



BM CONCEPT SCHOOL

LEARNING BEYOND CLASSROOM

BMCS is a Candidate School for **IB PYP**

Language Policy

2025-26



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Overview of Bhagwan Mahavir Concept School:

At BMCS, we are more than just a school—we are a dynamic learning community where curiosity thrives, and young minds grow into global citizens. As an IB PYP candidate school, we embrace inquiry-based learning, empowering students to think critically, collaborate, and take meaningful action.

Our classrooms are alive with exploration, where students connect real-world issues with transdisciplinary learning. From robotics to language immersion, our curriculum is designed to nurture creativity, resilience, and a deep sense of responsibility toward the world. We believe in fostering independent thinkers who ask bold questions and develop solutions that make a difference.

Guided by the IB Learner Profile attributes, we cultivate inquirers, thinkers, communicators, and risk-takers who embody principles of integrity, open-mindedness, and care. Beyond academics, BMCS is a space where cultural intelligence and global perspectives shape every experience. We celebrate diversity, encourage innovation, and inspire students to see challenges as opportunities. With a strong foundation in international-mindedness, our learners embark on a journey that prepares them for a future without limits.

At BMCS, education is not just about knowledge, it's about transformation. We are shaping leaders, problem-solvers, and compassionate individuals who are ready to impact the world. Welcome to a school where learning is an adventure, and every child's potential finds its wings.

VISION

To cultivate a community of open-minded and compassionate individuals who embrace diversity, advocate for justice, and lead with purpose in building a more harmonious and sustainable world.



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MISSION

Providing an engaging and inquiry-driven education that fosters resilience, critical thinking, and global awareness. Encouraging students to take ownership of their learning, act with integrity, and collaborate to create meaningful change in their school, local, and global communities.

Core Values

- **Integrity – Acting with honesty, fairness, and strong moral principles.**
- **Compassion – Understanding and supporting others with kindness and respect.**
- **Courage – Embracing challenges, taking risks, and standing up for what is right.**
- **Sustainability – Making informed choices to protect our planet and future generations.**

Philosophy:

At BMCS, we believe that language is fundamental to all learning. Therefore, every teacher is considered a language teacher, regardless of subject. Language learning at BMCS encompasses more than the study of a specific language—it includes all activities that foster learning and communication. We view language as a holistic, transdisciplinary tool through which students think, learn, express ideas, build relationships, and develop values. Language is deeply connected to culture, history, and identity. By learning additional languages, students gain powerful insights into diverse perspectives and cultivate empathy and respect for others.



Purpose of the Language Policy:

The BMCS Language Policy is a dynamic, evolving document developed collaboratively by the teaching staff and school leadership in alignment with the principles into practices of the IB Primary Years Programme (PYP). It reflects our school's commitment to fostering language development as an essential foundation for all learning.

This policy outlines our linguistic and academic objectives and defines the approaches and support systems in place to help our students achieve these goals. At BMCS, language learning extends across the entire curriculum and is embedded in authentic, meaningful contexts. In our culturally rich and diverse community, language serves as a bridge to understanding, identity, and global citizenship. This policy provides a shared framework and guiding principles for language instruction, ensuring consistency and coherence in practice across all grade levels and subject areas.

Through language teaching and learning at BMCS, students:

- develop the ability to think critically, learn effectively, communicate clearly, and build social skills and values through language.
- strengthen their home or mother tongue through Storytelling in the Mother Tongue, Home Language Reading Time, Bilingual Show-and-Tell, Mother Tongue Celebration Days recognizing its importance in maintaining cultural identity and supporting overall cognitive development.



- build competency in listening, speaking, reading, and writing to become confident and effective communicators.
- learn additional languages to enrich personal growth, support first language development, and promote international-mindedness. This includes fostering appreciation for diverse perspectives through the study of literature, cultural texts, and celebrations from around the world.

BMCS Language Profile

At BMCS, our community is enriched by a diverse range of cultural and linguistic backgrounds. The majority of our students, parents and staff are proficient in English, Hindi, and the regional language, Gujarati. English is the primary language of instruction and communication across the school, while Hindi and Gujarati play important roles in supporting home language development and cultural identity.

All of our administrative and teaching staff speaks English and the majority is fluent in at least one additional language i.e. Hindi and/or Gujarati. This multilingual environment supports clear communication, fosters inclusion, and enhances the overall learning experience for students.

BMCS believes that multilingualism is a valuable asset in a child's personal and academic development. It fosters deeper intercultural understanding, strengthens cognitive abilities, and promotes international mindedness, key components of the IB philosophy that guide our learning community.



Language of Instruction:

At BMCS, English is the primary language of instruction and is accepted by all stakeholders as the common medium for teaching and learning. Our Language and Literature programme emphasizes the interconnected development of oral, visual, and written language skills. The curriculum is designed to align with both national educational standards and the philosophy of the IB Primary Years Programme (PYP), ensuring it is broad, balanced, and developmentally appropriate.

In addition to English, language instruction in Hindi is offered from Senior KG to Grade 5, while Gujarati, our regional language, is introduced from Grade 1 as part of the cultural and linguistic learning experience. Instruction in these languages is delivered primarily in the respective language, with bilingual support in English where necessary to aid comprehension and inclusivity.

English is also the primary language used for internal and external communication, collaborative planning, and documentation. However, Hindi and Gujarati are used as needed such as in newsletters, instructions and parents feedback to ensure accessibility for all members of the BMCS community and to honor linguistic diversity.

In the Early Years, language learning focuses on phonemic awareness, listening and reading comprehension, and the development of verbal and non-verbal communication. Young learners are encouraged to speak in complete sentences, use appropriate vocabulary, and express themselves confidently in both familiar and unfamiliar contexts. Early exposure to



written language is fostered through letters, symbols, words, and visual representations.

Across all grade levels, students are supported in using oral, visual, and written language across academic and social settings. They engage with various forms of writing, apply effective reading strategies, and develop strong listening comprehension skills. Teachers at BMCS differentiate instruction to meet the diverse language needs of all students, ensuring that every learner is empowered to succeed in a multilingual environment.

Parent Orientation:

At BMCS, we actively engage parents in understanding our language programme through orientation sessions, school literature, and regular communication. These efforts ensure parents are aware of the school's language learning goals and how they can support their child's development.

Communication with Parents

We believe in maintaining clear and ongoing communication with parents through:

- **Orientation Sessions & Curriculum Overviews:** Conducted at the start of the academic year to share the aims, structure, and expectations of the language programme.
- **Newsletters:** Regular updates highlight language learning activities and classroom experiences in English, Hindi, and Gujarati.



- **Events & Celebrations:** School events reflect our multilingual culture and support language development.
- **Parent-Teacher Conferences & Reports:** Formal meetings and detailed progress reports provide insights into each child's language growth across listening, speaking, reading, and writing. Reports are aligned to developmental continuums: Emerging, Developing, Capable, and Strong.

BMCS values strong home-school partnerships to support every child's linguistic and academic journey.

Teacher Training – BMCS

At BMCS, we recognize that ongoing teacher training is essential to student progress and the overall success of our language programme. Professional development equips educators with the tools, strategies, and understanding needed to meet the diverse language needs of our learners.

Objectives of Teacher Training at BMCS:

- To provide teachers with the necessary programme knowledge for effective curriculum planning and instruction.
- To strengthen teachers' capacity to facilitate meaningful and inclusive language learning.



- To empower teachers to support students with varying language abilities.
- To stay informed about current trends and research in language education.

Professional Development Opportunities Include:

- Collaborative planning and consultations with in-house language experts.
- Peer training and team reading sessions focused on current pedagogical practices.
- Workshops on teaching strategies, differentiation, phonics, reading approaches, sentence structure, and other core aspects of language instruction.
- Internal sharing sessions where educators exchange effective practices and classroom experiences.
- Participation in professional development workshops dedicated to language learning and teaching.

At BMCS, we are committed to building a culture of continuous learning among educators to ensure high-quality language instruction across all levels.



REVIEW:

The language policy will be reviewed every year. The review committee will be led by a member of the Academic Leadership team, the teachers and parents of the school. This document is a work in progress and the review committee will ensure that any revision to the policy aligns with the standards of the IBO, the school's aim towards the language development and changes in the student and community demographics.

Bibliography:

- From principles into practice, "Language options and language support" section Language and learning in IB programmes, 2011
- Guidelines for developing a school language policy. IBO.
- Guidelines for school self-reflection on its language policy IBO. 2012
- Learning in a language other than mother tongue in IB programmes. IBO.

First Language policy document drafted by	HOS Ms. Bhumika Vadodaria & PYPC Ms. Evelyn Jones
Teaching staff involved in giving suggestions for the Language policy	All teaching staff
First Language policy document finalized by	HOS Ms. Bhumika Vadodaria
First review	May 2026

**Connection between the policies:**

The language policy is deeply interconnected with the **Assessment Policy**, since language competence directly affects how students demonstrate their knowledge and understanding in all formative and summative tasks. For example, assessments are designed to be linguistically accessible, ensuring that language is not a barrier to demonstrating conceptual mastery. Similarly, assessment rubrics emphasize both content and communication, ensuring that clarity of expression, appropriate vocabulary use and organization of thought are valued alongside conceptual depth. The policy emphasizes that literacy development is not confined to reading and writing alone but extends to speaking, listening, viewing and presenting. These domains align closely with the Assessment Policy, which ensures that a balance of oral, written and visual tasks are included in the evaluation of student learning. Teachers collaboratively design assessments that allow students to use language authentically, whether through presentations, reflections, or debates.

Connections with the **Inclusion Policy** are also significant. BMCS recognizes that students come with diverse language backgrounds, including multilingual learners, those with special educational needs, and those from different cultural contexts. Inclusive strategies, such as scaffolding, differentiated instruction, and the use of mother tongue support, ensure that language does not become an exclusionary factor. By valuing and nurturing home languages, the policy affirms students' cultural identities and supports equitable access to the curriculum. Moreover, the Inclusion Policy reinforces the Language Policy by ensuring that language support is tailored to individual needs. For instance, English language learners may receive additional support sessions, simplified instructions, or bilingual materials. Students with specific learning needs may be given



accommodations such as extended time, visual cues, or assistive technology, all of which directly relate to language access.

The **Academic Integrity Policy** is supported by the Language Policy through explicit teaching of research and communication skills. Students are guided in paraphrasing, summarizing, citing and referencing in age-appropriate ways, thereby understanding that proper use of language builds respect for intellectual property. Through library sessions, collaborative work with the teacher-librarian, and classroom engagements, students learn how language is used responsibly in academic settings, strengthening their ethical research habits. Language teaching and learning are also tied to the Academic Integrity Policy through the development of a research culture. As students progress, they are taught how to critically evaluate sources, distinguish between fact and opinion. This critical literacy supports ethical inquiry, helping students avoid plagiarism and fostering independent thinking.

In terms of the **Admissions Policy**, language support structures are shared transparently with new families. BMCS ensures that parents understand the school's stance on language acquisition, particularly in multilingual contexts. Families are informed about the opportunities available for students to develop proficiency in English (the medium of instruction), while also valuing their home language and providing avenues for learning additional languages such as Hindi and Gujarati. The admissions process communicates that language diversity is an asset, not a barrier, thereby reassuring families that students' linguistic identities will be respected.



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