



LANGUAGE POLICY

Vision Statement

Dream, inspire, act.

Mission Statement

Genesis Global School aims to nurture all students to become resilient and confident learners as socially responsible leaders serving diverse communities and cultural contexts.

Values and Philosophy

Our Values

Compassion: We foster a culture of compassion, where every member of our community values and demonstrates exceptional attitudes towards each other and the wider world. We strive to create an inclusive environment where empathy and understanding are the cornerstones of our interactions.

Courage: We empower our learners to embody resilience and bravery, instilling in them the courage to approach new learning and life opportunities with curiosity and drive. We encourage them to embrace challenges and persevere in their pursuit of knowledge and personal growth.

Ambition: We are committed to creating a community that is driven by ambition. Our members strive for excellence in academic, cultural, creative, and sporting endeavours. We believe in setting high standards and working tirelessly to achieve them, pushing the boundaries of what is possible.

Respect: We celebrate and respect the unique contributions made by every member of our school community. We recognize the value that each individual brings, fostering an environment where diversity is embraced and where mutual respect is the foundation of our interactions.

Dignity and Integrity: We uphold the principles of dignity and integrity in all that we do. Members of our community conduct themselves with humility, ethical values, and empathy in their interactions within the school and beyond its gates. We believe in acting with honesty and sincerity, always striving to do what is right.

Our Philosophy

- Provide happy and safe environment
- Deliver high quality teaching and learning
- Establish high expectations of students in all areas of school life
- Encourage students' confidence, self-esteem and self-efficacy
- Value all students as individuals so that they can achieve their full academic and personal potential
- Instil a sense of adventure and broadening of horizons

- Provide opportunities to be courageous global learners
- Extend learning opportunities beyond the classroom
- Provide an environment so that students develop moral and spiritual values
- Produce students who are independent of thought and have a lifelong enthusiasm for learning
- Establish mutual respect between all members of the school community
- Provide a broad curriculum which values the strengths of each subject and student equally
- Create a positive, secure and purposeful atmosphere
- Create an environment where growth mindsets are valued
- Foster links with parents/carers and the wider community
- Encourage excellence in every area of school life
- Create an environment which encourages true dialogue between members of our school and the wider community
- Deliver a philosophy that promotes learning without limits
- Inspire and empower all students to achieve the best that they can with the gifts that they have.

LANGUAGE POLICY AND GUIDELINES

GGs High-Quality Teaching and Learning statement

HQTL takes into consideration the emotional and physical needs of the learners and ensures a safe supportive learning without fear.

Learning experiences challenge conceptual understanding using an inquiry and personalised approach to learning embracing technology as a tool – with an emphasis on developing critical thinking, creativity, and innovation.

The learning environment is aimed to strengthen collaborative learning, speaking, listening, reading and writing and other forms of communication and oracy.

The curriculum has an emphasis on providing an experiential learning experience using both local and global contexts.

As a result, learning incorporates formative assessment, summative assessment and self-assessment integrated in the activities to inform learner progress.

A high-quality teaching and learning environment reinforce the values of integrity, empathy, humility, and compassion.

General Guidelines

Policy objectives

At Genesis Global School, we recognize the profound significance of language in human existence as the conduit for exchanging knowledge and meaning. Language is the primary instrument for fostering cognitive development in students and serves as the anchor connecting various disciplines. Our objective is to nurture language learning among our students, facilitating their academic, social, and emotional growth.

While English serves as the primary language of instruction at GGS, it is not the mother tongue of our diverse student body. Proficiency in English empowers our students to explore and access a wealth of international resources. The school is committed to providing comprehensive support, including materials and coaching, to ensure students become proficient in English. Furthermore, we extend the same support for a second language of their choice, recognizing the importance of promoting India's official languages and fostering multicultural learning environments.

Language, beyond being a means of communication, plays a pivotal role in identity formation, problem-solving, and clarity of expression. Every educator at GGS assumes the role of a language teacher to facilitate these goals.

Our language policy is designed to enable students to attain proficiency not only in English, the language of instruction but also in other languages they choose to pursue. Proficiency in languages equips students with essential skills in listening, speaking, reading, writing, comprehension, and effective expression of thoughts.

The purpose of this document is to articulate our language policy and outline procedures to ensure the successful development of students who wield linguistic skills as vital tools to become global citizens of the future.

At GGS, we understand that an encouraging and positive environment is crucial for effective language learning. We highly value differentiated and diverse instruction methods that encompass listening, speaking, reading, and writing skills. Our approach to language instruction respects the various learning styles and individual development of our students.

Regardless of the language they speak, all students are esteemed members of our school community. We also acknowledge the importance of accessing information in a student's first language to aid comprehension of academic content. Language, for us,

is not just a means of communication but a vehicle for thought, creativity, reflection, learning, and self-expression. It establishes meaningful connections between subjects, cultures, and diverse areas of experience.

At GGS, we actively involve parents in planning their child’s language profile and development. We harness the strengths of our broader community as part of our holistic language practices outlined in the GGS Language Policy.

Aim and Compliance with IB Standards and Practices

The aim of GGS Language Policy is to adhere and commit to the following IB standards and practices:

Programme Standards and Practices	Our compliance with IB Standards and Practices
<p>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 (O301-04)</p>	<p>GGS regularly reviews, communicates, and periodically evaluates the language policy designed to promote intercultural comprehension by encouraging communication in multiple languages through diverse means. Moreover, we recognize that all educators assume the role of language instructors by actively participating in facilitating effective communication. The school actively engages students, educators, and parents in fostering linguistic diversity and intercultural understanding, while continuous reporting to the IB organization ensures ongoing compliance and improvement.</p>
<p>Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (O301-04-0100)</p>	<p>GGS is unwavering in its commitment to crafting a comprehensive language policy that closely mirrors the goals set forth by the IB organization. The school diligently ensures that its curriculum and teaching methodologies are in strict alignment with the rigorous standards established by the IB. To empower its educators and provide enriching experiences for students, GGS invests significantly in teacher training programs, fostering a culture of continuous improvement.</p>

	<p>Regular reviews of the language policy are undertaken, facilitating necessary adjustments to ensure its efficacy. Beyond the classroom, GGS actively engages the school community in championing linguistic diversity and nurturing intercultural understanding.</p>
<p>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)</p>	<p>At GGS, we wholeheartedly acknowledge multilingualism as an undeniable reality, a fundamental right, and a rich educational asset by supporting multiliteracies. Our language policy embodies this recognition by actively celebrating and leveraging the linguistic diversity within our school community. We promote the use of multiple languages across various contexts, allowing students to embrace their mother tongues while also encouraging the acquisition of additional languages. Our inclusive approach not only fosters cultural appreciation but also enhances cognitive and communication skills.</p>
<p>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)</p>	<p>The language policy at GGS identifies an array of physical and virtual resources integrated to foster language development. Physically, our libraries are stocked with a diverse collection of books and materials in multiple languages, enabling students to engage with various literary traditions. Our classrooms are equipped with multimedia tools to facilitate language learning through interactive technology. Virtually, we employ e-learning platforms and digital language resources, ensuring accessibility to a wide range of linguistic materials. These resources are thoughtfully selected to complement our curriculum, and empower our students to explore languages, cultures, and knowledge in innovative and enriching ways.</p>

<p>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)</p>	<p>GGS diligently outlines the rights and responsibilities of every member within our school community and defines clear expectations for students, teachers, parents, and staff regarding language usage, respect for linguistic diversity, and promoting intercultural understanding. Our policy delineates the principles of good practice within our school context, emphasizing respectful and inclusive communication, valuing every student's linguistic background, and fostering an environment where language is viewed as a tool for thought, creativity, and self-expression. This approach ensures that our community actively participates in nurturing a culturally sensitive and linguistically diverse educational environment.</p>
<p>PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)</p>	<p>At GGS we prioritize multilingual education starting at the age of seven, as our students engage in comprehensive language learning programs that extend beyond the language of instruction, which is English. Our curriculum offers additional language courses, allowing students to explore and become proficient in diverse languages. While our core multilingual program encompasses at least two languages, we also provide opportunities for students to pursue additional languages based on their interests and needs. This approach not only enriches their linguistic skills but also fosters a deeper appreciation of different cultures, aligning with our commitment to holistic and global education.</p>

Key components of the Language Policy

The Language Policy at Genesis Global School believes in fostering linguistic excellence and empowering students in their academic journey. The following key components of

our policy focus on holistic approach to language education, emphasizing its role in independent thinking, meaningful actions, and intercultural understanding:

- Documenting Our Commitment towards best practices: At Genesis Global School, we are dedicated to empowering each student with robust linguistic skills that foster not only articulation but also independent thinking and purposeful action. This commitment is ingrained in our practice of meticulously documenting our educational approaches.
- Nurturing Optimal Learning Environments: We firmly believe that students excel when they are immersed in learning experiences that resonate with real-life contexts, linking seamlessly with their personal experiences, needs, and interests. Our educators are dedicated to crafting lessons that immerse students in language within meaningful and enjoyable contexts.
- Embracing Interdisciplinary Connections: We take pride in our interdisciplinary approach, where language is integrated into other subject areas. This holistic approach ensures that students comprehend the diverse applications of language across various domains of knowledge.
- Tailoring Teaching Strategies: Recognizing the unique learning styles and needs of our students, we employ a diverse array of teaching, learning, and assessment strategies. This ensures that every student's journey to linguistic proficiency is both effective and enjoyable.
- Fostering Inquiry-Based Learning: Our language policy encourages students to inquire, learn, and share knowledge in their chosen language. We actively promote learning a language, learning about that language, and learning through that language.
- Assessment Framework: Our Assessment Policy is an essential part of our language policy, serving as a guiding framework for evaluating linguistic proficiency and tracking language development.
- Cultivating Language Proficiency: Through our Host-Language Program, we prioritize the enhancement of students' proficiency in the language of instruction, facilitating effective communication within our diverse school community.
- Celebrating Multilingualism: We treasure the richness of multilingualism and actively support it through our Mother-Tongue Support Program. This initiative not only celebrates linguistic diversity but also acknowledges each learner's unique language portrait, enriching our multicultural learning environment.

Promoting Language Proficiency

Genesis Global School is committed to nurturing language proficiency across various dimensions. We weave a plethora of activities into the English Language and Literature curriculum, encouraging students to take pride in communicating fluently and enhancing their vocabulary. All students are expected to converse in English, given that it serves as the primary medium of instruction for all subjects, except for second languages. This immersive environment ensures students continuously absorb the nuances of the English language.

To bolster English language development, we offer comprehensive support through various initiatives:

- **Specialized Educators:** Our dedicated educators provide targeted English instruction to students who are embarking on their English language journey for the first time.
- **Student-Driven Publications:** We actively encourage student involvement in publications, where they contribute poems, articles, and reports. Leadership roles in editorial boards empower students to guide these publications.
- **Special Assemblies:** Each class enjoys the opportunity to showcase their linguistic skills through special assemblies. These feature short skits, plays, group discussions, street plays, and more, enhancing students' communication and presentation abilities.
- **Co-Curricular Clubs and Societies:** Our school offers a diverse range of co-curricular clubs and societies, including Debating, Creative Writing, and Drama. These engage students in captivating competitive and non-competitive activities designed to enrich language skills.
- **Annual Literary Showcase:** We celebrate and showcase Literary works of our students by integrating theatrical presentations and artistic assignments such as Poster Designing, Wall Magazines, and Book Reading Programme into our curriculum. This immersive event not only enhances language proficiency but also ignites a passion for literature and creative expression.
- **Language Support Initiatives:** Our commitment to language development extends to providing support for Individual Learning Needs (ILN) through specialized departments, including English as a Second Language (ESL) and Elementary Hindi Language (EHL) for students. These programs employ various strategies such as prior knowledge assessment, differentiated planning, resource allocation, teaching strategies, summative assessments, remedial instruction,

and ongoing monitoring. Collaboration with parents and performance tracking further enhance students' language skills.

- **Integration Across Curriculums:** Developing oral, visual, and written language skills is an integral part of our curricula, spanning the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). This emphasis not only enhances creative and critical thinking but also encourages analytical skills.
- **Fostering Language Competence Across Subjects:** Our goal extends beyond fluency, emphasizing a practice where students' thought processes naturally flow in the English language. This ensures they apply their language competence while analysing and evaluating topics across various subjects. Strategies include visible thinking routines, extemporaneous speaking, debates, theatre, persuasive writing, editing school magazines, creating movies, street plays, public speaking, and participation in debates, symposia, turn-coat competitions, and research work.
- **Enriched Language Resources:** We continually expand our language resources, maintaining an extensive library of levelled books, fiction and nonfiction works, language books, journals, and magazines. Online resources complement student learning and research.
- **Language Integration in Inquiry:** Language is seamlessly integrated into our Program of Inquiry. Key concept questions, extended research, and higher-level thinking activities are designed to enhance vocabulary and language presence within the curricular planners, encompassing oral, visual, and written languages.

Language and Curriculum alignments

Language in the Primary Years Programme (PYP)

In the Primary Years Programme (PYP) at Genesis Global School, our language curriculum is a multifaceted and comprehensive framework that encompasses various dimensions of language development. This holistic approach to language education is structured into a well-defined scope and sequence, designed to cater to the diverse linguistic needs of our students. The PYP language curriculum is divided into four key areas:

Oral Language – Listening and Speaking: This aspect of our curriculum emphasizes the development of effective oral communication skills. Students are encouraged to become active listeners and articulate speakers. Through engaging activities and discussions, they not only learn to express themselves clearly but also develop the ability to comprehend and respond to spoken language effectively.

Visual Language – Viewing and Presenting: Visual literacy is a crucial component of contemporary communication. In this segment of our curriculum, students learn how to interpret visual information, such as images, charts, and multimedia presentations. They also acquire skills to present their ideas visually, which is especially important in our increasingly digital world.

Written Language – Reading and Writing: Proficiency in reading and writing is essential for academic success and effective communication. Our curriculum places a strong emphasis on developing strong reading and writing skills. Students are exposed to a wide range of texts, both fiction and non-fiction, to foster a love for reading. Additionally, they are guided in developing their writing abilities, allowing them to express their thoughts, ideas, and creativity through the written word.

Language Scope and Sequence: Our language curriculum is not only comprehensive but also carefully structured. It is planned both horizontally and vertically, ensuring that language development progresses coherently and consistently across grade levels. This alignment guarantees that students build upon their language skills from one year to the next. The curriculum also integrates aspects of teaching, learning, reflection, and assessment, incorporating both formative and summative evaluation methods to gauge student progress and mastery of language skills.

Third Language Option in PYP 4 and PYP 5: At GGS, we believe in offering students a well-rounded and enriching educational experience. While English serves as the official language of instruction in our school, we also recognize the importance of exposing our students to other languages and cultures. As part of this commitment, we provide a diverse range of third-language options for students in PYP 4 and PYP 5. These options include Elementary Hindi, French, German, Spanish, and English as a Second Language. Therefore, students have the unique opportunity to explore and engage with these languages. By doing so, they not only expand their linguistic horizons but also gain a deeper understanding of the rich cultural diversity that exists in the world.

At Genesis Global School our Primary Years Programme (PYP), language acquisition is a dynamic process that evolves through distinct phases to nurture comprehensive language skills and appreciation. Here's an overview of how language learning unfolds:

Learning of Language:

- **Early Focus:** From the early years, our emphasis is on foundational language skills. We prioritize listening, speaking, reading, and writing, with a particular focus on phonics to ensure correct pronunciation and basic communication skills.
- **Comprehensive Curriculum:** Our primary school curriculum encompasses essential language components, including usage, grammar, phonics, spelling, reading, and writing. It aligns with the progressive phases of language learning outlined in the PYP scope and sequence.

Learning About Language:

- **Cultural Exploration:** As students develop proficiency in a language, they transition to "learning about language." This phase introduces cultural aspects, language development, literature, and literary works in the chosen language.
- **Cultural Awareness:** We encourage students to explore cultural differences and foster respect for all languages. This approach is particularly significant in a multicultural environment like ours at Genesis, where we celebrate multilingualism.
- **Engagement with Literature:** Our curriculum exposes students to literature from a diverse range of languages. Through discussions, reviews, and open-minded exploration, students engage with these literary works, broadening their cultural horizons.

Learning Through Language:

- **Application of Language:** Once students have attained proficiency in the language of instruction, they enter the phase of "learning through language." In this stage, language becomes a tool for active learning and engagement.
- **Diverse Learning Tasks:** Students participate in various tasks that require them to debate, comprehend complex texts, understand different perspectives, conduct research by reading and summarizing, write using a variety of text styles, express opinions, and communicate their understanding across all curricular areas.
- Our approach to language learning in the PYP not only equips students with essential linguistic skills but also fosters cultural awareness, respect for diversity,

and the ability to use language as a powerful tool for effective communication and learning.

Language in the Middle Years Programme (MYP)

Our approach to language learning in the Middle Years Programme (MYP) at Genesis Global School is designed to cater to the diverse linguistic needs of our students while ensuring a comprehensive and structured language acquisition journey. Here's a detailed overview of how language learning unfolds:

- **Language Choices for Multilingualism:** We offer a rich language environment where students are able to access the curriculum in English, the school's official language of instruction. However, we go beyond this by providing the option for students to learn one or more additional languages. These languages include Hindi, French, German, and Spanish, which can be chosen as either first or foreign languages.
- **Informed Language Selection:** To ensure that students make informed language choices aligned with their interests and academic paths, we provide detailed information about language options during the admission process. Students entering MYP Year-1 at the beginning of the academic year select one of these foreign languages. This process is also extended to late admissions, adhering to the available language offerings.
- **Proficiency Levels and Continuity:** Foreign languages within the IB MYP are structured into three proficiency levels: emergent, capable, and proficient. Once a student selects a language in MYP 1, they embark on a journey of continuity, continuing with the same language until MYP 5. This commitment enables students to reach a high level of proficiency. After MYP, students have the flexibility to either continue with their chosen language in the Diploma Programme (DP) to attain even greater proficiency or explore new languages to expand their linguistic repertoire.
- **Meeting Language Requirements:** For Indian students hailing from English-speaking backgrounds, our language policy stipulates the study of two languages, with English being one of them. Students who are not native English speakers or are at an intermediate proficiency level are offered English as a Second Language (ESL) instruction. This curriculum aligns with MYP requirements, and ESL students are prepared to transition seamlessly to mainstream English classes once they acquire the necessary language skills.

- **Continuous Assessment:** We employ a dynamic approach to assess students' language needs. Initial diagnostic assessments provide an entry point for understanding students' linguistic capabilities, followed by ongoing formative and summative assessments throughout the academic year. Our dedicated teachers differentiate instruction and support to cater to the diverse linguistic needs of our students.
- **Phased Progression and Assessment:** Students' language proficiency in English is evaluated using MYP criteria structured into Phases 1 to 6 (echoing the approach to progression in language acquisition). Those who successfully clear Phase 6 assessments transition to English as the First Language, where English becomes their primary subject (Language and Literature). Other students, recommended for ESL lessons, undergo regular assessments based on MYP subject-specific criteria spanning Phases 1 to 6. ESL students who demonstrate linguistic proficiency at Phase 6 are seamlessly moved to Language and Literature classes, fostering a smooth transition.
- **Proficiency Levels with a Clear Path:** Language acquisition in MYP is organized into three proficiency levels: emergent, capable, and proficient, each focusing on two phases. This meticulous organization results in a total of six phases of language acquisition, marked by a distinct progression of language skills from Phase 1 to 6. We provide clear rubrics, assessment objectives, and expected competencies for each phase, ensuring a transparent and structured learning journey as outlined in the MYP Language Acquisition guide.
- **Transparent Reporting to Parents:** We believe in transparency and clear communication with parents. Any decisions pertaining to student placement in specific language classes are shared with parents during the admission process and after diagnostic assessment results are declared, ensuring that parents are well-informed about their child's language learning journey.
- **Integration of Global Contexts:** While Phase 1 of language learning doesn't require the integration of global context, from Phase 2 onward, our language instruction seamlessly incorporates this vital component. This integration enhances students' understanding of language in a broader global context, enriching their language experience.
- **ESL Assessment with Global Perspective:** Students attending ESL and intermediate language classes participate in assessments based on MYP subject-specific criteria spanning Phases 1 to 4, which are tailored to their individual proficiency levels. ESL teachers carefully consider the global context when

framing the 'Statement of Inquiry' for summative assessments, especially for units covered from Phase 2 onward.

- At Genesis Global School, our comprehensive approach to language learning extends beyond mere linguistic proficiency. We aim to provide students with a holistic language education that fosters a deep appreciation for diverse languages and cultures, equipping them with the skills they need to thrive in an interconnected world. Through structured progression, tailored support, and a commitment to multilingualism, we empower our students to become confident and effective communicators on a global stage.

Language in the Diploma Programme (DP)

Within our IB Diploma Programme (DP) at Genesis Global School, our approach to language learning is geared towards providing students with a diverse and comprehensive linguistic experience. Our focus extends beyond mere language acquisition; we aim to nurture an appreciation for languages, cultures, and critical thinking. Here's an in-depth look at how language learning is structured in the DP:

- Group 1 — Language A1 — English Language and Literature: In DP, English is offered as a Group 1 subject, specifically categorized as Language A1. Students have the option to delve deep into English Language and Literature at either the Higher Level (HL) or Standard Level (SL).
- Group 2 — Multiple Language Options: Group 2 presents a multitude of language choices for students. Alongside Hindi B offered at the standard or higher level, we provide French, German, and Spanish at standard or ab initio levels. These languages are available at five proficiency levels: A1 (HL), A1 (SL), B (HL), B (SL), and Ab Initio (SL). This versatility caters to students' existing proficiency levels and empowers them to progress further.
- Ab Initio Language Option: For students entirely new to a specific language, our ab initio language course offers basic language skills for everyday use and introduces them to the respective cultures. It's important to note that proficiency in an ab initio language after two years is typically introductory.
- Language B and Prior Exposure: To ensure students are continually challenged and encouraged to explore new linguistic horizons, we do not offer Language B in the IB DP if students have had two or more years of prior exposure to the same language.

- **Language as a Way of Knowing:** Within the DP program, we explore the concept that language is a fundamental way of acquiring knowledge through the Theory of Knowledge component. This encourages students to contemplate the role of language in shaping their understanding of the world, fostering critical thinking and cultural awareness.
- **Written Curriculum Emphasizes Critical Thinking:** Our written curriculum at the Diploma level aligns with the assessment criteria of the Language A1 and Language B programs. It promotes a personal response rooted in reflective critical thinking and in-depth analysis, nurturing a deeper understanding of language and its impact.
- **Independent Learning with Teacher Support:** Students are treated as independent learners, with teachers serving as guides to help them progress as far as possible. Teachers provide comprehensive support, including syllabus outlines, exercises, assignments, and detailed feedback. The classroom environment prioritizes interactive communication in the target language.
- **Resources and Language of Instruction:** All necessary resources, including textbooks, grammar materials, and cultural insights, are provided by subject teachers or directed to students for further exploration. English serves as the primary language of instruction for all subjects, with English as a Second Language (ESL) support offered as needed. Non-English speakers may use dictionaries during the learning process but not during summative assessments. Additionally, students are encouraged to explore books available in translation in their mother tongue, further enriching their language experience.
- **Language Portfolio and Documentation:** We implement a language portfolio system where students can track their language learning journey, showcasing their linguistic achievements, reflections, and language-related projects over the course of their DP years.
- **Cross-Cultural Competence:** At Genesis Global School, our DP program encourages students to understand cultural nuances, respect diversity, and effectively communicate across cultures. Our commitment to language learning in the IB DP goes beyond proficiency. We aim to foster an enduring love for languages, an appreciation for diverse cultures, and the critical thinking skills needed for global engagement and personal growth. Our rigorous language programs provide a solid foundation for academic excellence, preparing students to become empathetic global citizens.

Local context

Promoting the mother-tongue

India's rich tapestry of cultures and languages is reflected in the diverse Genesian community. We understand the profound significance of mother tongues as vehicles for cultural, social, and emotional expression. They serve as the foundation of a student's linguistic heritage and an essential aspect of our society. To nurture this linguistic diversity, we employ a range of strategies within the school environment:

- **Empowering Through Projects:** Our students are encouraged to embark on educational projects conducted in their respective mother tongues. This approach not only deepens their understanding of the subject matter but also reinforces the value of their linguistic heritage.
- **Expressive Stage Performances:** We provide students the freedom and platform to express themselves through stage performances conducted in their mother tongue. These performances are centered around chosen themes, allowing students to showcase their creativity and linguistic prowess.
- **Structured Interactions:** Formal interactions among students from different classes take place in their common mother tongue. This facilitates cross-class communication and strengthens their connection with their mother tongue.
- **Parental Involvement:** We actively involve parents in our efforts to promote mother languages. Parents are invited to share their cultural practices using their mother tongue, enriching the learning process. A dedicated time slot is allocated each month for parents to engage with students in their mother tongue. Additionally, we celebrate the linguistic diversity by designating specific days to acknowledge different mother tongues within our school community.
- **Parental Engagement in Learning:** In the Primary Years Programme (PYP), we engage parents through informal interactions such as storytelling sessions, puppet shows, folk songs, regional music, and cooking sessions, all conducted in the mother tongue. This approach fosters a strong bond between parents, students, and their linguistic heritage.
- **Cultural Exchange:** To encourage the exchange of cultural experiences, we organize student exchange programs. Students from diverse cultural backgrounds and mother tongues interact, sharing routine expressions and experiences. This promotes cross-cultural understanding and appreciation.

- Cultural Practices Sharing: Our students have the opportunity to share their cultural practices in the classroom, exploring similarities and differences in various cultural traditions and mother languages.
- Supportive Tools: To aid comprehension, students are allowed to use translation dictionaries, facilitating a better understanding of complex concepts and vocabulary.
- Language Assistance: Prior to each class, challenging words in various languages are provided to students as handouts. This proactive approach supports students in grasping key concepts and terms in their mother tongue.
- Multilingual Library: Our school library is well-equipped with a wide range of books in various languages, encouraging students to explore literature in their mother tongue.
- Online Language Resources: We harness the power of online resources to promote mother languages, providing students with access to a wealth of language-related content and tools.
- Support in Language of Comfort: For students with limited English proficiency, our teachers sometimes explain complex concepts in the students' mother tongue, ensuring a more comprehensive understanding of the subject matter.
- At Genesis Global School, we celebrate and cherish linguistic and cultural diversity. Our commitment to promoting mother tongue extends beyond the classroom, enriching students' lives by fostering a deep connection to their cultural heritage and linguistic roots.

Alignments between the Language and other IB Policies

At Genesis Global School, our Language Policy is intricately linked with our broader policies on Inclusion, Assessment, and Admissions. These policies collectively ensure that every student, regardless of their linguistic background or learning needs, has the opportunity to thrive in our diverse and inclusive educational community. To ensure academic excellence in providing ESL support and remedial classes, we incorporate the following strategies to attain equity in education:

Inclusion and Assessment of Students

- Customized Assessment Support: Genesis Global School (GGS) is committed to providing an inclusive learning environment. To accommodate the diverse needs of our students, we offer tailored assessment accommodations. These accommodations are thoughtfully coordinated by our Individual Learning Needs (ILN) team, working closely with teachers. This collaborative effort ensures that students with varying learning needs receive the necessary support to excel academically.
- Dedicated English as a Second Language (ESL) Program: To further support students in their language development, GGS has established a comprehensive ESL program. This program is supplemented by a well-equipped language lab, providing students with resources and tools to enhance their language skills. Our ESL program is designed to assist students in achieving proficiency and confidence in the English language.
- Admissions: English Language Assessment: During the admissions process, GGS assesses students' proficiency in English as a fundamental criterion. This assessment helps us determine the level of English language support a student may require to succeed academically. Parents are promptly informed about the availability of ESL support if their child's assessment indicates a need for additional language assistance.

Language-Inclusion Policy

- ESL Support for Language Barriers: GGS is dedicated to ensuring that students facing language barriers, irrespective of the underlying reasons, receive the support they need to thrive in our learning environment. To address these challenges, we offer English as a Second Language (ESL) support. Importantly, this support is provided to students at no additional cost, demonstrating our commitment to inclusivity and equal access to educational resources.
- Remedial Classes for Language Disabilities: For students who have specific language disabilities identified through formal assessments and informal screenings, GGS has established the Individual Learning Needs (ILN) department. This department is instrumental in providing specialized remedial classes, tailored to address the unique needs of these students. Our goal is to empower these students with the necessary skills and support to overcome language-related challenges and excel academically.

– Dream in every language, inspire across all borders, and take action to build a world where language is the bridge that unites us all

Genesis Global School

References

In the development and implementation of our Language Policy at Genesis Global School, we have drawn upon a range of reputable sources and references to inform our practices. These sources have guided us in creating a comprehensive and inclusive framework that supports our students in their language learning journey. Among these sources, we acknowledge, and reference key documents provided by the International Baccalaureate Organization (IBO), which has played a significant role in shaping our language education strategies:

The IBO's 'Guidelines for developing a school language policy' (2008) have provided valuable insights into the fundamental principles of establishing an effective language policy that aligns with international educational standards. Additionally, the 'Guidelines for school self-reflection on its language policy' (2012) have aided us in critically assessing and refining our language practices over time.

Furthermore, the IBO's 'IB Making PYP Happen' (2009) has been instrumental in guiding our Primary Years Programme (PYP) curriculum and language instruction methods. These references have not only influenced our policies but have also enriched the educational experiences we offer to our diverse student body.

This section serves as an acknowledgment of the sources and references that have contributed to the formulation of our Language Policy, emphasizing our commitment to evidence-based and globally recognized standards in language education.

Policy Monitoring

Date of review: September 2023

Reviewed by: Principal and Academic Coordinators.

Date of next review: June 2024

This policy will be reviewed at least annually and following any concerns and/or updates to national/local guidance or procedure.