

ENGLISH POLICY

PURPOSE:

The purpose of the English Program is:

- 1.1 To develop English Curriculum at Baden Powell P-9 College (BPC) that:
 - reflects the major elements of the current AusVELS, Australian National & Victorian Curriculum and AusVELS English Scope and Sequence (with links to the Fountas and Pinnell K-8 Continuum)
 - embraces current teaching practices and classroom organisation of Early Years and Middle Years strategies
 - includes Intervention programs and strategies (Levelled Literacy Intervention, Bridges)

GOALS:

To develop:

- 2.1 the ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts.
- 2.2 a knowledge of the ways in which language varies according to context, purpose and audience, and the ability to apply this knowledge.
- 2.3 a knowledge of the aspects of language used to construct various texts and the ability to apply this knowledge in all aspects of learning and 'real life' contexts.
- 2.4 knowledge of the ways in which textual interpretation and understanding may vary according to cultural, social and personal experiences.
- 2.5 students' ability to develop reasoned arguments about interpretation and meaning of what they read, view, write and hear.
- 2.6 an intensive program for "at risk" students to improve their confidence, self-esteem and risk taking when problem solving in reading, writing and speaking
- 2.7 further extend high achieving students

GUIDELINES:

Our College will ensure that:

- 3.1 The promotion of successful language acquisition and its use will be experienced on a daily basis through the use of multi-literacies.
- 3.2 The individual needs of students will be addressed and all students will be guided and challenged in line with Victorian Early Years and Middle Years of Schooling strategies and educational programs specific to BPC, Department of Education and Training (DET) and Regional initiatives.
- 3.3 Through cooperative planning, teachers will share their professional knowledge and use current initiatives, practices and planning tools; AusVELS and Australian National & Victorian Curriculum; and Principles of Learning and Teaching (PoLT).
- 3.4 Through Professional Learning and coaching sessions, teachers will be given the opportunity to enhance their repertoire of teaching strategies and strengthen their understanding of how students learn.
- 3.5 English assessment will reflect the guidelines as set out in the Assessment and Reporting Guidelines and Procedures.

IMPLEMENTATION:

- 4.1 All teachers will refer to current DET initiatives, planning tools and practices to assist in the planning and teaching of English at BPC. The common understanding will be that literacy underpins all learning and is reflected in the three strands of the AusVELS and Australian National & Victorian Curriculum.
- 4.2 All students from P-9 will be involved in School Based Assessment for English throughout the year. Monitoring of student performance will be ongoing, with the results being communicated to parents/guardians as part of the Assessment and Reporting process.
- 4.3 Teachers will be encouraged to undertake professional learning with coaches in the AusVELS Domain of English and current DET initiatives.
- 4.4 Information and Communication Technologies will be utilised as a teaching and learning tool.
- 4.6 Text types will be explored by all students through explicit teaching of the craft of reading, writing and speaking and listening with authentic links to Inquiry-based learning where possible.

- 4.7 External expertise, such as authors, illustrators, guest speakers and consultants, will be utilised to support the English Program. Special events will also be showcased and celebrated.
- 4.8 Print-rich Environments (word walls and anchor charts) and Classroom Libraries will be established in every learning area; Independent Reading will be a daily occurrence from P-9. Ongoing monitoring of students through Benchmark Assessments and regular conferencing is expected as per the Assessment Schedule.

EVALUATION:

This policy to be reviewed as part of the school's two year review cycle, individually, in teams and with the community in 2017 or more often if necessary due to changes in regulations or circumstances.

The Annual Program Budget review will provide recommendations which may be used to affect policy change in the future.