



LANGUAGES POLICY

OUR PHILOSOPHY

Keysborough Gardens Primary School understands that language is a child's first and most powerful learning tool. We value the process of language learning and centre our teaching on the conscious and deliberate study of Language, Literature and Literacy, recognising language as the formative building block of a global minded, respectful and inquiring individual.

At Keysborough Gardens Primary School, we believe that it is through the study of language that individuals learn to analyse, understand, communicate with, and build relationships with others and the world around them. The term "language" encompasses a range of literacies, including the understanding of written, oral and visual information, and an ability to interpret numerical information and effectively use and engage with multi-media and technology. We strive to improve students' vocabulary and ability to select and interpret information across all mediums and be able to articulate thoughts, ideas and feelings to demonstrate understanding.

Instructively, research tells us that the greatest influence on students' literacy and language development are the teacher and the quality of the teaching that takes place in the classroom. Our students are given the opportunity to write, read and practice their oral language skills on a daily basis.

Fundamental to the school's philosophy is our belief that all teachers are teachers of language. This is not just the responsibility of the classroom teacher.

POLICY

Keysborough Gardens Primary School is a collaborative learning community committed to continuous improvement.

Language is fundamental in constructing meaning, modelling skills and attitudes and reflecting on practice and experiences with the primary aim of improving learning and teaching.

The learning process simultaneously involves learning language – as learners listen to and use language with others in their everyday lives; learning about language – as learners grow in their understanding of how language works; and learning through language – as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues.

OVERVIEW

At Keysborough Gardens Primary School, we recognise that the acquisition of language is a dynamic, lifelong and social process that permeates all learning; therefore, all teachers are language teachers. The teaching of language is crucial in equipping learners with the language skills they need to become effective learners in their own communities, the world of work and society in general. Language is crucial in nurturing the full development of each learner and fostering the values of diversity, international mindedness and intercultural awareness. Language provides a vehicle for learners to engage with the world, and to relate to, and accept responsibility for helping to create a better and more peaceful world.



EXPECTATIONS

Students experience a balanced and sequential language curriculum based on the Victorian Curriculum and delivered through the Primary Years Programme.

LANGUAGE PROGRAMS OFFERED AT KEYSBOROUGH GARDENS PRIMARY SCHOOL

Keysborough Gardens Primary School serves and represents a diverse multicultural community for whom English is recognised as the common language; therefore, English is the main language of instruction at the school.

We appreciate and support the diversity of language within our school and the world as a whole and promote the concept that although languages may differ in terms of culture and localities, they can lead to greater acceptance of both. With the aim of promoting international-mindedness and appreciation, Keysborough Gardens Primary School seeks to promote the development of all languages.

The teaching of English is centred on the conscious and deliberate study of Language, Literature and Literacy. The study of English is central to the learning and development of all Keysborough Gardens students; it helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of Language, Literature and Literacy that individuals learn to analyse, understand, communicate with and build relationships with others and the world around them. The role of language is crucial in nurturing the full development of each learner and fostering the values of diversity, international mindedness and intercultural awareness. It helps them become ethical, thoughtful, informed and active members of society.

Keysborough Gardens Primary School provides a balanced language curriculum which supports and develops a deep and enduring knowledge about languages and the ability to effectively speak, listen, read, write, view and present with purpose and confidence, in a wide range of contexts. The language curriculum supports the ability to recognise and select language appropriate to different situations, an understanding and application of the conventions of language, and an abiding enjoyment and appreciation of languages.

Providing a program in more than one language is essential when developing internationally minded learners. We support the belief of the International Baccalaureate, expressed in the Learner Profile, that a communicator is someone who understands and expresses ideas and information confidently and creatively in more than one language, and in a variety of modes of communication. Further, understanding language is fundamental to appreciating other perspectives and developing an authentic sense of Internationalism. Keysborough Gardens Primary School students are given the opportunity to become proficient in a second language. It is through learning a second language that students gain a viewpoint from a different cultural perspective. The Second Language Learner program of Mandarin provides all students with the experience of cultural immersion and language development.

SUPPORTING FAMILY LANGUAGE

Keysborough Gardens Primary School recognizes the vital place of students' home language in their speaking and listening development. Our teachers provide an environment that values the language resources that students bring to school and build on these resources to facilitate learning in all subject areas. Learning one's own culture and language is requisite to optimally understanding and enjoying the language and culture of others. At Keysborough Gardens Primary School, we acknowledge a child's right to maintain their connectedness to their culture through opportunities to continue to develop their family language. Literacy in the home language is recognised as an important part in the development of all students' self-esteem and cultural identity and is a key



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component of successful learning in English. A significant number of students at Keysborough Gardens Primary School were born overseas and have strong cultural roots from other countries. Around half of all students speak a language other than English at home and we have two students from an indigenous background. Some languages spoken at the time of making this policy are: Afrikaans, Turkish, Malayalam, Tamil, Punjabi, Sinhalese, Khmer, Vietnamese and Mandarin. The language of instruction at Keysborough Gardens Primary School is English and Additional Language Learning is Chinese (Mandarin).

Family languages are shared across the school through language extra-curricular clubs and students being given the opportunity to teach their peers words and phrases from the languages they speak at home. For families who do not speak English confidently, interpreters are provided for school meetings to allow for clarity and understanding.

STUDENT SUPPORT

Teachers will identify students with special needs, including EAL, academic and social/personal. Teachers will develop appropriate modifications to the learning program that are consistent with the needs of the student. Where appropriate, teachers will refer students for assessments that may lead to additional support. Classroom teachers will review the student information and develop action plans (ILP) for meeting the student's needs in conjunction with the student's family. These plans are implemented for a period of time and evaluated for effectiveness. Some students may also be identified to receive additional language support via our Learning Enhancement Program.

IMPLEMENTATION

We believe that language should be taught in the context of the Units of Inquiry and the interests of the students and address a wide range of areas such as reading, writing, viewing, presenting to an audience, nonverbal communication, and speaking and listening. Students have numerous opportunities to use their language skills to pursue personal interests in Social Sciences, Visual and Performing Arts, Literature, Technology, The Sciences, Mathematics and Additional Languages. Technology such as interactive whiteboards, iPads and computers complement and enhance language programs.

ASSESSMENT

The prime objective of assessment at Keysborough Gardens Primary School is to provide feedback to inform teaching and learning. Therefore, teachers at Keysborough Gardens Primary School use a range of formative assessment tasks to determine what the students know, and what they next need to learn.

Summative assessment of student language learning at Keysborough Gardens Primary School is assessed and reported upon using the Victorian Curriculum progression points.

Assessment tools outlined in the KGPS assessment and reporting schedule include:

- Running Records – Decodable readers
- Probe reading comprehension
- NAPLAN – Year Level 3 and 5
- PAT (Reading, Grammar and Punctuation, Vocabulary, Spelling)
- Waddington Spelling
- Oral and Written Phonogram Review
- Online English Interview – Foundation
- Cold Write

Student progress and achievement in language is communicated to students and families through:



- Three-way conferences (student, parent, teacher)
- Teacher-Student conferences
- Student Led conferences
- Student Reports – June and December
- Individual Student Portfolios – Digital and Hardcopy
- The Exhibition

Please refer to KGPS Assessment Policy for further information

LITERACY

Language is involved in all learning that takes place in Keysborough Gardens Primary School. Our students listen, talk, read and write their way to form new meanings and understand new concepts. Our approach to Literacy provides an authentic context for learners to develop and use language. Wherever possible, our students are taught through the relevant and authentic context of the PYP units of inquiry.

When students are given the opportunity to develop their literacy skills within meaningful and enjoyable contexts, they are able to make connections, apply their learning, and transfer their conceptual understanding to new situations.

Across all year levels, what we teach is in response to our students' previous experience, needs and interests, rather than following a predetermined, prescriptive model or program.

At Keysborough Gardens Primary School, we follow a synthetic Literacy model where all aspects are combined into each session, with different foci. Scaffolded Literacy influences our approach and Mentor Texts, in book, novel, podcast or other forms, are used to model reading behaviours and comprehension strategies, writing purpose and audience, as well as speaking and listening components and practice.

To provide flexibility and assist teachers in teaching students at their point of need, reading-focused lessons can take place in a range of different structures, such as:

- Read Aloud, Shared or Modelled Reading with an explicit teaching focus
- Independent Reading that involves reading texts that are 'Just Right' or differentiated.

Purposeful learning experiences occur daily to build not only a love of reading, but fluency, stamina, accuracy, comprehension whilst expanding students' vocabulary. Comprehension is an integral part of all reading sessions, as without it, students are not able to engage deeply with a text. Guided Reading, Reciprocal Reading, Close reading, Literature Circles and Critical Literacy Groups can also form part of the Reading session.

Writing-focused lessons focus on sentence level instruction and give time for students to focus on their current individual/catered learning goals. When planning writing sessions, teachers at Keysborough Gardens Primary School, incorporate elements of The Seven Steps of Writing and The Writing Revolution programs. There is a balanced approach to the genres and text types taught, using the context of the Units of Inquiry, the Victorian Curriculum and student voice. Wherever possible, a real purpose and audience is provided for students to allow them to apply their learning in a meaningful way.

To provide flexibility and assist teachers in teaching students at their point of need, writing-focused lessons can take place using a range of different structures, such as:

- Mini Lesson incorporating Shared or Modelled Writing with an explicit teaching focus.
- Independent Writing time/Conferences.



- Reflection/Discussion/Share time.

Students are provided with structure and guidance when they are learning to write a specific text form. They are given regular opportunities to write about topics of their choice and are provided with opportunities to write for genuine purpose and audience, whenever possible. Our approach aims to strike a balance between structure and the freedom to experiment with different forms of writing. Teachers have the responsibility of planning engaging and authentic written language tasks that are flexible enough to capitalise on incidental opportunities (teachable moments) as they arise.

At KGPS the writing learning and teaching program is comprised and supported by the use of the following programs and strategies:

- Scaffolded Literacy
- Use of mentor texts that are connected to the units of inquiry
- Seven Steps of Writing Success <http://www.sevenstepswriting.com/>
- Guided Writing/ Shared Writing/ Modelled Writing
- Purposeful talk
- Feedback / Self-assessment and goal setting / Peer support
- Text Types
- Links between reading and writing
- A focus on vocabulary/grammar/spelling
- Handwriting
- Writer's Notebooks
- The Writing Revolution

Throughout the literacy blocks, spelling, punctuation and grammar will be found within, through modelled examples, explicit teaching to point of need and guided inquiry into language. At Keysborough Gardens Primary School, a spelling scope and sequence will be created, exploring expected spelling patterns and words that will be covered at each year level, that link to each year level's unit of inquiry to ensure that the acquisition of vocabulary is meaningful, relevant and contextual. There will be an explicit focus on sounds and phonological awareness in P-2 to ensure spelling competency and confidence, moving towards a 'Word Study' approach in years 3-6, where students will delve deeper into etymology, prefixes, suffixes, synonyms and antonyms etc. using a guided inquiry approach.

SPEAKING & LISTENING

Oral language underpins all elements of learning at Keysborough Gardens Primary School. Students are given opportunities for both planned and unplanned speaking and are taught the difference between speaking formally and informally. Communication skills for taking part in conversations, listening to and responding appropriately to others are explicitly taught, and processes, strategies and conventions for speaking and listening are included in teaching and learning programs. These skills are explicitly taught through our school values and implemented as a positive behaviour strategy.

Students are given a number of opportunities for develop their speaking and listening skills such as:

- Reading discussions
- Substantive Talk
- Speaking and Listening Home Learning tasks (Show and Share and Home Learning Projects)
- Leadership roles within the classroom and school
- Reflection/share time in the classroom
- Oral presentations (group/individual)
- Speaking and Listening Assessment tasks via Units of Inquiry



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- School/class performances
- Debating

LOTE

The language other than English (LOTE) provided at Keysborough Gardens Primary School is Chinese (Mandarin). It operates from Foundation to Year Six, through one weekly specialist lesson. The Chinese program is sequential and allows for the development and realistic acquisition of oral, written and visual language skills. The Chinese Second Language Learners Scope and Sequence details specific ways of supporting language development through the Units of Inquiry. The Chinese program incorporates the PYP and Victorian Curriculum Standards.

LIBRARY

Language development will be enriched and developed using the school library, through:

- Ongoing explicit teaching of library skills by classroom teachers from Foundation to Year Six
- Weekly timetabled teaching and borrowing sessions for each class.
- The use of a variety of references including books, visual and technological media to search for, record and present information.
- Ensuring the texts in the library support the Units of Inquiry and reflect the cultural diversity of our students and their interests.

Library resources are updated regularly to expose students to a wide range of literature including world classics and purchasing of Children's Book of the Year short-listed books each year.

RESPONSIBILITIES OF STAKEHOLDERS

Effective implementation of the Language Policy requires the cooperation of all stakeholders of the school community.

SCHOOL COUNCIL

The School Council will:

- Ensure that policies and procedures regarding the language acquisition are developed and implemented and are regularly reviewed through the education sub-committee.
- Support KGPS in implementing the Language Policy, through planning and development of programs, activities and initiatives at school.

SCHOOL LEADERSHIP

The school leadership will:

- Approve funding, facilities, leadership, and resources for the successful implementation of the Language Policy.
- Hold English Curriculum PLC Leaders and Mandarin teacher accountable for the effective implementation of the Language Policy.
- Ensure the planning, delivery, and evaluation of effective professional development meets the unique requirements of KGPS in relation to the Language Policy.
- Share responsibility for oversight, implementation and revision of the Language Policy and curriculum efforts.
- Support teachers in their delivery of instruction.



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- Provide a supportive learning and teaching environment which encourages development of knowledge, skills and expertise.
- Provide teachers with the opportunity to attend professional learning sessions to expand and enrich their expertise about languages and language learning.
- Promote an embedded professional development model enabling collaboration concerning curriculum, instructional techniques, assessment and student progress.
- Promote the sharing of professional learning through team and staff development meetings
- Provide for teacher observation with constructive feedback, materials, planning time and staff development opportunities.
- Promote communication with parents concerning students' language development.
- Promote the importance of maintaining a student's development of their family language.
- Promote an extra-curricular program that encourages the use and development of Chinese (Mandarin).

CLASSROOM AND SPECIALIST TEACHERS

Classroom and Specialist teachers will:

- Plan for and teach the conventions of language within the curriculum at each level.
- Provide a balanced language program, contextualised through the Programme of Inquiry.
- Use ongoing assessment of language to inform teachers about the individual learning needs of students.
- Plan incursions, excursions and activities to provide explicit shared experiences and develop shared and common language and further enrich language opportunities for all students.
- Write Individual Learning Plans for students requiring further support.
- Teach language skills for social interaction, using English and/or Mandarin as the primary language of instruction.
- Acquire a professional knowledge base in second language acquisition processes, students' developmental language behaviours, and familiarity with students' language learning cognitive styles.
- Integrate language instruction with content instruction.
- Make high-level academic content instructionally comprehensible (scaffolding).
- Create classroom environments that are discourse-rich and process-oriented (plentiful opportunities for students to listen to, read, speak, and write through interactive activities).
- Support and encourage language self-assessment.
- Give ongoing feedback to students on their linguistic and cognitive development by using a variety of assessment strategies.
- Hold high linguistic and academic expectations for all students.
- Build a strong home-school partnership using various means of communication.
- Emulate dispositions for life in an international world (i.e., tolerance for ambiguity, empathy, flexibility, respect for others' languages and cultures).
- Work collaboratively to develop culturally inclusive and age-and developmentally appropriate curriculum and teaching strategies.
- Integrate appropriate technology that enhances language development.
- Select resources which are linguistically accessible and culturally inclusive.

LEARNING ENHANCEMENT TEACHERS

Learning Enhancement Teachers will:

- Work closely with classroom teachers to identify students' who would benefit from participating in the Learning Enhancement Program.



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- Design the Learning Enhancement Program to cater for the students' strengths & weakness in language learning.
- Align the Learning Enhancement Programs with classroom teaching programs.
- Communicate consistently with classroom teachers.
- Reflect on and review teaching & learning programs regularly.

ADMINISTRATION

A staff member will be allocated the responsibility for coordinating the Communication and Language Program at Keysborough Gardens Primary School. Supported by a Curriculum PLC team (which includes the Mandarin teacher), the English Curriculum PLC Leader will:

- Be responsible for purchasing and maintaining teaching and learning resources.
- Review language programs annually.
- Prepare an Annual Implementation Plan and budget.
- Coordinate relevant professional development for staff.
- Support and inform staff of best practice in language teaching.

PARENTS

A number of parental actions will facilitate linguistic and academic success for students.

Families are encouraged to:

- Have a positive attitude toward English, Chinese and home languages.
- Promote the advantages of learning other languages.
- Maintain mother tongue literacy skills in the home or after school.
- Encourage and support their children's additional language acquisition.
- Communicate with other parents to exchange ideas and reduce isolation.
- Supply multilingual materials in the home.
- Be knowledgeable about language-immersion in order to support the school's efforts.
- Be prepared to make the long-term commitments that success requires.

STUDENTS

Students are expected to:

- Acquire information by listening to oral presentations, interpreting print and graphic material, and observing and recording practical experiences.
- Convey information by telling stories and explaining ideas.
- Think logically through inference, hypothesis, analysis, prediction and evaluation.
- Accomplish practical tasks either individually or by collaborating in small groups.
- Make decisions by identifying alternatives, evaluating evidence and determining appropriate actions.
- Work creatively by using ideas inventively.

REFERENCES

- Guidelines for developing a school language policy, IB, April 2008
- Principals into Practice, 2018
- <http://ibo.org/en/language-policy/>
- <http://www.vcaa.vic.edu.au/Pages/foundation10/f10index.aspx>



REVIEW CYCLE:

This policy was last ratified by School Council in: July 2022

Due for review in: July 2025