



Guidelines for developing a Quality School Educational Program PRIMARY



In providing a quality school educational program

*“The school must begin from the principle that its educational programme is intentionally directed to the growth of the whole person.”
(The Catholic School, # 29)*

Catholic Schools Office
Diocese of Lismore
PO Box 158
LISMORE NSW 2480

Website: <http://www.lism.catholic.edu.au/>

Publication: February 2017

Licensed under NEALS



1 INTRODUCTION

Mission: “I have come that they may have life, and have it to the full”.

John 10:10

The purpose of the Quality School Educational Program is to provide a clear, whole-school plan of how quality curriculum, pedagogy and assessment and reporting will occur for learners in Diocesan Catholic schools. The school’s educational program must be effective and compliant in nature. The Educational Program caters for all learners through an ongoing process which espouses the school’s values and beliefs about teaching and learning.

Catholic Education in the Diocese of Lismore Foundational Values for Catholic Identity and Mission provides the guiding framework upon which to bring the mission into action. Belief in Jesus Christ is the very centre of the Catholic education enterprise. Jesus Christ is the ultimate value upon whom all decisions in Catholic education are acted upon. The six Foundational Values (Tradition, Evangelisation, Worship, Witness, Community and Service) are traditional categories used by the Church to render faith in Jesus Christ into action.

Central Faith Statement

Catholic education builds Christ-centred learning communities immersed in the mystery of God’s presence. In a sense of adventure these communities nurture the fullness of Christian life for all through Evangelisation, Tradition, Worship, Witness, Community and Service to the Church and world.

The *Contemporary Learning Framework* (CLF) provides direction to support parish school communities in the integration of faith, life and culture. The CLF is a shared and agreed statement of what we value and believe about learning.

The *Pastoral Care Framework* provides a broad overview of the dynamic, interrelated nature of pastoral care including key dimensions that shape the human dignity and support the wellbeing of every member of the school community.



2 THE SCHOOL EDUCATIONAL PROGRAM

2.1 Living Document

The school's educational program is considered a living document that evolves and changes to:

- continually reflect the engagement with data that identifies the needs of the learner
- address the context of the individual school, local, national and global communities
- demonstrate engagement with school wide improvement processes
- reflect changes in research proven teaching methodologies
- reflect the cycle of professional learning, reflection and evaluation of current teaching practice.

2.2 Curriculum, Pedagogy, Assessment and Reporting

The relationship between curriculum, pedagogy, assessment and reporting is fundamental to a school's educational program.. Curriculum is essentially a design, or roadmap for learning, and as such focuses on the knowledge, skills and understandings that are important to learn. Pedagogy is the means by which that learning will be delivered. Assessment is the broad name for the collection and evaluation of evidence of a student's learning. Reporting is a process of communicating information about student achievement and progress.

All schools are encouraged to:

- adopt a **curriculum** that fosters deep learning and supports collaboration, communication, critical and creative thinking and problem solving in the context of the Key Learning Areas of the curriculum
- select purposeful and effective **pedagogy** that integrates innovative and research-proven teaching strategies, contemporary learning technologies and 'real world' contexts in order to challenge the learner to explore, question and engage with significant ideas and practices
- gather evidence about student learning using a broad range of strategies, including **assessment** for, of and as learning
- communicate student achievement and progress to stakeholders using a range of formal and informal **reporting** methods
- permeate a **Catholic Worldview** into all Key Learning Areas in an authentic manner.

2.3 School Review and Improvement

The School Review and Improvement process is based on a philosophy of self-evaluation and reflection. Through discussion and discernment, the school community will develop a five-year plan based on the key areas of:

- Catholic Identity and Mission
- Organisation and Co-leadership
- Teaching and Learning
- Community and Relationships.

2.4 Guiding Documents

The components of the school educational program are guided by the Registration and Accreditation requirements detailed in the *Registration Systems and Member Non-Government Schools (NSW) Manual*, produced by the NSW Education Standards Authority (hereafter referred to as 'the Authority'). The School Educational Program is informed by *The Education Act (1990)*, NSW Government. The following documents address components of the Act:

- Catholic Education in The Diocese of Lismore, Foundational Values for Catholic Identity and Mission (2016)
- Diocese of Lismore, Catholic Worldview Permeation Statement



- Catholic Education in The Diocese of Lismore, Contemporary Learning Framework
- Pastoral Care Framework
- K-10 Curriculum Framework, NSW Education Standards Authority (NESA)
- K-6 Syllabuses (NESA)
- K-6 Religious Education Curriculum (Archdiocese of Sydney, 2006)
- Guidelines for developing a Quality School Educational Program, Diocese of Lismore.

2.5 Registration Requirements

As a registration requirement the School Educational Program must include the following evidence of compliance for each calendar year of the current registration cycle:

- timetables for each Year/class showing the allocation of time and teachers for each KLA
- the scope and sequence of learning/units of work in relation to outcomes of the Authority's syllabus for each KLA for each Year
- resources and equipment available for each KLA
- an assessment plan indicating how students' performance in each KLA is assessed, monitored and recorded
- an overview of the process for reporting student achievement
- evidence relating to the quality of teaching and student learning.

For each calendar year, the school must maintain for each year/class, until the end of that calendar year:

- teaching programs for each unit of work that correspond to those identified in the scope and sequence of learning/units of work
- samples of student work that relate to the teaching program for that year.

Registration Systems & Member Non-government Schools (NSW) Manual, January 2017, Section 5.3.

The Quality of the Educational Program will determine whether the requirements of the Act relating to the courses of study. The Act requires that the Authority assess the quality of the educational program, with particular focus on:

- evidence relating to the quality of teaching and student learning.

Note: There are additional elements that form the Authority requirements for meeting quality teaching and student learning. These can be found in the *Compliance Checklist and Management Guide on the School Review and Improvement site*.

2.6 System Registration Monitoring

The Catholic Schools Office is the approved authority for system schools. Consequently, the CSO has the responsibility for ensuring a school's compliance with all legislative and educational accountabilities, both NSW, Australian Government and Diocesan requirements. There is a range of strategies in place to ensure system compliance and continuous improvement toward a quality educational program. These include cyclic system compliance audits, Quality Assurance and feedback, school visits and system focus days.



3 ELEMENTS OF A QUALITY SCHOOL EDUCATIONAL PROGRAM

The Primary School Educational Program comprises of the following elements in accordance with the requirements of the Authority:

- Scope and Sequence of learning
- timetables
- school procedures
- Personalised Plans and Student Profiles
- Learning and Teaching Program
- resource list
- Assessment Plan/Policy and Procedures
- reporting process
- student work samples

3.1 Scope and Sequence of Learning

A Scope and Sequence is the first step in designing effective teaching and learning programs. It summarises what is to be taught and the sequence in which it will be taught.

SCOPE:

What is being taught (syllabus outcomes and content) and the context in which it is being taught (units).

SEQUENCE:

Who it is being taught to (Year/Stage) and when in the calendar year that it occurs (by term).

The development of a Scope and Sequence of Learning is a structured, collaborative process. The Scope and Sequence must be in place and outlines the learning for the entire year. The Scope and Sequence should be evaluated and modified on a regular basis. Generally, a subject Scope and Sequence plan for a year should be captured on a single page and in place at the commencement of the school year.

Elements of a scope and sequence must include:

- School, KLA, Title of each unit, Year, Calendar Year
- duration of each unit
- Catholic Worldview (school decision on how and where to record this)
- syllabus outcomes included in each unit (these are commonly represented by outcomes codes)
- any specific-subject requirements (for example, text requirements)
- additional information based on common practice in particular subject areas or particular school requirements

Subject Specific Advice

The Scope and Sequences for the following subjects should include:

RELIGIOUS EDUCATION:

Where applicable, adjustments need to be made to accommodate for sacramental instruction.

ENGLISH:

The types of texts studied during the unit to illustrate how syllabus requirements are met for Kindergarten to Year 6.



Process for developing a Scope and Sequence of Learning

Whole School	Stage	Year/Class
<p>School determines the content of the Scope and Sequence of Learning.</p> <p>Consider:</p> <p>How the sequence of learning – outcomes/content will flow across the school (K-6) then stages</p> <p>Catholic Worldview permeation</p> <p>Additional elements that will be included in all Teaching and Learning Programs</p>	<p>Read the Stage Statement and/or Foundation Statement for the KLA.</p> <p>Consider:</p> <p>How the sequence of learning – outcomes/content will flow across the stage</p> <p>Catholic Worldview permeation</p> <p>Contribution of other KLAs</p> <p>Shared resources</p> <p>School context</p>	<p>Revisit the Stage Statement and/or Foundation Statement for the KLA.</p> <p>Read the syllabus Rationale to ensure a clear understanding of the scope and focus of the KLA.</p> <p>Map outcomes or units and Catholic Worldview focus into the Scope and Sequence</p> <p>Consider:</p> <p>Complete the outcome and unit mapping to ensure all outcomes are covered as per KLA requirements</p>

3.2 Timetables

Timetables for registration requirements are representative of the learning scheduled to occur for a Year/Class. The following elements are required to be clearly reflected on all timetables:

- year/class, term, calendar year
- key times through the day (commencement, start and finish of break times, end of day)
- duration of each scheduled KLA or Additional Activity
- name of teacher responsible for the class during each scheduled KLA or Additional Activity.

NSW Education Standards Authority advice on minimum KLA hours

KEY LEARNING AREA	PROPORTION OF TIME	TIME IN HOURS (based on 25hour week)
English	25-35%	6.25 – 8.75 hours
Mathematics	20+ %	6.25 hours (75 minutes per day)
Science & Technology	6-10%	1.5 – 2.5 hours
Human Society and It's Environment (HSIE)	6-10%	1.5 – 2.5 hours
Personal Development, Health and Physical Education	6-10%	1.5 – 2.5 hours
Creative Arts	6-10%	1.5 – 2.5 hours
Additional Activities	20%	5 hours

Diocesan Advice

The Catholic Schools Office of Lismore defines the following hours for Religious Education

KEY LEARNING AREA	PROPORTION OF TIME	TIME IN HOURS (based on 25hour week)
Religious Education	10%	2.5 hours

Some key points to note:

- The **Additional Activities** category defined by the Authority is inclusive of the Religious Education Curriculum (10%) for 2.5 hours. This indicative time requirement relates to classroom catechesis and excludes prayer, Mass and liturgies. The remaining 10% can also include school events such as



assemblies, liturgies, choir practice, additional time for physical activity (see below) or other identified school priorities.

- **HSIE and Science and Technology** should be taught on balance with each other. For example, if taught as separate KLAs the same amount of time should be allocated to each. Both KLAs can also be integrated with other KLAs or with each other. Should a school choose to implement an alternate term model where HSIE is taught for one term, Science and Technology for the next, then the allocated hours should be combined. That is, a 12 – 20% allocation in total for the KLA being taught in a given term.
- The KLA name should appear on the timetable. eg *English* not “spelling” or “guided reading”.
- Sport can be included in the time allocation for PDHPE if there is evidence of PDHPE outcomes being addressed and assessed through the sport activities. If there is no evidence of this within teacher programs, sport is considered to be an Additional Activity for the purposes of timetabling.
- **Definition of Year/Class** - here the term Year/Class is used the following guidelines apply:
 - If the document in question is common to the Year or there is only one class in the Year, it may be provided at Year level
 - If the document in question is different for each class in the Year, it must be provided at class level
 - In the case of multi-year (stage class) the applicable Years should be reflected in the title eg: 5/6
 - In the case of multi-year (stage class), and in the case of many documents specific to the multi-year, each stage is required to be included eg: Stage 2 and Stage 3 outcomes.

Refer to the School Review and Improvement site for a sample timetable

3.3 School Procedures

Learning is improved when the learning environment provides high levels of support, safety and inclusion. The agreed and shared whole-school routines, systems and procedures are the beliefs and practices that are consistently implemented across the school. These shared procedures include:

- expectations of learners
- classroom routines for movement and organisation
- teaching in flexible classroom environments and the roles and responsibilities of teachers and teaching assistants
- management of classroom behaviour, rewards and consequences.

3.4 Personalised Plans and Student/Learner Profiles

Legislative and accountability requirements along with system and school initiatives require the development and maintenance of school wide Personalised Plans and Student/Learner Profiles. Personalised Plans are shared with parents. Student/Learner Profiles provide additional information about a student and their learning and are determined by the school.

Students for whom Personalised Plans may be developed include:

Learner	Plan	Action
Students with a Disability	Personalised Plan	Required
Aboriginal and Torres Strait Islander students	Personalised Learning Plan	Required
Students who are New Arrival	Personalised Plan – linked to ESL/EALD Scales	Required
Students for whom English is an Additional Language or Dialect	Personalised Plan – linked to ESL/EALD Scales	Determined by the school
High Potential Learners	Personalised Plan	Determined by the school
Students with a range of diagnosed health, sensory, mental health, behavioural needs	Personalised Plan	Determined by the school



Intervention records are required across the school in electronic form and includes:

- Tier 2 and 3 Intervention.

The storage and maintenance of Personalised Plans and Student/Learner Profiles is managed through Schoolworx and the CEC NSW site.

3.5 Learning and Teaching Program

Programming is an important process in the teaching, learning and assessment and reporting cycle. It enables teachers to plan for the delivery of syllabus content and improve student learning outcomes. Programming is the process of selecting and sequencing learning experiences that cater for the diversity of student learning needs in a particular year and/or stage. The process of programming is typically shared in schools and offers an opportunity for collaboration, professional reflection and evaluation.

Learning and teaching programs are a record of planned learning experiences. The programs:

- reflect the needs, interests and abilities of students
- are based on syllabus outcomes and include a variety of teaching, learning and assessment activities, strategies and resources to address the learning needs of all students
- are flexible and dynamic documents that change in response to student learning needs, school context, teacher evaluation and feedback
- include adjustments for students with special education needs
- reflect our Foundational Values for Catholic Identity and Mission
- include CSO priorities
- are a record of the how syllabus requirements are met.

In accordance with the Authority requirements, the key elements in the learning and teaching program for each KLA and the units that make up the program are:

- unit title, description, stage or year, duration
- syllabus outcomes
- range of relevant syllabus content
- integrated teaching, learning, differentiation and assessment
- subject-specific requirements
- resources
- reflection and evaluation
- adjustments for students with special education needs, where appropriate
- registration against the content.

System requirements in addition to the above are:

- Catholic Worldview Permeation underpinned by the *Foundational Values for Catholic Identity and Mission*
- connections to the Contemporary Learning Framework
- integration of the 4 Critical Questions of Learning and Big Ideas/Guiding Questions.

Additional school elements that may be included are:

- links with other Key Learning Areas – connections with other units that complement or extend the learning.

Refer to the Appendix G for detailed support and guidance in developing a quality learning and teaching program



3.6 Resource List

Resource lists are organised according to each KLA and should include resources that enable the outcomes of that KLA to be addressed. They can be reasonably general in nature, for example 'concrete materials for counting' in Mathematics is sufficient rather than listing counters, blocks, paddle pop sticks etc. Similarly, 'factual websites' in Science and Technology will cover a range of sites that are accessed irregularly as will 'age-appropriate picture books' in English. However, where a resource is vital to the delivery of a particular unit of work, or is used on a regular basis, it should be specifically listed; for example, when learning about Australian Ballads, specific poem titles should be listed.

Some schools choose to include Resource Lists on their Scope and Sequence of Learning, this practice can be maintained providing sufficient detail is included.

School resource lists for each KLA indicate sufficient resources required to deliver the curriculum for the number of students in the school. The list also gives details of the location of KLA resources, for example, Mathematics resources are located within individual classrooms.

3.7 Assessment Plans / Policy and Procedures

Assessment Plans aim to give an overview of how student learning in each KLA is assessed, monitored and recorded during a calendar year. For each KLA the following components must be included:

- a description of how student learning is assessed including specific reference to syllabus strands and outcomes
- a statement of how students' learning is monitored, including specific measures (eg: Benchmarking/running records, Growth Point Framework)
- a statement on how student learning is recorded via school/system based mechanisms (eg: Student Data Portal)

Refer to the School Review and Improvement site examples and templates

3.8 Reporting Processes

Schools are required to provide evidence of an overview of the process for reporting student achievement. The process for reporting student achievement must be documented as part of the School Educational Program. This may be reflected in a school Assessment and Reporting Policy and Procedures document.

Student reporting is subject to specific legislative requirements, including the provision of written, easily understood reports twice per year in Year 1 - 6, and the standards-referenced assessment of all KLAs against the A-E Common Grade Scale.

Reporting may also include informal methods such as learning conferences.

Reporting is addressed in more detail in the [Guidelines for Quality Assessment and Reporting Practices K-12](#).

3.9 Student Work Samples

The Common Grade Scale is used to report student achievement. The Common Grade Scale describes performance at each of the five grade levels (A-E). Awarding grades requires the informed professional judgement of teachers as they match student achievement to grade descriptions.

Teachers need to have confidence in their professional judgement, be convinced of the evidence and be accountable for each student's grade. This is achieved by the Consistent Teacher Judgement process which includes moderation of work samples. Moderation occurs when teachers compare work samples for their students with samples aligned to grades A to E from the [Assessment Resource Centre \(ARC\)](#) site and participate in assessment moderation processes in school based PLTs.

Teachers make a professional judgement about each work sample based on their knowledge and their experience of teaching students in that subject area at that stage. In doing this, teachers look closely at the



syllabus outcomes and content for the stage, and at the descriptions in the Foundation Statements (K – 6) or Stage Statements (K – 6) of the nature and scope of learning in that subject area. When a teacher uses the scale to allocate a grade at points other than at the end of a course or a stage, the teacher is making a judgement taking into account the knowledge, skills and understandings to date.

The Authority requires a minimum of three work samples for each class for an assessment event from each KLA. These samples will be from the calendar year. The work sample will include the assessment task, marking criteria(rubric) with teacher feedback.



APPENDIX A

IMPLEMENTING CURRICULUM, DEVELOPING PEDAGOGY AND ASSESSING AND REPORTING

The mission of Catholic Schools in the Diocese of Lismore is to enable students to achieve the 'fullness of life' (John 10:10). Effective pedagogy in the Catholic school provides the means to attain this driving ambition; it is at the heart of powerful learning. Powerful learning results in the effective use of knowledge, skill development and deep understanding.

In a Catholic school, this deeper understanding includes the consistent promotion of a Catholic Worldview through an understanding of the foundational values of our shared faith. Within the flow of this learning, students and teachers become more aware of the mystery of God's presence in our world, revealed to us in Jesus Christ.

The vocation of a teacher in a Catholic school calls us to promote the communication of Truth, to enable students to enjoy the 'fullness of life' and to be of service to the Church and the world. This vocation is enhanced through effective pedagogy, which includes the deliberate promotion of a Catholic Worldview. In Catholic schools the curriculum is "Catholic" when students are intentionally provided with learning experiences which invite them to look more deeply at particular content or issues in order to explore the Catholic Worldview. Catholic Worldview Permeation, means incorporating faith into all areas of school life, including the curriculum.

Every student is entitled to a curriculum that equips them with the following capabilities:

- critical thinking and problem solving skills
- creativity and innovation
- effective communication skills - written and oral
- collaboration skills
- self-directed lifelong learner
- agility and adaptability
- initiative and entrepreneurship
- accessing and analysing information
- curiosity and imagination.

The relationship between curriculum, pedagogy and assessment and reporting is fundamental. In the Diocese of Lismore, this integral relationship between curriculum, pedagogy and assessment and reporting is reflected in the Diocesan Curriculum Design Model.

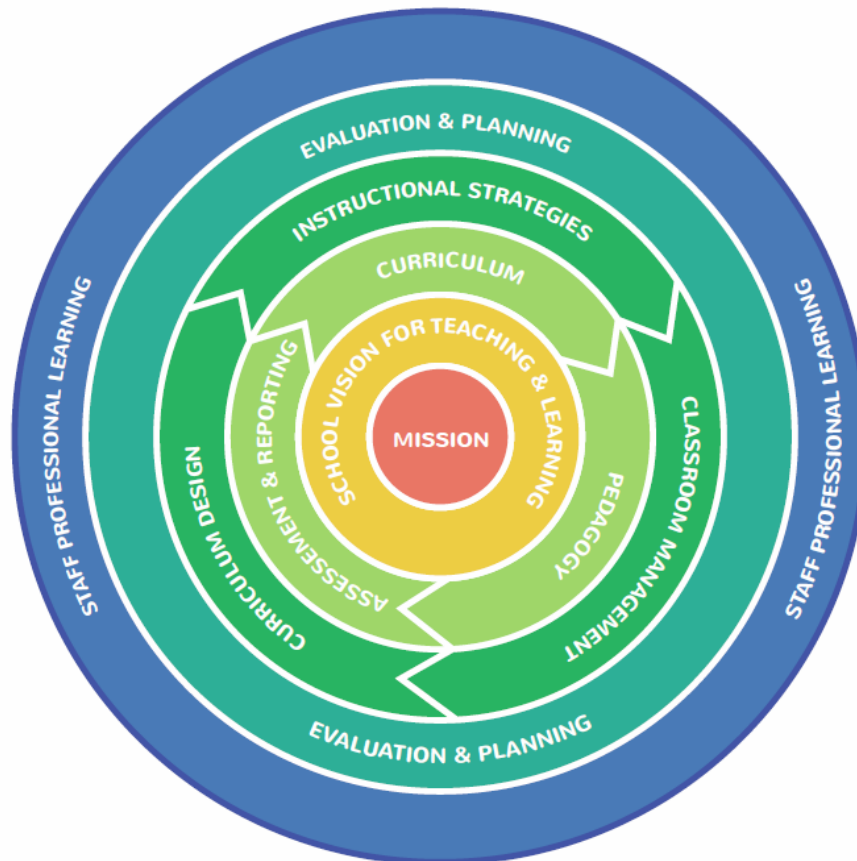
In Australia, ACARA on behalf of the States creates the curriculum. The Educational Standards Authority (NESA) aligns these curriculum documents to apply in NSW. Under the *Non-Government Schools Manual*, it is the responsibility of the Lismore Catholic Schools Office to ensure these are implemented. Schools in the Diocese of Lismore use a common *Curriculum Design Model (CDM)*. The CDM helps teachers to tailor the curriculum to meet the needs of all learners in Catholic schools and to ensure the quality of the school educational program.

The *Curriculum Design Model* is informed by the Understanding by Design (UbD) model of curriculum planning (Wiggins & McTighe, 2006). UbD is a tool for educational planning that emphasises 'teaching for understanding'. The emphasis is on 'backward design', the practice of looking at the Cross Curriculum Priorities and General Capabilities, Learning Across the Curriculum Content, Stage Statements and Outcomes, in order to design learning for all students. Professional Learning Communities decide on what is at the heart of the content, what are the big ideas and enduring understandings that supports lifelong learning. This is called the *agreed curriculum*.

Essential learning refers to the critical knowledge, skills and understandings each student acquires as a result of planned learning sequences. In order to become lifelong learners, students explain, interpret, apply, have perspective, empathise and have self-knowledge about a given topic.



Curriculum Design Model



The focus on the three aspects of pedagogy, curriculum, assessment and reporting aligns with the *Contemporary Learning Framework*.
A consistent system approach maintains a focus on curriculum development, innovation and sustained improvement.



APPENDIX C

CURRICULUM

A rich curriculum which is developed and reviewed in a planned way will prioritise what students are to know, understand, and be able to do. In the Curriculum Design Model all knowledge is not viewed as being equal, this way of thinking suggests that some knowledge is essential and enduring to the learning sequence, some knowledge is important to know, and some knowledge is worth being familiar with.

In designing the curriculum, consider:

- appropriate learning intentions identified? (outcomes, content)
- appropriate and relevant knowledge and skills identified?
- the enduring understandings, based on transferable, big ideas at the heart of the discipline and being explored?
- the enduring understandings framed by questions that make connections, provoke inquiry and deep thinking, and encourage transfer?
- the guiding questions thought provoking, arguable and likely to generate inquiry around the central ideas?

In determining if students have learned, consider:

- students asked to exhibit their understanding through authentic assessment tasks?
- appropriate criteria based marking guidelines used to evaluate student achievement and communicated to students prior to the assessment?
- a variety of assessment tools used to provide evidence of learning?
- the assessments inclusive of assessment for, of and as learning?

When planning powerful pedagogy, consider:

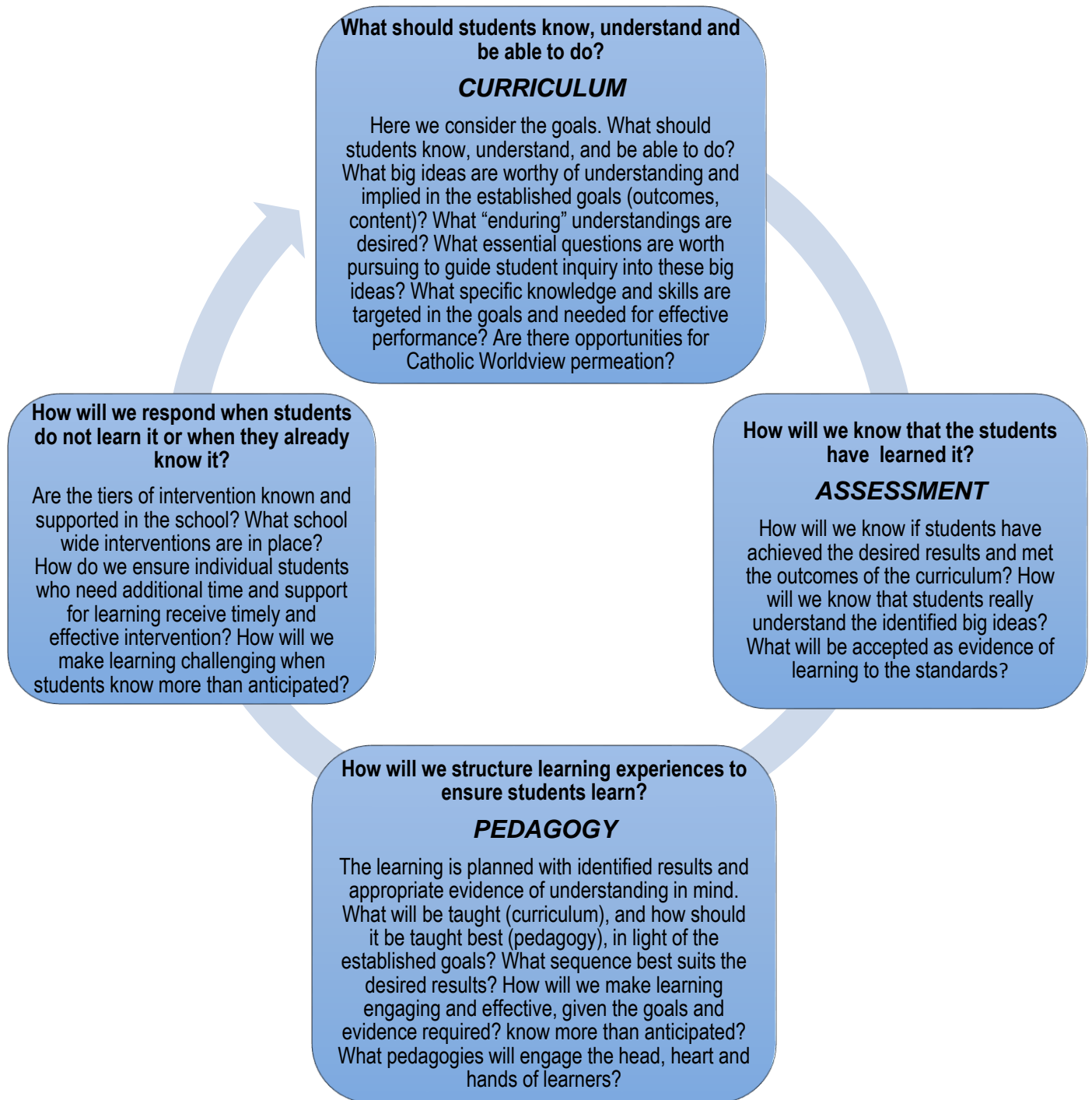
- know where they are going (learning intentions), why the learning is important and what is required of them as learners (goal, evidence of learning and marking criteria) and how will they know when they are successful?
- be engaged in the big ideas (through inquiry, research, experimentation, problem solving)?
- have adequate opportunities to explore, experiment and experience the big ideas?
- be provided with explicit instruction and the skills to undertake the required assessments?
- have sufficient time to rethink and revise their work based on timely feedback?
- have an opportunity to evaluate their work, reflect on their learning, and set learning goals?
- have opportunities to reflect and plan for actions or advocacy?

When responding to the learning needs of students, consider:

Is the designed curriculum plan...personalised, flexible and negotiated to address the learning interests and needs of all students?



FOUR CRITICAL QUESTIONS OF LEARNING



APPENDIX E

PEDAGOGY IN A CATHOLIC SCHOOL

“When a child walks into a classroom, this child is someone, created by God, for God and these children are on a journey home to God” (Dr. Dan White; Director, Sydney CEO, *Nurturing Pilgrims or Educating Tourists*, June 2008).

The mission of the Catholic Schools Office is to enable students to achieve the ‘fullness of life’ (John 10:10). Effective pedagogy provides the means to attain this driving ambition for it is at the heart of powerful learning. Powerful learning results in the effective use of knowledge, skill development and deep understanding.

In a Catholic school this deeper understanding includes the consistent and deliberate promotion of a Catholic Worldview through an understanding of the foundational values of our shared faith. Within the flow of this learning, students and teachers become more aware of the mystery of God’s presence in our world, revealed to us in Jesus Christ.

The vocation of a teacher in a Catholic school calls us to promote the communication of Truth, to enable students to enjoy the ‘fullness of life’ and to be of service to the Church and the world. This vocation is enhanced through effective pedagogy which includes the deliberate promotion of a Catholic Worldview.

In the context of this Diocese’s work in Catholic schools, “pedagogy implies an engagement of people’s heads (all one’s mind), hearts (all one’s heart and soul), and hands (all one’s strength). At the same time, it stresses the cognitive, affective and behavioural aspects of the human person. It is therefore the way of the hands, heart and head, a way in which the learner or student is informed, formed and transformed” (Mudge, 2014: *Journal of Religious Education*). It is important that teachers plan meaningful experiences that engage students head, heart and hands using a range of pedagogies to ensure that students develop an understanding of how a Catholic Worldview offers insight into how to live sacramental lives.

Pedagogy is the art, the science or method of teaching. *Pedagogy* recognises that how one teaches is inseparable from what one teaches, from what and how one assesses and from how one learns.

Pedagogy in a Catholic School:

- deepens understanding of a Catholic Worldview
- incorporates evidence based teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference
- recognises the importance of pastoral care that contributes to the wellbeing of students, teachers and the school community
- improves students’ and teachers’ confidence and contributes to their sense of purpose for being at school
- builds community confidence in the quality of learning and teaching in the school
- enables students to be self-directed, responsible and lifelong learners
- encourages students to be advocates for social justice.



APPENDIX F

PRINCIPLES OF EFFECTIVE ASSESSMENT

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

Assessment should:

- be valid and be based on syllabus outcomes
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of different contexts
- clarifies student understanding of concepts and promotes deeper understanding
- be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process and to inform future learning
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

An effective program addresses the 4 Critical Questions of Learning. It requires the teaching team to design a sequence of learning experiences that supports the development of students' knowledge, understanding and skills. An effective sequence of learning will provide opportunities for teachers to collect evidence of learning. Methods of gathering evidence may include informal teacher observation, questioning, peer evaluation and self-evaluation, as well as more structured assessments.

When designing assessment for, as and of learning, teachers should consider whether the assessment:

- shows a clear relationship between the syllabus outcomes and content being assessed
- is integral to the teaching and learning program/cycle
- provides opportunities for students to demonstrate the extent of their knowledge, skills and understanding across a range of familiar and new contexts
- focuses on what was taught in class and what students were informed would be assessed
- provides opportunities to gather information about what further teaching and learning is required for students to succeed
- includes questions or activities that have the potential to engage students in discussion and/or reflection about their strengths, areas to develop and learning goals
- includes strategies appropriate to the outcomes being addressed, including how students can improve their learning as a result of assessment and feedback
- provides valid and reliable evidence of student learning, and is fair.

Using Syllabus Outcomes in a Standards Referenced Framework

Assessment within a Standards Referenced Framework refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

Syllabus outcomes:

- indicate the knowledge, understanding and skills expected to be acquired by most students by the end of a stage as a result of effective teaching and learning
- are derived from the syllabus objectives
- present a sequence of learning for each stage and take into account prior and subsequent learning of students.



Syllabus outcomes are used by teachers to:

- plan and develop learning and assessment opportunities
- monitor student progress throughout each stage
- assess and measure student achievement against intended learning at each stage
- report student progress and achievement during, and at the end of, a stage.

Standards-referenced assessment:	Standards describe:
<ul style="list-style-type: none">● links the achievement of students to specified standards, through evidence collected from a number and variety of activities and from observations over time● involves teachers gathering evidence of student achievement formally and informally, to make judgements and to facilitate and monitor students' progress using syllabus outcomes.	<ul style="list-style-type: none">● what students are expected to know, understand and do at each stage, described in NSW syllabuses through outcomes, content and stage statements● how well students have achieved.

Assessment for, as and of Learning

NSW syllabuses and support materials promote an integrated approach to teaching, learning and assessment. *Assessment for learning*, *assessment as learning* and *assessment of learning* are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

The principles of *assessment for learning* and *assessment as learning* strategies have some common elements. *Assessment for learning* and *assessment as learning* incorporate:

- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning
- feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Assessment for learning and *assessment as learning* approaches, in particular, help teachers and students to know if current understanding is a suitable basis for future learning. Teachers, using their professional judgement in a standards-referenced framework, are able to extend the process of *assessment for learning* into the *assessment of learning*.

ASSESSMENT FOR LEARNING

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners



ASSESSMENT AS LEARNING

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection

ASSESSMENT OF LEARNING

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. It usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of *assessment of learning* for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences

Selecting assessment opportunities

The aspects of deep learning that need to be considered when determining assessment opportunities are:

- knowledge, recall and understanding
- skills in analysis and critical thinking
- skills in synthesis and creative thinking
- skills in problem-solving
- skills in application and performance
- skills in evaluation

For more detail refer to the information about assessment located on the intranet.

[Refer to the School Review and Improvement site for further resources](#)

Recording evidence

Teachers may plan for and gather evidence about student achievement in a variety of ways at key points during, and at the end of, a unit, a term or a semester. This evidence can assist teachers in making professional judgements about a student's progress and achievement of syllabus outcomes, and provides feedback about how students can improve their learning.

Evidence may include teacher observation, questioning, peer evaluation and self-evaluation, as well as more formalised assessment activities, such as:

- gathering a range of students' work samples at various stages of an activity, including anecdotal records and students' oral, written and multimedia work samples
- assessing students' integrated use of knowledge, understanding and skills rather than discrete facts and skills used in isolation
- providing students with an opportunity to present to an identified audience (real or simulated)



- providing students with authentic and contextual learning opportunities
- analysing the quality of student responses against criteria, including rubrics
- observing students during learning activities and participation in a group activity
- evaluating student achievement across time, including student portfolios
- facilitating student discussion or conferences
- reviewing student reflections about what they have learnt and how to improve.

Teachers can work collaboratively, including in the online environment, to develop a shared understanding of syllabus standards. Working collaboratively can assist teachers to:

- make consistent and comparable judgements of student achievement
- decide what to look for when determining the extent of student understanding.

Kindergarten – Year 6 assessment strategies

Follow the link for further information about assessment strategies, including:

- teacher observation
- peer and self-assessment
- collaborative activities
- inquiry based research activities
- practical activities
- presentations
- collections of student work
- effective feedback
- quality marking schemes
- consistency of teacher judgement.

[Refer to the School Review and Improvement site for further resources](#)



APPENDIX G

PRINCIPLES FOR EFFECTIVE PROGRAMMING

Differentiated programming

Differentiation is employed at different lesson points to cater for the broad range of student learning needs. Student differences may influence how they respond to instruction and how they demonstrate what they know, understand and can do. Individual differences may include:

- cognitive abilities, including students' current level of understanding and ability in relation to a particular topic or skill
- prior learning experiences
- learning styles and preferences
- motivation and engagement with learning
- interests and talents.

Through differentiated planning and programming, teachers can consider students' varying abilities, learning styles, interests and needs.

What is differentiation?

Differentiation is a targeted process that involves forward planning, programming and instruction. It involves the use of teaching, learning and assessment strategies that are fair and flexible, provide an appropriate level of challenge, and engage students in learning in meaningful ways. Differentiated programming recognises an interrelationship between teaching, learning and assessment that informs future teaching and learning.

Differentiated programming:

- provides teaching, learning and assessment for learning experiences that cater for the diversity of learners so that all students can learn effectively
- provides alternative methods and choices for students to demonstrate their knowledge, understanding and skills
- considers what resources and stimulus materials will assist students
- includes a range of activities and resources appropriate for students with different learning needs and levels of achievement
- promotes flexible learning experiences and encourages students to work at their own pace to develop their knowledge, understanding and skills
- monitors student learning over time using evidence of student achievement to guide future teaching and learning opportunities
- considers how individualised feedback to students can help identify student strengths and areas for improvement.

Differentiated programming provides students with opportunities to:

- demonstrate, in different ways, what they know, understand and can do at different points of the learning cycle
- discuss with their teachers their preferred learning style and new ways of learning
- explore, experiment and engage with the concepts and principles underpinning what they learn
- develop higher-order thinking and creative and critical thinking skills.

How can teachers differentiate?

Most students will participate fully in learning experiences based on the regular syllabus outcomes and content. Some students may require additional support or adjustment to teaching, learning and assessment for learning activities.



Teachers can differentiate learning experiences to meet the learning needs of students by considering the following:

- 1 Teachers may differentiate the delivery of **content** where appropriate, and include a range of resources to support student learning.

Differentiation strategies may include:

- curriculum compacting
- providing key vocabulary
- developing individual learning goals
- including learning centres to facilitate guided or independent learning
- providing a variety of stimulus materials in a range of mediums.

- 2 Teachers may differentiate the teaching and learning **process** by making modifications to instruction and student groupings.

Differentiation strategies may include providing opportunities for:

- tiered and levelled activities
- interest centres
- learning contracts
- problem-solving and challenge-based learning opportunities
- open-ended questioning
- group and independent study.

- 3 Teachers may differentiate the **product** students use to demonstrate their learning based on their preferences, interests and strengths.

Differentiation strategies may include providing opportunities for:

- collaborative and individual learning
- project-based work
- student choice
- teacher/student dialogue around learning activities.

- 4 Teachers may differentiate the **learning environment** by considering the physical, virtual and social context where learning takes place.

Differentiation strategies may include consideration of the:

- structure and organisation of the classroom, including class routines
- ways students interact with and work with others by providing opportunities for individual, collaborative and whole class group work.

Teachers can differentiate assessment experiences by making adjustments to and modifying assessment for learning activities for individual students or a group of students to cater for:

- different learning needs
- a range of learning styles and preferences.

What are Adjustments?

Adjustments are made and recorded for students whose learning needs cannot be catered for through planned differentiation. Teachers may need to make adjustments to teaching, learning and assessment practices for some students with special education needs, so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. The types of adjustments made will vary based on the needs of individual students.



Integrating ICT Capability

The integration of ICT across the curriculum provides opportunities for all students to develop their skills to become competent, discriminating, productive, creative and ethical users of ICT.

Follow the link for further information about applying ICT across curriculum, pedagogy and assessment.

[Refer to the School Review and Improvement site for further resources](#)

