Analysis and Review of Children's Learning and Engagement:

Child Side educators reflect upon and review children's learning in an on-going process that informs day to day intentional teaching, short and long term planning, use of resources (both human and physical) and short and long term priorities as a school.

Individual and group learning outcomes are considered daily for practical and planning purposes. They are also considered over each term in planning the next steps, curriculum content and ways to implement and approach teaching and learning.

At Child Side School the primary purpose of evidence collection and analysis is to understand children's learning[1]. We nurture "mutually responsible partnerships" between educators, children and parents characterised by a commitment to keep learning from each other[2]. At Child Side School our evidence collection and analysis:

- ➢ **Sponsors connections**: it fosters collaboration, conversation, integration, articulation;
- ➢ **Promotes educator involvement and professional growth**: it is something educators do, rather than something that is done to them, it provides educators with motivation and support to stand back from their practice, reflect on it, and where appropriate change it;
- ➢ **Is child-focused**: it generates information that helps educators improve instruction and be more responsive to how each student learns (the EYLF also provides very concrete guidelines for observations and evidence);
- ➢ **Encourages reflective, class-room based assessment**: it puts assessment where it belongs, in the hands of the classroom educators, who use it as part of intentional teaching;
- ➢ **Is inclusive:** it involves (or strives to involve) all educators, all children, all educational partners;
- ➢ **Is a validation of the teaching profession:** it honours and trusts teacher's professional judgments, not only that of remote 'experts'; and
- ➢ **Inspires ownership and pride among educators:** who value the opportunity to build their own unique approach within the Child Side Way.

The evidence we generate is for purposes that are educative, practical and timely. Observations are taken over time and a wide range of situations, including observing higher order thinking skills, non-cognitive goals, what sparks individual's interests and how they approach their learning. (Refer to The Hour Glass Planning View document). Every child at our school is 'targeted', in the sense that we can personalise learning through:

- our 'small by design' structure
- our high adult: child ratio
- every child must be 'known' by the educators
- intentional multi-aged grouping
- the role of the educator as an advisor, guide, mentor, stage-manager, mediator, co-player, liaison officer, scribe, assessor and communicator, planner, point of reference, ladder-steps to climb in the context of academic rigor, moderator (EYLF, BPEA)
- Big Picture Education (BPEA) principles and practices where we set up the structure of our school to focus on '**one** child at a time in a **community** of learners'. This means that each child works at their own individual point of need (PON) within a shared group targeted context with rich tasks that are scaffolded at a skill and conceptual level appropriate to them. It also means that each child at certain times may work on a different skill or separate concept if the educator professionally judges that this is in that child's best interests to make progress. This does not mean that each child works in an isolated context totally separate from each other. Our social constructivism teaching and learning approach ensures that knowledge; conceptual development and skills are developed through carefully structured, purposeful group interactions.

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[1] BPE

[2] Gallagher (2007) "If assessments are to promote learning, not just to report on it, then people involved in the learning must determine how to gather, interpret and act on good information about their work together."

- Educators: "Pitch experiences at an appropriate level so as to scaffold development and foster children's self confidence in their ability to learn. Experiences should be within the child's zone of proximal development (as outlined by Vygotsky). EYLF and Reggio Emilia.

What evidence do we gather?

This is documented through personalised learning plans. Refer to process and schedule.

Why	When	How (Notice)	What (Reflect upon)	Respond
Self- identity within a community of learners: How do children view themselves? What are their social and academic identities?	Continuous Working with educator Working on own Working with a partner (of own choice) Working with partner chosen by educator Working in small groups Group meetings Transition times between schedule of experiences Lunch sessions Fitness sessions Working outdoors Guided and self generated play	Observation Small by design Intentionally create pockets of time to notice/target each child Participate	Children know what they are capable of: self reflection, meta-cognitive knowledge and control. Personal strengths and points of need. Choice and voice Self awareness + Self monitoring Questions children ask Relationships with self, work, environment and learning community Approach to learning and others, approach to conflict resolution Personal long term interests and passions Choice of whether to work with others or work alone Levels of participation Approach to academic rigor. EYLF and General Capabilities Levels of emotional resiliency	Educator professional judgement to adapt schedule of experiences to meet the needs of the group Information gathered from children's questions enable educators to make informed decisions about children's learning, interest and the possible directions in which to point the investigations Educators support each child to develop knowledge and acceptance of self, others, work expectations and how to interact with the resources and learning environment, enabling each child to make more informed work and interactive decisions and act upon them Teach and implement Restorative Justice practices and No Blame approach Intentionally develop + model metacognition and self awareness (social and personal competencies) Select appropriate teaching strategies for PON e.g.: Hot Seat
Engagement: How do children engage and interact with their work, each other, the educators, the curriculum, the	Continuous Point of Need Transition between phases of development and educators. First weeks of	Observation Attendance Behaviour + responses Motivation Effort	Conversations Work samples- quality, quantity in regards to previous work and to school and national expectations Side by side in process diagnosis Energy levels	Changes to learning environment- invigorate and collaborate with children Target teaching strategies that may approach topic,

physical learning environment, the world?	enrolment Towards end of a BI investigation Children who have been here long term tend to hit 'flat' (over familiarity) spots Winter terms, especially after lots of illness When offered opportunities of own voice and choice Getting started, making decisions Guided and self generated play Shared responsibilities (lunch preparation and clean up, maintaining work spaces, care of + organisation of shared resources and own work)	Educator being an active part of the learning community Small by design High adult to child ratio	Approach to challenge Approach to routine Length of time engaged Levels of curiosity, speculation and enquiry Levels of persistence Body Language Levels of academic risk-taking Levels of focus/distraction Depth of responses Time taken to get started or complete set work and own voice and choice experiences/work Levels of confidence and competency Ability to generate own ideas Ability and willingness to follow through with own ideas Relationships with others Ability and willingness to consider and engage with other children's ideas and work EYLF and General Capabilities Participation levels in shared responsibilities and group cognitive conversations, planning meetings	concepts, skills from another angle Consider resources and excursions, invite in living books to invigorate Add academic rigor or personal challenge. Goal set. Increase personal responsibility and raise the 'bar' – communicate belief that they can do it! Consult with child and family Introduce local and global value- text to life and life to text Refresh + change work groupings + settings Set up variety of mentoring situations Step by step-scaffold Develop individual competencies and capabilities eg: life skills Real life situations such as cooking, technology process, mentoring others, being mentored, performing arts, gardening
Achievement: What are children learning? What ways do they construct knowledge and concepts? How do they apply knowledge? How do they demonstrate skills?	Continuous Morning work Preparing for exhibitions Post exhibition reflection Reporting periods term 2 and 4- targeted observations Learning Conversations + outdoors Explaining to others Mentoring others Working in the kitchen Working outdoors Completing a	Observation against: - criteria from planning (rubrics + scope and sequence) - prior personal work effort, quality, depth - AC year level work samples -comparing completed product against own design, intent, planning Application of skills in a meaningful context Transference of knowledge +	Individual and group work samples- from a range of learning areas but in particular: English, maths, science Comparative before and after samples eg: personal theory and subsequent theory repair. Personalised expectations: 'distance travelled' for the individual School expectations Australian Curriculum scope and sequence CF progress maps Self analysis and reflection: metacognitive knowledge and control Use of technical and specific vocabulary in context Level of autonomy Personal sense of agency Ability to explain, describe, demonstrate and mentor	Assessment, Planning + Intentional teaching Cycle (refer to EYLF educator's guide Flow Chart) Seek and select resources to enhance and develop knowledge and skills (in particular science experiments and manipulatives to develop mathematical concepts and skills) Real life situations such as cooking, technology process, mentoring others, being mentored, performing arts, gardening to develop, apply knowledge and demonstrate skills Adjust time spent on

	project Guided and self generated play	skills to different situations Testing, comparing and evaluating own work, products	Levels of reasoning BPE learning goals QR, SR, ER, communication Developmentally appropriate movement through Bloom's and the SOLO taxonomies Life-skills: combining and applying knowledge and skills Exhibitions Individual Exhibition files	specific concepts and skill development Allow time to make targeted observations while children are working
Progress: What changes can we observe? What and how have they developed? (See list below)	Continuous Morning work Big ideas Preparing for exhibitions Post exhibition reflections Fitness and physical skill builder sessions Guided and self generated play	Exhibitions Personal projects Targeted analysis of individual performance Targeted observations Movement on rubric or depth of response, interaction, articulation (educator professional judgement) Work Samples Interactions with others Approach to learning, in particular: challenges, conflict resolution, distractions	Specific concepts, skills in particular in literacy, numeracy and social emotional Fine motor and gross motor skills, fundamental movement skills and stamina. Personalised expectations: 'distance travelled' for the individual School expectations Australian Curriculum scope and sequence CF progress maps Confidence Levels of autonomy Ability to follow through Scope and sequences of general capabilities GC EYLF 5 outcomes Reflection updates from individual entry statements (2012 began with Kindergarten enrolments and any new child enrolled, this will flow up with current Ks) Use of concepts and knowledge, application in a meaningful way to child. "aha!!!' moments. Developing through Bloom and SOLO taxonomies. Personal Qualities PQ- in particular ability to start and finish a task, select appropriate resources and seek assistance. Sustained effort.	Learning team debriefs with family Access outside agency support Educator research into particular interventions (e.g. impulse control) Curriculum modification: enrichment and scaffolded-personalised for individual PON Step by Step approach BPEA Avoid rewards, bribes, punishment (refer to Louise Porter's Responsible learners, Motivating children) Educator supported (side by side) child self analysis to acknowledge own progress and/or to see next steps (raise the bar, isolate elements to develop in own work..) Elements of Excellence approach

To determine the extent to which children are progressing:

- Individual accountability – contributions to intellectual dialogue, social dynamics, changes in thinking or effort in independent or group work

- Assessing with the child/group their quality of work, effort, communication of conceptual understandings against prior work and/or set criteria and expectations/codes of conduct.

- Personalised anecdotal targeted observations –e.g.: where individual maybe struggling, making miscues, repeating mistakes, fundamental gaps in conceptual or skill base, lack of effort, interest, reasoning, stagnation... processes individuals use to problem-solve, reason, collaborate, connect, 'aha' moments, sustained effort, practical applications, ability to work independently...

- Use of manipulatives during maths (fraction blocks, place value games..), spelling (word sorts etc), grammar-creating sentence using verb/noun etc cards... enables educators to visibly see child's thought processes.
- Learning area summaries
- Tracking of children's activities/learning against scope and sequence charts (Australian Curriculum) or progress maps (Curriculum Framework)- personalised curriculum profiles.
- Rubrics
- NAPLAN
- FMS checklists
- Mathletics
- Khan academy- coaching tool
- Words Their Way database

To identify children who may need additional support:

- Literacy priority target for all children.
- Observations while children are working(small by design philosophy enables educators to work with individual children)
- Response to parent concerns.
- Individual assessment through scheduled experiences, specifically morning work
- Point of Need (P.O.N.)
- Core assessment tasks
- Entry point family interviews
- Key Components of literacy assessed at any age for children who show signs of struggling and not making reasonable progress (educator professional judgement) – phonological awareness, phonics, fluency, text reading, vocabulary and comprehension. Specific analysis in blending sounds to form words (reading) and segmenting sounds (spelling). Focus on 'automaticity' – analyse poor decoders and/or dysfluent readers. Synthetic phonics approach specifically targeted to those identified.
- Australian Early Development Index- AEDI
- Tests undertaken by psychologists alongside educator professional reading after analysis.
- Literacy net for certain individuals.

How do we interpret the evidence we collect?

- Each child's personal academic progress and development in the Child Side curriculum areas (refer to curriculum overview sheet) is monitored and evaluated across the scope of the school and through the phases of development:
  - In context to levels of achievement as set out by the Australian curriculum AC year level expectations for that child- where does that child sit in reaction to this? In context with other curriculum documents – Progress Maps and EYLF. Why, why not, what next, who can help?
  - In context to our school expectations (considering length of time at this school). What do we expect by the end of: Early Childhood phase, Middle Years Phase, beginning of early Adolescence phase? Learning Cluster/phase of Development Indicators (to be collated The Child Side Way from the WA Curriculum Framework Phases of Developments AND the Queensland Studies Authority indicators 2012/2013.)
  - In context to that child's starting point, personal history, personal interests and challenges... What growth have they shown (regardless of if meeting or exceeding AC year level expectations or not)? What exactly has helped or hindered this and is this considered 'reasonable' (in professional terms) in light of child's attendance, health, ability, length of time engaged and personal effort? Is this 'good enough' for this particular child? Why? Why not?
  - The meaning and usefulness for each child. Short and long term relevance and connection- personal value. The child's level of engagement. **Children's level of engagement** is evaluated based upon information about child's attendance, behaviour, effort, attitude and motivation.

Educators monitor and evaluate:

- On a point of need basis (PON) - high adult to child ratios and 'small by design' class groups enable this.

- Weekly at Wednesday staff dialogues – a debrief about specific children and general observations about motivation, attendance and behaviour is permanently on the agenda.
- Individual educators will bring any significant concerns to senior educator or administrator as they arise. They will in turn make decisions regarding the next course of action in context with each child's personal story and family background. 'Small by design' enables this communication process to be thorough and acted upon without waiting for formal meetings.
- Administrator keeps a track of each educator's attendance register, sends texts out to families on day of child's absence and staff discuss extended or unusual absences. Typically absences are for illness, appointments or family reasons rather than disengagement from school.
- Big Ideas (integrated curriculum units) are designed to incorporate children's voice and choice. Big Picture Education strategies ensure children are motivated through a process of determining their areas of interest in relation to the curriculum requirements and what they need in order to 'get' to their goals and/or communicate their learning deeply. Children work side by side with educators and other 'living books' to step by step plan, act and reflect upon their learning outcomes. This gives children a 'visible' map, helps them set and meet achievable work goals and gives them a sense of agency.
- Physical environmental reviews are conducted on a PON basis both in and outdoors, educators monitor when an area is being ignored or issues begin to arise and after observation, reflection, shared discussion (other educators for ideas/strategies), consultation with children, inspiration from education sites/texts/similar schools... action is taken (often with children) to invigorate, change, upgrade area or change way a task is undertaken. Environment Assessment (Curtis and Carter "EYLF in Action" page 184) is consulted informally and occasionally formally. Strategies and Tools for reflection eg pg 95 Reflective Practice Action Plan are informally (occasionally formally) used as a reflective guideline.
- Educators utilise Social Justice Procedures and Restorative Justice processes in line with Prof. Donna Cross and Dr. Louise Porter's approaches to social responsibility and group cohesion. These ensure children are part of the process rather than separate to it. Families, children and staff are involved in the solution based approach. (Social issues, emotional resilience and group dynamics can be underlying children's disengagement from community life or academic progress. "Small by Design" means educators are available, present and actively involved BEFORE issues escalate.)
- Educators or families can call a Learning Team Debrief (Wednesdays) at any time when a need is felt to discuss individual children especially in terms of motivation, engagement, attendance.
- Families are requested to engage their children in their interests and passions outside of school and to log these as part of the portfolio approach for pathways post primary school. BPE encourages families and educators to help children plan for the future and engage with outside communities in authentic ways (refer to BPEA's 5 A's of learning). Educators use these outside passions to weave in curriculum areas (at their professional discretion) to make authentic links for children- this keeps learning real and helps sustain levels of motivation and engagement. Educators also seek these links as part of Big Idea investigations.
- Educators have professional knowledge of developmental phases of childhood and acknowledge the impact of physical growth spurts, cognitive growth spurts, times of 'plateauing', the on-set of puberty, family upheaval, transition between schools/ homes (we live in times of a mobile population), changes in children social groups, world events...
- The staff also take into account and acknowledge feedback made by visitors to the school regarding their observations of groups of children and the engaged 'feel'.

Staff use these ongoing processes to reflect, communicate and act upon observations and reflections as soon as possible and practical rather than only undertake an annual written reflection statement.

What do we do with this evidence and information, how do we act upon and use it? How do we respond?

- Use it to: interact with child/ren, inform planning, identify curriculum + implement curriculum on a personalised and learning cluster (phase of development) level, access resources, plan Term and Big Idea integrated studies overviews...

- Find any significant trends or patterns that help us compare current state of learning to the desired/prescribed state of learning, help us identify gaps, overlaps, priorities, what we are doing well and need to a maintain and plan future directions (within the same map!). We ask open ended questions such as "What else is possible in this situation? What could be done differently in this situation? What characterises where we are now and where we want to be?" (NQS- National Quality Standards- EYLF)

- Timely intervention (if child been with us from the earliest stage of schooling or ASAP when identifying need.)

  - First Tier- high quality evidence based classroom teaching for all students.

  - Second tier- intervention (PON) provided ASAP after identification with experiencing difficulties that cannot be effectively addressed by the classroom educator and parents alone. Recommendation about most effective time to begin tier two interventions is around the beginning of year 2 (high incidence of

over and under identification if earlier) - however classroom educators will have observations that target particular children more closely from much earlier on. (DSF).

➢ What might the next steps be to work towards mastery or competency with a **particular** fundamental skill, concept or personal attitude (set of personal qualities- PQs) that will allow child/group children to use these in order to achieve other learning outcomes eg: bank of sight words, legible hand-writing, comprehension skills, knowledge of letter names and sounds....

➢ What this means for our intentional teaching, our level of resourcing, our level of professional knowledge about the subject area, our levels of communication, the physical learning environment, the amount of time dedicated to active involvement with a particular skill, process, content? Do we need to access specialist advice and analysis?

➢ Access to resources and strategies for educators and parents through:

- AISWA
- Bunbury Child Health Occupational Therapists and their school based programmes
- DSF- Dyslexia Speld Foundation. Gemma Boyle, DSF Literacy and Clinical Services.
- UWA Child Development Team
- Language for Life Literacy Clinics
- Sonic Hearing
Maggie Dent for resiliency advice (Maggie is a mentor to our school).

How do we communicate our interpretations?

➢ Staff dialogues- individual children or group reflection
➢ Learning team Debriefs with family
➢ Daily conversations with senior educator
➢ Termly individual analysis of children's learning recommendations from personalised curriculum plans and achievement, engagement, progress to go in the Continuity and Cohesion Plan CCP for detailed consideration.
➢ Trial Learning Cluster Analysis of Learning during term 2 and 4 school development days (report writing terms) to assist with report frameworks. This semester Analysis will be shared with GC.
➢ Middle Years Phase will incorporate a Big Idea Learning Analysis to add to the brief description and table of curriculum coverage prepared for the exhibitions which is shared with families and whole school staff. The Middle Years educator also has an Exhibition File and an "Elements of Excellence File" to analyse children's work samples and work processes.
➢ Child Side Communication Plan.
➢ Exhibitions that include preparation for exhibition (PQs- personal engagement, effort, work skills), quality and quantity of work, starting points, length of time at this school and working in this way. (Proforma Sections 1-3.)

Reports to the Governing Council (GC)

The senior educator prepares and presents an Educators' report at each GC meeting which is a regular feature of, and first item on, the agenda, signifying its significance to the school and the school community. The Educator's report includes:

1. General debrief of the Educators' work
2. Child Side Curriculum (see Overview of the Curriculum)
    a. Regular snippets analysing of children's learning and response by classroom educator/whole school
    b. How curriculum is delivered (e.g. schedule of experiences)
    c. Focuses for children's learning
    d. New requirements for children's learning, resourcing and environment
    e. Professional Development
3. Initiatives
4. Challenges and responses to challenges

The GC have an opportunity to question and engage in discussion.

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