

St. John the Baptist Parish School

ENGLISH POLICY

Rationale

At St John the Baptist's Primary School, high level skills in literacy are critical to enabling all young people to achieve success. Our students at St John the Baptist have come from diverse backgrounds and bring understandings and skills that reflect their experiences in their homes and communities. Our challenge is to share, strengthen and build on the language and literacy capabilities of all students to increase their preparedness to participate in all aspects of life, both in and beyond school. An ongoing commitment for our school is to maintain a strong focus on literacy education to ensure that every student has every opportunity for success.

Literacy is not an isolated skill set. It needs to be seen in the context of the knowledge, skills and understandings required to function confidently and effectively in a technologically advanced, global environment. The emergence of new technologies, their impact upon the way students learn, community aspirations and the emerging demands of society, the economy and the environment, underpin the need for global understanding of literacy in a changing world.

High levels of literacy are essential if students are to build their skills, knowledge and understandings in all domains and at all stages of learning.

Students need to understand and use specialised vocabulary as well as use and create texts.

Learning Principles

At St John the Baptist primary school we believe that the literacy capabilities of all students need to be developed so they can progress and succeed through all stages of learning and throughout their lives.

In recognition of this, our commitment to students and parents is that:

- students will learn in an environment where literacy learning is a focus
- students will have access to contemporary resources that support literacy learning
- students will learn in an environment where their individual needs are recognised and catered for
- students will receive additional support early if they are not making expected progress in literacy and at any point throughout their schooling
- students will be presented with challenging opportunities if they are exceeding their expected progress in literacy
- parents and carers will receive regular updates on their child's progress in literacy as part of school and national assessments
- parents and carers will have the opportunity to be involved in the school's literacy programs.

- teachers will articulate high expectations for every student; set timely, realistic and challenging learning goals in consultation with each student; and support the attainment of these goals through the use of a broad range of teaching strategies
- teachers will select instructional practices that scaffold the learning for all students to reach their maximum capacity in literacy
- teachers will build on students' prior learning, engage student interest, encourage participation, and connections with other learning
- teachers will possess disciplinary knowledge and pedagogical content knowledge of the learning domains and use this to inform their planning and instruction
- teachers will have a deep understanding of the essential literacy knowledge, skills, understandings and behaviours that students require at their stage of learning and how they are developed:
- this includes an understanding of oral language competencies; viewing and responding; phonological and phonemic awareness; the teaching of reading (including literal, inferential and critical comprehension, vocabulary, fluency, decoding); and the teaching of writing (including spelling, grammar and text structures)
- teachers will have a deep understanding and balance of assessment for, of and as learning as an ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning
- teachers will use a wide range of evidence-based assessment instruments appropriate for the stage and domain of learning
- teachers will provide ongoing, constructive feedback to students to enable them to build their knowledge and understanding
- teachers will regularly monitor and analyse individual student data to identify student strengths, needs and focus for instruction, including the identification of need for one-to-one or small group support or extension
- teachers will establish an authentic purpose for learning and ensure students understand that purpose
- teachers will plan for and dedicate focused time for the explicit teaching of literacy and allow ample opportunities for students to engage independently in authentic literacy tasks.

Procedures

Our program at St John the Baptist primary school is based on the Victorian Curriculum English.

Evaluation:

History of Updates to Policy

Date	Comment (e.g. major review, minor review)

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