



LANGPOL1/2025

## LANGUAGE POLICY

# 2025-

This policy has been drafted by the Governing Body of Laerskool Knysna Primary School taking into consideration the following:

**Legal requirements:** as set out in Norms and Standards regarding language policy published in terms of section 6(1) of the South African Schools Act, 1996; Section 3(4)(m) of the National Education Policy Act, 1996 (Act 27 of 1996); Sections 6 and 9 of the Constitution of the Republic of South Africa (Act 108 of 1996); applicable provincial legislation [list this] on school education; relevant judgements of the South African courts.

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

### 1.1 DEFINITION

The language of learning and teaching at Knysna Primary School is English and Afrikaans as either a Home Language or 1st Additional Language.

### 1.2 PURPOSES, AIMS AND OBJECTIVES

To respect all languages and equip learners to be proficient in either/both of the two official languages of learning and teaching.

### 1.3 STIPULATIONS AND OPERATIONS

Knysna Primary School Language Policy

- This policy will be reviewed by the governing body on a bi-annual basis or as the needs of the learners may require. The rights of the present learners must be taken into consideration and be protected at all times.
- The language of assessment will be the LoLT.
- Plans to develop multi-linguism. Any second additional language will be introduced with financial support of the WCED.

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Grade 1	English (home language) as LoLT with Afrikaans introduced informally as First Additional Language.
Grade 1	Afrikaans (home language) as LoLT with English introduced informally as First Additional Language.  IsiXhosa (Incremental Introduction of African Language – Second Additional Language)
Grade 2	English and Afrikaans (home language) as LoLT with English or Afrikaans as First Additional Language on an informal basis (oral/mondeling).  IsiXhosa (Incremental Introduction of African Language – Second Additional Language)
Grade 3	English and Afrikaans (home language) As LoLT with English or Afrikaans as First Additional Language on an formal basis.  IsiXhosa (Incremental Introduction of African Language – Second Additional Language)
Grade 4-7	English and Afrikaans (home language) As LoLT with English or Afrikaans as First Additional Language.

<b>LANGUAGE/S OF ASSESSMENT</b>	<i>Afrikaans as Home Language and English as Home Language, will apply for all subjects.</i>
<b>LANGUAGE/S OF COMMUNICATION</b>	<i>Afrikaans and English.</i> 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.
<b>PROTECTION OF RIGHTS</b>	Any changes to this policy will be both negotiated and phased in so that the rights of any learners already enrolled will be protected.

#### 1.4 PROCEDURES FOR MONITORING OF IMPLEMENTATION

The Learning Area Heads and SMT will ensure that the curriculum is followed correctly.

#### 1.5 TOOLS TO BE USED

- RNCS policies
- Guides for developing learning programmes
- National policy on assessment and qualifications for schools in GET
- Assessment guidelines for languages

#### 1.6 PROCEDURES FOR NON-COMPLIANCE



## 1.7 ALIGNMENT OF POLICIES WITH NATIONAL AND PROVINCIAL LEGISLATION

### References

- \* The Constitution of the Republic of South Africa, Act 108 of 1996.
- \* The South African School Act, Act 84 of 1996.
- \* Department of Education, Language in Education Policy, 14 July 1997.
- \* The Western Cape Provincial School Education Act, Act 12 of 1997.
- \* The Revised National Curriculum Statement Grades R-9. Policy: First Additional Language

## 1.8 CONTEXT OF THE KNYSNA PRIMARY SCHOOL SITUATION

- Educators appointed are qualified and proficient to teach the language.
- The policy supports the preservation of Home Language by permitting learners to use their Home Language when socializing outside of the classroom situation.
- Also, when assisting a peer who is struggling.
- We provide extra lessons to assist learners whose Home Language is not LoLT.