Whole school curriculum and assessment planning

Australian Curriculum P-10 **DRAFT**

Whole school curriculum and assessment planning outlines the school's priorities in response to the broad policy contexts that influence teaching and learning. It is a tool that school leaders use to identify what the school priorities are and how the school will address system priorities. A whole school curriculum and assessment plan is one part of the whole school planning process which focuses on decisions about teaching and learning. It informs and is informed by the year level plans and shows:

- how the teaching and learning supports the system priorities and school vision, beliefs and context
- how learning is sequenced and develops within and across the year levels
- how teaching, learning, assessment and reporting are aligned
- how data and evidence about student achievement and progress informs decisions about teaching and learning.

Five important elements of professional practice guide whole school curriculum and assessment planning. These five elements are interdependent. The elements can be used in any sequence, but all should be considered.

Whole school curriculum and assessment plans are reviewed regularly to inform future planning, teaching, learning and assessment. The five elements are essential in guiding the revision of these whole school plans. During 2011, schools may choose to audit their current whole school curriculum and assessment plans against the Australian Curriculum. See the audit tools on the QSA website <www.qsa.qld.edu.au>.

Five elements of whole school curriculum and assessment planning

Use feedback

Feedback to both teacher and student, gathered throughout the teaching and learning cycle, informs future teaching, learning and assessment. The goal of feedback is to recognise, encourage and improve student learning. Assessment feedback is most helpful if the specific elements of the content (knowledge, understanding and skills) are identified and specific suggestions are provided. However, assessment alone will not contribute significantly to improved learning. It is what teachers and students do with the assessment and other available information that makes a difference.

When planning whole school curriculum and assessment, curriculum leaders:

- consider how and when to give feedback to students, parents/ carers and other teachers
- use feedback to review the plan and inform future planning, teaching, learning and assessment to achieve continuous improvement.

Identify curriculum

The Australian Curriculum content descriptions and achievement standards for English, Mathematics and Science form the basis for developing teaching and learning programs in 2012. In 2013, the Australian Curriculum in History will also be used. For other learning areas, the Early Years Curriculum Guidelines (Prep), the Essential Learnings (Years 1-9) and the Year 10 Guidelines should be used.

When planning whole school curriculum and assessment, curriculum leaders:

- ensure that teaching and learning aligns with system and school priorities
- determine how learning is sequenced and develops across the year levels avoiding unintentional repetition or gaps
- review data and evidence about students to make decisions about catering for diversity and differentiation and phases of schooling

assessment

Make judgments

The achievement standards guide teacher judgment about how well students have achieved. Planned activities for teachers — in a partnership or team situation to look at, discuss and analyse the quality of student work is the most effective way to build consistency of teacher judgment. When teachers apply standards through this process, they increase their awareness about the variety of ways in which students may respond to an assessment task. In this way, teachers gain valuable insights into what students need to learn for each level of achievement. They also develop a common understanding of the application of standards.

When planning whole school curriculum and assessment, curriculum leaders ensure teachers have opportunities to participate in activities that promote consistency of teacher judgment, including social moderation.

Identify curriculum Use feedback My Develop

learning

Make judgments teaching &

students

Assessment is an integral part of teaching and

Develop assessment

learning. An assessment program planned at the same time as the teaching and learning will: guide and support targeted teaching and learning; provide regular feedback to students about how they can improve their learning; and clarify future teaching and learning needs.

When planning whole school curriculum and assessment, curriculum leaders:

- review how teaching, learning, assessment and reporting are aligned
- ensure that systemic assessment is integrated in the teaching and learning programs
- audit planned assessment to ensure a range and balance of assessment instruments for collecting comprehensive and meaningful evidence of learning.

Sequence teaching and learning

Learning experiences and teaching strategies are selected and sequenced to support active engagement in learning and to intellectually challenge. It is important to actively engage students in learning that is relevant and of interest to them. The focus or context for learning should connect with issues of personal or social relevance to students.

When planning whole school curriculum and assessment, curriculum leaders:

- consider growth and development in understanding within and across learning areas and year levels
- review for continuity and connections between the learning at each year level, especially at transition points
- check that teaching and learning programs are inclusive and socially and culturally responsive so that all students have opportunities to demonstrate what they know and can do, and experience success in learning.



