

EXCELLENCE IN TEACHING AND LEARNING – Curriculum planning and assessment

Definition: Students and their needs are at the centre of curriculum planning and delivery.

Curriculum implementation requires a shared set of values and a clear sense of purpose. It 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. It enables all students to become confident individuals, successful learners and responsible citizens. Curriculum planning and assessment recognises that schools are working with a curriculum that is designed as a continuum of learning and that students can be anywhere along this continuum. Effective teachers embed relevant assessment strategies into their curriculum plan so they can monitor student learning and make adjustments to their teaching strategies as required.

As the curriculum plan is being developed, students are involved, as they reflect on their own learning and on the use of assessment strategies such as self and peer evaluation, setting and monitoring learning goals or developing portfolios of evidence to demonstrate learning. Effective schools monitor and evaluate the impact of the curriculum plan on student engagement and learning outcomes and make adjustments aligned to mandated standards.

The Essential Elements underpin FISO and provide a foundation for school improvement. They are evident (indicated by green shading) at the Evolving stage and are further articulated in the Embedding and Excelling stages in some dimensions.

Essential Element 1	Documented curriculum plan, assessment and shared pedagogical approaches		
Essential Element 6	Moderation of common student assessment tasks		
Emerging	Evolving	Embedding	Excelling
The curriculum plan is developed and documented			
<p>Teachers are familiar with the school's School Strategic Plan (SSP) and Annual Implementation Plan (AIP) and identified areas for improvement.</p> <p>Student achievement data informs curriculum planning. Curriculum plans are usually designed by individual teachers based on the year level and curriculum area using the Victorian Curriculum and senior secondary curriculum.</p> <p>Teachers collaborate informally to develop and review teaching and assessment strategies and to share what they have learned.</p> <p>The school provides some opportunities for students to engage in the curriculum planning process.</p>	<p>The school has identified FISO priority areas for focus and these are clearly identified in the SSP and AIP. School-wide achievement data is analysed. Student backgrounds and the needs of particular cohorts of students inform curriculum planning.</p> <p>Teachers plan together in stages of learning and curriculum area teams against the Victorian Curriculum and senior secondary curriculum.</p> <p>The school schedules opportunities for teachers to work in teams which develop consistency in teaching and learning strategies and moderate student assessment.</p> <p>The school actively seeks the views of students about curriculum content, delivery and assessment.</p>	<p>The school has audited the current curriculum plan and identified areas that need to be reviewed to align to the SSP, AIP and identified FISO priority areas.</p> <p>A comprehensive analysis of student achievement data provides an accurate picture of student achievement across the whole school, within learning areas and the capabilities, within year levels and for student cohorts and individual students. This informs the development of a sequential curriculum plan.</p> <p>Curriculum planning reflects the achievements of students against the standards for curriculum areas, stages of learning and student backgrounds and needs.</p> <p>A professional learning community approach to whole-school curriculum planning and assessment is implemented to build the commitment, skills and capability of staff, reflective of school priorities.</p> <p>Planning units and assessment in teams, and in collaboration with students, is fundamental to the implementation of the school's curriculum plan.</p>	<p>The leadership team has led a whole-school audit of the current curriculum plan, analysis of student data and identified priority areas, aligned to the SSP and AIP.</p> <p>The plan is well established across each curriculum area and year level/cohort.</p> <p>A rigorous analysis of student achievement informs a sequential curriculum plan.</p> <p>Curriculum planning analyses and addresses the full range of learning needs of individual students providing coherence and continuity across all learning areas, and capabilities and stages of learning.</p> <p>Formal avenues exist for students to give voice to their interests and needs, and to regularly have input into curriculum planning, teaching and assessment.</p> <p>A Community of Practice approach across a group of schools brings expertise, innovation and professional challenge to the curriculum planning process.</p>
There is a holistic approach to curriculum, pedagogy and assessment			
<p>The school's curriculum plan identifies curriculum, pedagogy and assessment largely as separate inputs.</p> <p>Pedagogical practice is usually selected by the teacher based on their current knowledge, teaching experience and teaching style. They are aware that personalised learning can increase engagement and support learning.</p> <p>A school assessment plan is developed, predominantly driven by summative assessment and reporting expectations.</p>	<p>The school's curriculum plan begins to integrate learning areas and capabilities, pedagogy and assessment into a documented program of teaching and learning.</p> <p>Documented whole-school pedagogical practice is evidence based. There is an expectation that student needs and interests inform curriculum planning and teaching.</p> <p>A school assessment plan includes assessment of and for learning, while moderation of student work develops consistency of teacher judgement.</p>	<p>The school's curriculum plan integrates learning areas and capabilities, pedagogy and assessment into a sequential program of learning.</p> <p>Documented whole-school pedagogical practice is evidence based with high impact teaching strategies embedded in the teaching and learning program. These strategies integrate with a detailed, sequential curriculum plan to ensure personalised teaching and learning.</p> <p>Accurate assessment of and for learning is characterised by teacher collaboration around processes such as assessment mapping and moderation, enabling greater consistency of teacher judgements of student learning.</p>	<p>The school's curriculum plan fully integrates learning areas and capabilities, pedagogy and assessment into a coherent, sequential and developmental program of learning.</p> <p>A quality assurance process ensures that high impact, evidence-based pedagogical and assessment practices are enacted by all teachers. Teachers pinpoint and build from point of need for individuals, student cohorts and groups of students.</p> <p>There is a clear relationship between the curriculum standards, learning goals, learning activities and assessment strategies. This enables teachers to capture students' knowledge and skills to quantify learning progress and to identify next steps.</p>
The curriculum is monitored and evaluated			
<p>The school has a formal process for reviewing the curriculum plan. This is informed by student achievement data and is mainly conducted by the leadership team.</p>	<p>Teacher teams use student achievement to effectively monitor and review the curriculum plan, teaching and learning and assessment strategies. Standardised unit and lesson planning templates are periodically refined.</p>	<p>Programs are regularly monitored and evaluated by professional learning teams to ensure that the curriculum plan, teaching and learning and assessment strategies are consistent across all areas.</p> <p>Consistent processes are in place to monitor the effectiveness of programs in meeting the student's learning goals and needs, based on a range of evidence.</p>	<p>The school has established processes for ongoing evaluation and modification of its curriculum plan based on a cycle of review and comprehensive stakeholder feedback.</p> <p>A detailed analysis of outcomes data significantly informs this process.</p>