

TEACHING AND LEARNING POLICY

Rationale:

The staff, students and parent community of Sacred Heart School are committed to the implementation of the Victorian Curriculum, embedding Catholic values to develop the 'whole'. At Sacred Heart each child has the right to feel safe at all times and teachers have the obligation to protect the physical and intellectual welfare of each student.

Commitment to Child Safety:

All students enrolled, and any child visiting, have the right to feel safe and be safe in all school environments and outside of school hours. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

Aims:

The aims of the teaching programs at Sacred Heart are:

- To provide a broad balanced and engaging curriculum that is reflective of the Victorian Curriculum
- To develop programs that foster positive learning experiences for our students which enable students to experience success
- To provide our students with access to a differentiated curriculum, where the needs of each child are met
- To provide the highest quality teaching in an enriching, stimulating, happy and safe environment
- Facilitate effective assessment and reporting on each student's progress
- Provide children with the opportunities to enhance their lives through deepening their understanding of Gospel values
- To foster partnerships within our school community

Implementation:

Teachers at Sacred Heart School are committed to providing the highest standard of learning opportunities. Programming is in accordance with CEO guidelines and requirements using the Victorian Curriculum.

Pedagogy is the art of teaching. Teachers are expected to use a variety of strategies to meet the diverse needs of the students and to improve the learning outcomes. Pedagogy that engages students, helps students to link curriculum with their life experiences and that contributes to positive classroom experiences is employed by Sacred Heart staff.

Teaching and support staff are given opportunities to enhance their teaching knowledge and skills through professional learning experiences. They are encouraged to share their expertise within their school community and beyond.

Teaching

It is an expectation that Sacred Heart School teachers:

- Provide 'hands on' activities

- Provide real life contexts and inquiry based learning opportunities that are relevant to the context of Sacred Heart students
- Provide explicit teaching of concepts and skills and apply the gradual release model of responsibility
- Provide lessons that allow for differentiation and different learning styles (Multiple Intelligences)
- Provide opportunities for the development of the general capabilities outlined in the Victorian Curriculum
- Use digital resources to engage students and bring worldviews into the classroom
- Use internet based resources to engage students and consolidate concepts
- Facilitate learning – Describe, interpret, instruct, explain and encourage participation
- Use rich tasks which use the open ended investigative approaches
- Investigate students’ prior knowledge through discussion, pre-assessment and current data to inform planning
- Engage in ongoing data collection and analysis to improve practice to positively impact student learning
- Provide families with an overview of the term’s curriculum at the beginning of each term to encourage home/school connections

Planning Requirements

Teachers are required to work together to plan, develop and implement rich learning programs for the students of Sacred Heart. To meet the aims of the teaching and learning policy teachers work collaboratively to:

- Use the Victorian Curriculum – Content descriptors and achievement standards to design Units of work for their students
- Identify levels of learning and achievement to inform their planning and what to teach
- Provide a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of learning – differentiated curriculum
- Use the achievement standards to make judgements about the quality of learning demonstrated by the students
- Use the data/information collected from student achievement progress to report to parents both informally and formally

Teaching programs should contain the following:

- Yearly Overview – with reference to Victorian Curriculum
- Timetables
- Class list
- Class profile (ie. lists of students with disabilities, student ILP)
- Classroom management (groupings etc)
- Behaviour Management (School policy, One Page plan documents)
- Class Assessment Records
- Learning Area Overview and Units
- Teachers are to include a learning sequence, outcomes, assessment tasks and rubrics, resources and evidence of differentiation e.g. focus groups and rotations

Teachers must plan for the following Learning Areas

- English
 - Spelling
 - Writing
 - Reading
 - Handwriting

- o Listening/Speaking
- Maths
- Religious Education
- Inquiry Units for the following areas:
 - o Humanities and Social Sciences
 - o Health
 - o Science
 - o The Capabilities
- Technologies
 - o Design and Technology
 - o Digital Technologies
- The Arts
 - o Music
 - o Drama
 - o Dance
 - o Visual Arts
- Individual Learning Plans wherever necessary

All planners are to be kept electronically on the school Team Google Drive at all times. Teaching programs are checked by the Principal and Teaching and Learning Leader each term on the Team Drive.

Daily Work programs

Each teacher at Sacred Heart School is required to maintain a CRT folder, providing a brief outline of the planned lessons for the day, duties, support times and release times. Daily work programs should be planned based on the term and yearly plans outlined in detail in each teacher's programming folder.

Assessment

Assessment is the process of gathering and interpreting information about student progress and achievement of standards. Assessment is designed to allow students the opportunity to demonstrate their ability and knowledge and understandings over a period of time. Assessment occurs as a regular part of teaching and learning. Students are assessed in accordance with the achievement of the Victorian Curriculum standards, by the classroom teacher and other specialist teachers on staff. Assessment is for a variety of purposes including:

- To direct future planning and teaching
- To inform teachers, students and parents about current understandings or misconceptions
- To identify strengths and weaknesses
- To create a 'point in time' snapshot of a student's performance
- To inform reporting

At Sacred Heart School planning for assessment is a vital part of the teaching process. Therefore:

- Teachers must have a clear idea of their assessment before they plan their learning experiences
- Teachers must include a variety of assessment techniques
- Assessment criteria on rubrics should use descriptive and comparative words to enable teachers to make clear judgements about the standard of a student's work
- Students should be informed of assessment items and should know exactly what is expected

An Assessment Schedule is provided to teachers at the beginning of each school year outlining the types of assessment each teacher is required to collect throughout the year. Other forms of assessment are essential; however, this is the data that needs to be stored on SAS and shared with the Catholic Education Office.

Reporting

Reporting is an integral part of the learning process and communicates information that has been obtained from a variety of assessment processes. It requires teachers making professional judgements on student achievement.

At Sacred Heart School reporting occurs in the following ways:

- Formal A-E report to parents each semester (Terms 2 and 4)
- Term 1-3 Goal Setting Oral Interview with families
- Informal/formal feedback/reporting on a needs basis
- For students requiring an Individual Learning Plan, a parent meeting is held each term
- NAPLAN results for Year 3 and 5

Evaluation:

This policy will be reviewed at the end of each semester and in line with changes deemed necessary for the beginning of each school year.

This policy will be part of the school's formal three-year review cycle.

This policy was last endorsed by School Board on.... 28th May 2019

Time Allocations for Curriculum

Foundations to Year 6

The curriculum is based on the Victorian Curriculum standards. The timetable is structured on a weekly basis. Each period is 60 minutes. The breakdown of the weekly cycle is as follows:

Annual Average Hours (excluding transdisciplinary sessions)							
	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning Area							
The Arts	60	60	60	60	60	60	60
English	350	350	350	350	350	350	350
Health & Physical Education	60	60	60	60	60	60	60
Humanities (Civics & Citizenship, Economics & Business, History, Geography)	30	30	30	30	30	30	30
Languages	60	60	60	60	60	60	60
Mathematics	175	175	175	175	175	175	175
Science	35	35	35	35	35	35	35
Technologies (Design & Digital)	60	60	60	60	60	60	60
Capabilities							
Critical & Creative Thinking	40	40	40	40	40	40	40
Ethical Capability	40	40	40	40	40	40	40
Intercultural Capability	40	40	40	40	40	40	40
Personal & Social Capability	80	80	80	80	80	80	80