



WHITEFIELD, BANGALORE

LANGUAGE POLICY

Policy Information	Details
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Prepared by: Prepared by: Head of School, DP Coordinator, MYP Coordinator, PYP Coordinator, Language Acquisition teachers	First Preparation Date: June 2023 Revision No. 1 January 2025
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Mission, Vision and IB Alignment

OWIS Mission

At One World International School, our mission is to develop inquiring, compassionate, reflective lifelong learners who respect all cultures and care for our world. We believe every child should have equitable access to best-in-class future-proofed education.

OWIS Vision

OWIS aspires to be a leader in providing world-class quality and affordable education to all students, with an emphasis on values, collaboration, creativity and service to others.

Alignment with the IB Mission

The IB aims to develop inquiring, knowledgeable and caring young people who contribute to a better and more peaceful world through intercultural understanding and respect. IB programmes encourage students to become active, compassionate and lifelong learners who recognise and respect different perspectives.

The OWIS mission and vision strongly reflect these principles. This alignment is particularly significant within the OWIS Language Policy. Language is central to the development of international-mindedness because it enables students to access knowledge, communicate with others, understand different perspectives and participate meaningfully in diverse communities. The IB identifies language learning as an important feature across its programmes and places particular emphasis on developing intercultural understanding and communication.

At OWIS, language learning therefore extends beyond the acquisition of linguistic skills. Students are encouraged to use language to inquire, construct knowledge, express ideas,

listen to and respect different perspectives, collaborate with others and reflect on their own identities and experiences.

The Language Policy supports the OWIS mission by:

- developing inquiring learners who use language to ask questions, investigate and explore ideas;
- developing compassionate learners who listen respectfully and use language thoughtfully in their interactions;
- developing reflective learners who consider how language shapes identity, relationships and understanding;
- developing lifelong learners who recognise language as a tool for continued learning;
- promoting respect for all cultures by valuing linguistic and cultural diversity;
- providing equitable access to learning through appropriate language support and differentiation; and
- preparing students to communicate confidently and responsibly within an increasingly interconnected world.

In this way, the Language Policy is not an additional requirement separate from the OWIS mission. Language development is one of the key means through which the OWIS mission and IB philosophy are enacted in everyday learning.

The policy promotes international-mindedness and the development of ATL skills, enabling students to understand and appreciate diverse perspectives, communicate effectively, reflect on their learning and take responsible action.

1. Purpose

Language is central to learning, communication, identity, culture and intercultural understanding. At OWIS, language development is a shared responsibility and is supported

from Early Years through MYP and the Diploma Programme. This policy establishes a coherent language pathway that develops confident communicators, promotes multilingualism, supports equitable access to learning, and prepares students for academic and real-world communication.

- Develop effective listening, speaking, reading, writing, viewing and presenting skills.
- Value linguistic and cultural diversity and strengthen intercultural understanding.
- Support students in accessing the curriculum through appropriate language development, differentiation and scaffolding.
- Maintain and develop home, heritage and mother-tongue languages alongside additional-language learning.
- Provide purposeful, authentic and age-appropriate language experiences across the curriculum.

2. Language Philosophy

OWIS recognises language as both a tool for learning and a means of expressing identity and culture. Language learning is most effective when it is meaningful, purposeful, inquiry-driven and connected to authentic contexts.

- Every student's linguistic and cultural background is valued and respected.
- Multilingualism is an asset and a resource for learning.
- Maintaining home or heritage languages supports identity, learning and global awareness.
- Language development occurs across all subjects and learning experiences, not only in language lessons.
- Students learn through purposeful communication, interaction, reflection and feedback.

- Families and the wider school community are partners in language development.

International-Mindedness and ATL in Practice

The Language Policy supports international-mindedness by valuing linguistic and cultural diversity and encouraging students to recognise, respect and engage with different perspectives. Through language learning, students develop an appreciation of their own and other cultures and understand language as a means of building connections and intercultural understanding.

ATL skills are embedded in daily language learning through opportunities to **communicate, collaborate, think critically, research, reflect and manage learning**. Students use language in meaningful contexts to express ideas, listen to diverse perspectives and become increasingly confident and responsible communicators.

3. Language Profile and Provision

Programme	Language Provision
Early Years	English is the language of learning and communication. Additional-language exposure is introduced progressively through meaningful experiences.
PYP	English is the language of instruction. Hindi/French are offered as additional-language pathways in accordance with school provision; Kannada is included as required by Karnataka regulations.
MYP	English Language & Literature is offered alongside Language Acquisition pathways based on student proficiency and prior learning; Kannada is included as required.

DP	English is the language of instruction and academic communication. Language choices are made in accordance with programme requirements, student proficiency, interests, future pathways and courses offered by OWIS; Hindi and French are identified as current language options in the policy.
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Language offerings may be reviewed in response to student needs, programme requirements, staffing, resources and applicable regulations.

4. Language Continuum: EYP → PYP → MYP → DP

Stage	Progression Focus
EYP	Oral language, vocabulary, listening, speaking, phonological awareness, early literacy and communication through play, stories and meaningful interactions.
PYP	Reading, writing, listening and speaking; vocabulary; communication through inquiry; confidence in expressing ideas; and development of additional-language proficiency.
MYP	Increasingly sophisticated academic communication, critical reading, structured writing, literary and non-literary analysis, presentation and intercultural understanding.
DP	Advanced academic and subject-specific language, critical reading, research, writing, discussion, presentation and communication for academic and real-world contexts.

Progression is informed by student proficiency, learning outcomes, formative and summative assessment, teacher observation and the requirements of the relevant IB programme.

5. PYP Language Learning

PYP language learning develops communication and literacy through inquiry, authentic contexts and meaningful experiences. Students are supported according to prior experience, proficiency and learning needs. Where appropriate, students may be grouped according to proficiency to provide suitable challenge and support.

- Develop confidence in listening, speaking, reading and writing.
- Build vocabulary and communicate ideas clearly in different contexts.
- Use language to inquire, think, reflect, collaborate and take action.
- Develop additional-language proficiency progressively.
- Engage with diverse texts, cultures and perspectives.
- Use assessment evidence to inform teaching, support and progression.

6. MYP Language Acquisition

OWIS follows the aims of MYP Language Acquisition to develop additional-language proficiency, communication, multiliteracy, intercultural understanding and lifelong engagement with language learning. The MYP Language Acquisition global proficiency table and phases are used as reference guides for planning, teaching, placement, assessment and progression.

MYP Language Acquisition Aims

- Gain proficiency in an additional language while supporting the maintenance of the mother tongue and cultural heritage.
- Develop respect for and understanding of diverse linguistic and cultural heritages and perspectives.

- Develop communication skills for authentic contexts, audiences and purposes.
- Develop multiliteracy through varied learning tools, media and modes of communication.
- Appreciate and critically engage with literary and non-literary texts and develop creative and analytical approaches to meaning-making.
- Use language as a vehicle for thought, reflection, self-expression and learning in other subjects.
- Understand the linguistic, cultural and social dimensions of language learning.
- Develop curiosity, inquiry and a lifelong interest in and enjoyment of language learning.

MYP Global Proficiency Phases

Phase	Broad progression
1	Beginning/introductory proficiency; develops basic understanding and communication.
2	Developing proficiency; increasing ability to understand and communicate in familiar contexts.
3	Developing functional proficiency with greater independence across contexts.
4	Capable proficiency; increasingly independent and effective communication in more complex contexts.
5	Advanced proficiency; sophisticated communication, comprehension and production across a wider range of contexts.
6	Highly developed proficiency; advanced communication and engagement with complex language and texts.

The school aspires to support students towards Phase 5, while recognising that progression varies according to prior learning, proficiency and individual learning needs. Placement is

based on proficiency across Listening, Speaking, Reading and Writing rather than age or grade alone.

Progression from one phase to the next depends on formative and summative assessments, teacher observation and demonstrated learner outcomes across the four LSRW strands.

7. OWIS Language Acquisition Levels:

Emergent and Capable

In addition to the MYP global proficiency phases, OWIS uses an internal progression framework to support appropriate grouping, targeted teaching and movement between levels.

Category	Levels	Description
Emergent	Levels 1, 2 and 3	Students are developing foundational language skills and require increasing levels of support, practice and guided application.
Capable	Level 4 and above	Students demonstrate greater independence and can engage confidently in more complex language tasks.

Progression and Mobility

- Intra-level mobility: students may progress within a level as they strengthen and apply their skills.

- Inter-level mobility: students may move between Levels 1, 2 and 3 based on demonstrated progress and readiness.
- Level 3 → Level 4: students demonstrating consistent mastery at Level 3 may progress to Level 4 (Capable).
- Additional support: A Capable student experiencing difficulty may temporarily return to an Emergent level to strengthen foundational skills.
- Evidence for movement includes formative and summative assessment, teacher observation and evidence across Listening, Speaking, Reading and Writing.

8. MYP Language & Literature

Language & Literature develops students' ability to use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction. Students develop listening, speaking, reading, writing, viewing and presenting skills while engaging critically and creatively with literary and non-literary texts.

- Engage with texts from different cultures, historical periods, genres and perspectives.
- Explore personal, host and other cultures through literary and non-literary texts.
- Analyse and construct meaning using critical, creative and personal approaches.
- Explore language through print, visual, digital and other media.
- Develop a lifelong interest in reading.
- Apply linguistic and literary concepts and skills in authentic contexts.

Literature, Texts and Novel Study

- Students engage with a balanced range of fiction, poetry, drama, non-fiction and visual texts, including traditional and contemporary forms.

- World literature and texts representing diverse cultural perspectives are used to broaden understanding and develop intercultural awareness.
- Novel study provides sustained engagement with literature. The school recommends two novels per year level, including one by an Indian author and one by a Western author, subject to suitability and curriculum planning.
- Classroom, home and school library resources support independent reading and progression in literary understanding.

Authentic Language & Literature Experiences

- Fortnightly creative writing opportunities with self, peer and/or teacher assessment.
- Fortnightly speaking/public-speaking opportunities to develop confidence, fluency and oracy.
- Language Days and International Mother Language Day.
- Storytelling, poetry, drama, presentations, author/book activities, reading challenges and literary competitions.
- Use of multiple languages and cultural expressions in appropriate school events and celebrations.

9. Language of Instruction and Language Support

English is the primary language of instruction and academic communication. Students enter the school with varied linguistic backgrounds; therefore, language support begins from admission and continues through the student's learning journey.

- Admission processes consider English-language proficiency, prior records and language-readiness.
- Students are placed in appropriate instructional settings based on available evidence.

- Students who require support may receive differentiated instruction, scaffolding, targeted language support, visual/digital resources, vocabulary support and additional practice.
- Teachers across all subject areas share responsibility for academic and subject-specific language development.
- Language support maintains high expectations while removing barriers to access and participation.

10. Home, Heritage and Mother-Tongue Languages

OWIS values students' home and heritage languages as an important part of identity, culture and learning. Students are encouraged to continue developing these languages wherever possible.

- Read, write and communicate in their home language.
- Share and celebrate linguistic and cultural backgrounds.
- Respect and appreciate the languages of others.
- Use family and community resources to strengthen mother-tongue development.
- Seek guidance on suitable language pathways, including external opportunities, where a preferred language is not offered by the school.

Parents are encouraged to provide multilingual reading materials and meaningful opportunities for speaking, reading and writing at home.

11. Kannada

Kannada is included in accordance with applicable Karnataka state requirements. The programme supports basic proficiency, functional communication, appropriate reading and writing, and appreciation of Kannada language and culture. The current policy provides one session per week.

12. Diploma Programme Language Policy

The DP builds on the language skills developed through the PYP and MYP and extends them into advanced academic, research and subject-specific contexts. Language development remains the responsibility of the whole school community.

DP Principles

- Every student's linguistic and cultural background is valued and respected.
- Language development is the responsibility of the entire school community.
- Students develop strong communication skills in their languages of learning.
- Home and heritage languages are maintained and developed where feasible.
- Language learning promotes intercultural understanding, global citizenship and respect for diverse perspectives.
- Appropriate language support is provided to students developing proficiency in the language of instruction.
- Language choices consider prior learning, academic goals, interests and future pathways.
- Assessment recognises language development while maintaining DP academic standards.

DP Language of Instruction and Academic Language

English is the primary language of instruction and academic communication in the DP. Students are expected to develop the academic English required to access the curriculum, communicate effectively, participate in discussions and presentations, understand subject-specific terminology, conduct research and demonstrate learning.

Teachers across all subjects explicitly support the academic language required for their disciplines.

DP Language Choices and Placement

Students study languages in accordance with DP requirements and the courses offered by OWIS. Where appropriate, students may take a higher-level language course, a language acquisition course, or a language and literature course when sufficient proficiency is demonstrated. Placement and course selection consider prior learning, demonstrated proficiency, academic needs, interests, future pathways and available courses. The policy identifies Hindi and French as DP language options.

Online Language Learning and Pamoja

To broaden access to language learning opportunities and respond to individual student needs, the school may provide access to IB-approved online Diploma Programme courses through Pamoja Education where a particular language or course is not available through the school's regular face-to-face provision.

Pamoja courses follow the relevant IB course requirements and provide students with access to specialist online teaching and learning. Students are supported through collaboration between the Pamoja teacher and the school to ensure appropriate academic and pastoral guidance.

The availability of Pamoja courses is considered as part of the school's commitment to plurilingualism, equitable access and student choice, while maintaining alignment with IB programme requirements.

13. Teaching, Learning and Assessment

Language teaching is student-centred, inquiry-based, purposeful and connected to authentic contexts. It is differentiated according to age, proficiency and learning needs.

- Provide regular opportunities to listen, speak, read, write, view, present and reflect.
- Use diverse literary, informational, visual and digital texts.

- Integrate language with content learning and make complex academic content comprehensible.
- Use appropriate technology and resources to enhance language development.
- Develop thinking, inquiry, creativity and communication through meaningful tasks.
- Provide ongoing, specific and constructive feedback and opportunities for self-assessment, peer assessment and reflection.
- Use culturally inclusive, linguistically accessible and age/developmentally appropriate resources.

Assessment and Progression

Assessment is used to identify progress, inform teaching, determine appropriate support and guide language pathways. Evidence may include:

- Formative and summative assessments.
- Teacher observation and classroom evidence.
- Student work, portfolios and learning records.
- Oral and written communication.
- Reading and comprehension evidence.
- Self- and peer assessment.
- Performance across Listening, Speaking, Reading and Writing.

Progression is based on demonstrated learning and proficiency. Assessment evidence may lead to changes in grouping, support, teaching strategies or language pathways.

14. Inclusion and Access

- Recognise learner variability and differences in linguistic background, experience and learning needs.
- Use differentiation, scaffolding and accessible resources to enable meaningful participation.
- Provide appropriate language support without lowering expectations for learning.
- Implement access arrangements and additional support in accordance with school procedures and programme requirements.

15. Language Enrichment and School Culture

Language learning extends beyond formal lessons. OWIS provides opportunities that build confidence, creativity, reading culture, multilingual awareness and intercultural understanding.

- Literary Week.
- Language Days, including Hindi, Kannada, French and International Mother Language Day activities.
- Storytelling, poetry, creative writing and public speaking.
- Reading challenges, book discussions, author/book activities and literary competitions.
- Drama, performance and student-led literary activities.
- Multilingual and multicultural celebrations and school events.

16. Roles and Responsibilities

Stakeholder	Key Responsibilities
School Leadership	Provide direction, resources and professional development; ensure implementation, monitoring and review of the policy.

Coordinators & Language Specialists	Lead language planning and progression; support implementation, assessment, teacher collaboration and review.
Teachers	Develop language across the curriculum; differentiate and scaffold; provide authentic communication opportunities; monitor and respond to progress; use inclusive resources.
Language Teachers	Plan progressive language learning, assess proficiency, provide feedback and guide language placement/progression.
Students	Participate actively, practise language skills, communicate respectfully, reflect on learning and take increasing responsibility for progress.
Parents	Encourage reading and communication, support home/heritage language development, provide resources and work in partnership with the school.

17. IB Standards & Practices Alignment

The policy reflects the IB emphasis on multilingualism, intercultural understanding, inclusion, language development and shared responsibility for learning.

IB Practice / Expectation	Policy Alignment
Culture 4 – Language	OWIS implements, communicates and reviews a language policy that promotes intercultural understanding through communication in more than one language.
Culture 4.1	The policy is aligned with IB language-policy principles and reviewed regularly.
Culture 4.2	Multilingualism is recognised as a fact, a right and a resource for learning; home and additional languages are valued.

Culture 4.3	Physical and digital resources are used to support language development and communication.
Culture 4.4	Rights and responsibilities of students, teachers, parents and the wider community are identified.
PYP – Additional Language	Students are provided opportunities to learn a language in addition to the language of instruction, in accordance with programme requirements and school context.
Inclusion & Access	Language learning is designed to recognise learner variability, remove barriers and provide appropriate support.

18. Implementation, Monitoring and Review

The Language Policy is implemented collaboratively by school leadership, coordinators, language teachers, subject teachers, students and families. Implementation is monitored through curriculum planning, student learning evidence, assessment data, teacher reflection and collaboration, and feedback from students and parents.

The policy is formally reviewed every two years, or earlier when significant changes occur in IB requirements, school programmes, student needs or local regulations.

19. Key Commitment

OWIS is committed to creating a multilingual and inclusive learning environment in which every student's language is valued, every learner has equitable access to language development, and language is recognised as an essential part of learning, identity, culture and international-mindedness.

References

- International Baccalaureate Organization. Guidelines for school self-reflection on its language policy.
- International Baccalaureate Organization. Language and Learning in IB Programme.
- International Baccalaureate Organization. MYP: From Principles to Practice.
- International Baccalaureate Organization. MYP Language Acquisition Guide.
- International Baccalaureate Organization. MYP Language and Literature Guide.
- International Baccalaureate Organization. DP Language and Literature Guide.
- International Baccalaureate Organization. DP: From Principles to Practice.
- International Baccalaureate Organization. DP Language Acquisition Guide.

Appendix A. IB-Informed Language Learning Structure

This visual framework makes the progression from EYP through DP explicit while keeping OWIS-specific provision separate from IB programme structures. It is intended as a policy-level overview rather than a reproduction of IB guide descriptors.

EYP	PYP	MYP	DP
FOUNDATION Oral language vocabulary listening & speaking phonological awareness • early literacy	DEVELOPMENT Listening • speaking • reading • writing • viewing • presenting • inquiry communication	DEEPENING Language Acquisition + Language & Literature • academic communication • critical/creative response • intercultural understanding	APPLICATION Advanced academic & subject-specific language • research • critical reading • writing • discussion • presentation

IB	continuum	principle
Language learning is progressive and connected across programmes. MYP Language Acquisition is organised in six phases; the phases are not tied to age or MYP year level, and placement is informed by prior experience and achievable learning outcomes. OWIS therefore uses evidence of proficiency and learning needs rather than grade level alone.		

Appendix B. Core Language Skills Across the Continuum

Programme	Core language focus	OWIS policy emphasis
PYP	• Listening • Speaking • Reading • Writing • Viewing • Presenting	Language is transdisciplinary; students use language to inquire, communicate, reflect and take action.
MYP Language & Literature	• Listening • Speaking • Reading • Writing • Viewing • Presenting	Inquiry, analysis, interpretation, creation, critical/creative thinking and communication across literary and non-literary texts.
MYP Language Acquisition	Progression through six phases; evidence across receptive and productive communication skills	Placement and progression are informed by prior learning, proficiency, formative/summative assessment and LSRW evidence.

Programme	Core language focus	OWIS policy emphasis
DP	• Receptive • Productive • Interactive skills • Reading • Writing • Listening • Speaking • Presenting	students apply language with increasing independence and sophistication in academic, personal and global contexts. Language A develops critical reading, textual analysis and strong oral/written expression; Language Acquisition develops communication through receptive, productive and interactive skills. Language is also used across subjects and the DP core, including research, discussion, reflection and presentation.

Appendix C. Two Progression Frameworks Used at OWIS

Framework	Purpose	How OWIS Uses It
IB MYP Language Acquisition Phases 1–6	International IB framework for language acquisition progression; phases are not age/grade labels.	Reference for curriculum planning, placement, assessment and progression. Students may enter/exit at different phases.
OWIS Emergent / Capable Levels	School-level grouping and support framework.	Emergent = Levels 1–3; Capable = Level 4+. Mobility is flexible and evidence-based.
OWIS DP Language Acquisition (SL/HL)	IB frame work for Language Acquisition progression	Language Acquisition selection planning placement and assessment & progression

Appendix D. Language Assessment & Progression Cycle

1. Identify Prior learning & proficiency	2. Teach Differentiated, inquiry-based learning	3. Evidence Observation formative summative student work	4. Respond Feedback scaffolding grouping support	5. Progress Readiness next level/phase/pat hway
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Connection with Other OWIS Policies

The OWIS Language Policy is interconnected with the school's wider policies and reflects the IB commitment to developing multilingualism, intercultural understanding and equitable access to learning. Language development is a shared responsibility across the school and is embedded within teaching, learning and assessment.

The Language Policy connects particularly with the Inclusion Policy, by ensuring that linguistic differences are recognised and supported; the Assessment Policy, by ensuring that language needs are appropriately considered when students demonstrate their learning; the Academic Integrity Policy, by supporting students to communicate ideas independently and acknowledge sources responsibly; and the Student Wellbeing Policy, by valuing students' linguistic and cultural identities and fostering a sense of belonging.

It also connects with Admissions and Student Entry procedures, which help identify students' language backgrounds and support needs, and with the Teaching and Learning Policy, which positions language development as the responsibility of all teachers across the curriculum.

Together, these policies ensure that language is treated not only as a subject to be learned, but also as a fundamental means through which students access, construct and communicate knowledge.

1. Language Policy and Inclusion Policy

The OWIS Language Policy directly supports the principles of the IB Inclusion Policy by recognising that students have diverse linguistic backgrounds, language profiles and learning needs. Language should not become a barrier to students' access to the curriculum or their participation in the learning community.

In line with the IB approach to inclusion, OWIS identifies and responds to students' individual language needs through appropriate differentiation, scaffolding and additional

language support. Students who are acquiring English are provided with opportunities to develop the language required to access academic learning while continuing to value and maintain their home or additional languages.

The Language Policy therefore contributes to an inclusive learning environment in which linguistic diversity is recognised as a strength and students are provided with equitable opportunities to participate, communicate and demonstrate their learning.

The two policies work together to ensure that language support is provided as an element of inclusive practice rather than as a separate or isolated intervention.

2. Language Policy and Assessment Policy

The OWIS Language Policy is closely connected to the IB Assessment Policy because language proficiency can influence how students access assessment tasks and communicate their understanding.

OWIS recognises the distinction between assessing language proficiency and assessing learning in a subject or discipline. Where language is not the specific focus of an assessment, teachers use appropriate strategies and scaffolding, where permitted, to ensure that a student's developing English proficiency does not unnecessarily prevent them from demonstrating their conceptual understanding and knowledge.

Where language is an explicit assessment criterion, students are assessed against the relevant language expectations and criteria.

Language development is also monitored through formative and summative assessment evidence. Teachers use assessment information to identify students who may require additional language support and to monitor progress over time.

This connection ensures that assessment at OWIS remains fair, purposeful and aligned with the intended learning outcomes, while recognising the linguistic diversity of the student population.

3. Language Policy and Academic Integrity Policy

The OWIS Language Policy supports the IB principles of academic integrity by developing students' ability to communicate ideas independently and responsibly.

As students develop academic language, they are explicitly supported in understanding how to use information from different sources, distinguish their own ideas from those of others, paraphrase and summarise appropriately, and acknowledge sources. These skills become increasingly important as students progress through the IB continuum.

Students who are developing proficiency in English may require additional support to understand academic language and expectations related to academic integrity. Such support is provided to develop the student's skills and understanding; it does not replace the student's own thinking or authorship.

The Language Policy therefore reinforces the Academic Integrity Policy by ensuring that students have the language competencies required to communicate authentically, acknowledge sources appropriately and take increasing responsibility for their own learning.

IB Reference Points for Policy Review

- International Baccalaureate Organization. Language policy (updated 24 April 2026).
- International Baccalaureate Organization. MYP language acquisition (updated 19 February 2026).
- International Baccalaureate Organization. MYP language and literature (updated 19 February 2026).
- International Baccalaureate Organization. Learning a language in the Diploma Programme (updated 19 February 2026).
- International Baccalaureate Organization. Teaching more than one IB programme / IB continuum information (updated 19 February 2026).

● IB DP Parent Guidebook Reference

- The [OWIS Whitefield IB Diploma Programme Parent Guidebook 2027–2029](#) provides families with further information about the language courses offered within the DP, subject selection and the role of language learning within the Diploma Programme.

- The Parent Guidebook should be read alongside the OWIS Language Policy for a broader understanding of the school's approach to language learning and the language pathways available to DP students.