

KEW EAST PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

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PURPOSE

- To develop a high quality and consistent approach to the delivery of teaching practice and learning experiences across all levels and classrooms.

PROGRAM GUIDELINES

- KEPS instructional approach is a whole school approach F-6 of WHOLE/PART/WHOLE in teaching the Victorian Curriculum.
- This instructional approach includes setting learning intentions and in some instances, identifying success criteria for students. A focussed whole class introduction (WHOLE), followed by teaching differentiated group/s and independent group application of either something related to the introduction focus and/or a previously taught skill or strategy (PART), followed by a structured/specific reflection, share or recap of particular concepts or strategies (WHOLE).
- Learning is sequential in nature, caters for individuality, interests and student needs. Teachers prepare learning experiences so that students become knowledgeable about themselves and the world around them. As such the students become critical and creative learners that can share their thinking and understanding, enabling them to become well informed global citizens.
- Teaching and learning is based on DET's Practice Principles for Excellence in Teaching and Learning. In particular, these include:
 - having high expectations for all students to achieve;
 - providing a supportive and productive learning environment that promotes inclusion and collaboration;
 - giving students a voice and agency in their learning, collaboratively planning in teams for a differentiated and challenging curriculum for all students;
 - rigorous assessment practices including student feedback;
 - developing deep learning challenges including opportunities to apply new knowledge by developing critical, creative and higher order thinking skills; and
 - using evidenced based strategies to drive improvement, such as, assessment, moderation and analysis of student data.
- DET's High Impact Teaching Strategies (HITS) are central to the pedagogical practice of how teachers deliver the curriculum so that they can maximise student engagement and outcomes. Research supports that the following HITS of, setting of student goals, structured lessons, explicit teaching, worked examples, multiple exposures of concepts, differentiated learning, collaborative learning, feedback, metacognitive strategies and questioning, have maximum impact on student learning.
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- To ensure the HITS have the strongest impact on student learning, they are used as a part of an ongoing improvement cycle embedded in professional learning teams (PLTs). This improvement cycle is based on DET's FISO (Framework for Improvement of Student Outcomes) model which includes used data to diagnose needs, prioritise need/s, use of HITS and/or other strategies to address needs, monitor and review improvement.
- Learning experiences are developed with the inclusion of the Practice Principles for Excellence in Teaching and Learning and the High Impact Teaching Strategies (HITS), describing not only the 'what' needs to be taught, but also the 'how' it is to be experienced and delivered. This will ensure staff have a shared understanding of what high quality teaching is in all curriculum areas.

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- The Integrated Scope and Sequence developed by the school outlines the integrated units from Foundation to Year 6. Learning is organised and based on a two-year cyclical model reflecting Victorian Curriculum level requirements. It was developed to ensure all Victorian Curriculum dimensions are included making sure that there is coverage of History, Geography, Science, Economics, Digital Technology, Design and Technology.
- The Victorian Curriculum Capabilities (Critical and Creative Thinking, Ethical, Intercultural and Personal and Social) are assigned to the most relevant Integrated and wellbeing units to support students with developing and showing the key skills and understandings within each capability.
- Critical and Creative Thinking is embedded in all curriculum areas, ensuring students are sharing, posing questions, justifying their thinking and reflecting on their learning.
- The Information and Communication Technologies (ICT) and Digital Technologies continuum developed by the school outlines the concepts that need to be taught from Foundation to Year 6. It was developed to ensure all Victorian Curriculum requirements are included and teaching and learning is sequential and targeted.
- Students are engaged at their level of need, or Zone of Proximal Development (ZPD) and supported throughout the learning process. To cater for student learning needs, the curriculum is differentiated so that teachers can scaffold, stimulate and challenge students at a point of need which will maximise their learning.
- Student agency and voice is promoted school wide so as to give students greater responsibility and agency in their learning. All students are provided with opportunities to be involved in and drive their learning and school experience and to develop their learning goals. Students also able to provide feedback to teachers via the Attitude to School survey in Years 4-6 and PIVOT surveys in Years 2-6.

PROGRAM IMPLEMENTATION

- The Whole School Integrated Scope and Sequence will be implemented on a two-year cyclical model. Integrated will be taught over 2-3 50 minute sessions each week. Teachers will regularly review and analyse content, resources and teaching techniques during CIT and PLT teams before, during and after each unit.
- The Ethical and Intercultural Capabilities will be taught within relevant integrated units as well as being embedded into other curriculum areas, where possible. Likewise, Critical and Creative Thinking and Personal and Social Capabilities will be strongly incorporated into all subject areas.
- Information and Communication Technologies (ICT) and Digital Technologies will be incorporated appropriately into all curriculum areas and learning experiences. Students will be involved in experiences that are strongly connected to their personal interests and became more digitally literate. One 50 minute session a week in the POD is allocated to all classes from Foundation to Year 6.
- Student learning goals empower our students as learners and foster student agency within their learning. All students are aware of their learning paths, that is, what they can already do and where to next. They will be provided with opportunities to make choices in their learning through selecting their individual learning goals.
- Learning experiences will be challenging, engaging, and involve practical 'hands-on' activities and first-hand encounters where practicable.
- The tracking of student achievement will include, the use of a variety of assessment tools and tasks, teacher observations recorded as anecdotal notes, check lists standardised assessments such as, NAPLAN (literacy and numeracy), PAT, BAS (reading) and Victorian Curriculum teacher judgements.

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- A Student Performance Analyser (SPA) platform is used for storage of student achievement data such as, NAPLAN, Victorian Curriculum teacher judgements and OnDemand (literacy and numeracy) assessments. This information will be used to track student progress across their years of schooling and indicate the impact of our teaching as measured through student achievement.
- Ethical and Intercultural Capabilities will be reported on once a semester in accordance with the Integrated Scope and Sequence and reporting schedule. Critical and Creative Thinking and Personal and Social Capabilities will be reported on each semester of every year.
- The Students Attitude to School survey (Years 4-6) is implemented once a year and PIVOT surveys (Year 2-6) is implemented three times a year. These surveys provide an opportunity for students to voice their opinions. This information will be analysed and teachers will reflect on current teaching practices and make changes where required.
- All teachers will be supported to enhance their skills through personal and professional learning, focussing on the Annual Implementation Plan (AIP).

EVALUATION

This policy will be reviewed every 4 years in accordance with the school policy schedule or as required.

Program:
Teaching and Learning

Reviewed:
July 2021

Next Review:
July 2025

