

LANGUAGE POLICY

GENESIS VISION STATEMENT

The vision of its Founders is to develop GGS into an autonomous, multicultural, multinational International School. A GGS education must be secular, relevant and continuously aligned with changes in the global economy, society & environment, while providing a pre-eminent intellectual and creative milieu to our community.

GENESIS MISSION STATEMENT

GGS will produce young men and women of exceptional calibre who will always keep in mind the *global context* of matters and keep *sustainability at the core* of their endeavours. The world is connected and a GGS education will always prepare students for *global citizenship* of an increasingly interconnected world. The School's curriculum will be purposefully *aligned with globally accepted best practices* which at its core will strive continuously for *service to the whole human community*.

LANGUAGE POLICY

"Learning to **speak another language** means taking one's place in the human community. It means **reaching out to others across cultural and linguistic boundaries**. Language is far more than a system to be explained. It is our most important **link** to the world around us. Language is **culture in motion**. It is people **interacting** with people."

- Sandra Savignon

LANGUAGE PHILOSOPHY OF GENESIS GLOBAL SCHOOL

Language is central to human existence as it is the **medium of exchanging** meaning and **knowledge**. It is through language that all learning takes place; hence it is **the main tool of cognitive development** of a student. GENESIS Global School recognizes that Language is the **driving force** that connects all of the **disciplines** and **endeavors to promote** language learning among its learners to **facilitate their academic, social and emotional growth**. GENESIS encourages its learners to **pursue learning of other languages** in addition to their mother tongue. The language of **instruction at GENESIS is English**, which is not the mother tongue of its students. Proficiency in the English language help these learners to **explore and gain knowledge** from the vast resources available **internationally**. The school provides all resources including materials and coaching to help learners be **proficient in the English language**. In addition, the school provides learners the **same support in a second language of their choice**.

We at GENESIS firmly believe in the **importance of the mother tongue** in the **holistic development** of learners and provide an environment **conducive to multicultural learning**. Through Language one is able to **form his or her own identity, explore one's environment, solve problems and express with clarity**. Towards this goal, every teacher has the **responsibility of being a language teacher**.

Our **policy aims at students to achieve proficiency in English**, the language of instruction, as well as the other languages they pursue. **Language acquisition helps the students to become proficient in listening, speaking, reading, writing and comprehending the content**.

We believe students learn best if they are provided with opportunities to:

- **Engage** in learning within meaningful contexts.
- **Link** it with their previous experiences, needs and interests.
- **Self-assessment** through reflection.

These opportunities can be created for the learners by teachers when they:

- **Plan learning experiences** that enable learners to develop language within meaningful and enjoyable context.
- **Integrate** language with other subject areas.
- Use **a wide range of strategies** for teaching, learning and assessing.
- Provide language learning **opportunities** that **support learner's inquiries** and the sharing of their learning.
- Encourage learning a language, learning about that language and learning through that language.

The school considers the following to be an integral part of their language policy:

- assessment policy
- host-language programme
- mother-tongue support programme

SCHOOL LANGUAGE PROFILE

In GENESIS, the medium of Instruction is English and students have been learning this as their first language from Reception. This is the stipulated language of communication for all purposes

. English being a commonly accepted language in the host country, is also used as a means of communication in most homes and is not really considered a foreign tongue by students, teachers and parents. It 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 committees.

CURRENT PRACTICES RELATED TO ENGLISH LANGUAGE LEARNING & TEACHING

The school **promotes** a **plethora** of **activities** which are woven into the curriculum of English Language and Literature to ensure that students take **pride** in communicating in English and constantly **enhance** their vocabulary and fluency. All students are expected to **converse in English** and are constantly reminded to do so. Since all subjects except the second language are taught through the medium of English, the students are constantly and inadvertently learning the nuances of the language.

The school provides support for the development of English through the following activities:

- **Special educators** for teaching English to students who are doing English as a foreign language for the first time.
- Variety of student driven publications where students are encouraged to contribute their compositions as poems/articles/ reports etc. Leading from the front are the students of the editorial boards of these various school publications.
- The special class assemblies wherein each class gets the opportunity to do presentations on stage in the form of short skits, plays, group discussions, street plays etc.
- Co-curricular clubs and societies such as Debating, Creative Writing and Dramatics which cater to the enhancement of language skills through a range of interesting competitive and non - competitive activities.
- Celebrating Literary Week every year during which theatrical presentations and other assignments such as Poster Designing, Wall Magazines and Book Reading are integrated into the curriculum.

Language Support

The School makes provision for Learning Support Department (LSD), English as a second language (ESL) and Elementary Hindi language (EHL) for students. Elementary Hindi is offered from Grade 2 to 8, mostly to Non-resident Indians and foreign students.

These are supported through the following activities and strategies:

- Prior knowledge assessment.
- Planning for different abilities.
- Accumulating resources needed for each ability group.
- Implementing teaching strategies.
- Summative assessment of groups.
- Remedial instruction.
- Regular monitoring in the form of monthly formative assessments in oral and written expression.
- Regular communication with parents about student's progress and collaborating with them for improvement of her/his performance.

- Tracking the performance of students by maintaining a tracking sheet and passing records on to different levels.

Developing Languages in Junior School

Developing the Oral, Visual and written aspect of language:

PYP Language scope and sequence is formed under the following areas:

- Oral - Listening and Speaking.
- Visual - Viewing and Presenting.
- Written - Reading and Writing.

Language Scope and Sequence is planned horizontally and vertically and has aspects of teaching, learning, reflecting and assessing in both ways i.e. formative and summative.

The following strategies are adopted to ensure that every student is provided with an opportunity to explore his/her maximum potential:

- Using visible thinking routines
- Extempore.
- Debate.
- Theatre.
- Writing argumentative, persuasive articles/essays, imaginative stories etc.
- Editing the school magazine.
- Making movies on socially relevant issues.
- Street Play.
- Public Speaking.
- Celebrating various occasions & festivals.
- Role Play

Language Resources

Right from the genesis of our school our goal is to increase language resources every year. We have built and continue to add to an extensive literacy library of leveled books that support our IB planners. Our library also has an array of fiction and nonfiction books. In addition, we use a variety of online resources to support student learning and research.

Language and the Program of Inquiry

Language is integrated throughout the Program of Inquiry. Higher level thinking, key concept questions, and extended research all lend themselves to having a strong vocabulary and language presence within the planners. Oral, visual, and written language are all present within planner activities

Developing Languages in Middle School

Integration of Communication and Analytical Skills -

The main focus is not only to encourage students to communicate fluently in English, but also to instill a practice where the student's thought process too starts flowing in the same language. This further ensures that the students use their language prowess while analyzing and evaluating any given topic in other subject areas also.

The six main skills developed are as follows:

- Reading
- Writing
- Speaking
- Listening
- Analyzing
- Creating

The following methods are adopted to ensure that every student is provided with an opportunity to explore his/her maximum potential

- Role Play.
- Extempore.
- Debate.
- Radio Shows.
- Theatre.
- Writing argumentative, persuasive articles/essays, imaginative stories etc.
- Editing the school magazine.
- Making movies on socially relevant issues.
- Street Play.
- Public Speaking.
- Celebrating various occasions & festivals.
- Organizing commentaries during sports activities.
- Participating in Intra - School and Inter - School debate, symposia, turn-coat competitions.

Developing Language at MYP and IGCSE

In the Middle & Secondary School section of the Genesis Global School we understand that all learning involves learning languages, learning about languages, and learning through languages. We also understand that through language learning students acquire the ability to think critically, learn independently and develop knowledge in a balanced, creative and reflective manner. Because of this every teacher at GGS is a teacher of language and supports the language development of every student in their care. Our approach to teaching and learning is driven by these beliefs and through them we will fulfil the GGS Mission statement

Accompanying statements for the above philosophy

~~A~~t GGS all students are given the opportunity to access the curriculum through English, the main language of instruction of the school.

~~A~~ll students also learn one or more of the 4 other languages offered (Hindi, French, German and Spanish) at either first or foreign language level.

~~S~~tudents come to GGS with many different language backgrounds and differing linguistic abilities; we therefore use a differentiated and varied instruction that is adapted to our students' needs.

~~W~~e are keen to encourage students to take advantage of the language and culture of our host country, India.

Language at Grades 6, 7 and 8

1. All the students are supposed to take **3 compulsory** languages with certain exceptions for the Non-resident Indians and foreign students
2. English is offered as the 'First Language' and as the main medium of Instruction. The students follow the Cambridge International Examination Secondary 1 FLE structure of curriculum (IB Middle year programme)
3. In the beginning of the academic year MYP-1 students undergo **diagnostic assessment** in order to have their language profiling. The students who demonstrate proficiency level equivalent to **Phase 6** will be given English as language and Literature, Whereas, students who cannot demonstrate this minimum requirement are required to attend ESL lessons.
4. For the students who are not native speakers or belong to the intermediate proficiency level English is offered in the form of ESL. In this category the students follow the Cambridge International Examination Secondary 1 (ESL structure of curriculum designed and mapped by the ESL teacher keeping MYP framework in mind). The students are trained to join the mainstream English as soon as possible (only when the students attains proficiency level equivalent to Phase 6).
5. All the students of Indian origin take **up Hindi as a compulsory 2nd language**. The Students of other nationalities (whose English language proficiency is at an initial level) are offered ESL, as the Language Profile of the school has a number of students from South East Asia where English proficiency is at a very initial level
6. The students of Indian origin but born or brought up in foreign countries (NRIs) are offered Hindi at an intermediate (Elementary) proficiency level. However, for other foreign nationals the selection of Hindi is optional.
7. All the students are supposed to take one **Compulsory 3rd Language**. The subject options are French, German and Spanish. The 3rd language is taken up at two levels of proficiency - ab initio and intermediate level
8. Students joining MYP-2 and 3 with no foreign language background are offered Spanish, except under special circumstances, like consent and undertaking from parents about the subject choice of German or French

Language at Grades 9, 10 IGCSE

1. All the students are supposed to take 2 compulsory languages
2. The medium of instruction of all other subjects is English.
3. The students take up 'English as a First Language' with certain exceptions for the non- proficient students who take up ESL
4. The students take up one of the four Languages offered as a Second Language but at the First Language Proficiency Level- Hindi, French, German and Spanish
5. IGCSE English Literature is

Why choose Cambridge IGCSE foreign languages?

Cambridge foreign language IGCSEs are accepted by universities and employers as proof of linguistic ability and understanding. The course encourages learners to develop lifelong skills, including:

- The ability to use a foreign language as a means of practical communication*
- Insight into the culture and civilization of countries where the language is spoken*
- A positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilizations*
- Techniques which can be applied to other areas of learning, such as analysis and memory skills*
- a sound foundation for progression to employment or further study.]*

Other Areas to Develop the Language capabilities -

1. Students Exchange Programs: GGS students undertake exchange programs to get the taste of the culture, society, accents, and food habits etc. of countries where people speak the language which a particular student has taken up as his/her 2nd or 3rd language option.
2. English Literature has been introduced as a separate program for English at grades 6, 7 & 8 to enhance creative and grasping prowess of the students. The Literature Program has been designed to expose the students to various genres and languages of authors.
3. English literature has been designed taking novels, poetry, short stories and plays, into account.
4. The Library Classes have been designed as an 'Extended Reading Program' which is linked with the mainstream language & literature Program to incorporate reading habits and love for literature.
5. Special Library Budget is allocated to procure books, e-books and other materials.
6. A 'Library Council' is proposed for the next academic year.
7. Language day and a special program called 'landmark' - to promote language.

8. More languages are being planned to be incorporated like Mandarin and Sanskrit giving students more options

Guided learning hours Cambridge IGCSE syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

Assessment objectives Reading Candidates are assessed on their ability to: R1 understand and collate explicit meanings R2 understand, explain and collate implicit meanings and attitudes R3 select, analyse and evaluate what is relevant to specific purposes R4 understand how writers achieve effects. Writing Candidates are assessed on their ability to: W1 articulate experience and express what is thought, felt and imagined W2 order and present facts, ideas and opinions W3 understand and use a range of appropriate vocabulary W4 use language and register appropriate to audience and context W5 make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

Developing Language in the IB Diploma Programme

All students will learn subjects in the medium of instruction - English. The students will be offered four Languages- Hindi, French, German and Spanish. These Languages will be offered at different levels. Levels are decided on the basis of diagnosis and the course of study in the previous class and based on the discretion of the language teachers and Coordinator. The information about subject selection will be shared with the parents and students through group orientations and individual counselling.

At the Diploma level we offer English as a Group 1 A1 subject under which English Literature is offered at HL or SL level. In group 2 along with Hindi B at the standard or higher level, French, German and Spanish is available at standard level. The IB Diploma programme provides great range, depth and versatility in its language offerings. All languages can be offered in the following 5 levels in decreasing levels of proficiency A1 (HL), A1 (SL), B (HL), B (SL) and Ab Initio (SL). The objective of this versatility is to target a student's current proficiency and take it higher on a structured language pathways. It is not the intention of the IBO or the school to use simpler language courses as easy courses to achieve the Diploma.

If a student has no previous background in a given language, then that student may study that language as an AB initio SL subject. Such a course focuses on giving the student basic knowledge of both the language in everyday use and the culture of the places where it is spoken. The standard reached by the student after two years is considerably lower than that reached in language B.

The school will not permit students who have studied a language for more than 3 years or scored a C and above (IGCSE) to take the Ab Initio level. We will also have in-house testing to help gauge the level of language already known.

The table below unfolds the language choices:

Group	Level	School offers:
Group 1 - Language A1	Higher / Standard	English Literature
Group 2 - Language B	Higher / Standard	Hindi B
Group 2 - Language B	Standard	French / German / Spanish
Group 2 - Language Ab Initio	Standard	Spanish / German

In keeping with the requirements of the IB Diploma Programme of 240 hours and 150 hours of instruction time respectively, for the Higher Level and Standard Level courses, we allocate the following number of hours to language teaching:

Language A1 Higher Level: 4 Hours per week

Standard Level: 2 Hours 40 Minutes

Language B Same as above

Language is a very important way of knowing and this idea is explored further through the

Theory of Knowledge component of the program.

At the Diploma level, the written curriculum will meet the demands of the various descriptors in the assessment criteria of the AI and Language B programmes. It will encourage a personal response that is a result of reflective critical thinking and analysis.

Students are treated as independent learners with the teacher assisting them in their effort to progress as fast and as far as they can possibly manage. Teachers outline the syllabus, offer

Exercises and assignments, provide regular and detailed feedback and use the classroom scene to practice interactive responses using the target language most of the time.

All references, like textbooks, grammar, cultural information etc. are either provided by the subject teacher or students are guided where to find further information. English will be the language of instruction for all subjects and ESL support will be extended to cases based on need. Non English speakers are allowed to use dictionaries to enhance understanding. Students are encouraged to read books that are available in translation in mother tongue.

The main aims of the language policy under the Diploma programme is to

- Introduce students to a range of texts from different periods, styles and genres
- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- Develop the students' powers of expression, both in oral and written communication
- Encourage students to recognize the importance of the contexts in which texts are written and received
- Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning.
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- Promote in students an enjoyment of, and lifelong interest in, language and literature

DEVELOPING LANGUAGE IN CBSE CURRICULUM SENIOR SECONDARY (GRADES 11 & 12)

Communication is the focus as per the curriculum. English (Core) is the course selected for Grades 11 and 12. The medium of instruction in other subjects is English as well.

There is a selection of texts which reflect varied styles and genres. The students through continuous training and evaluation, develop varied language skills like interactive communication, fluency, pronunciation and language accuracy. Apart from these, skills in writing are also honed.

Acknowledging the fact that a book is a gift that can be opened again and again, students are promoted for daily reading. They are heartened to get books issued from the school library and also to finish those in a stipulated time limit. The same strengthens the comprehension of the learners, which later reflects perceptibly in their expressions.

Through events like LANDMARK - KNOWLEDGE CONCLAVE (Annual Inter-school Debate Competition) and Intra-school debates, speech and declamation, their skills are further fostered.

Platform skills enhancement is yet another objective of a standard English unit plan thus each lesson plan is woven, keeping in mind the contribution of activities related to platform skills. The activities on a variety of topics are conducted, to develop greater confidence and proficiency in the use of language skills, necessary for social and academic purpose to participate in group discussions, interviews and to express oneself on various forums.

School has subscribed 'The Hindu in School', a school newspaper initiative by The Hindu, to stimulate and foster regular reading habits amongst learners. This not only engages them constructively in regular reading pattern but also augments their awareness level, which ultimately gives the learners a variety of content to reflect on.

Language is a very important way of communication and this idea is taken forward through the course they follow. The teachers at Genesis assume the roles of facilitators and mentors to help students develop the desired skills.

Genesis also exploits theatrics as a potential tool to polish speaking skills of its learners hence students often get opportunity in theatrics, to test their language skills. Once in a year the Annual Day production play is also staged to rope in, a huge number of language learners in that English play to perform for a sizeable audience.

The standard lesson plan format of English encompasses, assimilation of visual auditory resources also, like podcasts and videos, to not only enrich learners' understanding about the subject matter but also to supplement their language immersion.

Genesis deems English as the organizational language and this very idea is accomplished by ensuring that communication in a classroom between teachers and taught is thoroughly in English. The same is further echoes even in students' communication with their peers.

Constant wielding of pen brings a continual growth in the writing skills of a language learner. Hence students are engaged in school magazine, school newsletter, boarders' newsletter and other publications according to their areas of interests. Where some of them produce write-ups, articles and other literary pieces, others enjoy editing them or working on illustrations.

Students are encouraged to appreciate the formal and aesthetic qualities of texts.

Love for language and literature is promoted through the teaching and learning process.

MOTHER TONGUE SUPPORT

The School firmly believes in inculcating a feeling of pride in the mother tongue. Since, students represent the diverse culture of the society, it becomes imperative to recognize the importance of the mother language and include it in the learning process.

The Junior School actively involves the Parents in the learning process through an informal interaction (story telling sessions, puppet show, folk songs and regional music in their mother tongue or cooking) in the mother tongue.

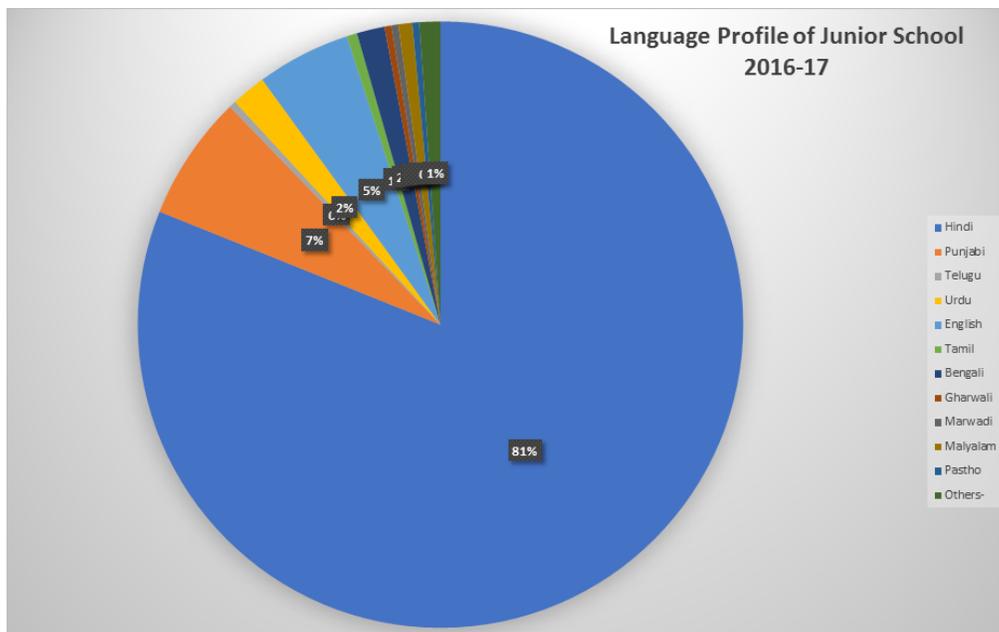
The school supports the Parents by allotting a dedicated time once a month to share and enrich the learning process by adopting the mother tongue of students as a necessary tool of means of communication (PYP). We also mark a day for celebrating the different Mother Tongues in our school.

The school allows second language students to use paper dictionaries in all assessment and in class assignments except in language assess.

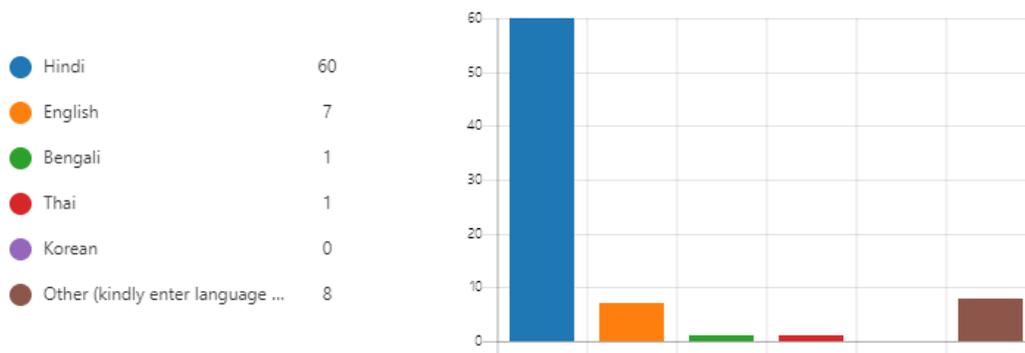
For students with low level skills in English, which is the language of instruction, the teachers sometimes explain the concept in the mother tongue for better understanding.

Primary School Mother Tongue Profile of Students

Others – Japanese,
Thai, Kashmiri, Dogri,
Rajasthani , Nepali



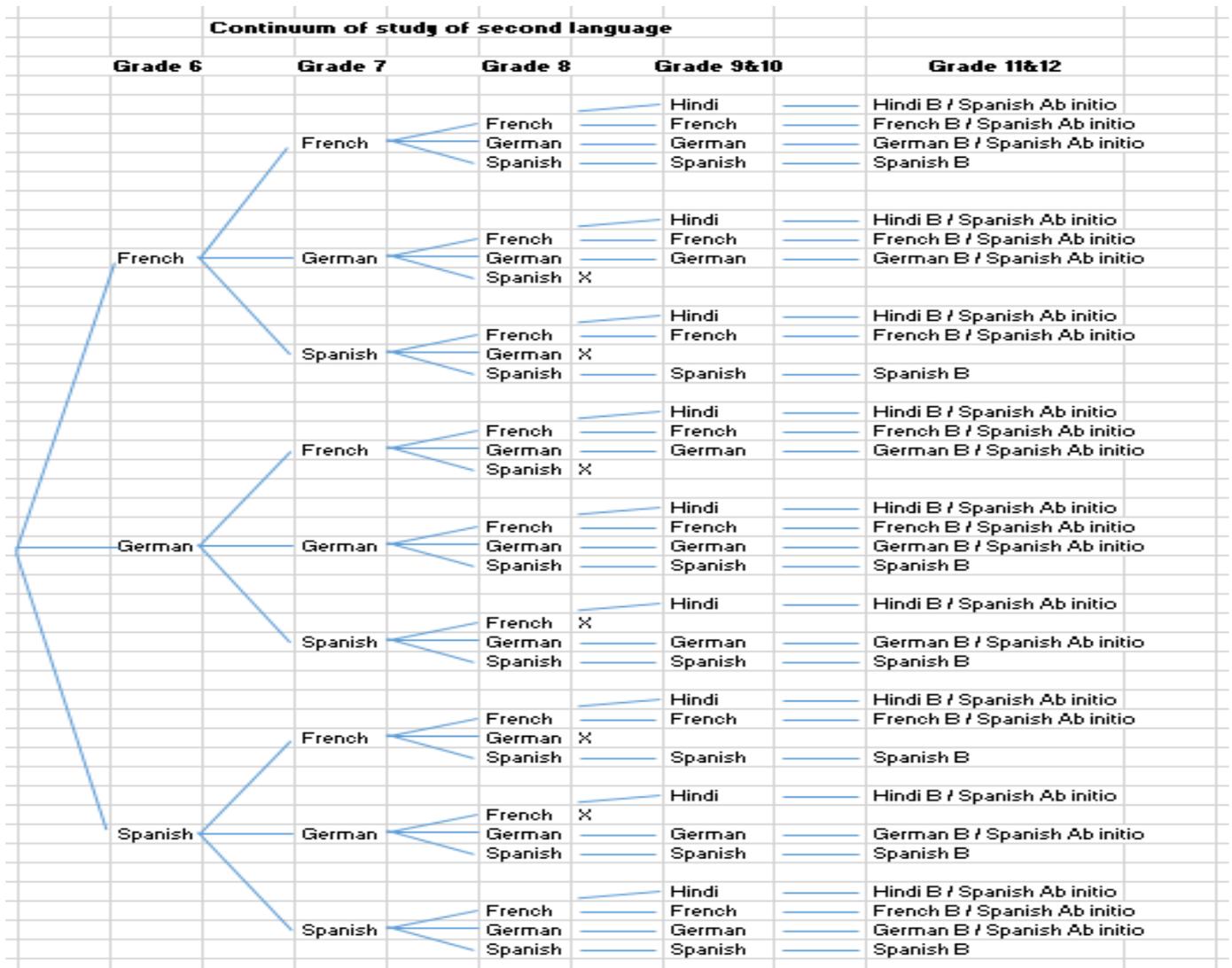
MYP Mother Tongue Profile of Students



OTHER LANGUAGES

In GENESIS Global School:

- Hindi is taught as the Second language starting from Kindergarten till class 8.
- Class 6 onwards the students are offered a choice in the third language from the following options- Sanskrit, German, Spanish and French.
- Class 9 onwards the students have the freedom to choose their second language from French, Hindi, German, Sanskrit and Spanish.
- In Junior School from Grade 3 onwards 3rd Language is offered as part of their clubs.



PROMOTION OF THE LANGUAGE OF THE HOST COUNTRY

Hindi is the language of our country and is also the Second Language being taught from Class Kindergarten and up to Class 10. The School promotes the learning of Hindi language by means of the following:

- Part of the curriculum.
- Hindi Diwas (Hindi language day).
- Inter Class/ Inter House Competitions : writing, poetry, speaking, drama
- Nukard Natak (Street play)
- School magazine : a separate section or a separate magazine (quarterly)
- Library: a separate Hindi section and children are encouraged to issue books once in a month.
- Story telling sessions.
- Marking Authors month eg. Premchand's Birthday month.
- Display: Hindi work.
- Assembly: Hindi prayer, Hindi thought of the day, news reading etc....
- Book Week.
- Class Libraries.

LIBRARY - THE RESOURCE CENTRE

The library is central to the language programme at our school. The library provides a learning space and an environment to promote love for reading, books as well as a place for research.

The library is resourced with fiction, non-fiction, picture books, chapter books, board books, pop-up-books, big books, multicultural books, world classics, autobiographies, multilingual books, reference books, encyclopaedias and media that are accessible to all students and staff. The school sees the library as a valuable resource to promote the international mindedness aspect of the IB programmes.

The library also provides resources for collaborative planning, researching and teacher professional development.

The Library is a rich resource center that provides a completely independent and comprehensive support system to the student.

The resources available to the students and teachers to promote language learning are:

Listening CDs, Speaking Samples, Movies in various languages, Documentaries, Books - fiction and non-fiction, language books, Journals, Magazines etc.

At the PYP level, there is a library period every week. Teachers can also conduct classes in the library with prior information. The librarian teacher as well as homeroom teachers conduct book discussions, read aloud, help conduct research and help students browse

and pick up books. In addition to using the school library, every class also has a class library.

Reading Program in Junior School

Our reading program ensures that it is aligned with activities and strategies that are supported by research in beginning reading. The aim for reading program is to help guide initial and differentiated reading instruction in the classroom.

The focus is on some of the specific aspects of reading instructions such as:

- Phonemic awareness, letter knowledge and concepts of print
- The alphabetic code: Phonics and decoding
- Fluent, automatic reading of text
- Vocabulary building
- Comprehending the text
- Written expression- Fluency in understanding of the use of language at many levels.
- Motivation- Generate enthusiasm and appreciation for reading to become skilled readers
- Enhance creativity and build imagination

Students will be assessed on their ability to:

- Understand, derive and explain meanings
- Select, analyse and evaluate what is relevant to specific purposes

They further develop their reading through literature study groups and guided reading groups. Through the units of inquiry, they become familiar with a variety of writing and text types.

LINKING LANGUAGE POLICY TO OTHER DOCUMENTS

- The School personnel explain the content of the admission form and other school documents in Hindi or have it translated and explained in Korean, Thai or in any other language convenient for the understanding of the parents.
- The language policy is listed on the official school web site.

LANGUAGE ASSESSMENT- JUNIOR SCHOOL

Language is assessed as - **Oral** (Listening and Speaking), **Visual** (Viewing and Presenting) and

Written (Reading and Writing)

Formative Assessment

- Continuous and ongoing
- Assesses the journey- learning process
- Ability of the students
- Helps plan next stage of learning (promoting learning)

Summative Assessment

- Assessing the end/ final product
- Demonstration and application of their learning
- Understanding of the central idea

LANGUAGE ASSESSMENT - MIDDLE & SENIOR SCHOOL

ASSESSMENT IN SENIOR SCHOOL (CBSE)

Assessment in Grade 11

English language in Grade 11 is assessed internally on the basis of a written examination which is conducted at the end of the year and an ASL (Assessment of Speaking and Listening). The weightage of written examination and ASL is 80% and 20% respectively.

Assessment in Grade 12

In Grade 12 the students are assessed externally only on the basis of the written examination conducted by the CBSE in the month of March.

Assessment in the Diploma Programme

Language will be assessed over the period of two years using varied formative assessments techniques across the subjects building way towards the Summative assessment at the end of the two year:

- Written Assignment
- Individual Orals / Individual Oral Activity
- Individual Oral Presentation
- Individual Oral Commentary
- Extended Essay
- TOK essay & presentation
- Internal assessments

JUNIOR SCHOOL- LANGUAGE IN THE TRANS-DISCIPLINARY CURRICULUM AND INQUIRY BASED LEARNING -

- Language is integrated through the subjects along with 6 Trans-disciplinary themes.
- Language policy complements the other School documents.
- The language policy includes formative and summative assessment around the learning experiences.
- The policy includes skill and sub skills in listening, speaking, reading, writing and visual presentation.

SHARING OF LANGUAGE POLICY

Language policy is shared with all stake holders (Teachers, Administrative staff, Parents and Students) through various modes of communication:

- A presentation on school policies, IB Diploma Programme, IB Primary Years Programme, Cambridge IGCSE and the National CCE curriculum are special features during the Orientation Programme for new parents, students and teachers on the first day of the academic session organized by the Director of School, Principal Junior School(?), Principal CBSE, Principal International Certification, IBDP Coordinator, IB MYP coordinator(added) and the IB PYP Coordinator.
- During the in-house Teacher Training Programme the new teachers are given time to appraise themselves and understand the school polices.
- All school policies are communicated to the teachers, students and parents through regular communication and are uploaded on the school website once finalized.
- (PYP specific) We conduct a Parent orientation for the Pre- Primary School Parents once a year to acquaint them the ways of teaching Phonics (e.g. the parents should be aware of the way we write the letters of the alphabet and their sounds). We further acquaint Parents of Junior School with the method of inquiry, its progression and action through languages.

REVIEW PROCESS- LANGUAGE COMMITTEE

The School has a Language Committee which will include following members:

1. Principal Primary, IC (to be removed) and CBSE
2. IB representative (PYP and DP)-2
3. Senior School Language Teacher /HOD -1
4. Middle School Language Teacher /HOD -1
5. Upper Primary Representative-1
6. Pre-Primary Representative-1
7. Administration -1

8. 2nd Language Teacher/HOD- 1

9. 3rd Language Teachers/HO

The language committee undertakes a review once every two years.

Reviewed on:

1st Review- July 2012

2nd Review - June 2014

3rd Review - January 2017

4th Review - January 2019

5th Review - 03rd August, 2019 (to be added?)

PROVIDING LANGUAGE SUPPORT TO SCHOOL COMMUNITY

- Workshops to be conducted annually for common terminologies.
- Specific groups as per their requirements (especially Class IV employees).
- First language training for all staff.
- Use of English as the language of communication by all, at all given times.

BIBLIOGRAPHY

- IB Language Policy document
- IB Guidelines for school self-reflection on its language policy
- IB Making PYP Happen
- CBSE documents
- CIE documents
- School's Assessment and Learning support policies

Annexure 1: ESL and EH Concept note

Genesis Global School

English as Second Language (ESL) and Elementary Hindi (EH) Concept note

(Applicable to Junior School)

Prior Knowledge Assessment

ESL/EH learner level is identified and the learner's prior knowledge is assessed on four different focus areas of the language: listening, speaking, reading and writing. A progress continuum is then made for the learner which is used for benchmarking their development throughout the year.

Continuous Assessment

Learners' performance in class is continuously observed and assessed based on his/her effort and participation in class, vocabulary acquisition, pronunciation, comprehension of the language, improvement in reading and writing skills.

Reporting and Recording

Brief notes on the progress of the learners based on class observations (continuous assessment) are recorded and reported on a **monthly** basis to the Principal Junior School, Head Pre- Primary and respective Class teachers. This may be done so at the end of the Month.

The report can be in the form of Skill assessment, showing the child's levels/progress followed by an anecdotal comment.

All corrections of student work to be done by the ESL/ EH teacher as applicable respectively.

Support

The ESL/EH support is provided to learners through push in and pull out methods. The remedial lessons happen on a daily basis, where the support teacher guides the learner to either grasp new concepts, mostly grammar or also differentiate the work that has been planned for the class and bring it to their levels.

For ESL

For the above the ESL teacher needs to work closely with the Class teachers, the two must meet on a regular basis to discuss the lesson plans and if need arises more often meeting should be held. All teaching and learning must happen the inquiry way to support the learning process in class.

The ESL Concept note is an extension of the Language policy.

By: ESL Teacher and Principal Junior School

Reviewed on: May 2019