



# LOTUS BRIDGE INTERNATIONAL

## School Language Policy

### MISSION; PURPOSE AND PROGRAMMES

#### A. MISSION

As language forms the basis for all learning, this policy is critical for helping the school to achieve its mission. The language policy aspires to fulfil various aspects of the mission.

#### **Achieve Optimal Academic Excellence**

The language policy encourages the acquisition of higher order thinking skills and the development of multiple perspectives. The policy also recognises the importance of all teachers differentiating instruction for students at different levels of language acquisition. The language policy supports the shared responsibility of all teachers, students and parents for all students' language development. All teachers and students are encouraged to assume the responsibility to be language learners.

#### **Language Learning is a Joint Responsibility**

The language policy validates the equal status of all languages. It endorses an awareness of the host country's culture and language by teaching English at all acquisition levels throughout the school.

The Mother Tongue / Foreign Languages in each section of the school reinforces literacy and cultural identity, and reflects the multilingual society we live in.

#### **Promoting the Life-long Learning in an ever-changing Society**

The language policy promotes life-long learning. Developing language learning skills gives students the capacity to solve problems, think critically and act creatively. Language empowers students to understand, interpret and respond to ideas, attitudes, and feelings. Information literacy and technology also provide a gateway to life-long learning and a rich range of language learning opportunities. The foundation of all this is laid by the language policy in the School.

## **B. PURPOSE OF THE LANGUAGE POLICY**

This language policy is a working document developed by staff and the administration for the school's programme. This programme is consistent with the stipulated principles and practices of the Cambridge Curriculum. This document outlines our school's linguistic and academic goals and defines the programme designed to help our students attain these goals.

This policy is intended to provide an overview and guiding principles for language learning at Lotus Bridge International School which permeates the entire school's curriculum through authentic contexts in a culturally rich and diverse environment. Our policy is a statement of agreement – one to which the staff and the Lotus Bridge International School community are asked to commit to, so our school can achieve its mission.

## **C. PHILOSOPHY**

Lotus Bridge International School aims to nurture an appreciation of the richness and diversity of language. Languages do much more than promote cognitive growth. Language learning is crucial for maintaining cultural identity and emotional stability. The acquisition of more than one language and maintenance of Mother Tongue/ Foreign Languages enrich personal growth and help facilitate international understanding. A language, by its very nature, is integrated into all areas of the curriculum. Every teacher within the school is considered a language teacher.

Lotus Bridge International School aims to foster in students the ability to express themselves with precision, clarity and confidence in at least two languages. Language development in more than one language enriches personal growth, provides cognitive advantages and is essential to the development of international-mindedness.

Lotus Bridge International School strives to address the challenges of those students who are learning in a language other than their mother tongue by providing an integrated, well-implemented programme at all school sections. The institution endeavours to integrate students' cultural and linguistic heritage across the curriculum.

## **D. LANGUAGE PROFILE & LANGUAGE PROGRAMMES OVERVIEW**

<b>Option</b>	<b>Language 1</b>	<b>Language 2</b>	<b>Language 3</b>
1	English as First Language	Tamil	Conversational Mandarin
2	English as First Language	Hindi	Conversational Mandarin
3	English as First Language	Bengali	Conversational Mandarin
4	English as First Language	Punjabi	Conversational Mandarin
5	English as First Language	Conversational Mandarin	

All our academic and non-academic staff speak English, and the majority is fluent in at least one other language. The language of instruction and the primary language of communication in the school is English. English is also widely used within the school administration. While English is the first language and the most common language within the school, the use of other languages, in appropriate circumstances, is welcomed and celebrated.

While language acquisition follows distinct stages, students' rate of acquisition varies greatly from individual to individual; therefore, language teachers assess all language skills (reading, writing, listening and speaking). The teachers regularly use differentiated pedagogies to enable skills development by using scaffolding or extension, as required. Language teachers may also use Breakthrough to Literacy Principles in their approach as one of the interventions.

In addition, Assessment for Learning Mastery (AFLM), formative and summative assessments in the classroom, provide information on language growth. Language teachers across the schools regularly standardise students' work to ensure a fair application of assessment criteria. Standardised tests and moderation also provide evidence of language acquisition levels.

Information literacy forms the basis for life-long learning. It enables learners to master content and extend their investigations, become more self-directed and assume greater control over their own learning. The role of Lotus Bridge

International School's library is to promote and facilitate information literacy across all curricula.

When a student has been identified with additional learning needs including language difficulties, or gifted or talented abilities, intervention and support are provided through the Mastery and Support (MAS) Programme.

Parents play an integral part of our community of learners and they provide tremendous support for language learning at Lotus Bridge International School. The school uses methods such as Parent-Teacher Meeting and Student Learning Record to communicate to parents the critical importance of maintaining academic proficiency in the English Language and Mother Tongue/ Foreign Language.

Students, parents and staff members at Lotus Bridge International School come from different countries and educational systems. To maintain consistency in published materials, British English is used for formal written documentation.

The language policy is introduced to the Lotus Bridge International School community through a variety of pathways including Staff Empowerment Sessions and staff meetings.

The language policy will be reviewed regularly as part of the Programmes Review Plan. The Academic Board and the Examination Board will review the implementation of the policy in classrooms and throughout the school on a regular basis.