

DPSI LANGUAGE POLICY

School Vision

A compassionate, future-focused community nurturing critical thinkers, who are ethical and responsible global citizens.

School Mission

- Cultivate future-ready competencies through authentic, inquiry-driven learning experiences.
- Inspire lifelong learning by nurturing curiosity, reflection, and agency.
- Foster well-being and belonging in a safe, inclusive, and values-driven community.
- Support ethical leadership and sustainability through local and global action.
- Encourage partnerships for impact by connecting learners, educators, and communities across boundaries.

School Motto

Service Before Self

School Values

Fairness, Integrity, Resilience, Empathy

Following IB standards were considered while drafting the policy

Programme standard and practices -2020 Culture (03)

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

4.1 The school implements and reviews a language policy that is aligned with IB language policy guidelines.

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.

4.3 The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development.

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.

Philosophy

The DPSI vision statement is the foundation for our Language Policy. As language forms the basis for all learning, this policy is critical in helping the school achieve its vision. Language is the primary means of communication and is fundamental to lifelong learning. It enables students to become inquirers and develop critical-thinking and social skills. Language acquisition is a lifelong process; therefore, all teachers

are considered language teachers, adapting materials and teaching approaches to meet the needs of all students.

Language learning involves learning language, learning through language and learning about language. DPSI is committed to multilingualism as a means of affirming cultural identity, fostering intercultural understanding and developing international-mindedness. DPSI serves a linguistically and culturally diverse community in India, with students from varied national, cultural and linguistic backgrounds. English is the primary language of instruction, and students who require additional support to access the curriculum in English are provided with English Support. The school values students' home/personal languages and provides opportunities to learn and use additional languages. A range of multilingual resources is available through the physical and virtual libraries to support diverse linguistic backgrounds and reading choices.

The school also recognises the importance of Hindi as a language of the host country and wider community. Hindi is compulsory in the Primary Years and is offered as an option in the Middle Years Programme and Diploma Programme. Through its language provision and practices, the school seeks to promote multilingualism, inclusion and respect for the languages and cultures represented within the school and wider community.

Purpose of the Language Policy document

We believe that language is a gateway to understanding cultures, hence, students must appreciate the integrity and power of languages to become proficient lifelong learners. This language policy is a working document developed by staff and administration. The policy is consistent with the stipulated principles and practices of the IB. It outlines the school's linguistic and academic goals and defines the programme designed to help students attain these goals. DPSI strives to enable each learner to develop proficiency in at least two languages. Since the ability of every student varies, some have functional proficiency in a target language while others are bilingual with high proficiency and knowledge of two or more languages.

Home Language

The school supports home languages and multilingualism in the Primary School through:

- **Language Portraits** that enable students to explore and represent the languages that are part of their identity and linguistic repertoire.
- **International Mother Language Day** celebrations that provide opportunities for students to share, appreciate and learn about the languages and cultures represented in the school community.
- **Extended home-language resources in the library**, including stories and texts in a range of languages, to encourage students to read and engage with their home languages.
- Opportunities to **talk about and celebrate multilingualism** through classroom discussions, assemblies and learning experiences.
- Opportunities for students to share their **home languages, stories, traditions and cultural experiences** with their peers.
- Encouraging parents to maintain and develop home-language use and literacy at home, recognizing the important role of the family in language development.

The school supports home languages and multilingualism in the Secondary School through:

- **Vocabulary translation and clarification**, where appropriate, to help students understand subject-specific terminology and concepts.

- **Face-to-face language support and scaffolding** for students who require additional assistance in accessing the language of instruction.
- Opportunities for students to use their home language, where appropriate, for **research, interviews and interactions with target communities** across subjects.
- Encouraging students to draw upon their **multilingual repertoire** to make connections, clarify ideas and develop deeper conceptual understanding.
- **International Mother Language Day and Hindi Diwas** celebrations to recognize and value linguistic diversity.
- **Culture Connect activities** that explore the relationship between language, culture and identity and provide opportunities for students to share their linguistic and cultural backgrounds.
- Encouraging students to explore **multilingualism and different cultural perspectives** through classroom learning and wider school experiences.
- Providing appropriate opportunities for students to pursue **home-language pathways within the IB programmes**, where available and applicable.

Parental Involvement – Primary

Parents are valued partners in supporting the development and maintenance of students' home languages.

In the PYP, parents are encouraged to:

- Support home-language development at home by encouraging children to speak, read, listen and engage with their home language through conversations, stories, books and other age-appropriate resources.
- Share language and cultural knowledge with the school, contributing to Language Portrait activities, International Mother Language Day and other student-led language and cultural events.
- Provide relevant expertise that can help students make connections between language, identity and culture.
- Engage with school communication that highlights the importance of maintaining and developing the home language alongside the acquisition of additional languages.

Parental Involvement – Secondary

Parents continue to play an important role in maintaining students' home languages and supporting multilingualism throughout secondary.

Parents are encouraged to:

- Support continued use and development of the home language at home, including reading, conversations, research and other opportunities that strengthen vocabulary, literacy and communication.
- Contribute to cultural events by sharing their language, traditions, stories and cultural practices, enabling students to develop greater appreciation of linguistic and cultural diversity.
- Collaborate with the school when language support is required, sharing relevant information about the student's home-language background and supporting strategies recommended by teachers.

- Participate in and support school-wide language celebrations, including International Mother Language Day, Hindi Diwas and other initiatives that promote multilingualism and intercultural understanding.

Professional Development

Each staff member holds the primary responsibility for their professional language development. However, the school supports ongoing growth through IB and other language-related workshops. Regular in-house workshops and assigned readings further enhance professional learning. The school library provides a range of language development resources for staff. In line with the belief that teachers are language teachers, the faculty invites visiting experts for workshops and interactions.

Resources

Physical & Virtual Resources

- The leadership team and language teachers regularly review and update the requirements of **print-based resources**.
- A dedicated budget is allocated for language resources to ensure consistency across all IB programmes.
- A wide range of **language-specific books and literary texts in English** are available for both students and teachers in the library.
- **Dedicated classrooms** are assigned to language facilitators.
- **Recording equipment** is provided to support speaking and listening development.
- The school invests in field trips and invites native-speaker guest lecturers to provide authentic, real-world opportunities for language learning.
- The school subscribes to **digital platforms such as InThinking** to support language teaching and learning. A range of **digital resources** is maintained to complement classroom instruction.
- Several Language Acquisition teachers are examiners of international language exams such as DELF or DELE and bring this expertise in the classrooms and the wider school culture.

Admissions

English language proficiency is not a requirement for entry to the school in Nursery to Grade 5. Nevertheless, the older a student is at the time of admission, the more attention is given to their ability to access the curriculum (with the exception of candidates applying for grades 9, 10, 11 or 12, in which case at least an elementary working proficiency of English is required). At the time of admission, students are required to appear for a placement test to gauge their proficiency in the English language (Refer to DPSI Access and Admission Policy and the DPSI Language Pathway - a document that explains the structured route a student follows to learn and develop proficiency in a language, usually progressing through levels based on their prior knowledge and ability). Since the medium of instruction at DPSI is English, it is considered imperative to ensure that all prospective students are comfortable with the working language.

Language permeates the entire curriculum

All staff and community members support and value the role of languages at DPSI and promote language learning as it is considered fundamental to all teaching and learning situations. Respect for the languages of all ancillary and support staff is expected from everyone in the school community; therefore, the

school strives to build positive and supportive relationships among colleagues through mutually understood languages, upholding sensitivity and inclusivity in communication.

DPSI believes that all teachers are language teachers, as a result all teachers of Language and Literature and Language Acquisition have specialist roles in developing students' language skills. All subject teachers share responsibility for understanding the language demands of their discipline and embed language development into their teaching practices.

Role of Library:

The school library offers a wide range of reading materials in multiple formats, supporting both academic needs and personal interests, and encourages contributions of books in different languages. Teachers and students use the physical and virtual library for research, class projects, and leisure reading, with guest authors and speakers invited to enrich learning with real-world perspectives. The librarian and language teachers organize events that inspire students to become lifelong readers. Events such as Author Appreciation Week, storytelling sessions and reading initiatives such as 'Crowned Owl' and 'Book Owls' programmes, support students to become avid readers and enhance vocabulary, confidence, and a love for reading. The school has invested in resources such as InThinking and Revision Village to provide support to MYP and DP/CP teachers.

Responsibilities of Stakeholders

Effective implementation of the Language Policy requires the cooperation of all stakeholders of the school community.

Role of the Senior Management Team is to:

- use English as the primary language of communication.
- ensure that policies and procedures regarding language acquisition are developed, implemented and regularly reviewed.
- employ only qualified and experienced teachers who are comfortable with the language of instruction.
- ensure that there is funding available for resources and educational initiatives that support the implementation of the language policy.

Role of Pedagogical Leadership Team is to:

- use English as the primary language of communication.
- share the responsibility for implementation and regular review of the Language Policy and curriculum.
- extend support to students who are not conversant with the language of instruction.
- provide a range of professional development opportunities.
- promote co-curricular activities to encourage the use and development of languages.
- promote multilingualism by valuing and encouraging the development and use of multiple languages across the school environment.
- provide regular communication to parents concerning students' language development.
- observe teachers and provide constructive feedback, resources, staff development opportunities and mentoring.

Role of Career Counselling Team is to:

- collaborate with students, parents, and programme coordinators to align language pathway decisions with students' strengths, interests, and future academic/career aspirations.
- communicate language options, entry requirements, and progression routes (MYP/DP/CP), so that students make informed, realistic decisions.
- regularly review students' progress and provide guidance on how language choices influence university admissions, career pathways, and global opportunities.

Role of Students in Language Learning is to:

- set personal language learning goals based on the current proficiency levels and future career path.
- regularly reflect on language development by reviewing feedback, evaluating strengths and areas for improvement.
- take ownership of language development by actively participating in class, practising language skills in different contexts, and seeking support or clarification when needed.
- engage actively in classroom discussions, collaborative tasks, and language-based activities to strengthen communication and comprehension skills.
- respect and value the linguistic and cultural diversity within the school community, recognising that multilingualism enriches learning and global understanding.
- understand that language is central to learning in all subjects and strive to use appropriate academic language to communicate ideas effectively across the curriculum.
- read widely in the language(s) of instruction to enhance vocabulary, comprehension, and critical thinking skills.
- demonstrate academic integrity by using language responsibly in spoken and written work, acknowledging sources appropriately, and avoiding plagiarism.

Role of Parents in Language Learning is to:

- support their child in selecting the language for Language Acquisition that aligns with higher studies
- participate, where appropriate, in discussions with teachers and programme coordinators to develop and review their child's language profile, including home language, prior language-learning experiences, proficiency levels, language choices and any additional language-support needs.
- encourage a positive attitude toward language learning by appreciating different languages and cultures.
- provide opportunities for cultural connection by exploring food, festivals, music, or traditions related to the language selected by their ward, as well as in other languages.
- stay connected with teachers to seek feedback on their ward's performance.
- attend information sessions and events to get more clarity around language learning in the IB.

Support Services

a) English Support

The main aim of English Support (ES) is to facilitate the complete integration of students on social and academic levels. English Support is offered on a case-by-case basis to students who are not proficient in the language. English Support is offered for various levels and purposes. Initially, class teachers identify students' needs for additional language support. This results in an individual diagnostic assessment, the outcome of which is an Individualized Educational Plan to support the student's language development. Teachers can support this in a class by being aware of a particular student's language needs and plan accordingly. Where a student's language needs pose a greater obstacle to learning, individualised support is arranged in order to enable more time to be devoted to language acquisition. Where possible, this

addresses the same learning outcomes as the mainstream curriculum and may be delivered within the mainstream classroom or outside it. In the PYP, Math and Unit of Inquiry integrated teaching also features, where possible, mainly in terms of concept and vocabulary support. Students also receive help in projects and other assessments where required.

In MYP, the purpose of the ES class is to support and accelerate English language acquisition. Classes are taught in English by a trained ES teacher, and the curriculum is designed specifically for English development. Students are moved out of English Support into the mainstream English classroom once they have shown a sufficient level of proficiency. English support can be extended if the students continue to need scaffolding to achieve learning targets.

Entry into English support

- Grade 1 - MYP 3: Parents of students who request support in English at the time of admission due to low proficiency. The period of support varies from 3 months to 1 year or more.
- Grade 1 – Grade 5: If it is observed that the student is unable to participate in class/cannot comprehend instructions/is unable to attempt differentiated and simplified writing tasks, the Form tutor draws the principal's attention to the case. The Form tutors complete the referral form and the English Support Teacher observes the child and fills an observation record and conducts a few diagnostic tests to determine the need and extent of support. This report is submitted to the principal and the parents are called in for a meeting with the Principal and upon obtaining their consent, an IEP is drafted and subsequently signed. Fortnightly reports are shared with parents to apprise them of their ward's progress. Term end reports sum up a child's progress too.
- In case a language-related learning disability is detected (e.g. dyslexia, speech disorders, social communication disorders), the student is referred to the Learning Support Department. (Refer to the DPSI Inclusion policy).
- MYP 1 to MYP 3: If a student repeatedly exhibits below-par performance in the use of the English Language, both at receptive and expressive levels in the Formative and Summative assessments, the case is reported to the Secondary School Principal. Both the parents and the child are called for a counselling session during which they are apprised of the inadequate performance and are advised to get support. Parents make the decision and if they want in-school support, they request for the same. English support is usually for 3 months at the outset. An Individualized Educational Plan (IEP) is then drafted, and the goals are reviewed as and when necessary. Parents are sent quarterly observation reports, and the decision to continue support beyond the earlier specified time frame (based on the feedback received from the English support teacher) is conveyed to the parents.

Exit from English support

- At the end of the recommended period of support, the Form tutor, English support teacher and Principal discuss the student's performance in class and if it is felt that the student has achieved language proficiency sufficient to access the curriculum and handle written and oral tasks independently, a gradual release of support is planned out.
- If it is felt that the student can benefit from extending the period of support, it is extended by 3-6 months and reviewed after the support period ends.

b) Learning Support

Children with the possibility of a Learning Support requirement are observed by the Learning Support educator and they then develop a course of action in collaboration with the class teacher and parents. The teacher uses strategies that promote essential language skills in an effort to maximize the potential of each student. Home language scaffolding is done to enhance the learning and understanding of different concepts. The special education teacher works with students using both “push-in” and “pull-out” models, as appropriate, and works with the classroom teachers to support the activities in the homeroom.

Best Practices to develop multilingual learners at DPSI:

- promote the school’s mission and vision through languages offered in school.
- make available diverse, multilingual resources in the library, motivate students to read as part of the book club, announce the winners of the Crowned owl each year.
- facilitate regular interactions with native speakers (e.g., weekly sessions with a French native speaker).
- organize cultural and linguistic exploratory programmes to enhance global awareness.
- arrange educational field visits, including visits to embassies, to deepen cultural understanding.
- encourage participation in international language examinations.
- facilitate discussions with career counsellors to support informed language and career choices.
- celebrate International Mother Language Day, literacy week, mark important events related to language development in the school calendar, organise Hindi Diwas to promote the host country language, encourage students to attend the annual Lit Festival, guide students to participate in essay writing competitions.

Languages offered at Primary School at DPSI

English is the language of instruction across all grades in the primary years programme. All students from Nursery to Grade 5 study Hindi as an additional language. Students from Grade 3 to 5 also study Spanish or French.

Language Practices in the Primary

Students use language most effectively by drawing on all their prior linguistic resources, their skills and knowledge about language and language learning. In the inquiry-based PYP classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically. To support agency in language learning and effectively incorporate translanguage strategies, students are encouraged to draw upon different linguistic, cognitive and semiotic resources to make meaning and sense out of languages. Opportunities to discuss what language means to them personally and set language goals for themselves are afforded.

Learning language extends beyond the classroom walls and has close connections to the school library, virtual library and to the classrooms. The teacher plans collaboration with other classroom teachers and single-subject teachers.

Additional-language teachers play an important role in reinforcing, supporting and extending the classroom work.

The programme of Inquiry 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. Teachers refer to the language strands, conceptual understandings and learning outcomes from DPSI

Language Scope and Sequence in the PYP to plan, teach and assess for authentic and transdisciplinary teaching and learning within and outside the units of inquiry.

The teacher provides language learning opportunities that support learners' inquiries and the sharing of their learning. The starting point is the learners' prior experience and current understanding. Students understand that text can exist in a paper mode, live mode, electronic mode or a combination of these.

Languages offered in the Middle Years Programme

English is the Language of instruction at DPSI. It is the common language in which all communication and access to the curriculum occur.

Language and Literature

English and Hindi (The decision to offer Hindi as a Language and Literature course to any student rests with the school. The Secondary School Principal may deem it fit to offer Hindi as a Language and Literature course if there are sufficient numbers of students opting for it).

Language Acquisition

Language Acquisition courses offered at DPSI include Hindi, Spanish and French across the MYP, DP and CP, with German additionally offered in the DP. The language pathway from PYP to MYP and MYP to DP/CP is available as an Appendix I.

Selecting a Language

New admissions to the school

English: At DPSI, students from various curricula seek admission. In order to assess their level, students attempt placement papers in English. Based on the levels achieved, students who have difficulties with English as the language of instruction are given additional support in English. (Refer to the DPSI Access and Admission Policy)

Spanish, French and Hindi: At the time of admission, students opt for Spanish, French or Hindi as Language Acquisition. The Middle School usually begins with Phase I in these languages in MYP I. Once the student has selected the language of their choice under language acquisition, there is an interview and a written (benchmarking) assessment by the language teacher at the time of admission/within a few days to assess the phase.

Existing students

The existing students are assessed at various intervals, and recommendations for the next phase are made by the specific language teachers.

Process of Language Change in Middle School:

New students: For a period of one fortnight, there is an option for getting the experience of a language, based on which a student can make a final choice.

Existing students: If the student or teacher feels the need for a change of Language Acquisition in the middle of the academic journey in Middle School, the following process should be followed:

Step 1: A formal request is to be made by the parent to the Form Tutor and Language Acquisition Teacher. In case the recommendation is made by the concerned Language Acquisition teacher, an email is sent to the parents and Form Tutor after discussion with MYP Coordinator and the Secondary School Principal.

Step 2: There is a discussion between Language Acquisition teachers and the MYP Coordinator.

Step 3: If the reason is genuine, the student appears for a benchmarking test in the desired language. After clearing this, approval is sought from the Secondary School Principal.

Step 4: The student is transferred to the preferred Language Acquisition class, and all concerned parties are informed.

Languages in the Diploma Programme at DPSI

Group 1- Studies in Language and Literature:

Learners are offered English A Language and Literature HL / SL (HL – Higher Level and SL – Standard Level) to enable them to engage in independent commentary on both seen / unseen texts and also to support them in structuring ideas and arguments in a persuasive manner.

Self-taught SL option is given to the students who wish to return to their home country where the University teaches in their native language. In such a case, the learners are awarded a Bilingual Diploma, and they may not opt for another language from Group 2 as they already have two languages from Group 1. Students are expected to be more or less fluent and proficient in order to enroll for a self-taught language.

Hindi A Language and Literature HL / SL is offered to strengthen our endeavor to promote the language of the host country. Therefore, students who wish to take up either English B or any other foreign language from Group 2 are encouraged to take up Hindi A.

Group 2 – Language Acquisition:

English B is offered to those students who belong to communities and cultures not having English as their home language / primary language.

Hindi HL / SL, French HL / SL / Ab Initio SL, Spanish HL / SL / Ab Initio SL and German SL / Ab Initio SL are also offered as Group 2 languages. Higher Level (HL) or Standard Level (SL) is offered to those students who have studied the language since their early years. Ab initio SL is offered to students with no prior exposure to the language or those having little or no experience. If they wish to continue with the same language at the SL level in DP, then they should secure at least 'grade 5' in the capable level or 'grade 6/7' in emergent level in MYP 5 mock assessments.

Further requirements for the level of the chosen language:

Language B in DP is a very rigorous programme and requires intense preparation, which a student has to start in MYP. In case a student is unable to secure a grade 5 in MYP 5 mock assessments in the capable level or 'grade 6/7' in emergent level in MYP 5 mock assessments, then:

1. for pursuing French B at SL, a student must successfully clear the DELF B1: Junior with a minimum of 60% and is required to present proof of the above examinations by June of the year when the

DP will begin.

2. for Spanish B at SL, a student must successfully clear the DELE A2.B1: Young Learner with a minimum of 60% and is required to present proof of the above examinations by June of the year when the DP will begin.
3. for pursuing German B at SL a student must successfully clear the Goethe-Zertifikat B1: Young People examination with a minimum score of 60% and is required to present proof of passing the above examinations by June of the year when the DP will begin.

Language development in the Career-related Programme

In the Career-related Programme (CP), we are committed to fostering language learning as an integral part of equipping students with essential communication skills for a globalized world and to be multilingual. Recognizing language as a bridge to intercultural understanding and professional success, the language policy for our CP students emphasizes both linguistic proficiency and cultural competency. This allows students to connect their academic studies with career aspirations, enhancing their ability to navigate diverse environments with empathy and respect and for meaningful interactions in various professional settings, whether their paths lead to further education, apprenticeships, or careers. By integrating structured language development with career-related studies, we aim to nurture globally-minded individuals capable of effective, ethical, and intercultural communication.

At DPSI we support language learning through a range of resources and mentorship, including multilingual resources made available in the secondary school library and with online databases that offer a variety of language materials. Language mentors assist students with portfolio development and self-directed study, reinforcing accountability.

Language Profile of CP Students

Most CP students at DPS International speak English as their primary language of instruction, and many have additional proficiency in foreign languages or mother tongue. Our language development component provides an opportunity for each student to explore or advance in a new language that complements their career pathway, enhancing both personal growth and professional preparation.

Language and Cultural Studies in the Career-related Programme (CP)

Commitment to Language and Cultural Studies (LCS)

At DPS International, we recognize language and culture as essential components of intercultural understanding and professional success. Our CP Language and Cultural Studies (LCS) policy fosters both linguistic proficiency and cultural competency, equipping students with essential communication skills for a globalized world. By integrating structured language and cultural studies with career-related learning, we aim to nurture globally minded individuals capable of effective, ethical, and intercultural communication.

All CP students must complete LCS, regardless of other language courses taken (e.g., IB Diploma Programme language courses).

Support for LCS at DPSI

Students receive comprehensive support for language and cultural learning through various resources and mentorship:

- **Multilingual Resources:** Access to language and cultural materials in the secondary school library and online databases.
- **Mentorship:** LCS mentors guide students in portfolio development and self-directed study, reinforcing accountability.

LCS Profile of CP Students

Most CP students at DPS International use English as their primary language of instruction and often possess proficiency in additional languages. The LCS component allows students to explore or advance a language relevant to their career and personal growth, strengthening their intercultural awareness and communication skills.

LCS as a Core Requirement in the IBCP

LCS is a mandatory core component of the IBCP, designed to enhance communication skills and intercultural awareness. All CP students must complete at least **70 learning hours** (minimum 30 guided hours) in a language and cultural study beyond their strongest language, aligning with IB requirements. Key curriculum components include:

- **Oral Communication:** activities such as presentations and role-play to develop speaking and listening skills for professional and social settings.
- **Visual Interpretation:** analyzing culturally significant visuals in the target language.
- **Reading Comprehension:** engaging with career-relevant documents and authentic texts.
- **Writing:** producing professional materials, such as CVs, emails, and reports.

LCS portfolio

All CP students must maintain an **LCS portfolio** to document their language and cultural learning journey. The portfolio should include:

- **Language and Cultural Portrait:** a personal reflection on the student's linguistic and cultural background.
- **Area of Exploration:** one of the three pathways (Career, Community, or Personal) chosen for LCS study.
- **Learning Goals:** personally relevant goals aligned with the IB LCS learning outcomes.
- **Evidence of Learning:** documented experiences, language tasks, reflections, and cultural insights in language journal.
- **Reflections & Progress Tracking:** ongoing self-assessment and reflections on intercultural understanding.

Monitoring and Assessing LCS Progress

LCS progress at DPS International is tracked through formative and summative assessments, with structured guidance from LCS mentors. Key monitoring steps include:

1. **Regular Check-ins:** collaboration between the Personal and Professional Skills Coordinator, the LCS Coordinator, and mentors to review journal progress.
2. **Formative Assessments:** journal evaluations focusing on self-assessment, documented experiences, and evidence of learning.
3. **Summative Assessments:** unit-end and term-end assessments, alongside journal reviews.
4. **Reflective Practice:** ongoing documentation of language and cultural experiences.
5. **Certification Readiness:** in Term 2 or 3, students prepare for internationally recognized language exams (e.g., DELE, DELF) or earn certificates from platforms like Coursera and Udemy.

Integrating LCS with Career-related Studies (CRS)

The CP Language and Cultural Studies programme integrates language learning with career studies to ensure practical application:

- **Curriculum Alignment:** industry-specific language learning (e.g., business language for entrepreneurs).
- **Career-Focused Activities:** mock interviews, industry presentations, and workplace communication skills development.
- **Intercultural Competence:** cultural awareness activities and real-world interactions with native speakers to prepare students for multilingual workplaces.

Review and Assessment

Students must engage in structured assessments to track and validate progress:

- **Three Mandatory Review Points:** periodic checkpoints where students reflect on progress and adjust goals.
- **Self-Assessment & Mentor Feedback:** regular evaluation of language skills, cultural insights, and goal achievement.
- **Completion of Reflection Forms:** the students submit reflections at each review point.

Communication to Stakeholders:

The DPSI Language Policy is shared with staff at Induction and with parents through Student Handbooks and parent orientations.

Initial Committee: Head of School, PYP & MYP Principal, PYP Coordinator, MYP Coordinator and Diploma Programme Coordinator.

Process of review and Language Committee Members: The policy is reviewed annually or as and when the need arises by the Head of School, Secondary School Principal, Primary School Principal, Vice principals, PYP Coordinator, Language Lead (Primary), MYP and Deputy MYP Coordinators, DP and Deputy DP Coordinators, CP Coordinator, Language facilitators, Head of Admissions, School Counsellor and EAL Teacher. It is also shared with other faculty members for their inputs. In addition to the DPSI Language Policy, the committee also reviews the language pathway, if required.

Language Policy Review:

First Draft:	May 2014
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Reviewed:	November 2024
Reviewed:	February 2025
Reviewed:	October 2025
Reviewed:	May 2026
Next review:	July 2027

Bibliography:

IB publications:

- Guidelines for developing a school language policy (April 2008)
- Language and Learning in the IB programmes (August 2014)
- Learning in a language other than mother tongue in IB programmes (April 2008)
- PYP: From Principles into Practice (April 2025)
- MYP: From Principles into Practice (August 2022)
- DP: From Principles into Practice (April 2025)
- Career-related Programme: Language and cultural studies guide (February 2025)



Language Pathway at DPSI Across Programmes

This document explains the structured route a student follows to learn and develop proficiency in a language, usually progressing through levels based on their prior knowledge and ability

Group I: Language and Literature

PYP	MYP	DP	CP	Remarks
English (Mandatory)	English or Hindi (English by default for most students, Hindi if preferred over English)	English A Language & Literature HL/SL (by default for most students)	English A Language & Literature HL/SL (by default for most students)	In PYP - need-based differentiation is done to cater to the diverse needs of the learners. In MYP - English or Hindi is offered under Language and Literature In DP & CP - Level of English A is decided on the basis of proficiency in MYP 5 / grade 10 (other curriculum) and also on the basis of college/career alignment.
- Hindi (Mandatory) Standard Ab Initio Phase 1 - beginning Phase 2 - developing Phase 3 - achieving		Hindi A Language & Literature HL/SL	NA	In PYP, Hindi is offered at both standard and Ab Initio level. Ab Initio is further subdivided into 3 phases. Student progress is monitored and transition to the next level is done based on performance. In MYP / DP - Some students might opt for Hindi A (being their mother tongue, if it supports their future studies/career). - Hindi A at HL is offered if the student has studied Hindi in the two preceding years in MYP 4 and 5 with a minimum score of 5 in capable or 6/7 in the emergent phase. - Hindi A at SL is offered if the student studied Hindi in the two preceding years in MYP 4 and 5 and a minimum score of 5 in the capable or emergent phase.
		Self-Taught Literature (SL only)	Self-Taught Literature (SL only)	In DP & CP- - Some students of MYP 5 / grade 10 (other curriculum) might desire to continue academic study of their first or best language. This is allowed if they have previous academic experience in the study

				of literature and it meets their present and future needs. - These students study English B at SL as their group 2 language.*
Group 2: Language Acquisition				
PYP	MYP	DP	CP	Remarks
Choice between French / Spanish (grades 3 - 5)	Choice of French / Spanish / Hindi	French B / Spanish B / Hindi B / German B (offered only in DP)	In the CP, students undertake Language and Cultural Studies as part of their language learning component.	In PYP - Immersion and need-based differentiation is done to cater to the diverse needs of the learners.
	Phase 1 - 2- Emergent	Ab Initio (Ab In): French Spanish German (only in DP)	- Languages offered: • French • Spanish	In DP - Students may opt for Ab Initio if they do not have prior experience in language and desire to explore it / continue with the same MYP language at Ab Initio level if they did not move beyond emergent phase 2 in MYP 4-5.
	Phase 3 - 4 Capable	Standard Level (SL): French B Spanish B Hindi B (Higher Level - HL also) German B (only in DP)	- External Certification: Students are prepared for internationally recognised external language examinations: • DELF (for French) • DELE (for Spanish)	In DP - - Hindi B at HL/SL / French B SL / Spanish B SL is offered if a student of MYP 5 studied the language in the two preceding years in MYP 4 and 5 and secured a minimum score of 5 in the capable or 6/7 in the emergent phase. - A student from another curriculum is offered Hindi B HL / SL the discretion of the Hindi faculty after gauging proficiency in the language during interaction. A placement test might be required on a case-by-case basis. - For French B SL and Spanish B SL if a student is unable to secure a grade 5 in MYP 5 mock assessments in the capable level then for pursuing French SL a student must clear the DELF B1: Junior with a minimum 60% and present proof by June of the year when the DP will begin. For Spanish SL a student must clear the DELE A2.B1: Young Learner with minimum 60% and present proof by June of the year when the DP will begin. - For German B at SL a student must successfully clear the Goethe-Zertifikat B1: Young People examination with a minimum score of 60% and present proof by June of the year when the DP will begin.

	Phase 5 - 6 Proficient	Standard Level (SL): French B Spanish B Hindi B (Higher Level - HL also) German B (only in DP)		- A student from another curriculum is offered French B SL / Spanish B SL / German B SL at the discretion of the respective faculty after gauging proficiency in the language during interaction. A placement test might be required on a case-by-case basis. In CP - - Students enrolling in the Career-related Programme (CP) may or may not have prior knowledge of the language they choose to study. - The appropriate level for external language examinations will be determined by the Language Facilitator in consultation with the CP Coordinator (CPC). The decision is based on the student's Grade 10 / MYP 5 result, prior language learning experience, and evidence gathered during the teaching and learning process in CP. - Where necessary, the Language Facilitator may conduct an interaction or placement assessment to determine the most suitable examination level for the student. - Students are guided to register for the appropriate external certification / examination based on their proficiency and progress during the programme.
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* In DP: English B HL / SL is offered to students of other nationalities who opt for self-taught Literature (SL only) as their group 1 language.

Abbreviations:

SL: Standard Level

HL: Higher Level

PYP- Primary Years Programme

MYP- Middle Years Programme

DP- Diploma Programme CP- Career-related Programme
& learning

HL - Higher Level - 240 hours of teaching

SL - Standard Level - 150 hours of teaching and learning