

7-10 CURRICULUM PLANNING AND ASSESSMENT

PURPOSE

To provide parents/carers and other members of our school community with an overview of Red Cliffs Secondary College's approach to curriculum planning and assessment.

POLICY

A curriculum policy provides a clear and consistent guide to staff about the general expectations of the school's teaching and learning program and the delivery of the curriculum. It is also a platform for communicating these expectations to parents, students and the school community.

The curriculum policy is a strategic document and is important for the school council. It should clearly link to other school level documents, such as the school's strategic plan, AIP and action plans.

This policy reflects the use of the Victorian Curriculum F–10 as the basis for planning. It is specific to the school, reflects the context, local decisions and priorities.

LINKING THE FRAMEWORK FOR IMPROVING STUDENT OUTCOMES (FISO)

FISO PRIORITY AREA: EXCELLENCE IN TEACHING AND LEARNING

FISO DIMENSION: Curriculum planning and assessment

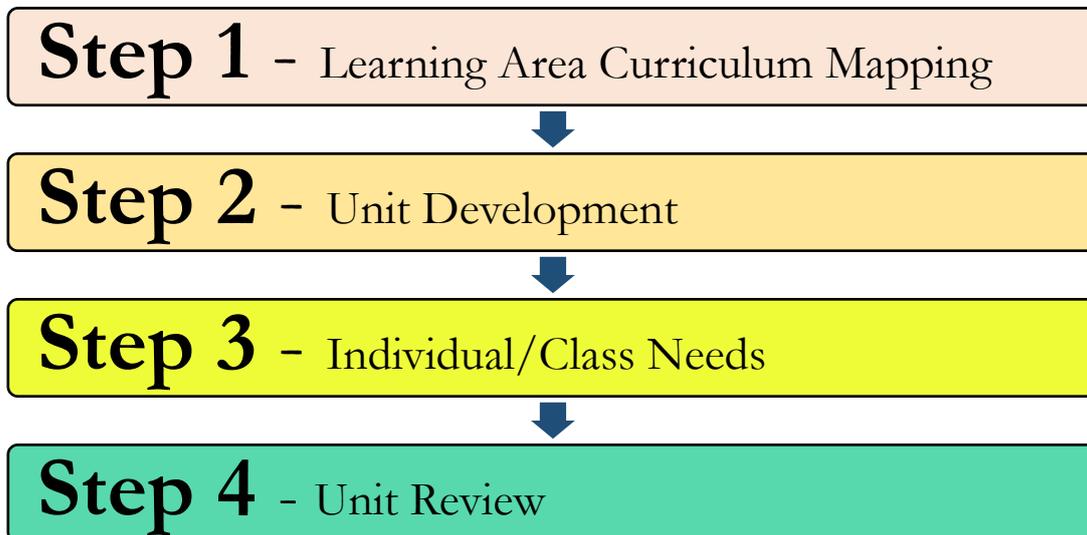
Definition:	<p>Students and their needs are at the centre of curriculum planning and delivery.</p> <p>Curriculum implementation provides a framework that articulates how student learning will be organised, taught and assessed. The documented whole-school curriculum plan demonstrates how the school will implement the mandated curriculum (be it the Victorian F-10 Curriculum, VCE, VET or VCAL) and other learning experiences that will be offered.</p>
Essential Element 1	<p>Documented curriculum plan, assessment and shared pedagogical approaches</p> <p>Documented curriculum plan, assessment and shared pedagogical approaches</p> <ul style="list-style-type: none"> i. The school's documented curriculum plan is informed by strategic and annual implementation planning. It is regularly reviewed and updated by teams of teachers. ii. The school allocates time and resources for teachers to share pedagogical content knowledge about the curriculum, the implementation and monitoring of effective learning programs, and the planning of content-specific instruction. The assessment plan includes formative and summative assessment
	<p>Moderation of common student assessment tasks</p> <ul style="list-style-type: none"> i. Moderation of student assessment occurs regularly and explores a range of assessment data sets. This analysis is used explicitly to inform curriculum development and teacher practice and is used as the basis for regular feedback and reporting to students and their parents and carers.
Essential Element 6	

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FOCUS AREAS FOR USING THE FISO IMPROVEMENT CYCLE TO SUPPORT TEACHING AND LEARNING



UNIT PLAN PROCESS



7-10 CURRICULUM

1.1 Learning Landscape:

Is a comprehensive documented timeline of the curriculum units and topics taught at each year level in each learning area for year 7 to 10. This timeline can be accessed by students, parents, staff and the wider community.

https://eduvic-my.sharepoint.com/personal/red_cliffs_sc_education_vic_gov_au/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fred%5Fcliffs%5Fsc%5Feducation%5Fvic%5Fgov%5Fau%2FDocuments%2FCurriculum%20Documentation%20and%20Content%2FLearning%20Landscape

1.2 Curriculum mapping:

Curriculum mapping identifies the extent of curriculum coverage in units of work/sequences of lessons and clearly links teaching, learning and assessment while working with the curriculum continuum.

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A mapping template has been developed to support teachers to identify where content descriptions and achievement standards are being explicitly addressed within the school's teaching and learning program.

It is not common that a content descriptor addresses the entire achievement standard. On your learning area [curriculum mapping template](#), the achievement standard has been divided into smaller sentences for assessing achievement. Some content descriptors may have a depth of study that is more significant than just one sentence of the achievement standard, these content descriptors can be assessed against multiple achievement standard sentences (this can be viewed on the [curriculum mapping instructions](#)).

1.3 Unit documentation: Located in OneDrive

https://educ-my.sharepoint.com/personal/red_cliffs_sc_education_vic_gov_au/layouts/15/onedrive.aspx?id=%2Fpersonal%2Fred%5Fcliffs%5Fsc%5Feducation%5Fvic%5Fgov%5Fau%2FDocuments%2FCurriculum%20Documentation%20and%20Content&parent=

The development of a unit plan or sequence of lessons is seen as the core work and the responsibility of the classroom teacher. It is important that this is developed in the context of the whole-school curriculum plan and delivers a guaranteed and viable curriculum for a particular curriculum area and year level. The unit plan or sequence of lessons delivered in a topic cannot be seen in isolation – it is part of the bigger picture. This layer of documentation ensures that the unit plan or sequence of lessons reflect decisions made at Curriculum Area and Year Level layers of this whole-school process.

The classroom teacher needs to have a clear understanding of the elements required to be documented within this layer. Specifying the information required and gathering this information in a consistent manner makes it much easier for the school leadership team to draw together the whole-school curriculum plan and to continue to review this documentation to improve student learning.

(VCAA)

The documentation will include:

- Curriculum Area
- Strand
- Sub Strand (not applicable to all curriculum areas)
- Topic
- Duration
- Achievement Standards
- Content descriptors
- Assessment Task/s
- Lesson Sequence
- Learning experiences
- Resources required
- Literacy tasks/demands
- Numeracy Tasks/demands
- Cohort Considerations
- Individual student considerations

1.4 Individualised learning needs:

Data informed teaching strategies are identified and planned for to target individual and class needs. Special Programs and Individual Education Plans are to be used as a resource when planning, documenting and implementing the unit.

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1.5 Unit Review:

The unit review should be conducted both during and after the completion of the unit topic. Reviews should focus on (but not limited to):

- Assessment/Rubric - reviewed and updated after moderation of student achievement against the standards
- Learning Experiences - reviewed and updated on the unit learning sequence
- Updated documentation uploaded/published to common storage site (Compass, Google Drive, etc.).
- Update Guaranteed and Viable Curriculum Checklist

1.6 Guaranteed and Viable Curriculum Checklist:

The curriculum defines what it is that all students have the opportunity to learn as a result of their schooling. According to Marzano, the provision of a 'guaranteed and viable curriculum' is one of the factors that has most impact on student learning'. Marzano continues to discuss the two parts in the concept of a guaranteed and viable curriculum:

- *Guaranteed*
 - "The fact that it is guaranteed assures us that specific content is taught in specific courses and at specific grade levels, regardless of the teacher to whom a student is assigned"
- *Viable*
 - "The fact that it is viable indicates that there is enough instructional time available to actually teach the content identified as important"

(What Works in Schools: Translating Research into Practice, Marzano, 2003)

Curriculum areas are to use the Guaranteed and Viable Curriculum Checklist for quality assurance purposes in regard to their curriculum planning, documentation and implementation.

<https://www.youtube.com/watch?v=tKDipR2V1xs>

[KLA Checklist Guaranteed and Viable Curriculum.docx](#)

1.7 Common Assessment Tasks, Implementation, Reporting:

A Common Assessment Task is a summative task which allows students to demonstrate their level of achievement against the achievement standards identified in the curriculum map and addresses the requirements of the aspects of the standard addressed in a particular learning sequence. Common Assessment Tasks constitute evidence of student achievement against the standard, which is used by teachers to report student outcomes, measure growth, and inform future planning for learning for a particular class/cohort.

All students in all classes across the curriculum area are afforded a consistent approach to undertake the Common Assessment Task and that the guidelines of a guaranteed and viable curriculum are adhered to.

Tasks are uploaded to Compass by KLA leaders and pushed out to all students in a year level to allow transparency to students, parents and staff with the same Common Assessment Task and Marking Scheme/Criterion for the achievement standards targeted. This should be completed before the end of Term One for Semester reporting purposes.

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1.8 Unit Planning Process:

Step 1	Learning Area Curriculum Mapping	1. All achievement standards and content descriptors are recorded on the Learning Areas Strands Mapping tool	http://victoriancurriculum.vcaa.vic.edu.au/
		2. Each learning area can find their mapping tool from the website LINK (large file takes time to download)	VCAA website Mapping Instructions
Step 2	Unit Development	1. Unit Topic Identified	<i>KLA template (OneDrive)</i>
		2. Achievement standards targeted for assessment and learning	Identified and written on unit plan and assessment task targets the achievement standards
		3. Content descriptors for learning experiences	Identified and written on unit plan and learning sequence targets the content descriptors
		4. Common Assessment Task/Rubric written	Task – levels of the assessment task is written based on the achievement standards targeted Included as a task on student/class compass pages
		5. Learning experiences writing (Unit/Lesson Planning)	LI and SC Re-cap questions/activity (often around reinforcing academic vocab) Learning experiences Literacy and Numeracy demands identified Other considerations: Worked Examples, Collaborative tasks (GROR), Resources, Community Links, etc.
Step 3	Individual/Class needs	1. Data informed teaching strategies identified and planned for to target individual and class needs.	Normative, Criterion, how students learn, Attitudinal, Background.
Step 4	Unit Review	1. Assessment/Rubric reviewed and updated after moderation of student achievement against the standards	Updated documentation uploaded to common storage site (Compass, Google Drive, etc.).

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		2. Learning Experiences reviewed and updated	Update Guaranteed and Viable Curriculum Checklist
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1.9 Glossary:

F-10 Victorian Curriculum:

The Victorian Curriculum F–10 is a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

1. Achievement standards:

- Statements that describe what students are typically able to understand and do and are the basis for reporting student achievement. The achievement of these standards is what drives the reporting.

2. Content descriptions:

- Specific and discrete information identifying what teachers are expected to teach and students are expected to learn.

3. Elaborations:

- Non-mandated, advisory examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity.

4. Level/Band descriptions:

- Statements that provide an overview to the content descriptions and achievement standard within the level or band.
- Bands are 1 year for English and Math, 2 years for all other learning areas

5. Strands:

- Key organising elements within each curriculum area.

6. Sub-strands:

- Supplementary organising elements within some curriculum areas

REVIEW CYCLE AND EVALUATION

This policy was last updated on May 6th 2020 and is scheduled for review in September 2021. It was ratified at College Council on May 12th 2020.