



# THE LANGUAGES / LOTE POLICY

## Rationale

The Victorian Curriculum Languages is designed to enable all students to engage in learning a language in addition to English. The design of the Victorian Curriculum: Languages recognises the features that languages share as well as the distinctiveness of specific languages.

## Beliefs

At Cana Catholic Primary School we believe that students should:

- Be immersed in a language other than English
- Be able to communicate in the target language
- Understand the language and culture

## Goals

The Languages goals provide the students with a framework to pursue these important conceptual areas of knowledge:

- Learning languages develops overall literacy. It is in this sense 'value added', strengthening literacy related capabilities that are transferable across languages.
- Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop.
- In learning a Language students interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking, reflection and encourages creative, divergent and imaginative thinking.

## Implementation

Languages has become an integral part of our extra curricula program. Languages (Mandarin) is a program that has been offered for the students at Cana from Foundation to Year 6. In Years 5 & 6 there are progression points that provides a basis for the students knowledge to be recognised and assessed. The two interrelated areas using the outcomes from the Victorian curriculum is:

- Communicating and Understanding the two strands are integrated to ensure holistic learning in order to attend to active language use and the development of related knowledge, understandings and reflective capabilities.

At our school all students will study a sequential SOSE course based on the outcomes contained within the Victorian Curriculum

### **Teaching and Learning strategies**

Our teaching and learning strategies are outlined:

In our teaching and learning statement;

- Reporting student achievement and progress to parents
- Parent Teacher Interviews (formal and informal)
- Topic Outlines which provide outcomes to be addressed each term as directed by the Scope and Sequence
- Written Reports which are sent home each term
- Progress Folders which include work samples

### **Planning Structures**

- Fortnightly Curriculum Planning
- Level Planning
- School based Scope and Sequence Chart – Year A Year B cycle

### **Resources including Personnel**

- Victorian Curriculum – Languages (Mandarin)
- Curriculum Coordinator

### **Assessment**

- Follow assessment and reporting policy
- In Languages we aim to use a variety of assessment tasks and strategies in conjunction with Victorian Curriculum to cater for the needs of all children
- Students' progress will be monitored and recorded in a variety of ways such as observation, checklists, research tasks and presentations
- Teachers can use the information from assessment to identify students' strengths and weaknesses and to assist with the development and implementation of the unit.

This policy was last reviewed in 2019.