

# CHALCOT LODGE PRIMARY SCHOOL

## POLICY: TEACHING AND LEARNING

INITIAL COPY  
1995

Ratified  
March 2022

### PURPOSE

To implement high quality teaching and learning practices which maximise the potential of each student and which ensure the provision of an excellent education for every student.

### GUIDELINES

- All students are capable of learning;
- Personalised learning and student voice empowers students to take shared responsibility for their own learning;
- Students come from different backgrounds, have different interests, learn at different rates and in different ways;
- Students' self-esteem and confidence are central to student learning;
- The quality of the teaching practices is a critical factor in student learning;
- Active involvement in activities which engage students in their learning enhances student achievement;
- Development of strong, supportive partnerships between home, school and the community help to maximise students' learning;
- Learning is facilitated by a high quality teacher-student relationships;
- Learning is facilitated by a strong sense of connectedness between students and the school; and
- The ongoing professional development of teachers is critical to building upon and implementing effective teaching and learning strategies in the classroom.

### IMPLEMENTATION

- All planning, assessment, evaluation and reporting will be in line with the Victorian Curriculum;
- All pedagogy will reflect the FISO 2.0 (Framework for Improving Student Learning) and be based on evidence based best practice research.
- Staff will undertake professional development in line with their personal Professional Development Plans, the School Strategic Plan, the Annual Implementation Plan and Department of Education and training (DET) initiatives;
- Teachers will be proactive in nurturing positive relationships with each of their students and families;
- Teaching, learning, online communication and ongoing reporting practices will aim to enhance communication and partnership between staff, students and parents;
- Learning will relate to the students' experiences in and out of school, will have relevance to their past, present and future lives and will be inclusive;
- Student Support Services will be accessed to identify students with specific learning needs and appropriate intervention/support programs will be provided in collaboration with the leading teacher, assistant principal and classroom teacher;

- The development of literacy & numeracy skills, critical and creative thinking skills, personal and social capabilities are embedded across all domains of teaching and learning tasks;
- Students will access a range of digital resources to support and facilitate their learning within classroom tasks;
- Learning is differentiated based on each student's point of need along the Victorian Curriculum Continuum. Student individual learning goals will support their scaffolded learning and encourage student agency;
- Extracurricular activities will be offered within the school to further enhance student learning;
- Educational Learning Plans will be developed by class teachers in consultation with the Assistant Principal for students at educational risk or who require special behaviour management strategies.
- Online learning maps and Data trackers will be used to track and monitor students' progression within the Victorian Curriculum Continuum to support their learning and ensure teaching practices are targeted at each student's point of need;
- Teachers will work in Professional Learning Communities to develop yearly, termly and weekly curriculum scope and sequences, that are responsive to students learning needs;
- Professional learning communities will engage in rigorous inquiry based learning weekly, focusing on improving teaching practices and student outcomes. PLC's will follow an inquiry approach using multiple forms of data, research and best practice examples to improve teaching and learning;
- Teachers will implement the Chalcot Lodge Assessment Schedule to gain information to assist in identifying student learning goals, tracking and monitoring students progression within the Victorian curriculum continuum and developing differentiated curriculum. Empowering teaching practices of providing feedback to students about their learning and for reporting to parents, colleagues and DET;
- Responsive teaching practices will be facilitated through the Performance & Development Program;
- School Improvement Team (SIT) will be responsible for monitoring curriculum planning and implementation through PLC planning sessions, CLPS observational model and learning walks;
- School Improvement Team will be responsible for the budgeting and implementation of curriculum Annual implementation plan focuses within weekly SIT (school improvement team) meetings. SIT curriculum leaders will be responsible for communicating and implementing their AIP focuses within weekly KAIT (Key Area Improvement Team) meetings;
- KAIT leaders are responsible for the implementation and monitoring of the AIP focus in consultation with staff in PLCs.

## EVALUATION

The Teaching and Learning Policy will be reviewed by the Curriculum Coordinator, in consultation with the Education Policy Committee, every three years or sooner if required.