



LANGUAGE POLICY

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Amity Global School-Gurgaon, Mission Statement:

Our mission is to nurture young minds through a sound educational program which is sensitive to the multicultural ethos, to create caring and socially responsible individuals. The school promotes and ensures that each student has ample opportunities to be an impressive communicator, a keen inquirer and one who enhances his/her academics, social and sporting skills, thereby developing into a well-balanced personality.

Amity Global School-Gurgaon ,Vision Statement

At Amity we believe in creating a happy environment as a happy student creates a happy home leading to a happy society, a happy country and further a happy world.

The concept of Vasudhaiva Kutumbakam (The world is one family) is the foundation of our functioning.

IB Learner Profile

Inquirers: 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.

Knowledgeable: 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.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Open-Minded: 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.

Caring: 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.

Risk-Takers: 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.

Balanced: 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.

Communicators: 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.

Principled: 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.

Reflective: 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.

PURPOSE OF THE LANGUAGE POLICY

This language policy is a working document developed by Principal, academic coordinators and faculty from each school programme - International Baccalaureate Primary Years Programme (IBPYP), Cambridge International and International Baccalaureate Diploma Programme (IBDP). The policy is consistent with the stipulated principles and practices of IB and Cambridge International. This document outlines our school's linguistic and academic goals and defines the programme designed to help our students attain these goals. This policy is intended to provide an overview and guiding principles for language learning at AGS, Gurgaon which permeates the entire school curriculum through authentic contexts in a culturally rich and diverse environment. Our policy is a statement of agreement—one to which the AGSG community is committed.

PEDAGOGY

At AGSG, we recognize that all teachers are language teachers who have the responsibility to facilitate language acquisition and promote communication skills through their classes, all activities and events of school. The pedagogical attributes of the IBPYP, Cambridge International and IBDP as well as guiding documents are taken into consideration for this policy.

PHILOSOPHY

At AGSG, we believe language is a vital tool for learning, communicating and being an active member of a global society. As communication in the world changes, we have the responsibility of supporting our students to be multilingual learners. Language opens the mind and presents opportunities that will foster internationally minded citizens. We believe language acquisition is best supported by a language-rich environment which includes books, periodicals, prints, online resources, and teacher and student writing. Teachers are role models for using and learning language and can foster a positive attitude towards language and literature. Language is the major connecting element across the curriculum. Therefore, the focus is on language and literacy, and its application. The integration of knowledge, skills and strategies of languages enables students to solve problems and think critically and creatively in all subject areas.

LANGUAGE OF INSTRUCTION

English is the language of instruction at AGSG. By learning languages as well as learning about and through languages, an appreciation of the richness of language and a love of literature is nurtured. Books are carefully selected to reinforce learning and the development of reading skills, as well as to reflect various cultural aspects. Students learn how to understand, interpret and respond to the ideas, attitudes and feelings expressed in various texts. This enables them to think critically about what they read, to be able to make predictions and inferences based on information that is both explicit and implicit in the text. Scaffolding and extension in language learning are strategies adopted to differentiate and challenge students.

Language learning at AGSG extends beyond the classroom and has close connections to the resource centers. Teachers and students both use the library, digital resources and different strategies to enrich language learning as well as learning in other subject areas.

The classroom environment is rich in print and literature to equip students with the tools they need to become lifelong readers and writers who can communicate their thoughts. Teachers act as facilitators who model writing, reading strategies, listening skills and appropriate speech.

ORAL LANGUAGE (LISTENING AND SPEAKING)

Students come from different cultures and backgrounds and strive to demonstrate conversational accuracy. Teachers value hands-on experiences in order to reinforce language acquisition (language of instruction, home language and other languages offered in school). Through oral presentations, skits, songs, debates, stories, reading aloud, assembly, Insights, Student Led Conference (SLC) and other engagements, students become enthusiastic and open-minded about their own and other cultures. AGSG provides ample opportunities for students to learn unique ways to communicate with each other. Language as a common practice opens doors to a lifetime of open-mindedness and an appreciation for learning.

WRITTEN LANGUAGE (READING AND WRITING)

Writing, across the curriculum, is a significant activity in all grade levels. The writing process involves creating an environment where students can acquire the skills necessary to create written text for a variety of purposes and audiences – which can be informative, persuasive, poetic, or in the form of a story or dialogue, or any other form including digital format. Through the writing process students are encouraged to focus on meaning, purpose and audience.

VISUAL LANGUAGE (VIEWING AND PRESENTING)

Students use skills acquired in ICT and visual texts to support their expression of ideas and thoughts. Students get opportunities to explore the function and construction of images to facilitate critical analysis of a range of texts. It also expands sources of information and expressive abilities of students.

ENGLISH LANGUAGE SUPPORT (ELS)

Students from language background other than English are supported in English and offered ELS classes. These classes aim to support these students to learn English and support language development in all subject areas. The objective of ELS is to integrate students into the mainstream classroom (Refer ELS policy of AGSG).

HOME / FAMILY LANGUAGE

The school supports home languages of all members of AGSG community. Students and parents who speak other languages bring an added perspective to learning. Their views are valued and they are encouraged to share. We utilize their knowledge as resources and guest speakers. Our library is building resources on books in the home languages of all our students and continues to look for more resources to support home languages. As the language programme develops, more opportunities will be sought to highlight and support other home languages based on the student language profile.

PYP PERSPECTIVE

The focus of language and its application is across subject areas and throughout the transdisciplinary programme of inquiry (POI). Language provides a vehicle for inquiry. The POI provides an authentic context for learners to develop and use language. Wherever possible, language is taught through the relevant, authentic context of the units of inquiry. The PYP language scope and sequence document identifies the major expectations considered essential in language learning.

SECOND LANGUAGE

Students of Nursery to grade 5, have Hindi classes every day. All students of Nursery learn the language with their homeroom tutors. From KG to grade 5, Hindi classes are taken by Hindi teachers. Students' progress in Hindi is continually assessed. Students of AGSG are from different regions within the country and abroad, and hence, at different stages of learning in Hindi. The practice for learning Hindi is differentiated to enable students to learn with flexibility.

Students from countries other than the host country, India (host country language and culture), learn about its culture. They learn about the people, traditions, music, history, and customs of India, students discover what is unique about India, and what we have in common with their countries. This leads the students to the appreciation that the world is enriched by its many cultures.

SUPPORT FOR LANGUAGE DEVELOPMENT

AGSG has several support services available to help students in their language development.

Students who need additional support or an early intervention are discussed in a meeting by the homeroom tutor first with the PYPC and then with the diverse learning needs / ELS department and Principal. These meetings include classroom teachers, diverse learning needs educators, ELS Teachers, parents, PYPC and Principal. The team works together to develop a plan to help the student become successful by setting goals and monitoring progress towards those goals. ELS classes are timetabled five times a week and additional support is given in individual cases. This also includes:

LEARNING SUPPORT- Students with learning needs are supported by the classroom teacher and diverse learning needs educator who work hand in hand to implement the student's IEP (Refer to Inclusion Policy of AGSG).

LIBRARY-The librarians collaborate regularly with teachers to support the students' needs. The Librarians support research, book selection and acquisition of resources. The students are active participants in reading programmes in English and Hindi. Differentiated reading and continued assessment through reflections, vocabulary building, language development are elements of the reading programme supervised by the homeroom tutors and Hindi teachers. This programme involves the participation of parents. Parents are invited to read and share stories with students, in the context to units of inquiry, cultures and home languages.

TECHNOLOGY-Students have access to a wide range of technology that supports language development. Laptops, iPad, cameras, webcams, smart boards and projectors all help students compose, share and connect ideas. AGSG is constantly updating and using latest and relevant digital tools to promote language learning.

ASSESSMENT

Students are assessed in their development of oral language, written language, and visual language including viewing and presenting. This is an indicator of growth, the process is also vitally important and informally assessed. Students are given feedback based on both their growth towards individual learning goals and through formal reports at the end of each term. Regular meetings are held with parents, individually, and through parent teacher meetings scheduled in the school almanac.

CAMBRIDGE INTERNATIONAL PERSPECTIVE

At AGSG, English is the language of instruction and the medium through which students access learning and communicate their understanding in all subjects. At AGSG all students from grade 6 to grade 10 learn Hindi as a second language or a foreign language (French, Spanish or German).

For grades 9 and 10 English is offered at two levels, as First Language English and English as a Second Language.

We support multilingualism by promoting other languages including home language, by allowing candidates to opt for the study of self-taught languages and take the examination either in O level or IGCSE level wherever it is available.

In grades 6 to 10 students are familiarized with host country culture through different activities and events at school.

All teachers use different strategies to enhance language acquisition to support student learning across the curriculum.

English language support (ELS SUPPORT)

ELS classes are held for students who need assistance and practice to be able to use English effectively. These classes are timetabled five times a week and additional support is given in individual cases.

ASSESSMENT

At AGSG students, high standards of academic rigor are maintained through Formative and Summative Assessments. In second and foreign Languages the students are assessed on their receptive and productive skills – Reading, Writing, Speaking and Listening. In order to reiterate learning and encourage students to be active learners, students are assessed on class assignments, research work and presentations. (Refer to Assessment policy)

IBDP PERSPECTIVE

Aim of the language policy for IBDP students is as follows:

- To have a common language of interaction throughout the campus, whether the interaction is academic or social or recreational.
- To discourage formation and thus isolation of any group of students on the basis of language and ethnicity.
- To prepare students adequately for higher studies at various English-speaking universities. To ensure clear communication and understanding with and by students in the classroom.

English language support (ELS SUPPORT)

ELS classes are held for students who need assistance and practice to be able to use English effectively. These classes are timetabled five times a week and additional support is given in individual cases. They are merged into the mainstream classes after an assessment of their language development.

Other languages offered in DIPLOMA PROGRAM GROUP I

LANGUAGE A

We offer English as Language A to the Diploma Program students as Indian students are exposed to the English language from the early years both at home and school. English is one of the best known languages to most Indians. The prescribed course aims to introduce the students to a range of literary works of different genres, periods, styles and contexts. The study of works from different cultures and languages will introduce the students to the interdependence of culture on language and vice-versa. It will also enable the students to appreciate the art of writing.

Language A is offered at both Higher Level and Standard Level.

The course aims to promote interest and depth of reading among students. Reading will in turn promote fluency and precision in speech and writing enabling effective use of the language. We offer the following courses in Language A:

- English Language and Literature both at Standard and Higher level
- Hindi Literature both at Standard and Higher level

Self-taught Languages: Students are allowed to study his/her mother tongue as a self-taught language (Standard level only). The school and DPC provide the support when required.

GROUP 2

- **LANGUAGE B**
The Language B course meets the needs of students who have substantial previous knowledge of a second language. We offer the following languages:
English B both at Standard Level as well as Higher Level
- Hindi B both at Standard Level as well as Higher Level
- French B at standard level and ab initio
- Spanish B at standard level and ab initio
- German B at standard level and ab initio

AB INITIO LANGUAGE

Diploma candidates who choose to study a new language are offered French, Spanish and German at standard and ab initio level. The course aims to provide students with an ability to deal with everyday communication and provides them with an insight into the culture of that country.

Assessment in Languages
AGSG makes use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer and self-assessments.

Regular school assessment and reporting play a major role in the students and parents understanding of the objectives and assessment criteria and the students preparation for final assessment in the development of the curriculum according to principles of the program.

In Language A and B the students are assessed on their receptive and productive skills – Reading, Writing, Speaking and Listening

Teachers organize continuous assessments over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Task specific rubrics are prepared in accordance with the grade descriptors given in each subject area. (Refer to Assessment Policy)

ADMISSION POLICY

Applicants are required to complete a Student information form that indicates their proficiency in their mother tongue, English and other languages. In the Primary, Middle and Senior Schools, any application for a student who indicates that English is not their mother tongue will be reviewed by the ELS department as part of the admissions policy.

PARENTAL INVOLVEMENT

Parents are an integral part of our community of learners and are encouraged to provide support for language learning at AGSG. The school uses multiple methods to communicate to parents the critical importance of maintaining academic proficiency in the mother tongue. Parents are involved as mother tongue experts and provide resources for mother tongue programmes.

PUBLISHED MATERIALS

Students, parents and staff members at AGSG originate from different countries and educational systems. To maintain consistency in published materials, British English will be used for our formal written documentation.

COMMUNICATION OF LANGUAGE POLICY TO THE AGSG COMMUNITY

The language policy will be introduced to the AGSG community through multiple pathways including staff meetings, PTM, grade level meetings and Principal's Updates, Orientation programmes and IB Information sessions. The policy will also be featured on the common server. New staff will be familiarized with the document during orientation.

Plan for Implementation and Review

The Pedagogical Leadership Team accepts the responsibility for ensuring the language policy is put into practice. Teachers and administrators will communicate language policy to parents and posted on the school website. The Leadership Team will regularly evaluate implementation of language policy as evidenced by classroom observations and school presentations.

AGSG Language Policy will be reviewed as needed by the Language Policy Steering committee and pedagogical leadership team.

Resources

Guidelines for developing a school language policy, IBO
From Principles into Practice (PYP), My IB
PYP Language Scope and Sequence, IBO
Implementing the curriculum with Cambridge-A guide for school leaders
Diploma Programme standards and practices 2020

Reviewed by:

Head of school

Academic coordinators: PYPC, CIC, DPC

Language teachers (HOD – English,HOD – Hindi, HOD – Foreign Languages)

Head of Admissions

Reviewed and revised: 10th December 2025