Melaleuca Park Primary School

Teaching and Learning Policy

Our Beliefs

Melaleuca Park Primary School's vision **that everyone will achieve their potential as learners** is supported by the beliefs that children are: competent, powerful and rich in potential. This belief is reflected in our values of **Hope** and **Respect.**

Our commitment as an educating community is to involve children, parents/caregivers and teachers as active participants in **learning**, growth and development.

Learning begins from birth. Learning happens in relationship with each other. It is through **respectful relationships** that we welcome children in to a **safe** learning community and develop learning environments that care for and support every child's wellbeing. We respect each child's own identity, uniqueness, difference and rhythms of growth and development.

At Melaleuca Park Primary School we invite children to:
- recognise their potential.
- be active community members.
- recognise their place as global citizens.
- grow academically, socially and emotionally.
- collaborate.
- be critical and creative thinkers.
- be inquirers, researchers and problem solvers.
- be courageous.
- maximise their opportunities.
- develop capacities for lifelong learning.
- have fun, wonder and be amazed.
- investigate and inquire.
- develop capacities for a digital world.

Everyone in the Melaleuca Park Community has rights and responsibilities. We are all learners, listeners and educators in partnership with our community.

Purpose

The Teaching and Learning Policy is intended to:
- support the beliefs detailed above.
- outline the commitment to high expectations for all students through quality teaching and learning.
- outline the agreements and roles and responsibilities in relation to curriculum.
- pedagogy, assessment and reporting.
- provide an allocation of responsibilities and guidelines.
- ensure all educators work within a common framework and with a common language
- facilitate continuity of learning and support transition as an ongoing process.

Melaleuca Park Primary School

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Guidelines

Pedagogy

The South Australian Teaching for Effective Learning (TfEL) Framework (DECS, 2010), the Australian Professional Standards for Teachers and the Australian Curriculum (ACARA) provide the basis for learning design that improves student engagement, intellectual challenge and achievement.

Whole School Agreements have been developed to guide teacher practice in:
- Literacy
- Numeracy
- Teaching and Learning
  - playful & inquiry based pedagogy
  - wellbeing for learning and nurture
  - learning spaces

Teachers:
- design learning tasks and provide learning experiences or opportunities that support the application of students' knowledge and skills across multiple learning areas.
- observe each other's classroom practice and provide feedback using the Classroom Observation Tool.
- participate in task analysis and analyse student work samples against the achievement standards of the Australian Curriculum.

Assessment

All teachers are required to assess students' learning and collect data about students' achievement of Australian Curriculum (AC) standards... This data will be used to inform the teaching, learning and assessing cycle to support improvement and progress in students' learning achievements. (DECD, 2013)

Educators collect evidence of student learning through a range of informal and formal, diagnostic, formative and summative assessment strategies to:
- inform programming and planning for teaching and learning;
- monitor student growth;
- assess student learning;
- identify individual student needs (for the diverse range of learners);
- initiate intervention and put appropriate and targeted support in place;
- set and evaluate individual learning goals (intervention, support and extension);
- report student achievement against curriculum standards;
- provide timely, effective and appropriate feedback to students and caregivers regarding student progress and achievement relative to student learning goals.

Evidence of student learning includes:
- photographs, sound bites and video snippets (including annotations)
- checklists
- work samples
- portfolio

Melaleuca Park Primary School

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- Running Records, NAPLaN, PAT (Maths, Science, Reading, Spelling and Grammar)
- conferences (between teacher and student)
- peer assessment (using criteria co-constructed as a group through a process led by a teacher)
- learning stories, observation, discussions and anecdotal notes
- rubrics (developed in line the Achievement Standards)

The Data Schedule details the assessment cycle for the school each year.

Teachers:
- intentionally design learning and assessment tasks to allow students to provide evidence of their learning against the achievement standard (AC) and the intended learning outcomes for a unit of work.
- reflect on evidence of student learning to evaluate the effectiveness of task design.
- participate in assessment moderation activities to support consistent and comparable judgements of student learning.

It is a requirement of the Australian Professional Standards for teachers that all teachers *assess, provide feedback and report on student learning.* (AITSL, 2011).

Reporting

According to the DECD *Curriculum, Pedagogy, Assessment and Reporting Policy for Reception – Year 10* (DECD, 2013): all educators are required to report formally twice per year in writing to students and their families about each student's progress. Progress should be reported in relation to the achievement standards for all learning areas in the Australian Curriculum using plain language that is easy to understand; including grades A-E or word equivalents for students in Year 1-7.

At Melaleuca Park Primary School A-E grading is used for students in Year 2 – Year 7. Our Early Years program for Reception and Year 1 report on children's progress using Learning Stories. Our school community (endorsed by Governing Council) has agreed that Learning Stories will used throughout the year to document children's learning, growth and development in Reception and Year 1 against the Australian Curriculum and Early Years Learning Framework.

Learning Stories
Learning Stories provide a snap shot of the students' academic and social achievements as progress is observed within the learning environment. Teachers document and record this learning. The minimum requirements per term
- 2 pieces of Literacy per term.
- 2 pieces of Numeracy per term.
- 2 pieces of work from other learning areas.
- 1 piece of free play
- 1 piece of inquiry

Each piece of work will include a task descriptor, assessment criteria and a teacher comment if not explained. This information is provided to parents via See Saw and in hard copy by request.

Progress Reports

Progress reports are provided to parents and caregivers at the conclusion of the first assessment period in Term 2 of the academic year.

Progress reports provide a snapshot of where the child is at in their learning along with recommendations about areas that can be further developed in order to improve their learning in the subsequent term.

Teachers enter data in to the Academic Reports using the Assessment Module in Sentral.

Summative Reports

Detailed reports are given out at the end of Term 4. The school has a standard format which includes the Federal Government requirements using 5 ranking scales for each area of study.

Works Cited

ACARA. (n.d.). *Australian Curriculum.* Retrieved October 19 October, 2015, from http://australiancurriculum.edu.au

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