in the home to support the school’s IB Programmes

LANGUAGE POLICY

IN PRIMARY YEARS PROGRAMME

The language policy allows school to focus on the understanding of teaching and learning languages. It is a working document that guides and helps the school to make decisions in evolving language skills of students. Collaborative reflection is a key component of developing a language policy and it involves all the stakeholders.

GOALS AND AIMS

All students:

- will be taught the necessary skills to use language effectively, confidently and accurately to the best of their ability.
- will be encouraged to apply these skills and knowledge in a variety of contexts, for a range of purposes and to different audiences.
- will be encouraged to explore language experiences for the purposes of communication and enjoyment.

TEACHING AND LEARNING OF LANGUAGE INTO THE PROGRAMME OF INQUIRY

- Integration Across Units: Language learning objectives are embedded within the transdisciplinary themes, with students developing reading, writing, speaking, and listening skills through inquiry-based activities relevant to each unit.
- Collaborative Planning: Language specialists and homeroom teachers co-plan units to ensure language is a tool for inquiry, promoting both language acquisition and deeper conceptual understanding.
- Differentiated Support: Provide diverse learners with scaffolded language activities, ensuring inclusivity for English language learners and special needs students, while aligning with your school's SEN and MI programs.

LEARNING ENVIRONMENT

The environment in which language learning takes place:

- is meaningful, relevant and engaging
- gives students opportunities to interact with adults, among their peers and with a variety of media
- allows for opportunities of interaction among peers and with text
- values all languages
- supports and scaffolds learning for all students
- encourages success for all students regardless of language abilities

LANGUAGES OFFERED IN PYP

English is the language of Instruction right across the school. The language skills are developed and interrelated with the attributes of listening, speaking, reading and writing in alignment with Scope and Sequence. Other additional Languages that are offered are

- Tamil from EYP1 to PYP5. (as mandated by the government)
- Hindi from EYP1 to EYP3.
- Hindi or French from PYP1 to PYP5.

LANGUAGE OF INSTRUCTION (LOI)

- In the PYP the LOI is English. Admissions are open to all students and there are no restrictions for different language backgrounds.
- Reading Support – regular, guided, one to one reading practice, Phonics, DEAR program.
- Language Enhancement Program (LEP) – intensive small group learning support out of the mainstream classroom.
- Children in the kindergarten acquire and improve their English competencies through immersion alone in the homerooms, and with the support of additional language classes.
- Mother Language Support classes helps in enhancing their learning through mother language support.

ADDITIONAL LANGUAGES – TAMIL HINDI, FRENCH

In the Kindergarten, the additional languages Tamil and Hindi are introduced. In the Primary section, Tamil, Hindi and French are taught as Second Languages. All students in PYP are required to study Tamil as it is mandatory per the State law.

During the lessons, Hindi / Tamil/ French is introduced to the children through listening to stories, playing games, using technology and singing songs. When appropriate, connections are made to the Units of Inquiry that the children are studying.

MOTHER LANGUAGE SUPPORT (MTL)

A child's mother tongue is valued, respected and celebrated. This is important to allow students to process ideas and to express themselves in their mother tongue(s). The following strategies are used:

- Students are segregated based on their mother language into small groups and provided with a mentor (Teacher with same mother tongue).
- Parents and community volunteers are invited to be a part of the MTL group and support the students with the mother language development.
- Use of mother tongue is encouraged where it supports learning.
- Related signage of various languages is displayed.
- Concepts and content links are established between LOI, Tamil and Hindi/French classes to support units of inquiry and academic vocabulary development.
- Support is offered to parents to extend the curriculum at home in the mother tongue.
- Language Profile: Manchester is a multicultural school, the population of which is made up of students and staff who represent a wide range of linguistic and cultural affiliations.
- Language Portrait has been displayed to understand the multilingualism.
- Every Monday 1st period will be mother tongue support period.

TIME SCHEDULE FOR ADDITIONAL LANGUAGE INSTRUCTION

While we recognize that every teacher is a language teacher and thus language instruction cannot truly be a separate unit. For Additional instruction we allocate 4 to 6 periods a week.

ESL PROVISIONS

The school will make provision for ESL support for students who are enrolled at Manchester with less than the proficiency level in English with the aim at developing competency in both spoken and written English in accordance with Manchester curriculum framework, in order to support their academic progress. This is assessed by the panel at the time of admissions and later by teacher referrals too.

- ESL support will be offered on an individual basis to depending on the student's language proficiency in English or who are native speakers of languages other than English. Children from these backgrounds will be observed by the homeroom teachers / ESL teacher to set the level of instructions required for ESL support.
- ESL support will be provided as per individual cases/requirements by the teachers during the school hours for at least 1 period a day till the students meets the language proficiency, later The ESL support will be withdrawn after discussion with the parents
- Language integrated teaching in the UOI will also focus on vocabulary support. Students will also receive help in projects and other assessments where required.

BUILDING AN ACTIVE TRANSLANGUAGING CLASSROOM

Translanguaging: Translanguaging is a process, in which students draw on known languages, naturally and flexibly, combining their elements to meet communicative and social needs. It is what the students are doing when they make connections between their languages or use language skills from one language to support another. By supporting Translanguaging, we help students make meaning, access content, and promote cognitive growth. Translanguaging activates prior knowledge embedded in a different language, whilst affirming cultural identity. Translanguaging can help unlock the potential of every student through framing students in terms of what they can do with the right scaffolds—not only what they can produce in the language of instruction. Opportunities to explore and develop Translanguaging strategies exist in lots of daily contexts and many may arise spontaneously. Making languages visible in the learning environment through class routines, labels, signs, transitions and interactions will encourage and foster these moments. Learners' languages can be supported through Translanguaging strategies. By intentionally incorporating ways to integrate Translanguaging strategies into the planning, and help unlock the potential of all students.

CURRICULUM

The school has adapted the IB scope and sequence to create its own Scope and Sequence documents for all language instruction based on the new IBO exemplar documents. A range of books audio visual materials and IT will be used as resources for attainment of specific goals in Language. The scope and sequence documents will be reviewed during the curriculum review

cycle by the Language committee for any changes or updates.

OTHER INITIATIVES

The school recognizes the importance of language as central to all aspects of interaction and uses a variety of different ways to develop language skills and cultural awareness in students.

- Sixth Sense – Summative Assessment using GRASPS model
- Phonics stations
- EdTech tools (audio books) - Splash Learn, Reading A-Z, YouTube, Storybird, Storyweaver, Storyline
- Listen and Speak Junctions
- Diverse formats of storytelling – Finger play, puppets, string stories, musical narratives, scarf play
- Drama / Theater club
- Circle time activities
- Debates
- Language Assembly
- Presentations
- Model United Nations
- Newspapers and Magazines
- Notice Boards
- Cultural events
- Subject specific tutor discussions
- Multi lingual books in library
- Language stations
- Book Week Celebrations
- Young Author’s Space - Publish books using Book creator/Bribooks
- Mother tongue support

We endorse in-house language culture that is representative of our community where English, Tamil, and Hindi are part of the school décor, morning assemblies, library and our communication with the parent body. We celebrate world languages and cultures at Manchester by respecting festivals, holidays and world cuisine. The curriculum is so planned that opportunities arise for students to discuss and explore various issues and cultures, and for students to think critically and confidently express their views both orally as well as in writing.

SPECIFIC REQUIREMENTS

- By the end of the year, each grade level must have addressed all of the learning outcomes outlined in the grade overview.
- All strands of language must be offered: oral (speaking and listening), written (reading and writing) and visual (viewing and presenting).
- Language will be integrated into the Programme of Inquiry where appropriate (about 85-90%)

IN MIDDLE YEARS PROGRAMME AND DIPLOMA PROGRAMME

At Manchester we focus on the transition from transdisciplinary nature of language to interdisciplinary and disciplinary learning by identifying and demonstrating the position of language in each subject as well as in the language of instruction and in other languages, and by developing an understanding of the objectives and pedagogical language of the programmes

The basic skills of language are clearly devised for using our scope and sequence. As students advance, teachers empower them to perceive language as a means of expressing identity, exploration of self and others, having multiple meanings, and involving at all levels of discourse a personal stance, from simple communication to the core of academic language. Throughout the School, in order to nurture an amusement and love of reading, students will be encouraged to read at home, read a wide range of genres in school to understand their features.

A range of reading methodologies will be made known to assist students in the mechanics of reading and comprehending the meaning of what they read. These include phonemic awareness, recognizing patterns in text, decoding, making inferences, recognizing a bank of sight words and etymological understanding. Teachers also make use of guided reading and critic club, editorial club to develop students' reading skills.

Formulate practices for the provision of languages A and B

Language A: The primary language of instruction in the school – English

Manchester is devoted to encouraging the awareness that all teachers are teachers of language through professional development.

- The practices align with the MYP's core principles, including learner-centeredness, inquiry, and intercultural understanding.
- Language Acquisition Framework: The practices are based on a solid understanding of language acquisition theories and research.
- Differentiation and Inclusion: Cater to students' diverse learning needs and backgrounds, promoting inclusivity in language learning.
- Assessment and Feedback: Effective assessment practices to monitor student progress and provide timely, informative feedback.
- Integration with Other Subjects: Foster interdisciplinary connections between language learning and other subjects to promote holistic development.
- Cultural Awareness: Cultivate a culturally responsive language learning environment that respects and values linguistic and cultural diversity.

Specific Practices in Manchester MYP

- Immersive Learning: Create opportunities for students to immerse themselves in the target language through activities like role-play, simulations, and cultural exchanges. Authentic Materials: Use authentic materials (newspapers, songs, films) to expose students to real-world language use.
- Collaborative Learning: Encourage students to work together on language projects and activities to promote peer-to-peer learning and cultural exchange. Technology Integration: Utilize digital tools and resources to enhance language learning and provide opportunities for online communication.
- Community Engagement: Connect students with local communities that speak the target language to foster cultural understanding and language practice.

- Assessment for Learning: Employ formative assessment strategies to monitor student progress and adjust instruction accordingly.
- Language Across the Curriculum: Integrate language learning into other subject areas to reinforce language skills and promote interdisciplinary understanding.

Language B aims to develop students' linguistic abilities and intercultural understanding. It provides opportunities for students to:

- Communicate effectively in a second language
- Understand and appreciate diverse cultures
- Develop critical thinking and problem-solving skills

1. Learner Profile and Context:

- Student Background: Consider the students' prior language learning experiences, cultural backgrounds, and learning styles.
- School Context: Considering the schools' resources, language policies, and community demographics.

2. IBMYP Curriculum Framework:

- Learning Objectives: Aligning the practices with the specific learning objectives outlined in the IBMYP language acquisition curriculum.
- Assessment Criteria: Ensuring the assessments are aligned with the established criteria for evaluating student performance.

3. Effective Language Teaching Approaches:

- Communicative Language Teaching: Emphasizing meaningful communication and authentic language use.
- Task-Based Language Teaching: Use real-world tasks to promote language learning and problem-solving.
- Content-Based Language Teaching: Integrate language learning with other subjects to provide contextual relevance.

4. Integration of Technology:

- Digital Tools: Utilize online resources, sessions with experts and platforms to enhance language learning and engagement.
- Virtual Exchanges: Facilitate connections with native speakers and peers from other cultures.

5. Cultural Awareness and Understanding:

- Global Connections: Explore global issues and cultural perspectives through language learning.
- Intercultural Competence: Develop students' ability to interact effectively with people from different cultures.

Specific Practices and Activities in Manchester

- Authentic Materials: Using real-world materials such as newspapers, magazines, songs, and films to expose students to authentic language use.
- Role-Plays and Simulations: Creating scenarios that require students to use the target language in real-life situations.
- Group Work and Collaborative Learning: Fostering language learning through peer interaction and teamwork.
- Cultural Exchanges: Organizing cultural events, guest speakers, or virtual exchanges to promote cultural understanding.
- Observing French day and Hindi Divas

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- Language Learning Journals: Encouraging students to reflect on their language learning experiences and progress.
- Create a Supportive Language Learning Environment: Providing a safe and encouraging space for students to learn and practice the target language.
- Differentiate Instruction: Tailoring the teaching to meet the needs of diverse learners. The lessons are framed into 6 phases which reflect different levels of proficiency – emergent, capable and proficient resp.
- Provide Opportunities for Feedback: Offering constructive feedback to help students improve their language skills

Integrate the learning of languages with learning in the subject groups.

1. Content-Based Language Teaching (CBLT):

- Use authentic materials: Incorporate real-world texts, articles, and videos related to the subject matter.
- Facilitate discussions: Encourage students to discuss and analyze content in the target language.
- Promote critical thinking: Ask questions that require students to apply language skills to problem-solving and analysis. Encourage them to reflect and write reports in the target language.
- Subject specific vocabulary building in the target language.

2. Interdisciplinary Units:

- Create thematic units: Design units that explore concepts across multiple subjects, using language to connect the ideas
- Encourage collaboration: Foster teamwork among students from different language and subject groups
- Utilize language skills: Have students present findings, write reports, or create multimedia projects in the target language.

3. Language Across the Curriculum:

- Embed language skills: Integrate language learning into all subject areas, from vocabulary development to writing assignments.
- Provide opportunities for practice: Create activities that allow students to use the target language in different contexts.
- Support language acquisition: Offer additional language support or resources as needed.

4. Language and Culture:

- Explore cultural connections: Connect language learning with the study of cultures and traditions.
- Promote intercultural understanding: Encourage students to appreciate diversity and respect different perspectives.
- Use cultural resources: Incorporate literature, art, and music from the target languages and culture

5. Technology Integration:

- Use digital tools: Utilize online resources and sessions to enhance language acquisition.
- Facilitate online collaboration: Connect students with native speakers or peers from other countries.

6. Connecting language with services and action:

- gives platform to the students to use the target language to communicate with the native speakers.

Integrate language learning with interdisciplinary planning

- Aligning the language learning with a global context (a social, environmental, or economic issue) that is meaningful and engaging for students.
- Developing interdisciplinary units: Creating units that explore this global context from multiple perspectives, incorporating language, literature, history, geography, Mathematics, Economics and Sciences.
- Using language to teach subjects like science, history, or mathematics. This helps students develop both language skills and subject knowledge.
- Encouraging students to use language to express their understanding of concepts from different disciplines. This involves writing essays, giving presentations, or participating in discussions, debates and public speaking.
- Using language to explore different cultures and perspectives. This involves studying literature from various countries, learning about cultural practices, and communicating with people from different backgrounds.
- Creating opportunities for students to engage in intercultural communication, through online discussions, pen pal programs, and cultural exchange activities.
- Encouraging students to work together on interdisciplinary projects that require them to use language skills in a meaningful context. This involves creating a multimedia presentation, writing a research paper, or designing a community project.
- Assessing students' language skills through authentic tasks that reflect real-world language use. This could involve giving oral presentations, writing emails, participating in role-plays, street plays and awareness campaigns.
- Sharing resources and materials that can be used across different disciplines to support language learning.

COLLABORATIVE PLANNING FOR LANGUAGE ENHANCEMENT

Collaborative planning involving the specialist teachers and mainstream teachers is an essential component of the whole school approach. It helps to meet the needs of all students requiring targeted Support. In this way, different subject areas and departments are vertically and horizontally aligned. All teachers review the language requirement desired by the Programs concerned to ensure that it is as Relevant and comprehensive as possible. Teachers then plan collaboratively, during Teacher PDs, grade level meetings, grade meetings, and meetings with the Academic Coordinator and with Academic Council.

ASSESSMENT AND FEEDBACK

Assessment is vital to teaching and learning at MIS

Using a wide range of approaches and methods, teachers are able to determine students' knowledge, skills, understanding and attitudes towards language. At the School, teachers use Entry Level Assessment to understand what students already know

Continuous assessment is used to assess and to give productive feedback on learning. ¹¹Along with teacher assessment, students are often asked to peer or self-assess as well. Learner Appraisals are reported to parents in different ways. Students receive written report cards

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about their language learning. Parents are also invited to attend parent-teacher conferences, and individual learner meeting. In the MYP assessments are an opportunity for students to discuss their learning with the teachers.

Students may be referred for additional evaluation within the School to enable teachers to gain as much information as possible about a student’s areas in need of developing and subsequent monitor of progress. Any such cases will be discussed with the student Parents, and Academic Coordinator.

Language Placement	
<p>PYP and MYP: Students are assessed to determine language proficiency before admission. Students select English, French or Hindi, either as First Language or Second Language, Foreign Language and Third Language respectively. If students are not proficient in English and find barriers to take it as a First Language they are encouraged to opt for ESL</p>	
PYP Pathways	MYP-DP*Pathways
<ul style="list-style-type: none"> English is the primary language of instruction. Tamil is taught in PYP1 - PYP 5as an additional language (regional Language) English is taught through the units of inquiry, or as discrete lessons. We offer French and Hindi as Language Acquisition Immersion of language learning practiced in PYP1- PYP5. Students may be given additional sessions in language so students can access the curriculum (effortlessly). Students may be placed in a short term program to support language development, if there is a genuine need. 	<ul style="list-style-type: none"> English is the primary language of instruction. We offer English as Language and Literature. We offer French and Hindi as Language Acquisition. Students must remain in the chosen elective language course from MYP1- MYP5; they may choose to opt for the other language as a second language in DP1. Students in Language Acquisition progress through phases when they reach IB. Mother tongue students in French, English, and Hindi will not be offered their respective languages as Language Acquisition in IB either as Ab initio or at Standard Level.

Support for students not proficient in the language of instruction:

- Differentiation in language lessons is based on the preconditions of the learners.
- Teaching approaches may include working in small groups, using different supplies with different levels of language difficulty.
- The School also provides a range of specialist support including reporting individual support.

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- All students' language needs are established through preliminary and continuing appraisals throughout the year.
- Teachers differentiate for the range of students' needs in different ways.
- Students are inducted to any program by a written task in English and the students who are identified as not proficient will be followed up through differentiated instruction in reading, writing and speaking

PARTICIPANTS IN POLICY MAKING

- Correspondent
- Head of the School
- Principal - IB
- Program Coordinators (PYP/MYP/DP)
- Head of Admissions
- Admission Team
- Stakeholders

LANGUAGE AND THE LEARNER PROFILE

Communicators: Our language policy emphasizes the importance of effective communication, enabling students to express their ideas and understanding confidently in both the language of instruction and their mother tongue. By supporting language development, we help students become articulate speakers and skilled writers, allowing them to convey their thoughts clearly and engage in meaningful dialogue with their peers and teachers.

Open-minded: The language policy promotes multilingualism and respects cultural diversity, encouraging students to appreciate and learn from different linguistic backgrounds. This open-mindedness fosters a deeper understanding of diverse perspectives, helping students become more empathetic and culturally aware global citizens.

Reflective: Language learning involves ongoing reflection on language use, communication styles, and cultural contexts. Our language policy encourages students to be reflective about their learning process, helping them evaluate their progress and adapt their communication strategies as needed. This attribute supports their growth as lifelong learners, enhancing their ability to navigate various social and academic situations effectively.

CONNECTIONS TO OTHER IB POLICIES

LANGUAGE AND ADMISSION POLICY

At Manchester, the language policy and admission policy are interrelated to ensure that all prospective students, regardless of their linguistic background, have fair access to education and are set up for success within the IB program.

1. **Language Proficiency as a Factor in Admissions:** Our admission policy takes into account a student's proficiency in the language of instruction. While language proficiency is important, it is not a barrier to admission. The school provides support through language development programs to help students who may need extra assistance in becoming proficient in the language of instruction.
2. **Assessing Language Needs During Admission:** As part of the admission process, language assessments may be conducted to determine a student's current language abilities. This helps the school identify students who may require additional language support and design personalized learning plans for them from the outset, aligning with our commitment to inclusion and equity.
3. **Multilingual Support in Admissions Process:** In line with our language policy, communication with prospective students and their families is offered in multiple languages where possible. This ensures that parents and students fully understand the admission requirements, the school's expectations, and the support available to non-native speakers.
4. **Commitment to a Multilingual Environment:** Our school values linguistic diversity, and the language policy promotes multilingualism. This is reflected in the admission policy, where students are encouraged to maintain and develop their mother tongue alongside the language of instruction. This approach aligns with the IB's mission of fostering global citizens and ensures that students from diverse linguistic backgrounds feel welcomed.

By integrating language considerations into the admission policy, our IB school ensures that all students, regardless of their language proficiency, are given the opportunity to succeed and receive the support they need to thrive academically and personally.

LANGUAGE AND INCLUSION POLICY

In our school, all teachers are considered language educators, and the entire learning community plays a role in supporting a child's language development. The language policy and inclusion policy are closely aligned to ensure that all students, regardless of their linguistic or learning needs, have access to an equitable and supportive learning environment. The language policy provides essential support for students who are not yet proficient in the language of instruction, offering resources like English as an Additional Language (EAL) and differentiated learning strategies. This approach ensures that language barriers do not prevent students from fully participating in the curriculum, fostering an inclusive classroom environment where all learners can thrive.

Additionally, the inclusion policy emphasizes that all students, including those with special educational needs (SEN) or diverse language backgrounds, should receive appropriate accommodations. The language policy plays a key role in this by supporting students in

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maintaining their mother tongue while developing proficiency in the language of instruction, which helps affirm their cultural identity and sense of belonging. Together, these policies create a holistic learning environment where language is seen as a tool for inclusion, ensuring that all students can communicate effectively and succeed academically, regardless of their linguistic or learning profiles.

LANGUAGE AND ACADEMIC INTEGRITY POLICY

At our school, the language policy and academic integrity policy are closely connected to promote ethical academic practices and clear communication. Language plays a crucial role in ensuring that all students, regardless of their linguistic background, fully understand the principles of academic honesty, such as proper citation, avoiding plagiarism, and acknowledging the work of others.

1. **Language Support for Understanding Academic Integrity:** For non-native speakers or students developing their language proficiency, understanding the nuances of academic integrity can be challenging. Our language policy provides additional support through language development programs to help students grasp complex concepts related to academic honesty, including paraphrasing, quoting, and referencing correctly.
2. **Cultural Sensitivity and Language:** Our language policy ensures that all students receive clear, culturally sensitive instruction on the school's expectations for academic honesty, ensuring consistent application across diverse linguistic and cultural contexts.
3. **Effective Communication of Academic Integrity Expectations:** Teachers, as language educators, play a critical role in conveying the expectations around academic integrity. This involves using accessible language and instructional strategies to help students fully comprehend policies related to plagiarism, collaboration, and the ethical use of information.
4. **Language Proficiency and Academic Integrity Violations:** Our school's integrated approach to language and academic integrity ensures that students receive the language instruction they need to express their ideas independently and meet academic honesty requirements, reducing the risk of accidental misconduct.

By addressing both language development and academic integrity together, we create a learning environment where students are empowered to express their understanding ethically and with clarity. This ensures that all students, regardless of language proficiency, can maintain the highest standards of academic integrity throughout their IB journey.

LANGUAGE AND ASSESSMENT POLICY

The language policy and assessment policy are closely linked to ensure that all students, regardless of their language proficiency, can demonstrate their knowledge and skills effectively.

1. **Language as a Medium of Assessment:** Since language is the primary mode through which students express their understanding, our language policy ensures that students are provided with the necessary support to develop proficiency in the language of instruction. This allows students to fully engage with assessment tasks, express their ideas clearly, and meet the academic standards set by the IB.

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2. **Fair Assessment for Language Learners:** Our assessment policy incorporates differentiation and accommodations for students who are not yet fully proficient in the language of instruction. This might include additional time for assessments, simplified instructions, or the use of bilingual resources. These adjustments ensure that language barriers do not unfairly affect students' ability to demonstrate their true understanding of the subject matter.
3. **Formative Assessment and Language Development:** Through formative assessments, teachers continuously monitor students' language development, providing feedback not only on content but also on language use. This helps students improve both their linguistic abilities and their understanding of the subject, aligning with the IB's holistic approach to education.
4. **Language Support for Reflective and Analytical Thinking:** The language policy emphasizes helping students develop the skills needed for critical thinking, reflection, and analytical writing. This aligns with the assessment policy, as students must be able to communicate these higher-order thinking skills effectively in written and oral assessments, such as essays, presentations, and the Internal Assessments (IAs).

By linking the language and assessment policies, our IB school ensures that all students can engage with assessments in a way that accurately reflects their abilities and knowledge, regardless of their language background. This connection fosters an inclusive and equitable assessment environment

CYCLE OF REVIEW

The policy will be reviewed annually during INSET days as per the curriculum review cycle.

IB STANDARDS AND PRACTICES FOR LANGUAGE

Our Language policy has been aligned with the new IB Standards and Practices, which became effective October 2020. Please note the related standards below.

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)

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)

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 of 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 of its IB-mandated policies. (0301-06-0400)

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

Culture 6.6: The school considers international-mindedness in all of 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)

REFERENCES

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- Learning in a language other than mother tongue in IB programmes, International Baccalaureate, (2008)
- Guidelines for school self-reflection on its language policy. International Baccalaureate (2012)
- Learning in a language other than mother tongue in IB programmes, International Baccalaureate, (2008)
- Translanguaging in the PYP, International Baccalaureate (2018)