



MACCLESFIELD PRIMARY SCHOOL

LANGUAGE POLICY

2022

MACCLESFIELD PRIMARY SCHOOL

Mission:

Our unique setting at Macclesfield Primary School aims to develop a community hub, which provides a quality, inquiry-based education. This allows everyone to reach their full and unique potential within a caring and joyful environment, celebrating cultural diversity and sustainable practices.

Our communal goals are:

To cultivate a desire of learning in children and provide them with the skills they need to be knowledgeable, adaptable, empathetic and resilient in a rapidly changing world.

To educate students to be mindful of other perspectives, to take personal action towards shared guardianship of planet Earth and to have a positive influence on our global community and create a more peaceful world.

Vision:

Macclesfield aims to create an inspiring teaching and learning community, where we nurture curiosity and bestow a life-long love of learning.

LANGUAGE PHILOSOPHY

The International Baccalaureate Organisation explains the study of English as a Modern Language as, “*acquiring a language system and applying it in four active and interrelated ways: through listening, speaking, reading and writing. These four skills involve exchanging ideas and effective communication. Effective communication, in turn, involves the intellectual process of understanding how ideas can best be expressed to the audience concerned. Understanding ideas, and expressing them clearly and convincingly, demands an awareness of the cultural characteristics of an audience.*”

OVERVIEW

Powerful language learning creates lifelong skills central to informed citizenship and participation in an ever-changing globalized world. Language is central to learning and all teachers are, in practice, language teachers with responsibilities in facilitating communication.

Language permeates all learning across the curriculum. Learners listen, talk, read and write their way to negotiating new meanings and understanding new concepts. It is the school’s responsibility to provide authentic contexts for language teaching and learning in all areas of the curriculum that are a reflection of, and relevant to, the community of learners, and to the educational theories underpinning the programme.

Language provides a vehicle for inquiry. In an inquiry-based classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically. The love and enjoyment of language through the integration of literature into student inquiry is an indicator of good practice in a PYP classroom as it provides an authentic context for learners to develop and use language. Stand-alone units are to be developed when authentic links cannot be made.

The starting point should always be the learners’ prior experience and current understanding. Learners can make connections, apply their learning, and transfer their conceptual understanding to new situations if the learning experiences enable learners to develop language within meaningful and enjoyable contexts. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning.

ENGLISH

The study of English is central to the learning and development of students at Macclesfield Primary School. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. Our English teaching, learning and assessment is informed by [The Victorian Curriculum: English](#). It is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

The three strands are:

- *Language: knowing about the English language*
- *Literature: understanding, appreciating, responding to, analysing and creating literature*
- *Literacy: expanding the repertoire of English usage.*

When and how will English Language be explicitly taught?

The Literacy General Capabilities, from the Victorian Curriculum, encompass knowledge, skills, behaviours and dispositions that together with the curriculum assist students to live and work successfully. The Department of Education guidelines state that every student must be provided with a *minimum* of 300 minutes per week of **explicit** literacy instruction. However, at Macclesfield we aim for *480 minutes as a minimum; 4 hours reading and 4 hours writing, including 60 minutes of spelling each week*. [The PYP Language scope and sequence](#) and the [Macclesfield English Scope and Sequence](#) directs our teaching of language. All teachers are expected to ensure a balanced and integrated approach to explicitly and systematically teach literacy so that each learner experiences:

- The language and literacy needed for curriculum success (reading, writing, speaking and listening)
- High quality and effective teaching
- Targeted and developmental learning
- Instructional Practice and Feedback

Assessment of English

English assessments are conducted using;

- the Achievement Standards in the Victorian Curriculum
- the assessments identified in the [Macclesfield Assessment Schedule](#)
- through formative and summative assessment tasks in the Units of Inquiry in the [Programme of Inquiry](#)

Practices of the Language Policy at MPS

In a PYP school every teacher is a language teacher.

Language learning includes:

- The language of instruction – English
- The school's additional language – Japanese
- English as an additional language or dialect

Literacy Support

Literacy support is organised both in and out of the classroom. Classroom teachers ensure that learning engagements cater for the range of abilities, interests and needs in their classes. Within any classroom there is a range of abilities and language instruction is differentiated accordingly.

Those students who require intensive literacy support are supported with an Individual Learning Plan outlining specific differentiated needs.

In addition, students at the grade 1 level who are deemed at risk are supported with an intervention program. Reading Recovery is an intensive program which supports students to reach the state-wide benchmark level by the end of grade 1. The program runs for 5 half an hour sessions a week, with follow up work required at home.

Another intervention program that is offered to students not meeting the required level is the 'Reach Out to Reading' program which is offered to students who are not eligible for Reading Recovery. This program offers 4 X 30 minute sessions of support a week.

Parents are informed and encouraged to help students develop literacy skills at home through various school based information sessions, programs and activities. These include:

- New Parent Orientation Night
- Learning Support information sessions and interviews
- Parent Information Night
- Class and school newsletter information
- Homework
- Premier's Reading Challenge
- Use of the Resource Centre
- PYP information evenings
- Regular home reading
- Parent/Teacher interviews (in February and June each year)
- Incidental Parent/Teacher meetings
- Speech Therapy

Parents are also encouraged to support the language program through conversations and classroom observation.

Teachers facilitate parent involvement through parent conferences, newsletters and notes home in addition to regular face-to-face communication when deemed necessary. Parents are encouraged to become active in the classroom and school community.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

EALD is a Literacy support programme for students who were either born overseas, have parents born overseas or identify with another cultural background through extended family.

At Macclesfield Primary School we have less than 5% of students who are from a culturally and linguistically diverse background.

Students who are eligible for the EALD programme may be those who:

- ❖ Were born overseas and have learnt English later in their childhood
- ❖ Were born in Australia and speak English and another language at home
- ❖ Were born in Australia and identify with another culture through their extended family

Several factors are used to identify students for support. These include:

- ❖ Student's current Language and Literacy level (the Levels Census data determines the level of support given to EALD students)
- ❖ Prep enrolment forms
- ❖ Prep assessment online
- ❖ Classroom teacher and EALD teacher discussions (The Blackburn Language School)
- ❖ Work samples
- ❖ Diagnostic testing (classroom based)
- ❖ Speech therapy assessment (DET)

An EALD programme provides enrichment in language development across the curriculum and supports children to be confident and competent speakers, readers and writers of English.

Children who take part in the programme will be supported in different ways according to their current needs and abilities.

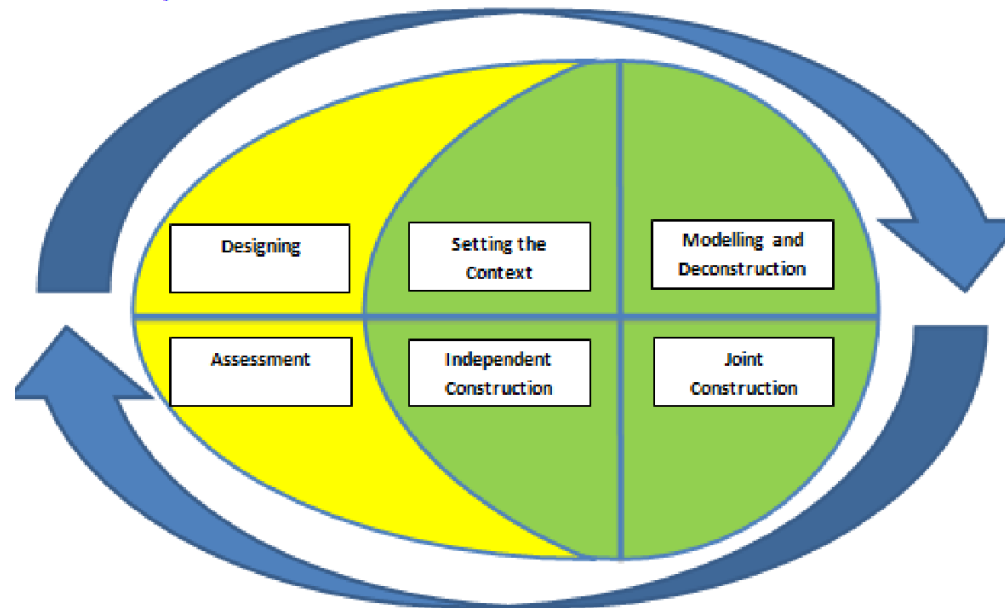
Students are supported to develop various aspects of their literacy including:

- ❖ reading for understanding and comprehension of texts
- ❖ writing skills such as sentence and paragraph construction, functional grammar, spelling
- ❖ genre writing , looking at different text types linked with Units of Inquiry
- ❖ development of confidence in English speaking and listening skills; this includes asking and responding to questions, expanding vocabulary and non-verbal communication
- ❖ students may be supported in their classrooms or work in small groups with the EALD teachers and SSOs

- ❖ Speech therapy
- ❖ Accessing DET EALD resources

The process of EALD teaching is represented by the diagram below.

English as an Additional Language or Dialect (EALD) Designing, Teaching & Learning and Assessment Cycle



Assessment of EALD students

The *Language and Literacy Levels across the Victorian Curriculum: EALD Students* describes the development of Standard Australian English required to meet the increasing demands of the Victorian Curriculum across the years of schooling from Foundation to Year 10. This development of Standard Australian English is twofold. It involves developing:

- knowledge about the English language and how it works to make meaning i.e. language
- knowledge about how to use language appropriately and effectively in varied contexts i.e. literacy.

The *Language and Literacy Levels* can support teachers to use assessment, *for, as and of learning*. It is also used as a tool to inform teaching practice and programming.

For learning

Assessment using the *Language and Literacy Levels* enables teachers to determine a student's current literacy level and the gap between where the student is and where they need to be – the desired goal. The detail of the *Levels* supports the teacher to be able to clearly articulate the required learning and to be more intentional and explicit in their planning, teaching, feedback and assessment. This helps teachers to close the gap for students who are behind the expected year level.

As learning

Teachers can use the *Language and Literacy Levels* to develop assessment criteria and marking rubrics to share with students, along with examples of evidence of progression. Students can also use the *Levels* or assessment/marking rubrics to set their own learning goals and monitor their progress through the levels.

Of learning

One of the primary purposes of the *Language and Literacy Levels* is for teachers to use sets of student evidence to make judgements on student language and literacy development against the *Levels* and in so doing measure a student's achievement against year level standards.

LANGUAGES OTHER THAN ENGLISH (LOTE)

Japanese is an integral part of the curriculum at Macclesfield Primary School. It is taught once a week F-6; F-2 for 45 minutes and Grades 3-6 for 60 minutes. The content is currently based on the [Victorian Curriculum, Domain-Languages](#) and taught through the PYP Units of Inquiry.

Teachers guide students to engage with and inquire into Japanese language and Asian culture by using written and digital texts and ICT resources. In the early years of learning Japanese, the emphasis is on oral language through songs, games, rhymes, stories and plays using gestures to help students' understanding and memory. As the students' progress through to Year 6 they increasingly communicate orally and in writing in addition to working with visual texts as they continue to explore Japanese language and culture. They respond to and create their own texts and reflect on their own learning. In addition, all students are encouraged to understand and display the PYP Approaches to Learning and aspects of the Learner Profile.

Students are currently assessed using the Victorian Curriculum achievement standards.

PROFESSIONAL DEVELOPMENT

The Principal, PYP Coordinator and Team determine the whole school Professional Development needs in the area of language considering cluster, year level, specialist and individual perspectives.

The PYP Coordinator/Team is responsible for disseminating the information to staff and the school community regarding current research and best practices in language learning.

The PYP Coordinator/Team will organise staff meetings and professional development time for teaching staff to share how they are facilitating the learning and support of English, Japanese and Mother-Tongue as part of the Programme of Inquiry (POI) and stand-alone subjects.

The Principal and PYP Coordinator are responsible for sharing and making available professional journals and other resources for teaching staff.

Staff are expected to attend professional learning sessions endorsed by the IB as well as those that support language learning. The PYP Coordinator will provide in house support as well as arrange for in-school workshops.

The PYP Coordinator and additional Language teacher attends relevant staff professional development, teaching staff planning meetings and reflection days and has access to language professional development.

RESOURCES

The PYP Coordinator/Team in conjunction with the library technician will continually update the resources in the library/science room and teacher resource collection to meet the needs of all students and cultures represented in the school. Classroom teachers, students and parents assist with providing recommendations.

Classroom libraries are kept up to date with resources catering for all languages spoken in the classroom through:

- English and Mother Tongue resources from the Resource Centre and Oral Language Room
- English resources linked to the POI (levelled reading sets, Big Books and both fiction and non-fiction books of interest)
- Collaboration and cooperation with the Additional Language teacher

Processes used to identify suitable and adequate resources for general language learning and literature are negotiated with the PYP Coordinator and Literacy Co-ordinator.

Resources are initially considered based on:

- requests by teaching staff and students
- whole school focus and professional development needs
- recommendations of book suppliers
- information from educational authorities

The criteria for identifying suitable and adequate resources are the following:

- Balance of fiction and non-fiction, visual, print, ICT and audio
- Resources that directly support the conceptual focus of units of inquiry e.g. science, environment
- Whole School focus e.g. internationalism
- PYP Learner Attributes
- PYP Approaches to Learning
- Stand Alone units
- Mother Tongue resources based on information from data collected about mother-tongue languages in our school
- Range of quality literature
- The PYP Coordinator, in consultation with teaching staff, identify suitable teacher library resources for school language programs
- The Additional Language teacher determines suitable and adequate resources for Japanese

THE LIBRARY

We have an extensive collection of resources which support literacy and language learning. Our main collection reflects the diversity of our student population and is interesting and engaging for students. It also includes a varied selection of books, digital resources, pictures and classroom reading materials. We select items that are age-appropriate, inclusive and relevant to our units of inquiry. We are building our bi-lingual resources of other cultural backgrounds and are available for loan.

LANGUAGE POLICY RESOURCES

It is the school's responsibility to ensure that sufficient funding is available to provide resources for all aspects of Language teaching including English, Japanese and Mother-Tongue.

The PYP coordinator, Literacy coordination and Language Teacher, in collaboration with teaching staff and principal, are responsible for the selection and purchase of resources used in implementing the Language Policy.

ROLES AND RESPONSIBILITIES

The development, implementation and revision of the language policy should, where possible, be a whole staff process and involve collaboration between the PYP Coordinator, Literacy Support Coordinator, Additional Language teacher, Classroom teachers, Specialist and other teaching staff.

The PYP Coordinator will be responsible for initiating the process of implementation and reviews by way of recommendations and a draft document with proposals to submit to the staff and School Council.

Teachers will work collaboratively with the PYP Coordinator to develop and access resources needed for Units of Inquiry in the PYP, students research and language support.

The Language document will be approved by the School Council and will be communicated to the school community as are other such documents.

COMMUNICATION TO STAFF AND SCHOOL COMMUNITY

The PYP Coordinator is responsible for communicating the Language Policy to teaching staff, students and parents/carers, ensuring that all documents, which contain policies or overviews of school programs, include information about the Language Policy.

The Additional Language teacher is responsible for highlighting the integral component of the Japanese program in the Language Policy.

The PYP Coordinator explains the Language Policy to new teachers as part of their induction process.

It is the responsibility of the PYP Coordinator to ensure that staff are kept informed of the IB programme standards and practices in relation to language teaching and learning and that the Language Policy reflects a commitment to these standards and practices.

SCOPE AND SEQUENCE

A variety of guiding curriculum documents are used in order to plan for language within the classes and year levels. Documents consulted include:

- [International Baccalaureate PYP scope and sequence](#)
- [The Victorian Curriculum - English](#)
- Macclesfield English Scope and Sequence - attached
- Effective Schools Model
- Differentiated Classroom-Tomlinson
- THRASS
- Single Word Spelling Program
- M100W
- Oxford Word List of Most Frequently used Words
- Macclesfield P.S. Assessment Schedule
- Literacy Pro Framework – Scholastic
- Fountas and Pinnell Benchmarking System
- PM Benchmarking System
- Nelson Strategies for writing genres
- *6+1 Writing Traits* – Ruth Culham
- *Strategic Reading* – Debbie Miller
- First Steps
- *Guided Thinking for Effective Spelling* – Christine Topfer & Deirdre Arendt
- *Effective Spelling Teaching Guides* - Christine Topfer, Emma Warren, Bethany Woolnough

Please see the Macclesfield Scope and Sequence document for further description

- *Spelling it Out* – Misty Adoniou
- *Spelling K-8 Planning and Teaching* – Diane Snowball & Faye Bolton

ADMISSIONS AND ENROLMENT

Information on enrolling students' language needs is gathered in a variety of ways in order to develop a language profile of the student, and so that an entrance point for the student is identified for future milestones to be mapped against. It provides data about the students' proficiency and needs in language for the teaching staff to plan appropriately.

Enrolment forms are issued where questions include preschools attended, physical needs such as hearing or visual impairment, medical needs, and language background. If the child is joining in Foundation then reports from preschools are gathered as well as other agency reports.

Speech pathologists are available to screen Foundation students in their first year (DET)

The English Online compulsory assessment is carried out during the first month of school.

MOTHER TONGUE SUPPORT

A survey is administered to collect important information such as, place of birth and languages spoken at home. Information can be found in the enrolment pack issued to parents at time of enrolment. This data is to be given to the PYP Coordinator/Team.

Data collected will indicate how the school will support our families (EALD).

Parents/carers are to indicate if a translator is required for the initial enrolment interview. This information is recorded as part of the enrolment procedure.

Class teachers are expected to use this information to create and capture opportunities for students to share and explore languages spoken by their peers. See Class Opportunities for Sharing Mother Tongue section on the Department of Education Website.

ASSESSMENT & REPORTING

Macclesfield Primary School assessment and reporting is planned in accordance with guidelines set by DET (Department of Education and Training) and the IB (International Baccalaureate). Macclesfield implements a range of diagnostic, formative and summative assessment to determine the development of students' English and Japanese language and is recorded and accessed in a central data base; Compass Reporting Package

This information is available to parents/carers in greater detail in our [Assessment Policy](#).

LANGUAGE POLICY REVIEW

The Principal, in collaboration with the PYP Coordinator, Literacy coordinator, School Council and Additional Language teacher will identify necessary minor changes annually in-line with the implementation of AIP.

The Language Policy is to be reviewed biennially involving the Principal, PYP Coordinator, School Council team, Additional Language teacher, Classroom teachers, Specialist teachers, literacy support staff and other teaching staff. It will be ratified by the current Governing School Council.

As a result, the school action plan will be updated based on what has been achieved and areas for further development.

The evaluation of the effectiveness of Macclesfield Primary School's Admission Policy is scheduled for review in 2024.

NAME	POSITION	DATE	SIGNATURE
Andrew Bagnall	Principal	Feb 2022	
Emma Nielsen	School Council President	Feb 2022	
Andrea Goodey	PYP coordinator	Feb 2022	
Louise McInnes	Literacy Co-ordinator	Feb 2022	

**Essential Agreement completed – see attached*

ESSENTIAL AGREEMENT

I acknowledge that I have read the *Langugage Policy* and I will agree to implement the document in my role at Macclesfield Primary School where appropriate.

DATE	NAME	SIGNATURE
	Damien Jones	
	Emilya McDonald	
	Jarren Boyd	
	Ben Waters	
	Linda Fraser	
	Louise Mc Innes	
	Maria O'Neill	
	Marissa Cashmore	
	Melanie Jessop	
	Rachel Woodhouse	
	Rohan Buttenshaw	
	Rosie Moulton	
	Sally Berberich	

	Tess Fowler	
	Andrea Goodey	
	Andrew Bagnall	
	Andrea Hagar	
	Selina Rose	
	Charmaine Kavalic	