



**UDGAM SCHOOL
FOR CHILDREN**

LANGUAGE POLICY



Academic Integrity Policy (IB World School – Gujarat) : Udgam School for Children

PURPOSE AND PRINCIPLES

At Udgam School, we believe that education is fundamentally about helping young people understand themselves, engage thoughtfully with others and participate meaningfully in the world around them. We strive to create a learning environment where curiosity, reflection, empathy and dialogue are valued as deeply as academic achievement. Through everyday experiences within and beyond the classroom, students are encouraged to question critically, communicate thoughtfully and approach differences with openness and respect.

As an IB World School, our philosophy is closely aligned with the values and principles of the International Baccalaureate®, which seeks to develop inquiring, knowledgeable and caring young people who contribute towards building a more peaceful and interconnected world through intercultural understanding and respect. We believe that meaningful learning occurs when students are empowered not only to acquire knowledge, but also to reflect on perspectives, challenge assumptions and recognize the shared humanity that exists across cultures and communities.

At Udgam, language, culture and learning are understood as deeply interconnected. We aim to nurture learners who are reflective thinkers, compassionate individuals and responsible communicators capable of engaging ethically and confidently within local and global contexts. With the collective support of teachers, parents and peers, we hope to create a school environment where students grow not only as learners, but also as thoughtful human beings prepared to navigate an increasingly complex and interconnected world.



PHILOSOPHY

In sync with the IB philosophy, we at Udgam School For Children believe that language is central to the way human beings make sense of themselves and the world around them. Through language, individuals question, interpret, imagine, remember, negotiate and connect. Language therefore cannot be viewed merely as a subject to be studied or a skill to be mastered; it is deeply tied to thought, identity, expression and human interaction.

We recognize that students enter classrooms carrying diverse linguistic experiences shaped by their homes, communities, cultures and everyday realities. These experiences are not viewed as barriers to learning, but as valuable foundations upon which further understanding can be built. We believe that meaningful language learning occurs when students are encouraged to draw connections between languages, contexts and lived experiences, allowing them to communicate with greater awareness, confidence and authenticity.

At Udgam, language learning extends across all disciplines and areas of school life. Every classroom becomes a space where students learn to articulate ideas, listen carefully, interpret critically and engage thoughtfully with others. For this reason, all teachers contribute towards the development of students as communicators, readers, writers, listeners and thinkers. We encourage classrooms where dialogue, inquiry and reflection remain active parts of the learning process, enabling students to move beyond memorization towards deeper understanding and independent thought.

While English remains the primary medium of instruction, the school values multilingualism as an important part of cultural understanding and personal identity. Students are encouraged to appreciate and sustain their home and heritage languages while developing the ability to engage meaningfully across linguistic and cultural differences.

We believe that language learning is ultimately a lifelong process—one that strengthens not only communication, but also empathy, perspective and the



ability to participate meaningfully within an increasingly diverse and evolving world.

LANGUAGE PROFILE

Udgam School is situated in Ahmedabad, Gujarat, within a predominantly multilingual and culturally diverse urban context. The linguistic landscape of the school reflects the everyday realities of contemporary Indian society, where students frequently navigate between multiple languages across academic, social and personal spaces. While English serves as the primary language of instruction, the wider school community is shaped by the continued presence and interaction of languages such as Gujarati, Hindi and several other Indian languages spoken within students' homes and cultural environments.

The school recognizes that students do not experience language in isolated or fixed ways. Many learners move fluidly between languages depending on context, audience and purpose, drawing upon different linguistic resources in their daily interactions. This multilingual environment enriches classroom experiences by allowing students to engage with diverse perspectives, cultural experiences and ways of meaning-making. At Udgam, multilingualism is therefore viewed not simply as the ability to communicate in more than one language, but as an important part of identity, cognitive growth and intercultural understanding.

English remains the primary medium of instruction and is used for academic engagement, school communication and programme implementation across the IB curriculum. The school aims to help students develop confidence and precision in using English across a variety of academic, creative and communicative contexts. At the same time, Udgam values the continued development of students' home and heritage languages, recognizing that these languages play a significant role in shaping belonging, cultural continuity and personal expression.

The school community includes students and educators who collectively contribute to a rich linguistic and cultural environment through their varied regional, familial and cultural backgrounds. Teachers and staff members often bring multilingual experiences into the learning process, creating opportunities for students to encounter language beyond textbooks and formal instruction. Interactive showcases, discussions, cultural engagements, guest lectures and collaborative learning experiences further encourage students to appreciate linguistic diversity and engage meaningfully with different cultural perspectives.

At Udgam School, language learning is understood as an evolving and



reflective process that extends beyond classroom boundaries. Students are encouraged to engage with language through reading, discussion, listening, presentation, research, visual media and everyday interaction. Through sustained engagement with language across disciplines and experiences, the school seeks to nurture articulate, reflective and culturally aware communicators who are capable of participating thoughtfully within both local and global communities.

ROLE OF TEACHERS

At Udgam School, we believe that language development is a shared responsibility across the entire school community. Language learning does not remain confined to a single subject area, as students engage with language whenever they question, interpret, analyse, collaborate, present, reflect or express ideas. For this reason, every teacher contributes towards the development of students as communicators, readers, writers, listeners and critical thinkers.

Teachers are encouraged to create classroom environments where dialogue, inquiry and thoughtful expression remain integral to the learning process. Through meaningful interactions, collaborative discussions and subject-specific engagement with language, students are guided towards communicating with greater clarity, confidence and sensitivity across a variety of contexts.

The school also recognizes the importance of continuous professional growth in supporting effective language learning practices. Teachers are therefore encouraged to engage in ongoing professional development opportunities within and beyond the school in order to strengthen their pedagogical approaches, deepen their understanding of multilingual and inclusive practices, and remain responsive to the evolving needs of learners within an IB learning environment.



SHARED RESPONSIBILITY WITHIN THE SCHOOL COMMUNITY

The successful development of language learning at Udgam School is a shared responsibility that extends across the entire school community. Teachers, coordinators, librarians, parents and students each play an important role in shaping an environment where communication, inquiry and reflection are valued. Teachers guide and support students in developing confidence and clarity in expression. Librarians help students access diverse voices, texts and resources that broaden understanding and encourage independent inquiry. Parents contribute by nurturing communication, reading habits and home languages beyond the classroom. Students themselves are encouraged to approach language learning with openness, curiosity and responsibility. We believe that when the school community works collaboratively, language becomes not only an academic pursuit, but also a meaningful part of everyday life and human connection.

LANGUAGE AND INTERCULTURAL UNDERSTANDING

At Udgam School, language learning serves as a bridge between people, perspectives and cultures. Through engagement with diverse texts, ideas and experiences, students begin to recognize that language shapes the way people understand identity, belonging, values and social realities. We encourage students to approach cultural differences with curiosity rather than assumption, and with empathy rather than judgment. Meaningful intercultural learning occurs when students are willing to listen deeply, question respectfully and reflect honestly on their own beliefs and experiences. By creating opportunities for authentic dialogue and cultural engagement, we hope to nurture learners who are not only articulate communicators, but also thoughtful individuals capable of participating responsibly within an interconnected world.



STRATEGIES USED TOWARDS EFFECTIVE IMPLEMENTATION OF THE LANGUAGE POLICY

At Udgam School, language learning is viewed as an ongoing and collaborative process that extends across disciplines, experiences and interactions within school life. The implementation of the language policy is therefore supported through a range of classroom practices, learning engagements and school-wide initiatives that encourage meaningful communication, inquiry, reflection and intercultural understanding.

The school supports language development through the following practices:

- Encouraging the use of language as a transdisciplinary element across all subject areas.
- Creating classroom environments that promote discussion, dialogue, questioning and collaborative inquiry.
- Providing opportunities for students to engage with literary, non-literary and multimodal texts across diverse forms and contexts.
- Promoting reading habits through access to varied print and digital resources within the school library and classrooms.
- Supporting differentiated learning experiences that respond to diverse linguistic abilities and learning needs.
- Encouraging students to develop research, presentation and academic writing skills through independent and collaborative tasks.
- Integrating visual, digital and multimedia resources to strengthen critical literacy and communication skills.
- Providing opportunities for reflective learning through journals, discussions, presentations and student portfolios.
- Encouraging creative expression through theatre, dramatics, storytelling, debates, public speaking and performance-based activities.
- Supporting intercultural understanding through language festivals, assemblies, cultural engagements and collaborative school events.
- Promoting multilingual awareness by valuing students' home and heritage languages within classroom interactions and school experiences.
- Encouraging students to engage critically with media, contemporary issues and diverse perspectives through inquiry-based learning experiences.
- Providing authentic opportunities for communication through group discussions, exhibitions, interviews, community interactions and collaborative projects.



- Supporting teachers through ongoing professional development related to language learning, multilingual practices and inclusive pedagogy.

LANGUAGE, INCLUSION AND ACCESS

Udgam School is committed to ensuring that every student feels seen, heard and supported within the learning environment. We recognize that students engage with language differently based on their experiences, strengths, confidence levels and learning needs. Some students may require additional scaffolding, time, flexibility or alternative ways of expressing understanding. We therefore strive to create inclusive classrooms where varied voices, abilities and communication styles are welcomed and respected. Teachers adopt differentiated and flexible teaching approaches that allow students to access learning meaningfully while gradually building confidence in communication. We believe that inclusive language practices create spaces where students feel safe to participate, question, contribute and grow without fear of judgment or exclusion.

LANGUAGE AND ACADEMIC INTEGRITY

At Udgam, we believe that honest communication lies at the heart of meaningful learning. Students are encouraged to respect ideas, voices and creative work by acknowledging sources thoughtfully and ethically. Academic integrity is therefore understood not merely as compliance with rules, but as a reflection of responsibility, authenticity and intellectual honesty. Students are guided in developing ethical research practices, accurate referencing habits and responsible engagement with information across digital and print platforms. As technology and artificial intelligence continue to reshape communication and learning, the school remains committed to helping students use such tools critically, ethically and reflectively. We aim to nurture learners who value originality, respect intellectual contribution and understand the importance of integrity in both academic and professional contexts.

SUPPORT FOR MOTHER LANGUAGE

Udgam School recognizes that mother tongue is an integral part of an individual's identity, and it is important to affirm, value and promote students' mother tongue. It also recognizes the need for developing and maintaining students' mother tongues. This belief encourages the attributes identified in the IB learner profile, as well as promotes responsible action and international mindedness.

To achieve a multilingual environment at school, at Udgam we promote use of mother tongue by organising events within the school wherein there is always an integration of the mother tongue which is Gujarati and the national language of the country which is Hindi, as one of the areas of performance and presentation. Festivals and morning assemblies are conducted in different languages along with English language.

The parent community is also actively advised to develop and maintain the mother tongue of their child and encouraged to view English as an additive and not a subtractive language.

It is our objective to ensure that the whole school community including teachers, students and parents is involved in the promotion and celebration of diverse mother tongues. We promote mother tongue development in the following ways:

- Active participation of the parents in helping their children read books in different mother tongues at home.
- Assemblies/interactions focusing on different mother tongues.
- Classroom displays inclusive of different mother tongues.
- Recognition and celebrations to allow for expression in the diverse languages of the school.
- Co-curricular activities in the form of language clubs.
- By providing resources in different languages.

ASSESSMENT

Assessment of language learning at Udgam School is viewed as an ongoing and reflective process that supports students in developing confidence, clarity and independence as communicators. Assessment is not understood merely as a measure of performance, but as an opportunity for students to engage with feedback, reflect on their progress and strengthen their ability to communicate meaningfully across different contexts and forms.

Students are assessed through a range of learning experiences that include assignments, presentations, discussions, debates, essays, research tasks, role plays, creative responses, collaborative projects and oral engagements. These varied forms of assessment allow students to demonstrate their understanding, critical thinking and communication skills in authentic and meaningful ways.

The school recognizes that language development extends across reading, writing, listening, speaking, viewing and presenting. Students are therefore encouraged to engage with language not only through accuracy and structure, but also through interpretation, inquiry, reflection, collaboration and expression. Assessment practices are designed to support different learning needs, abilities and communication styles while encouraging students to participate actively and confidently within the learning process.

Both formative and summative assessments form an important part of language learning at Udgam. Formative assessment provides ongoing opportunities for feedback, reflection and improvement, helping students identify strengths as well as areas for further growth. Summative assessments allow students to demonstrate their understanding and application of skills developed over the course of learning experiences.

Students are also encouraged to maintain portfolios and reflective records that document their progress, experiences and engagement with language over time. These help students, teachers and parents gain a deeper understanding of individual learning journeys and support more meaningful goal-setting and reflection. Where required, additional guidance and support may be provided to students based on their individual linguistic needs, interests and learning profiles.



ROLE OF LIBRARY

The library plays a crucial role in language acquisition and helps students gain its expertise. In order to ensure the same, the library has abundant reading materials from different genres such as fiction, non-fiction, biography, autobiography, journals, magazines etc. Since teachers are the one who interact the most with the students and understand their needs, they can recommend books, journals etc to the librarian and make sure that the same is made available at the library for the students.

Students also have access to a variety of dictionaries to assist them including picture dictionaries and mother tongue dictionaries. Students also have the right to use other resources such as newspapers and magazines available in the library –that they can also subscribe to- in a variety of languages, which help them to be conscious of current affairs, and cultivate interest in reading, and to develop confidence, fluency and comprehension.



ADDITIONAL ENGLISH LANGUAGE SUPPORT FOR STUDENTS

At Udgam, we believe that all students are unique and may need additional support for language skills. To ensure the same, we adopt different strategies such as field visit, use of interactive tools, competitions, events etc.

Students go on numerous field trips such as to museums, libraries, theatres, open spaces, festivals, sport events and cinemas where they have an opportunity to interact with different people and in different situations which helps them to become confident and gain an insight into varied cultures. Guest Speakers are also invited at intervals to give an insight into different aspects which helps students to be more vigilant and confident to step into the outside world. Competitions such as storytelling, elocutions, debate and essay writing are organised, and students are encouraged to be a part of the same.

We are committed to achieve a well-integrated language policy with teachers playing a vital role to understand a student's needs and helping them to acquire language skills.

LANGUAGE POLICY REVISION

The language policy will be reviewed annually by the review committee. The review committee will make sure that any revision to the policy is logical and aligned with the beliefs and values of the IBO, the school's philosophy towards language and language teaching. The document is a continuous work of progress with an intend to further align it with the IB Language scope.



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