



D Y PATIL
INTERNATIONAL SCHOOL
NAVI MUMBAI



Cambridge International School

LANGUAGE POLICY

The language of instruction at DYPIS Nerul is English. The aim is to create global learners with excellent English articulation and presentation skills. The Language Policy is an evolving component of the organisation and is reviewed annually by the pedagogical leadership team and school faculty.

Purpose

At DYPIS, we believe that the development of language and literacy skills is of the highest priority. The importance of language associated skills and implementations are communicated with clarity to our children and parents.

English Language learning is skill-based growth and development that is closely associated with critical thinking, international mindedness and development of perspective

Aims

- Develop the communication / presentation skills of each child to the highest level
- To produce confident students able to understand and use appropriately the varieties of language available to them.
- Ensure the effective delivery of curriculum at each grade level.
- Confirm the practice of language skills and constructive application across the whole curriculum.
- Provide support for students who are enrolled at DYPIS with less than the proficiency level in English A with the aim at developing competency in both spoken and written English in accordance with DYPIS curriculum framework, in order to support their academic progress at DYPIS.
- Develop curricular resources which will be budgeted for and provided to cater for the range of learners.

- Ensure that students admitted will have a Language Profile and students and parents will subsequently be informed as to the extent of language supports that will be provided by the school
- Provide information to parents and students that clearly states the Language Policy and school practices
- Ensure that teachers will be expected to provide all necessary adjustments to classroom practices to support the language needs of all students.
- Support teachers through professional development in their acquisition of the skills requisite to meet the language needs of all students enrolled.
- Ensure that– Principal, Coordinators, and the faculty members are actively involved in the formulation, revision, development and implementation of the language policy.
- Regularly inform the Admissions Officer about the revision, development and implementation of the language policy.

Philosophy

Language is the communication key to all learning; all teachers at DYPIS are Language teachers. Language learning at DYPIS refers not only to the understanding of a specific language, but it includes the related application activities and projects that are a part of the process. Through language development, our students acquire the ability to critically think and effectively learn, to develop social skills and values, and acquire knowledge concepts together with the correct applications.

The Guidelines

1. Language is a major means of communicating, fundamental to learning, and is developed across curriculum areas, all teachers are facilitators of language learning directly as a subject expert or indirectly.

2. The acquisition of language is a dynamic, life-long process that permeates all learning and is a key factor in intellectual growth and promotes the development of personal and international understanding.
3. Learning language, learning about language, and learning through language are the most effective approaches to retain the effectiveness of the concerned languages, along with satisfying the needs of the DYPIS students in the school environment.
4. Effective Language teaching practice arises from a constructivist approach to learning, allowing students to build on prior knowledge and construct personal meaning.
5. Through meaningful interactions, we communicate with and understand others, the world and ourselves to develop intercultural awareness.
6. The school community is a resource to foster language learning. The acceptance of additional languages enriches personal growth, enhances first language development, and promotes internationalism. The development of a mother tongue is crucial for maintaining cultural identity.

DYPIS Nerul Language Profile and Support

A. Language Profile

The Language Profile form data that is administered during the time of admissions demonstrates that 100% of our student body speaks English as an additional Language. The majority of our students display adequate proficiency in English skills. All our administrative and teaching staff communicate in English and the majority is fluent in at least one other language. Our faculty members are Indians and most of our student population are Indians, however students and teachers are from diverse ethnic and regional backgrounds.

B. Support at the time of Admission. (English Language proficiency test)

Applicants have an interaction where one faculty expert identifies the proficiency in English language. In cases where the applicant indicates that English is not their mother tongue or that the proficiency level in English is not up to a grade level at the time of the admission, the concerned Department identifies the same and the names are forwarded to the Section Coordinator.

The applicant and their parents/guardians are informed of the applicant's English language proficiency level based on the test results. During the admission process, suggestions are provided, such as allocating extra study hours, reading books, articles, newspapers, and magazines, along with additional support offered by the school.

Policy Statement:

The medium of instruction is English.

For students who cannot match up to the demands of English as the first language (and language of instruction for Group 3 to 5 courses), enrichment lessons in addition to the mainstream are offered in order to facilitate their mainstreaming in English A.

Learning environment for language:

- Students are encouraged to select books/texts/ resources from various sources.
- Different and differentiated learning strategies are used to impart language.
- Learning is individualized by a variety of criteria and interests.
- Students are encouraged to put forth their queries and clarify their doubts.
- Regular collaborative activities in the form of panel discussions, presentations, debates are held to fine-tune the articulation skills and develop effective team communication.

Variety of resources

The school has a well-equipped library as well as mini classroom libraries (in Primary Section) that house a variety of books from different genres; they also contain texts/ magazines that represent our diverse culture and languages.

A wide spectrum of books in regional languages is also available in the library to support language development and enhance reading skills among students.

All teachers, regardless of subject area, are in practice language teachers because learning depends on communication. They have a responsibility to support students' language development by using clear explanations, subject-specific vocabulary, and opportunities for discussion, reading, and writing. By facilitating meaningful communication in the classroom, teachers help students understand concepts, express ideas confidently, and engage more deeply with learning across all disciplines.

Feedback

The teachers provide corrective feedback. Our facilitators guide the students on their progress patterns, with clear reference to their application and understanding of specific types of knowledge and skills rather than restricting the feedback to assessment scores. The practice of using rubrics is helpful for students in understanding of various oral and writing skills.

Learning support

When a student has been identified with additional learning needs, including language difficulties or gifted abilities, intervention and support are provided through the support programme where counsellors work in consultation with the teachers to help them meet the specific needs of students.

Differentiated instruction strategies are practiced with the purpose to blend the learners in the mainstream classroom learning.

English Language Acquisition Programme

Enrichment classes

English language learners who are unable to fully understand the academic curriculum delivered in English receive specialised instruction in English language from qualified staff on a regular basis.

Assessment

Language acquisition follows distinct stages; students' rate of acquisition varies greatly from individual to individual. Therefore, Language teachers assess all language skills (reading, listening, writing and speaking), regularly differentiating through scaffolding or extension as required.

Formative and Summative assessments in the classrooms provide information on language growth. Language teachers regularly standardize student's work to ensure a fair application of assessment criteria.

Second Language Acquisition

“Since each language reflects the values, history, and way of thinking for those who speak it, learning another language is a particularly effective means of understanding others, and speaking that language is a powerful statement of respect for them.”

It refers to the second preferred language or his/her native or home language which the student isn't proficient at.

Nevertheless, if there is a request from any student to take their “native/home language” as their Language A because it is their Mother tongue, the school will proactively explore avenues to make those provisions. The “native/home language” will generally be sought to be promoted through the second languages.

In areas where “native / home language” cannot be provided as a Second Language; the school will try to encourage self-taught “native/home language” courses outside the school and over a period of time build up its own resources on them. The school will however, from time to time review the changes in the student's language demographics. As per the IB Policy, the school will ensure that students are at least bilingual thereby promoting internationalism.

Second Language

As per the Language Policy all students will need to take a second language as per the pathways identified by the school. Accommodation of the same is given to the students through enrichment classes to make their learning meaningful and encouraging.

1. Students joining the school in Grade 9 or 10 will generally continue with the same language they studied in Grade 8.
2. Students joining in Grade 11 will have the option of moving to French Ab Initio SL or Hindi B SL/HL, French B SL.
3. The Second Languages that are offered and the grade level is as outlined below:
 - o Hindi K- 10
 - o Standard Level/ Higher Level 11 -12
 - o French Foundation Classes 3 – 8
 - o Advance French (IGCSE classes 9-10)
 - o French Ab Initio 11-12
 - o French SL 11-12

The school will however, from time to time review the need to offer another second language, based on the changes in the student's language demographics.

Third Language - Marathi

Third language is mandatory to all students from Grades 1 to 10. The rationale of the third language is that they will have basic conversational and reading knowledge of the local language i.e. Marathi till grade 10 so that they can communicate in Maharashtra where the school is located.

4. The Languages that are offered at each grade level are outlined below:

LANGUAGE CHART

Grades ↓ Languages	K-5	6-7	8-10	11-12
Marathi	(Grade 1-10)			
English				
Hindi K-5	(Grades K- 5)		(optional)	
French 3-5	(Grades 3- 5)		(optional)	

5. Home language support offered in Hindi and in other languages would be through print, online resources and cultural programmes. The students of DYPIS come from varied cultures speaking different languages such as Marathi, Bengali, and Gujarati etc.

Children’s understanding of what is being taught and discussed in class improves significantly. Hence, the school acknowledges the importance of developing the mother tongue.

Our facilitators use the home language as a means to connect and communicate with primary students for an engaging learning process. Occasionally Hindi is applied to support the child’s understanding. Information regarding the student’s mother tongue is acquired through personal detail forms. This information is in the school's database and is accessible by the school staff through the section Coordinators.

Teachers are encouraged to use this information in developing lesson plans that emphasize differentiated instruction and celebrate linguistic diversity.

Diversity of language celebration is an integral part of DYPIS culture. Marathi Diwas, French Day and Hindi Diwas are observed with much enthusiasm and vibrant spirit. Alongside English, weekly assemblies are also conducted in Marathi and Hindi, reflecting the school's commitment for language inclusivity. To honour the diverse culture and language, the school organises special assemblies dedicated to regional languages. One of the display boards is also ear-marked to provide information about a particular regional language.

Diploma Programme (DP)

We offer English at A (offered as HL or SL), Hindi at B (offered as HL or SL), French AB Initio and French at B offered at SL level only.

Every student must take one subject from Group 1 and at least one subject from Group 2. Choice of language level depends upon the student's preference, level of proficiency and literacy in that language and his/her overall DP program.

The following chart describes the language choices offered:

Language Choices in the IB Diploma Program at DYPIS

Group 1 A Higher or Standard

LANGUAGE A HIGHER OR STANDARD ENGLISH	Is for <ul style="list-style-type: none">• a fluent competent language user• normally this is the language of the environment to which the student has been exposed from an early age/for an extended period• will study literary texts and demonstrate analytical skills in writing and speaking
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Group 2 B Higher or Standard Level Ab Initio – Standard only

<p>LANGUAGE B HIGHER OR STANDARD LEVEL</p>	<p>Is for</p> <ul style="list-style-type: none"> • a language learner who has three or more years of experience in the language.
<p>FRENCH AB INITIO</p>	<p>Is for</p> <ul style="list-style-type: none"> • a beginner who has little or no experience of the language. • It is a language acquisition course designed for students with some previous experience of the target language.

Communication of Language Policy

The Language Policy is introduced to the DYPIS community through the school website & during orientation Sessions. New staff is familiarized with the document during the Teacher Induction programme and also available in the shared drive.

Review Process

The Language Policy is reviewed regularly as part of the Curriculum Review Cycle and as part of the whole school improvement plan. The pedagogical leadership team reviews the implementation of the Policy in classrooms and throughout the school on a regular basis as part of the Appraisal Process.

Links to Admission, Assessment, and Inclusion Policies:

The Language Policy is closely interconnected with the school's Admission, Assessment, and Inclusion Policies to ensure equitable access to learning for all students. Language requirements are understood and any additional support for the same are gauged during the time of admission.

During the **admission process**, students' language proficiency is assessed to determine the level of support required. This ensures appropriate placement and enables the school to offer targeted recommendations—such as extra study hours, access to reading materials, and language support—to help students succeed academically and socially.

In line with the **Assessment Policy**, evaluation methods are designed to be linguistically responsive and inclusive. Assessment practices take into account varying levels of language proficiency and provide opportunities for students to demonstrate their understanding through differentiated tasks, allowing for fair and accurate measurement of their learning.

Aligned with the **Inclusion Policy**, the Language Policy upholds the principle that language should not be a barrier to learning. The school recognizes and respects linguistic diversity, offering support in English and regional languages where needed. Additional resources, including books in multiple languages and individualized support strategies, are provided to help all learners thrive, regardless of their linguistic background.

Language Profile Form

To be filled at the time of admission

Name:	
Current Grade:	
Date:	
Nationality:	
English is the Language of Instruction Is this your preferred Language and hence needs to be considered as First Language or Language A (applicable for IB only)?	Yes / No
Can you read and write your preferred language?	Yes/ No
How would you rate your proficiency in your “preferred language”?	<i>Circle any one</i> Excellent/ Good/ Satisfactory/ Needs Assistance
What is your native language and/or the language spoken at home?	
Can you read and write your native language and/ or the home language?	
How would you rate your proficiency in your native language and/ or the home language?	<i>Circle any one</i> Excellent/Good/ Satisfactory/ Needs assistance.

List all the other languages of which you have some knowledge (studies for at least one year) and complete the boxes. An example is given in the first row.

Level 1 = Beginner;

Level 2 = Intermediate; Level 3 = Advanced; Level 4 = Fluent /Native

Language	Speaking				Reading				Writing				Listening			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
French																
Hindi																
Marathi																

References:

- *Government of Maharashtra. (2020). The Maharashtra Compulsory Teaching and Learning of Marathi Language in Schools Act, 2020 (Maharashtra Act No. III of 2020). Retrieved from India Code*
- *Guidelines for Developing a School Language Policy (2008). Ibo.org. International Baccalaureate Organisation. Web.*
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Last Updated : 9th May, 2025
Next review:



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