



LEARNING AND TEACHING POLICY

If you need help to understand the information in this policy, please the school office; 94281909

MISSION STATEMENT

Richmond Primary School (RPS) fosters a community of socially responsible, respectful and resilient life-long learners. We develop curious, creative and collaborative students who contribute positively to the community now, and in the future as global citizens.

RATIONALE

Richmond Primary School aims to provide each pupil with a comprehensive differentiated curriculum to cater for the diverse needs of all our students. We develop a range of learning experiences to.

- develop a love of learning
- promote excellence in learning
- develop self-esteem, confidence, risk taking and independence

PURPOSE

This policy is written to support the ongoing development and revision of curriculum documentation and content at Richmond Primary. RPS regularly reviews curriculum in response to current research and student data.

GUIDELINES

The school will:

- ensure the Victorian Curriculum is at the core of planning
- at the whole school level action (curriculum) teams audit and track the curriculum in regard to what has been covered in teaching and learning
- year level teams cross check each terms overview against the Victorian curriculum
- weekly team planning reflects on units of lessons and give feedback on what was successful, what was not and what is needed to be planned in the week ahead to meet the learning needs of each student
- all teachers reflect on the teaching practice within weekly team meetings, curriculum meetings and within the structure of open learning spaces
- differentiate Curriculum content and standards of achievement to address specific needs of all students. This includes high achieving students, giftedness, different genders, special learning needs, disabilities, impairments, English as an additional language and intervention programs.
- provide a learning environment that is orderly, challenging, supportive and engaging
- create a learning environment that is student centered and reflects the students' needs, backgrounds, perspectives and interests

- implement assessment practices which are an integral part of the teaching and learning, including the Professional Learning Communities process. This aligns to the Department of Education's FISO model for continual improvement
- connect learning with the local and broader community

IMPLEMENTATION

Richmond Primary School Staff will therefore implement high quality pedagogical practices which:

- differentiate the curriculum to meet the learning need of all students
- involve students as active participants, both in the planning and organisation of their studies, and in the evaluation of their learning
- use the inquiry model, including investigations in Foundation, to develop conceptual understanding and enable students to be active citizens who are globally aware, who understand, value and care for the environment and society we live in, and embrace the cultural diversity that is Australia
- offer students opportunities for success and builds self-esteem and confidence
- develops and nurtures a love of learning, critical thinking and creative activities
- enhances co-operation and support collaboration among students and between students and teachers
- develop ICT skills, techniques and applications using new media and technologies and ensure these are taught explicitly and embedded in learning programs to engage students and create new knowledge and understandings.
- have at their core, assessment that informs teaching and identifies student needs and progress.
- reflect the values of the students, the school and the community

Whole School Planning

High quality planning practices at Richmond Primary School forms an integral part of the improvement process, maximising Whole School Approaches. This process is cyclical in nature as it moves through four key stages.

1. Gathering and analysing data – this includes student achievement, student voice and personalised learning needs.
2. Planning for improvement – this includes breadth and depth in Curriculum planning
3. Planning for teaching and learning – this includes.
 - Learning Intentions and Success Criteria visible throughout learning tasks,
 - Individual student goal setting
 - Sequential learning pathways
 - A deep belief that all students can achieve to their highest ability
 - Conversations that clarify what success looks like for every student
 - Feedback and self-reflection,
4. Assessment and reporting

REVIEW PERIOD

Policy last reviewed	January 2023
Consultation	School community
Approved by	Principal February 2023
Next scheduled review date	November 2025