

Curriculum Evaluation Policy

Curriculum evaluation at Child Side involves us, as a whole ‘small by design’ school (a critical quality control point), utilising a selection of the following questions as a catalyst for conversation, reflection, planning and implementation. This occurs at staff dialogues or during termly school development days whilst undertaking curriculum audits and other reflective practices. Curriculum evaluation and the analysis of children’s learning are intrinsically tied at Child Side.

We consider curriculum identification, implementation and evaluation to be successful at a school level only when it is reflected in the children’s learning, on various levels:

- Learning Clusters – Early childhood, Middle childhood
- Individual, personal

During these reviews a range of factors is identified, considered and communicated alongside recommendations, priorities and actions required (from core educators, senior educator, parents, child).

Possible contributing factors inhibiting or enhancing learning to consider are: attendance, health, learning difficulty diagnosis, social/emotional resiliency levels, child/group’s starting point/entry levels skills and knowledge, length of time child been at Child Side School, Maslow’s Hierarchy of Needs. Possible contributing factors inhibiting or enhancing teaching to consider are: range/depth of learning opportunities offered, quality of resources and time allocation, professional learning available for core educator, Maslow’s Hierarchy of Needs for educators,

These review processes help inform decisions for individual children’s personalised learning, annual curriculum planning action list, our Continuity and Cohesion Plan, our Wednesday programme (our explicit improvement or maintenance agenda). The core educators respond to information and enact modifications, making and acting upon decisions at point of need and as soon as possible (an expert teaching team), which are enabled by our small by design and other critical control points such as our temporal environment – Shape of the Day and Week. The leadership team support the educators’ roles and responsibilities and have active, hands-on links to the teaching and learning process on a regular basis.

Whole School based Level: These questions are from BPEA and Murdoch University’s School Reflection Framework SFR and are adapted by Child Side for our context:

School	Curriculum	Teaching + learning approaches.	Success + achievement	Individual learning	Rigor
What are we doing? Why? How well are we doing it? How do we know? What needs to be done? What do we need to know about each student, their family and community? How can we find out? What assets and	How do we identify curriculum? How do we determine the assessable elements and techniques and instruments? How do we determine what each child gains	How do we identify where each child is at in terms of their understanding and knowledge, their skills, their general capabilities? How do we determine what	How should we document students’ success and achievement? Why is it important? For whom? How might we share our work both internally	How can we help children construct their academic and social identities? What are children learning? From whom? What do the children know?	What is rigor? “Rigor is the goal of helping students develop the capacity to understand content that is <i>complex, ambiguous, provocative, and personally or emotionally</i>

<p>resources are available in the community? How might we use them?</p> <p>On what levels do parents and family participate in meetings and school events?</p> <ul style="list-style-type: none"> • Learning team Debriefs • Community conversations • Morning work • Exhibitions • Festivals • Busy Bees • Fundraising events 	<p>from the curriculum?</p> <p>How do we balance planning, interacting, intentional teaching, reflecting, monitoring and assessing?</p> <p>How do we manage and balance time, in order to promote depth, connection, personal value, local value and global value, truly develop competencies and enhance experiences in a child –friendly schedule?</p> <p>How do we value and authentically include + empower children’s voice and choice with + within curriculum requirements?</p>	<p>teaching strategies best meet the needs of the children to undertake the planned tasks and learning experiences?</p> <p>How do we do this in a MAG setting?</p> <p>How does the physical learning environment impact and what does it provide in terms of curriculum?</p>	<p>and externally?</p> <p>What processes and resources do we require?</p> <p>What are our school quality statements and expectations relevant to phases of development?</p> <p>How do we identify + reasonably and realistically support children at educational risk?</p> <p>How do we identify + reasonably and realistically support high achieving children?</p> <p>How do we identify + support children who are disengaged?</p> <p>How do we identify the reasons why and support children who are underachieving but who do not have specific learning difficulties?</p>	<p>What do they understand?</p> <p>What can they do?</p> <p>How well?</p> <p>How do we determine each child’s learning approach, strengths, competencies, interests and the support they need to grow in these and support their areas of need?</p> <p>To what extent did the children engage in their learning?</p> <p>Did they make sufficient effort?</p> <p>What work skills were used?</p> <p>Is the work of sufficient quality? (for expected year level standard of achievement and for individual.)</p> <p>Is there evidence of enough work (quantity and the process and product)?</p> <p>Have the children demonstrated progress, considering their starting points, length of time at this school and working in this way?</p>	<p><i>challenging.”*</i></p> <p>What do we expect from phases of development and individual children in terms of:</p> <p>-academic rigor?</p> <p>- socially responsible rigor?</p> <p>How do we identify and scaffold the skills children need in order to work with rigor?</p>
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* From 'Teaching What Matters Most: Standards and Strategies for Raising Student Achievement' by Richard W. Strong, Harvey F. Silver and Matthew J. Perini, ASCD, 2001

Curriculum Evaluation Process

This process is about how we monitor, evaluate and reflect on the effectiveness of curriculum implementation and teaching practice on a personalised level, on a learning cluster level (phase of development) and at a whole school level. This process informs us and we respond appropriately within reasonable timelines. The Senior Educator and Administrative Co-principal in a leadership team role make decisions and act in order to clear the pathway for educators to effectively and efficiently get their work done.

Process: We audit our current curriculum implementation in alignment with Child Side School Curriculum Map which has been developed with an independent education consultant, Dr Marie Martin, and is a ‘work in progress’ evolving with the needs and requirements from all levels: child, school educational identity, state and national requirements. Auditing documents (scope and

sequence documents etc) are available to us in certain curriculum areas at a national level, which are utilised. Part of our reflective process includes these steps:

- **Identification** of desired/prescribed state for each child and group of children in a phase of development
- **Comparison** of current/actual state with above desired/prescribed state (audit current curriculum in alignment with individual, school and national expectations).
- **Acknowledgement** of personal/group 'distance travelled' in regards to year level achievement standards and in regards to personal growth.
- **Identification** and acknowledgement of depth and integration which often goes beyond what year level achievement standards describes or requires.
- **Discussion** of any findings regarding gaps, overlaps, priority needs (eg: strands that maybe taught but may not be specifically assessed or documented)- Analysis and discussion of data.
- **Decisions and actions** about this reflection given our current capacity. Document in Child Side Continuity and Cohesion Plan.
- Implement and respond, monitor, adjust, reflect, analyse... continuous cycle

The following are considered alongside the curriculum review

1. An Explicit Improvement/maintenance Agenda- School leadership
2. Analysis and Discussion of Data
3. A Culture that Promotes Learning
4. Targeted Use of School Resources
5. An Expert Teaching Team
6. Systematic and Personalised Curriculum Delivery
7. Differentiated Classroom
8. Effective Teaching Practices

In addition we engage in a range of reflective and tracking practices:

Annual:

Audit of Annual Curriculum Plan with independent consultant (Dr Marie Martin)

Curriculum Framework Reviews

Development of new Annual Curriculum Plan (Dr Marie Martin)

Annual NAPLAN data review and recommendations arising

Considering children that need to be registered on the NCCD- National Consistent Collection of Data which are reflected in our August census data. These are children who may have curriculum modifications which influence curriculum delivery

Reporting to parents in relation to curriculum requirements

Semester:

QIP integrated with Cohesion and Continuity Plan (Improvement and Maintenance plan)- documents that dovetail our explicit agenda for reflections and priorities identified by school processes and the NQS.

Collegiate Support Process linked to professional learning requirements

Written reports

Term:

Highlighting areas of provision in the Overview of the Child Side Curriculum + Review of Annual Curriculum Plan (Dr Marie Martin).

Using Year Level Overviews and Achievement Standards to evaluate what has been achieved and what still needs to be done. Influences educator planning and targeted use of school resources for both year levels within a cluster ECC and MCC and personal levels-influencing the systematic and personalised curriculum delivery

NQS- leadership team observe, discuss, sight evidence. Questions used to guide reflection on practice from NQS. Independent Education Consultant also undertakes this 'moderator' role in conjunction with rest of expert teaching team on school development days as school is small and the leadership team has varied roles.

Senior Educator updates Governing Council GC at Council meetings as part of regular education reports on the GC's agenda.

Weekly:

Learning logs as a reflection on actual practice and curriculum implementation and as a communication tool- turning planning into action, educators making learning visible.

Staff dialogues -Conversations across all core educators regarding curriculum evaluation at a school and cluster level, with a focus on teaching and rigor.

Leadership Team being active throughout school and having an open, transparent teaching cluster approach which promotes the collegiate teaching culture, learning from and through each other.

Daily:

Daily conversations with educators within the school- identifying what impacts daily on ability to implement curriculum. Pouring energy into daily strengths and maintaining what works.

Conversations with parents during morning work- progress individuals making (personal and year level) or at Learning Team debriefs- conversations with core educators, families, child... triangle support approach on a personalised basis.

Reviewing children's work for evidence of conceptual and skill development and application. Consider evidence of BPEA 7 As, in particular consider children's ability to apply their learning both in and across curriculum areas and the depth of their responses (academic rigor and real life assessment responses). Consider the connections children make and utilise.

Consultations with individual and groups of children during meetings and direct instruction sessions during the shape of the day. Observations of children's learning strategies to learn and apply curriculum. Gateway meetings with individuals and groups, assessing each step before moving onto next stage-clarifying expectations, criteria and understandings. Roundtable and floor-book sessions.

Reflective and responsive teaching- individual core educator expectations. Daily planning reflections influence following days and weeks work. Photos aid reflection and next steps. Post planning is widely used to track actual work, teaching strategies, learning experiences etc undertaken. Observations on interactions with children, children's interactions with the physical learning environments, children's responses to tasks, PON... all taken into account.

VERSION	DATE REVIEWED	DATE RATIFIED	CHANGES MADE	AUTHOR OF CHANGES
1	Aug 2012	29/8/2012	Minor changes	LO

