



# FOOTSCRAY PRIMARY SCHOOL

## Learning and Teaching Policy



### Rationale

Our school believes students should be active and caring thinkers who will contribute to the creation of a peaceful and sustainable future. The teaching and learning framework is developed on the principles of balance, authenticity and personalisation, so students are prepared for their future lives.

It is the responsibility of Footscray Primary School to provide consistent, high quality teaching and learning for every student based on current educational research. To this end, it is an expectation that all teachers commit to continuously building their skills through teacher collaboration and quality professional learning.

### Purpose

This policy is intended to ensure that:

- Consistent pedagogical approaches are utilised by all members of the teaching team.
- Developing a deep understanding through exploring internationalism, responsible citizenship and sustainability through inquiry.
- All students are provided with a balanced and rigorous inquiry curriculum programme which is differentiated to cater for the needs of the individual (Cognitive, Physical, Social and Emotional learning)
- We provide a safe, nurturing and engaging learning environment which is inclusive and we ensure student voice is present.
- The expertise of all members of the education team is effectively utilised and developed through professional learning.
- We work in partnership with the community to provide the best possible outcomes for the students based on our school values of respect, cooperation and responsibility.

### Implementation

#### Curriculum Provision

##### International Baccalaureate Programme: Primary Years Programme

- All students will have access to the balanced and comprehensive programme of inquiry within the International Baccalaureate (IB). Primary Years Programme Curriculum framework.
- The curriculum is transdisciplinary in nature and ensures the development of all five elements of the Primary Years Programme- knowledge, concepts, skills, attitudes and action.
- Students complete six units of inquiry per year- one addressing each transdisciplinary theme. The Year 6 students complete one of the six units as the Exhibition.

##### Victorian Curriculum

- All students have access to a curriculum programme that comprehensively addresses all standards and capabilities within the Victorian essential learnings at their developmental stage.
- Commitment to key learning areas will include allocated time to the teaching of English (600 minutes per week) and Mathematics (500 minutes per week). Lesson structures based on the gradual release of responsibility is a framework for all lessons.
- English and Mathematics will be connected to the transdisciplinary themes where appropriate as this provides a rich authentic context to support application and extending of knowledge.
- Students receive instruction through two languages; English and Vietnamese.

### Pedagogy

- A range of up to date pedagogical approaches are employed to meet the needs of all learners, and the lead pedagogical approach is inquiry.
- Inquiry undertaken is authentic, purposeful, structured and promotes meaning and understanding of significant ideas.
- Inquiry is concept driven (connecting to the eight key concepts).
- Inquiry is planned using the PYP planner with a range of inquiry models utilised to support.

## **Differentiation**

- We are committed to a constructivist pedagogy- whereby learners gain knowledge and construct meaning from their experiences. This provides our students with a challenging and engaging curriculum that promotes developing rich and conceptual understandings.
- All students have access to point of need teaching based on quality assessment (refer to Assessment and Reporting policy).
- Learning intentions shared for every learning experience, quality teacher feedback, development of success criteria to support student goal setting are all approaches that support differentiation and makes learning visible.
- An integrated whole school approach to using metacognitive strategies are implemented, accompanied by regular monitoring and evaluation processes. Metacognitive strategies are explicitly taught, extensively modelled, embedded in routines and lesson structures and linked to the PYP elements,
- Teachers use current assessment data to diagnose individual student learning needs and plan for student learning. Differentiation is central to planning and delivery in all lessons and involves setting high expectations for all students.
- A range of differentiated approaches are valued at FPS; Targeted intervention, setting open-ended tasks, use of pedagogy that promotes developing knowledge as well as extending and applying knowledge.

## **Collaboration**

- Curriculum programmes are planned collaboratively – drawing on the collective expertise of the team. Teachers collectively make decisions about student learning.
- Reflection on teaching and learning is a collaborative process- enabling continuous improvement.
- Focused on the right work is vital for effective use of collaboration time. The four questions guide the work: What do we want our students to learn? (Guaranteed and Viable Curriculum); How will we know they have learned it? (Assessment); How will we respond when some children have not learned it? (Intervention) and How can we extend and enrich the learning for students who already have proficiency? (Enrichment)
- A teacher inquiry cycle is followed to support us staying focused on the right work.

## **Community Engagement**

Students, parents and teachers work in partnership and in line with the school values and objectives to achieve the best opportunities and outcomes for their students.

- The teaching team and parents support all students to take responsibility for their learning by establishing effective routines so they can self-manage their learning, question and inquire, and be an active participant.
- Consistent quality communications between all parties ensures a common understanding of individual students specific learning needs.

## **Evaluation**

This policy will be evaluated at the end of 2017.