

Curriculum Intent:
Effective curriculum needs to be purposeful, differentiated and negotiated to cater for the specific needs of learners within the school context. The P-12 curriculum framework is based on the assumption that every student can learn and that responding to the particular learning needs of students is central to teaching. In order to achieve this, teachers work together to engage with and enact mandated curriculum documents to create meaningful learning experiences. *Every Student Succeeding* outlines Education Queensland's agenda for improvement through consistent curriculum planning and implementation to improve learning.

Curriculum Intent is "what we want students to learn from the mandated curriculum"

How do we do this?
Work collaboratively to utilize key documents to create school based plans. Key documents include:

- Australian Curriculum Prep – 6
- Early Years Curriculum Guidelines

Teachers decide how best to do this through engaging with the Australian Curriculum by writing unit plans using a triangulation format based on 'Curriculum Intent, Assessment and Making Judgements' from the Dimensions of Teaching and Learning.

School based plans include:

- Whole school curriculum snapshot, assessment and reporting overviews
- Scope and Sequence documents
- Classroom Planning documents
- Individual Curriculum Plans

Feedback:
Feedback is information and advice provided by a teacher, peer, parent or self about aspects of someone's performance. The aim of feedback is to improve learning. Teachers and students use feedback to close the gap between where students are and where they aim to be. Teachers use self-feedback to guide and improve their teaching practice.

How do we do this?
Teachers and students use assessment evidence to find out:

- Where am I going? (the goals) What do students need to do and be able to do? What needs to change in the next teaching and learning cycle?
- How am I going? What is the current level of performance?
- Where to next? What are the next steps for learning?

They use responses to these questions to help continuously guide and improve teaching practices and student learning. (Adapted from Hattie & Timperley, 2007).

Feedback:

- Can be written, spoken or non-verbal
- Can be formal and informal
- Occurs during classroom activities or following a student response to a classroom activity or assessment.

Feedback involves:

- Partnerships between students, teachers and parents
- Students engaging in self-feedback and peer-feedback, and providing feedback to the teacher
- Teachers engaging in self-feedback and seeking feedback from colleagues, students and parents to strengthen the effectiveness of their teaching practice and inform the next steps for learning
- Discussion with the Principal focussed on curriculum, pedagogy and professional learning using the Developing Performance Framework as a tool for reflection.

Productive feedback:

- Is timely, ongoing, instructive and purposeful
- Is given at the task, process and self-regulation levels
- Is focused on the quality of student performance, not on the student
- Gives specific information about what to do next
- Challenges students
- Requires students to take action and responsibility.

Charlotte Danielson's Framework for Teaching (2011 Revised Edition) is the next generation of research-validated instrument for teacher observation, evaluation and development. Her research explicitly makes teacher evaluations meaningful.

At Cannonvale State School our purpose is to cater for each child as an individual. We will guide and support them to achieve the best educational outcomes of which they are capable. We aim to develop individuals so that they can contribute positively to their families and the wider community

Our Motto - "My best always"

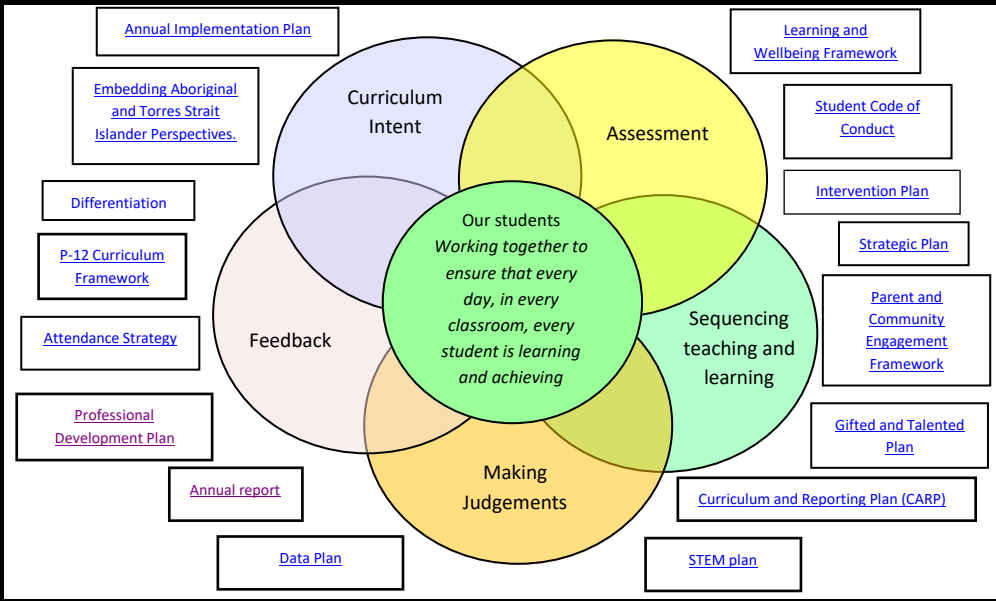
Our Vision and Values

Vision – Our vision is to enable students to obtain optimal learning outcomes and develop lifelong learning skills through a quality education within a caring environment

Values - We value Respect, Care and Compassion, Tolerance, Honesty, Optimism, Personal Responsibility, and Actively Seek Knowledge.

Our Pedagogical Framework promotes our values and beliefs and is organised around the Dimensions of Teaching and Learning and incorporates Explicit Instruction. This document describes how our teachers build their planning, conduct their teaching and learning, carry out assessment, make judgments, and provide feedback. This is a working document and will change as policies are developed and implemented in our school.

Our learning environment is Inclusive, Safe, Supportive and Connected



Making Judgments:
Teachers and students use standards to make judgments about the quality of learning based on the available evidence. The process of judging and evaluating the quality of performance and depth of learning is important to promoting learning.

Teachers make judgments against specified standards on evidence from multiple sources. Assessment helps them to make judgments and to inform the next steps for learning. (State Schooling: Learning and Achieving, 2011).

How do we do this:

- We are clear and explicit with students about how they will be judged;
- We provide task-specific descriptors of quality for assessable elements;
- We provide exemplars of high quality student work for our students;
- We make judgments based on the evidence in student work;
- We match the evidence to the task-specific standards and descriptors;
- We explicitly teach students how to use the task-specific descriptors and exemplars to plan and review their progress; and
- We validate teacher marking and confirm judgments through moderation.

Assessment: Curriculum Snapshot and Assessment overview
Assessment is the purposeful, systematic and ongoing collection of information as evidence for use in making judgements about student learning. Systems, principals, teachers and students use assessment information to support improvements in student learning. The Melbourne Declaration of Educational Goals for Young Australians identifies three broad purposes for assessment:

- Assessment for learning (Diagnostic);
- Assessment as learning (Formative); and
- Assessment of learning (Summative).

How do we do this?
We take a whole school approach towards assessment:

We plan for and use assessment for learning:	<ul style="list-style-type: none"> We continuously monitor progress of student learning in the classroom; We know where each student is at and what needs to come next for their learning; and We use the information to make decisions about, or changes to, planned teaching and learning.
We plan for and use assessment as learning:	<ul style="list-style-type: none"> We develop students' capacity to monitor the quality of their own learning; We share learning intentions and achievement goals with students; We support students in reflecting on and monitoring progress; We support students in using feedback to plan the next steps for their learning.
We plan for and use assessment of learning:	<ul style="list-style-type: none"> We collect evidence of student achievement against standards; We use data to plan the next steps for teaching and learning; We use data to evaluate whether standards are being achieved at a whole school level; We use evidence in student responses to inform fair and valid judgements for purposes of twice-yearly reporting to parents/carers and the system.

Sequencing Teaching and Learning: Explicit Instruction – Big Ideas (Archer and Hughes)
To provide scaffolding for the individual needs of our students, we work on the 'I do, We do, You do' model of explicit teaching to make learning experiences intentional and meaningful. This model is designed to gradually release responsibility to students, to allow them to be responsible for their own learning (J Fleming, 2004).
Teaching and Learning Roles and Responsibilities

- Orientation**
Engage students in the learning and access their prior knowledge through a variety of activities.
- Consolidation (Warm-up) – We Are Learning To (WALT), What I'm Looking For (WILF), This Is Because (TIB)**
Fast and engaging activities that focus on the rapid recall of facts are explicitly taught repeatedly until students have mastered skills, before adding new material/s.
- 'I Do' (Teacher models/Students watch and listen)**
When modelling the focus for the lesson teachers should **CHECK** for understanding. If understanding is poor, teacher needs to remodel the content, process and/or expectations.
- 'We Do' (Teacher guides/Students contribute)**
When required, a **Re-Do** step is to assist learners who are not confident to work on the task independently.
A Re-Do step may be required at this stage.
- 'You Do' (Students do/Teacher observes)**
When guiding the focus for the lesson teachers should **CHECK** for understanding. If understanding is poor, the teacher should guide students through the concept again.
Student attempts to complete set task using the information provided by the teacher in the previous three steps.
- Review (Plough Back)**
Teachers should briefly revise the content of the lesson, clear up any misconceptions and **CHECK** for understanding and competency.