

LANGUAGE POLICY

VISION

Our vision is to be a globally renowned academia fostering excellence in future – ready robust pedagogy and profound learning environment to disseminate values of academics freedom and the spirit of collaboration and innovation. To develop an ethos of entrepreneurship and build ethical future enterprise leaders who add value to society, spearhead in nation building.

MISSION

Our mission is to impart quality value based education of international standard and focus on holistic development of the students imbibing skills for solving real life problems. Along with our clean and green campus – our infrastructure offers homey stay, hygienic food. It's our priority to engage all our staff from ground level to top management as a family to ensure that all students make a smooth transition to our institution and do not feel alone.

OBJECTIVES

1. **Promotion of value education and community service** : to impart values such as resilience, determination, confidence, and creative & critical thinking, to develop good social skills and the ability to form good relationships, to promote participation in community life and fulfilment of civic and social responsibility.
2. **Instilling cultural, linguistic diversity and heritage** : to instil the importance of inclusion within society of different groups and persons with different personal characteristics, the diversity of society, cultural knowledge, various languages, India's cultural values, history and its rich heritage, yoga, Ayurveda and holistic living, to implant cross cultural dexterity.
3. **Cognitive Acceleration Program** : To encourage schema (class preparedness), cognitive conflicts (make the children face challenges and to solve problems in collaboration), social learning, meta cognition (knowing about knowing), bridging (transferability of knowledge), teacher mediation to master learning.
4. **Internationalism and Entrepreneurship**: To promote global citizenship, globalization and sustainable future, physical & psychological health, inter personal skills to enhance employability skills.
5. **Nurturing Leaders**: To instil leadership qualities, to foster the physical, intellectual, technological, social, emotional, and artistic development of the students, develop self-discipline and personal responsibility, to promote creativity, effective communication, and critical thinking skills, to have a strong student leadership program with active involvement of students of all age groups.
6. **Multi literacy**: To develop the ability to interpret, identify, create and communicate meaning across a variety of visual, oral, musical and alphabetical forms of communication.

7. **Curriculum and learning atmosphere** : To build a curriculum leading to experiential learning and to have multiple curricula, to provide clear learning outcome, detailed instructions and assessment for all courses to ensure course mastery, student success, to offer a dynamic, interactive educational environment that engages students in the learning process, to promote inter-disciplinary learning, to review and update curriculum, instruction, and assessment in a regular cycle.
8. **Assessment practices**: To support every child's individual strength, Self-assessment, Peer assessment, learning how to give feedback.
9. **Teach less and learn more strategy**: To reduce lecturing from podium, to increase quality of education not quantity.
10. **Technology and digitalization**: To use technology to create effective modes and means of instruction and expand access to learning, to educate the students in futuristic technologies, to have robust digital infrastructure.
11. **Safe campus**: To be a residential school of international standard providing safety and security, in a healthy and hygienic atmosphere.
12. **Community partnership**: Cultivating the educational partnership among home, school, and community, nurturing a culture of collaboration, collegiality, and mutual respect
13. **Professional Development**: Implementing professional development for the staff that is essential for effective instruction and improved student learning.
14. **CORE VALUES (SPIRIT OF PSSEMRS)**
 1. **Metacognition** –
 - a) Knowing about knowing
 - b) Learn until perfection is achieved.
 2. **Growth mindset**
 - a) Understand that we are continually learning
 - b) Helping each other learn and succeed
 - c) Healthy competition.
 3. **Pursuit of excellence**
 - a) Resilience in every action
 - b) Greatest involvement to pioneer
 - c) Act with responsibility and compassion
 4. **Uncompromising integrity**
 - a) Act with fairness
 - b) Maintain transparency
 - c) Unyielding integrity

LANGUAGE POLICY

Our Language Policy is a document that, we believe, will illustrate the aims of our institution to develop language skills in the formal or informal situations in the school and later, in the real-life context, and demonstrate how the priorities and demands of individual learners are met. It explains, in detail, the attitudes, needs, approaches, methodology and the monitoring processes of the teaching and learning of languages. This document works as a strategy that will constantly be updated and revised to suit the language needs of an ever-changing society.

The language policy of the school

The mission of School is to promote excellence in English language teaching as it is the working language of the school and also to value and encourage multilingualism in all learners at every age and level. The English curriculum from Grade 1 to Grade 10 caters to the inculcating and development of the four skills of language learning: listening, speaking, reading and writing in a graded manner. Besides, the skill of analysis the cultural aspects revealed in the variety of ways in which the language is used is also imbibed by the students of the school. The school supports multilingualism by offering more than two regional languages in their specified curriculum in the Indian context and thus values all the languages in the country.

Commonality and Internationalism

As India is a country with many mother tongues, it is very difficult for a school to offer all the students their mother tongues. Hence, the language policy that has been made in this context caters to the students gaining a working knowledge of at least three languages. While English is taught as a first language in order to enable the students to pick up an international language that they are exposed to considerably because of the remnants of the British colonialism, other languages are taught to fulfill the need for students to learn either their mother tongue or a language whose origin is close to that of their mother tongue. Language and culture are interconnected, and the learning of another language exposes one to different/another culture and idea, and promotes mutual understanding. To ensure this, French is offered as a foreign language to promote inter-culturalism and internationalism.

Current beliefs and practices related to language teaching and learning across the various sections of the school:

The language needs of the students of PSSEMR School, a residential school that nurtures a multicultural environment, are varied.

Though it is explicit that there has to be one common language, there is a level of freedom that is granted to the students taking into consideration the linguistic complexity that prevails in these environs.

Entrance and Exit Procedures for Language

Entrance Procedures:

The first language of all students is English. The choice of the second language and the third language (a requirement of the national curriculum for students of Grade 1 to Grade 8) depends on the mother tongue of the student and the place that the student hails from. As Kannada is the regional language it offered as a mandatory language subject. Hindi or Sanskrit are offered as third language. Students who do Hindi till Grade 6 are permitted to change the language to Sanskrit only for the national curriculum. French, Hindi, Kannada and English languages are mandatory subjects for Cambridge curriculum. For those, who join us in grade 6 with no exposure to Kannada, a bridge course will be conducted to facilitate easy transition.

Exit Procedures

Students who pursue English, Kannada and Hindi may change, Hindi to Sanskrit from grade 1 to grade 5. In grade 9, English is mandatory, choice between Hindi, Kannada and Sanskrit is available as a second language. For those, who join us in grade 6 with no exposure to Kannada, a bridge course will be conducted to facilitate easy transition.

Languages offered

English

English is used as the working language as the school presents itself as a microcosm of the larger world that houses various nationalities, identities and believers. English has helped in unifying different groups from dissimilar backgrounds with no biases and prejudices, to make communication across the school possible. It also gives the required exposure to all the students to innovative techniques in every field. English is used as the language of learning and teaching as the performance in the other subjects depend on the proficiency in English. Teachers instill in students the need to gain competency in English and all teachers prove to be language teachers when they communicate in this language. The courses in English cater to the student needs and abilities. Moreover, a reading of various texts translated into English provides learning experience to the students, which is undeniable. By considering English as a necessary factor that binds, the school dispels any chances of extreme regionalism and undesirable nationalistic spirit that could be a threat to the secularism and democratic principles which are intrinsic aspects of the school guiding principles.

The teaching and learning practices of English in Grades 1, 2, 3, 4, 5, 6, 7 and 8 of the Indian students are based on the curriculum developed by the school. This curriculum naturally leads to the CBSE examinations the syllabus of which is used in Grades 9 and 10. Cambridge Primary Checkpoint - 1 is taken at the end of Grade 5. Hence, the curriculum of the sections of Grades 3, 4 and 5 comprising the international students are along the lines of the syllabus of Cambridge Primary. Cambridge Checkpoint -2 Examination is taken at the end of Grade 8. The curriculum of the sections of Grades 6, 7 and 8 comprising the international students is, therefore, based on the syllabus of Cambridge Secondary-1. The English Department, therefore, has made a Literature curriculum for these classes. The Cambridge IGCSE examinations are catered to by the syllabi prescribed by the Cambridge International Examinations. The English syllabus is covered in two years, Grades 9 and 10.

The revision of the text books and the teaching methodology by the teachers of the English Department is based not only on the academic results of the various board examinations, competitive examinations like the SAT, TOEFL and IELTS but also on the extent to which the teaching and learning practices have been successful in inculcating in the students the ability and confidence to use the language in both formal and informal contexts. Writing articles and essays (including the Extended Essay) for their academic subjects, preparing laboratory reports, preparing portfolios, interviewing people, writing critical analyses, letters and questionnaires, speaking in public (prepared and extempore), acting and conducting seminars and programmes should be done with ease by a student graduating from the school. The high achievers should also be able to produce their own work of self-expression, like essays, short stories, poems or even novels, infused with originality and creativity. All should emerge as principled, considerate global citizens with the ability to think critically and express themselves fluently in the English Language.

Listening: The listening skills will help students to develop the ability to derive, infer and critically assess information.

Speaking: It aims at enabling the students to communicate accurately and effectively orally, showing an ability to understand, organize and present facts, ideas and opinions, use language and register appropriately for the benefit of the audience and context, articulate experience and express what is thought, felt and imagined, make accurate and effective use of grammatical structures, sentences, punctuations, spelling, and a range of appropriate vocabulary, enabling them to enjoy and appreciate a variety of styles and finally complement the students' other areas of study by developing skills of more general application.

Reading: It aims at encouraging and developing students' ability to enjoy the experience of reading literature in three major genres, (prose-fiction and non-fiction, poetry and drama) from different periods and cultures, nurturing in them the abilities to recall, narrate, summarize, select relevant details, distinguish viewpoints, comment on plot and characterization, drawing inferences, state opinions, explore themes, analyze the plot and evaluate and interpret writing using basic critical terminology.

Writing: The writing skills and the analytical skills for a comprehensive study of literature are enhanced. Specifically, functional grammar, report-writing skills, narrative, descriptive, argumentative and creative writing skills are developed to cater to the language-learning process, and a genre-based (prose-fiction and non-fiction, poetry and drama) study of literary works is done to focus on the development of critical skills

Other Languages done for IGCSE are

French, Hindi and Kannada.

IGCSE - Foreign languages Policy

French

In the Foreign Languages the syllabus content is organized around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities. The Topic areas are:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world.

This syllabus aims:

- To develop the ability to communicate effectively using the target language
- To offer insights into the culture and society of countries where the language is spoken
- To develop awareness of the nature of language and language learning
- To encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilizations
- To provide enjoyment and intellectual stimulation
- To develop transferable skills (e.g. analysis, memorizing, drawing of inferences) to complement other areas of the curriculum
- To form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

Assessment objectives

Candidates will be assessed on their ability to:

- Understand and respond to spoken language
- Understand and respond to written language
- Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately
- Communicate in writing, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately.

Hindi - Syllabus aims

The aims set out below describe the general educational purposes of a course in Hindi and are the same for all learners. They are not listed in order of priority.

The aims are to:

- Develop the ability to use Hindi effectively for the purpose of practical communication;
- Form a sound base for the skills required for further study or employment using Hindi as the medium;
- Develop an awareness of the nature of language and language- learning skills, along with skills of a more general application;
- Promote learners' personal development.

This syllabus assesses Reading, Writing and Listening.

Assessment Objectives (AOs) have been grouped under skill headings, but it is recognized that these are interrelated. Candidates must demonstrate ability in the following areas:

AO1: READING

- Understand and respond to information presented in a variety of forms
- Select and organize material relevant to specific purposes
- Recognize, understand and distinguish between facts, ideas and opinions
- Infer information from texts

AO2: WRITING

- Communicate clearly, accurately and appropriately
- Convey information and express opinions effectively
- Employ and control a variety of grammatical structures
- Demonstrate knowledge and understanding of a range of appropriate vocabulary
- Observe conventions of paragraphing, punctuation and spelling
- Employ appropriate register/style

AO3: LISTENING

- Understand and respond to information presented in a variety of forms
- Recognize, understand and distinguish between facts, ideas and opinions
- Select and organize material relevant to specific purposes

Mother tongue

The mother tongue teaching and learning reflects every student's need to develop a feeling of belonging, self-respect, identity, tolerance and sensitivity, and places the individual in the global context by creating a firm footing in the national situation. Though English is treated as the language of the school and students are to use it in the academic block and during the meals in order to maintain the etiquette of using a common language, students are encouraged to use their mother tongue to facilitate learning. Their parents are the most important sources of the mother tongue. Both in the playfields, in the dormitories and when students receive phone calls, they reinforce their skills of using the mother tongue.

The aims are to:

- Develop a holistic perspective on language proficiency i.e., to integrate all the four language skills (i.e. Learning, Speaking, Reading and Writing) in conjunction with a variety of other cognitive abilities involved in the process of teaching and learning.
- Develop the ability to use the language effectively for the purpose of practical communication.
- Understand a wider range of social registers and styles that they can produce and communicate appropriately.
- Develop an awareness of the nature of language and language- learning skills, along with skills of more general application.
- Promote students' personal development.

Second Language

The study of second languages (mother tongue) is offered at the primary, middle and high school level.

The aims are:-

- To appreciate the language as an effective means of communication.
- To acquire knowledge of the elements of the language
- To develop an interest in the language.
- To understand the language when spoken at normal conversational speed.
- To understand the basic structural, vocabulary and constructions.

This policy will be reviewed as per the review policy.