



Kedron State School Pedagogical Framework 2020

Connecting every learner, every day in every way for success



Intended Curriculum

- ✓ What do our students already know?
- ✓ **What do they need to learn?**
- ✓ How do we teach this?
- ✓ How will students demonstrate their learning?
- ✓ How will we know how well our students have learned?
- ✓ Where to next?

1 Implement the mandated curriculum

- ✓ Australian Curriculum (English, Mathematics, Science, History, Geography, Civics and Citizenship)
- ✓ Queensland Curriculum and Assessment Framework (The Arts, HPE, Technology and Languages)

2 Plan sequenced, aligned and intended curriculum

- ✓ Kedron State School 2016 Whole School Curriculum and Assessment Framework demonstrates comprehensive scope and development of curriculum delivery
- ✓ The Kedron State School Year Level and Unit Planning Process
- ✓ Kedron State School Agreed Practices in –
 - The Teaching of Reading
 - Writing
 - Spelling
 - Number

Delivered through balanced classroom programs

Additional resources –

- Curriculum into the Classroom resources (C2C)
- Early Years Curriculum Guidelines linked to the Queensland Kindergarten Learning Guideline
- Education Queensland P-10 Literacy Continuum

3 Continually refine classroom planning

- ✓ Year level planning and collaboration
- ✓ Kedron State School Australian Curriculum Learning Area Planning Proforma
- ✓ Kedron State School Class Differentiation Process and Placemat
- ✓ Student Wellbeing, Enrichment and Learning Committee (SWEL)
- ✓ Professional Learning Networks
- ✓ Kedron State School Data Charter to triangulate data and inform curriculum delivery
- ✓ Collection and collation of monitoring data at regular intervals to support targeted teaching
- ✓ Student and year level goal setting and agreed targets
- ✓ Diagnostic assessment
- ✓ Curriculum specific Professional Learning to ensure deep subject specific knowledge
- ✓ Professional Standards for Teachers

Evidence we see:

- ✓ Detailed Learning Area Planning Proformas
- ✓ Student Profiles
- ✓ Focused Year Level Meetings
- ✓ A common understanding of the alignment between planning, teaching, assessment and reporting

Assessment and Monitoring Practices

- ✓ What do our students already know?
- ✓ What do they need to learn?
- ✓ How do we teach this?
- ✓ **How will students demonstrate their learning?**
- ✓ **How will we know how well our students have learned?**
- ✓ **Where to next?**

1 A clear purpose for assessment

- ✓ Assessment and monitoring tasks that align with the intended curriculum
- ✓ Assessment:
 - for learning** - to use student progress to inform teaching
 - as learning** - to inform students' future learning goals
 - of learning** - to assess student achievement against goals and standards

2 A range and balance of assessments

- ✓ The Kedron State School 2016 Internal Assessment and Monitoring Schedule
- ✓ Front-ended assessment practices that inform the next steps in teaching and learning

3 Planned assessment processes

- ✓ Ongoing and timely monitoring of student progress using agreed standards and expectations – QCAA P-9 Literacy and Numeracy Indicators
- ✓ Year level agreed summative assessment tasks that measure the achievement against intended curriculum
- ✓ Moderation processes to ensure common, consistent and rigorous judgements on the evidence of student achievement at school and cluster level
- ✓ Provision of A & C standard exemplars jointly constructed and deconstructed with students

4 Student centred planning

- ✓ Differentiated assessment – opportunities for students to demonstrate what they know and can do
- ✓ Interrogation of data at short (5 -10 weeks/unit), medium (term/semester) and long term junctures (against standardised testing targets - NAPLAN)
- ✓ Frequent analysis of student achievement led by leadership team to plan the next steps in whole school teaching and learning
- ✓ Modification of planning to meet specific whole class, small group and individual student needs
- ✓ Unambiguous assessment criteria

Evidence we see:

- ✓ Front ended assessment tasks consistent across year levels
- ✓ Range and balance of assessment
- ✓ Monitoring information used to plan differentiation
- ✓ Guide to Making Judgements (GTMJ) for all summative assessment tasks
- ✓ A & C standard exemplars to guide explicit and unambiguous criteria expectations for students

Teaching and Learning Priorities and Practices

- ✓ What do our students already know?
- ✓ What do they need to learn?
- ✓ **How do we teach this?**
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- ✓ Where to next?

1 Select effective teaching strategies

Balanced use of teaching strategies-

DIRECT TEACHING	INDIRECT TEACHING
Highly structured and explicit	Students make decisions about their learning
Explicit teaching, intensive teaching, structured overview, drill and practise	Inquiry based learning, inclusive teaching, problem-based learning and independent learning
INTERACTIVE TEACHING	EXPERIENTIAL TEACHING
Students work collaboratively in participatory learning	Students construct meaning through experiences
Whole class discussions, cooperative learning and peer/partner learning	Field experience, simulation, role play and process drama

- ✓ Teaching strategies are aligned to school programs
- ✓ Strategic use of 21st Century learning tools and devices to support the learning and student engagement

2 Explicitly teach core knowledge, understanding and skills

✓ Instruction guided by **High Impact Teaching**



- ✓ Clearly defined learning intentions
- ✓ Modelling and encouraging the use of metalanguage
- ✓ Targeted and scaffolded instruction
- ✓ Kedron State School Agreed Practices embedded into curriculum delivery

3 Differentiate teaching

- ✓ Understanding of and provision for varying learning styles
- ✓ Differentiation of instruction to meet individual student needs
- ✓ Deep knowledge of students and student capabilities documented on differentiation plans
- ✓ Classroom Observations

4 Explicit teaching of literacy and numeracy

- ✓ Planned and purposeful literacy and numeracy instruction embedded across all learning areas and year levels to maximise learning opportunities of foundation skills

Evidence we see:

- ✓ Feedback from Classroom Observations
- ✓ Learning intent visible for students in every lesson
- ✓ Student articulation of individual learning goals
- ✓ Embedded agreed practices and metalanguage

Making Judgements and using standards

- ✓ What do our students already know?
- ✓ What do they need to learn?
- ✓ How do we teach this?
- ✓ How will students demonstrate their learning?
- ✓ **How will we know how well our students have learned?**
- ✓ Where to next?

1 Achievement standards

- ✓ Teachers understand and use the Australian Curriculum Achievement Standards and Content Descriptors

2 Moderation

- ✓ Regular social moderation and teacher collaboration to use standards, evidence and teacher agreement to achieve consistency of judgement
- ✓ Provide clear expectations about quality performance to *students*
- ✓ Build the capacity for individual and peer reflection to facilitate a shared learning culture

3 Collection of student work

- ✓ Ongoing monitoring of student progress in literacy and numeracy is communicated to students and used to establish clear goals and learning focus
- ✓ Frequent interrogation of data to ensure the validity and shelf life of evidence of learning
- ✓ Involve students in the analysis of their learning and encourage the shared responsibility of the learning journey with clear intent to build intrinsic learner responsibility
- ✓ Kedron State School Data Charter to provide the roadmap for consistency of judgements and that evidence based practices informs the next steps in teaching and learning.

4 On balance judgements

- ✓ Use of the QCAA's Standards Elaborations for Learning Areas to ensure teacher judgements are based on *Australian Curriculum* expectations
- ✓ Develop clear, specific criteria relevant to the task *for students*
- ✓ Teach students how to use task-specific standards descriptors and exemplars to plan and review their progress

Evidence we see:

- ✓ Shared Student Goal Setting
- ✓ Regular input of student learning on OneSchool to track and map progress
- ✓ OneSchool Dashboard used to inform class, year level and school strategic planning
- ✓ Feedback discussions with parents, students and other teachers
- ✓ Written feedback in student workbooks and assessment tasks aligned to individual student goals
- ✓ KSS data profiles demonstrate continual improvement

Quality Feedback Practices

- ✓ What do our students already know?
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✓ Where to next?

1 Feedback sources

- ✓ Employ Lyn Sharrat's 5 Question approach across school to sharpen the focus on learning and achievement against learning outcomes –
 - What are you learning?*
 - How are you doing?*
 - How do you know?*
 - How can you improve?*
 - Where do you go for help?*

- ✓ Teacher student conferencing
- ✓ Parent Teacher Interviews and formal reporting
- ✓ Student data linked to Teacher Developing Performance Conversations
- ✓ Pre-testing and post-testing
- ✓ Classroom activities and assessment designed to gather evidence about learning
- ✓ Deprivatise student data to ensure a shared approach to student learning including professional problem solving and coaching

2 Effective Feedback

- ✓ Teachers engage in self-feedback and receive quality feedback from peers and Leadership Team based on evidence of practice (classroom data and observations)
- ✓ Timely and appropriate feedback given to students against explicit individual student improvement goals
- ✓ Ensure that students have quality feedback that develops assessment literate learners
- ✓ Use of student data to provide evidence based feedback about the quality of teaching
- ✓ Seek quality feedback on teaching performance from students and colleagues to prioritise a culture of learning
- ✓ Use of data and feedback to inform appropriate individual and group differentiation
- ✓ Engage in self reflection and peer feedback
- ✓ Individual, class and year level goal setting
- ✓ Use of individual student achievement data to close the gap between where students are and where they need to be

Evidence we see:

- ✓ Focused reflection between all stakeholders
- ✓ Students engaging in self and peer feedback
- ✓ Students know their level of achievement in each subject – timely feedback aligned with individual goals
- ✓ Teachers using student data to plan next steps in professional learning and capacity building
- ✓ Reporting reflects the language of the Australian Curriculum Achievement Standards in line with the KSS Reporting Guidelines



Kedron State School Professional Document Register 2020

Kedron State School 2016 Improvement Agenda, Kedron State School Expectation Statement, Kedron State School Induction Manual

Intended Curriculum	Assessment and Monitoring Practices	Teaching and Learning Priorities and Practices	Making Judgements and using standards	Quality Feedback Practices
<p>Every student succeeding State Schools Strategy 2019–2023</p> <p>https://education.qld.gov.au/curriculum/Documents/state-schools-strategy.pdf</p> <p>P-12 curriculum, assessment and reporting framework</p> <p>Australian Curriculum http://www.australiancurriculum.edu.au/</p> <p>Queensland Curriculum https://www.qcaa.qld.edu.au/20735.html</p> <p>Curriculum into the Classroom Resources</p> <p>Early Years Curriculum Guidelines</p> <p>Queensland Kindergarten and Learning Guideline</p> <p>Education Queensland P-10 Literacy Continuum</p> <p>Kedron State School 2016 Whole School Curriculum and Assessment Framework</p> <p>Kedron State school Agreed Practices –</p> <p>The Teaching of Reading</p> <p>The Teaching of Writing</p> <p>The Teaching of Spelling</p> <p>The Teaching of Number</p> <p>Kedron State School Australian Curriculum Learning Area Planning Performa</p> <p>Kedron State School Data Charter</p>	<p>Kedron State School 2016 Internal Assessment and Monitoring Schedule</p> <p>QCAA Literacy and Numeracy Indicators</p> <p>QCAA Standards Elaborations</p> <p>Kedron State School NAPLAN Strategy</p> <p>Evidence Hub https://learningplace.eq.edu.au/cx/resources/file/85109497-c7b1-4b39-b56b-610667cf9c47/1/index.html</p>	<p>High Impact Teaching</p> <p>Kedron State School Differentiation Framework</p> <p>Kedron State School Differentiation Placemat</p> <p>QCAA Standards Elaborations</p> <p>Kedron State School Early Years Premise</p> <p>Kedron State School Balanced English and Maths Program Rationale</p>	<p>Australian Curriculum Achievement Standards</p> <p>QCAA Standards Elaborations</p> <p>Kedron State School Data Charter</p> <p>Kedron State School Student Goal Setting</p> <p><i>OneSchool Dashboard</i></p>	<p>Kedron State School Developing Performance Plans</p> <p>Kedron State School P-6 Reporting Guidelines</p> <p>Lyn Sharratt – Putting Faces on the Data</p>