Teaching, Learning & Assessment Policy

Rationale
The challenge of schooling in the global knowledge economy of 21st century is to equip students with the knowledge, skills and behaviours to prosper in our modern and ever-changing world. In the setting of a Catholic School the challenge is also to instil in children the skills and confidence to use their talents gifted to them by God, to make a difference in their world.

Purpose
The purpose of this policy is to ensure that our school supports all of its students in progressing towards and achieving appropriate learning outcomes.

Definition
Teaching and Assessment are inseparable actions of the educator that, when purposefully planned and acted on, produce Learning. Teaching is the act, whilst assessment is the intrinsic measure of the Learning that results.

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

- Assessment for learning occurs when teachers use inferences about student progress to inform their teaching.
- Assessment as learning occurs when students reflect on and monitor their progress to inform their future learning goals.
- Assessment of learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

Implementation

- In order to engage with the challenges identified we have developed an agreed set of beliefs that our practice in the area of Teaching, Learning and Assessment is based upon. These beliefs are the drivers of our practice.
- These practices, defined in the following Table, are adopted by all educators at the school.
- The school will track student achievement each year through the monitoring of student assessments against school targets, paying particular attention to the development of Literacy and Numeracy.
- Assessment for, as and of learning, the ongoing processes of gathering, analysing and reflecting on evidence, will be used to make informed and consistent judgements to improve student learning; more specifically:
  - Assessment for learning occurs when teachers use inferences about student progress to inform their teaching.
  - Assessment as learning occurs when students reflect on and monitor their progress to inform their future learning goals.
  - Assessment of learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.
- All student performance data will be analysed as it becomes available and again as further relevant data becomes available. The analysis will include identifying and seeking to understand the trends that might become evident for individual students, for particular cohorts and for the school as a whole.
- The area of Teaching, Learning and Assessment will be supported through specific Diocesan/School strategies in the Annual School Improvement Plan, as part of the school's management of its 5 year School Improvement Plan. The Annual School Improvement Plan will be responsive to the identified needs of learners in the school.
- VELS is used to structure the learning experiences for all students at our school, as well as providing rigorous standards of achievement for all learners.
Assessment is managed at a whole school, level and individual classroom levels. All educators at our school will maintain the currency of all assessments.

A balanced approach of assessment strategies are used across all domains. Assessment Schedules in the foundational areas of learning mandate minimum expectations of teachers.

The Literacy and Numeracy Diocesan Assessment schedules can be accessed on CEVN-ISS under Sale/Documents/Literacy & Numeracy Assessment Schedules

The inquiry approach is adopted at our school as the foundation for integrated curriculum planning (see the Curriculum, Planning and Programming Policy)

This policy is to be implemented in conjunction with the parallel policies of “Curriculum, Planning and Programming Policy” and “Reporting Student Achievement to Parents Policy”.

Policies exist for the implementation of Religious Education, Literacy and Numeracy, Multi-Domain Programs
  o The guidelines will describe the common approaches adopted to teaching and learning for the learning area
  o The guidelines are reviewed and updated regularly.

Policies exist for implementation of curriculum intervention and support programs
  o The guidelines will describe how the program is implemented
  o The guidelines for intervention and support are reviewed and updated regularly.

The Review of Teaching, Learning and Assessment
  ▪ Teaching, learning and assessment is managed and monitored by the principal and curriculum leadership
  ▪ The Teaching, Learning & Assessment Policy is reviewed annually by the teaching staff and adjustments made to the plan as needed
  ▪ The policy and school practices will be modified in response to new or revised curriculum requirements, in response to the changing needs of the students, and in response to the regular analysis of student performance data.
  ▪ The Teaching, Learning & Assessment Policy will be subject to a major review every five years to coincide with the Catholic School Renewal Review Year.

Resources
The Literacy and Numeracy Diocesan Assessment schedules can be accessed on CEVN-ISS under Sale/Documents/Literacy & Numeracy Assessment Schedules

Evaluation
This policy will be reviewed as part of the school’s five year review cycle or as required.

Ratification
This policy was last ratified in October, 2009.
### Beliefs

At our school we are committed to the following beliefs about teaching and learning.

1. The learning environment is supportive and productive
2. The learning environment promotes independence, interdependence and self motivation.
3. Students’ needs, backgrounds, perspectives and interests are reflected in the learning program
4. Students are challenged and supported to develop deep levels of thinking and application
5. Assessment practices are an integral part of teaching and learning
6. Learning connects strongly with communities and practice beyond the classroom
7. Learning can happen anywhere and at anytime, with the embedded use of ICT

### Principles

Because of our beliefs, the following set of principles drive the practice of teaching and learning in the classroom. At our school it is expected that:

1. Provide a consistently safe, positive and secure environment.
2. Communicate positive expectations and confidence in the learners’ abilities.
3. Seek to discover what learners already know, value and are able to do.
4. Expect that all people can learn.
5. Are clear that the primary purpose for assessment is to improve learning and that assessment is in itself a central learning experience.
6. Are passionate about learning.
7. Are passionate about learning.

### Practices

Therefore educators at our school:

- Place high expectations on all learners.
- Monitor and assess student progress on a day-to-day basis.
- Use assessment to encourage learners to exhibit their actual understandings.
- Integrate Assessment strategies that focus on demonstrations of understanding and ability to apply new learning.
- Utilise judgements that are moderated through professional collaboration to assess, compare, interpret and respond to individual learners.
- Schedule in Literacy and Numeracy as a quality assurance reference to monitor student progress.
- Use assessment gathered through the implementation of Diocesan Assessment Schedules in Literacy and Numeracy as a quality assurance reference to monitor students’ achievements against similar cohorts / individuals.
- Develop positive relationships with and between all involved in the learners’ learning.
- Ensure that the use of ICT adds value to the intended learning.
- Design learning programs that ensure the integrity of the learning area and the inclusion of all students.
- Scaffold learning using appropriate technologies, content, services and environments.
- Appraise the effectiveness, efficiencies and ethics of the use of ICT in the design of learning programs.