Curriculum Framework Policy

Rationale

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions are made. This allows teachers to make decisions on how they will use the facilities and resources to best suit the needs of all the students. Teachers are responsible for the organisation and learning and will choose contexts for learning and plan learning in ways that best meet their students' needs and interests.

Berwick Chase Primary School encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs, with explicit and targeted teaching, that deliver a comprehensive, broadly based and culturally inclusive curricula.

In line with the Victorian Curriculum and DET initiatives, the school will provide a strong focus on the foundational skills of literacy and numeracy and on personal and social skills, thinking skills and of learning computational thinking. The school will also work on developing positive home- school partnerships that utilize parent, volunteer and para professional aid to assist students in their learning.

Each year the school will map out its curriculum through whole school planning and team meetings. These decisions will be in line with the School Strategic Plan and the Annual Implementation Plan.

There is a time allocation for each of the learning areas. (Appendix 1) This is the framework to be used during curriculum planning and delivery. The figures quoted are an approximation as weeks may need to be altered depending on changes to the program due to incursions, excursions, special days etc.

Aims:

To implement a dynamic curriculum program that;
- Is compliant with DET policies and based on the Victorian Curriculum, with overarching principles being provided from the Framework for Improving Student Outcomes (FISO) (Appendix 2)
- Is engaging and relevant and enables students to develop deep levels of knowledge, processes and skills for life-long learning
- Is differentiated in approaches to teaching, catering for the needs of students with a range of interests, abilities, skills, and motivation
- Provides opportunities for students to think, reflect and become independent, resourceful and adaptable learners
- Enables students to interact with other students and the wider community.

Curriculum Guidelines:

To help our students achieve the best results that they can at school, Berwick Chase Primary School will employ the Practice Principles for Excellence in Teaching and Learning (Appendix 2), and the High Impact Strategies (HITS) (Appendix 2).

To support the delivery of the curriculum at Berwick Chase Primary School, we will access and select a wide range of suitable educational resources to support the curriculum taught, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities to support student learning.

DET places a high priority on the teaching of Physical and Sport Education, Languages and EAL. Our school also places a high priority on the teaching of these learning areas and incorporates these areas into planning and teaching programs.

Preparing young people for the transition from Kinder to School and then from Grade 6 into Secondary education will be a critical element in Foundations and Grade 6 programs.

Teaching and learning programs will be resourced through Program Budgets. These budgets will be reviewed annually and adjusted accordingly.

The school will;
- recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

- comply with all DET guidelines about the length of student instruction time required in Victorian schools. (See Appendix 2).

- utilise School Data to inform our whole school approach to high quality development of teaching and learning, pedagogy and Curriculum.

- structure Curriculum to facilitate effective assessment & reporting (See school policy on Assessment and Reporting)

- provide an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences

- provide a flexible, relevant, inclusive and appropriate curriculum

Implementation:

The school will provide a variety of programs that address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness, indigenous backgrounds and students from a language background other than English.

The school will implement the Framework for Improving Student Outcomes (FISO) which provides a model for continuous school improvement and uses the four critical phrases:
- Evaluate and Diagnose
- Prioritise and Set Goals
- Develop a Plan
- Implement and Monitor

Each level team(PODS) will produce termly curriculum planning documents detailing the learning focuses of the term, based on the Berwick Chase whole school Scope and Sequences (English, Spelling, Maths and Inquiry) that are in line with the standards from the Victorian Curriculum. The school has developed a structured approach to curriculum planning that ensures a shared vision with the school on curriculum development, common documentation and common understanding of the whole school curriculum. See Appendix 4 for curriculum areas to be taught.

Weekly Professional Learning Teams (PLC) will have a focus on student learning data and track level data and identify potential curriculum areas that require focus. Teams will plan using whole school curriculum documents,

incorporating the schools Instructional Model – the Gradual Release of Responsibility Model (Appendix 3), HITS and the Practice Principles. Teachers will use the curriculum and a variety of resources to provide differentiated approaches to teaching that cater for the needs of students with a range of interests, abilities, skills and motivations.

Teachers will follow a comprehensive Assessment Schedule which is to be implemented to support assessment of student learning. Data analysed will include but is not limited to, NAPLAN, On Demand, PAT testing, Benchmarking, Running Records, school based testing, teacher judgements based on learning outcomes in the Victorian Curriculum. Data will be regularly updated and stored in Markbook on Sentral.

Leadership Team will track whole school data and identify potential curriculum areas that require focus and meet regularly with teams to discuss student progress and teacher practice.

Assessment and Reporting – Parent teacher interviews are offered at the beginning and middle of the year. Formal written reports indicating a student's progress against the Victorian Curriculum will be made available to parents/guardians in June and December. (Refer to school's policy on Assessment and Reporting)

The School's curriculum will be audited and reviewed on a cyclical basis. These audits will inform future curriculum planning and implementation. The school's leadership team will oversee teacher practice and work to create a culture of learning and collaboration and continuous improvement.

All staff will participate in the staff performance and development process in line with the school's Annual Implementation Plan (AIP) and the Australian Institute of Teaching and School Leadership standards (AITSL).

EVALUATION

This policy will be reviewed as part of a 3-4 year review in the context of the School Strategic Plan and Annual Implementation Plan

This Policy was ratified at School Council on May 2020

For more information on resources see;
http://www.vcaa.vic.edu.au/prep10/vels/index.html
http://victoriancurriculum.vcaa.vic.edu.au/

Related policies

- Teaching and Learning
- Homework
- Assessment and Reporting
- Student Wellbeing and Engagement Policy

Time Allocations per Learning Area – Foundation to Year 6

- The curriculum F – Year 6 is based on the Victorian Curriculum standards
- The timetable is structured on a weekly basis
- The breakdown of the weekly cycle is as follow;

Foundations to Year 6	
Learning Areas	**Minutes Per Week**
English	**600** (10 hours)
Mathematics	**300** (5 hours)
Science	**90** (1. 5 hours)
Inquiry/Humanities	**165** (2.45 hours)
Languages (Auslan)	**45**
P.E and Sport	**120** (2 hours)
The Arts – Visual	**120** (1 hours)
Digital Technologies	**60** (1 hour)
Social and Emotional Learning	**60** (1 hour)
Total	**1500 per week** (25 hours)

FISO and Practice Principles for Excellence in Teaching Learning

Vision for Learning

All students are empowered to learn and achieve, experiencing high quality teacher practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.

Positive climate for learning	1. High expectations for every student promote intellectual engagement and self-awareness
	2. A supportive and productive learning environment promotes inclusion and collaboration
	3. Student voice, agency and leadership empower students and build school pride
Excellence in teaching and learning	4. Curriculum planning and implementation engages and challenges all students
	5. Deep learning challenges students to construct and apply new knowledge
	6. Rigorous assessment practices and feedback inform teaching and learning
	7. Evidence-based strategies drive professional practice improvement
Community engagement in learning	8. Global citizenship is fostered through real world contexts for learning
	9. Partnerships with parents and carers enhance student learning

High Impact Teaching Strategies

SETTING GOALS
1: Know learners and how they learn
2: Know the content and how to teach it
3: Plan for and implement effective teaching and learning

STRUCTURING LESSONS
2: Know the content and how to teach it
3: Plan for and implement effective teaching and learning
5: Assess, provide feedback and report on learning

EXPLICIT TEACHING
1: Know learners and how they learn
3: Plan for and implement effective teaching and learning

WORKED EXAMPLES
2: Know the content and how to teach it
3: Plan for and implement effective teaching and learning

COLLABORATIVE LEARNING
1: Know learners and how they learn
2: Know the content and how to teach it
3: Plan for and implement effective teaching and learning

MULTIPLE EXPOSURES
3: Plan for and implement effective teaching and learning
5: Assess, provide feedback and report on learning

QUESTIONING
2: Know the content and how to teach it
3: Plan for and implement effective teaching and learning
5: Assess, provide feedback and report on learning

FEEDBACK
5: Assess, provide feedback and report on learning

METACOGNITIVE STRATEGIES
2: Know the content and how to teach it
3: Plan for and implement effective teaching and learning
5: Assess, provide feedback and report on learning

DIFFERENTIATED TEACHING
2: Know the content and how to teach it
3: Plan for and implement effective teaching and learning
5: Assess, provide feedback and report on learning

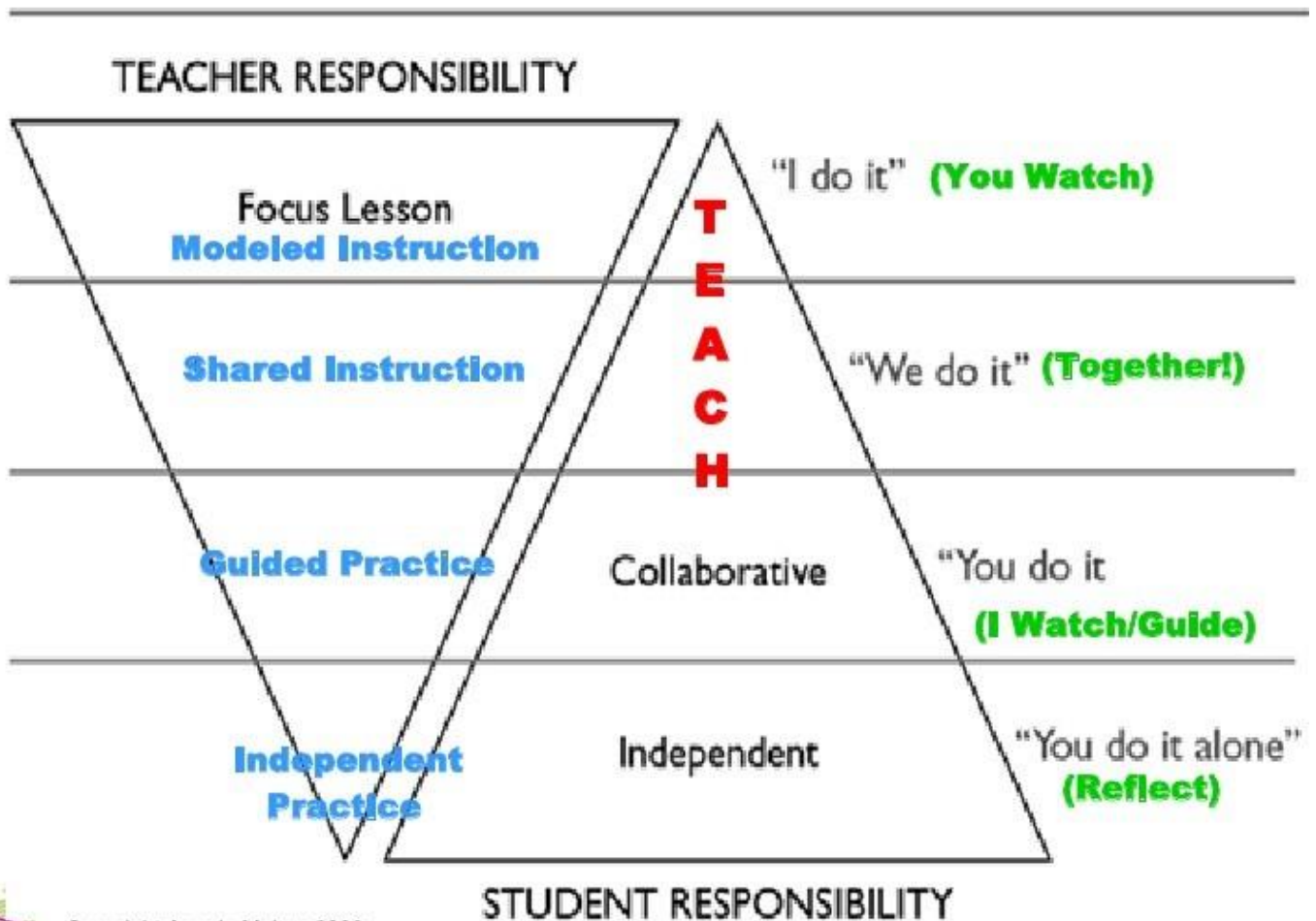**Gradual Release of Responsibility Model**

TEACHER RESPONSIBILITY

Focus Lesson
Modeled Instruction

Shared Instruction

Guided Practice   Collaborative

Independent Practice   Independent

T
E
A
C
H

"I do it" **(You Watch)**

"We do it" **(Together!)**

"You do it
(I Watch/Guide)

"You do it alone"
(Reflect)

STUDENT RESPONSIBILITY

Copyright Angela Maiers 2008

Adapted from Doug Fisher, 2008

Curriculum Areas to be taught

LEARNING AREAS	CAPABILITIES
The Arts • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication Design English • English • English as an Additional Language (EAL) Health and Physical Education The Humanities • Civics and Citizenship • Economics and Business • Geography • History Languages Mathematics Science Technologies • Design and Technologies • Digital Technologies	Critical and Creative Thinking Ethical Intercultural Personal and Social