CURRICULUM PLANNING AND PROGRAMMING, ASSESSING AND REPORTING PARENTS

Rationale:

Karuah Public School is committed to providing quality learning experiences for students through curriculum planning and teaching programs including assessment and reporting to parents.

Curriculum planning and programming

Aim:

Karuah Public School plans curriculum and develops teaching programs which are consistent with the *Education Act and Board of Studies, Teaching and Educational Standards (BOSTES)* syllabuses and credentialing requirements.

Karuah Public School will:

- Meet the *Policy Standards*
- Address the six Key Learning Areas (KLAs):
    o English
    o mathematics
    o science and technology
    o human society and its environment (incorporating history and geography)
    o personal development, health and physical education
    o creative arts

- Meet the DoE recommendations regarding allocation of time by delivering integrated programs, where:
    o approximately 50% of time is allocated for English and mathematics and 40% of time for the other KLAs and sport
    o as part of the 40% allocation, schools are to include 150 minutes per week for planned physical activity, including in Years 3-6, a minimum of one hour of sport
    o provision is made for Special Religious Education in each primary year, where authorised personnel from approved providers are available.

- Incorporate assessment as an integral component
- Indicate the outcomes being addressed, the teaching activities planned and the intended assessment strategies
- Include outcomes in scope and sequence overviews
- Maintain documentation that provides evidence of compliance with the *Education Act 1990* and *NSW Education Standards Authority (NESA)* requirements.

Assessing

Aim:

Karuah Public School undertakes assessment to inform students' learning. Assessment of student learning is undertaken for all learners, including students whose learning is impacted by disability.

Adjustments to assessment tasks may be required for a student whose learning is impacted by disability. This should reflect the adjustments made to support the student's learning.

Karuah Public School will:

- Include planned assessment so that:
    - students can demonstrate achievement of outcomes for the relevant stage of learning
    - valid and reliable assessment strategies are used
    - the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students.

- Plan assessment strategies when developing teaching programs and will also make additional assessment judgements in the course of teaching and learning
- Use a variety of appropriate assessments for judging student achievement
- Collect and record assessment information to:
    - guide ongoing teaching and learning
    - monitor and evaluate student progress
    - report achievement to parents and relevant authorities in accord with school requirements and department policy.

Reporting

Aim:

Karuah Public School provides parents/carers, throughout the school year, with formal and informal opportunities to receive information about and discuss their child's learning.

Karuah Public School will:

- Ensure reporting to parents is:
    - based on the department's policy
    - time efficient and manageable
    - developed in consultation with parents/carers and teachers.

- Provide parents/carers with a written report on their child's learning at least twice per year. The components of the written report will meet the *Policy Standards* and will:
    - use plain English
    - provide information on a student's learning in each KLA against state-wide syllabus standards using the five point achievement scale
    - compare the student's achievement in each KLA or subject against state-wide syllabus standards using the five point achievement scale
    - include teacher comments for each KLA or subject; comments will identify areas of student

strength and for further development
- o have information about the student's attendance at school
- o provide information about student achievement in relation to school programs that extend or are additional to syllabus requirements
- o provide information about the student's social development and commitment to learning.

- Follow department policy when reporting on students identified as English as an additional dialect (EAL/D) and will:
  - o report on the overall EAL/D Learning Progression Phase of all students identified as EAL/D.
  - o report on how EAL/D students' English language learning has been supported and their progress in learning English.
  - o for new arrival EAL/D students, if appropriate, report on other KLAs using the five point achievement scale, otherwise only comments need to be provided.
  - o for EAL/D students (more than four terms in an Australian school), report on the KLAs using the five point achievement scale. EAL/D students' achievement in KLAs will be assessed against syllabus standards.

- Follow department policy when reporting on students whose learning is impacted by disability. Reports for students, whose:
  - o learning program is based on syllabus outcomes that are the same as the age/stage of their peers, will follow the five point achievement scale. Students' achievement in KLAs will be assessed against syllabus standards.
  - o learning program is based on syllabus outcomes that are different from the age/stage of their peers, including life skills outcomes, will indicate achievement against a personalised learning program.

    Note: Where students are reported with 'personalised learning needs', schools are not required to provide information to parents about how their child compares with the student's peer group and the student is not included in the number of students achieving at each of the five levels of the achievement scale.

- Provide information on how a child's achievement compares with the child's peer group at the school, on request from the child's parents/carers.

Supporting Documents

NSW Department of Education Curriculum Planning and Programming, Assessing and Reporting to Parents K-12

NSW Department of Education Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12

	Curriculum planning and programming	Assessing	Reporting
Implementation	**Teachers will:** • Devise teaching and learning programs that are in accordance with BOSTES syllabus documents • Ensure programs address all KLAs • Devise an integrated teaching and learning program that meets the departments recommendations regarding allocation of time • Devise scope and sequence overviews that include syllabus outcomes • Ensure syllabus outcomes and content are clearly linked to teaching and learning activities in units and lesson plans • Ensure teaching and learning activities are differentiated and are reflective of student need • Devise engaging teaching and learning programs that include a variety of teaching strategies that are recognised as best practice • Include assessment *for, as* and *of* learning in teaching and learning programs, ensuring a variety of assessment strategies are included • Register teaching and learning programs and evaluate lessons/units of work	**Teachers will:** • Continuously use assessment *for, as* and *of* learning to evaluate student progress and guide teaching and learning • Ensure assessment is purposeful and time efficient for teachers and students • Use a range of formal and informal assessment strategies e.g. observation, peer and self-assessment, collaborative activities, student work samples. • Make adjustments to assessment practices for students who have additional learning needs, including additional time, rest breaks, the use of a reader/scribe/technology • Collaborate with staff to ensure consistent teacher judgement (CTJ) • Keep record of all assessment data • Update school based and state-wide data	**Teachers will:** • Provide parents/carers with formal and informal opportunities to discuss their child's learning • Provide a written report each semester • Write comments in plain English • Report on all KLAs and include a comment for each • Clearly outline areas of student strength and further development • Use the five point achievement scale (A-E) • Enter student attendance data • Report on social development and commitment to learning • Ensure reporting is inclusive of all students, including students who identify as EAL/D or have a disability

Evidence	• Programs clearly address all KLAs • Teaching timetables reflect time recommendations • Scope and sequences include outcomes from syllabus documents • Lesson plans/units clearly outline syllabus outcomes/content • Teaching and learning programs include differentiation and pedagogy that is recognised as best practice • Programs include a variety of assessment strategies • Program is a working document and is registered with lessons/units evaluated • TPL timetable outlines programming as a focus area	• Teaching and learning programs and assessment schedule includes assessment *for, as* and *of* learning • Assessment schedule includes assessment that is purposeful and time efficient for both teachers and students • Teaching and learning programs clearly outline a variety of assessment strategies • Student work samples/conferencing questions/anecdotal notes show clear differentiation for students with additional learning needs • CTJ meetings/TPL are scheduled each term • Assessment data is up to date and accessible • School based and state-wide data updated on due dates	• Formal and informal records of reporting • Written reports provided at the end of Semester 1 and 2, include plain English, comment on all KLAs, clearly outline a five point achievement scale A-E, indicate attendance and social development as well as commitment to learning • Style guide for reporting • Adjusted reports for students who have additional learning needs, including students who identify as EAL/D or have a disability • TPL timetable outlines reporting as a focus area • Term calendar highlights dates for buddy read, editing, due date to principal and reports going home to parents/carers
Processes used to review	• Term teaching and learning program evaluation/meeting carried out each term by principal/supervisor focusing on curriculum planning and programming • Program checklist • Review of teaching and learning timetables	• Term teaching and learning program and assessment folder evaluation/meeting carried out each term by principal/supervisor focusing on assessment • Program checklist • Review of registered assessment schedule	• Audit after reporting period

Evaluation:

- This policy will be reviewed as part of the schools policy review cycle.