

# **CURRICULUM FRAMEWORK**

## **Incorporating Literacy, Numeracy and Student Assessment**

### **Rationale**

Cranbourne West Primary School has developed a learning framework based on the Victorian Curriculum, DET priorities and our Annual Implementation Plan. We recognise that our school's values and Learning Vision are an integral part of what makes our curriculum. We place emphasis on designing our learning environments so that they engage, motivate and challenge students to achieve personal success and encourage them to make positive contributions as global citizens. We believe in student voice, agency and leadership because it empowers students and builds on school pride.

### **Aim**

We are committed to providing relevant and meaningful education programs for our students. The programs are inclusive, supportive, nurturing and value diversity. We have high expectations for our students and promote intellectual engagement and self-awareness.

CWPS broad curriculum is planned recognising that each level builds on foundation skills as the students' progress through the learning continuum. To support the delivery of the curriculum and student learning outcomes, CWPS places strong emphasis on building student, teacher and parent relationships and capacities. Knowing our students is fundamental to every aspect of their learning, hence we understand that structures and forums need to be in place to discuss student learning and wellbeing in a collaborative manner. Student assessment is used to inform where the students are and where they need to move next.

We access, employ and select suitable educational resources and personnel to support learning. Our active volunteer program also provides support for school initiatives. We provide a range of extra curricula activities and experiences such as camps, student forums, excursions and community work.

Student assessment is integral to the teaching and learning cycle. The practitioner uses the evidence from assessment to provide feedback to the learner and to adapt the learning program in response to the learner needs identified by assessment.

Assessment scaffolds understanding. It informs both learners and teachers equally about what learners currently understand and how to proceed with subsequent teaching and learning. Practitioners ensure that learners are clear about what they are going to learn and how they should proceed.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

- Assessment for learning: occurs when teachers use inferences about student progress to inform their teaching (formative assessment)
- Assessment as learning: occurs when students reflect on and monitor their progress to inform their future learning goals (formative assessment)
- Assessment of learning: occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards (summative assessment).

Our vision and values work in partnership with each other and are integrated into our curriculum to promote deep thinking, citizenship, problem solving and important executive functioning skills. Students are required to work independently and collaboratively and are actively encouraged to foster engagements with the outside community to ensure they are well equipped to adapt to our rapidly changing world.

### **GENERAL STATEMENT**

The F-10 Victorian Curriculum includes both knowledge and skills that are defined by learning areas and capabilities. The learning areas are The Arts, English, Health and Physical Education, The Humanities, Language, Mathematics and Technology. The four capabilities are – Critical Creative Thinking, Ethical, Intercultural, and Personal and Social. The teaching of literacy, numeracy and technologies are embedded into all curriculum areas. Our specialist programs are Performing and Visual Arts, Stem, Health and Physical Education and Language Other Than English (LOTE) Auslan

### **AIMS**

We aim to optimise student learning through the implementation of the Victorian Curriculum and the Victorian Early Years Learning and Development Framework across all year levels in a manner consistent with DET requirements, locally identified needs and our CAFÉ, VOICES, TiLER, Respectful Relations and Learning by Design instructional models.

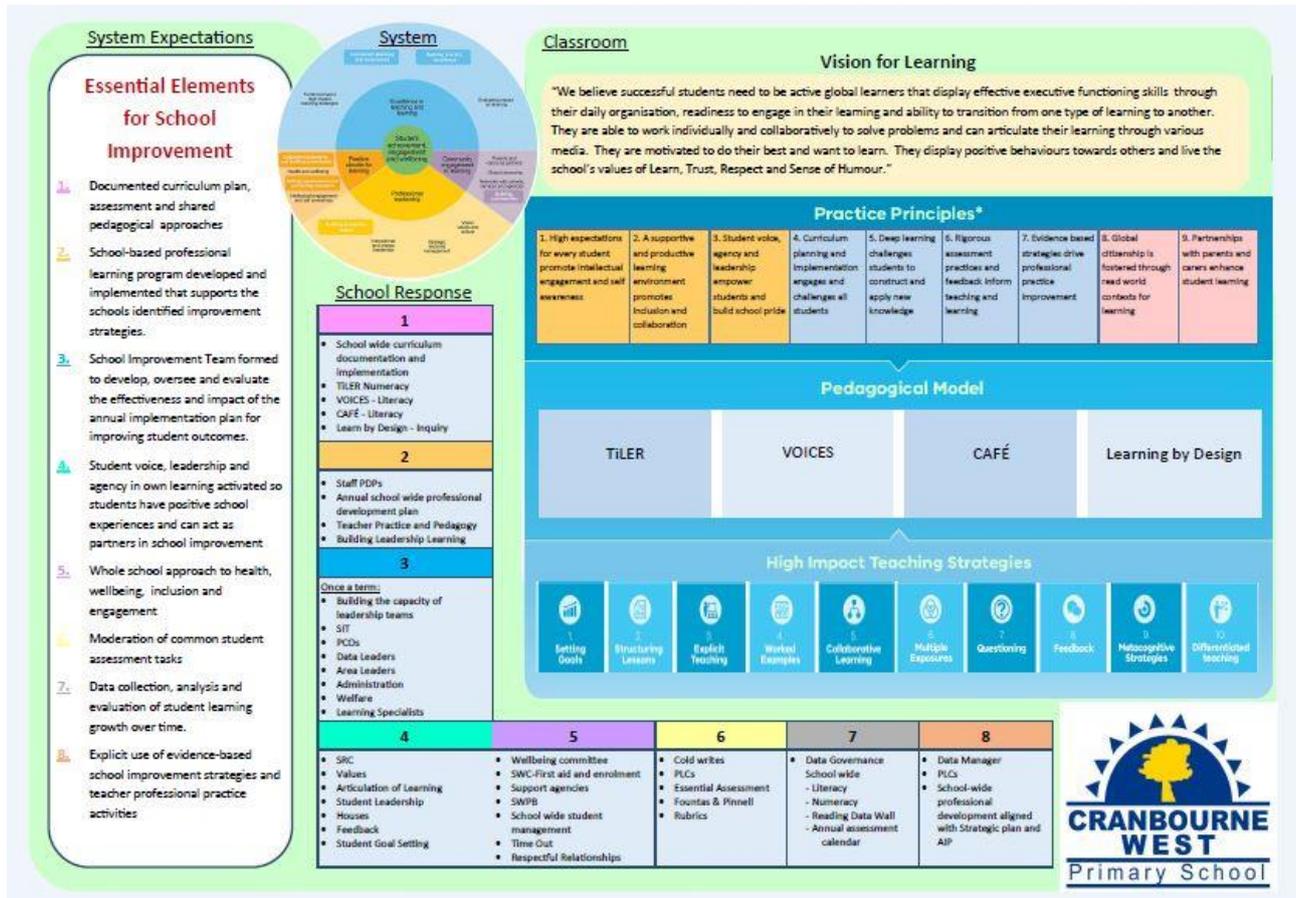
We aim to provide all learners with appropriate opportunities to demonstrate their individual level of proficiency and ensure assessment activities are accessible as required. Leaders and practioners are required to provide for students and/or groups with

additional and diverse needs including the acknowledgement and respect of cultural and human rights. Assessment activities also need to appropriately challenge high achieving students and provide opportunities for them to demonstrate the full scope of their abilities.

## POLICY IMPLEMENTATION

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the instructional models, specialist classes, student activities, teaching approaches, Assessment and Reporting and the use of facilities and resources.

Diagram of Cranbourne West Primary School Curriculum Framework.



- The Department of Education and Training and CWPS are committed to delivering the Victorian Curriculum and an inclusive education system that ensures all students, including students with disabilities, have access to quality education that meets their diverse needs.
- All Learning Areas will implement the Literacy, Numeracy and Integrated Inquiry Curriculum using the schools Instructional Models- CAFÉ (reading), VOICES (writing) TILER (mathematics) and Learning by Design (Integrated Inquiry) The instructional models have been designed and are informed by The Victorian Curriculum Scope and Sequences Document. Each instructional booklet provides an in-depth scope and sequence for teachers to follow
- CWPS will liaise with DET and allied health SSSOs to provide suitable programs and resources to support the delivery of high quality schooling for students with special needs and disabilities.
- Learning by Design is our guided inquiry, instructional model. It encourages integrated curriculum opportunities that enhance learning through a meaningful context and it is based on the schools big ideas. Learning by Design includes the Victorian Curriculum learning areas of **Civics and Citizenship, Geography, History, Technologies, Science, Sustainability, Personal and Social Capabilities and Respectful Relations**. It will be implemented according to the guideline booklets.
- Principal Class Employees, Area Leaders, Program Leaders and Data Managers will collaborate together to lead the development and implementation of the curriculum. Together they will be responsible for ongoing reviews of the CWPS Instructional Models and the Victorian Curriculum across the school.
- CWPS will implement the Framework for Improving Student Learning (FISO) a model for continuous school improvement The Key components of this are
  - Evaluate and diagnose

- Prioritise and set goals
- Develop a Plan
- Implement and monitor

**CWPS Curriculum and Teaching Practice will be continuously reviewed in the following ways**

- **Weekly-** Learning Specialists and PCO class visits
- **Fortnightly-** Area Leaders and PCO's meet with teachers to discuss and plan
- **Monthly-** Learning Specialists meet with PCOs and evaluate and act on feedback within their curriculum specialist areas. They set goals and implement them during the coming month.
- **Termly-** Leadership, Learning Specialists, Area Leaders and Data Leader/ Managers meet as the School Improvement Team [SIT Team] to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan for improving student outcomes. The teams use the FISO components to discuss and report on their Areas. They plan and set goals for the following term.
- **Annually-** Learning Specialists and PCO's, meet to ensure compliance with Victorian Curriculum and our instructional models. We audit, review and act on feedback so that we can inform future curriculum planning and implementation. This team uses data and researched based evidence to decide whether improvements should be made to the school's instructional models. If improvements are to be made they are uploaded to the staff server and dated and staff informed. This way our instructional models never become stagnant they are living documents
- All staff members are to follow the time allocation, structure, scopes and sequences and planning documents set out in each of the guidelines booklets as well as DET directives
- We value and place a strong focus on a collaborative planning model. Sessions are timetabled to ensure teaching teams can plan regularly together.

Time allotted across the curriculum. This is calculated on a **fortnightly** timetable.

Prep-Year 6	
Learning areas	
English- Reading	10
English Writing	10
Mathematics	10
Science	Minimum 1
Physical Education	3
Language Other than English- Auslan	Minimum of 1
Performing Arts	1
STEM Science Technology	1 ½
Wellbeing/ Respectful relations / Child safe //Restorative Justice	4
Learn by Designing ( Inquiry)	4
Art	1
Total	47.5

- As learning progresses, assessment is used to gather evidence about where the learners are in their learning so that teaching and learning can be adapted to meet individual needs. Assessment is carried out at the beginning and completion of developmental activities or units of work to determine the extent of progress and achievement. ( see the **Data Governance booklet for the Assessment Schedule**)

**Assessment will be the ongoing process of:**

- gathering, analysing and interpreting evidence
- reflecting on findings
- making informed and consistent judgements to improve student learning.

- Student achievement will be measured through the analysis of regular triangulated data and reported to students, parents, DET and the wider community against the Victorian Curriculum achievement standards in each of the learning areas. This will be evident in Student Reports, 3 way interviews and a Data Wall
- Teaching staff will participate in the regular collection of data and follow the **CWPS Data Governance Booklet** which outlines the assessment schedule

#### **Assessment strategies will include :**

- Insight Platform (DET assessment data base)
- Essential Assessment
- Running Records
- Fountas & Pinnell Benchmark System
- Observation Survey
- National Assessment (NAPLAN )
- EYE assessment Early Years Evaluation

#### **Reporting guidelines**

- Formal written reports will be available for viewing online in June & December
  - Meet and Greet Evening BBQ will be held in February of each year
  - 3 way interviews where student learning will be discussed are held early March and the end of term 2 each year.
  - Other interviews will be held by request from parents / practioners / teachers
  - All students with identified learning disabilities will have an individual learning plan
  - Professional Learning Communities will meet weekly where their purpose will be to analyse data working out where students are and where they need to go next in their learning. During these meetings discussions of the associated best practice strategies to move students on will be held
  - We will provide adequate resources for the implementation of curriculum and associated professional development
  - We will provide a structured teacher mentor program to build teacher capacity and collective understanding as set out in our Peer Observation Guidelines booklet.
  - The community will be kept well informed of the Victorian Curriculum and the CWPS Learning Framework via open days, expos, parent information sessions, see saw, Facebook and newsletter articles.
- For further information please see the **Instructional Guideline Booklets and the Data Governance Booklet.**

## **LITERACY**

### **Rationale**

A strong foundation in literacy is vital for every child and young person, as it underpins their ability to engage in education, reach their potential, and participate fully in the community. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future. The development of literacy is central to the English curriculum and is the responsibility of all teachers.

### **Aims**

At CWPS we have designed our literacy framework to meet DET requirements being mindful of addressing the grassroots needs of our community. Within the instructional models we have addressed working in a culturally and socio economically diverse school: to this end the literacy program CAFÉ and VOICES should ensure that our students

- Learn to listen to read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations including developing an understanding of formal and informal language and how it is used
- Develop a sense of richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how English works in its spoken and written forms and in combination with non-linguistic forms of communication create meaning
- Develop an appreciation of literature
- Improve vocabulary understanding both verbally and written

### **Implementation Guidelines**

The teaching of literacy skills will be focussed on the demonstrated needs of the individual students to achieve the Victorian Curriculum standards at their appropriate developmental level.

In English students progress along a developmental curriculum continuum that provides their first achievement at Foundation (Prep) level and then 1, 2, 3,4,5,6,7,8,9 and 10.

CAFÉ and VOICES will

- Provide a 'towards' Foundation (Prep) level A to D curriculum for those students with additional learning needs and disabilities in this curriculum area
- A years 7 and above curriculum using the Victorian Curriculum for those students working at these levels or above ( see the CAFÉ and VOICES menus in the instructional booklets)
- Be planned by practitioners to reflect Victorian Curriculum recognising that each level builds foundation for skills in literacy as students' progress through a developmental continuum see (CAFÉ and VOICES guidelines booklet)
  
- CWPS uses the gradual release approach and the workshop model for the delivery of teaching literacy. Modelled practice, Guided practice, Collaborative practice, and Independent practice authentic application.
- operate every day for an hour during the school week
- Have adequate resourcing which will be available for students and teachers
- Feedback will be provided in the forms of student –student, teacher-student, teacher-teacher and parental feedback to students and teachers
- Provide real life experiences because they are an important part of learning literacy within the home, classroom, school and the community. These will be provided in a number of ways through workshops for parents, vocabulary walks, cooking and in visits. As much as possible and where possible providing hands on experiences in the classroom and outside the classroom to enhance the students literacy learning.
- Ensure that each student meets with success by providing appropriate learning activities at the student's point of need
- Ensure that literacy is an element of an integrated curriculum connecting to all areas
- All sessions of CAFÉ and VOICES will provide adequate "Turn and Talk"
- CAFÉ and VOICES will provide students with voice and agency where students are actively encouraged to explain their learning and thinking.( through reflection, questioning and feedback)

#### **Planning:**

- Teacher planning will reflect the Victorian curriculum recognising that each level builds foundation for skills in literacy and students' progress through a developmental continuum
- The use of High impact teaching strategies can be seen in planning documents
- Yearly term, and weekly collaborative planning will occur in literacy at a Prep, Junior, middle and senior levels in the school  
Yearly - teams are to use the overviews in their guidelines booklets and their yearly scope and sequence to complete this Term- Will occur at planning meetings held at the end of each term for the next term. Teams will outline their focus areas to be covered  
Weekly- Teams are to complete a weekly planner provided for CAFÉ and VOICES for that week
- Learning Intentions and success criteria will be used and displayed for each lesson
- The use of High impact teaching strategies can be seen in planning documents
- Equal access to equipment and resources will be provided
- Professional development for staff will be provided according to the need

## **NUMERACY**

### **Rationale**

Numeracy is an integral part of a general primary education. It can enhance our understanding of our world and the quality of our participation in society. It is also one of the many ways of communicating information. Numeracy is an area of knowledge older than recorded history and has, through the ages, developed into a sophisticated, complex body of knowledge. It has applications in all human activities, crossing cultural and linguistic boundaries to provide a universal way of solving problems in areas such as science, engineering, technology, art, crafts and many everyday activities.

### **General Statement**

Mathematics is a key domain in the Discipline-based Learning domain of the Victorian Curriculum. Numeracy is the application of mathematics in the real world. Cranbourne West Primary School we use the instructional model TiLER to deliver the numeracy program. The mathematics Victorian Curriculum document provides specific learning focus statements and standards for children in mathematics.

The standards in the Mathematics domain are organized in three content strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

and four proficiency standards:

- Understanding
- Problem solving
- Reasoning
- Fluency

## **Aims**

- To develop students ability to see connections and apply mathematics concepts, skills and processes, to pose and solve problems in mathematics and other disciplines and contexts
- To develop confidence in the use of, and a positive attitude towards, mathematics
- To ensure there is equal opportunity and access to mathematics for all students.
- To develop the students' skills to explain their thinking
- To provide students with meaningful experiences and real life activities to consolidate, clarify and generalize maths understandings.
- To develop skills, concepts, applications and processes in the three content strands of Number and Algebra, Measurement and Geometry and Statistics and Probability.
- Explore the four proficiency standards of Understanding, Problem Solving, Reasoning and Fluency to develop the students' thinking and doing of mathematics..
- Use data at PLT meetings to plan strategies to move students forward

## **Implementation Guidelines**

The Numeracy course is based on the idea that understanding is dependent on the child's exploration of the concepts involved. The Numeracy program is developed around personalised learning using the strategies of collaborative teams, explicit teaching, targeted teaching and independent learning. To this end the Numeracy program [TiLER] should:

- Be planned by practitioners to reflect Victorian Curriculum recognising that each level builds foundation for skills in numeracy and as students' progress through a developmental continuum see (TiLER guidelines booklet)
- Ensure that the three content strands and four proficiency standards are planned for and covered in full.
- Ensure Numeracy is implemented as an element of an integrated curriculum.( evidence in other learning areas)
- Ensure that each student meets with success by providing appropriate learning activities at their point of need. [PLC meetings will discuss this]
- Show the use of the gradual release approach and the workshop model for the delivery of teaching Numeracy. Modelled practice ,Guided practice, Collaborative practice, Independent practice Authentic application.( not always to this order see TiLER instructional model)
- Provide a variety of mathematical experiences for students through the use of: concrete materials, open ended activities, problem solving activities, real life applications, mathematical projects, themes, computer activities, integrating across the curriculum , excursions and others with mathematical expertise.

CWPS Numeracy will ensure

- equal access to equipment and resources for all students
- a dedicated an hour each school day for its implementation
- flexible teaching strategies, e.g. individual, group, whole class, multi age and differentiation
- parental involvement in the students learning, at school and at home, through classroom and area activities, math's days/nights and children's reports.
- professional development of teachers.
- a base of concrete experience before students move to the abstract
- Students have voice and agency and are actively encouraged to explain their learning and thinking

## **Further Information And Resources**

Current Cranbourne West Primary School Strategic Plan

Current Cranbourne West Primary School Annual Implementation Plan

CWPS Data Governance Booklet

CWPS Instructional Model Booklets: CAFÉ, VOICES, TiLER and Learn by Design

High Impact Teaching Strategies

Victorian Curriculum

Practice Principles for Excellence in Teaching and Learning

FISO documentation DET

Data Governance booklet

### **Evaluation**

This policy will be reviewed on a cyclic basis