St. Albans Primary School

TEACHING AND LEARNING STUDENT ENGAGEMENT POLICY

PURPOSE

At St Albans Primary School we plan as a team in our Learning Neighborhoods to deliver an inclusive and engaging curriculum. We demonstrate high expectations to foster the development of life-long learners. Our focus is to develop teaching and learning strategies that will build commitment and motivate our students in their learning. We broaden the learning environment to make authentic connections between the curriculum and the community. We support and expect our students to be active participants, problem solvers and be highly successful in their learning.

SCOPE

This policy applies to all teaching and learning programs at St Albans Primary School.

POLICY

St Albans Primary School endeavours to
- Provide an orderly, supportive and conducive learning environment that is both productive and instructional.
- Provide an engaging learning environment that promotes independence, interdependence and self motivation.
- Plan, implement and evaluate a learning program that caters for each student's needs, backgrounds, perspectives and interests.
- Plan, implement and evaluate learning experiences so that students are challenged and supported to develop deep levels of thinking and application.
- Implement assessment practices as an integral part of teaching and learning.
- Strongly connect learning with communities and practice beyond the classroom.

The following principles are not considered in isolation and are embedded in our teaching and learning programs.

The engaging learning environment is orderly, supportive and conducive.
- Develop a positive learning environment where all students are encouraged to take risks when contributing their own opinions, values and ideas to classroom learning and discussions.
- Plan and communicate learning intentions, success criteria for every lesson.
- Plan that caters for a range of students with individual and like needs within the class.
- Give students the opportunity to set achievable goals in their learning.

The learning environment promotes independence, interdependence and self-motivation.
- Provide students with opportunities to work and make decisions individually and in group situations, where students experience a range of roles.
- Establish student's prior knowledge and building on known skills and learning.
- Encourage students to set their own learning goals and become self-assessors of their own learning.
- Implement the gradual release of responsibility model.

Students' needs, backgrounds, perspectives and interests are catered for in the learning program.
- Create a learning environment that recognises, values, challenges and extends student's personal experience, views, real life examples and stories.
- Provide variations in tasks and tools that allow students to share their thinking and understandings in an individualised way.
- Provide a balance between structure and exploration.
- Ensure each task has an open-ended aspect that allows students to work at different levels and pace.

Students are challenged and supported to develop deep levels of thinking and application.
- Provide a learning sequence and allowing time for students to make connections between ideas.
- Provide opportunities for students to talk, discuss, challenge and express opinions and points of view.
- Promote depth and breadth of knowledge and understanding through open-ended questions and learning tasks.
- Implement learning sequences to foster imagination and creativity by encouraging students to be discoverers, explorers and creators in a variety of ways.
- Teachers and learners questioning to establish, consolidate, extend, reinforce and reflect on concepts, skills and applications.

Assessment practices are an integral part of teaching and learning.
- Design and implementing assessment tools and tasks that require students to demonstrate knowledge and skills at different levels.
- Provide constructive, timely feedback to students that will support their future learning.
- Actively involve students in the assessment process through reflection, self-assessment and goal setting.
- Using assessment tools and tasks to provide information for teachers to plan and adjust their learning programs, according to individual needs.

Learning connects strongly with communities and practice beyond the classroom.
- Present ideas and applications in a contemporary context such as exploring social and ethical issues.
- Connect learning programs to the community and society such as guest speakers and community projects.
- Share our insights from these learning experiences to our school community.
- Use a range of learning technologies to create and communicate new knowledge and understandings.

FURTHER INFORMATION & RESOURCES

- Teaching and Learning Handbook - 2019
- Student Management Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy
- Intervention Policy
- Additional Needs Policy

REVIEW CYCLE

This policy will be reviewed as part of the school's four year review cycle.

DOCUMENT STATUS

Reviewed	School Council Ratification	Next Review
School Council Meeting	May, 2019	May, 2023