



LANGUAGES POLICY



Blackwood Primary School Mission Statement

To develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Introduction

The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect, (IBO Mission Statement).

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world, (IB Learner Profile).

Education in a global community brings with it an increasing need to focus on developing intercultural skills and understandings. This requires students to develop the knowledge, understandings and intercultural capabilities to participate actively and responsibly in increasingly diverse local, regional and global communities. More than one language is essential to developing international-mindedness, intercultural understanding, peace education and understanding of students' own cultural identity. All our students, Reception to Year 7 are offered a range of language learning opportunities to develop their capabilities to:

- Communicate and interact within and across cultures.
- Understand their own and others' languages, extending their range of literacy skills.
- Become familiar with the experiences and perspectives of other cultures.

Language is a vehicle for learning, thinking and communicating and permeates all areas of the curriculum. At Blackwood Primary school every teacher is a language teacher and we all have a responsibility to ensure that language is seen as an important part of learning. Class teachers and support staff are responsible for including language and cultural perspectives to studies across the curriculum. They work with the specialist language teachers to provide links with the general curriculum and to support the LOTE curriculum.

Aims

Blackwood Primary School encourages students to:

- Understand the nature and many facets of language and the process of total language learning, 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.
- Use language as a vehicle for thought, creativity, reflection, learning and self-expression to foster curiosity, a lifelong interest and enjoyment in language learning.
- Maintain and develop mother-tongue languages and acquire other languages to foster intercultural understanding.
- Develop language skills to enable practical communication for future study, work and leisure in a variety of contexts within the global community.
- Explore and develop language skills through transdisciplinary work and the use of media and information technology.
- Respond appropriately to a range of texts within a variety of local and global contexts.
- Reflect on the learning process.



LANGUAGES POLICY



Language of Instruction

English is the language of instruction at Blackwood Primary School and is taught in relevant and authentic contexts through inquiry. At Blackwood Primary the curriculum in the area of English involves learning about texts and about language, using the modes of speaking, listening, reading, viewing and writing. Learners comprehend and compose a range of literature, media and everyday texts. They explore and engage with fictional, factual, non-print and multimedia texts from diverse cultural perspectives. They use these texts to explore ideas, and think creatively and critically about themselves, their world and the global community. They are also able to use the texts they read, view and listen to as resources for creating and constructing their own texts.

Much of the planned English learning is integrated into the Units of Inquiry, with many set texts and ICT resources chosen to support these units and to provide a global perspective. Stand-alone lessons do occur for specific skills lessons.

The basis of our English curriculum is outlined in the following documents:

- 1) South Australian Curriculum, Accountability and Standards Framework.
A description of this framework can be found at http://www.sacsa.sa.edu.au/index_fsfc.asp?t=CB
- 2) The PYP *Language Scope and Sequence* (February 2009)
- 3) The *Primary Years Programme as a model of transdisciplinary learning* (2010), available from the online Curriculum Centre at <http://occ.ibo.org>

Monitoring and support for student achievement

We monitor student achievement in English through:

- Early Years assessments after students have been at school for four terms, using the Reading Recovery tests developed by Marie Clay and the South Australian Motor Coordination tests for 5 and 6 year olds.
- Use of the *SpaT* and *SpaR* speech and language tests.
- Whole-school assessment of spelling and reading in November each year.
- The National Literacy and Numeracy (NAPLaN) tests in Years 3, 5, and 7.
- Specialised testing by educational psychologists and speech pathologists, undertaken when a teacher requires more detailed information on an individual child.
- Teacher observation, student work samples and assessments developed by the teacher.

Class teachers make recommendations to the Student Support Committee, who review student progress and decide on the availability of additional support for students achieving below standard.

Additional support may include any of the following:

1. Modification of the classroom program to address the needs of an individual student.
2. The 'Fun & Games' program for poorly coordinated 5 and 6 year old children.
3. Early Intervention for students in Years 1 and 2 identified through the Reading Recovery tests.
4. A phonemic awareness program (The Gillon Program) for students identified through *ApsaT* and *SpaR* testing.
5. Group support in spelling, writing, reading and mathematics for students identified through school testing or NAPLaN tests. In years 3-7 this is usually taken by the Special Education teacher and may often occur as extra support in the classroom rather than a withdrawal program.

Languages Other Than English (LOTE)

At Blackwood Primary all students Reception to Year 7 participate in the learning of a Language other than English. The instruction is provided by specialist language teachers. At Year 7 (and where possible at Year 6) students will be offered a choice of LOTE. The choice will include a European alphabetic language as well as a regional Asian non-alphabetic language. The languages taught will enable continuity of language learning to be extended to secondary school.



LANGUAGES POLICY



The languages currently offered at Blackwood Primary are Japanese from Reception to Year 7 and German in Year 6 or 7. These languages are taught as specialist subjects, with specialist teachers. The teachers are involved in collaborative planning sessions with Year level groups when they are able to make authentic links to the units of inquiry, either through the Central Idea, Transdisciplinary Theme or concepts. Specialist language teachers also plan collaboratively with other specialist teachers when possible.

The LOTE curriculum may involve students in:

- Connecting with people locally, regionally and globally, including visitors from exchange programs, native speaking language assistants and study tours.
- Visiting local places of cultural and linguistic significance in the community.
- Using ICTs to enable communication and research in the language, including the use of Hiragana.
- Using regularly updated materials such as magazines, newspapers, music, film and animation, textbooks and dictionaries, both in print and digital forms.

It is essential that regular assessment to monitor and report on student achievement is a planned and an integral part of the program. Language development is assessed and reported upon in a manner defined by the school's Assessment and Reporting Policy. This requires:

- Using a range of assessment strategies that focus on both process and understanding.
- Providing assessment tasks that are multifaceted and have explicit criteria.
- Providing students with regular informal and formal feedback about their learning.
- Assisting students to evaluate and discuss their own progress through reflection, based on the IB Learner Profile.
- Monitoring long term progress of language development.

Reporting occurs formally four times a year to students and families, through two written descriptive reports and two parent/student/teacher interviews.

Mother Tongue (Language A)

Blackwood Primary School aims to support the students' mother tongue (also known as main language, home language or first language) through:

- providing information and links with Ethnic Schools available in the student's own language and information about the South Australian School of Languages.
- providing acknowledgement of the student's proficiency in their first language through displays, Assembly awards and inclusion of Ethnic Schools reports as a part of our own reporting process
- providing access to books and other materials in their first language
- involving parents as resources to include a perspective of that culture in the class curriculum
- translating reports and providing interpreter services as required

English as a Second Language (ESL)

At Blackwood Primary our students include those who arrive from overseas with limited or no English, those who are residents in Australia and who have a home language other than English, and those whose main home language is English but whose parent's first language is other than English.



LANGUAGES POLICY



The school provides support in learning English to ESL learners through:

- 1) Referral to the Intensive English course provided by the local New Arrival Program for six to twelve months, with the student returning to our school with additional English support after this time.
- 2) The school's English as a Second Language teacher (ESL) and School Support Officers, (SSOs or classroom assistants).

The ESL Support Program includes the assessment and monitoring of oral and written English development through the use of the ESL Scales and a targeted program involving small group support. The amount of support provided to each child is dependent upon the ESL Scale they achieve in relation to their year level.

The purpose of the ESL Support Program is to enable students to participate fully in the academic program and the social life of the school, as well as to develop as individuals. It is therefore tied to the classroom educational programme as closely as possible, focussing on the English language knowledge and skills students will need to participate successfully in the classroom programme.

REFERENCES and SUPPORT DOCUMENTS:

- *Teaching Languages in the Primary School*, J.Browett. Australian Curriculum Corporation
- SACSA Standards and Companion Documents in English and Japanese
- International Baccalaureate documents: *Standards and Practices, Language Scope and Sequence* (2009), *Making the PYP Happen* (2009). *The Primary Years Programme as a Model of Transdisciplinary Learning* (2010) and *Learning in a Language other than Mother Tongue in IB programmes* (2008)
- Blackwood Primary School Assessment and Reporting Policy
- Blackwood Primary School Early Years Language Development Policy and Action Plan
- Blackwood Primary School Genre Framework