



LANGUAGE POLICY 2025-2026

Introduction

The GDGGS mission is to fulfil their academic, cultural, sporting and social potential. Achieve the best possible academic results. Acquire habits of curiosity, reflection, mental flexibility, self-discipline, industry and independence. Maintain openness of mind, dignity of conduct and mutual respect in the face of racial, economic, cultural, religious and linguistic diversity. Develop a confident understanding of their role in an international society.

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.

Purpose & Philosophy

The GDGGS Language Policy is for the benefit of all GDGGS stakeholders. The document outlines the scope of our language instruction, including the following:

- English as the main language of instruction
- Languages other than English that are offered
- Support provided for students' first languages
- EAL support for students whose first language is not English

Language is the medium of communication, inquiry and learning; it is central to the intellectual, social and emotional development of children, playing an essential role in all learning areas. Whatever their area of teaching expertise, all GDGGS teachers are language teachers. 'Language learning' involves learning language, learning through language and learning about language. As the principal medium of communication, it pervades every aspect of our curriculum.

Language Values

Language is a system of signs that enables us to understand and to communicate with each other. Language has defined structures within which there is infinite creative potential.

Learning a language involves learning four interrelated skills: listening, speaking, reading and writing. Learning each skill involves different interactive processes.

Language is not learnt in isolation but in the context of authentic communication. Language is essential to and helps to define cultural identity and perspectives. Learning a language is an integral part of forming identities at the same time as developing an understanding of others and of the world. It is central to personal, cognitive, and cultural development.

In keeping with extensive research into language acquisition, we at GDGGS believe that development and maintenance of first language competence, be this at home or in the school, is crucial in supporting the development of competence in another language, as well as in maintaining personal and cultural identity. Learning a second language enriches our understanding of the world, our ability to communicate with others and, ultimately, facilitates international understanding.

English is the primary language of instruction at GDGGS. As English is the medium of instruction, our goal is mastery in English in all of the contexts in which it is used and learnt. To this end, EAL support and/or Learning Support are provided as appropriate to our students. With the addition of EAL support when needed, the study of English is mandatory for all students until the end of Grade 5.

In addition to competence in English, GDGSS promotes the development of languages other than English. For those whose first language is not English, we encourage, support and, where possible, facilitate the maintenance and development of a student's first language. For elementary students whose first language is English, we encourage, enable, and require the learning of at least one other Modern Language.

Language Awareness among the GDGGS Faculty

The GDGGS Language Values provide the background needed for an awareness of language learning among the GDGGS faculty. To this end, GDGGS is committed to:

- supporting professional development for teachers through attendance at relevant workshops and conferences organized by the IB, other organizations, other schools, and within the school
- celebrating the diversity and richness of cultural and linguistic heritages through connections in classroom programs, units of inquiry or study, assemblies, publications, parent involvement and World Cultures Day
- promoting inquiry based authentic language learning with a focus on the trans-disciplinary nature of language

Language Provision at GDGGS

Our Language Values inform our policy in terms of the provision of languages at GDGGS,

taking into account the language needs of our students within budgetary and staffing constraints, and in accordance with the IB Standards and Practices. The following table illustrates the languages currently on offer at GDGGS.

Grade Level	English	Enrichment Programme	EAL	Hindi
Nursery	Lang Arts			Hindi
K	Lang Arts			Hindi

1	Lang Arts		EAL	Hindi
2	Lang Arts		EAL	Hindi
3	Lang Arts	French/ Spanish	EAL	Hindi
4	Lang Arts	French/ Spanish	EAL	Hindi
5	Lang Arts	French/ Spanish	EAL	Hindi

Language Policy Guidelines

Following from our philosophy, our values, and our awareness of the centrality of language in the curriculum, the following guidelines reflect our policy and will be used in order to review the policy.

- Provide opportunities for learners to acquire another language
- Promote inquiry based authentic language learning that focuses on all modes of language (listening, speaking, reading, writing and media literacy)
- Examine the interrelated and trans - disciplinary nature of language learning
- Provide opportunities for all learners to develop cultural understandings of their own culture, their host culture and other cultures through authentic settings within and outside of the classroom

- Provide support for students enrolled in EAL to acquire proficiency in English language development in accordance with the school's curriculum frameworks for academic progress at GDGGS
 - Support the development of resources in order to provide for a range of learners and proficiency levels.
 - Appropriately places all new students according to their proficiency in English and inform their parents of the nature and extent of English language support offered by the school.
 - Provide information to parents and students that states the Language Policy and practices of the school
 - Support pedagogical practices by teachers that support the language-learning needs of all GDGGS students
 - Support teachers, administration, media specialists and support staff through professional development in their acquisition of skills to meet the language needs of all students
 - Comply with any regulations set out in Indian law concerning the provision of languages ● Undertake a periodic review of the provision of languages at GDGGS.
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Language Program

- Sharing important information in multiple languages in the elementary school as a way to include and appreciate different home languages.
 - Building up home language books and resources.
 - EAL teachers sharing the importance of home language practice for overall language acquisition at parent coffees
 - Publish a compilation of GDGGS TABLOID called Campus Buzz experiences from our community. Publication include home language selections.
 - Collecting data on preferred languages and languages spoken at home through admissions and updating of family details on the school database to gain a clearer language profile of constituents and its implications for programming.
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ENGLISH as an Additional Language

GD GOENKA GLOBAL SCHOOL has programming for English for Speakers of Other Languages (EAL). EAL Support at GDGGS begins in Grade 1 and is designed to support students through Grade 5.

At GDGGS, we believe that students learn language best in an authentic setting. The program is, therefore, based on the concept of the inclusion, which encourages EAL students to remain in

mainstream classes with their peers to the maximum degree possible. To ensure that EAL students can satisfy the academic requirements and participate to the fullest extent possible in school life, GDGGS has established minimum levels of English proficiency for students entering grades 5 and above.

Initial Identification and Referral

GD Goenka Global School uses a system to identify students who may have difficulty using English for their studies, which includes information from admissions, teacher referrals, classroom observations, and data from assessments done by the EAL teacher as per a student's four skills (reading, writing, listening, speaking). Once a student is identified, the school uses the WIDA (World-Class Instructional Design and Assessment) tool to establish a baseline in reading, writing, listening, and speaking. These students are not diagnosed with Special Educational Needs (SEND) but are added to the internal ESL register and receive various levels of support to help their language development.

EAL

Nursery and KG: Nursery and KG needs are met through homeroom tutors.

Grades 1-5 in the Elementary School: The EAL program in the Elementary School is provided to students in Grades 1 through 5. In the Elementary School the EAL program is delivered through a pull-out and push-in model. Once a student enters the EAL program in the Elementary School, further testing for placement can be necessary. This is done in order to determine the individual student's specific needs. In most cases, students will not be assessed immediately. Classroom teachers and EAL specialists do observations to determine the EAL placement. At the end of each academic year, all current EAL students are assessed in order to best determine program placements for the following year. Data is collected for all students who are flagged as possible EAL students during the spring of their Kindergarten year.

The interviews will be conducted by the EAL Specialist for the respective grade level and saved in the PYP Resource Room.

Service Providers Include:

- School Psychologist (PreK-G5)
- Occupational Therapy (PreK-G5)
- School Counsellors (PreK-G5)
- English as Additional Language Specialists (G1-G5)

Support for EAL Students

- **Language Acquisition Support:** The school provides resources and support to help students learn English, including native language materials.
- **Equal Access:** Students are guaranteed equal access to all educational programs and opportunities, despite their language background.

Level of EAL Support Provision

After being placed on the EAL register, students are grouped by their linguistic needs, whether for basic communication skills (BICS) or age-appropriate academic skills (CALP). The level of support a student receives is based on their WIDA level.

- **EAL Beginner (WIDA Score 0.0-2.9, Levels 1-2):** Students receive specific and individualized support. They get an **Individual Language Plan (ILP)** detailing their current language levels and accommodations. They also receive push-in or pull-out support.
- **EAL Advanced (WIDA Score 3.0-4.9, Levels 3-4):** Support is provided through differentiation strategies implemented by the classroom or subject teacher.
- **EAL Independent (WIDA Score 5.0-6.0, Levels 5-6):** These students require little to no additional support outside of the classroom.

Monitoring the Impact of EAL Provisions

Student progress is monitored through several methods:

- WIDA assessment, administered twice per year.
- Feedback from staff, students, and parents.
- Observations, including lesson observations and learning walks.
- Work samples, running records, and formative and summative internal and external examination data.
- The **Individual Language Plan (ILP)**.

The EAL register is reviewed termly to assess the progress and effectiveness of the support arrangements.

Exiting the EAL Program

Students can exit the program when they have proficient language skills to function independently and successfully in classroom activities and tasks across the curriculum. This is typically when they achieve an overall WIDA score of **5.5** on the WIDA threshold. The decision is made on a case-by-case basis in the student's best interest and is monitored by the Designated EAL Lead Teacher throughout the year. Parents are informed in writing if the recommendation is to exit the support. After exiting, the Designated EAL Lead Teacher and the classroom teacher continue to monitor the student's progress for a year to ensure they can manage their learning without additional support. The duration a student is in the program varies based on their needs and progress. Some may only need a short settling-in period with guidance from the ESL teacher, while others may need intensive support for up to two academic years.

Data that informs the decision to remove support includes:

- WIDA score of **5.5** or above.

- The student's ability to participate in and complete class tasks, as well as communicate effectively with peers and teachers.

Assessment and Evaluation

1 Formative Assessment:

Regular formative assessments will be conducted to monitor students' progress in English, Hindi, Spanish and French. Teachers will provide feedback and tailor instruction to meet individual needs.

2. Summative Assessment:

Summative assessments will evaluate students' proficiency in reading, writing, speaking, and listening in all three languages. Results will be shared with parents, along with recommendations for further improvement.

3. Lexile Level Measurement:

The school will use reading, aptitude, and ability tests, along with data from support reading programs, to determine the current Lexile level of each child as a measure of language proficiency. The Lexile level will serve as a benchmark to identify students' reading comprehension skills and guide instructional strategies.

4. Individual Support Plans (ISPs):

For students who demonstrate a significant shortfall in language proficiency or those who fall into the gifted and talented category, the school will develop Individual Education Plans (ISPs) in language learning. ISPs will outline specific goals, strategies, and resources to address the unique needs of each student. Parents will be provided with detailed data on their child's Lexile level and progress, along with the ISP.

5. Remedial Classes:

The school will offer remedial classes for students who require additional support to achieve grade-level language proficiency. Remedial classes will focus on building foundational skills in reading, writing, speaking, and listening.

6. Parental Involvement:

Parents will be required to align with the school's efforts and provide requisite support at home to reinforce language learning. The school will share regular updates on students' progress and provide guidance on how parents can assist in their child's language development.

Academic Support

GDGGS provides a system of support for students with mild learning and/or behavioural needs, using a multi-tiered approach. Students targeted for this programming are those who, through multiple data points, have shown consistent challenges in working towards or meeting grade level expectations in one or more performance areas.

All GDGGS faculty and staff (i.e. general classroom teachers, specialists, teaching assistants) are collectively responsible for the growth and development of each child; the service provision includes stakeholder/parent collaboration and support.

Policy Review

The G D Goenka Global School Language Policy will be reviewed every three years to ensure its effectiveness and relevance. Feedback from teachers, students, and parents will be considered during the review process. Any necessary revisions will be made to align with the school's evolving needs and goals.

Approved by: The GD Goenka Global School Board.