PURPOSE
The purpose of the English program at KEPS is to ensure students have a high level of English knowledge to help them make sense of the world and be able to apply their knowledge through reading, writing, speaking and listening. It is to ensure that students are literate and equipped with the knowledge, skills and behaviours to become inquiring, independent and lifelong learners.

POLICY GUIDELINES
The KEPS English program is based on the principles of the Victorian Essential Learning Standards (VELS). It incorporates the three strands of Personal, Interpersonal and Interdisciplinary Learning and focuses on the English Dimensions, within the English Domain, of Reading, Writing, Speaking and Listening. It is inclusive of the Principles of Learning and Teaching (PoLT) which focus on improving teaching practices to meet the diverse needs of all students.

Delivery of the English program across the school is centered on the Early Years Literacy Program, where equal time is allocated to reading and writing, while incorporating speaking and listening. Its purpose is to ensure the active engagement of all students by being ability based and providing a differentiated, personalised program that meets all students’ literacy needs. English lessons are typically child centred in their approach to ensure meaningful connections are made by students across the school.

The English program is meaningfully integrated into the school curriculum, particularly into the integrated units of work, in recognition of the VELS strands that are the essence of each student’s education. Just as different learning and teaching approaches are a part of the delivery of the English curriculum, different assessment methods are utilised in tracking student achievement. These include peer, self, teacher, online and DEECD assessment.

POLICY IMPLEMENTATION
• The English domain is an essential component of the Discipline-based Learning Standard of the Victorian Essential Learning Standards.
• All students at KEPS will study a sequential English course based upon the learning focus statements contained within the Victorian Essential Learning Standards.
• The Early Years Literacy Program will be used from Levels 1 to 3, and the Middle Years approach in Level 4.
• Implement the ‘Classroom Helpers Program’ to develop a supportive home/school relationship.
• Student’s individual abilities must be monitored and assessed using formal measurements as outlined in the English Assessment Schedule.
• Regular moderation of students’ work between teachers is conducted to ensure consistent assessment judgments are made.
• The VELS English Continuum will be regularly used when planning and assessing.
• A differentiated program must be provided to cater for the identified needs of each student and a variety of resources, both concrete and interactive, will be used in response to the different learning styles.
• A variety of assessment methods must be used such as peer, self, teacher and electronic.
• Student progress in all dimensions of English will be reported in half year and end of year academic reports, as well as be reported in the school’s annual report.
• Integrate the application of English skills and understandings into units of work and the rest of the curriculum, where meaningful.
• English study for each student will not be less than 10 hours per week, consisting of 5 x 2 hour uninterrupted literacy blocks timetable where possible each day.
• The English AIP team leader will be responsible for coordinating English across the school as well as implementing an English budget developed by staff and resourced by school council.
• Literacy support programs will be implemented addressing the needs of students at risk where deemed appropriate.
• The English coordinator will liaise with Collingwood Language Centre to support teachers with ESL students.
• Track high and low achievers on the student database.
• Individual Learning Plans will be implemented for ‘at risk’ students who require intervention such as Literacy support, ESL support and enrichment and extension for higher achieving students.

EVALUATION
The English policy will be reviewed by the AIP English Team and the Education Sub Committee on a cyclical basis according to our School Council review schedule.