

**CYGNUS INTERNATIONAL SCHOOL**  
**SCHOOL CODE: 062222**

# Language Policy



## CYGNUS INTERNATIONAL SCHOOL – LANGUAGE POLICY (IB DIPLOMA PROGRAMME)

### Purpose

This policy outlines the beliefs and practices guiding language learning, teaching, and communication at Cygnus International School. It reflects our commitment to nurturing global-minded, articulate, and culturally aware learners who can express themselves confidently in a multilingual world.

It aims to:

- Promote the development of language skills that support inquiry, communication, and intercultural understanding.
- Ensure that every student has equitable access to learning through clear and effective use of language.
- Encourage respect for all languages, cultures, and forms of expression within the school community.

*(Linked to PSP: Purpose, Learning, Culture)*

### Philosophy

Language is central to all learning at Cygnus International School. We believe that every teacher is a language teacher and that language learning extends beyond the classroom into everyday communication and interactions.

The school values multilingualism as a means of fostering identity, belonging, and international-mindedness. Students are encouraged to appreciate linguistic diversity, respect home languages, and develop proficiency in English as the main medium of communication.

*(Linked to PSP: Purpose, Learning, Culture)*

### School Context

- Cygnus International School, Vadodara, offers the IB Diploma Programme in an English-medium environment.
- English is the primary language of instruction, communication, and documentation across all subjects.
- Hindi and Gujarati are offered as additional languages to strengthen national identity and cultural connection.
- German is taught as a foreign language to promote global awareness and intercultural engagement.

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- The student community represents a range of linguistic and cultural backgrounds, enriching classroom learning.
- Students are encouraged to maintain and develop their home languages through reading, discussion, and participation in cultural events. The school supports home language development by valuing linguistic diversity in classroom discussions and school initiatives.
- The school offers IB DP Language A, Language B, and Ab Initio courses in alignment with IB subject group requirements, ensuring students select courses appropriate to their linguistic background and proficiency.

*(Linked to PSP: Learning, Culture, Environment)*

## **Roles and Responsibilities**

### **Head of School**

- Oversees the implementation of the language policy and ensures alignment with the school mission and IB philosophy.
- Supports language development initiatives across the school.

### **Diploma Programme Coordinator**

- Ensures that language practices align with IB standards and that students receive appropriate support in developing academic communication skills.
- Collaborates with teachers to integrate language learning in all subject areas.

### **Teachers**

- Recognize that all teachers are language teachers.
- Support reading, writing, listening, and speaking skills in their respective subjects.
- Encourage students to use precise academic vocabulary and express ideas clearly.
- Provide opportunities to explore multiple perspectives through language.

### **Students**

- Communicate respectfully and thoughtfully in all interactions.
- Develop confidence in expressing ideas in English while valuing their home languages.

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- Participate actively in discussions, presentations, and collaborative work that strengthen communication skills.

### **Parents**

- Reinforce language learning by encouraging reading and discussions at home.
- Promote continued use of home languages to preserve cultural identity.
- Provide feedback to help the school strengthen its language environment.

*(Linked to PSP: Leadership, Learning, Culture)*

## **Language Practices in the School**

### **Language of Instruction**

- English is the primary language of instruction, assessment, and communication.
- All official communication from the school—emails, circulars, reports—is in English.
- All internal and external assessments, including the Extended Essay and Theory of Knowledge components, are conducted in accordance with IB language requirements.

### **Additional Languages**

- Hindi and Gujarati support cultural identity and strengthen connections with the community.
- German as a foreign language develops international outlook and global awareness.

### **Language Initiatives and Promotion of Multilingualism**

- The school celebrates linguistic diversity through assemblies, language and culture weeks, displays, and speaker sessions.
- Students showcase performances, poetry, debates, and presentations in different languages.
- Guest speakers and alumni interactions promote real-world language learning.

### **Academic and Language Integration**

- Subject teachers intentionally incorporate language development into unit planning and classroom discussions.
- Emphasis is placed on effective communication in both oral and written forms across all disciplines.
- Students are guided to understand academic terminology and use it accurately.

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- Students are explicitly taught academic writing conventions, citation practices, and subject-specific discourse to support academic integrity and authentic communication.
- Subject-specific language demands (disciplinary literacy) are explicitly identified in unit planning to support students in understanding the vocabulary, structures, and communication styles unique to each discipline.

*(Linked to PSP: Learning, Culture)*

### **Support for Multilingual Learners**

- Students requiring additional support in English receive targeted academic language assistance through differentiated instruction and guided practice.
- Teachers monitor language development through formative assessments and classroom observations.
- Where necessary, additional support sessions or individualized strategies are implemented.
- Language development considerations are integrated into assessment design to ensure equitable access to curriculum content without compromising academic rigor.

*(Linked to PSP: Learning, Assessment, Inclusion)*

### **Language Identification and Placement**

- Student language profiles are reviewed at the time of admission.
- Language background information and previous academic records inform course placement in Language A, B, or Ab Initio.
- Teachers monitor ongoing language development and recommend adjustments if needed.
- Decisions regarding language placement are made collaboratively by subject teachers and the DP Coordinator to ensure appropriate challenge and support.
- Course placement is reviewed at the end of Year 1, if necessary, to ensure the student's placement remains appropriate.

*(Linked to PSP: Learning, Assessment, Leadership)*

### **Links to Other Policies**

- **Inclusion Policy** – ensures equitable access for all learners.
- **Assessment Policy** – integrates language assessment within academic subjects.
- **Academic Integrity Policy** – promotes authentic and ethical use of language in all written and oral work.

*(Linked to PSP: Learning, Culture, Assessment)*

## Professional Development

- Teachers participate in training focused on literacy, communication, and integration of language in learning.
- Collaborative planning meetings emphasize strategies to build academic vocabulary and comprehension.
- Periodic workshops encourage reflection on best practices in supporting multilingual learners.

*(Linked to PSP: Leadership, Learning)*

## Evidence of Implementation

- Unit plans reflect integration of language learning objectives.
- Student portfolios and assessments demonstrate progress in communication skills.
- Participation in language weeks, debates, and assemblies is documented.
- Parent and student feedback inform ongoing policy refinement.

*(Linked to PSP: Learning, Assessment, Leadership)*

## Review Process

- The policy is reviewed every two years or earlier if needed.
- The review is led by the pedagogical leadership team in consultation with teachers, students, and parents.
- Feedback, reflections, and IB evaluation findings guide revisions.
- Updated versions are shared with the school community.

*(Linked to PSP: Leadership, Culture)*

## References

- *International Baccalaureate Organization. Programme Standards and Practices, 2020.*
- *International Baccalaureate Organization. Language Policy (updated guidance via Programme Resource Centre).*
- *International Baccalaureate Organization. Access and Inclusion Policy (2018, updated).*

*Effective Date: October 29, 2025      Next Review: October 2027*

*Approved By: Head of School*

