

Reading Recovery Policy

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Author	Gail Hardman
Approved By	Principal Class
Approval Authority (Signature & Date)	<i>Gail Hardman 16.06.2020</i>
Responsible for Review	Assistant Principal – Teaching & Learning
Review Date	May 2023
References	

RATIONALE

The Reading Recovery program is designed for students in their second year at school (Year 1) to assist students who have encountered initial difficulties in the reading process.

AIMS

- To identify Year One students experiencing difficulty in reading, and through a process of concentrated daily instruction, develop their reading skills to the level of the average Year One student.
- To improve self-confidence and self-esteem of those 'at risk' students, through daily one to one intervention delivered by a qualified Reading Recovery teacher.

GUIDELINES FOR ACTION / IMPLEMENTATION

- Year One students are tested by trained Reading Recovery teachers for possible inclusion in the Reading Recovery program after referral by class teachers and/or completion of an Observation Survey.
- Students are selected for possible inclusion in the program by the Reading Recovery teacher and Primary Literacy teacher, based on widely accepted criteria and data from a series of diagnostic tests.
- Parental consent and commitment to follow up home activities is required prior to a child commencing the program.
- Students attend lessons on a one to one basis for half an hour a day, with a trained Reading Recovery teacher. The duration of attendance varies from 10-20 weeks according to individual student needs.
- At the conclusion of the program the students are tested by a Reading Recovery trained teacher to ascertain their progress and readiness for discontinuation from the program.

- If satisfactory progress is not evident, students are referred through the College's additional assessment and support process.
- Past Reading Recovery students are monitored through the Ongoing Monitoring program.
- The Reading Recovery teacher is trained in all aspects of the program and attends ongoing professional learning throughout the year.
- Collegiate visits with Reading Recovery teachers from other schools are encouraged as part of the ongoing professional learning.
- Reading Recovery staff will be supported with appropriate workspaces, resources and program budgets to meet their program needs.
- The Reading Recovery teacher will explain to the parents of Reading Recovery students their role in supporting their child and how to do this. It is a clear school expectation that parents support the program by daily reading at home, reconstruction of cut-up sentence from daily writing and by ensuring regular attendance at school by the child.

EXPECTATIONS

- This policy will be reviewed as part of the College's review cycle.

1. This policy will be made available on the College's website.

2. This policy was reviewed on

16/06/2020

Child Safe Standards

"Victorian government schools are child safe environments. Seymour College actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the Child Safe Standards. The College's Child Safety Code of Conduct is available on the school's website."