



# English Policy

## Rationale:

At St Kevin's, the development of English language skills is a priority for all students to ensure active participation in the world around them. Explicit teaching and the development of competencies in reading, writing, listening and speaking enables students to engage as literate members of society.

## Aims:

The English program will develop in students:

- A capacity to effectively read, view, speak, listen and write with confidence, purpose and enjoyment
- A knowledge of the way in which language varies according to context, purpose and audience and the ability to apply this knowledge in a range of contexts
- A capacity to critically read, discuss and analyse a variety of texts
- A broad knowledge of a range of texts and the capacity to make connections to wider learning, other texts and personal experiences
- A range of strategies and skills which they can employ to successfully comprehend what they read, view or hear
- A knowledge of the way in which cultural, social and personal differences and perspectives can impact on our interpretation and understanding of a text
- An ability to use their developing skills across curriculum areas

## Implementation:

At St Kevin's, our English programs are based on the learning focus information contained within the Victorian Curriculum. This encompasses the three strands of Language, Literature and Literacy.

Implementation of this program involves the following:

- All teachers will collaboratively work with their teams and the school Literacy Leaders to plan and implement an effective English program
- There is regular and ongoing monitoring of student learning, using formal and informal measures, in order to moderate and make informed judgements about student progress
- Student development in English will be monitored across the school by the Leadership Team and Literacy Leaders
- Student progress in English will be reported against the Victorian Curriculum Standards, or English as an Additional Language Continuum, in written mid year and end of year reports
- Classroom programs will provide structured daily lessons in English
- Lessons include identified learning outcomes and success criteria, and explicit skill instruction through modelled, guided and independent practice

- Students will be engaged in setting personal goals in English skill development
- Feedback about student progress will utilise developmental continuums and use the WOW (Look what I have achieved) and NOW (Now I am ready to...) format

**Evaluation:**

This policy will be reviewed as part of the school's four-year review cycle.

Reviewed by SDC: July 2018	Reviewed by Staff: July 2018	Ratified by Ed Board: July 2018 (or TBA)	Next review: July 2022
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