Curriculum Intent

Strategies We Use
- Communicate curriculum intent and assessment at lessons and unit level.

Evidence We See
- A common understanding of the alignment between what is planned, what is taught, what is assessed, what is reported.
- Whole Class differentiation.

Assessment

Strategies We Use
- Front-end assessment: Guide to Making Judgments, Exemplars, Know & Do Table, 5 Questions for Students.
- Purposeful, systematic and scheduled approach to conducting, tracking and analysis of diagnostic and summative assessment.
- Identify types of assessments to ensure a range and balance of assessments throughout the school year.
- Prepost testing Short Term Data Cycle (STDC).

Evidence We See
- Term Assessment Overview includes diagnostic (as per Assessment Schedule), formative and summative assessment.
- Scheduled data analysis meetings
- Updated Data Targets, data & learning walls
- Whole School data wall
- Updated Year Level Profiles
- Triangulate student results from Year Level Profiles
- A & C exemplars and GTMJ display in classroom
- Data & Learning Walls

Sequenced Teaching and Learning

Strategies We Use
- Teaching and Learning Cycle
- Gradual Release of Responsibility Model
- I Do / We Do / You Do
- RAMR Model – cycle template (YuMi Deadly Maths).
- Differentiation WALT, WILF, TIB
- Direct Teaching
- Indirect Teaching
- Experiential Teaching

Evidence We See
- Learning Walls – Priority Learning Areas
- WALT, WILF, TIB – Learning intent visible for students’ lessons.
- Balanced reading and spelling program (modelled, shared, guided and independent) scheduled in planning and implemented in every classroom.
- School Resources used and displayed in classrooms.
- Differentiation on daily, weekly and unit plans, and recorded on OneSchool.

Making Judgments

Strategies We Use
- Co-constructed success criteria
- Provide clear expectations about quality performance
- Inter and intra school moderation
- Student Portfolios
- A, B & C learning goals developed from the GTMJ and Know-and-Do Tables.

Evidence We See
- Individual student goal setting
- Results entered on OneSchool
- Timetabled moderation
- Teacher/student conferencing
- GTMJ’s for all assessment
- Exemplar deconstructed on Learning Wall.

Feedback

Strategies We Use
- Variety of Feedback used
- School Reporting – Parent / Teacher Interviews – written report each semester, face-to-face reporting each semester.

Evidence We See
- Quality feedback against explicit student learning goals.
- Oral feedback.
- Written explicit feedback in student workbooks, on drafts and assessment tasks (dated and signed).
- Students can answer the 5 Questions For Students (5Q).

Shared beliefs and understandings
- Blocks of uninterrupted instructional time
- Early and ongoing intervention
- Case Management approach
- PD at staff meetings
- Whole school Processes
- Strong community partnership
- Allocation of budget for literacy learning & resources
- Shared responsibility and accountability
- Centralised resources with levelled books

Putting Faces On The Data

Guide To Making Judgments