




<b>SUBJECT</b>	LANGUAGE POLICY	<b>PAGES</b>	2
<b>DEPARTMENT</b>	FOUNDATION AND INTERSEN PHASE	<b>DATE</b>	MAY 2024
<b>REVIEWED AND APPROVED:</b>			
	GOVERNING BODY		

## 1. Introduction

As a school we strive to encourage bilingualism in English and Afrikaans. We endeavour to create a close school community in which exposure to both languages and cultures enrich all involved.

1.1 This policy has been drafted by the Governing Body of Gene Louw Primary School, taking into consideration the following:

1.1.1 Legal requirements as set out in:

- 1.1.1.1 Norms and Standards regarding language policy published in terms of Section 6(1) of the South African Schools Act, 1996;
- 1.1.1.2 Section 3(4)(m) of the National Education Policy Act, 1996 (Act 27 of 1996);
- 1.1.1.3 Sections 6 and 9 of the Constitution of the Republic of South Africa (Act 108 of 1996);
- 1.1.1.4 relevant judgments of the South African courts.

1.1.2 Guiding factors/principles:

- 1.1.2.1 This policy is based on the current learner language distribution.
- 1.1.2.2 However, it is acknowledged that the school must always be responsive to changes in:
  - 1.1.2.2.1 the language mix of the community;
  - 1.1.2.2.2 the resources and staff available to the school;
  - 1.1.2.2.3 the importance of mother-tongue education along with the need to promote multilingualism;
  - 1.1.2.2.4 a commitment to redress, inclusivity and non-discriminatory practices regarding race and language.

## 2. Languages of learning and teaching (LOLT)

- 2.1 Gene Louw Primary is a parallel-medium school from Grade 1 to Grade 7. Learners are taught in either English or Afrikaans from Grade 1 to Grade 7 according to their home language.
- 2.2 The above is based on the fact that the home language of the majority of the enrolled learners are either English or Afrikaans.
- 2.3 It is recommended that learners who apply for admission should be proficient in both languages, as the school does not have the resources to support learners who are not proficient in the LOLT. However, this will not lead to exclusion of admission.
- 2.4 Efforts will be made to assist learners whose home language is not the LOLT in overcoming linguistic barriers and, where applicable, to manage the transition to a LOLT.
- 2.5 While learners will be encouraged to use the LOLT in class lessons, this will not impinge on their right to use their home language in class with peers who speak the same language, provided this does not done in order to undermine educators or peers who do not speak their home language. Their right to use their home language outside of the classroom is also recognised.



### 3. Appointment of educators

- 3.1 At the request of our parents, where possible, educators will be appointed who are fluent and comfortable in the language of teaching. If possible, the educator should preferably teach in their own mother tongue.
- 3.2 All educators are involved in extramural activities, and therefore it is essential that they are fluent in both English and Afrikaans.

### 4. Revision of the policy

- 4.1 If there are changes, the Governing Body of the school must approve the amended policy. If a new Governing Body is elected, the language policy must be revised and approved again.
- 4.2 Any changes to this policy will be negotiated and phased in so that the rights of any learner already enrolled will be protected.

### 5. Language of assessment

- 5.1 The work of a learner is assessed in the home language of all the learners in the class in which the learner is being taught.

### 6. Language of communication

- 6.1 The communication to parents is in English and Afrikaans, or separately in English or Afrikaans.
- 6.2 All announcements are in both languages, namely English and Afrikaans.
- 6.3 Care will be taken to ensure that the level of language in school communications will not be such that it creates barriers for any parents.
- 6.4 The communication to staff is in English and Afrikaans, or separately in English or Afrikaans.
- 6.5 The communication to learners during assembly is in English and Afrikaans, or separately in English or Afrikaans.
- 6.6 All progress reports are in the home language of the class in which the learner is being taught.

### 7. Community and feeder schools

- 7.1 The demography of the community is currently of such a nature that English and Afrikaans are sufficient as the feeder languages. The language curriculum and policy are in line with those of the feeder schools.
- 7.2 The principal must keep record of all requests for a language that is not taught by the school. This information must be made available to the WCED should it be requested.

### 8. Plans to accommodate minority groups in the school by means of language

- 8.1 If there are enough learners in a minority group, and if it is practically and financially viable, we will endeavour to accommodate such learners so that they are taught their mother tongue as a separate area of learning.
- 8.2 Where possible, we will support and assist learners who have inadequate language skills.



Ons Stewe - na liefde, geloof en kennis. We Strive - for love, faith and knowledge.



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