



LANGUAGE POLICY

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1. School Vision: To nurture lifelong learners and mentors, rooted in Indian values and modern inquiry, ready to lead with compassion and shape a just, peaceful, and connected world.

2. School Mission:

- To empower every learner through a rich, balanced, and experiential curriculum that integrates academics, arts, sports, emotional well-being, and spiritual awareness — nurturing curious, compassionate, and courageous global citizens prepared to engage with the world thoughtfully and lead with purpose.
- We strive to cultivate a reflective and resilient learning culture where students take ownership of their journey, families are partners in growth, and the school community works together to shape a peaceful, inclusive, and sustainable world.

3. Purpose:

The purpose of this document is to outline the language learning principles at CCIS, reflecting our commitment to nurturing multilingual, confident communicators. Aligned with the school’s mission and the principles of the IB and CAIE, this language policy is a working document developed collaboratively by staff and reviewed regularly. It guides our linguistic goals and promotes authentic, meaningful learning in a culturally rich and globally connected environment.

4. Language Philosophy:

At CCIS, we view language as central to identity, learning, and the development of international-mindedness. We recognize that multilingualism enhances cognitive abilities, strengthens cultural understanding, and fosters global perspectives. Every student, regardless of background, is given the opportunity to grow as a confident and respectful communicator.

5. Principles Of Language Policy in School

At CCIS, we believe that language is central to all learning — shaping how students think, express themselves, and connect with the world. It is not only a tool for communication, but also for identity, cultural understanding, and cognitive growth. Rooted in our mission to nurture global citizens with strong values and a global mindset, our language philosophy promotes multilingualism, inclusivity, and international-mindedness across the school community.

1. Language learning empowers our students to think critically, communicate confidently, and appreciate diverse perspectives — fostering personal growth and intercultural understanding in every classroom.
2. Every educator at CCIS is a language facilitator, seamlessly integrating language development across subjects through inquiry, collaboration, and real-world application — ensuring that communication skills grow with content knowledge.

3. The school also celebrates each learner's mother tongue as an essential part of their identity. We create opportunities for students to honour their home language and heritage, while becoming global communicators.
4. With a strong emphasis on multilingualism, CCIS encourages students to embrace additional languages, promoting empathy, curiosity, and international-mindedness across our vibrant and inclusive learning community.

5.1 School Language Profile:

At CCIS, English is the established medium of instruction across all IB programmes. Proficiency in English allows students to access academic content, articulate ideas clearly, and engage effectively in global discourse. The language curriculum is embedded with inquiry-based strategies that foster both academic and social communication skills.

Most students come from Hindi or regional language-speaking households, yet English is widely embraced as the primary academic language by all stakeholders. The Language and Literature programme at CCIS focuses on the development of oral, visual, and written communication, ensuring students become effective communicators across disciplines. Though all current students are proficient in English, the school is prepared to support non-English speakers through peer-assisted interaction and inclusive classroom strategies.

5.2 Languages Offered Across the School:

While English remains the core instructional language, CCIS offers a multilingual learning experience to develop global perspectives. Given the school's location in Jaipur, Hindi is introduced in the early years and remains compulsory until Grade 8. After that, it becomes an optional subject. From Grade 1 French is taught through simple activities and from Grade 6 onwards, students may also choose to study Sanskrit or French as part of the Language Acquisition programme.

Language instruction promotes communication, comprehension, and cultural understanding. Through scaffolded learning experiences, we provide equitable access to language acquisition for students at all proficiency levels—beginner, intermediate, and advanced.

5.3 Language Resources:

CCIS ensures a rich array of resources to support students' English language development. The library is regularly updated with levelled books aligned with curriculum requirements and research needs, including Extended Essays. Students have access to a wide range of fiction and non-fiction texts, as well as curated digital platforms to facilitate inquiry and build research skills. These resources are designed to reinforce classroom learning, encourage independent reading, and develop a love for literature and language.

5.4 Current Practices Related to English Language Development:

At CCIS, language is not just a subject—it is the foundation for integrated, transdisciplinary learning. We emphasize three key dimensions: learning *the* language, learning *about* the language, and learning *through* the language. This holistic approach encourages students to analyze, express, and explore knowledge through language.

To nurture a passion for literature and broaden horizons, a variety of activities are woven into the English Language and Literature curriculum:

- Students begin reading books from early years.
- Events such as Literary Week include storytelling, book reviews, and character dramatizations.
- Focus is placed on how students interpret and respond to ideas, emotions, and perspectives from diverse cultural and personal contexts.

Language events like Literature Week and Multilingual Assemblies foster a sense of global-mindedness and appreciation for linguistic diversity. Students are encouraged to celebrate both their heritage and the richness of global languages.

5.5 Mother Tongue Support:

CCIS values the role of mother tongues in strengthening cultural identity and lifelong learning. In line with this vision, Hindi is taught as a compulsory subject from Grade 1 to Grade 8, providing a strong foundation in the host country's language.

The school promotes co-curricular opportunities—such as debates, storytelling, theatre, and creative writing in Hindi—to refine students' oral and written expression in their native language. Intra-school activities are organised where students can freely express themselves in their mother tongue. When needed, teachers provide additional support through books and videos. Families are encouraged to promote the use of the home language, while CCIS strengthens this effort by offering access to relevant library resources, language clubs, and community-led initiatives.

5.6 Strategies to Support Language Development of Students:

We believe every learner arrives with a unique linguistic background and immense potential. To help students evolve into confident communicators, CCIS integrates a variety of dynamic strategies across curricular and co-curricular programmes.

These strategies include:

- Roleplays and group discussions
- Public speaking and debating
- Dramatic performances and theatre
- Research-based writing assignments
- Participation in literary competitions
- Literary clubs focused on drama, debating, and creative writing

These initiatives not only enhance language skills but also promote collaboration, critical thinking, and global perspectives.

6. Language Development Policy at PYP

At CCIS, language development during the Primary Years Programme (PYP) is integrated seamlessly into all aspects of learning. Language is not confined to a subject area—it is the cornerstone of communication, understanding, and exploration across the transdisciplinary curriculum. All PYP educators act as language teachers, nurturing linguistic growth both inside and outside the classroom.

English serves as the primary language of instruction from Grade 1 onwards. Young learners are naturally receptive and curious, and the language-rich environment allows them to absorb linguistic features comfortably and intuitively. Through inquiry-driven learning experiences, students develop the ability to connect, explore, and reflect using English as their medium.

CCIS embraces inclusivity by supporting students from non-English-speaking backgrounds through structured language support systems. For students not yet proficient in English, the school provides English as an Additional Language (EAL) support through small-group instruction, in-class differentiation, and scaffolded resources. New students undergo initial language assessments, and personalized learning plans are developed in collaboration with teachers, parents, and language specialists. Mother-tongue support is facilitated through bilingual resources, peer mentoring, and family communication to ensure learning continuity during the transition to English proficiency. Progress is monitored regularly with additional intervention provided as needed.

Hindi, as the mother tongue for many students, is introduced as a second language from Grade 1. It is taught at a foundational level in the early years and progresses gradually. From Grade 6, students also choose an additional language—either Sanskrit or French—thereby expanding their linguistic and cultural awareness.

6.1 Approaches to Teaching and Learning of Language in the PYP

To ensure that students attain fluency and confidence in English by the end of their PYP journey, CCIS adopts a wide range of effective pedagogical practices:

- Language is integrated across all disciplines as a transdisciplinary element.
- A holistic approach blends reading, writing, speaking, listening, viewing, and presenting.
- Classroom environments promote discussion, collaboration, and student-led presentations.
- Reading is encouraged not just for accuracy but for deep comprehension and enjoyment.
- Differentiated reading experiences are planned based on students' interests, proficiency levels, and readiness.

Teachers also:

- serve as language mentors, helping students strengthen their writing and speaking skills.
- Use scaffolding techniques to support independent learning.
- Guide students through the creative writing process.
- Encourage research using multimedia resources, fostering digital and information literacy.

At CCIS, communication skills are developed through the interconnection of oral, written, and visual strands. These are never taught in isolation, ensuring a more authentic, integrated learning experience. Literature from diverse cultures plays a pivotal role in building international mindedness and nurturing the IB learner profile attributes. The library is thoughtfully stocked with multilingual books, picture books, folk tales, and dual-language resources that reflect this global perspective.

6.2 Assessment of Language Learning in the PYP

Language assessment at CCIS is dynamic, continuous, and aligned with inquiry-based principles. Both formative and summative assessments are designed to gauge student understanding and promote reflection.

Assessment tools include:

- Structured evaluations at mid- and end-terms
- Ongoing classroom tasks focused on conceptual understanding
- Opportunities for peer and self-reflection
- Feedback sessions that support individual growth

These assessments help students consolidate their language learning, understand their progress, and set personal goals. This continuum of assessment ensures a smooth transition into MYP, while reinforcing essential inquiry and communication skills.

7. Professional Development

CCIS is committed to maintaining a team of highly competent language educators. All teachers are selected based on their qualifications and experience in fostering language development.

- Regular participation in IB-approved professional development workshops ensures updated pedagogical approaches.
- In-house training and collaborative planning sessions enable educators to align language strategies with subject-specific goals.
- New teachers undergo orientation focused on integrated language development, equipping them to support students' linguistic and academic growth from the outset.

8. Link Between the Language Policy and Other School Policies

The Language Policy at CCIS is closely aligned with other core school policies to ensure a cohesive and inclusive learning environment. By integrating language development goals with admission, inclusion, assessment, and learning support policies, the school ensures that every student—regardless of background or proficiency—has equitable access to academic success and personal growth. This alignment reflects the school’s commitment to holistic education and supports the IB philosophy of nurturing multilingual, reflective, and internationally minded learners.

8.1 Alignment with Admission Policy

To ensure a smooth integration into the school community, all prospective students undergo standardized assessments prior to admission. These evaluations help identify their current language competencies and guide decisions regarding first and second language choices.

Assessments include:

- Reading Comprehension: Evaluates grammar, vocabulary, reasoning, and writing skills.
- Written Exercise: Assesses creativity, coherence, and ability to express ideas clearly.
- Oral Interview: Tests fluency, conversational ability, and verbal reasoning in English.

8.2 Alignment with Inclusion Policy

Language support is integral to the school’s inclusive philosophy. Students facing language barriers—regardless of cause—are referred for tailored support.

- Those diagnosed with specific language disabilities undergo formal evaluation and are supported by the Learning Support Department.
- Concessions are provided during assessments as per IB and CAIE guidelines, ensuring equitable opportunities for success.

8.3 Alignment with Assessment Policy

Language proficiency is initially assessed at the admission stage and continually evaluated throughout the student’s academic journey.

- Both formative and Summative Assessment for Learning are rigorously applied.
- Language and Language Acquisition subjects are assessed using rubrics aligned with IB standards.

This approach ensures ongoing monitoring and targeted support, reinforcing student progress and performance in all language-related competencies.

9. Policy Review Timeline

The school plans to review all policies on an annual basis. The timeline for the same is as follows:

Stage	Timeline
Policy Initiated	December 2024
First Release of the policy	July 2025
Annual Review	In March every year

The Language Policy Steering Committee is responsible for:

- Drafting and updating the language philosophy and policy.
- Ensuring dissemination to all stakeholders.
- Conducting annual reviews through collaborative processes.

Classroom implementation is monitored to evaluate the effectiveness of policy execution.

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