



Teaching and Learning (Curriculum Framework) Policy

Mission Statement

Richmond Primary School fosters a community of socially responsible, respectful and resilient lifelong 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 every student with a comprehensive, engaging and differentiated curriculum that responds to their diverse learning needs, interests, backgrounds and aspirations.

We believe all students can learn and achieve to their highest ability when provided with high-quality teaching, appropriate challenge, targeted support and opportunities to develop independence. We develop a range of learning experiences that aim to

- develop a love of learning
- promote excellence in learning
- develop self-esteem, confidence, risk-taking and independence
- develop curious, creative, collaborative and critical thinkers
- build students' capacity to explain, justify and reflect on their thinking
- provide students with the knowledge, skills and dispositions required to become successful lifelong learners
- connect learning to students' lives, the local community and the broader world.

Purpose

This policy provides a framework for high-quality teaching and learning at Richmond Primary School. It supports the ongoing development, implementation and review of curriculum documentation, pedagogical practices and assessment processes across the school.

Richmond Primary School regularly reviews curriculum, teaching and learning practices in response to current research, professional learning, student achievement data, student voice and identified learning needs. The policy establishes a consistent whole-school approach while recognising that teachers use their professional judgement to respond to the individual needs of their students.

Our Whole School Commitments

- The Victorian Curriculum 2.0 is at the core of curriculum planning, teaching and assessment.
- Learning is planned sequentially so that knowledge, skills and understanding build over time.
- Teaching is explicit, evidence-informed, differentiated and responsive to student need.

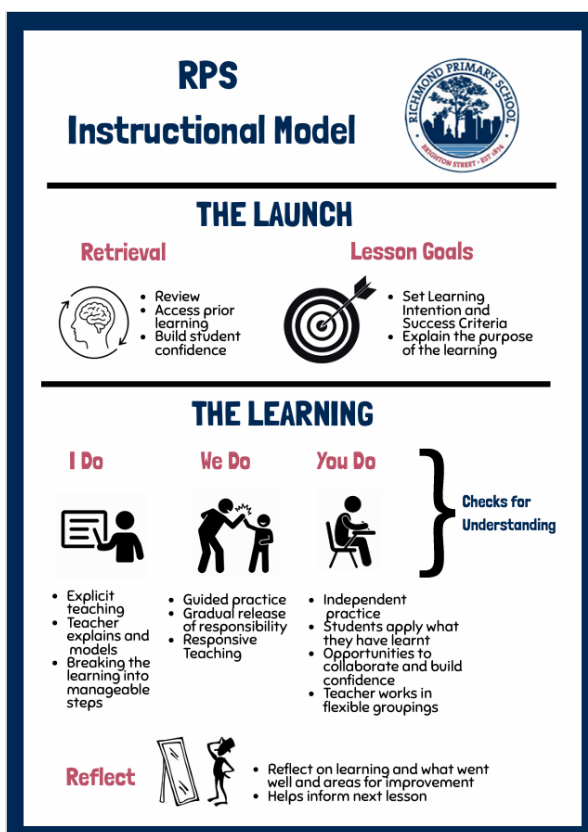


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- Assessment is integral to teaching and is used to identify needs, monitor progress and inform future instruction.
- Students are active participants in learning and are supported to develop confidence, agency and independence.
- Learning environments are orderly, safe, supportive, challenging, engaging and inclusive.
- Mistakes and productive struggle are valued as opportunities for learning and improvement.
- Teachers collaborate, reflect and continually refine practice through professional learning and evidence.

The RPS Instructional Model

The RPS Instructional Model provides a consistent framework for high-quality teaching and learning across Richmond Primary School. It is organised around three phases: The Launch, The Learning and Reflect.



The Launch

The Launch prepares students for new learning by connecting the lesson to what they already know and establishing a clear purpose by:

- using retrieval and review to access prior learning



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- activating and connecting with students' existing knowledge
- building student confidence and readiness to learn
- establishing and communicating clear Learning Intentions and Success Criteria
- explaining the purpose and relevance of the learning
- identifying and responding to students' prior knowledge and misconceptions.

The Learning

The Learning phase is where new knowledge, skills and understandings are explicitly taught, practised and applied.

The Gradual Release of Responsibility Model supports students to move from teacher modelling to guided practice and increasingly independent application.



The release of responsibility is responsive rather than necessarily linear. Teachers adjust the level of support according to evidence of student understanding. This includes:

- checks for understanding regularly
- the use of responsive teaching to address misconceptions and learning needs
- providing timely and purposeful feedback
- incorporating flexible groupings where appropriate
- providing opportunities for collaboration
- providing additional support, intervention or extension as required
- gradually reducing scaffolding as students develop confidence and independence.

3. Reflect

Reflection provides students and teachers with opportunities to consider the learning that has occurred. Students reflect on what they have learned, what went well, areas for improvement and the strategies they used. Teachers use evidence gathered during the lesson to inform subsequent planning and teaching.



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Planning, Assessment and Responsive Teaching

Whole School Planning

High-quality planning at Richmond Primary School forms an integral part of the school's improvement process. Planning is cyclical and informed by student achievement data, student voice, individual learning needs and professional knowledge.

Planning for teaching and learning involves: Learning Intentions and Success Criteria, sequential learning pathways, explicit teaching, practice, differentiation, feedback and reflection.

Assessment

Assessment is embedded throughout the teaching and learning cycle. Teachers use assessment to identify current understanding, identify misconceptions and learning gaps, monitor progress, provide feedback, adjust teaching, identify students requiring intervention or extension, and inform future planning.

Assessment supports the school's Professional Learning Communities processes and continual improvement practices.



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Student Agency and Engagement

Students are active participants in their learning. Teachers provide opportunities for students to understand what they are learning and why, understand what successful learning looks like, set and monitor goals, collaborate with peers, ask questions, explain their thinking, use feedback and reflect on their learning.

Students are encouraged to view mistakes as opportunities for learning and improvement and to develop the resilience required to persevere when learning is challenging.

Learning Environment

Richmond Primary School provides learning environments that are orderly, safe, supportive, challenging, engaging, inclusive, collaborative and respectful. Learning environments reflect students' needs, backgrounds, perspectives and interests and provide opportunities to develop confidence, independence and a positive disposition towards learning.

Inquiry, Community and Digital Learning

Inquiry and investigation are used appropriately across the curriculum to develop conceptual understanding and encourage students to become active participants in their learning. Students are supported to ask questions, investigate, make connections, solve problems, think critically and creatively, communicate ideas and consider different perspectives.

Learning opportunities connect with the local and broader community and support students to become globally aware citizens who understand, value and care for the environment and society in which they live and embrace the cultural diversity of Australia.

Digital technologies and ICT skills are explicitly taught and appropriately embedded within learning programs. Students develop the knowledge, skills and capabilities required to use digital technologies effectively, safely and responsibly.

Professional Collaboration and Reflection

High-quality teaching is supported through collaborative professional learning. Teachers engage in professional dialogue and reflection through weekly team planning, curriculum meetings, Professional Learning Communities, professional learning, learning walks and observations, moderation and analysis of student work, analysis of student achievement data, and collaborative planning and review.

Year-level teams review curriculum planning and student learning to identify what has been successful, what requires further development and what needs to be planned for next. Teachers use evidence from assessment and classroom practice to refine their teaching and respond to student needs.



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Policy Review

Policy	Teaching and Learning Policy
Policy last reviewed	October 2026
Approved by	Megan Dell (Principal)
Next scheduled review	October 2030