

COATESVILLE PRIMARY SCHOOL

ENGLISH POLICY

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 Council

1. PURPOSE

- 1.1 Literacy is an essential lifelong skill and is constantly evolving.
- 1.2 English enhances, enriches and empowers students in their daily lives, allowing expression of ideas, feelings, beliefs and knowledge.
- 1.3 Language development is achieved by learning language, learning about language and learning through language.
- 1.4 English is integral to all eight Key Learning Areas, allowing students to communicate effectively, make decisions and solve problems.
- 1.5 Literacy learning is a partnership between home and school.

2. SCOPE

The English Policy applies to the whole Coatesville Primary School community and will be made available to others on request.

3. REFERENCES

- CPS 2003 School Charter (2003- 2005)
- <http://www.sofweb.vic.edu.au>
- Curriculum@Work CD rom
- Curriculum and Standards Framework 11

4. RESPONSIBILITY AND AUTHORITY

This policy and procedure shall be issued under the authority of the Coatesville Primary School Council and was adopted at the School Council meeting on Monday 16 August 2004.

5. DEFINITIONS AND ABBREVIATIONS

- PLC Professional Learning Circles
- CSF Curriculum Standards Frameworks
- ICT Information and Communication Technology
- DE&T Department of Education and Training
- MYPRAD Middle Years Project Research and Development
- EYSP Early Years of Schools Program
- ILP Individual Learning Program
- AIM Achievement Improvement Monitor
- NESB Non English Speaking Background
- ELRP Early Years Literacy Research Project
- EYS Early Years of Schooling

6. POLICY AND PROCEDURE

The English Program aims to develop in students

- 6.1 The ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts.
- 6.2 Knowledge of the ways in which language varies according to context, purpose, audience and content and the capacity to apply this knowledge.
- 6.3 Knowledge of the different forms of writing and to be able to apply this understanding in their own writing, with daily opportunities to refine their skills.
- 6.4 Skills and attitudes to develop as proficient spellers in order to enrich and enhance their writing.
- 6.5 An ability to recognise a variety of written texts and to discuss and compare their purpose by being exposed to a wide range of reading materials that demonstrate varying literary styles.
- 6.6 Knowledge of the ways interpreting and understanding of texts may vary according to ability, gender, ethnicity, cultural, social and personal experiences.

The English program will be documented in Level 1, 2, 3, & 4 by the end of 2005 and will

- 6.7 Provide a minimum 2 hour daily literacy block for all students Level 1-4.

- 6.8 Follow the guidelines of the ELRP and the MYPRAD Project.
- 6.9 Include a variety of teaching strategies incorporated in the EYSP, MYPRAD, CSF 11 and Curriculum @ Work CD.
- 6.10 Implement and monitor Individual Learning Plans for students who are either working below or above their age appropriate CSF levels.
- 6.11 Introduce, incorporate and expand the use of ICT in Literacy teaching and learning from Level 1-4.
- 6.12 Utilise the Library resources to support the classroom program in the development of Literacy skills.
- 6.13 The English PLC team will support the programs through ongoing monitoring and develop, monitor, review and recommend program budget expenditure according to school policy guidelines.
- 6.14 The care and storage of equipment and materials will be overseen by the English PLC team.
- 6.15 The Classroom Helpers program will be conducted annually to support the teaching and learning programs in the classrooms.
- 6.16 Parents will be encouraged to participate in and support the classroom programs. Annual parent education programs will be conducted to assist parents and build their knowledge.
- 6.17 Individual and small group intervention programs will be provided to support the acquisition of Literacy skills, subject to availability of funds on an annual basis.
- 6.18 The Reading Recovery program provides intensive intervention on a 1-1 basis to identified students on a priority needs basis.
- 6.19 Accelerated Reader computer program will be used to assist with individual goal setting, monitoring and ongoing development of Literacy skills in Level 3 and 4.
- 6.20 NESB students will be catered for within the classroom setting and further supported in line with the DE&T New Arrivals guidelines (where appropriate) and the school's intervention programs
- 6.21 Evaluation of Level 1-4 programs in English will be ongoing and reviewed annually.
Student Assessment will include:
 - EYS School Entry Assessment
 - All Preps will be assessed on entry with the following tools:
 - Concepts about print
 - Letter ID

- Word Knowledge
- Observation Survey for identified students in Level 2 and 3.
- Annual benchmarking of reading achievement in Level 1 and 2
- AIM testing in Year 3 and 5
- Standardised tests at Year 2 and 4.
- Ongoing monitoring and assessment through checklists, work samples, observation, and portfolios.
- STAR assessment as part of the Accelerated Reader Program.
- Student self-assessment

6.22 The reporting of student progress will be conducted at parent /teacher interviews. Written student reports will be provided mid year (June/July) and end of year (December) to parents.

6.23 Student achievement in Literacy will be formally reported to the Coatesville PS community in the Annual Report and be available on request

7. RECORDS

- 7.1 Teachers will maintain student evaluation and portfolios from Levels 1-4.
- 7.2 Teachers will carry out formal and informal evaluation of the English program planning, implementing and reviewing class activities.
- 7.3 Literacy Compacts will be completed annually, setting school-based targets for annual reporting and DE&T accountability requirements.
- 7.4 The English PLC team will initiate an annual policy review and make recommendations to the Policy and Charter Subcommittee of School Council, where necessary.
- 7.5 Success indicators will include:
 - Implementation of the Early Years and Middle Years of Schooling Literacy strategies consistently within teams and across all Levels.
 - Improvement in student ability in English compared with the Like Schools and Statewide benchmarks.
 - Improved teacher competence and confidence in line with current DE&T guidelines.
 - Student self-assessment reflecting improvement in student learning and attitudes.

8. TRAINING

8.1 Teacher Professional Development will be reviewed and audited annually and will include

- The Early Years and Middle Years of Schooling Literacy Programs
- External Professional Development programs to extend teachers repertoire of teaching knowledge and skills
- Analysis of Literacy data from School Level Reports, including benchmarking
- Analysis of student, staff and parent opinion surveys
- Accelerated Reader Computerised Program
- Use of teaching packages
- Moderation of student work

9. REVIEW

- 9.1 This policy will be reviewed with student, parents and community input as part of the school's Triennial Review cycle.