



## **PHILOSOPHY AND PRINCIPLES OF ASSESSMENT AT DPS INTERNATIONAL**

Assessment makes a major contribution to the realisation of the mission of DPS International.

### **Assessment Philosophy**

At DPS International we believe assessment is integral to all teaching and learning. Assessment should be an ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments to improve future student learning. Assessment facilitates the evaluation, adjustment, direction and redirection of curriculum planning and delivery. It enables students, teachers, and parents to monitor the learning undertaken by each student in terms of all-round personal development.

### **Principles of assessment**

DPSI recognises that teaching, learning and assessment are fundamentally interdependent. We are guided by the following principles:

- Assessment should be holistic and analytical (diagnosis of strengths and areas of improvement).
- As students have differing learning styles, different cultural experiences, expectations and needs so a range of assessment strategies and tools should be adopted.
- Assessment should be varied (self, peer, facilitator).
- Assessment process should be transparent to allow students to build confidence in their abilities and take ownership of their learning achievements.
- Assessment involves students' performances, demonstrations, and product development. They often involve real-world skills that encourage collaboration, critical thinking, and problem solving.

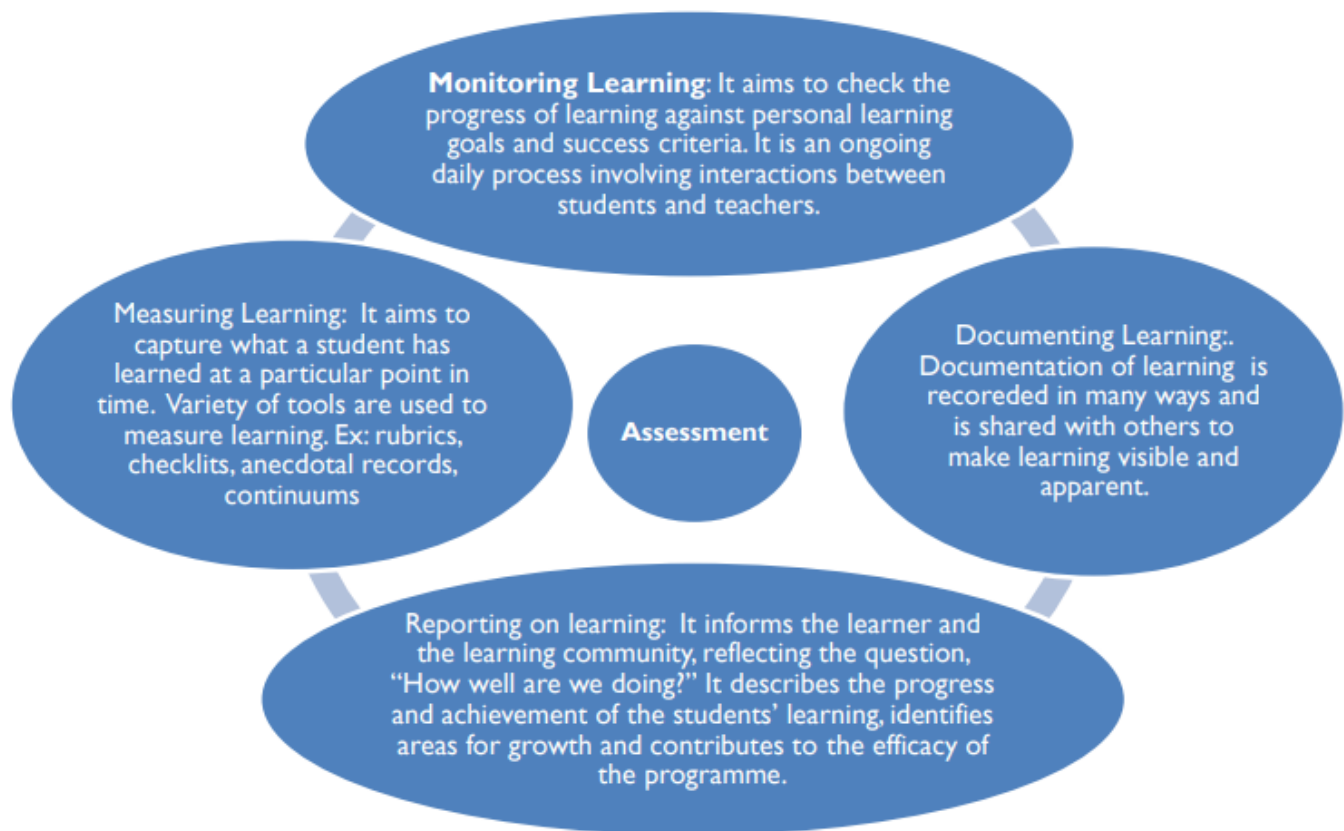
### **General Assessment Practices**

- Assessments will be reported generally in English, which is the medium of instruction.
- A wide range of tools of assessment will be used and shared among teachers and students. A shared understanding of the purpose and accuracy of assessment tools will nurture a constructive climate for assessment and the reporting of that assessment.
- Assessment criteria will be explained to and understood by students prior to learning. This will enable learners to reflect upon and assess themselves based upon agreed criteria, and thus empower them as learners. It will also enable learners to communicate with teachers and peers, to reflect on their own learning, from achievements to analysis of strengths and weaknesses, and to understand and evaluate trajectories for learning.
- A comprehensive set of records of assessment for each student will be maintained for the benefit of all stakeholders, students, teachers, parents, and the school.

- Assessments will also be used for review of learnt knowledge and skills before advancing to the next level of learning.
- The school will ensure that assessment is for learning and not the other way round.
- All teachers, including single subject teachers will be involved in the assessment planning process.

### **Evidencing learning in the PYP (Assessments)**

Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.



The main characteristics of effective assessments in the PYP are:

- Have criteria that are known and understood in advance
- Allow children to synthesize and apply their learning, not merely recall facts
- Promote student reflection and self-evaluation
- Focus on the production of quality products or performances
- Highlight children's strengths and allows them to demonstrate mastery and expertise
- Allow children to express different points of view and interpretations
- Provide feedback regarding every stage of the learning/teaching cycle

- Accommodate student needs, interests and learning styles (student-driven)
- Involve collaboration between students and teachers
- Produce evidence of student growth and learning that can be clearly reported and understood by children, parents, teachers and administrators
- Identify what is worth knowing
- Begin with the end results in mind (backwards design – what students should be able to know or do by the end of a learning unit, lesson or process)

### Assessment in Middle School

The prescribed subject-group objectives are assessed using the assessment criteria for each subject group in each year of the programme.

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning

MYP **internal assessment** includes tasks, strategies and tools that are designed, developed and applied by teachers working with students in their schools. Teachers are well placed to assess the work of their MYP students; this assessment model supports the professional judgment of teachers in deciding the achievement levels of individual students.

MYP assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme. Through effective **formative** assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment are important elements of formative assessment plans.

Internal (school-based) **summative** assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria.

Internal summative and formative assessments are closely linked, and teachers use their knowledge of IB assessment expectations and practices to help students improve performance through consistent, timely and meaningful feedback.

By assessing students as they develop disciplinary and interdisciplinary understanding, teachers identify student learning needs in order to better inform the learning process. Assessment in the MYP is not confined to the final part of a learning period, such as the end of a unit. Formative assessments are planned from the start of a unit, although they may change as teachers engage with students to determine the next stages of learning.

In summary, when creating MYP units, teachers ensure that assessments:

- are integral to the learning process and are aligned with subject-group objectives
- gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- are appropriate to the age group and reflect the development of the students within the subject
- provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge).

### USING MYP ASSESSMENT CRITERIA

The MYP assessment criteria across subject groups can be summarized as follows.

	A		B		C		D		
<b>Language and Literature</b>	Analysing	8	Organizing	8	Producing text	8	Using language	8	<b>32</b>
<b>Language Acquisition</b>	Listening	8	Speaking	8	Reading	8	Writing	8	<b>32</b>
<b>Individuals and Societies</b>	Knowing and understanding	8	Investigating	8	Communicating	8	Thinking critically	8	<b>32</b>
<b>Sciences</b>	Knowing and understanding	8	Inquiring and designing	8	Processing and evaluating	8	Reflecting on the impacts of science	8	<b>32</b>

<b>Mathematics</b>	Knowing and understanding	8	Investigating patterns	8	Communicating	8	Applying mathematics in real-world contexts	8	<b>32</b>
<b>Arts</b>	Investigating	8	Developing	8	Creating/Performing	8	Evaluating	8	<b>32</b>
<b>Physical and Health Education</b>	Knowing and understanding	8	Planning for performance	8	Applying and performing	8	Reflecting and improving performance	8	<b>32</b>
<b>Design</b>	Inquiring and analysing	8	Developing ideas	8	Creating the solution	8	Evaluating	8	<b>32</b>
<b>Inter Disciplinary</b>	Evaluating	8	Synthesizing	8	Reflecting	8			24
<b>Personal project</b>	Planning	8	Applying skills	8	Reflecting	8			24

Schools regularly report student progress towards the MYP objectives using the prescribed subject-group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

### External assessment and recognition

In the final year of the programme, optional MYP eAssessment provides IB validated grades based on examinations and course work. Students who undertake external assessments are eligible for IB course Results and IB MYP Certificate.

### MYP GENERAL GRADE DESCRIPTORS

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

GRADE	BOUNDARY GUIDELINES	DESCRIPTOR
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

## ACADEMIC INTEGRITY POLICY

Academic Integrity is seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills. Although it is probably easier to explain to students what constitutes academic honesty, with direct reference to plagiarism, collusion and cheating in examinations, whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment for the academic programme.

According to the IB Learner Profile, IB Learners strive to be 'Principled' which means that students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Academic honesty at DPSI is a routine expectation from all members of the institution. All members are expected to demonstrate their commitment to the ethical values of acknowledged dependency, fair play, and personal integrity.

All students must understand the basic meaning and significance of concepts that relate to academic honesty, especially intellectual property and authenticity. By implementing measures to prevent plagiarism, students can deal with illegal out-of-school activities. (for example, illegal music downloads, peer-to-peer sharing) for which they may face legal proceedings.

An authentic piece of work is the one that is based on the student's individual and original ideas with the ideas and works of others fully acknowledged. Therefore, all assignments for assessment, must wholly and authentically use that student's own language, expression and ideas. Where the ideas or work of another person are represented within the student's work, the sources of those ideas or the work must be fully and appropriately acknowledged. The school uses MLA (Modern Language Association) format of referencing.

It is important for the students to understand the forms of malpractices and refrain from using them:

- **Plagiarism:** Plagiarism is defined as the representation of the ideas or work of another person as the student's own.
- **Collusion:** Collusion is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** Duplication of work is defined as the presentation of the same work for different assessment components.
- **Malpractice during an examination:** Malpractice includes any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate.

Student suspected of malpractice and subsequently found guilty will have to bear the consequences as per the School Academic Integrity Policy.

*Adapted from Diploma Programme Academic Honesty, 2011*



## LANGUAGE POLICY

### **School vision**

To offer an exceptional educational environment that develops compassionate, ethical and global citizens who are equipped to achieve their potential in education, work and life.

### **Philosophy**

DPSI vision statement is the foundation for our language policy. As language forms the basis for all learning, this policy is critical for helping the school to achieve its vision.

Language is the primary means of communication and is fundamental to lifelong learning. Language enables students to become inquirers as well as develop critical thinking and social skills. Language acquisition is a life-long process; therefore, all teachers are considered language teachers adapting materials and teaching styles, taking into account the needs of all students. Language learning involves learning language, learning through language and learning about language. DPSI is committed to multilingualism as a means of affirming cultural identity and developing international-mindedness. All communication is in English as it is the language of instruction at DPSI. The school offers admission to children from a wide range of linguistic backgrounds; hence students who are not proficient in English are provided English Support when needed. The school's philosophy aims at understanding and respecting the languages and cultures of other communities and offering students the study of a range of foreign languages in the curriculum.

The school also recognises the importance of the national language of the host country and promotes the acquisition of Hindi, compulsorily in Primary and optionally in Middle and Senior School.

### **Purpose of the Language Policy document**

We believe that language is a gateway to understanding cultures; hence students must appreciate the integrity and power of languages in preparing them to be lifelong learners. This language policy is a working document developed by staff and administration. The policy is consistent with the stipulated principles and practices of the IB. It outlines the school's linguistic and academic goals and defines the programme designed to help students attain these goals. Through this document, DPSI strives to make each learner adapt to at least two languages. Since the ability of every student varies, some will have functional proficiency in a target language while others will be bilingual with high proficiency and knowledge of two or more languages.

### **Home Language**

Home Language is a child's first or native language. The school fully understands the need to support the development of each student's home language. This is important for at least two reasons:

- firstly, to help each student establish securely his or her identity within a cultural context partly or largely defined by the home language as a basic human right;
- secondly, to allow cognitive and linguistic development to occur in the home language.



Therefore, DPSI aims to support parents in the maintenance and development of both Home language and literacy skills. The school actively supports home language development through:

- Informing and educating parents about the necessity of home language development and considering strategies at parent workshops during the course of the school year to provide further advice and introduce them to some models of support;
- Providing students, the opportunity of writing terms, definitions and notes in their own home language across various subjects;
- Recognizing and celebrating the language diversity within the school; extending home language resources in the library;
- Celebrating International Mother Language Day;
- Using members of the local community (both within and from outside the school) as support for language development, students get the opportunity of learning their Home language in Language Acquisition classes. (English B /French B / Spanish B / Hindi B / German B (only DP);
- Offering Hindi A Language and Literature to students of Indian origin and Self-taught Literature SL to those of other nationalities for DP;
- Encouraging teachers to advise their learners to take up the Extended Essay in their home language.
- For surveys, interviews and interactions with the target community for various subjects such as ePortfolio, students use the language which is comfortable for the client.

### **Parental Involvement**

Parents are an integral part of our community of learners and provide tremendous support for language learning at DPSI. The school uses multiple methods to communicate to parents the critical importance of maintaining academic proficiency in the home language. Parents are involved as home language teachers, providing resources for the home language development.

For the Self-taught SL Language A in the Diploma Programme, parents work in cooperation with the school to find a home language teacher who will facilitate the teaching and learning and assessments as per the assessment policy of the school. This will be closely monitored by the Diploma Programme Coordinator. Students will have a designated time slot during the school day to work on projects and/or receive instructions in their home language from their respective language teachers.

### **Professional Development**

The main responsibility for the professional language development of staff members lies with each individual. In line with the school's commitment to professional development, there are ongoing opportunities for teachers to attend both IB and other workshops related to language development. Alongside this, in-house workshops are held as well as assigned reading to facilitate professional development is encouraged where relevant. A variety of resources are provided for staff in the school

library. In keeping with the view that ‘all teachers are language teachers’, we encourage our faculty to invite visiting lecturers for workshops and interaction with all the staff members.

## **Resources**

The Language committee keeps up to date with available resources for language instruction and puts in their requirements for the next academic year one term in advance. A budget amount is allocated for language resources on an ongoing basis. It is ensured that for all IB Programmes a good control over the languages is maintained through a well-thought-out repertoire of literary and electronic resources. A large stock of subject-specific resources and books of different genres, primarily in the language of instruction, English, is made available to students as well as teachers. Additions to resources are made in other languages also as per the requirement.

## **Admissions**

English language proficiency is not a requirement for entry to the school in Nursery to Grade 5. Nevertheless, the older a student is at the time of admission, the more attention will be given to their ability to access the curriculum (with the exception of candidates applying for grades 9, 10, 11 or 12, in which cases at least an elementary working proficiency of English is required). At the time of admission, students are required to appear for a placement test to gauge their proficiency in the English language (Refer to admission policy). Since the medium of instruction at DPSI is English it is considered imperative to ensure that all prospective students are comfortable with the working language. To help students cope with the medium of instruction (English) it is suggested that the students take up online courses held in the British Council Library from time to time.

## **Language permeates the whole curriculum**

There is an expectation for all staff and members of the community to support and value the place of languages at DPSI and language learning in general. Language learning is seen as fundamental to all teaching and learning situations. Respect for the languages of all ancillary and support staff is expected of all members of the school. The school makes every effort to ensure that within the confines of mutually understood languages, good and supportive relationships are established between all colleagues, maintaining the principles of sensitivity and inclusivity in the use of language.

At DPSI we believe all teachers are language teachers. Teachers of Language and Literature and Language Acquisition have specialist roles in the language development of students, however, this does not diminish the importance of subject-specific language development in other learning areas. All teachers share a responsibility to know and understand the language demands of their subject and ensure that this is embedded in their teaching and learning practices.

## **Role of Library:**

The library provides students and staff with access to a variety of reading materials in multiple formats that reflect academic needs and personal interests.

The school has a well-stocked library with books and other web-linked and technological resources that help promote language learning.

All students and teachers are encouraged to contribute books in their own languages to the school library on special occasions.

Teachers reserve the library for their classes to access resources for teaching and learning.

Students are allowed to use the library to search for resources for class projects or to find a book of their interest, to read for pleasure in the morning before school, during free time and during lunch break.

Authors and other guest speakers from the community are invited to share their experiences with students across the curriculum to support learning and bring in a real world perspective. The school continuously seeks to add a well-rounded collection of books to the existing library that reflects the curriculum and the diverse needs of the school community.

The librarian and language teachers help to organize and promote the book club, literacy projects occurring in the classroom and events that engage learners and motivate them to become lifelong readers.

The school uses a variety of ways to promote reading and has an enriching reading programme for the students. The avid readers are awarded for meeting reading targets under the 'Reading Tree' programme. The school has established a book club to provide a choice to students who would like to indulge in literacy activities beyond regular classroom learning.

The school is a member of the British Council and the students have access to the online resource centre too which encourages the exploration of varied cultural perspectives.

On the virtual platform, the school has developed a virtual library (refer to the school's website) where resources are shared by the school librarian.

### **Responsibilities of Stakeholders**

Effective implementation of the Language Policy requires the cooperation of all stakeholders of the school community.

### **Role of the School Administration**

- Use English as the primary language of communication;
- Ensure that policies and procedures regarding language acquisition are developed, implemented and regularly reviewed;
- Employ only qualified and experienced teachers who are comfortable with the language of instruction;
- Ensure that there is funding available for resources and educational initiatives that will support the implementation of the language policy;

- Ensuring flexibility in communication with colleagues, students and school administration team.

### **Role of Pedagogical Leadership Team**

- Use English as the primary language of communication; Provide academic leadership for the school;
- Share the responsibility for implementation and regular review of the Language Policy and curriculum;
- Support teachers in their delivery and instruction;
- Extend support to students who are not conversant with the language of instruction;
- Provide a range of professional development opportunities;
- Promote co-curricular activities to encourage the use and development of languages; Provide regular communication to parents concerning students' language development;
- Observe teachers and provide constructive feedback, resources, staff development opportunities and mentoring.

### **Support Services**

#### **a) English Support**

The main aim of English Support (ES) is to facilitate the complete integration of students on social and academic levels. English Support will be offered on a case-by-case basis to students who are not proficient in the language. English Support is offered for various levels and purposes. Initially, class teachers identify students' needs for additional language support. This results in an individual diagnostic assessment, the outcome of which is an Individualized Educational Plan to support that student's language development. Teachers can support this in a class by being aware of a particular student's language needs and plan accordingly. Where a student's language needs pose a greater obstacle to learning, individualised support is arranged in order to enable more time to be devoted to language acquisition. Where possible, this addresses the same learning outcomes as the mainstream curriculum and may be delivered within the mainstream classroom or outside it. In the PYP, Math and Unit of Inquiry integrated teaching ~~will~~ also features where possible, mainly in terms of concept and vocabulary support. Students ~~will~~ also receive help in projects and other assessments where required.

In MYP the purpose of the ES class is to support and accelerate English language acquisition. Classes are taught in English by a trained ES teacher, and the curriculum is designed specifically for English development. Students are moved out of English Support into Language B (Language Acquisition) or the mainstream English classroom, once they have shown a sufficient level of proficiency. English support can be extended if the students continue to need scaffolding to achieve learning targets.

### **Entry into English support**

- Nursery – MYP 3: Parents of students who are Non-native speakers request support in English at the time of admission. The period of support varies from 3 months to 1 year or more.

- Nursery – Grade 5: If it is observed that the student is unable to participate in class/cannot comprehend instructions/is unable to attempt differentiated and simplified writing tasks, the Form tutor draws the Principal's attention to the case. The Form tutors fill in the referral form and the English Support Teacher observes the child and fills an observation record and conducts a few diagnostic tests to determine the need and extent of support. This report is submitted to the Principal and the parents are called in for a meeting with the Principal and upon obtaining their consent, an IEP is drafted and subsequently signed. Fortnightly reports are shared with parents to apprise them of their ward's progress.
- In case a language-related learning disability is detected (e.g. dyslexia, speech disorders, social communication disorders), the student is referred to the Learning Support Department. (Refer to inclusion policy).
- MYP 1 to MYP 3: If a student repeatedly exhibits below-par performance in the use of the English Language both at receptive and expressive levels in the Formative and Summative assessments, the case is reported to the Secondary School Principal. Both parents and the child are called for a counselling session during which they are apprised of the inadequate performance and are advised support. Parents take the decision and if they want in-school support, they convey their affirmation. English support is usually for 3 months at the outset. An Individualized Educational Plan (IEP) is then drafted and the goals reviewed as and when necessary. Parents are sent fortnightly observation reports and the decision to continue support beyond the earlier specified time frame (based on the feedback received from the English support teacher) is conveyed to the parents.

### **Exit from English support**

- At the end of the recommended period of support the Form tutor, English support teacher and Principal discuss the student's performance in class and if it is felt that the student has achieved language proficiency sufficient to access the curriculum and handle written and oral tasks independently, a gradual release of support is planned out.
- If it is felt that the student can benefit from extending the period of support, it is extended by 3-6 months and reviewed after the support period ends.

### **b) Learning Support**

Children with suspected Learning Support will be observed by the Learning Support educator and they will then develop a course of action in collaboration with the class teacher and parents. The teacher uses strategies that promote essential language skills in an effort to maximize the potential of each student. Home language scaffolding is done to enhance the learning and understanding of different concepts. The special education teacher works with students using both “push-in” and “pull out” models, as appropriate, and works with the classroom teachers to support the activities in the homeroom.

## **Languages offered at Primary School at DPSI**

English is the language of instruction right across school. All students from Nursery to Grade 5 study Hindi as an additional language. Students from Grade 3 to 5 also study Spanish or French

### **Language practices in Primary**

Students use language most effectively by drawing on all their prior linguistic resources, their skills and knowledge about language and language learning. In the inquiry-based PYP classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically. To support agency in language learning and effectively incorporate translanguaging strategies, students are encouraged to draw upon different linguistic, cognitive and semiotic resources to make meaning and sense out of languages. Opportunities to discuss what language means to them personally and set language goals for themselves are afforded.

Learning language extends beyond the classroom walls and has close connections to the school library and to the classrooms. The teacher plans collaboration with other classroom teachers and single-subject teachers.

Additional-language teachers play an important role in reinforcing, supporting and extending the classroom work.

The Programme of Inquiry provides an authentic context for learners to develop and use language. Wherever possible, language is taught through the relevant, authentic context of the units of inquiry. Teachers refer to the language strands, conceptual understandings and learning outcomes from DPSI Language Scope and Sequence in the PYP to plan, teach and assess for authentic and transdisciplinary teaching and learning within and outside the units of inquiry.

The teacher provides language learning opportunities that support learners' inquiries and the sharing of their learning. The starting point is the learners' prior experience and current understanding. Students understand that text can exist in a paper mode, live mode, electronic mode or a combination of these.

## **Languages offered at Middle School at Language of Instruction**

English is the Language of instruction at DPSI. It is the common language in which all communication and access to the curriculum occur.

### **Language and Literature**

English and Hindi (The decision to offer Hindi as a Language and Literature course rests with the school. Schools may wish to offer Hindi as a Language and Literature course if there are takers for it).

## Language Acquisition

DPSI offers Hindi B / Spanish B / French B / German B (only in DP) as a Language Acquisition course. Additionally, English B is also offered for students with emerging proficiency in English, especially those who belong to other nationalities where English was not the language of instruction in their previous school. Such students are unable to pursue English A as a Language and Literature Course and therefore take up English B as a language acquisition course. Participation of such students in MYP eAssessment will be at the discretion of the

Head of School. Such students are offered the above languages as language acquisition and English B as Language Acquisition.

MYP Students who are less experienced in the English language are placed in English Language Acquisition classes. These classes follow the MYP Language Acquisition guide and students' progress through the phases of language learning as described in the Language

Acquisition Guide. When students reach Phase 5 according to the Language Acquisition Guide, they join the English Language and Literature classes.

The students exit English as Language Acquisition when:

- The achievement level of the students will be 7/8 consistently in Phase 5 in accordance with the achievement level mentioned in the Language Acquisition guide.
- The student then successfully produces grade-level-appropriate written work and the work is reviewed by the Language and Literature teacher.
- Regular monitoring for about 8 weeks is done after the exit and the student may be readmitted to the Language Acquisition programme.

### Choosing a Language

#### New admissions to the school

**English:** At DPSI, students from various curricula seek admission. In order to assess their level, students attempt placement papers in English. Based on the levels achieved, a student is recommended Language and Literature (English) or Language Acquisition ( English ). Additionally, students who have difficulties in English being the language of instruction will be given additional support in English.(Refer to admission policy)

**Spanish, French and Hindi:** At the time of admission, students will be able to opt for Spanish, French or Hindi as Language Acquisition. The Middle School usually begins with Phase 1 in these languages in MYP I. Once the student has selected the language of his / her choice under language acquisition there will be an interview and written ( benchmarking ) assessment by the language teacher at the time of admission/within a few days to assess the phase.



## **Existing students**

The existing students will be assessed at various intervals and recommendations of phases will be done by the specific teachers.

### **Process of Language change in Middle School:**

**New students:** For a period of one fortnight, there will be an option for getting the experience of a language based on which a student can make a final choice.

**Existing students:** If the student or teacher feels the need for the change of Language Acquisition in the middle of the academic journey in Middle School, the following process should be followed:

**Step 1:** A formal request will have to be made by the parent to the Form Tutor and Language Acquisition Teacher. In case the recommendation is made by the concerned Language Acquisition teacher, a mail will be sent to the parents and Form tutor after discussion with MYP Coordinator and Secondary School Principal.

**Step 2:** There will be a discussion between Language Acquisition teachers and the MYP Coordinator.

**Step 3:** If the reason is genuine, the student will be administered a benchmarking test in the desired language. After clearing this, approval will be sought from the Secondary School Principal.

**Step 4:** The student will be transferred to the preferred Language Acquisition class and all concerned parties will be informed.

## **Languages in the Diploma Programme at DPSI:**

### **Group 1- Studies in Language and Literature:**

Learners are offered English A Language and Literature HL / SL to enable them to engage in independent commentary on both seen / unseen texts and also to support them in structuring ideas and arguments in a persuasive manner.

Self-taught SL option is given to the students who wish to return to their home country where the University teaches in the native language. In such a case the learners are awarded a Bilingual Diploma and they may not opt for another language from Group 2 as they already have two languages from Group 1. Students are expected to be more or less fluent and literate in order to enrol for a self-taught language.

Hindi A: Language and Literature HL / SL is offered to those who wish to take up either English B or any other foreign language from Group 2. This strengthens our endeavour to promote the language of the host country.

### **Group 2 – Language Acquisition:**

English B is offered to those students who belong to communities and cultures not having English as their home language/ primary language.

Hindi HL / SL, French HL / SL / Ab Initio SL, Spanish HL / SL / Ab Initio SL and German SL / Ab Initio SL are also offered as Group B language. Higher Level (HL) or Standard Level ( SL ) is offered to those students who have been studying the language since their early years. Ab Initio SL is offered to students with prior exposure to the language (up to phase 2) and those having little to no experience.

#### **In DP the level of the chosen language will depend on:**

English A and Hindi A (Language and Literature) Higher Level / Standard Level students are expected to have a high proficiency level as they have been exposed to the chosen language since early years and will be competent enough to analyse literary texts in both spoken and written forms.

Students whose home language is neither English nor Hindi and who opt for Language A Self Taught Literature Standard Level are expected to be fluent in the language and demonstrate analytical skills in the study of literary texts.

Under Group 2 Language Acquisition, Higher Level or Standard Level is offered to those who have at least three to four years of experience in the chosen language resulting in comfortable communication and mastery of language skills.

Ab Initio SL is offered to those who have little or no experience in the language selected and the proficiency level is much below the expected level.

## **SAFEGUARDING AND CHILD PROTECTION AT DPSI**

At DPS International we are committed to recognising, promoting and protecting the rights of all children. In keeping with our school's vision and mission, the United Nations Convention of the Right of the Child and the Council of International Schools standards, DPSI has drafted a Child Protection Policy. This policy guides our school towards safer, effective, and clearer practices to safeguard the rights and welfare of our students. We are driven by the commitment that no form of child abuse or its manifestation will be tolerated. Any and every form of abuse and harassment of children is unlawful and will be subject to penalties in accordance with the school's Child Protection policy and applicable law. The consequences of violation may vary depending on the severity of the breach. The school staff is required to comply with the policy and accept it as a part of the terms of employment or engagement with us. A code of conduct has been established for staff and visitors for safeguarding students. The policy applies to the school premises and also extends beyond the campus for school led activities. The policy is in force during physical and virtual school. The school management at DPSI upholds and endorses this policy completely. Staff is also sensitized about Juvenile Justice (Care and Protection of Children) Act, 2015 and the Protection of Children from Sexual Offences (POCSO) Act, 2012.

For effective implementation of the policy, the school has a Child Protection Committee which comprises the Head of School and the Head of Operations and Administration, who work in tandem with the Programme Principals, Head of Pastoral Care and the School Counsellors. This committee is supported by a Disciplinary Committee which addresses disciplinary issues which impact child safety and welfare. The school also has a student code of conduct, a social media policy, anti-bullying policy which outline procedures for safeguarding. These are shared with students and parents annually. It is hoped parents will sensitize their wards to matters of safety and support school led child protection initiatives.