

## Rowville Primary School Learning Intervention Policy

### **PURPOSE**

- To track and monitor student learning to enable every student to make optimal progress in learning.
- To make explicit the type of intervention that the school will provide to ensure that the instruction caters for the diversity of learners.
- To develop within all students a range of abilities that will enable them for future learning.

### **GUIDELINES**

- All students can learn regardless of gender, racial, cultural, religious, physical or intellectual differences.
- Students will participate in co constructing their learning goals and reflecting on the effectiveness of their learning.
- Benchmark data will be shared with students so that each child knows: where am I going?, where am I now? how am I going to close the gap? and is fully involved in their self improvement.
- All teachers will have explicit knowledge of each students' stage of learning
- There will be relentless follow up through professional learning teams, individual learning plans, whole class and small group instruction, tutorials, and homework and communication to parents.
- Summative, formative and benchmark assessments will be utilised to track learning growth.

### **IMPLEMENTATION**

1. Teachers will co construct learning goals with all students.
2. Teachers will undertake a learning check of each child's initial skills and learning by reference to existing reports and communication with families and previous teacher or learning mentor.
3. Teachers will work in professional learning teams to develop lesson plans as part of their planning for differentiated teaching.
4. Teachers will check for understanding on a daily basis and follow up with students ( This will be supported by conference notes, documentation of student thinking, and anecdotal observations)
5. Teachers will undertake benchmark testing to check for proficiency. (English Online (F), Maths Online (F), Essential Assessment (F-6) Mathematics and Fountas and Pinnell for reading.
6. Teachers in their professional learning teams will look at the interim assessment results, plan improvements and identify students requiring additional support and extension.
7. Teachers undertake more fine tuned assessments and use the results to develop educational learning plans for students who need close monitoring.
8. Teachers will discuss the individual learning plan with a teacher leader and the Assistant Principal.
9. The Teacher will convene a time to discuss the individual learning plan with the family.
10. The Assistant Principal will participate in meetings involving students where there are complex learning needs. These plans will be managed in a central location online.
11. Teachers will provide individual tutoring to students requiring additional practice during LOTE and STEM sessions.
12. Teachers will report to families on an ongoing basis throughout the year.
13. Teachers will prepare a judgement against the achievement standard and learning progress in June and December.

### **EVALUATION**

1. The review process will include ongoing collection of data about student learning.
2. The learning outcomes of all students will improve.

This policy will be reviewed as part of the school's three-year review

This Policy was ratified February 2021 and will be reviewed in November 2023.