

PHILOSOPHY

At Brighton Primary School, it is recognised that language is the foundation of all learning. It is transdisciplinary across the curriculum and is the medium of inquiry and communication. Language learning involves learning language, learning about language and learning through language. It is a core belief that every teacher is a teacher of language and that all students are language learners. Each student brings their own unique contribution to language learning. Through language development students are given the tools to be part of a community of active learners who aspire to be internationally minded and responsible global citizens.

At Brighton Primary School there is a conscious and deliberate approach to the provision of a balanced language curriculum which includes oral, visual and written language. Through active participation in a stimulating supportive environment, where students are involved in a diverse range of learning experiences, students perceive themselves as readers, writers, listeners and speakers.

LANGUAGE PROFILE

A large majority of Brighton Primary School students come from an English speaking background. However, there are students from a diverse range of backgrounds which include Chinese, Spanish, Italian, Dutch, and Greek who have English as an additional language.

DEFINITIONS

The Language of Instruction is the language in which most of the curriculum is taught, which in this case is English.

Additional Language Study refers to the languages that the school offers in addition to the language of instruction.

Mother Tongue refers to the native language of an individual. Whilst this generally describes the language most frequently spoken at home, there may be occasions where more than one language is used comfortably and interchangeably within home and community settings.

POLICY

The language of instruction at Brighton Primary school is English. It is the major connecting element across the curriculum. Wherever possible, language is taught through the relevant authentic context of the units of inquiry and is the basis of a daily, focused literacy block. Excursions and in school events are embedded as part of the units of inquiry.

A balanced sequential program is implemented at the school scaffolded by the Victorian Curriculum's language developmental continuum, (scope and sequence). The school's language program embeds the Primary Years Program, (PYP) and Victorian Curriculum developmental continuum for English and additional languages. The individual needs of students are supported by a personalised curriculum within the classroom. Each unit of inquiry is tailored to include an explicit focus on students being internationally minded.



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Oral Language

Oral language encompasses all aspects of listening and speaking. Opportunities for learning about and learning through oral language occur in all areas of the curriculum. Students are provided with authentic opportunities to develop their skills. These include assemblies, mini-exhibitions, The Exhibition, biannual production, performances in the additional language, the student leadership program and a range of classroom learning experiences, as well as an enriched Performing Arts program. Assessment of speaking and listening is completed in contexts including group work, partner work and whole class work across the curriculum, in particular in cooperative learning tasks.

Visual Language

The receptive process of viewing and expressive process of presenting are closely connected. Students are provided with learning experiences to develop their ability to understand how images and languages interact to convey ideas, values and beliefs. The Bring Your Own Device Program in Grades 5 and 6, and Information and Communications Technology resources across the school allow students to access visual texts including: websites, videos, graphs, maps, diagrams and charts. Learning to interpret, understand and use different media are invaluable life skills.

Written Language

Reading is a developmental process that involves constructing meaning from text. Children learn to read by reading and the school delivers a daily literacy block comprising explicit teaching of reading. Through language experience, modelled reading, shared reading, guided reading and independent reading sessions, learners engage with appealing texts appropriate to their experiences and developmental phase. Assessment drives the teachers to identify the appropriate levels for students. Some assessment tools used include Running Records, PROBE, TORCH, ACER and anecdotal notes.

Writing is primarily concerned with communicating meaning and intention to an audience. Children learn to write by writing. The school provides modelled writing, shared writing and independent writing sessions through which the students learn the mechanics of writing including: spelling, grammar, text structures and features, the writing process and developing voice. Regular moderation throughout the year in and across teaching teams occurs to ensure consistency of assessment and planning.

Support for students with additional needs

Brighton P.S. has a Hearing Unit attached to the school. Hearing Unit students work in mainstream classrooms. Support is in line with the Department of Education and Training (DET) guidelines. The Hearing Unit operates at a 1 teacher to 4 students ratio. Teachers of the Deaf work in close consultation with the classroom teacher to provide a personalised program for these students. This includes one to one sessions in the hearing unit and small group work within the classroom.

Students who have English as an Additional Language (EAL) are supported by the EAL Coordinator who facilitates regular assessments, conducted by DET experts, of our students who have newly arrived to Australia. These assessments inform a personalised program for the student. The approach to learning English as an additional language is inclusive and students learn in their regular classroom. Education Support across the school, work from Individual Learning Improvement Plans constructed and led by the teacher, to support students with a diagnosed disability.



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These aides are funded by DET & the school. Additional community programs such as Rotary Readers and Story Dogs support our students who are operating below the expected level or have identified difficulties. All students, working 6 months below or 18 months above have an Individual Education Plan. This plan is constructed by the classroom teacher and guides any support provided to the student.

The School's Additional Languages

Brighton Primary students participate in a weekly French language and culture class. This enables students to gain an understanding of culture through language. It also works towards building a literacy learning community in which languages play a key role.

Practices and Implementation

The Additional Language program will be relevant to the students' needs and interests. The program is developed sequentially according to the students' abilities and is aligned to the Victorian Curriculum and PYP documents.

Students will develop skills in the Additional Language by using the inquiry approach to learning. When possible the Additional Language program will be embedded within the classroom unit of inquiry. Where this is not possible, stand alone units of inquiry based on the PYP concepts are developed and language skills are explicitly taught. The Additional Language program will allow for the development of language skills in listening, speaking, reading, writing and viewing.

Victorian Curriculum standards and assessment progression points are introduced at level 4. All students work on AusVELS Languages Pathway One Phase of Learning, which is the equivalent of Phase Two in the PYP Language Learning Continuum.

Resources

The library is the hub of the school. It is used by teachers, parents, individual students, groups of students and whole classes. Resources for students and cultures represented in the school are constantly being revised. Our units of inquiry benefit from a wide variety of resources and provide students with both content and context that aims to foster international mindedness and develop global citizens, while developing key skills and knowledge.

References

1. International Baccalaureate (2009) *Language Scope and Sequence*. International Baccalaureate, Cardiff.
2. International Baccalaureate (2008) *Guidelines for Developing a School Language Policy*. International Baccalaureate, Cardiff.
3. Munro, J. (2012). *Principals as leaders in literacy (What Works Core Issues Series, Vol 11)*. Melbourne. Australia: National Curriculum Services.

http://www.whatworks.edu.au/upload/1348031338415_file_CoreIssues11.pdf



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REVIEW CYCLE

This policy was last ratified by School Council	2019
To be reviewed	2022