

# MAFFRA PRIMARY SCHOOL 861 ENGLISH POLICY

**At Maffra Primary School we aim for the highest level of performance in English from each individual student.**

## **1. PURPOSE**

Through the English program students will:

- ❖ Develop their skills in reading, writing, speaking and listening and learn about the inter-relationship of these areas.
- ❖ Recognize that active and effective participation in Australian society depends on the ability to speak, listen, read, and write with confidence, purpose and enjoyment.
- ❖ Understand and appreciate the effective use of language and understand that language is used as a means of learning.
- ❖ Develop a love of literature.
- ❖ View English studies at school as a positive experience

## **2. GUIDELINES**

- 2.1 The English Program will be based on the Victorian Essential Learning Standards produced by the Department of Education & Early Childhood Development (DEECD), the Victorian Early Years strategies and GLIS (Gippsland Literacy Improvement Strategy), and supported by other relevant resources.
- 2.2 The English Program aims to develop in students:-
  - (i) The ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts.
  - (ii) A knowledge of the ways in which language varies according to context, purpose, audience and content, and the ability to apply this knowledge.
  - (iii) A knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge.
  - (iv) A broad knowledge of a range of texts and the capacity to relate this to personal experiences and the wider world.
  - (v) The skills to discuss and analyse texts and language critically.
- 2.3 The English Program will be integrated into other areas of the curriculum wherever possible.
- 2.4 Learning in English will be purposeful and interesting.
- 2.5 Information and Communication Technology will be utilized to research, reinforce and develop student's understanding of English

## **3. IMPLEMENTATION**

- 3.1 Teachers will cover the areas of speaking/listening, reading and writing.
- 3.2 Teams will work together to plan the English program related to their students.
- 3.3 Teams will plan and provide a balanced program where there are ample opportunities for listening, reading, writing and speaking.
- 3.4 Learning groups will be flexible to allow for peer tutoring, cross-aged tutoring, co-operative group learning, the development of self esteem and the range of individual needs.
- 3.5 Parent involvement will be encouraged at all levels.
- 3.6 Teachers will use strategies developed by the Victorian Early Years Strategies and the Gippsland Literacy Improvement Strategy (GLIS).
- 3.7 Professional Learning in the teaching of English will form an integral part of the whole school Professional Learning.
- 3.8 Identified students will be supported by a Literacy Intervention program – Literacy Tutors Program (LTP).
- 3.9 Students requiring extension will be supported by teachers selecting appropriate challenging Experiences.
- 3.10 Each year the English Curriculum Committee will be responsible for policy review, program development, budget preparation and expenditure, purchase of resources and establishing the directions for professional learning.

#### **4. RESOURCES**

Resourcing needs will be carefully planned and regularly reviewed and will reflect priorities and targets for any given year.

4.1 To facilitate successful implementation of the English program the following resources will be made available:

- (i) Victorian Essential Learning Standards
- (ii) GLIS professional learning for Coach and Best Practice Teacher and the gradual sharing of strategies throughout the school
- (iii) Further Professional Learning
- (iv) Reading Room materials:- Take Home books, Guided Reading materials, Big Books, Literacy Centre activities and games
- (v) Publishing materials for classroom Writing Boxes.
- (vi) Writing Resource Folder (A Maffra Primary School publication)
- (vii) Teacher references which include
  - \* Teacher reference books
  - \* CD's, DVD's
  - \* DEECD 'Curriculum @ Work' online support
- (viii) Funding as outlined in the Program Budget including the use of the CRT release to enable English Benchmarking in February and November

#### **5. ASSESSMENT**

5.1 Continuous monitoring and assessment of student's development is essential, and will assist teachers to:

- ❖ gain a clear in-depth picture of what each student can do;
- ❖ make decisions when planning for the whole class and small groups, and;
- ❖ group students for focused teaching.

5.2 Assessment moderation between teaching teams will enable a consistent understanding of student achievement across all grades

5.3 A variety of assessment/evaluation methods will be used, for example:

- ❖ February/November PM Benchmarking
- ❖ Running Records
- ❖ Torch Test Grades 3 – 6
- ❖ English Interview P-2
- ❖ National Assessment Program in Literacy and Numeracy (Yrs. 3 & 5)
- ❖ On Demand Testing – English Assessment
- ❖ Teacher observations/anecdotal records.
- ❖ Checklists.

5.4 Teachers evaluation of their own strategies and effectiveness in relation to stated school policy and program will be ongoing.

5.4 Student self-assessment and peer assessment will be utilized to enable students to take responsibility for and develop a greater understanding of their own learning.