



STRADBROKE SCHOOL

Language Policy



Rationale

Language is the main tool of learning and communicating. Therefore, at Stradbroke School we believe that the development of language and literacy skills is a high priority.

- The purpose of this policy is to :
 - Ensure the effective delivery of the language curriculum
 - Ensure language skills are developed and used across all areas of the curriculum.
 - Aid in the monitoring of the teaching and learning of language.
- It is important to ensure the policy review is a collaborative process between school leaders, teachers and the school community.
- The language policy must be related to DECD Guidelines and the IB policy directions.



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Belief Statement

Language plays a vital role in the construction of meaning and provides a vehicle for inquiry. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking.

We believe students develop language skills when:

- **They are offered learning experiences responsive to their previous experience, needs and interests:**

Therefore we will:

- Assess students to determine prior knowledge/skills in all areas of language to help identify where students are operating developmentally and monitor their development throughout their primary years.
 - Plan and teach developmentally appropriate, contextualised learning experiences that allow individual students to build upon existing capabilities and understandings.
 - Analyse demonstrated learning outcomes of students to determine when to consolidate, extend or reinforce learning.
 - Provide students with opportunities to make choices based on their interests (e.g. reading material, choices in writing etc.)
- **They are provided with opportunities through the learning process that simultaneously involve learning language, learning about language and learning through language:**

Therefore we will:

- Provide learning experiences where language and literacy are learnt through rich literature
 - Plan and teach language using appropriate scaffolds and opportunities for the gradual release of responsibility: modelled, shared, guided and independent learning experiences.
- **They are challenged within a supportive environment offering the necessary language support to participate fully in the academic program:**

Therefore we will:

- Differentiate instruction by providing a balanced literacy program that supports the needs of the students through appropriate scaffolding, enabling students to meet appropriate challenges to extend their learning.
- Acknowledge that the rate of language development varies from one learner to another.
- Use learning outcomes as a diagnostic tool and as a means of informing planning for further development.
- Provide additional support for those students

- **They are given opportunities to engage in learning with authentic, meaningful contexts:**

Therefore we will:

- Where possible, teach language through the relevant, authentic contexts of the Units of Inquiry.
- Provide language learning opportunities that support learners' inquiries and the sharing of their learning
- Provide opportunities for students to write for authentic purposes and audiences.
- Provide language learning experiences where learners are able to make connections apply their learning in authentic contexts and transfer their conceptual understanding to new situations.

- **They are provided with language rich environments that support language acquisition:**

Therefore we will:

- Provide resources, including reference material and multimedia resources, that support students interests and current Unit of Inquiry
- Provide classroom environments rich in print with relevant labels, signs, explanations and various writing samples, and refer to these resources frequently.

- **They are offered learning experiences that promote inquiry based, authentic language learning:**

Therefore we will:

-Provide learning experiences that use an inquiry based approach, including the use of exemplary texts and through modelled, shared, guided and independent learning experiences to support guided inquiry.

- **Their mother-tongue language is promoted:**

Therefore we will:

- Actively foster respect for and interest in other languages.
- Acknowledge and build on the knowledge of languages of our students.
- Provide resources, where possible, that support the development of students' mother-tongue.

- **They are provided with an opportunity to learn an additional language:**

Therefore we will:

- Provide specialist language teachers for instruction in an additional language (Italian)
- Integrate the learning of an additional language within Units of Inquiry and as stand-alone units.

Goals

We aim to ensure that students:

- develop language skills to the highest level
- develop as confident communicators and imaginative thinkers
- learn to listen to, read, view, speak, write, create and reflect in increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how language works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into and comprehending texts
- develop an informed appreciation of literature
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand the many components of language which comprises the integration of linguistic, cultural and social components
- use language as a tool for personal growth, social interaction and developing relationships within and across cultures
- develop language skills to enable practical communication for future study, work and leisure in a variety of contexts within the global community

Assessment

Stradbroke School implements a range of diagnostic, formative and summative assessment strategies to determine the development of students' English and Italian language. Assessment is regular and ongoing and is used by teachers to plan, monitor, and assess students' learning and progress. The learning and assessment of our language program is based on oral (listening and speaking), written (reading and writing) and visual communication (viewing and presenting).

Classroom assessment

Strategies include:

- checklists
- anecdotal records
- running records
- work samples
- self evaluation
- peer evaluation
- Portfolios
- conferencing

Process as well as product is assessed

There should be ongoing formative assessment to guide planning and learning experiences, as well as summative assessments to determine learning.

The Australian curriculum achievement standards indicate the quality of learning students should typically demonstrate by a particular point in their schooling. Achievement standards comprise a written description and student work samples.

EALD and NEP learners may require special attention in order to fully participate in the learning experiences.

Teachers who are concerned about a particular student's language development can seek advice and look into the intervention programs offered at Stradbroke School.