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| APPLICABLE TO | Teaching staff at St Therese’s New Lambton |
| DOCUMENT OWNER | St Therese’s |
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| RELATED DOCUMENTS | English Procedures 2019  CSO Programming K-12 Policy 2019  CSO English K–6 Syllabus KLA Procedure 2019  CSO Reporting K–12 Policy 2017  CSO Assessment K–12 Policy 2019 |

# Purpose

English Policy

The purpose of this English Policy is to present clear guidelines for acceptable and consistent practice in the teaching of English and to support teaching staff in implementing the NSW English K–6 syllabus at St Therese’s Primary School, New Lambton.

# Policy Statement

The revision of the English Policy reflects changes to CSO and NESA, syllabuses and advice incorporating the Australian Curriculum, registration and accreditation requirements and the Australian Professional Standards for Teachers. It sets the framework for staff in planning and programming in English. St Therese’s provides quality learning opportunities which relate to students’ needs and abilities, recognising that students learn differently. Teaching programs are inclusive of and cater for all students.

From Kindergarten to Year 10, English is the study and use of the English language in its various textual forms. These encompasses spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.

In acknowledgement of its role as the national language, English is a mandatory subject from Kindergarten to Year 12 in the NSW curriculum. Knowledge, understanding, skills, values and attitudes acquired in English are central to the learning and development of students in NSW. Developing proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society. It supports the development and expression of a system of personal values, based on students’ understanding of

moral and ethical matters and gives expression to their hopes and ideals.

The study of English should develop a love of literature and learning and be challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent and lifelong learners, to work with each other and to reflect on their learning.

Through responding to and composing texts, students learn about the power, value and art of the English language for communication, knowledge and enjoyment. They engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres

Strait Islander peoples. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts.

The study of English in this syllabus is founded on the belief that language learning is recursive and develops through ever-widening contexts. Students learn English through explicit teaching of language and through their engagement with a diverse range of purposeful and increasingly demanding language experiences. The English K–10 Syllabus enables teachers to draw on the methods of different theoretical perspectives and models for teaching English to assist their students to achieve the syllabus outcomes at the highest levels. The syllabus is linked to the purpose statement and broad learning

outcomes of the K–10 Curriculum Framework.

In their study of English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine the contexts of language usage to understand how meaning is shaped by a variety of social factors. As students’ command of English grows, they can question, assess, challenge and reformulate information and use creative and analytical language to identify and clarify issues and solve problems. They become imaginative and confident users of a range of electronic and digital technologies and understand and reflect on the

ongoing impact of these technologies on society. These skills and understandings allow them to develop their control of language in ways that will help them in lifelong learning, in their careers and in life.

# Definitions

**Programming** - the process of selecting and sequencing learning experiences that cater for the diversity of student learning needs in a year and/or stage.

**Collaboration** – staff working together to plan and program learning opportunities

**Evaluation** – the process pf reviewing programs to determine areas that were effective or in need of improvement, to promote student growth

**Programs** - a record of planned learning experiences

**Adjustments** – any altered activities for students with special education needs, including intervention and extension.

# Scope

This policy applies to all teaching staff at St Therese’s New Lambton.

# Guiding Principles

Professional Learning will be offered to teaching staff to build pedagogical practices in English. Teaching staff will use agreed practices to deliver teaching, learning and assessment in English.

At St Therese’s our students will:

* Appreciate, reflect on and enjoy the English language
* Make meaning in ways that are imaginative, creative, interpretative, critical and powerful.
* Understand and use language effectively, appreciate, reflect on and enjoy the English language.

# Responsibilities

**Principal** – ensure the correct implementation of this policy and related procedures.

**Assistant Principal** – provide support and guidance for staff in the implementation of this policy and related procedures.

**Leader of Literacy** – liaise with staff to ensure agreed practices are in place across the school.

**Pedagogical Mentors** – collaborate with staff to analyse data and plan strategies to improve student growth in SIP target areas.

**Teachers** - responsible for the implementation of the NSW Syllabus for the Australian Curriculum in English, by providing explicit teaching and learning experiences in Speaking and Listening, Reading and Viewing, Writing and Representing, Values and Attitudes on a continuum of skill development.

**Learning Support Teacher** - provide individual and/or small group assistance and assistance with resources.

**EAL/D Teacher** – provide support in individual and/or small groups for students where English is an Additional Language or Dialect.

**Teacher Librarian** – incorporate English outcomes in library lessons.

**Learning Support Assistants** - provide some individual and/or small group assistance and assistance with resources, as directed by the classroom teacher or learning support teacher.

**CSO Curriculum Officers** - provide professional learning and support to staff.

# Budget

Appropriate funds will be allocated from the school budget to allow for the successful implementation of this policy and associated procedure. Staff will prioritise the purchase of resources that are necessary.

# Legislative/Professional Guidelines

1. NSW Syllabus for the Australian Curriculum