



TEACHING, LEARNING & ASSESSMENT POLICY

Rationale:

Learning, Teaching and Assessment are linked and form an integral part of all curriculum planning and development. Our goal is to make learning visible through the use of Learning Intentions and Success Criteria across all curriculum areas.

- **Learning** is a lifelong process in developing the whole person in all their dimensions: social, emotional, intellectual, physical and spiritual. Learning is developmental and best achieved through partnership with the child, home, school and Parish.
- **Teaching** is the practice of planning learning experiences to meet the needs of individual students. Student learning is greatly affected by the quality of teaching that they experience. Teachers must ensure that their teaching skills, knowledge and commitment are of the highest standard.
- **Assessment** is a means of measuring student performance in order to inform future learning and teaching direction. It also provides a basis for program evaluation and continuing curriculum improvement.

Goals:

Through our programs, by the end of Year 6, our goals are to develop students who are;

- Resilient and able to cope with their own physical and emotional changes;
- Able to make independent decisions based on Catholic values;
- Critical thinkers and independent learners;
- Responsible and respectful members of society;
- Literate and Numerate and are able to express their ideas in a range of ways;
- Presented with learning opportunities and experiences that they individually require.

Beliefs and Values:

At Cana we believe students learn best when...	Therefore as teachers we will ...
Purpose: <ul style="list-style-type: none"> ● they understand the intention for learning and success criteria ● the learning is interesting and purposeful 	<ul style="list-style-type: none"> ● write and discuss learning intention and success criteria to enable the students to understand what is required to be successful ● provide programs which are focused on need, relevant, stimulating, activity based and which extend the children's knowledge and skills
Environment:	

<ul style="list-style-type: none"> ● they are placed in a supportive and safe environment with clearly defined boundaries ● they are challenged and given high expectations ● the environment is centred around mutual respect between the student and the teacher 	<ul style="list-style-type: none"> ● develop within the classroom a sense of cooperation and harmony along with clear procedures and expectations to be followed by all ● plan and implement programs and lessons which reflect individual needs and interests so students can work towards achieving their potential ● implement the six school rules
<p>Support:</p> <ul style="list-style-type: none"> ● they are given support by others within the school and parish community ● physical resources are readily available to cater for individual learning needs 	<ul style="list-style-type: none"> ● Activate the existing Pastoral Care Procedure, whereby individual needs are noted and addressed by appropriate personnel ● Ensure we are aware of and prepared to make available, where possible, resources which will be of benefit for students
<p>Have a Go / Risk Taking</p> <ul style="list-style-type: none"> ● they are given the opportunity to problem solve and take risks across all curriculum areas 	<ul style="list-style-type: none"> ● Praise all efforts ● Encourage persistence ● Provide open ended tasks ● Encourage students to value the efforts and opinions of others
<p>Working with others:</p> <ul style="list-style-type: none"> ● they are given the opportunity to work with others in a variety of ways 	<ul style="list-style-type: none"> ● Provide opportunities to work in a variety of group structures – whole and small groups, pairs, formal and informal situations
<p>Learning Styles:</p> <ul style="list-style-type: none"> ● they are given ample time to practise and embed new learning ● their learning is hands-on and active ● their different learning styles and intelligences are catered for 	<ul style="list-style-type: none"> ● Keep instruction time focused and succinct to allow for maximum learning and interaction time ● Create learning experiences that are challenging, engaging and involve practical activities that reflect diversity of learning styles
<p>Autonomy:</p> <ul style="list-style-type: none"> ● they have ownership in the learning process ● they are encouraged to set goals, ask questions and form their own opinions ● their learning is based on a process of discovery where new learning is built on previous knowledge 	<ul style="list-style-type: none"> ● Use an Inquiry approach where open-ended tasks, choice and questioning is encouraged and students set up individual goals and behaviours for learning
<p>Attitude:</p> <ul style="list-style-type: none"> ● they are persistent and resilient in striving to achieve their highest potential ● they have a positive self-esteem and expect to be successful in their learning ● they can be open to new learning 	<ul style="list-style-type: none"> ● Structure activities which allows a measure of success to be achieved by all ● Create a safe, positive, engaging environment where positive effort and achievement is acknowledged by teachers and peers
<p>Assessment:</p> <ul style="list-style-type: none"> ● their changing needs are continually being identified and addressed at the point of need ● they are encouraged to reflect on their learning and identify the ways they learn best 	<ul style="list-style-type: none"> ● Involve and communicate regularly with students and parents. ● Develop Individual learning plans as required

<ul style="list-style-type: none"> ● they are given constructive and immediate feedback 	<ul style="list-style-type: none"> ● Plan tasks which will provide evidence and data of gains/learning achieved ● Analysis data to inform ongoing planning and teaching ● Use formal and informal assessment strategies provide opportunities to consolidate skills ● Allow for student self assessment and students setting own goals for learning
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Assessment of student learning should...

- be appropriate to individual/ groups of children and their learning styles
- be systematic, ongoing and varied eg. Formal, informal, written, oral, pictorial
- help teachers to identify the individual needs of children and their stage of development across all domains e.g. academic, social, emotional, behavioural, physical....
- enable students to demonstrate what they are able to do and areas of further need/extension
- allow for opportunities for self-assessment and peer assessment
- be fair, non threatening and reflect the skill taught

Assessment schedule

- Formal assessment is carried out with each student at the start of the school year
- Pre and Post unit assessment
- On-going assessment strategies eg. Running records, PAT - R, PAT - M, TORCH, worksheets, tests, projects, self assessment, written and oral presentations.

Evaluation

- Evaluation is an integral and regular part of the teacher's program. Teachers are encouraged to write a reflective statement each day after each lesson.
- This enables the teacher to reflect upon the presentation, the response and the future directions of the curriculum area, in accordance with the needs of the children.
- Evaluation is seen as an important element of our whole program and discussion takes place at fortnightly planning sessions.

Implementation:

At Cana we will achieve this through the following:

Teaching styles and methods including...

- clearly defined learning intentions and success criteria
- positive reinforcement and giving instructions that are clear and short,
- demonstration and modelling of techniques and processes,
- the development of strategies to scaffold children's learning,
- creating an interest and allowing opportunities for children to take it further,
- input from students to express what they want from their learning,
- the development of needs based curriculum and teaching,
- intervention and support at the point of need, through the use of both internal and external agencies and resources
- using prior knowledge and life experiences to bridge between old and new learning
- interpret data from assessment to inform teaching and learning direction

Curriculum Programs:

- School Based Religious Education and Sacramental Program
- Integrated Curriculum / Inquiry
- Visual Arts P-6 (Semester 1)
- Drama (Semester 2)
- Languages (Mandarin) P-6
- Physical Education P-6
- Library
- Literacy (Marie Clay Observations) P-2
- Numeracy
- Wellbeing (Social and Emotional Learning)

Australian Curriculum and the Victorian Curriculum is the source document used to inform content.

This policy was last reviewed in 2019.