



SANDRINGHAM EAST PRIMARY SCHOOL

Teaching and Learning Policy

RATIONALE

- Research shows that the quality of the teacher is the most important factor for student learning.
 - Student learning is greatly affected by the quality of teaching and learning that they experience. Teachers therefore must ensure that their teaching skills, knowledge and commitment are of the highest standard as stated in 'aitsl' and VIT standards.
 - **“Visible teaching” and “visible learning”** (*Visible Learning* means an enhanced role for teachers as they become evaluators of their own teaching. Visible Teaching and Learning occurs when teachers see learning through the eyes of students and help them become their own teachers. John Hattie). is promoted through identifying the learning intentions and using explicit teaching combined with an opportunity to practise the skills and a commitment to the process of “share, reflect, assess”. Feedback is given and sought; teachers and students are involved in ‘the act’ of learning.
 - At Sandringham East we believe that students learn best in an environment that fosters positive relationships which engender trust and respect, and encourages students to take risks in order to grow and learn continually.
 - A safe and orderly environment is essential for student learning.

Aims:

- To promote the highest quality teachers; who work collaboratively and industriously and with professional standards, to provide optimal learning for our students.
 - Teachers at SEPS will acknowledge that students deserve the very best teaching possible, and recognise the strong link between quality of teaching, timely feedback and student performance. The e5 model (Engage, Explain, Explore, Elaborate and Evaluate) will be used to ensure language consistency and ‘best practice’ teaching (as stated in ‘aitsl and VIT standards).
 - SEPS is committed in providing to provide for the individual needs of each and student through personalisation. A developmental curriculum (Foundation-2) and Inquiry Learning Approach (Levels 3-6) is implemented as identified in the Walker Learning Pedagogy – Play Matters and Engagement Matters respectively.
 - Differentiated instruction is offered to ensure individual student learning needs are met in the areas of English and Mathematics.
 - Learning experiences will be challenging, engaging, and involve practical ‘hands-on’ activities and first-hand encounters whenever practicable. Problem solving and risk taking is promoted along with thinking skills to enhance student learning.
 - Skills and proficiencies of students are identified and taught to ensure the appropriate choice of tools for learning.
 - Individual learning plans (ILP’s) will be developed for students achieving 12 months above or below their expected level or those requiring specific

behavioural / social/ emotional goals. ILP's are developed with students, teachers and parents identifying targets and achievement goals that reflect the curriculum and each child's individual needs. ILP's are developed for students achieving 12 months above or below their expected level or those requiring specific behavioural / social/ emotional goals.

- Parents will be well informed of their child's progress through;
 - invitations to be active participants in their child's learning such as Parent Helpers Program.
 - provision of ongoing opportunities to improve their own teaching and learning skills in order to support learning at home through training programs such as Parent Helpers
 - reporting of student progress and opportunities for parent / teacher and 3 way conferences.
 - expos and invitations to allow students opportunity to showcase their learning.
- Students will be assessed against relevant curriculum learning outcomes (AusVELS) as outlined in the school's Assessment and Reporting schedule, with subsequent learning experiences reflecting each student's needs.
- Learning opportunities will be open-ended, cater for the multiple intelligences of all students, inclusive of thinking skills, and will be based upon cooperative 'whole child' learning strategies.
- Units of work in all learning domains will be developed and implemented by teams of teachers who constantly review and analyse content, student achievement data, resources and teaching techniques at weekly planning meeting.
- Planning of annual, term and weekly programs that are stated in the school Strategic Plan are developed within supportive teams cooperating and working together.
- Assessment Rubrics will be used and developed by teachers to assess individual student learning.
 - The VCOP Writing Criteria will be used for teachers to assess and moderate student's writing on an individual level and students will also self assess using the student criteria.
 - The CAFÉ reading strategies will become central to the reading program with individual goal setting (for staff and students) and reflection monitored and promoted.
 - Education Research Project Rubrics (ERP's) and proposals will be used to assess artefacts and student learning growth.
- Both extension and intervention opportunities will be provided for all students according to needs, thus personalising the learning of students.
- Partnerships will be formed with agencies, organisations and members of the wider community where appropriate to broaden teaching and learning opportunities for students.
- Teachers will become skilled practitioners in the use of learning technologies, routinely encouraging the use of technologies to enhance learning opportunities, making optimal use of the 1-1 computer program.
- All teachers will undertake both whole school and personal professional development to enhance their teaching and learning skills, in line with school priorities. Appropriate Program Budget support will ensure these opportunities are available.
- All teachers will plan as a level, ensuring consistency for all children across the level.

- All teachers will be involved in the “Sharing Educational Practice Program” promoting best practice, collegiality, shared learning and feedback and modelling from critical friends and staff mentors.
- Teachers will be involved in peer coaching and peer assessment through team teaching opportunities and PDP feedback and evaluation.

Evaluation:

- This policy will be reviewed annually by staff and the Policies Sub Committee as part of the school’s review cycle.

Approved by School Council June 2015