“I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather.

As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an inspiration. I can humiliate or humour, hurt or heal.

In all situations it is my response that decides whether a crisis will be escaped or de-escalated and a child humanised or de-humanised.”

Dr. Haim Ginott

Cannonvale State School’s School Improvement Agenda

- All Students will get a ‘C’ standard in all subjects
- 50% of all students will achieve an A or B in English and Mathematics
- 50% of all students will perform in the U2Bs in NAPLAN.

Acknowledgement: This document is adapted from Trinity Beach State School’s Teaching and Learning Handbook.
Teaching & Learning at Our School

4 Pillars of School-wide Pedagogy

Pillar 1 – Teacher accountable learning
Pillar 2 – School Wide Positive Behaviour Support
Pillar 3 – Explicit Instruction
Pillar 4 – Effective relationships between teachers, parents and students

6 Givens (Non Negotiables) for Every Learning Environment

1. Strong Relationships
2. High Expectations and Excellent Classroom Practice
3. Excellent Bookwork and Daily Correction
4. Excellent Display
5. Excellent Classroom tone
6. Quality Feedback to Students

3 Imperatives of Student Engagement

All staff are committed to being an inclusive community by ensuring that -

- Students are safe, have trust, respect and feel valued
- Students have work at their level
- Students have friends at school
Our Belief

Cannonvale State School is an inclusive community committed to providing world class teaching and learning opportunities which cater for the diverse needs of our learners enabling them to succeed.

Looks like...

- Great attendance
- Happy faces
- Students working
- Focused and attentive
- High expectations
- Explicit teaching
- Bright, stimulating environments
- Organised
- Whole school consistency of programs and delivery
- Established routines
- Strong extra-curricular programs
- All staff positively interacting with each other and students
- Team work – staff, parents & students
- Recognition of diversity and cultures
- Support networks
- Quality resources
- Celebrating success

Sounds like...

- Fun, laughter, rapport
- Explicit teaching
- Positive interactions – sharing, constructive feedback, discussion
- Strong, meaningful questioning
- Clear, structured instructions
- Chanting
- Manners are used
- Peer encouragement and feedback

Feels like...

- Buzz – hum of active learning
- Safe and valued
- Risk taking is okay
- Nurtured
- Motivated classrooms
- Sense of community / belonging
- Calm and peaceful
- Caring for each other
6 Givens (Non Negotiables) for Every Learning Environment

Strong Relationships

*Respect, collegiality, professionalism, partnerships*

- Students are safe, have trust, respect and feel valued
- Students have work at their level
- Students have friends at school
- Parents feel welcome and informed
- Speak positively and focus on the great things happening
- Active participation and involvement in our school community
- Embrace cultural diversity, foster relationships that develop recognition and understanding of background and needs
- Share ideas and work as a team
- Be aware of personal issues and be empathetic
- Make time for colleagues and yourself
- Follow SWPBS (School-Wide Positive Behaviour Support)

High Expectations and Excellent Classroom Practice

*Pride, professionalism, consistency and presentation*

- Every day matters – attendance 95% plus
- Students and staff on time and well prepared
- Organise photocopying a week in advance wherever possible
- Borrow and return resources from the resource room
- Enforce school/classroom routines and practices – Essential Skills in Classroom Management
- Students transition in an orderly, quiet manner and are supervised by teachers – Children walk in two silent lines between classrooms
- Demand the best from every student
- Expect and demand excellent behaviour
- Ensure a supportive school environment and differentiate for individual needs
- Learning intentions and success criteria are achievable but at a high standard
- Provide for students who may have alternative needs with regard to energy, concentration span, structure/routine, communication and sensory input
- Use the data to inform your practice
- Ensure adequate resources. Malfunctioning or broken equipment is to be reported
- Explicitly teach every lesson
- Follow the timetable and foundation learning programs exactly
- High quality, organised classroom display
- Excellent handwriting and presentation
- Ensure attire meets the demands of duties for that day
Excellence Display

Pride, professionalism, presentation

- Desks are positioned so students can clearly see the board
- Learning spaces are clearly defined e.g. reading corner, group areas, carpet area
- Classroom, including outside of classroom, is clean, free of rubbish and unnecessary storage of files, equipment etc.
- Storage areas are clean, organised and uncluttered
- Clearly defined display areas
- Walls are to be attractive and reflect current whole-school theme.
- LA displays are relevant and easily accessed by students for their learning. Learning journeys should incorporate the following:
  - word walls (sound focus, coded sight words, theme and challenge words)
  - daily / weekly learning (student work / construction)
  - concept charts
  - task sheets
  - exemplars
  - Guide to Making Judgements (GTMJ)
- Student work is displayed and is current and presentation is valued
- Daily timetable is on the board
- Curtains are not to have posters attached to them
- Nothing stuck on windows
- Classrooms have a furniture kit containing:
  - children’s desks and chairs (no tidy tray unless on request)
  - teacher’s desk and chair
  - fridge
  - tall metal cupboard or existing storeroom
  - pigeon holes for students (for storage of hats, notes, headsets, etc.)
  - desks for PC computers
  - pin board/whiteboard on legs to display KLA areas
  - 1 (2 x ½) trapezoid tables
  - 2 bookshelves
  - 1 book trolley
  - 1 filing cabinet
  - 1 visitors chair (no wheels)
- Prep and Year 1 to have an additional:
  - Doddle cart
  - Jackpot tote trolley
  - Captain mobile book trolley
- Year 2 to have an additional:
  - Jackpot tote trolley
- Students books are kept on shelves and trolleys
- Pencils, scissors etc. are kept communally
- All teaching staff are to change classrooms yearly

Excellent Bookwork and Daily Corrections

Pride, professionalism, consistency and presentation

Prep to Year 2

- A sharp lead pencil is used for writing
- Writing is neat, well sized, close together and spaced correctly
- Posture for handwriting - feet flat on the floor, back straight (leaning forward slightly), bottom well back in the chair and hand stabilising book or paper
- Tripod pencil grip ensures handwriting is neat and consistent
- If a mistake is made use a single line to cross out
- There are no blank pages
- Sheets are glued into books properly – the corners are not flapping, sheets are straight.
- Work is to be corrected regularly
- Drawings and colouring in reflect best effort
- All work is dated at the top
• Headings are underlined with a ruled line
• In Year 2 a straight margin using a ruler is expected. Maths books should be in two columns.
• Targeted, explicitly taught work is to be corrected DAILY
• Choose an emphasis/specific aspect of learning
• Sign/initial work and provide verbal or written feedback
• Reinforce bookwork expectations

Years 3 to 6

• A sharp lead pencil is used for writing
• Writing is neat, well sized, close together and spaced correctly
• Posture for handwriting feet flat on the floor, back straight (leaning forward slightly), bottom well back in the chair and hand stabilising book or paper
• Tripod pencil grip ensures handwriting is neat and consistent
• If a mistake is made use a single line to cross out
• There are no blank pages
• Sheets are glued into books properly – the corners are not flapping, sheets are straight.
• Drawings and colouring-in reflect best effort
• Standard English/KLA workbooks should contain a margin on the side (2.5cm) which is to be from the top line to the bottom line. The top line should then be ruled from the margin to the right edge of the page. the date should then be written in the margin. When activities for the day are finished a line is to be ruled under the work from the margin to the right edge of the page.
• Standard Maths books should have each page divided into 2 equal columns. The line should then be ruled from the top line to the bottom line of the page. When activities for the day are finished a line is to be ruled under.
• Targeted, explicitly taught work is to be corrected DAILY
• Choose an emphasis/specific aspect of learning
• Sign/initial work and provide verbal or written feedback (4:1)
• Reinforce Bookwork expectations

Excellent Classroom Tone

Positive, powerful learning environment

• Set consistent, clear classroom expectations and routines
• Embed the Essential Skills in Classroom Management
• Greet students and parents, include and interact with every one
• Recognise a student’s arrival to the classroom in a friendly and calm manner
• Model respect, courtesy, manners and honesty
• Model enthusiasm and resilience
• Explicitly teach appropriate language and classroom behaviour
• Low noise levels and no calling out
• Automatic response by all students to teacher directions and requests
• Give every student the opportunity to share their learning and experience success

Quality Feedback for Students

Professionalism, improvement, success

• Effective feedback requires quality relationships, we ‘touch base’ with students whilst roaming
• Feedback is constructive, honest and always starts with the positive (4:1)
• Clear expectations are provided prior to lessons – WALT (What we are learning today) WILF (What I am looking for) and TIB (This is Because)
• Meaningful, written and verbal statements are provided to students based on the Guide to Making Judgments
• Students must set personal English and Maths goals in collaboration with the teacher.
Teaching and Learning Expectations

Classroom Indicators

- Ensure CSS Belief, Pillars, Givens and Imperatives are embedded
- Ensure School Wide Positive Behaviour Support drives classroom management and the
  Essential Skills in Classroom Management guide practice
- Ensure explicit instruction is embedded across all KLAs as our signature pedagogy
- Ensure purposeful, daily Warm-Up sessions are planned to move a student's knowledge
  from short to long term memory
- Ensure all learning styles are embedded in your teaching - visual, concrete, 2D
- Ensure that classroom display, bookwork and handwriting expectations are achieved
- Ensure the intentional teaching of vocabulary
- Ensure differentiation for all students in planning and practice
- Follow the prescribed timetables for each year level
- Plan, monitor, track and report on student progress
- Follow Learning Area Placemats (refer to Appendix 1)

All LAs

Follow and implement the Cannonvale State School Curriculum and associated assessment tasks in:

- English
- Maths
- Science
- Humanities and Social Science
- Arts (Media, Music, Dance, Drama and Visual Arts)
- Technology (Digital & Design)
- HPE (Health and Physical Education)
- Languages other than English (LOTE) - Japanese
- Ensure all learning areas are taught, assessed and reported on according to the Cannonvale State
  School Assessment Schedule

English

- Follow and implement the English Curriculum Plan and associated assessment tasks
- Ensure reading script is followed P-6
- Implement SSP literacy in Prep
- Implement Speedy 6 SSP Spelling (1-6)
- Implement levelled reading structure (2-6)
- Embed regular warm-up sessions for reading, spelling, daily writing (including vocabulary), genre
  and grammar and punctuation (P-6)

Mathematics

- Follow and implement the Maths Program (Back-to-Front Maths) and associated assessment tasks
- Embed regular warm-up sessions (P-6)
- Implement Maths Mastery (2-6)
Explicit Teaching Cycle
Adapted by the TSC Teaching & Learning Team (2011) from Snowball, Diane (2009)

Plough Back
- Review key concepts and consolidate understanding.
- Preview the content of next lesson
- Provide feedback on individual student performance.

Start
I Do, You listen

Introduce the Strategy/Concept
- State the goal of the lesson/part of lesson (WALT, WILF & TIB).
- Review prerequisite skills and knowledge – checking for understanding.
- Introduce the concept or skill to be explicitly taught and explain why students need to master the concept or skill.

Strategy/Concept

Considerations
T&L Cycle, ESCM...

You Do, You Watch
I Do, You watch

Modelling (Think Aloud)
- Choose a context that connects to what students know.
- Present new material in small steps.
- Model procedures – ‘thinking out loud’.
- Provide examples and non-examples.
- Use clear language.
- Avoid digressions.

Plough Back

Independent Practice
- Teacher circulates room and monitors initial student practice attempts.
- Engage students in focused talk.
- Students continue to practice until skills are automatic (students can perform the task without thinking about it).
- Check and correct students independent work to validate students level of mastery.

We Do, Together

Collaborative/Guided Practice
- Guide students as they practice – require high frequency of responses from all students.
- Ensure high rates of success.
- Provide timely feedback, clues, and prompts.
- Have students continue to practice until they are fluent.
- If students are not beginning to master the skill return to ‘I Do’ steps and reteach.

Do not progress past here if students have not mastered the skill! Return to ‘I Do’ steps.
Whole School
High Yield Strategies

- Begin with curriculum when planning – whole school, year level, unit plans.
- Utilise Scope and Sequence documents.
- Start from where the student is at.
- Front-end assessment
- Discuss assessment with students (Hattie)
- Develop an A exemplar and provide it to students (0.57)
- Discuss and analyse GTMJ
- Self-reported grades where applicable (1.44)
- Diagnostic, formative (0.90) and summative assessment

- Use GTMJ
- Clear and explicit about expectations of student (0.43)
- Make judgements based on evidence in student work
- Use standards, evidence and teacher agreement for consistent judgement
- High expectations that all students can achieve (0.43)
- Focus on Explicit Teaching (Fleming) – I DO, WE DO, YOU DO (0.59)
- No time wasting activities
- Classroom discussion (0.82)
- Targeted intervention for identified students (1.07)
- Use of graphic organisers (0.60)
- Higher Order Thinking (0.69)

High yield strategies informed by best practice:
- Hattie (Visible Learning)
- Marzano (The Art and Science of Teaching)
- Fleming (Explicit Teaching)
## Explicit Teaching Lesson Outline

### ORIENTATION

#### Orientation of Explicit lesson

*Orientation to the concept*
- Begin lesson by ‘hooking’ children into the learning (game, interesting passage of text, picture book, video)
- Recap (when possible) learnings so far of unit of work being taught (learning journey)

### INTRODUCTION

#### Opening of the Explicit Lesson

*Introduce the Strategy/Concept*
- State the goal of the lesson/part of lesson WALT (we are learning to), WILF (what I am looking for) and TIB (This is Because). All taken from the GTMJ or task sheet
- Review prerequisite skills and knowledge – checking for understanding
- Introduce the concept or skill to be explicitly taught and explain why students need to master the concept or skill
- Warm-Ups completed

#### Body of Explicit Lesson

*Modelling (Think Aloud)*
- Present new material in small steps
- Model procedures - ‘thinking out loud’
- Provide examples and non-examples
- Use clear language and avoid digressions
- 3 C’s = Clear, Consistent, Concise
- Finish with a list of steps to success

### I DO

#### Body of Explicit Lesson

*Collaborative/Guided Practice*
- Children self-talk the steps to success
- Guide students as they practice – require high frequency of responses
- Ensure high rates of success
- Provide timely and explicit feedback, clues, and prompts
- Have students continue to practice until they are fluent
- Teacher circulates the room and monitors/evaluates student practice by observing, asking questions and engaging students in focused talk.
- If students are not mastering the skill return to ‘I do’ steps and reteach

### WE DO

#### Body of Explicit Lesson

*Independent Practice*
- Individual work, differentiation for student levels
- Teacher circulates room and monitors individual student practice
- Engage students in focused questioning and feedback
- Students continue to practice until skills are automatic
- Check and correct students’ independent work to validate students’ level of mastery

### YOU DO

#### Closing of Explicit Lesson

*Students share work and get feedback against the GTMJ*
- Review key concepts and consolidate understanding
- Check WALT, WILF and TIB
Explicit Teaching Break Down

The following elements of Explicit Instruction must be considered before, during and after each lesson:

1. **Focus instruction on critical content.**
   Teach skills, strategies and vocabulary terms, concepts and rules that will empower students in the future and match the students’ instructional needs.

2. **Sequence skills logically.**
   Consider several curricular variables, such as teaching easier skills before harder skills, teaching high frequency skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.

3. **Break down complex skills and strategies into smaller instructional units.**
   Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students’ working memory. Once mastered, units are synthesized (practiced as a whole).

4. **Design organised and focused lessons.**
   Make sure lessons are organised and focused, in order to make optimal use of instructional time. Organised lessons are on topic, well sequenced, and contain no irrelevant digressions.

5. **Begin lessons with a clear statement of the lesson’s goals and your expectations.**
   Tell learners quickly what is it to be learned and why it is important (WALT – We are learning To, WILF – What I’m looking for and TIB – This is because). Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them. This should be based on the ‘Guide to Making Judgement’.

6. **Review prior skills and knowledge before beginning instruction.**
   Provide a review of relevant information. Verify that students have the pre-requisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.

7. **Provide step by step demonstrations.**
   Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud (self-talk) as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance. Have a list of steps to success.

8. **Use clear and concise language.**
   Use consistent and unambiguous wording and terminology. The complexity of your speech (e.g. vocabulary, sentence structure) should depend on students’ receptive vocabulary, to reduce possible confusion.

9. **Provide an adequate range of examples and non-examples.**
   In order to establish the boundaries of when and when not to apply a skill, strategy, concept or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not under use it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.

10. **Provide guided and supported practice.**
    In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.

11. **Require frequent responses.**
    Plan for a high level of student – teacher interaction via the use of questioning. Having the students respond frequently (i.e. oral responses, written responses or action responses). Helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding, and keeps students active and attentive.
12. **Monitor Student performance closely.**
   Carefully watch and listen to students’ response, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.

13. **Provide immediate, affirmative and corrective feedback.**
   Follow up students’ responses as quickly as you can. Immediate feedback to students about the accuracy of their responses will help ensure high rates of success and reduces the likelihood of practising errors.

14. **Deliver the lesson at a brisk pace.**
   Deliver instruction at an appropriate pace to optimise instructional time, the amount of content that can be presented, and on – task behaviour. Use a rate of presentation that is brisk but includes a reasonable amount of time for students’ thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can’t keep up.

15. **Help students organise knowledge.**
   Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent and explicit. Well – organised and connected information makes it easier for students to receive information and facilitate its integration with new material.

16. **Provide distributed and cumulative practice.**
   Distributed (vs. massed) practice refers to multiple opportunities to practice a skill over time. Cumulative practice is a method or providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practices attempts, in order to address issues of retention as well as automaticity.

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**Critical Elements of Explicit Instruction**

- Optimal use of instructional time - Students engaged and on task at all times
- High levels of success at all stages
- Focused on critical content matched to students’ instructional needs
- Sequenced logically - Breakdown complex skills and strategies into smaller steps
- Supported practice
- Timely feedback – immediate and affirmative

*Source - Archer, A. & Hughes, C. Explicit Instruction – Effective and Explicit Teaching, (2011), Guildford Publications*
Teaching and Learning Cycle

Step 1: Curriculum Intent

What do students need to know and do?
- Identify and understand subject content, skills and knowledge to be taught
- Identify quality Assessment Tasks
- Locate or develop exemplars and GTMJ

Step 2: Know your students

What do the students already know and do?
- Collect base-line data.
- Analyse the base-line data.
  (what students can and can’t do/know)

Step 3: Planning

What needs to be taught?
- Identify the skills, knowledge and specific features of the LA
- Develop a plan
- Ensure adjustments are made and documented

Step 4: Sequencing Explicit Teaching & Learning

Teaching, Learning and Monitoring
- Develop an appropriate teaching and learning sequence.
- Implement Explicit Teaching Practices

Step 5: Assessment & Feedback

Assessment
- Assess student’s knowledge with GTMJ
- Give clear and specific feedback to students
- Use assessment data to identify and plan for future learning.
Dimensions of teaching and learning.

What do we want students to learn?
Cannonvale Curriculum

What supports our planning?
P-9 Literacy and Numeracy indicators.

How will students demonstrate what they know and can do?

What evidence of learning do we need?
- In-class and school based assessment and monitoring
- Diagnosticks and formative assessment for early intervention
- NAPLAN

How can we tell how well students have learned?
- Have we used standards?
- Have we achieved consistency in our judgment?

Our students
Working together to ensure that every day, in every classroom, every student is learning and achieving

Feedback
Curriculum intent
Assessment
Sequencing teaching and learning
Making judgments

How will we teach it to maximise learning for each student?
- Through explicit and targeted teaching in response to student data.
Planning Expectations

Informed, knowledgeable and well planned teachers get the most out of every student every day

- All units planned prior to the commencement of teaching
- Implement the mandated school curriculum programs and assessment located on G drive for:
  - English
  - Maths
  - Science
  - Languages
  - Humanities & Social Science (History, Geography, Business & Economics and Civics & Citizenship)
  - Arts (Media, Music, Dance, Drama and Visual Arts)
  - Technologies (Digital & Design Technology)
  - HPE (Health & Physical Education)

Prior to Planning

- Familiarise yourself with your year level timetable
- Familiarise yourself with the CSS Unit Plans and supporting documents, Year overview and unpacking overview.
- Familiarise yourself with the CSS Teaching and Learning Cycle to guide the planning process
- Establish students’ levels of knowledge, skills and understanding

During Planning

- Be clear as to what Content Descriptors/Essential learnings are being assessed and what standards you are moving all children towards and how
- Organise your groupings/lessons to cater for all learners – document how you are catering for Differentiation. See Head of Curriculum for support
- Implement and monitor Individual Curriculum Plans, Support Plans, where required. Meet with SWD and support staff as needed. Adjust planning for SWD students according to the Education Adjustment Profile.
- Take responsibility for identification and referral of students to the Student Services Committee, and for the intervention processes in your classroom
- Organise resources well in advance for the lessons

During Teaching

- Implement Explicit Instruction and inquiry into all lessons daily
- Teach according to your timetable
- Have a clear and detailed Weekly/Daily Plan
- Balance the practice of photocopied worksheets with a range of interactive, pedagogical practices
- Ensure activities are corrected/marketd, results are recorded for assessment, regular feedback is provided to students and parents

Curriculum Plan - Yearly and term overview

... provides an overview of the context for learning and assessment devices

Weekly planning

... allows you to set out lessons on a daily basis with an opportunity to see all the week’s lessons sequentially. It includes playground duty, meetings and jobs to do. It acts as an informative guide and a reflection tool.

Daily planning

... allows for a description of what needs to be taught through Explicit Instruction, resources and differentiation for students.

Weekly Timetable

... is provided and gives the breakdown of KLAS into specific time allocations and priority areas.
Planning

When planning any unit of work, teachers begin with the student in the centre of the Dimensions of Teaching and Learning. As outlined below, they then go on to consider the curriculum intent, followed by the assessment and how judgement will be made on student work. Once this process is complete, teachers are able to begin planning teaching and learning experiences which cater for the specific needs of their students, while maintaining the intent of the curriculum.

Assessment — see P-12 Curriculum, Assessment and Reporting Policy
Assessment is the purposeful, systematic and ongoing collection of information as evidence for use in making judgments 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 defines three broad purposes for assessment.

- Assessment for learning — enabling teachers to use information about student progress to inform their teaching (DIAGNOSTIC).
- Assessment as learning — enabling students to reflect on and monitor their own progress to inform their future learning goals (FORMATIVE).
- Assessment of learning — assisting teachers, principals and systems to use evidence of student learning to assess student achievement against goals and standards (SUMMATIVE).

(Melbourne Declaration on Educational Goals for Young Australians, December 2008 p.14).

All planning must include summative assessment with a task sheet (English sample and Health sample), an ‘A’ exemplar of work (English sample and Health sample) and a guide to making judgements (English sample and Health sample). Each of these should be explicitly discussed with students to ensure they have a firm understanding of what is expected and how they can achieve success. These documents can also be sent home to inform parents of unit expectations. At Cannonvale, we place student self-grading of work as a very high priority, given the evidence-based ‘very high effect size’ of this strategy. (Hattie, 2012)

Cannonvale State School’s Curriculum Snapshot outlines our diagnostic, formative and summative assessment schedule.

Portfolios

All students have a portfolio at Cannonvale State School. This is where all assessment for the year is kept as well as being the place for student goal setting. These are to be updated each semester with students involved. Students talk to these at their parent/teacher/student meetings.
Warm-Ups

Rote learning  Questioning basic knowledge  Application & extension  Revision of critical content  Higher order thinking

About Warm-Ups
- Warm-Ups are used in Literacy, Maths and other KLAs
- Fast paced, well planned sessions to consolidate core concepts and skills – “Click test”
- Transfers learning from short to long term memory - automaticity
- Purpose is to revise and review what has been taught previously - not to introduce new learning. Warm-Ups are NOT the introduction to a lesson
- Delivered with an IWB/ power point/ flash cards/ games/actions/ little whiteboards and chants
- Warm-Ups need to be changed regularly in type, style and format. Slide orders need to be changed and checked for understanding. Strategies need to be varied.
- Warm-Ups are clearly timetabled
- Information in Warm-Ups is changed when 80% of students demonstrate retention.

Forms of Warm-Ups

<table>
<thead>
<tr>
<th>General Warm-Ups</th>
<th>Subject Specific Warm-Ups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivered in the areas of Literacy and Numeracy (i.e. Reading/Spelling, Every day writing, Punctuation &amp; Grammar and Maths).</td>
<td>Used for specific subjects.</td>
</tr>
<tr>
<td>For example, reading consolidations can include:</td>
<td>For example, a Science-specific Warm-Ups is used at the commencement of each Science lesson and would include:</td>
</tr>
<tr>
<td>• Sight words and vocabulary</td>
<td>• Specific vocab</td>
</tr>
<tr>
<td>• Tracking through words, blending and segmenting</td>
<td>• Specific concepts</td>
</tr>
<tr>
<td>• Phonemic awareness</td>
<td>• Specific skills</td>
</tr>
<tr>
<td>• Phonics, First 1000 words</td>
<td></td>
</tr>
<tr>
<td>• Spelling rules</td>
<td></td>
</tr>
</tbody>
</table>

Key aspects of R.R.A

RECITE: Teach the concept first before including it as a Warm-Up. Change the Warm-Ups as required. As students acquire skills and concepts, replace them with more recently acquired ones. Known concepts/skills need to be eventually removed from the Warm-Up to make room for more recently acquired concepts and skills and to keep the consolidation within the time constraints. Revisit this material throughout the term/semester to check for automaticity.

RECALL: Having students simply chant the Warm-Up is not sufficient (participation rate 30%, 40%, 30%) Teachers need to have systems in place to check for understanding and to hold students accountable. This can be done by, stopping the Warm-Up at key points and asking students questions (individual and group), using ‘show-me boards’ so all students show their answers, include non-examples. Friday tests present an opportunity to check for understanding.

APPLY the warm-ups with students in a variety of ways: Differentiation will occur at this stage of the Warm-Ups.
Differentiation

There is nothing more crucial than catering for every child in your class while teaching. At Cannonvale we have numerous ways of ensuring rigorous differentiation. It is imperative that all staff follow the Whole School Intervention process flowchart (see appendix 2). Once a term, all teachers are to consider data and place all children in the class on a differentiation cone. Differentiation is also to be reflected in unit planning and in special provisions on OneSchool.

Observations/Feedback/Coaching

Admin staff will regularly be in your room to observe you, give feedback and provide next-step coaching. You will be told when they are coming and what they focusing on. See appendix 3 for a sample Lesson Observation and Feedback form.

Homework

In 2014, Cannonvale State School took a more holistic approach to homework. Consistently across the school, teachers will give all classes a matrix. Children then have week, including weekends, to choose and complete 4 activities from the matrix, reading, however, is expected to be done Monday to Thursday nights. Children should want to read every day as all learning is underpinned by reading.

Sample Matrix

<table>
<thead>
<tr>
<th>Remembering</th>
<th>Understanding</th>
<th>Applying</th>
<th>Analysing</th>
<th>Evaluating</th>
<th>Designing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal – I enjoy reading, writing &amp; speaking.</td>
<td>Read about a famous leader. Discuss with your family how they showed leadership.</td>
<td>Retell a story you have recently read or a well-known fairy tale to someone in your family.</td>
<td>Create at least 5 questions and interview a parent/grandparent about leadership.</td>
<td>Compare the qualities of a famous leader with someone you know that is a leader. (Venn Diagram)</td>
<td>Write a review of a book, movie or game you have watched/reviewed recently.</td>
</tr>
<tr>
<td>Mathematical – I enjoy working with number and science.</td>
<td>Write all of you times table out. Then ask someone to give you a limit test.</td>
<td>Choose 5 numbers. Create as many 3/4/5 digit numbers as you can. Choose 5 of them to re-write in words.</td>
<td>Measure and record the temperature or rainfall for one week. Don’t use the news or internet.</td>
<td>You have a budget of $999.00 using flyers, magazines, tv, ads or internet decide (and record) how and what you will spend your money on.</td>
<td></td>
</tr>
<tr>
<td>Visual/Spatial – I enjoy painting, drawing and visualising.</td>
<td>Paint or draw a character from a game, movie or book.</td>
<td>Make a cartoon strip of your day or week.</td>
<td>Take a collection of photos that tell a story, send a message or explain something works.</td>
<td>Watch 30min of TV, collect information about the ads you see. Create a graph that gives information found.</td>
<td></td>
</tr>
<tr>
<td>Kinaesthetic – I enjoy doing hands-on activities.</td>
<td>Explain how a traditional aboriginal sport, game or activity is played.</td>
<td>Play charades with a family member.</td>
<td>Construct a model of something.</td>
<td>Play a game with your parents that they used to play at school. Write the name of the game and some basic rules.</td>
<td></td>
</tr>
</tbody>
</table>

Data

Classes will be given their NAPLAN, PAT and internal data to analyse and inform their teaching. Teachers will update this throughout the year. All classrooms are to have data walls on display.
Appendices

Appendix 1: Learning Area Placements
- Design Technology
- Digital Technologies
- Geography
- Health and Physical Education
- History
- Mathematics
- Reading
- Science
- The Arts

Appendix 2: Whole School Intervention Plan

Appendix 3: Classroom resource kit

Appendix 4: Lesson Observation and Feedback Form

Links to other resources
- Pedagogical framework
- Staff Handbook
- Parent Handbook
CANNONVALE STATE SCHOOL DESIGN TECHNOLOGY

Cannonvale Curriculum
Cannonvale State School curriculum employs units based on the Australian curriculum and written to connect with and sit under the school’s overarching theme for the term in which they are taught.

Key Documents — Year Overview, Unit, GTMJ, Content Overview, Task Sheet.

These curriculum documents sit within the school’s digital curriculum framework.

Students make meaningful connections through the linking of Design Technology to other Learning Areas.

Effective curriculum needs to be purposeful, differentiated and negotiated to cater for specific student needs. The P-12 curriculum is based on the assumption that every child 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.

Australian Curriculum
Use the following links to mandated curriculum documents:


Time allocation
P—2 — 0.5 hours
Years 3–6 — 1 hour

What we want students to learn from the mandated curriculum

Effec
tive curriculum needs to be purposeful, differentiated and negotiated to cater for specific student needs. The P-12 curriculum is based on the assumption that every child 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.

Curriculum Intent
Sequencing Teaching and Learning

Explicit teaching cycle

Start

I Do

You Listen

I Do

You watch

You Do

I watch

We Do

Together

Plough back

Strategy

Concept

Modelling

Guided Instruction

Independent

Investigation

• Examining
• Analysing
• Gathering
• Researching
• ...

Evaluation

• Testing
• Judging
• Reflecting
• Comparing
• ...

Production

• Creating
• Developing
• Managing
• Making
• ...

Ideation

• Generating
• Communicating
• Planning
• Designing
• ...

Quick links & Useful Docs

CSS Curriculum Snapshot
Teaching and Learning Handbook
Risk assessments
Scootle
Every Student Succeeding
DET STEM

Problem Solved!
What do my students already know? How well do they know it?

Productive assessment:
- is clearly aligned to curriculum and standards
- shares intentions, standards and descriptors of quality with students
- allows all students to demonstrate what they know and can do
- is fair and equitable to all students.

Types of assessment

Assessment for learning — enabling teachers to use information about student progress to inform their teaching.

Assessment as learning — enabling students to reflect on and monitor their own progress to inform their future learning goals.

Assessment of learning — assisting teachers, principals and systems to use evidence of student learning to assess student achievement against goals and standards and reporting to parents.

How will I know how well my students have learned curriculum?

By being transparent about the expected quality of student performance:
- Be clear and explicit with students about how they will be judged.
- Provide task-specific descriptors of quality for the elements being assessed.
- Develop exemplars of high-quality student work to share with students.

By being transparent about how judgments will be made:
- Make judgments based on the evidence in student work.
- Match the evidence to the task-specific standards descriptors.
- Teach students how to use the task-specific standards descriptors and standards.

Use judgments to inform feedback for twice-yearly reporting to students, parents and carers

Use standards, evidence and teacher agreement to achieve consistency of teacher judgment.

Parent teacher interviews will be conducted with every parent prior to written reports each semester.

Design journal
An efficient way to gather and compile evidence for assessment is for each child to create a design journal. This may be a scrapbook where children paste documentation for each stage of the technology process:

Investigation: sketches and notes from their research into decorations

Idea (DESIGN): initial sketches of design ideas and final design drawings

Production (MAKE): a planning outline

Evaluation: (APPRaise) notes of product evaluation and their reflection on the process.

TECHNOLOGY REFLECTION JOURNAL

Date: [ ]
Technology Task: [ ]

What was the highlight of your achievement?

What aspect of using the technology do I feel proudest of?

What aspect caused me the most difficulty?

What would I do differently if I had the chance to do it again?

How will the information gathered from this reflection inform future use?
Effective curriculum needs to be purposeful, differentiated and negotiated to cater for specific student needs. The P-12 curriculum is based on the assumption that every child 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.

**Australian Curriculum**

Use the following links to mandated curriculum documents:

**Cannonvale Curriculum**

Cannonvale State School curriculum employs units based on the Australian curriculum and written to connect with and sit under the school’s overarching theme for the term in which they are taught. These curriculum documents sit within the schools’ digital curriculum framework.

**Units summarised** - Year Overview
**Unpacked** - Content Overview (know and do - I Do

**Strategy**

- **Concept**
  - I watch
  - You listen
  - We do - Together

- **I Do**
  - You watch

**Plough back**

**Creating Digital Solutions**

- **Generating and designing**
- **Producing and implementing**
- **Evaluating**
- **Collaborating and managing**

**Digital Technologies involves students creating digital solutions through the use of information systems and specific ways of thinking about problem solving**

**P-2**
- Represent data as images
- Collect, explore and sort data
- Follow, describe and represent algorithms to solve simple problems.

**3-4**
- Represent data in different ways
- Collect, access and present different types of data using simple software
- Define simple problems, and describe and follow algorithms to solve problems

**5-6**
- Whole numbers as a basis for representing numbers
- Acquire, store and validate different types of data,
- use a range of software to interpret and visualise data
- Define problems in terms of data and functional requirements drawing on previously solved problems
ASSESSMENT

MAKING JUDGEMENTS

Productive assessment:
- is clearly aligned to curriculum and standards
- shares intentions, standards and descriptors of quality with students
- allows all students to demonstrate what they know and can do
- is fair and equitable to all students.

Types of assessment
Cost of Assessment — enabling teachers to use information about student progress to inform their teaching.
- Assessment of learning — enabling students to reflect on and monitor their own progress to inform their future learning goals.
- Assessment of learning — assisting teachers, principals and systems to use evidence of student learning to assess student achievement against goals and standards and reporting to parents

Cannonvale State School assessment plan—Link to G-Drive

How will I know how well my students have learned curriculum?

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- Teach students how to use the task-specific standards descriptors and exemplars to plan and review their progress.

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 and not on the student
- gives specific information about what to do next
- challenges students
- requires students to take action and responsibility.

Digital Technologies Reflection:

Some suggestions...

- Blogging
- Reflective journal
- Video
- Learning Journey
- Peer assessment
- Padlets

Use judgments to inform feedback for twice-yearly reporting to students, parents and carers Use standards, evidence and teacher agreement to achieve consistency of teacher judgment.

Parent teacher interviews will be conducted with every parent prior to written reports each semester.

Feeding BACK

Digital

Technologies

Use judgments to inform feedback for twice-yearly reporting to students, parents and carers Use standards, evidence and teacher agreement to achieve consistency of teacher judgment.

Parent teacher interviews will be conducted with every parent prior to written reports each semester.

Years 3-4

Saving Rapunzel from the tower

Write the design brief in your own words using Word and insert into the document.

The prince wants to save Rapunzel from the tower. He has 60 seconds.

Design a 2D design brief. Include the safety features, gears, pulley, motor, tilt sensor and motion sensor in your design.

Draw and label your model (use pencil). Include the safety features, gears, pulley, motor, tilt sensor and motion sensor in your answer.

Outside

Inside

Places I know

Years 5-6

WORK SAMPLES

Prep - 2

Cannonvale State School assessment plan—Link to G-Drive
CANNONVALE STATE SCHOOL GEOGRAPHY

CURRICULUM INTENT

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Australian Curriculum
Use the following links to mandated curriculum documents:

Geography/Content-structure

Content descriptors—http://
www.australiancurriculum.edu.au/Geography/Curriculum/T-10

Time allocation
Prep – 2 — 0.5 hours
Years 3-6— 1 hour
Year 7 — 1.25 hours

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Cannonvale promotes the teaching of Science units in blocks wherever this facilitates optimum learning for students.

These curriculum documents sit within the schools' digital curriculum framework.

Explicit teaching cycle

Start

I Do
You listen

Plough back

Modelling

Strategy
Concept

I Do
You watch

I watch

You Do
We Do
Together

Independent

Guided Instruction

A Model for Geographical Enquiry

The Stimulus could be:
- surprising
- emotional and moving
- a mystery
- a conundrum
- a paradox
- something confusing
- fun
- dramatic
- poorly done
- controversial

The Initial responses might be:
- sensory
- formulating questions
- hypothesising
- exploring perceptions
- considering audience, purpose and outcomes
- exploring attitudes and values and values

Debriefing might involve:
- Tests
- Self assessment
- SWOT analysis
- Evaluation of quality
- Evaluation of process

The presentation
- has an audience and a purpose
- has a deadline to be met
- may involve the wider community
- may involve audiences in other countries

The Research involves:
- follows the model for geographical enquiry
- searching for information (primary and secondary)
- selecting and rejecting information
- developing knowledge and understanding
- developing skills as needed
- developing big ideas

The Creative response
- illustrates the outcomes of the enquiry
- uses a variety of appropriate responses
- demonstrates knowledge and understanding
- demonstrates skill development
- illustrates development in literacy and numeracy and ICT
- involves variety
- should be realistic in the time
- contributes to the presentation

© Chris Burbin www.sfn.org.uk/geography

Useful Links & Documents

CSS Curriculum Snapshot
Teaching and Learning
Risk Assessments
Scootle
Ever Student Succeeding
C2C
What do my students already know? How well do they know it?

**Productive assessment:**
- is clearly aligned to curriculum and standards
- shares intentions, standards and descriptors of quality with students
- allows all students to demonstrate what they know and can do
- is fair and equitable to all students.

**Types of assessment**
- **Assessment for learning** — enabling teachers to use information about student progress to inform their teaching.
- **Assessment as learning** — enabling students to reflect on and monitor their own progress to inform their future learning goals.
- **Assessment of learning** — assisting teachers, principals and systems to use evidence of student learning to assess student achievement against goals and standards

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How will I know how well my students have learned curriculum?

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- Teach students how to use the task-specific standards descriptors and

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**Use judgments to inform feedback for twice-yearly reporting to students, parents and carers**

**Use standards, evidence and teacher agreement to achieve consistency of teacher judgment.**

- **Standards**
  - Standards describe achievement expectations
- **Evidence**
  - Student responses form the only evidence of student achievement
- **Teacher agreement**
  - Teachers professional discussions to align their judgements about student responses

Parent teacher interviews will be conducted with every parent prior to written reports each semester

---

Example of Assessment Task

- **Part 2**
  - My mum was born in England.
  - I went to 30pm on a holiday.
  - My teacher was born in America.
  - I went to Tea in a holiday with my family.

---

Moderation Protocols

Teachers will meet with colleagues across their year levels or across schools at the end of each unit to moderate summative assessment.

**Learners work product**
- stay focused on what is evident within the work product
- maintain an open and investigative state of mind
- acknowledge distracters (i.e., illegibility, content, incomplete work) but don’t allow them to take over the conversation
- look for what is there, not what is not (the glass is half full, not half empty)

**Collaboration with colleagues**
- listen openly
- explore perspectives that differ from your own and learn from them
- be supportive when listening to colleagues’ comments
- raise questions, not for the purpose of locating definitive answers, but for broadening the boundaries of our understandings

**Critical reflection**
- Why do I notice the things that I notice within student work products?
- What does this say about what I value?
- What can I learn from my colleagues about noticing and valuing other elements of learner demonstrations of learning?
- How does the construction of learning shape the demonstration of learning?
- How can I use this knowledge to advantage learners in my class?
- What can I learn about learners through collaborative moderation?

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Key Geography Resources

- Quick links—Create links
- Ever Student Succeeding
- CSS Curriculum Snapshot
- Teaching and learning Handbook
- Scootle
- C2C
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**Australian Curriculum**

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Units summarised - Year Overview

Unpacked — Content Overview (know and do — WALT.)

Assessment tasks GTMs and Task sheets.

These curriculum documents sit within the school’s digital curriculum framework.

**Time allocation**

- Prep — Year 1: 1hr 30mins (PE /PBL)
- Year 2: 2hrs
- Year 3 - 6: 1hr 15 mins

**Strands**

- Personal, social and community health
- Movement and physical activity

**Sub-strands**

- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities
- Moving our body
- Understanding movement
- Learning through movement

**Focus areas**

- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Active play and minor games
- Challenge and adventure activities
- Fundamental movement skills
- Games and sports
- Life-long physical activities
- Rhythmic and expressive movement

**Useful Documents**

- CSS Curriculum
- Snapshot
- Teaching and Learning Handbook
- Risk assessments
- Quick Links
- Scootle
- Every Student Succeeding
In Health Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

What do my students already know? How well do they know it?

Productive assessment:
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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 and not on the student
- gives specific information about what to do next
- challenges students
- requires students to take action and responsibility.

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Use judgments to inform feedback for twice-yearly reporting to students, parents and carers.

Use standards, evidence and teacher agreement to achieve consistency of teacher judgment.
CANNONVALE STATE SCHOOL HISTORY

CURRICULUM INTENT

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Australian Curriculum

Use the following links to mandated curriculum documents:


Time allocation

P–2—0.5 hours

Years 3–6—1 hour

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Cannonvale promotes the teaching of Science units in blocks wherever this facilitates optimum learning for students.

These curriculum documents sit within the schools’ digital curriculum framework.

Explicit teaching cycle

1. Choose a time period or theme
2. Narrow your inquiry to a specific topic or event (list of topics can be found on Australian Curriculum website)
3. Do background research to get an overview
4. Develop your essential question
5. Gather your sources
6. Work each source
   • Collect evidence
   • Consider bias
   • Evaluate evidence
   • Use the evidence to answer your essential question
7. Corroborate evidence across sources
8. Put it all together: Make your argument
9. Develop a thesis statement that clearly states your argument
10. Create a report plan
11. Support your argument with evidence and evaluation of your sources
12. Decide on your report format

The process of HASS Inquiry

1. Start
2. Modelling
   • You listen
   • I Do
3. Strategy
   • You watch
   • I Do
4. Concept
   • I watch
   • You Do
5. We Do
   • Together
6. Independent

Quick links and useful documents

CSS Curriculum Snapshot                C2C
Scootle                 Ever Student Succeeding
Australian Curriculum

Use the following links to mandated curriculum documents:


Time allocation

P–2—0.5 hours

Years 3–6—1 hour
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Cannonvale State school assessment plan—Link to G-Drive

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Bookwork Sample

Eureka Stockade

The Eureka Stockade is a key event in the development of Australian democracy and Australian identity. In addition, the principles of mutiny were adopted by the gold diggers and the term "digger" was later adopted by the ANZAC soldiers in World War 1.

The rebellion came about because the goldfield workers (known as diggers) opposed the government mining companies.

1. Margin and today's date
2. Headings underlined
3. All lines ruled with a ruler
4. Marked by a teacher after each entry

Key History Resources


How to write an inquiry question:


Scootle

How to write an Inquiry question:


Moderation Protocols

Teachers will meet with colleagues across their year levels or across schools at the end of each unit to moderate summative assessment.

Learners work product

- stay focused on what is evident within the work product
- maintain an open and investigative state of mind
- acknowledge distractors (e.g., legibility, content, incomplete work) but don’t allow them to take over the conversation
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Critical reflection

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- How does the construction of learning shape the demonstration of learning? How can I use this knowledge to advantage learners in my class?
- What can I learn about learners through collaborative moderation?

Short term data cycle

Use judgments to inform feedback for twice-yearly reporting to students, parents and carers

Use standards, evidence and teacher agreement to achieve consistency of teacher judgment.

Standards

- Standards describe achievement expectations

Evidence

- Student responses form the only evidence of student achievement

Teacher agreement

- Teachers professional discussions to align their judgments about student responses

Parent teacher interviews will be conducted with every parent prior to written reports each semester.
Cannonvale State School Mathematics

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**Australian Curriculum**

Use the following links to mandated curriculum documents:

- **Content descriptors**—[http://www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10](http://www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10)
- **Scope and sequence**—[http://www.australiancurriculum.edu.au/Australian%20Curriculum/pdf?Type=0&w=ScopeAndSequence](http://www.australiancurriculum.edu.au/Australian%20Curriculum/pdf?Type=0&w=ScopeAndSequence)

**Cannavale Curriculum**

Cannonvale State School curriculum is based on the Australian Curriculum. With the Back To Front Maths approach employed as a delivery tool from Prep—Year 6.

The curriculum is organised under 3 content and 4 proficieny strands. The content strands are number and algebra, measurement and geometry, and statistics and probability. They describe what is to be taught and learnt.

The proficiency strands are understanding, fluency, problem-solving and reasoning. They describe how content is explored or developed; that is, the thinking and doing of mathematics.

---

**How to teach maths**

**Explicit Instruction Lesson**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Start** | Modelling
| **I Do** | 
| **You watch** | Plough back
| **Strategy Concept** | You listen
| **I Do** | Strategy Concept
| **You watch** | 
| **We Do** | We Do
| **I watch** | Modelling
| **Independent** | Guided Instruction

---

**Problem Solving Lesson**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Introduction to problem-solving time** | Teacher discusses the problem with the students to ensure understanding
| **5 mins** |
| **Initial problem attempt** | All students try to solve the problem given with only limited teacher prompting. They may work individually, in pairs or groups according to need
| **5 mins** |
| **Guided misconepetion correction** | Teachers guides students to confront misconceptions using leading questions
| **5 mins** |
| **Group work and Prompting time** | Teacher prompts as all students work in pairs or threes to try to solve problem given
| **5-10 mins** |
| **Testing their patterns through manipulation or reflection problems** | Students work independently or with prompting to test their solutions by solving manipulation questions
| **5 mins** |
What do my students already know? How well do they know it?

Productive assessment:
- is clearly aligned to curriculum and standards
- shares intentions, standards and descriptors of quality with students
- allows all students to demonstrate what they know and can do
- is fair and equitable to all students.

Types of assessment
Assessment for learning — enabling teachers to use information about student progress to inform their teaching.
Assessment as learning — enabling students to reflect on and monitor their own progress to inform their future learning goals.
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How will I know how well my students have learned curriculum?
By being transparent about the expected quality of student performance:
- Be clear and explicit with students about how they will be judged.
- Provide task-specific descriptors of quality for the elements being assessed.
- Develop exemplars of high-quality student work to share with students.

By being transparent about how judgments will be made:
- Make judgments based on the evidence in student work.
- Match the evidence to the task-specific standards descriptors.
- Teach students how to use the task-specific standards descriptors and exemplars to plan and review their progress.

Use judgments to inform feedback for twice-yearly reporting to students, parents and carers
Use standards, evidence and teacher agreement to achieve consistency of teacher judgment.

Standards
- Standards describe achievement expectations

Evidence
- Student responses form the only evidence of student achievement

Teacher agreement
- Teachers professional discussions to align their judgements about student responses

Parent teacher interviews will be conducted with every parent prior to written reports each semester

Useful 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 and not on the student
- gives specific information about what to do next
- challenges students
- requires students to take action and responsibility.

Student work should be marked daily and productive feedback given to students

Key Mathematical Resources
- Mathematics
- iPrimary Resources UK - http://www.primaryresources.co.uk/english/englishD10.htm
- BBC site—http://www.bbc.co.uk/learning/
- Maths worksheet creator site— http://www.superkids.com/aweb/tools/math/multiply/
  - http://www.bbc.co.uk/bitesize/kb2/
**CANNONVALE STATE SCHOOL READING**

**CURRICULUM INTENT**

**SEQUENCING TEACHING AND LEARNING**

**INTERRELATED ASPECTS OF READING**

---

<table>
<thead>
<tr>
<th>Warm up</th>
<th>Introduction</th>
<th>I do</th>
<th>We do</th>
<th>You do</th>
<th>Plough back</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Includes the discussion around WALT, WILF and TIB.</td>
<td>The demonstration of processes and strategies used by the reader.</td>
<td>The practice and explicit teaching of key reading strategies targeted to the needs of a small group.</td>
<td>Involves students being engaged in reading to practice learned skills and strategies</td>
<td>Review concepts and check WALT and WILF</td>
</tr>
<tr>
<td>Prep</td>
<td>Lesson goals: Introduce the text—Activate prior knowledge and capture interest</td>
<td>Teacher reads—students watch and listen (model fluency, expression, and strategies)</td>
<td>Teacher and students read—take turns to read small parts.</td>
<td>Individual reading</td>
<td>Teacher feedback</td>
</tr>
<tr>
<td>Lower primary</td>
<td>Lesson goals: Introduce the text—Activate prior knowledge and capture interest by predicting, connecting and comparing</td>
<td>Teacher reads—students watch and listen (model fluency, expression, and strategies)</td>
<td>Teacher and students read—take turns to read small parts.</td>
<td>Explicit teaching of vocab, unknown word strategies and comprehension strategies</td>
<td>Teacher feedback</td>
</tr>
<tr>
<td>Middle primary</td>
<td>Lesson goals: Introduce the text—Activate prior knowledge and engage interest by predicting, connecting and comparing</td>
<td>Teacher reads—students watch and listen (model fluency, expression, and strategies)</td>
<td>Teacher and students read—take turns to read small parts.</td>
<td>Explicit teaching of vocab, unknown word strategies, comprehension strategies and how to answer comprehension questions</td>
<td>Teacher feedback</td>
</tr>
<tr>
<td>Upper primary</td>
<td>Lesson goals: Introduce the text—Activate prior knowledge and engage interest by predicting, connecting and comparing</td>
<td>Teacher reads—students watch and listen (model fluency, expression, and strategies)</td>
<td>Teacher and students read—take turns to read small parts.</td>
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</tr>
</tbody>
</table>

**Effective readers:**

- Make predictions based on prior knowledge, make inferential connections to ideas in text based on prior knowledge
- Construct mental images representing the ideas in text
- Ask questions and seek answers
- Reread and attempt to clarify when confused
- Construct interpretive summaries of what they have read

**Comprehension strategies (Cars and Stars):**

- **Main Idea**
- **Sequence**
- **Cause & Effect**
- **Comparing & Contrasting**
- **Predictions**
- **Meaning in Context**
- **Conclusions & Inferences**
- **Fact & Opinion**
- **Author's Purpose**
- **Figurative Language**
- **Summarising**

**INTERRELATED ASPECTS OF READING**

**Phonemic Awareness**

**Vocabulary**

**Reading for meaning**

**Comprehension**

**Test & Textual features**

**Fluency**

**Phonological Knowledge**

**World Knowledge**

**Fluency**

**Interrelated aspects of reading**

---

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- **Meaning in Context**
- **Conclusions & Inferences**
- **Fact & Opinion**
- **Author’s Purpose**
- **Figurative Language**
- **Summarising**
ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Coded Sight words</th>
<th>PM Benchmark</th>
<th>Informal Prose Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years levels</td>
<td>Prep—Year 6 until 1000 have been achieved</td>
<td>Prep—Year 6 until Level 30 has been achieved</td>
<td>Years 3—6 after level 30 has been achieved</td>
</tr>
<tr>
<td>Due dates</td>
<td>October</td>
<td>Every 5 weeks</td>
<td>Every 10 weeks</td>
</tr>
</tbody>
</table>

Independent Reading—Five Finger Test

1. Choose a book
2. Read a page holding five fingers up
3. Put a finger down each time a word is unknown or you lose understanding
4. If you have put 5 fingers down at the end of the page choose another book and repeat the process.

Why use Visualising and verbalising?

- V&V is based on the premise that visualizing is how we process language and thought
- V&V brings the sensory information to a conscious level
- The focus is on strengthening ability to form Gestalt imagery (Gestalt imagery is the ability to create an imaged whole)
- Teaches students to ‘make movies when they read’

Student Achievement measured by:
- SSP levels
- Coded sight words
- PM Benchmarks
- Informal Prose Inventory
- Pat Reading comprehension
- CSS English unit tasks

To inform the Teaching and Learning Cycle.

Key Reading Resources

- Primary Resources UK: [http://www.primaryresources.co.uk/english/englishD10.htm](http://www.primaryresources.co.uk/english/englishD10.htm)
- BBC site: [http://www.bbc.co.uk/learning/](http://www.bbc.co.uk/learning/)
- Read Write Think: [http://www.readwritethink.org/](http://www.readwritethink.org/)
- Sparklebox: [http://www.sparklebox.co.uk/](http://www.sparklebox.co.uk/)

Data Wall

- Prep—Year 6
- Updated daily
- On display in the classroom

Reading goals

- Prep—Year 6
- Updated every 5 weeks
- Written in the student portfolio
- Parents informed

CSS English unit tasks

- Prep—Year 6
- GTMJ marked
- Moderated across the year level
- Keep in student portfolio
- Parents informed
- Part of English report card result

Long term data cycle

- Plan
- Adjust
- Refer to Standards
- Give / Receive Feedback
- Evaluate Performance / Effectiveness
- Check
- Do

Short term data cycle

- Plan
- Adjust
- Give / Receive Feedback
- Evaluate Performance / Effectiveness
- Check
- Do

Student

- SSP levels
- Coded sight words
- PM Benchmarks
- Informal Prose Inventory
- Pat Reading comprehension
- CSS English unit tasks

To inform the Teaching and Learning Cycle.
Australian Curriculum
Use the following links to mandated curriculum documents:
 Content descriptors— http://www.australiancurriculum.edu.au/Science/Curriculum/F-10

Cannonvale State School Curriculum
Cannonvale State School curriculum employs units based on the Australian curriculum and written to connect with and sit under the school’s overarching theme for the term in which they are taught.

Units are summarised in the Year Overview and unpacked within a Content Overview displaying what students must know and do — WALT. Assessment tasks are clarified on GTMJs and through Task sheets. Resources accompany these documents.

Cannonvale promotes the teaching of Science units in blocks wherever this facilitates optimum learning for students. These curriculum documents sit within the school’s digital curriculum framework.

How to teach Science - Higher Order Scientific Thinking

Teacher
Engage
What do you want to know?
Have you ever…?
What would happen if...?
What happens when…?
Where might you find/see/use…?
What happened?
Where can we find out about…?
What do you know?
How do you know that?
Amaze and WOW!
Warm up, demonstrate, show, model, act out or role play concept/s
Elicits prior knowledge and ‘hook’ students’
Diagnostic assessment
Watch, observe, use natural curiosity, question, wonder, predict, infer and make connections.
Use Note-making (LHS) page to ask key questions and brainstorm level of existing vocabulary and knowledge.

Explore
What happened when…Why?
What else could you do?
Do you think…?
What can you…?(5 senses)
What can you change/measure/keep the same?
What is this?
What caused…?
What does this do?
What do I/you need to do?
What is happening here?
What does this remind you of?
Where else have you seen this happen?
Provide hands-on experience of the concepts
Formative assessment
Design a fair test, predict, observe, measure, draw, note-making

Explain
How could you explain this?
What happened? Why?
What did you discover?
How do you know this?
Why are there differences?
Why did/didn't it work?
How did you do that?
Why did we get variations?
What caused…?
Why did/didn't that occur?
Model annotating diagrams
Provide sentence stems, make a word wall and do vocab/concept warm ups
Provide multimedia (videos & Learning Objects) explanations
Use formative assessment
Develop science explanations for observations and represent developing conceptual understanding in note-taking page.

Elaborate
Where does/may this apply? (already exist/innovation)
New questions – what if…?
What if we changed…?
What if we changed…?
What else could we go to for further information?
Can't be done differently?
What if we changed…?
What if there was another approach?
Where else is this seen?
Repeat if…then…because…
Transfer concept to a real life or life-like context.
Summative assessment of the investigating outcomes

Evaluate
How have your ideas/understandings changed?
What have you learnt?
How accurate...?
How else could this be tested?
Why did you test this idea?
How do you work?
What did you find out?
What may alter your findings?
What questions do you have?
Collect evidence about achievement of outcomes
Summative assessment of the conceptual outcomes

Students re-represent understandings and reflect on their learning journey

Curriculum Intent
Explicit teaching cycle

I Do
You listen

We Do
Together

You Do
I watch

Plough back

Strategy
Concept

Guided
Instruction

I Do
You watch

Time allocation
P—2 — 1 hour per week
Years 3-6 — 1.75 hours per week

Effective curriculum needs to be purposeful, differentiated and negotiated to cater for specific student needs. The P-12 curriculum is based on the assumption that every child 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.

What we want students to learn from the mandated curriculum

Effective curriculum needs to be purposeful, differentiated and negotiated to cater for specific student needs. The P-12 curriculum is based on the assumption that every child 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.
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- gives specific information about what to do next
- challenges students
- requires students to take action and responsibility.

**Types of assessment**
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**Short term data cycle**

**Plan**
- **Refer to Standards**
- **Evaluate Performance/Efficiency**
- **Check**
- **Do**
- **Give/Receive Feedback**

**Use judgments to inform feedback for twice-yearly reporting to students, parents and carers**

**Use standards, evidence and teacher agreement to achieve consistency of teacher judgment.**

- **Standards**
  - Standards describe achievement expectations
- **Evidence**
  - Student responses form the only evidence of student achievement
- **Teacher agreement**
  - Teachers professional discussions to align their judgments about student responses

**Parent teacher interviews will be conducted with every parent prior to written reports each semester.**

**Bookwork Sample**

<table>
<thead>
<tr>
<th>No.</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Write: Scientific Investigation <strong>Evaporation</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>Aim:</strong> To investigate the rate of evaporation of liquids: identify different liquid types with evaporate at different rates</td>
</tr>
<tr>
<td>3</td>
<td>Method: clear cups (on a marked don box).</td>
</tr>
<tr>
<td>4</td>
<td>1. Different Liquids</td>
</tr>
<tr>
<td>5</td>
<td>2. Place all the cups on a similar sunny area.</td>
</tr>
<tr>
<td>6</td>
<td>3. Visit your cup hourly and mark your results.</td>
</tr>
</tbody>
</table>

**Bookwork Expectations**

1. Margin and today’s date
2. Experiment headings in the margin
3. Neat, cursive writing
4. All lines ruled with a ruler
5. Work numbered or dot points when needed
6. Marked by a teacher after each entry

**Healthy & Safety Procedures**

- **Curriculum Risk Management**
- **Oneportal Curriculum Activity Risk Management Guidelines**
- **Curriculum Activity Risk Management Template**
- **Chemical Risk Chart**
- **Risk Matrix**
- **Risk assessment**

**Moderation Protocols**

- **Learners work product**
  - stay focused on what is evident within the work product
  - maintain an open and investigative state of mind
  - acknowledge distracters (i.e. legibility, content, incomplete work) but don_t allow them to take over the conversation
  - look for what is there, not what is not (the glass is half full, not half empty)

- **Collaboration with colleagues**
  - listen openly
  - explore perspectives that differ from your own and learn from them
  - be supportive when listening to colleagues’ comments
  - raise questions, not for the purpose of locating definitive answers, but for broadening the boundaries of our understandings

**Critical reflection**

- Why do I notice the things that I notice within student work products?
- What does this say about what I value?
- What can I learn from my colleagues about noticing and valuing other elements of learner demonstrations of learning?
- How does the construction of learning shape the demonstration of learning?
- How can I use this knowledge to advantage learners in my class?
- What can I learn about learners through collaborative moderation?
Meanings: What meanings are intended by the artist and understood by the audience?

Forms: How have the elements, media and instruments been organised and arranged?

Societies: How does it relate to its social context and that of its audience?

Cultures: What is its cultural context and what does it signify?

Histories: What is its place in terms of historical forces and influences?

Philosophies and ideologies: What are the philosophical, ideological and political perspectives?

Critical theories: What important theories does it include?

Institutions: How have institutional factors enabled or constrained its creation?

Psychology: What processes of the mind and emotions are involved?

Evaluations: How successful is it in terms of its audiences, contexts and the artist's intentions?

Aboriginal and Torres Strait Islander histories and cultures

Sustainability

Asia and Australia’s engagement with Asia

Exploring Practice In The Arts

http://www.acara.edu.au/_resources/Shape_of_the_Australian_Curriculum_The_Arts__Compressed.pdf

Content description for F-6 in Australian Curriculum: The Arts

<table>
<thead>
<tr>
<th>1st</th>
<th>Exploring ideas and improvising with ways to represent ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td>Developing understanding of practices.</td>
</tr>
<tr>
<td>3rd</td>
<td>Sharing artworks through performance, presentation or display.</td>
</tr>
<tr>
<td>4th</td>
<td>Responding to and interpreting artworks.</td>
</tr>
</tbody>
</table>
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Australian Curriculum
Scootle
QCAA Arts
The Learning Place
C2C Arts

PORTFOLIOS
Student art pieces may be collected and presented in the form of a portfolio. Use of the A3 Visual Arts diary will facilitate this. 3 dimensional pieces can be represented through the inclusion of a photograph. Scripts and photographs may be used to provide evidence of dramatic performances.

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All children in this school are supported by well differentiated classrooms. **Differentiation Cones** are completed by teachers to determine specific targeted teaching support required.

### Student Services Committee

Teachers refer students to the Student Services Committee and are present at the meeting to provide additional information as necessary. Should further investigation be required, the teacher continues to advocate for the student, communicate with parents and differentiate in their classroom to meet the needs of the student. Students who are E or D standard in Maths or English are to have vision and hearing assessments (parents are asked to organise this). They may also be screened using the SLP screener and auditory processing screener. These students, and students who present as highly intelligent, are to be mapped on the ACARA Achievement Standards to determine if an Individual Curriculum Plan is required. Children may be further assessed by our Guidance Officer. Some children may require differentiation which will be shown as a provision in One School. An Individual Student Plan may be created for students who have speech language difficulties, students with a disability, students with learning difficulties, EAL/D students, Indigenous students, students who are gifted and/or talented, students with behavioural issues, children in care or students with attendance issues.

Teachers will write the Individual Student Plans and can use the following support staff to assist them; support teachers, the behaviour support teacher, the advisory visiting teacher, the speech language pathologist, the guidance officer, the gifted education mentors, the head of curriculum, the cohort support teachers or the deputy principals. Some students will have a confidential file that teachers can access from the principal which will be shown as a provision in OneSchool.

### GO

Supports where needed via requests to the principal. **Referral forms to be completed.**

### Principal

Oversees entire process. Ensures everything is on OneSchool.
# Classroom resource kit

Resources can be collected from the resource room. Some personalised items will need to be ordered on Pupil Free Days.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Option 1</th>
<th>Option 2</th>
<th>PREP</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
<th>YEAR 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome sign</td>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td>Optional ✓</td>
<td>Optional ✓</td>
<td>Optional ✓</td>
<td>Optional ✓</td>
<td>Optional ✓</td>
<td>Optional ✓</td>
<td>Optional ✓</td>
</tr>
<tr>
<td>Acknowledgement of country</td>
<td><img src="image3.png" alt="Image" /></td>
<td></td>
<td>Mandatory ✓</td>
<td>Mandatory ✓</td>
<td>Mandatory ✓</td>
<td>Mandatory ✓</td>
<td>Mandatory ✓</td>
<td>Mandatory ✓</td>
<td>Mandatory ✓</td>
</tr>
<tr>
<td>5 questions for students</td>
<td><img src="image4.png" alt="Image" /></td>
<td></td>
<td>Optional ✓</td>
<td>Optional ✓</td>
<td>Optional ✓</td>
<td>Optional ✓</td>
<td>Optional ✓</td>
<td>Optional ✓</td>
<td>Optional ✓</td>
</tr>
<tr>
<td>Display boards KLA title</td>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
<td>Optional ✓</td>
<td>Optional ✓</td>
<td>Optional ✓</td>
<td>Optional ✓</td>
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</tr>
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<td>------------------------------</td>
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Note: ✓ indicates mandatory, □ indicates optional.
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<td>Whole Brain Teaching Poster</td>
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# Lesson Observation and Feedback Form

Teacher: 
Observer: 
Class: 
Date/time: 

## OBSERVATION

<table>
<thead>
<tr>
<th>Warm-Up:</th>
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<tbody>
<tr>
<td>- Is it fast-paced?</td>
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<tr>
<td>- Are key concepts covered?</td>
</tr>
<tr>
<td>- Are all students engaged?</td>
</tr>
<tr>
<td>- Is there checking for understanding and deliberated questioning?</td>
</tr>
<tr>
<td>- Are resources legible and visible to all students?</td>
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<table>
<thead>
<tr>
<th>Pre-teaching/Orientation:</th>
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<tbody>
<tr>
<td>- Has the teacher spent the time orientating students into the session?</td>
</tr>
<tr>
<td>- Do the students have the information needed to be successful within the explicit lesson that will follow?</td>
</tr>
<tr>
<td><strong>Learning Intentions and Success Criteria:</strong></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>• Is WALT, WILF and TIB explained and written?</td>
</tr>
<tr>
<td>• Do the students know the purpose/intent of this lesson?</td>
</tr>
<tr>
<td>• Is there a link to the previous lesson?</td>
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<table>
<thead>
<tr>
<th><strong>Explanation and Modelling: (I DO)</strong></th>
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<tbody>
<tr>
<td>• Are the process/skills modelled/demonstrated with clear explanations for each step?</td>
<td></td>
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<tr>
<td>• Do the students know what the end product/process looks like?</td>
<td></td>
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<tr>
<td>• Has the teacher checked for understanding?</td>
<td></td>
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<thead>
<tr>
<th><strong>Collaborative and Guided Practice: (WE DO)</strong></th>
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<tbody>
<tr>
<td>• Is there evidence of teacher and students working together?</td>
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<tr>
<td>• Is there evidence of guided practice (scaffolding)?</td>
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<tr>
<td>• Is there evidence that the teacher has checked that all students are accurate and successful?</td>
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<tr>
<td>• Is there high teacher movement checking for understanding and correcting?</td>
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<thead>
<tr>
<th><strong>Independent Practice: (YOU DO)</strong></th>
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<tbody>
<tr>
<td>• Are there opportunities for independent practice?</td>
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<tr>
<td>• Are the fast workers catered for?</td>
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<tr>
<td>• Are students who are still having difficulties catered for?</td>
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<tr>
<td>• Has the teacher checked accuracy of all students?</td>
<td></td>
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<tr>
<td>• Is there high teacher movement?</td>
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<tr>
<td>• Is the teacher correcting work and giving feedback?</td>
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<tr>
<td>• Has the teacher set up for tiered tasks - C, B, A hots?</td>
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<tr>
<th><strong>Plough Back:</strong></th>
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<tr>
<td>• Is time allowed at the end of the lesson for review and repetition?</td>
<td></td>
</tr>
<tr>
<td>• Do all students know what they have learnt this lesson?</td>
<td></td>
</tr>
<tr>
<td>• Is a student selected to share work?</td>
<td></td>
</tr>
<tr>
<td>• Does the teacher draw the students back to lesson intent and success criteria?</td>
<td></td>
</tr>
</tbody>
</table>
### Classroom Display:
- Is the classroom clean and tidy?
- Are display expectations met – behaviour charts, school charts, distinct KLA areas?
- Are their clear, well presented word walls?
- Are English, Maths, Science charts relevant and current?
- Is there data displays?
- Are there learning journeys displayed?
- Is student work displayed and is it current?
- Is environmental print meaningful, visual?

### Student Bookwork/Handwriting:
- Is there explicit reinforcement of handwriting and bookwork expectations?
- Are there straight margins, headings underlined and work dated?
- Is writing neat, well sized and spaced correctly?
- Are sheets glued in neatly?
- Do drawings and colouring reflect best effort?

### Student Management:
Is the Responsible Behaviour Plan evident?

<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establishing expectations</td>
<td>Making rules</td>
</tr>
<tr>
<td>2. Giving instructions</td>
<td>Telling students what to do</td>
</tr>
<tr>
<td>3. Waiting and scanning</td>
<td>Stopping to assess what is happening</td>
</tr>
<tr>
<td>4. Cueing with parallel acknowledgment</td>
<td>Praising a particular student to prompt others</td>
</tr>
<tr>
<td>5. Body language encouraging</td>
<td>Smiling, nodding, gesturing and moving near</td>
</tr>
<tr>
<td>6. Descriptive encouraging</td>
<td>Praise describing behaviour</td>
</tr>
<tr>
<td>7. Selective attending</td>
<td>Not obviously reacting to certain behaviours</td>
</tr>
<tr>
<td>8. Redirecting to the learning</td>
<td>Prompting on-task behaviour</td>
</tr>
<tr>
<td>9. Giving a choice</td>
<td>Describing the student’s options and likely consequences of their behaviour</td>
</tr>
<tr>
<td>10. Following through</td>
<td>Doing what you said you would</td>
</tr>
</tbody>
</table>

### FEEDBACK

**Lesson Successes:**

**Lesson Recommendations:**