



Beaconhouse Clifton Campus
IB World School
Language Policy

1. School Mission Statement

The Beaconhouse Clifton Campus aims to provide quality education of international standard with a learning environment that develops and nurtures inquiring, knowledgeable and caring individuals who aspire to become open-minded, socially responsible and passionate global citizens, prepared to meet the challenges of an ever evolving world.

The academic policies of the school are developed in accordance with the philosophy of the International Baccalaureate and the standards of Beaconhouse School System. Our pedagogical experiences as well as feedback from the stakeholders also inform school policies and practices.

2. Language Philosophy

At Clifton Campus, we believe that language learning contributes to the development of academic as well as social skills and international mindedness. We promote acquisition of language in a positive environment that provides opportunities for students to be engaged in meaningful learning experiences. Language is essential to all learning, therefore, all teachers at Clifton Campus are considered as language teachers.

3. School Language Profile

As an IB World School, Clifton Campus falls into the following language profile defined in the PYP Language Scope & Sequence

‘A programme that offers support for students who are new to the language(s) of instruction; and the additional mother-tongue support.’ (PYP Language scope and sequence p. 3)

Clifton Campus is one of the flagship Early Years and Primary branches of the Beaconhouse. It is one of the largest primary schools in Karachi which accommodates over 1000 students belonging to diverse cultural and ethnic origins. Although most of the staff and students are exposed to regional and community languages as their first form of expression, almost all of them can communicate in Urdu which is the national language of Pakistan. Being familiar with or conversant in Urdu is a prerequisite for admission in school. Under the scope of IB PYP Urdu is considered as the host language.

At Clifton Campus, Urdu is taught as an additional language which also meets the requirement of the provincial government of Sindh Legislation. English is the second language for all of our staff and students. It is also the language of instruction. Our staff, students and parents use both English and Urdu for communication.

4. Language Steering Committee:

A language steering committee is formed for overseeing the procedures needed to develop and review the language policy and for communicating it to the school community.

The committee is responsible for:

- Oversee procedures required for the development of the language policy
- Keep an eye on effective working and practicality of certain procedures
- Review the policy regularly
- Consideration of the role of language in unit planners
- Regular reporting and feedback on language development.

The committee includes the following members:

- School Head
- IB PYP Manager
- Curriculum Leaders
- Language leads (Urdu , English , Sindhi and Mandarin)
- Library teachers

5. Language of Instruction (English)

English is the language of instruction. English Language acquisition is the responsibility of the school. Teachers model correct use of English and apply a variety of techniques and strategies to facilitate student learning.

Considering the fact that English is the second language in our context, the school lays the foundation of English language acquisition at the earliest stages of learning i.e. from Pre-Nursery when the average age of the students is 3+. The students are encouraged to use English for interaction and communication in the classroom as well as outside.

6. National/Host country Language (Urdu):

At Clifton Campus, we strongly believe that it is important to develop our national language Urdu so that the students are able to preserve their national identity. It is the responsibility of the school to ensure that the students reach their full potential in expressing themselves in Urdu as well as develop a love and pride for their language. Thus, teaching of Urdu also starts at Pre- Nursery.

The school provides subject specific teachers and dedicated time to the acquisition and development of Urdu language at each level.

7. Additional Languages/ Foreign Language

Learning one or more additional languages enhances intercultural understanding, communication and respect. From grade 3 onwards, students are required to learn Mandarin as a part of Beaconhouse Foreign Language program. It is taught standalone, twice a week to the students of grade 3 , 4 and 5.

As a regional requirement , students also learn Sindhi from the age of 8. Language expert teachers are hired for teaching students how to communicate in these additional languages .

8. Teaching and Learning of Language:

The language learning goals at Clifton Campus are aligned with the PYP Language scope and sequence. Our language scope and sequence is structured around conceptual understandings expressed in all four strands of language defined by the PYP; basic communication skills of reading, writing, speaking and listening are taught through meaningful and significant classroom engagements.

Our programme of inquiry embraces the trans-disciplinary nature of language acquisition and learning. Students are engaged to deepen their understanding of both English and Urdu through relevant contexts within the units of inquiry.

When specific aspects of language learning need to be addressed outside the units of inquiry, teachers plan stand-alone lessons to meet learning requirements.

8.1. Resources and practices pertaining to language development

- A wide range of books and reading materials are available in the library
- School environment is print rich and encourages language development
- Students have access to a variety of texts, both fiction and non-fiction in and classrooms
- Language learning activities that include listening, speaking, reading, writing, presenting, and viewing are purposefully planned and embedded into daily routines and communication
- Teachers model and encourage students to use language positively and effectively
- Students are provided opportunities to develop language skills through a variety of co-curricular activities e.g. morning assembly presentations, elocution contests, reading and writing competitions, debates, singing competitions and other annual school events all of which are connected with our learning goals
- 20 minutes of reading at home is encouraged and suggested through curriculum updates and homework schedule
- Teachers encourage students to improve writing skills through the process of planning, drafting, editing, proofreading and publishing
- At least 5 - 10 minutes free writing/journal writing once a week from KG to Class V

8.2 Reading program

Early Years (Pre-Nursery till Class II)

School follows the Oxford Reading Tree (ORT) series. Reading time is allocated for developing reading skills such as clarity, correct pronunciation, fluency, intonation and comprehension.

Students have access to the complete series and are provided opportunities to read at their own pace and level. Teachers facilitate students to ensure that they develop reading skills based on the level specified for each grade:

Pre- Nursery	ORT level 1
Nursery	ORT level 1+ , 2 and 3
Kindergarten	ORT level 4 , 5 and 6
PYP Year 1	ORT level 7 and 8
PYP Year 2	ORT Level 9 and Pinocchio (Usborne) level 2

Primary (3, 4 and 5)

Reading skills are further developed and a habit to read is promoted by encouraging students to read a variety of genres by renowned authors:

PYP Year 3	Folk tale from around the world by OUP Meet the Weirds by Kaye Umansky
PYP Year 4	Chronicles of Narnia- The lion , the witch and the wardrobe by C. S. Lewis Bug Brother by Pete Johnson
PYP Year 5	Kensuke's Kingdom by Michael Morpurgo

Urdu Reading Scheme

A similar approach as above is followed for Urdu reading skill development through the scheme of U-MN recommended by Beaconhouse from Nursery till PYP Year 5.

میرے آم۔ دانت کا درد۔ جادو گر۔ شیر کی شادی۔	کے جی
نئی دوستی۔ آج چھٹی ہے۔ نہ گڈانہ گڑیا۔ خوشبو۔ بندر و خوبانیاں۔ بٹخ اور بطخے میاں۔ شرارت بھرے تحفے۔ برسات کی پہلی بارش۔	جماعت اول
اسد کا پنسل بکس۔ جامن۔ بیمار کا حال۔۔ گلدا ان کس نے توڑا۔ آو عید کارڈ بنائیں۔ نئے پڑوسی۔ گائے جو نہر میں گر گئی۔ ہم ہیں سمند کے باسی۔	جماعت دوم
ماں۔ پرہیز۔ نیا کھلاڑی۔ بولتا درخت۔ کھانے کا ڈبا۔ جشن بہاراں۔ اف یہ کیڑے۔ کہانی ایک مینا کی	جماعت سوم
آ آ چھی۔ گرمی۔ اور جنگل بچ گیا۔ صنعتی میلہ۔ کھیت سے ہانڈی تک۔ دو بھائی۔ مسکراتا چہرہ۔ پرندے	جماعت چہارم
اچھی یاد۔ عزت مآب چیتا۔ سردی۔ حسن کہسار۔ اعضائ کے کھلاڑی۔ احمق کون۔ بلی شیر کی خالہ۔ الوداعی تقریب	جماعت پنجم

8. 3 The Library Learning Resource Center - LLRC

The school library is well equipped and provides resources to students and staff for language development. Besides books on various themes and genres, the students have access to a wide variety of resources such as audio-visual equipment, desk-top computers, tablets, board games, educational toys and puzzles and life size maps and displays.

The students have an assigned time slot that is used to explore books in both English and Urdu for pleasure reading and research purposes. An academic librarian assists them in navigating their way through the library and in their research process.

Lessons and co-curricular tasks are also conducted in the library (after collaborating with the class teachers) with the objective of ensuring that the required information literacy skills the code of academic honesty are communicated and practiced both inside and outside the library.

Aside from their assigned time slot, students have open access to the library at all times for reading, research, group discussion and/or viewing audio visual and other material pertaining to their units of inquiry.

9. Language Assessment and Standards

Admission Test

Applicants are required to complete a standard admission test that indicates their prior knowledge and understanding of English and Urdu.

Formative and Summative assessments

Teachers plan regular assessments for and of language learning within the units of inquiry and through standalone teaching. Students are provided with supportive feedback and progress is also communicated to the parents through student portfolios and term report cards.

We consider the following when assessing a student's progress:

- The assessment technique must match the learning objectives and the activities designed to meet them
- Key assessment opportunities must be included in the daily and short term planning
- We must be clear about what we are going to assess (Rubrics), i.e. we must identify the key learning objectives (what we want the pupils to know, understand and be able to do); outcomes of the lessons (what the pupils will 'produce'); and assessment criteria (how we will know whether the pupils have been successful in achieving the learning objectives).

10. Additional support for students to facilitate language acquisition:

The school provides a supportive learning environment for all students. Personal, social, emotional and cultural factors are considered while planning and implementing language interaction with students.

Students who need additional support are identified by the teachers. Differentiated strategies are devised collaboratively with the help of Language Steering Committee to meet individual needs.

10.1 Urdu Language Policy for Pakistani Dual Nationality Holders and Foreign Nationals in Beaconhouse.

At the Beaconhouse School System (BSS), the medium of instruction is English while Urdu, the national language, is strongly promoted for its importance to the community and culture of Pakistan.

According to the Ministry of Education, Government of Pakistan, foreign nationals, dual nationals and Pakistani students whose mothers are of a foreign origin are exempted from studying Urdu. (https://fbise.edu.pk/notifications/hssc/urdu_com_subject.pdf)

Beaconhouse follows the above directive and foreign and dual nationality students are exempted from Urdu.

At Beaconhouse we believe that the ability to comprehend and communicate in Urdu eases transition into Pakistani society, assists in developing an understanding of the culture and rich literary heritage of Pakistan as well as equip individuals with the skills needed to manage day to day activities. Keeping this in mind, foreign nationals, dual nationals of Pakistani origin and students whose mothers are of a foreign origin opting to learn Urdu are fully supported by our schools.

Urdu in the Early Years

- At Beaconhouse we value each student's home language and believe that communicative fluency acquired prior to school underpins the acquisition of additional languages.
- Children of foreign nationals or dual nationals of Pakistani origin opting to learn Urdu in the Early Years, experience Urdu in tandem with their peers and in accordance with the BSS curriculum.
- Children of foreign nationals or dual nationals of Pakistani origin opting **NOT** to learn Urdu in the Early Years will be exempted from Urdu and will be offered activities of their choice in its place.

Urdu in Primary School

- Children of foreign nationals, dual nationals of Pakistani origin and students whose mothers are of a foreign origin opting to learn Urdu in the Primary school will be assessed and offered a curriculum to match their needs. The eventual aim being for each student to meet the expectations of the BSS curriculum in the shortest possible time.
- Children of foreign nationals, dual nationals of Pakistani origin and students whose mothers are of a foreign origin opting NOT to learn Urdu in the Primary school are offered Additional Information Literacy from class 1 till class 5.

11. Parental Involvement

Through newsletters, parent-teacher meetings and regular communication and collaboration parents are advised on how to support their child's language development.

Parents at each level are provided opportunities to borrow books from the library, twice in a month.

Parents and grandparents are invited for story telling sessions at least once a month.

12. Professional Development of the School Staff

Teachers have access to a wide range of books and reading material to improve and enhance their language skills as well as teaching skills.

All class teachers are required to take an English Language Proficiency Test at the time of hiring. Need based development program is offered to those who lack language proficiency by the Training Department of Beaconhouse School System.

Urdu Language teachers across levels collaborate weekly to share good practices and plan strategies/activities to further develop students' language skills.

13. Sharing with all the stake holders

Language Policy is shared with all the stakeholders through the following mediums:

- School website
- A component of student handbook
- Discussed frequently in Parent-Teacher-Management collaborations conducted by the school
- Shared through emails. Feedback and acknowledgements are taken through google form
- Uploaded on Managebac

13. Policy review process

The language committee will regularly oversee and evaluate the implementation of the language policy.

It will be reviewed every year as part of the curriculum review cycle and whole school improvement plan.

Next review: Language steering committee shall review and update the presented language policy in May, 2021.

References:

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International Baccalaureate. (2014) Language and Learning in IB Programmes.

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