

**INDIA INTERNATIONAL SCHOOL**  
&  
**IIS WORLD SCHOOL**  
**LANGUAGE POLICY**  
**Academic Session 2026–27**



*Boards Served: CBSE • Cambridge Pathway • IB Diploma Programme*

### ***Vision***

***“A Heritage of Vision, A Legacy of Innovation.”***

### ***Mission Statement***

***“The institution aims at uncompromising commitment towards holistic development and groom globally ethical citizens.”***

### ***Philosophy***

***“IIS caters to the global need of today’s youth, aims to engage learners in an active and creative learning journey, build knowledge and skills, promote and sustain high academic principles while retaining the strong value systems and ethics of the motherland and become caring members of global community.”***

### ***Pedagogy***

***“We aim to nurture Caring, Creative, Independent Thinkers who are not only Disciplined but OpenMinded as well.”***

## **Purpose of the Language Policy**

Our School believe in Indian roots and a global vision. The Language Policy gives operational expression to this conviction, aligning with the IB mission statement, the IB Learner Profile, the CBSE National Curriculum Framework for School Education (NCFSE) 2023, and the Cambridge Pathway.

The Language Policy is the school's working document for language learning and teaching. It defines how the school recognizes multilingualism as a fact, a right and a resource for learning; how it provides equity of access to its programs for every learner; how every teacher takes responsibility for language development; and how the languages of the home, the nation and the wider community are respected, supported and promoted.

## **Specific Objectives**

- Transform the dreams and aspirations of young learners into reality by providing an international platform to harness latent talents and to face global challenges.
- Promote international academic standards by treating academics not as the mere gathering of information but as the attainment of knowledge.
- Provide an environment of holistic development through strong communication skills and inter-cultural awareness.
- Encourage students to appreciate the natural, literary and artistic realms of life.
- Foster a learning environment driven by the spirit of inquiry in the quest for knowledge.
- Provide competency-based learning, integrated across subjects and focused on clearly defined learning objectives and outcomes.
- Recognize and uphold the right of every learner to develop and maintain their home/personal language(s) while acquiring the language(s) of instruction and additional languages.
- Provide inclusion and equity of access to the curriculum for all learners, including those learning in a language other than their home language.

## **Sociocultural Context of the School**

IIS is located in Jaipur, in the linguistically rich state of Rajasthan, India. The school community draws from a predominantly Hindi-speaking region where many families also speak Marwari, Mewari and other regional varieties at home. A significant minority of families speak languages from other Indian states (Punjabi, Bengali, Tamil, Gujarati, Marathi, Malayalam, Kannada and others), and a small but growing number of international families bring additional languages into the community.

English serves as the operational language of school life, while Hindi — the national language of the host country — is widely spoken, read and written across the campus. Sanskrit, the classical language of India, is offered both as a heritage language and as a foundation for many Indian languages. Foreign languages (French and Japanese) are offered to widen the linguistic horizon of learners who increasingly aspire to higher education and careers abroad.

This sociocultural reality shapes every aspect of the policy: the choice of languages on offer, the scaffolding provided for learners entering an English-medium environment, the deliberate effort to maintain home and regional languages, and the celebration of multilingualism as a strength of the community.

### Guiding Principles and Language Tenets

The following tenets, derived from the IB language philosophy and the NCFSE 2023, anchor every decision the school takes about language learning, teaching and assessment.

- 1. Multilingualism a Right and a Resource.** The school recognises that the learners it serves are inherently multilingual. Multilingualism is treated not as a deficit to be remediated but as a right of every learner and a resource that strengthens cognition, identity and inter-cultural understanding.
- 2. Identity and Mother Tongue.** Every learner's mother tongue is integral to their identity, cognitive development and academic success. The school actively values and creates pathways to maintain it.
- 3. Language of Instruction.** English is the primary medium of instruction at IIS World School (IB and Cambridge sections) and from Grade III onwards in the CBSE section. Scaffolder support is provided so that every learner can access subject content, command terms and academic writing.
- 4. All Teachers are Language Teachers.** Language development is the shared responsibility of every teacher. Academic language is explicitly taught in all subjects, including Theory of Knowledge (TOK), the Extended Essay (EE) and the rest of the DP core.
- 5. Multilingualism as Strength.** Additional language learning fosters inter-cultural understanding, international-mindedness and the IB Learner Profile attributes of communicator and open-minded.
- 6. Equity of Access.** Regardless of linguistic background, every student has the right to equitable access to the curriculum through differentiated language support and, where required, assessment accommodations permitted by the relevant board.
- 7. Language for Inquiry.** Language is central to inquiry, critical thinking and reflection across TOK, CAS and all DP subjects. It is both a means and an end of learning.

**8. Community Partnership.** The school collaborates with parents and the wider community to support the development of every student's language profile in school and at home.

**9. Continuity Across Boards.** Language pathways are deliberately articulated between CBSE, Cambridge and IBDP so that learners experience a coherent, cumulative language education from Pre-Primary through Grade XII.

### Alignment with the IB Mission and Learner Profile

Through the texts and ideas from cultures other than their own, learners at IIS develop into internationally-minded individuals. Language learning is the principal vehicle through which the school cultivates the attributes of the IB Learner Profile:

- **Inquirers** — learners nurture their curiosity through reading, listening, viewing and questioning across languages.
- **Knowledgeable** — they engage with literary and non-literary texts of global significance.
- **Thinkers** — they apply critical thinking to language, meaning and representation.
- **Communicators** — they listen carefully to the perspectives of other individuals and groups, and express themselves with confidence in more than one language.
- **Principled** — they show respect for the dignity and rights of people everywhere through respectful use of language.
- **Open-minded** — they critically appreciate the values and traditions of others through the literatures of multiple cultures.
- **Caring** — they show empathy, compassion and respect, communicated through and across languages.
- **Risk-takers** — they explore new languages.
- **Balanced** — they recognize interdependence with other people through the languages they share.
- **Reflective** — they consider the world thoughtfully through the language of literature and inquiry.

### Languages Offered Across the Boards

IIS offers a deliberately articulated set of language pathways across the three boards it serves. The pathways are designed to honour the school's sociocultural context, to comply with the regulatory frameworks of each board, and to widen — never narrow — the language profile of every learner.

## 1.CBSE — National Curriculum

In accordance with NCFSE 2023 and CBSE Circular Acad-17/2026, languages are organised through a structured three-language framework across stages, designated R1, R2 and R3. As per the recommendations of NCFSE 2023, at least two of these three languages must be languages native to India.

### Medium of Instruction

As per CBSE guidelines, it is advised that mother tongue could be the Medium of Instruction. At IIS Medium of Instruction is English from Pre-Primary to Grade II, mother tongue is used to explain complex concepts.

### Choice of Languages at IIS under CBSE

| Stage                                           | R1 (First Language)                                                              | R2 (Second Language)     | R3 (Third Language)         | R4 (Fourth Language) |
|-------------------------------------------------|----------------------------------------------------------------------------------|--------------------------|-----------------------------|----------------------|
| <b>Pre-Primary to Grade II</b><br>Mother tongue | <b>English</b><br>( <i>Medium of Instruction</i><br><i>English &amp; Hindi</i> ) | Hindi                    | —                           | —                    |
| <b>Grades III – V</b><br>(Primary)              | English<br>( <i>Medium of Instruction</i> )                                      | Hindi                    | —                           | —                    |
| <b>Grades VI</b>                                | English                                                                          | Hindi                    | Sanskrit                    | French / Japanese    |
| <b>Grades VII – VIII</b>                        | English                                                                          | Hindi                    | Sanskrit /French / Japanese | —                    |
| <b>Grade IX</b>                                 | English                                                                          | Hindi / Sanskrit /French | Sanskrit                    | —                    |
| <b>Grade X</b>                                  | English                                                                          | Hindi / Sanskrit /French | —                           | —                    |
| <b>Grades XI – XII</b><br>(Sr. Secondary)       | English<br>(compulsory)                                                          | —                        | —                           | —                    |

## Implementation of the Three-Language Framework

As Per CBSE Circular Acad-17/2026, R3 (Third Language) becomes compulsory from Class VI / IX with effect from Academic Session 2026–27 and is progressively extended one grade per year up to Class VIII / X. The detailed implementation schedule is provided in Annexure 2.

The languages chosen at R1, R2 and R3 must be different — the same language cannot be offered simultaneously at more than one level. CBSE specifically allows relaxation for CwSN under the ‘Rights of Person with Disabilities Act, 2016’.

## 2. Cambridge Pathway

To build a continuous and progressive language profile from the early years, IIS World School offers the Cambridge Pathway through three stages: Cambridge Primary Programme (CPP), Cambridge Lower Secondary Programme (CLSP) and Cambridge IGCSE.

| Cambridge Stage                                   | Languages Offered at IIS                                                                                                                                                                                            |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cambridge Primary Programme (CPP)</b>          | Compulsory: English, Hindi.<br>Exposure (CPP 4 and CPP 5): French, Japanese and Sanskrit are introduced to build the early language profile, recognising 8–13 years as the optimal window for vocabulary expansion. |
| <b>Cambridge Lower Secondary Programme (CLSP)</b> | Three-language model aligned with the national curriculum.<br>Compulsory: English and Hindi.<br>Third language (choice of one): Sanskrit /French /Japanese                                                          |
| <b>Cambridge IGCSE</b>                            | Two-language model.<br>Compulsory: English (First Language or Second Language as appropriate).<br>Optional language (choice of one): Hindi OR French.<br>.                                                          |

### 3. IB Diploma Programme at IIS World School

In the IBDP, every learner studies two languages — The school consciously builds on the language profile of all learners by encouraging genuine bilingualism by offering different languages.

#### Group 1 — Studies in Language and Literature

- English A: Language and Literature, SL and HL.
- Hindi A: Literature, SL and HL.
- French A: Literature, self-taught, SL and HL (subject to candidate viability).

In Group 1, students are encouraged to choose a language in which they have genuine interest and deep knowledge.

#### Group 2 — Language Acquisition

- English B, SL and HL.
- French B, SL and HL.
- French Ab Initio, SL.
- Hindi B, SL and HL.

In Group 2, students are encouraged to take a language that needs further strengthening or a language entirely new to them.

#### Bilingual Diploma Pathway

A learner opting for two languages in Group 1 will be awarded the Bilingual Diploma.

A **Bilingual Diploma** is awarded to a successful student who fulfils one or more of the following criteria:

- Completion of **two languages** from the studies in language and literature group with a **grade 3 or above in both**.
- Completion of a subject from **Individuals and Societies** or **Sciences** in a language different from the nominated Language and literature subject, with a **grade 3 or above in both subjects**.

#### Languages Under Consideration

IIS World School plans to extend its Group 2 offerings to include Spanish Ab Initio in future cohorts.

## **Mother Tongue / Home Language Support**

IIS adopts the IB Organisation’s working definition of the mother tongue: ‘the language learnt first’, the language identified as ‘native’, ‘the language known best’ and ‘the language used most’. The term ‘native language’ in this policy refers to the same.

The development and maintenance of the home/personal language(s) of every learner is supported in the following ways:

- At admission, every family records the languages understood and spoken by the child on the admission form; this becomes the starting point of the learner’s language profile.
- School holds many activities to enhance multi lingualism — debates, recitation, story writing, poetry, calligraphy and quizzes — give every learner a platform to celebrate their home language.
- For learners whose home language is not offered as a school subject, the school explicitly recognises and respects that language, encourages its maintenance at home, and ensures it is never treated as a barrier to learning.

## **National Language (Hindi) Support**

Hindi is the national language of the host country, the dominant language of the region, and a language widely spoken and understood across the campus. The school gives Hindi central importance through the following measures:

- Hindi is offered as a compulsory language from the primary level through Grade X in the CBSE stream.
- In the international curriculum, Hindi is compulsory in CPP and CLSP, available as a second-language choice at IGCSE, and offered in both Group 1 (Hindi A Literature) and Group 2 (Hindi B for international students) of the IBDP.
- The Literary Week showcases Hindi through declamation, debates, poetry recitation, extempore, workshops, quizzes and seminars.
- Cultural events expose learners to the rich literature, oral traditions and writings of great Hindi authors.
- Library resources include classical and contemporary Hindi literature.

## **Classical Language (Sanskrit) Support**

Sanskrit, recognised as a classical language of India and the root source of many Indian languages and literatures, is offered at IIS as R3 from Grade VI / Grade IX. Under the CBSE three-language framework and as the third-language option in the CLSP.

Sanskrit is treated not as a fossilised heritage language but as a living window onto India’s rich literary, philosophical, scientific and cultural inheritance. School practices include:

- Recitation of shlokas, chants and selected verses during cultural events, the morning assembly, and the Aashirwaad Ceremony.
- Exposure to the broader Sanskrit literary tradition — kāvya, nāṭaka, śāstra and itihāsa — beyond a purely devotional frame.
- Recognition that Sanskrit is a ‘language of consciousness’ that opens access to a vast literature of many genres.

## Foreign Language Support

IIS keeps Indian roots intact while cultivating a global vision. Foreign-language learning is treated as an avenue for inter-cultural understanding, international-mindedness, future university mobility and personal enrichment.

### Languages Currently Offered

- French — available across CBSE (in Grade VI as R4, grade VII & VIII as R3,) CLSP (third-language option), IGCSE (optional language), and IBDP (Group 1 self-taught, Group 2 B and Ab Initio).
- Japanese — available across CBSE (in Grade VI as R4, grade VII & VIII as R3), CLSP (third-language option), and IGCSE (additional language).

### Languages Previously Offered

German and Mandarin have been offered in the past. German has been discontinued due to the absence of takers; Mandarin has been temporarily withdrawn in light of diplomatic considerations. Both remain on the school’s watch-list and may be reintroduced if demand and operational conditions permit.

### Languages Under Consideration

Spanish Ab Initio is for future addition to the IBDP Group 2 offering.

### Inter-cultural Enrichment

Foreign-language learning is reinforced through Student Youth Exchange Programmes (the Netherlands, Germany and France), International Schools Association (ISA) workshops, international conferences and visiting speakers. A dedicated Language Lab supports phonological and conversational practice.

## English — Language of Instruction and Scaffolding

English is the medium of instruction at IIS World School (Cambridge and IBDP sections) and from Grade I onwards in the CBSE section. It is the operational language of the school and the language in which most of the formal assessments are administered.

The school recognises that learners arrive with varied levels of proficiency in academic English (CALP — Cognitive Academic Language Proficiency). The following scaffolding is provided so that no learner is disadvantaged by the language of instruction:

- Subject-specific terminology and command terms are explicitly taught in every classroom.
- Pre-teaching of vocabulary precedes new units in content subjects.
- Reading and writing strategies (skimming, scanning, annotation, summarising, paraphrasing, structuring arguments) are taught across the curriculum, not only in language classrooms.
- Differentiated tasks, sentence frames and word banks are routinely used to support emergent users of academic English.
- Where the IB permits, inclusive access arrangements are applied to assessments for learners formally identified as needing them.
- Remedial and need-based support classes are conducted by the Language Department to raise proficiency to a level at which the learner can engage with the curriculum on equal terms

### **Every Teacher is a Language Teacher**

In keeping with IB Programme Standards and Practices and with the school's own conviction, every teacher at IIS — irrespective of subject group — is, in practice, a language teacher with responsibility for facilitating communication.

This responsibility is operationalised through the following expectations:

- Every teacher consciously develops the academic register of the subject — its key terminology, command terms, text types and conventions of argument.
- Every teacher attends to listening, speaking, reading, writing, viewing and presenting in the natural course of subject teaching.
- Subject teachers collaborate with language teachers to integrate language objectives into subject planning, particularly for learners working in a language other than their home language.
- Teachers of TOK, the EE, and the rest of the DP core explicitly address the language demands of inquiry, analysis and reflection.
- Cognitive Academic Language Proficiency (CALP) development is treated as a shared, school-wide enterprise rather than the exclusive concern of language departments.
- Inter-disciplinary integration — for example between Sciences and English, or History and Hindi — is used as a vehicle for deepening academic language.

## **Differentiated Instruction, Inclusion and Equity of Access**

The Language Policy operates in close partnership with the Inclusion Policy to ensure that every learner — regardless of linguistic background, prior schooling or learning profile — has equitable access to the curriculum.

### **Identification and Profiling**

- At admission, every learner's languages understood, spoken, read and written are recorded on the admission form.
- Parents are asked to report, with appropriate evidence, any previously assessed learning needs so that timely arrangements can be made.

### **Scaffolding and Differentiation**

- Need-based pull-out and push-in support is provided by the Language Department.
- Peer support, small-group instruction and individual conferencing are used at every stage.
- Formal access arrangements are applied to internal and external assessments as per relevant board if required & approved.

### **Equity Commitments**

- No learner is disadvantaged in subject teaching even when the home language differs from English.
- Multilingual classroom strategies — including translanguaging where pedagogically appropriate — are recognised as valid pathways into academic English.

## **Support for Students Transitioning Between Boards**

School regularly admits learners transferring from other examination boards, including RBSE (Rajasthan Board for Secondary Education), CISCE (Council for the Indian School Certificate Examination), and state boards from other parts of India. The school treats it as a professional responsibility to bridge any linguistic gap created by such transitions.

- The Language Department conducts an entry-level conversation and diagnostic to identify gaps in academic English vocabulary, reading and writing.
- Need-based support — including interactive sessions, orientation, classroom reading and structured training — is provided in the early weeks.
- Progress is monitored at defined intervals through formative assessments; the learner is integrated into mainstream classes as soon as readiness is demonstrated.
- Mentors collaborate with subject teachers to ensure that content learning is not held back while language support is in progress.
- Learners moving into the IBDP from a non-English medium are particularly supported, since the academic language demands of the DP are substantial.

## **Language Resources (Physical and Virtual)**

The school recognizes that a working language policy requires identified, current and accessible resources. Resources are reviewed annually by the Language Policy Steering Committee. The current resource base includes both physical and virtual provision:

### **Physical Resources**

- The Central Library, equipped with curated collections in English, Hindi, Sanskrit, French and Japanese; reference works including dictionaries, thesaurus and encyclopaedias; original works and their translations across major languages; and a dedicated upper-library section for storytelling and quiet reading.
- A Language Lab and FM radio station supporting phonology, listening comprehension speaking skills and conversational practice.
- Smart e-classrooms equipped with audio-visual resources, projectors and integrated language-software access.
- Subscriptions to a range of newspapers and periodicals, including The Times of India (NIE student edition) and selected language journals.
- The 'Abhishek Dangi Corner' and the 'Alumni Junction' — curated collections of research papers — encouraging young readers and writers.

### **Virtual Resources**

- The OPAC (Online Public Access Catalog) installed in 2022, giving every learner discovery access to the school collection.
- The IISU e-Library and the National Digital Library of India (NDLI), both extended to IBDP scholars and faculty through individual credentials.
- Curated open-access language and literature resources, including IB-published teacher support materials.
- Subscription-based and open-access e-books and journals in different languages.

### **Library Practices Supporting Language Learning**

- A dedicated Library supports annual acquisition of books, e-books and reference materials.
- A Reading Hour is observed every month, with school-wide silent reading.
- An annual review of the collection: worn books are rebound or replaced and the latest editions are added.
- Top readers (Classes I–XII) are recognised through the Director's Reading Award.
- A Literary Club among the faculty promotes shared reading and Book Reviews.
- Workshops are conducted by the Librarian on accessing literary databases and the e-library.

## Professional Development for Language Learning

The Language Policy can become a working document only if administrators, teachers, librarians and other school staff are equipped to deliver it. The school recognises this and provides structured, ongoing professional development (PD) in language learning and teaching.

### School-Led PD on Language

- Annual workshop for all teachers on text forms across subjects (description, exposition, argument, narrative, procedure, recount).
- Workshops on reading and writing strategies in the content classroom.
- Cross-departmental sessions on integrating language learning into subject teaching, with language teachers serving as co-facilitators.
- Sessions on differentiated instruction for emergent users of academic English.
- Librarian-led workshops on accessing literary sources, citation and academic integrity in language use.
- Term end reflection sessions of the Language Policy Steering Committee to ensure the policy remains a working document.
- Whenever there is change in curriculum/ new teacher appointed he /she is registered in IBDP.

Timetabling and time allocation explicitly accommodate the PD commitments above. The PD calendar is reviewed annually and revised in response to programme reviews, staff turnover and emerging needs.

## Parental Involvement in Language Profile Development

Parents and guardians are recognized as the school's most important partners in shaping the language profile of every learner. The school works with parents through the following resources and practices:

- At admission, parents provides details in the admission form recording the languages understood, spoken, read and written by the learner and by the family.
- Parent–Teacher Meetings include an explicit language dimension, with feedback on the learner's progress in each language studied and on the language demands of the curriculum.
- Orientation sessions for parents of new IBDP candidates explain the Group 1 and Group 2 choices, the Bilingual Diploma pathway, and the language demands of TOK, the EE and the wider DP core.
- Parents are encouraged to maintain and develop the home language at home through reading aloud, conversation, story-telling and shared media in the home language.

- Parents of multilingual families are explicitly reassured that maintaining the home language strengthens — and never weakens — the learner’s acquisition of English.
- Parent volunteers contribute to cultural and language events, sharing songs, stories and traditions from their linguistic heritage.
- Communication from the school is in English; key communications are translated into Hindi where the family’s preference indicates requests for the same.
- Parents are partners in identifying any language-related learning needs and in agreeing on appropriate support.

## **Roles and Responsibilities of the School Community**

Successful implementation of the Language Policy requires the active cooperation of all stakeholders. The rights and responsibilities below are reviewed annually by the Language Policy Steering Committee.

### **A. Senior Management**

- Encourage and support the use of English as the medium of instruction and the working language of the school.
- Encourage and support all other languages offered, including the home languages spoken by the community.
- Provide funding, facilities, leadership and resources for the successful implementation of the Language Policy.
- Build and retain a team of highly qualified and passionate language specialists.
- Ensure planning and evaluation of effective professional development to meet the requirements of this Policy.

### **B. Heads of Department and Group Heads**

- Ensure effective implementation of the Language Policy in their area.
- Provide academic leadership for the school in language learning and teaching.
- Share responsibility for supervision and revision of the Language Policy and of curricular efforts towards linguistic skills.
- Support and guide teachers in planning and delivering the language dimensions of the curriculum.
- Provide up-to-date professional development opportunities relevant to teaching learners with different linguistic abilities.
- Encourage collaboration on curriculum, instructional techniques, assessment and student progress.
- Observe teachers and provide constructive feedback, materials, planning time and staff-development opportunities.

- Communicate with parents on the linguistic progress of learners requiring additional support.
- Plan for language-immersion experiences and broader language development across departments.

### **C. Faculty**

- Treat themselves as language teachers in their own subject and plan explicitly for the language demands of every unit.
- Develop subject-specific terminology, command terms and text types in every classroom.
- Work collaboratively to develop culturally inclusive, age-appropriate and curriculum-based teaching strategies.
- Integrate appropriate technology that enhances language development.
- Select resources that are linguistically accessible and culturally inclusive.
- Use differentiated instruction to support emergent users of academic English.
- Refer learners with identified language-support needs to the Language Department and contribute to the support plan.

### **D. Librarians**

- Curate physical and virtual collections that support all languages offered.
- Guide learners in accessing literary resources, including the IISU e-Library and the National Digital Library.
- Support EE Coordinator to train staff and learners on academic referencing, citation and the ethical use of language sources.
- Maintain the OPAC and ensure equitable, age-appropriate access.

### **E. Administrative Staff**

- Use English as the primary language of campus communication.
- Facilitate effective communication with students, parents, guardians, visitors and contracted staff in their preferred language(s) where necessary.
- Treat every member of the community with linguistic respect.

### **F. Parents and Guardians**

- Encourage and support a positive approach to both the home language and English.
- Maintain and develop the home language at home through reading, conversation and shared media.
- Promote the advantages of learning additional languages.
- Communicate with other parents and guardians to exchange ideas and encourage inclusion.

- Support the expectation that students use English as the language of learning and social interaction on campus, while not displacing the home language at home.

### **G. Students**

- Use English actively, in and out of the classroom, to acquire information, complete practical tasks and collaborate with peers.
- Use vocabulary and skills creatively and inventively.
- Demonstrate respect for others by using a common language in class and in social interactions.
- Develop fluency in at least one IB language across all modes of communication — listening, speaking, reading, writing, viewing and presenting.
- Maintain and develop the home language at home and in identified school contexts.
- Pursue additional languages in line with personal interest and the school's offering.

### **Referencing and Bibliography Style**

The referencing and bibliography style adopted by the school is the Modern Language Association (MLA) style. Learners are taught the conventions of MLA citation from the upper-primary stage onwards, with progressive rigour through the middle, secondary and IBDP years. Use of MLA is reinforced in TOK, the EE, Internal Assessments and all language-based assignments. Teachers, librarians and the Language Department collaborate to make MLA a habit of academic life rather than an annual reminder.

### **Links to Other School Policies**

#### **Admission Policy**

At admission, learners record the languages they understand, speak, read and write. English proficiency of external candidates is assessed at the time of admission and, where required, appropriate language support is initiated from the first week. The Language Policy is therefore a direct operational extension of the Admission Policy.

#### **Inclusion Policy**

Interaction with the learner and family at the time of admission provides early intelligence about language proficiency, enabling the school to assess literacy levels and to arrange appropriate support. Inclusive access arrangements permitted by the relevant board (IB, Cambridge, CBSE) are applied wherever required.

## **Assessment Policy**

The language proficiency of every learner is considered at admission and is monitored through both formative and summative assessments thereafter, with the help of ‘assessment for learning’, ‘assessment of learning’ and ‘assessment as learning’ are applied. Where the language of assessment is itself a barrier to demonstrating understanding, scaffolding, differentiation and — where permitted — access arrangements are deployed.

## **Academic Integrity Policy**

Academic integrity has a substantial language dimension. The school’s expectations around paraphrasing, quoting, citing, acknowledging influence and avoiding collusion are explicitly taught in language classrooms and reinforced across subjects. MLA conventions, the IB academic-integrity fundamentals (honesty, trust, fairness, respect, responsibility) and the school’s own Academic Integrity Policy together govern the use of language sources.

## **Review and Revision Process**

The Language Policy is a living document. The Language Policy Steering Committee meets at least twice a year — in October and in April.

- Review the implementation of the Policy in each section of the school.
- Examine evidence of impact, including learner progress data, parent feedback and external review observations.
- Identify gaps and update the Policy in response to changes in IB Programme Standards and Practices, CBSE circulars, NCFSE updates and Cambridge guidance.
- Plan professional development for the coming term and year.
- Communicate revisions to all stakeholders through the staff handbook, the parent portal and dedicated information sessions.

The full Policy is reviewed and republished annually.

## The Language Policy Steering Committee

The Language Policy Steering Committee oversees the development, communication and review of this Policy. The committee ensures that the process of compilation and review is collaborative, using a range of strategies to involve all stakeholders. The current membership is:

| #   | Member                      | Role                                                                       |
|-----|-----------------------------|----------------------------------------------------------------------------|
| 1.  | School Management Committee | Mr. Amit Gupta(Chairperson) & Mr. Sumit Gupta(Co-Chairperson and Director) |
| 2.  | Ms. Nidhi Mishra            | Principal                                                                  |
| 3.  | Ms. Nidhi Jodha             | Senior Vice Principal and EE Co-ordinator                                  |
| 4.  | Dr. Manish Kumar Sharma     | Vice Principal                                                             |
| 5.  | Ms. Mukta Khandelwal        | DP Coordinator, Vice Principal                                             |
| 6.  | Ms. Jyotsna Dhamechani      | Examination Officer, IIS World School                                      |
| 7.  | Dr. Sunita Chopra           | Examination Officer, CBSE                                                  |
| 8.  | Ms. Sushma Vaishnav         | Head of Department — Hindi & Sanskrit                                      |
| 9.  | Dr. Anju Chandra            | Head of Department — English & Foreign Languages                           |
| 10. | Ms.Ekta Sharma              | Head of Department — French                                                |
| 11. | Mr. Narendra Singh          | French Faculty                                                             |
| 12. | Ms. Sonu Sharma             | Head of Department — Japanese                                              |
| 13. | Ms. Shilpi Goel             | IT Head                                                                    |
| 14. | Ms. Seema Sharma            | CAS Co-ordinator                                                           |
| 15. | Ms. Shipra Bhargava         | Asst. CAS Co-ordinator                                                     |
| 16. | Ms. Sonal Jain              | Library Science                                                            |
| 17. | Ms. Sunidhi Sharma          | Library Science                                                            |

### Annexure 1: Age Chart for Admissions

Per the School Admission Policy, the age chart governing admissions for the session 2026–27 is given below. Age is calculated as on 31 March 2026.

| Class   | Age (as on 31 March 2026)           |
|---------|-------------------------------------|
| Nursery | 3 and above but less than 4 years   |
| KG-I    | 4 and above but less than 5 years   |
| KG-II   | 5 and above but less than 6 years   |
| I       | 6 and above but less than 7 years   |
| II      | 7 and above but less than 8 years   |
| III     | 7 and above but less than 9 years   |
| IV      | 8 and above but less than 10 years  |
| V       | 9 and above but less than 11 years  |
| VI      | 10 and above but less than 12 years |
| VII     | 11 and above but less than 13 years |
| VIII    | 12 and above but less than 14 years |
| IX      | 13 and above but less than 15 years |
| X       | 14 and above but less than 16 years |
| XI      | 15 and above but less than 17 years |
| XII     | 16 and above but less than 18 years |

### Annexure 2: CBSE Three-Language Implementation Schedule

In accordance with CBSE Circular Acad-17/2026, the phased implementation of the compulsory third language (R3) shall be as follows:

| Academic Session | Classes in which R3 is Compulsory |
|------------------|-----------------------------------|
| 2026–27          | Class VI, Class IX                |
| 2027–28          | Classes VI and VII, Class IX & X  |
| 2028–29          | Classes VI to X                   |

### Choice of Languages at IIS

- The languages chosen at R1, R2 and R3 must be different — the same language cannot be offered at more than one level simultaneously.
- Children with Special Needs (CwSN) are exempted from the second and third languages in line with CBSE provisions.

## Transitional Provisions

Until R3 is introduced in Class X, Learners who could not clear the third language in Class VIII and have been promoted to Class IX shall be examined by the school at the end of Class IX in the same syllabus and textbooks as prescribed for Class VIII. Those who are still unable to clear the third language at the end of Class IX may be given another opportunity in Class X. No learner shall be eligible to appear in the Class X Board examination unless they have passed in the third language. This transitional provision continues until R3 is introduced in Class IX in 2029–30.

## Annexure 3: Glimpses of the Multilingual Culture at IIS

This annexure records illustrative evidence of how the Language Policy operates as a working document in the life of the school. It is descriptive rather than prescriptive: it captures recurring practices and events that exemplify the policy in action.

### Multilingual Annual Events

The Department of Languages has anchored the school's annual events in a multilingual and multicultural frame. Recent productions include 'Meera', which showcased the culture of the Rajputana community of Mewar; a thematic exposition on the Vedas and their contemporary relevance; and 'Surpassing Boundaries', exploring the ideal of Vasudhaiva Kutumbakam ('the world is one family'). The annual Shakespeare production has been deliberately adapted to make the language accessible to participating schools while preserving the literary integrity of the original.

### Literary Week

The Multi-Lingual Event during Literary Week brings together debates (modelled on the World Schools Debating Championships format introduced for Grades VIII and IX in 2018–19), poetry recitation, poster making, story writing, handwriting competitions, declamation, extempore, workshops, quizzes, seminars and creative-writing showcases. The week reaches across all the languages offered at the school.

### Storytelling and Cultural Events

A storytelling and folk-drama workshop introduced for learners, focuses on folklore and contemporary social issues to deepen understanding of Indian culture. The Aashirwaad Ceremony has progressively widened its linguistic reach, incorporating **French Day** alongside English and Hindi performances, reflecting the school's genuine multilingual ethos.

### IBDP Community Engagement

IBDP scholars conduct an annual summer camp for learners of the Jagriti Foundation NGO secondary school. The camp ranges from public speaking and dramatics to singing,

painting, yoga, meditation and dance, and gives learners a structured opportunity to develop ATL skills while cultivating the IB Learner Profile attributes.

### **World Reading Day and Book Donation Drive**

On World Reading Day, IBDP scholars (through CAS) and CBSE students (through SEWA) jointly run a sensitisation campaign on the right to education and the value of donating books. Donations are channelled to the four government schools adopted by Rotary Vidyasthali.

## **Bibliography and References**

### **IB Documents**

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- International Baccalaureate Organization. Language and Learning in IB Programmes. IBO.
- International Baccalaureate Organization. Language Policy. IBO.
- International Baccalaureate Organization. Learning Diversity and Inclusion in IB Programmes. IBO.
- International Baccalaureate Organization. Diploma Programme Language A: Language and Literature Guide. IBO.
- International Baccalaureate Organization. Diploma Programme Language B Guide. IBO.
- International Baccalaureate Organization. The IB Learner Profile.

### **National Documents**

- Ministry of Education, Government of India. National Education Policy 2020.
- National Council of Educational Research and Training (NCERT). National Curriculum Framework for School Education (NCFSE) 2023.
- Central Board of Secondary Education (CBSE). Circular No. Acad-17/2026: Three-Language Framework — Phased Implementation of R3 from Class VI.

### **Cambridge Documents**

- Cambridge Assessment International Education. Cambridge Primary Programme curriculum framework.
- Cambridge Assessment International Education. Cambridge Lower Secondary Programme curriculum framework.
- Cambridge Assessment International Education. Cambridge IGCSE syllabuses for English (First and Second Language), Hindi, French and other offered languages.

### **Selected IB Online Resources**

- <https://resources.ibo.org/pyp/subject-group/Teacher-support-materials>
- <https://resources.ibo.org/myp/subject-group/Language-acquisition>
- <https://resources.ibo.org/dp/subject-group/Studies-in-language-and-literature>
- <https://resources.ibo.org/dp/subject-group/Language-acquisition>

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