

## English Policy

Policy developed: September 1<sup>st</sup> 2014

Policy review date: September 2017

### **Identity Statement.**

**St Joseph's School is a Catholic Community in the Josephite tradition where we learn and grow in the Spirit together.**

### **Vision Statements.**

**St Joseph's School strives to be an educating community:**

- Where the total development of each child is nurtured.
- Where an environment of trust, respect, hope and safety is built.
- Where families and the school work in partnership sharing the responsibility to educate the child.
- Where school life is an integral part of parish and the wider community.
- Where the students learn in a challenging, enjoyable and cooperative way.
- Where the teachings of Jesus are taught, modeled and lived.

### **Graduate Outcomes.**

**St Joseph's students learn to become:**

- Problem solving, inquiring, critical thinkers striving to be their best.
- Competent and ethical users of technology.
- Hope filled, independent, resourceful, creative, resilient and confident young people.
- Knowledgeable and appreciative of the Catholic faith.
- Socially adept, respectful, just, environmentally conscious and appreciative of diversity.

## **Rationale:**

Active and effective participation in society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment. The study of English, and the broader concept of literacy, is about the appropriate and effective use of language, the use of language as a means of learning and the development of knowledge about language.

## **Aims:**

The Literacy program aims to

- encourage enjoyment in, and enthusiasm for, literacy. And to develop responsibility, confidence and independence as language learners and users
- develop the ability to speak, listen, read, and write effectively
- develop a knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge
- develop a knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge, especially in writing
- develop a broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience
- develop the capacity to discuss and analyse texts and language critically
- develop a knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning

## **Implementation:**

All students at our school will study a sequential Literacy course based upon the outcomes contained within the AusVELS curriculum. AusVELS dictates that English is broken into Reading and Viewing, Writing as well as Speaking and Listening. Teachers must provide learning opportunities for each of these skill sets.

- Learning opportunities that cater for the identified and individual needs of each student must be provided.
- Student's individual abilities must be monitored using formal measurements.
- Reading Recovery will be available for all students who require it.
- Student progress in all strands of English will be reported in half and end of year academic reports, as well as be reported in tri-annual teacher advisory meetings.

- Literacy study for each student will consist of 5 x 2 hour literacy blocks time-tabled each week, generally at the beginning of the day.
- The THRASS (Teaching Handwriting Reading and Spelling Skills) system will be used as a school wide basis for teaching spelling.

### **Assessment & Reporting:**

Student's progress and teaching effectiveness need to be evaluated through use of assessment. Evaluation of assessment is an ongoing process. Teachers need to gather, organise, and interpret data in order to assess the effectiveness of teaching programs, teaching strategies, assessment strategies, resources and staff development programs. Points to consider when assessing student learning include

- The purpose of assessment must be clear to the assessor
- Student's individual abilities must be monitored using formal measurements including the Observation Survey, running records, PAT tests etc.
- Judgments about student achievements should not be based on one piece of evidence but from a series of assessment pieces from a range of contexts.

### **Review:**

This policy will be reviewed in line with our 'Policy Review Schedule'. All policies are stored on the curriculum server in the staff section, under the banner of Policies.