Assessment Policy -2021-22

Mission Statement of the School

To prepare committed, responsible young citizens by instilling advanced skills through inquiry and rigorous assessments who are culturally rooted with a global perspective, are in harmony with self, community and nature; have the courage to take risks with integrity and academic honesty, apply what they have learned for a purpose and make appropriate decisions and choices bringing in positive change in themselves and the community.

Vision of the School

To create a happy school community that supports intellectual evolution and collaborative learning for students, where every Canarian imbibes 'how to learn' rather than 'what to learn'.

Language Philosophy of Canary The School

"Obviously no language is innate. Take any kid from any race, bring them up in any culture and they will learn the language equally quickly. So, no particular language is in the genes. But what might be in the genes is the ability to acquire language."

—Steven Pinker

Languages are essential tools for both teaching and learning. They are also expressions of culture and identity. It is through language that all learning takes place; hence it is the main tool of cognitive development of a student. We recognize that language is the driving force that connects all of the disciplines and endeavors to promote language learning among its learners to facilitate their academic, social and emotional growth.

The language of instruction is English, which is not the mother tongue of its students. In the modern world, command of English is the primary key to accessing information and communicating internationally. So, it is imperative that all students need to acquire and maintain a strong foundation in their first language.

We firmly believe in the importance of the mother tongue in the holistic development of learners and provide an environment conducive to multicultural learning. **Toward this goal, every teacher has the responsibility of being a language teacher.**

We believe students learn best if they are provided with opportunities to

- Engage in learning within meaningful contexts.
- Link it with their previous experiences, needs and interests.
- Self-assessment through reflection.

School Language Profile

The cultural and linguistic background of majority of the student population is similar, being residents of Hyderabad. The economical background of the students, range from middle class to affluent families.

- Majority of the students have Telugu or Hindi as their mother tongue.
- A small percentage of students have other Indian languages as their mother tongue.
- Not all parents can speak or understand English.
- Most of the students hear languages other than English being spoken at home.

English is the medium of instruction throughout the school and is taught as the primary language. English is also the language used in school publications, on its website, on signage, in communication between school and parents and between members of staff.

Language Rights, Roles and Responsibilities:

All the members of a school community have a role to play in the development and maintenance of the school's language. The learning community at Canary shares the roles and responsibility, though they may vary.

In general the following roles are appropriate:

The School Leadership:

● Ensures that accurate data is collected through enrolment procedures, interviews and meetings with parents, so that statistical information about the school population can be collated, and so that important factors that may influence students' learning are known

● Provides teachers with access to information about their students that is relevant to the teaching and learning program

● Provides opportunities for staff professional development to ensure that there is an awareness in the school community of the implications of language acquisition for learning and teaching, and so that teachers can access the latest information about methodology and resources

Language Policy at Canary:

● Promotes a culture that values diversity and ensures that multicultural perspectives are incorporated into all aspects of school life

● Encourages home–school partnerships

● Ensures that policies and learning programs in all learning areas are formulated and implemented with the language learning needs of all students in mind

● Ensures that all teachers are informed about teaching strategies for making the mainstream curriculum accessible for all students, including EAL students

● Ensures that curriculum policies require that multicultural perspectives are incorporated in all learning areas.

● Communicates the language pathways and directions to the family and the student, and takes their choices into consideration in the design and implementation of the language programs and classes.

Homeroom and Subject teachers:

● Considers the language learning needs of all students when planning activities across all areas of the curriculum

● Supports students in learning through the use of English, while they are learning English

● Uses assessment strategies that allow all students to express the understandings they have gained across the curriculum

● Keeps assessment records that indicate the growth of understandings and skills in English

● Informs parents of student progress in the learning areas other than English

● Provides opportunities for all students to share the diversity of their experiences

● Develops classroom activities that relate to and build upon the experiences that students bring to the learning situation

● Ensures that multicultural perspectives are incorporated in all aspects of the classroom social and learning environments

● Attends relevant professional learning opportunities to support students' language development

The Student:

● Takes every opportunity to learn and provides feedback on their learning

● Shows interest in learning and participates

● Shows respect for teachers and peers

● Takes ownership of their learning and seeks help when needed

● Provides feedback and reflection on language learning

● Shows academic honesty and integrity in the collection of language assessment and observation

● Has the right to exit language support programs, tutoring or phase requirements when sufficient proficiency has been demonstrated through work, performance and grades

● Communicates directly with the learning community regarding their child's language development

● Is informed about their child's language pathways at Canary

● Reads and returns forms and notifications from the coordinators and language teachers regarding their child's language learning

Language and 21st century skills:

Communicators: We understand that communication is at the heart of education, that communication in more than one language is key to intercultural understanding. We help our students to become strong communicators.

Risk Takers: We recognize that language learning involves risk taking. We encourage our students to be independent, brave and articulate.

Thinkers: We believe in fostering critical thinking skills and creativity to help students use language to approach complex problems.

Reflective: We believe that reflection helps both students and teachers assess and understand the strengths and limitations of language use. Through reflection, language learning and personal development are considered.

Current Practices related to English language learning and teaching

English is the primary language taught throughout the school and also the language through which the student connect to the PYP curriculum.

The school promotes a plethora of activities which are woven into the curriculum of English language to ensure that students take pride in communicating in English and constantly enhance their vocabulary and fluency. Since all subjects except the second language are taught through the medium of English, the students are constantly and inadvertently learning the nuances of the language.

We strive to make students proficient and fluent in usage of all forms of English language by:

● Promoting integrated language development
● Using language as a trans-disciplinary element throughout the curriculum
● Encouraging reading for meaning
● Encouraging appropriate cooperative discussion in the classroom
● Using differentiated reading engagements selected according to interest level, readiness, proficiency

- Teaching students to read and research using multimedia resources
- Using a literature-based approach to learning language
- Viewing writing as a process
- Using language for creative problem solving and information processing
- Using a range of appropriate assessment methods such as portfolios, conferencing, writing sample analysis, response journals

The school provides support for the development of English through the following activities:

- The special class assemblies wherein each class gets the opportunity to do presentations on stage in the form of short skits , plays, group discussions, street plays etc.
- Co-curricular activities such as creative writing, spell-bees, orators and speeches which cater to the enhancement of language skills through a range of interesting competitive and non-competitive activities.

From early years onwards, a lot of focus is laid on understanding English through listening and speaking exercises. However, there are some students who are either first generation learners of English or have zero support for English language learning at home. Some students come from schools where the language of instruction is not English or have a poor foundation of skills in English.

These students will be supported through the following strategies:

- Prior knowledge assessment
- Planning for different abilities
- Accumulating resources needed for each ability group
- Implementing teaching strategies
- Remedial instruction
- Regular monitoring in the form of monthly assessment in oral and written expression.
- Pull out programme of intensive English for a stipulated time.
- Special support by English Language Support Expert teacher

Developing languages in Primary school

Language scope and sequence is formed under the following areas:

- Oral – listening and speaking
- Visual – viewing and presenting
- Written – reading and writing

Language scope and sequence has aspects of teaching, learning, reflecting and assessing in both ways i.e. formative and summative.

The following strategies are adopted to ensure that every student is provided with an opportunity to explore his/her maximum potential:

- Using visible thinking routines

- ❖ Extempore
- ❖ Debate
- ❖ Writing argumentative, persuasive articles/essays, imaginative stories etc.
- ❖ Public speaking
- ❖ Celebrating various occasions and festivals
- ❖ Role plays

Additional language support

Hindi is the official language of our country and Telugu is the language of the state.
Hindi and Telugu are the additional languages taught as IInd language to students through several formats. As IInd language, students can choose between Hindi or Telugu. IInd language is taught from grade PPII. In addition to the IInd language students learn French as mandatory language from Grade III and as a mandate from the local government students also get an exposure to Telugu in grade 1and 2 .

From Grade VI onwards, students can choose between Hindi/ Telugu/ French as 3rd language option. For Grades IX and X, there is no 3rd language option.

Morning announcements in the IInd language allow for additional learning with students performing short skits on any topic every now and then.

Our goal is to place a higher focus on incorporating mother tongue languages throughout our learning engagements and physical environment.

Grade level	IInd Language	IIIrd Language
PP2	Hindi / Telugu	NA
Grade 1	Hindi / Telugu	Telugu (exposure to language through various activities)
Grade 2	Hindi / Telugu	Telugu(exposure to language through various activities)
Grade 3	Hindi / Telugu	French
Grade 4	Hindi / Telugu	French
Grade 5	Hindi / Telugu	French
Grade 6	Hindi / Telugu	Hindi / Telugu/French
Grade 7	Hindi / Telugu	Hindi / Telugu/French
Grade 8	Hindi / Telugu	Hindi / Telugu/French
Grade 9	Hindi / Telugu	NA
Grade 10	Hindi / Telugu	NA

The school promotes the learning of second language by means of the following:

- ❖ Part of the Curriculum
- ❖ Hindi Diwas (Hindi Language Day) and Telugu Diwas (Telugu Language Day)

- ❖ Inter class competitions: poetry and speaking
- ❖ NukkadNatak
- ❖ Story telling sessions
- ❖ Assembly: Hindi/Telugu prayer, Hindi/Telugu thought for the day, news reading, pledge etc.

Language Resources

We have built and continue to add to an extensive literacy library of levelled books that support our curriculum. Our library has an array of fiction and nonfiction books, and we are continuing to grow our collection of books in other languages.

We regularly utilize time during our staff development and team planning time to further our language knowledge, and we are working toward a vertically aligned campus in the area of Language Arts.
All the Grades have one library period every week. The librarian teacher as well as homeroom teachers conduct book discussions, read aloud, help conduct research and help students browse and pick up books. In addition to using the school library, every class has a class-library.

Language assessment

Language is assessed as – oral (Listening and Speaking), Visual (Viewing and Presenting) and Writing (Reading and Writing)

Formative assessment –

- ❖ Continuous and ongoing
- ❖ Assess the journey – learning process
- ❖ Ability of the students
- ❖ Helps plan next stage of learning

Summative assessment

- ❖ Assessing the end/final product
- ❖ Demonstration and application of their learning
- ❖ Understanding of the Concept

Connections to other School Policies

Language and Admissions

English Placement/Admissions test Students wishing to be admitted to Canary must take an English placement/admissions test before entry. The English screening test is also used as a language placement test to ensure accurate phase placement and admissions to the school. Students with identified learning

difficulties are granted inclusive access arrangements (e.g. additional time, assistive technology, etc.) for the placement test as required by their Individualised Education Program.

Language and Inclusion

 At Canary, all teachers are believed to be language teachers and all members of the learning community are involved in a child's language development. To this end, Canary tries to include a student's home language, language profile and background in the learning process. Therefore, it is aimed that students also develop and keep up with their home language, additional/host languages and the medium of instruction languages.

All teachers work together with the nurture department in the inclusive design and delivery of the curriculum. While receiving tailored language instruction based on the needs in classrooms, Nurture students also learn English through subjects by accommodated instruction, strategies of teaching, differentiated assessment and extension.

Through strong collaboration with teachers, family and the student, the nurture department closely follows the language development of the child through observations, data collection and assessments. The data gathered and stored with Coordinators and Nurture dept. and Language Profile helps to inform teaching, learning and assessment of the language learning. The Nurture department meets regularly with the teachers through collaboration cycles, transdisciplinary planning meetings and faculty meetings to inform the teachers regarding the Nurture students and their inclusion to the mainstream classes and their progress in their language learning and abilities.

Language and Academic Integrity

The Canary Academic Honesty document includes clear definitions, practices and consequences of academic dishonesty. Through their language learning, students are expected to be principled learners in furthering their language development. Though academic dishonesty is defined and explained in the Academic Honesty document, it may look different in language classes and in the use of English or other languages provided at Canary.

At Canary, the following practices are considered dishonest with regards to language learning:

● If a student claims ownership of another student's, group's or pair's work

● If a student uses any online translation tools or websites to translate a phrase or text, whether it be from their own text in their home language or from any other published source, unless it is approved by the teacher

● During reading comprehension assessments, if the student translates the original text to their own home language to demonstrate understanding and comprehension in English or the target language

● If the student receives support from another student, parent, teacher or tutor without the approval of the teacher

● During the writing assessments in the target languages offered at ISH, if the student writes the text in their own language and claims to express it as their own writing

Language and Assessment

At Canary, assessment of language learning is an on-going process throughout the school year in both formal assessments (formative and summative) and informal situations (learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), as well as the students' knowledge of grammatical structures and their ability to use these correctly, are assessed regularly at levels appropriate to the students' language phase and abilities. A range of formative and summative assessment measures are used. The Canary Assessment Policy applies to the nurture Program as well as the grading scheme used in the report cards of each school section. An initial assessment of skills is administered to all students at the admission process to canary through Admissions assessment. The assessment help to inform the admissions as well as the language level of the student. In addition, the family is asked to fill in a Language Profile form to provide background information about the student.

Review process – language Committee

The school has a language committee which will include following members:

1.   Chairman of the school
2.   Director of the School
3.   Principal
4.   Senior School Coordinator
5.   PYP coordinator
6.   Upper primary representative
7.   Pre-Primary Representative
8.   2nd language teacher
9.   3rd language teacher

Date of review: May 2022