POLICY: LEARNING AND TEACHING

Help for non-English speakers

If you need help to understand this policy, please contact the office on 9702 2022.

PURPOSE:

The purpose of education is to develop young people who can prosper in a modern, globalised world. The school community of Brentwood Park Primary School is committed to the needs of the children by fostering self-esteem and thus enabling them to work towards achieving continuous growth.

AIMS:

- To encourage children to strive towards the achievement of their personal best
- To provide a positive and challenging learning environment which supports improved learning for all children
- To recognise and understand that learning is developmental and to cater for children's individual needs within daily learning programs
- To provide a learning environment and opportunities for children to be responsible and independent learners
- To develop children's skills and attitudes as risk takers, by asking questions and seeking answers
- To implement learning and teaching programs which provide children with authentic learning experiences

IMPLEMENTATION:

The school curriculum reflects quality learning and teaching programs that:

- focus on the development of the whole child - socially, physically, emotionally and intellectually
- are based on agreed whole school approaches outlined in the school policies and curriculum scope and sequence documents
- are driven by the curriculum and Professional Learning Team Leaders moderating and monitoring programs and advising colleagues to ensure programs are put into practice
- are consistent across the school by staff being mentored by the English and mathematics leaders and learning specialists through classroom observations
- reflect the e5 strategies
- reflect the High Impact Teaching Strategies (HITS)
- use a range of teaching strategies suited to the learning intention
- are well planned, both termly and weekly, based on Victorian Curriculum standards
- draw upon the expertise of teachers by forming Professional Learning Teams to develop and implement the curriculum
- use technologies to enhance learning
- are differentiated with explicit learning intentions and success criteria
- involve learning tasks that are matched to the students' abilities and there is provision for challenge, repetition and extension
- are active and engaging, with a 'hands on' approach
- have a strong literacy and numeracy foundation, with planning completed by Professional Learning Teams
- integrate the Victorian Curriculum subjects and cross-curricular priorities through the 'Throughlines' of Inquiry Learning (Foundation to Year 6)
- use a range of teaching strategies suited to the learning intention
- include open ended learning situations

- involve children in applying problem solving skills
- promote student voice, agency and leadership

SUPPORTIVE DOCUMENTATION:

- English and Mathematics Policies
- English and Mathematics Planners
- Inquiry Planners
- Number Scope and Sequence
- Spelling Scope and Sequence
- Speaking and Listening Scope and Sequence
- Speaking and Listening Rubrics
- Science Scope and Sequence
- Science Planners
- Digital Technologies Scope and Sequence
- Writing Expectations and Guidelines, VCOP Structure and Andrell Writing Criteria.
- Grammar Scope and Sequence
- e5 strategies
- Student Wellbeing and Engagement Policy
- High Impact Teaching Strategies

THE CLASSROOM PROGRAM AND SCHOOL ENVIRONMENT WILL:

- value the students' efforts and individuality
- be purposeful, interesting and positive
- provide resources that are easily accessible through good classroom organisation
- encourage active participation and a confident attitude towards learning
- promote respect for peers, teachers and other adults in the school community
- promote high expectation and constructive criticism, allowing for positive growth
- develop responsibility and encourage students to become involved in the Student Representative Council and other leadership roles
- encourage risk taking
- develop the ability to negotiate
- allow children to communicate about their learning
- build self-esteem and provide praise, within the school environment
- promote co-operative learning
- display children's work of a high quality in the classroom and the school for the school community to appreciate and admire
- promote strong links between home and school and value the importance of parental involvement in the child's learning
- provide ongoing communication
- welcome and encourage parents to help in the classrooms and /or around school

SUPPORTIVE PLATFORMS/DOCUMENTATION:

- Website
- XUNO
- Showbie
- Google Classroom/Google Suite
- Special Event Notices
- Student Code of Conduct
- School Newsletter
- Year Level Termly Newsletters
- School to Home Weekly Newsletter in Foundation and Year One
- Stars of the Week

- bpTV

ONGOING ASSESSMENT AND EVALUATION WILL:

- be based on a variety of methods to assess children's understandings at various points in their learning, including open ended questioning, checklists, inquiry learning work, problems, practical reports, role plays and the B.P.P.S Benchmarking Assessment requirements
- include involvement in state-wide standardised testing processes, such as NAPLAN
- incorporate Individual Learning Implementation Plans for children on a needs basis
- involve work being marked regularly to the learning intention and success criteria, and provide suggestions for improvement
- involve students setting goals in collaboration with the teacher
- incorporate regular homework, as per policy, with prompt feedback for the children
- provide children with regular opportunities for self -assessment
- be meaningful and reflective of the learning outcomes
- enhance the teaching approach and enable teachers to reflect on current best teaching practices
- inform future quality learning and teaching programs
- enable parents, teachers and children to work together to support and assist programs
- provide induction for new staff
- allow time in Professional Learning and Curriculum and Support Team meetings to discuss, evaluate and review the curriculum, how it is delivered and how it meets the needs of the children

SUPPORTIVE DOCUMENTATION AND SOFTWARE:

- B.P.P.S Benchmarking Assessment Schedule
- Accelerus Software
- Assessment and Reporting Policy
- Homework Policy
- NAPLAN

COMMUNICATON:

This policy will be communicated to our school community in the following ways:

- Available publicly on school website
- Placed in the newsletter
- Discussed at staff meetings as required
- Included in staff induction processes

POLICY REVIEW AND APPROVAL

Policy last reviewed	15/11/2022
Consultation	Consultation with Brentwood Park School Council
Approved by	James Bell, principal and school council
Next scheduled review date	October 2026