



Help for non-English speakers - If you need help to understand the information in this policy, please contact Administration at Ph. 8766 4000

INTRODUCTION

The core purpose of this school as defined in the Strategic Plan is to provide an inclusive, rigorous learning environment that challenges and engages young people to grow as passionate learners. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community.

At Barton Primary School, we believe in a culture of continuous improvement that values all students as capable learners. To achieve this, we use Lyn Sharratt's 14 parameters as a guide for developing a culture of learning that supports all students.

One of the most important parameters is the belief that all students can learn with support. This means that we believe that every student is capable of learning and that it is our responsibility as educators to provide the necessary support to help them achieve their full potential.

Other important parameters that contribute to our culture of learning include:

- **Shared leadership:** We believe that effective leadership is a shared responsibility and that everyone in our school community has a role to play in supporting student learning.
- **Data-informed decision making:** We use data to inform our teaching practices and decision-making, including assessments, student work samples, and feedback from students and parents.
- **Collaborative work:** We work collaboratively as a team to share ideas, resources, and best practices. This might involve co-planning, co-teaching, or providing feedback on each other's teaching.
- **Ongoing learning:** We are committed to ongoing learning and professional development to improve our teaching practices and stay up-to-date with the latest research and best practices.
- **Positive relationships:** We believe that positive relationships between students, teachers, parents, and the wider community are essential for creating a supportive and inclusive learning environment.

To support this belief, we provide a range of interventions and support programs to meet the individual needs of each student. This might include small group instruction, one-on-one tutoring, or differentiated instruction that takes into account students' individual learning styles and needs.

PURPOSE

The following policy outlines the framework for teaching and learning of English and Maths at Barton Primary School, aligned with the Victorian Curriculum. The policy aims to provide a comprehensive and cohesive approach to teaching and learning, ensuring that all students are supported to achieve their full potential.

ENGLISH:

The teaching and learning of English at Barton Primary School will be guided by the Victorian Curriculum. The curriculum will be delivered using a range of strategies that support the development of all aspects of English including reading, writing, speaking, and listening. At Barton Primary School, our English program is based on the science of reading, and teachers will use a range of strategies to support the development of these key skills. This will involve providing explicit instruction in phonics and phonemic awareness, using decodable texts to support the development of reading fluency, and building students' vocabulary knowledge through exposure to a range of rich texts.

Reading:

The development of reading skills will be supported by providing students with access to a range of texts that reflect the diversity of the student population. Teachers will use a variety of strategies to support the development of reading skills including explicit teaching of reading strategies, modelling reading behaviours, and encouraging independent reading.

Writing:

The development of writing skills will be supported by providing students with opportunities to write for a range of purposes and audiences. Teachers will use a range of strategies to support the development of writing skills including explicit teaching of writing processes, modelling writing behaviours, and providing feedback on student writing.

Speaking and Listening:

The development of speaking and listening skills will be supported by providing students with opportunities to communicate in a range of contexts. Teachers will use a range of strategies to support the development of speaking and listening skills including explicit teaching of communication strategies, modelling effective communication behaviours, and providing feedback on student communication.

For further information, please refer to the **Literacy Policy** on our school website.

MATHEMATICS:

The teaching and learning of Mathematics at Barton Primary School will be guided by the Victorian Curriculum. The curriculum will be delivered using a range of strategies that support the development of all aspects of Mathematics including number and algebra, measurement and geometry, and statistics and probability. At Barton Primary School, our maths program is designed to provide our students with a strong foundation in mathematical proficiencies, as well as the key concepts and skills required for success in mathematics. Our program is based on the Big Ideas in Number developed by Dianne Siemon, as well as the Numeracy Learning Progression.

Number and Algebra:

The development of number and algebra skills will be supported by providing students with opportunities to develop their understanding of mathematical concepts and to apply these concepts in a range of contexts. Teachers will use a range of strategies to support the development of number and algebra skills including explicit teaching of mathematical concepts, modelling mathematical behaviours, and providing feedback on student mathematical thinking.

Measurement and Geometry:

The development of measurement and geometry skills will be supported by providing students with opportunities to explore and develop their understanding of measurement and geometry concepts in a range of contexts. Teachers will use a range of strategies to support the development of measurement and geometry skills including explicit teaching of measurement and geometry concepts, modelling mathematical behaviours, and providing feedback on student mathematical thinking.

Statistics and Probability:

The development of statistics and probability skills will be supported by providing students with opportunities to explore and develop their understanding of statistics and probability concepts in a range of contexts. Teachers will use a range of strategies to support the development of statistics and probability skills including explicit teaching of statistics and probability concepts, modelling mathematical behaviours, and providing feedback on student mathematical thinking.

For further information, please refer to the **Numeracy Policy** on our school website.

INSTRUCTIONAL MODEL

At Barton Primary School, our instructional model is based on the principles of Explicit Direct Instruction (EDI) and Gradual Release of Responsibility (GRR). This model aims to provide a structured and systematic approach to teaching and learning, ensuring that all students are supported to achieve their full potential.

Explicit Direct Instruction:

EDI is a highly structured approach to teaching that involves clear and explicit instruction of new concepts, followed by opportunities for guided and independent practice. This approach focuses on breaking down complex concepts into smaller, more manageable steps, providing students with the support and guidance they need to develop their understanding.

At Barton Primary School, teachers will use EDI to deliver instruction in both English and Maths. This will involve providing clear and explicit instruction on new concepts, modelling thinking processes, and providing opportunities for guided and independent practice.

Gradual Release of Responsibility:

GRR is an instructional approach that involves gradually shifting the responsibility for learning from the teacher to the student. This approach recognises that learning is a collaborative process, and that students need support and guidance to develop their skills and understanding.

At Barton Primary School, teachers will use GRR to support the development of students' independent learning skills. This will involve providing clear and explicit instruction, modelling thinking processes, and gradually releasing responsibility to the student through guided and independent practice.

SPECIALISTS SUBJECTS

Barton Primary School offers a range of specialist subjects that follow the Victorian Curriculum. These subjects include Physical Education, Performing Arts, Art, and Spanish.

In Physical Education, students will develop their physical skills and knowledge through a range of activities and sports. This will include learning about healthy living, movement skills, and game strategies, and participating in a range of individual and team-based activities.

Performing Arts will involve students in exploring a range of artistic forms, including music, dance, and drama. Students will develop their skills in these areas, as well as their creativity, self-expression, and confidence.

Art will provide students with opportunities to explore a range of visual arts, including drawing, painting, sculpture, and printmaking. They will develop their skills and knowledge in these areas, as well as their creativity and critical thinking skills.

In Spanish, students will learn about the Spanish language and culture. They will develop their skills in reading, writing, listening, and speaking in Spanish, as well as their knowledge of Spanish culture and society.

Teaching and learning teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams are currently responsible for core curriculum development and delivery in literacy, numeracy and integrated studies including history, design technology, sustainability and digital technologies. Specialist programs from Prep to Year 6 are delivered for Physical Education, Visual and the Performing Arts, Language (Spanish). Supportive curriculum initiatives and programs include Literacy, Maths and Science Support and Extension and Reading Intervention.

The school has Curriculum and School Improvement teams with Learning Specialists in Literacy, Numeracy and Wellbeing and PLC Leaders from each level of the school. These teams drive the focus on literacy, numeracy, assessment and reporting and personalised learning.

The leadership group is focused on 4–5 year planning cycles and continuous analysis of a range of data around school improvement. At this level, there is an integration of long-term planning around fiscal management, workforce planning and school structures. There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and teaching and learning teams and consultancy support for key initiatives.

DOCUMENTATION

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

ASSESSMENT

Barton Primary School assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at Barton Primary School will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

- Teachers at Barton Primary School use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment and reflection.
- Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
- Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Learning Scope and Sequences, Unit Planners and Yearly Overviews. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences.
- Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.
- Barton Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the Early Abilities Based Learning and Education Support (ABLES).
- The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.
- Where possible, staff will participate in cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

REPORTING

Barton Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Barton Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting.

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form.

- Barton Primary School will report directly against the Victorian [Curriculum F-10 achievement standards](#) or, if reporting on students for whom English is an additional language, the Victorian [Curriculum F-10 EAL achievement standards](#).
- Both student achievement and progress will be included in the report (with some exceptions which will be communicated to the students' parents or carers).
- An age-related five-point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics and Science (where applicable).
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews, conducted twice-yearly (one recommended and one optional), enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available where required.

CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

REVIEW OF SCHOOL CURRICULUM

Layer of Review / Planning	Process and Data used	Responsibility	Timeframe
Whole school Victorian Curriculum	<ul style="list-style-type: none"> • Low Variance Curriculum: Scope and Sequences for Maths and English • Knowledge and Inquiry Curriculum Map 	<ul style="list-style-type: none"> • Assistant Principals: Teaching & Learning • Learning Specialists 	Annually
Whole school Initiatives	<ul style="list-style-type: none"> • Whole School Plan • Curriculum Map 	<ul style="list-style-type: none"> • SWPBS Leaders • Respectful Relationships Leader 	Annually
Year levels / Curriculum Areas	<ul style="list-style-type: none"> • Yearly Overview • Unit Planners 	<ul style="list-style-type: none"> • PLC Leader / Team (in consultation with Assistant Principals and Learning Specialists) • Specialists Teachers 	Termly
Units and lessons	<ul style="list-style-type: none"> • Weekly Work Programs 	<ul style="list-style-type: none"> • Teacher Responsibility 	Weekly

REVIEW OF TEACHING PRACTICE

Barton Primary School reviews teaching practice via:

- *Professional Learning Communities (PLC)*, which link the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies; and
- the Performance Development cycle, which provides an opportunity to provide feedback to teaching staff on their performance to support ongoing learning and development, with a focus on how student learning can be improved through improving teaching practice.

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [Curriculum Programs Foundation to 10](#)
 - [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
 - [Assessment of Student Achievement and Progress Foundation to 10](#)
 - [Digital Learning in Schools](#)
 - [Students with Disability](#)
 - [Koorie Education](#)
 - [Languages Education](#)
 - [Physical and Sport Education — Delivery Requirements](#)
 - [Holocaust Education](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [Sexuality and Consent Education](#)
 - [School Hours \(including variation to hours\)](#)
- This policy should be read alongside:
 - whole school curriculum plan
 - teaching and learning program for each learning area and capability
 - teaching and learning program for each year level
 - unit plans/sequence of lessons.]

POLICY REVIEW AND APPROVAL

Policy last reviewed	07/08/2023
Approved by	Principal
Next scheduled review date	07/08/2026