

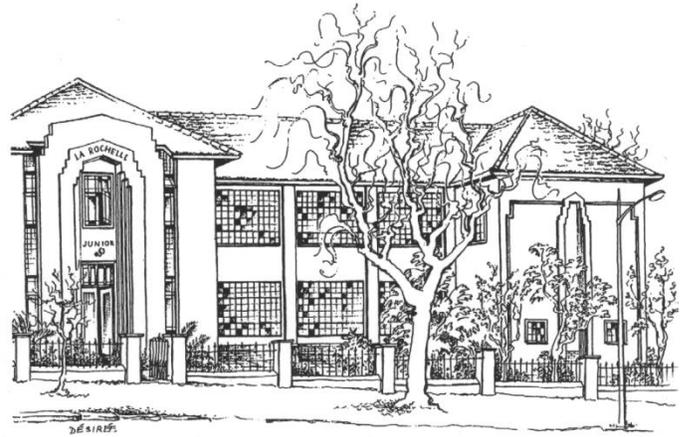
Laer Meisieskool

La Rochelle

Girls' Primary School

Language policy

Revised on 24 January 2017



The Governing Body of the La Rochelle Girls' Primary School has, in accordance with section 6(2) of the South African School Act, approved the following policy with regard to language at the school.

1. Definition

The words and expressions in this document, unless otherwise stipulated or as can be reasonably deduced, have the same meaning as in the South African Schools Act (Act 84 of 1996) and mean the following

- 1.1 "Governing Body" the Governing Body of the school as provided for in section 16 of the South African Schools Act (Act 84 of 1996);
- 1.2 "Constitution" the Constitution of the Republic of South Africa (Act 108 of 1996);
- 1.3 "Principal" the Principal of the School as intended in the South African Schools Act as well as an educator at the school who has been appointed as such with the consent of the Principal and Governing Body;
- 1.4 "Regulations" the norms and standards for language policy in public schools and the stipulations of mother tongue education, as promulgated by the Minister of Education in the Government Gazette;
- 1.5 "School" the La Rochelle Girls' Primary School;
- 1.6 "Language policy" the language policy contained in this document.

2. Point of departure and basis

The point of departure and basis of the language policy is that full expression must be accorded to all the fundamental rights with regard to the language of learners in an educational context as generally acknowledged in the Charter of Rights of chapter 2 of the Constitution and specifically mentioned in section 29(2) of the Constitution.

3. Language policy subject to other legal stipulations: Interpretation of Language Policy

- 3.1 The language policy is subject to the stipulations of the South African Schools Act (ACT 84 of 1996), the Western Cape Provincial School Education Act (Act 12 of 1997) and the Regulations as far as they are binding on the school.
- 3.2 The language policy is defined and implemented in such a manner that it is reconcilable with other relevant and valid legal prescriptions relating to the use of language in education.
- 3.3 The point of departure of the language policy, without limiting the generalness of section 2.1, is that the best interests of the learners of the School, in an educational context, must be served and that no learner may be discriminated against in any unreasonable or unfair manner

4. Languages of learning and teaching at La Rochelle Primary School For Girls

- 4.1 The School is a parallel medium institution and all education takes place in either English or Afrikaans. Educators allocated to the various language groups must teach all the learning areas to such groups in the language of that group. Equal time is spent on the education of Afrikaans - and English speaking learners.
- 4.2 Subject to the stipulations of the language policy, the language of instruction for all grades from Gr. R to Gr. 7 at the School is Afrikaans and / or English.
- 4.3 Learners who have as their mother tongue a language Afrikaans or English, may be admitted on condition they understand and can master Afrikaans and / or good English. Afrikaans or English will then serve as their first language of instruction while they will gradually be exposed to the other second language (Afrikaans or English).
- 4.4 It is clearly indicated on the admission forms of the School that teaching takes place in Afrikaans or English. Should a parent of a learner whose home language is not Afrikaans or English apply for placement, the parents and learner will be invited to an interview at which the language of instruction and learning will be explained to the parents and learner. A few simple questions will be put to the learner in Afrikaans and English. If the learner is unable to understand and answer the questions, the parents will be advised to enter the learner at another school.

5. Review of the Language policy

As with all other policies, the language policy is reviewed annually during a Governing Body meeting for adjustment and / or approval.

6. Protection of rights of enrolled learners

- 6.1. Since the School uses its full capacity to educate learners who are proficient in Afrikaans and / or English, no provision has been change the language of instruction and learning in the near future.

6.2. Should the composition of the school community change to such an extent that a change in the language policy is necessitated, negotiations with members of the parent community will first take place. Should it then be necessary, a new recommended language policy will be phased in as agreed upon by the parent community and Governing Body of the school, on condition that the rights of the already enrolled learners are not infringed upon.

7. Languages of assessment

7.1. On enrolment of a learner the parents indicate whether the main language of instruction is going to be Afrikaans or English. The learner receives all learning support – and assessment material in the chosen language. All assessment tasks are completed by the learner in the chosen language.

7.2. Reporting at the end of each term is also done in the chosen language.

7.3 When an educator communicates with a learner and / or parent, it will be in the chosen language.

8. Languages of communication

8.1 Daily announcements are done in both Afrikaans and English, unless the announcement is only applicable to one specific language group.

8.2 Afrikaans and English are used in correspondence to parents.

8.3 Hall meetings are held in both Afrikaans and English.

8.4 At those occasions where both Afrikaans and English speaking parents are present, for example, parent evenings and meetings, both languages will be used. Key concepts must be explained in both languages.

8.5 The languages in which the school is managed are Afrikaans and English.

9. Remedial education with regard to language

A remedial system exists at La Rochelle Girls' Primary School whereby learners who amongst others with language problems can benefit. Learners from Gr. to Gr7 are withdrawn for remedial education by an educator assigned for this purpose. Educators provide didactic help to Gr. 4 to Gr. 7 learners. In cases where more specialised attention is required, learners are referred to the ILST for recommended professional intervention. Computer assisted teaching with regard to reading, concepts, sentence construction and / or language is also employed to help the learner.

10. Mother tongue education

It is the Governing Body's point of view to implement mother tongue education, *the language of academic efficiency* and in this manner to equip learners. Learners must be given the opportunity to be educated in their mother tongue and for the following reasons mother tongue language must be furthered:

- 10.1 Quality education can be assured through instruction in the language of academic efficiency.
- 10.2 Instruction in the language of academic efficiency facilitates the acquisition of knowledge and concepts and the development of cognitive, effective and social skills according to the learners potential.
- 10.3 Instruction in the language of academic efficiency develops learners' academic language efficiency.
- 10.4 The social, psychological and cultural functions of language is important in the educational situation.
- 10.5 Instruction in the language of academic efficiency is cost effective.
- 10.6 One of the skills that must be mastered in early education is reading and the process is built on the spoken language of academic efficiency and for this reason mother tongue education is important.

11. Promotion of multilingualism

11.1 The School promotes multilingualism through the offering of:

- 11.1.1 Afrikaans as Home Language and as First Additional Language for learner in Grades 1-7.
 - 11.1.2 English as Home Language and as First Additional Language for learners in Gr. 1 – 7.
 - 11.1.3 Xhosa as Second Additional Language for learners in Gr.3 – 7.
 - 11.1.4 Directions in buildings, customs, for example birthday wishes, articles in school publications in Afrikaans, English and Xhosa.
- 11.2 In general the school takes reasonable steps to enlighten learners regarding the importance of multilingualism and to promote the acquiring of respect for languages other than their home language.
- 11.3 The school library is well equipped to support the language programme of the School. Provision is made yearly in the budget for the purchase of new reading material in both Afrikaans and English. Illustrated material in Xhosa is also procured for the purpose of promoting multilingualism.

- 11.4 The Governing Body makes provision in the Admissions policy for a maximum number of learners that can be accommodated per classroom and for this reason provision is accordingly made for educators to adapt to the curriculum. The educational needs of the La Rochelle Primary School for Girls are thus reviewed annually to ensure that the provision of staff is met.
- 11.5 Should the language policy with regard to languages of instruction and learning change, the provision of staff will accordingly change.