Curriculum Review Policy

Curriculum Review at Child Side involves us, as a whole 'small by design' school, utilising a selection of the following questions as a catalyst for conversation, reflection, planning and implementation. We may do this at a staff dialogue or Learning Team Debrief (if about particular children) or during termly school development days whilst undertaking curriculum audits and other reflective practices. Curriculum review 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) for example: attendance, health, learning difficulty diagnosis, social/emotional resiliency levels, child/group's starting point/entry levels skills and knowledge, reasonable expectations (eg: length of time child been at school), range/depth for learning opportunities, available resources and time allocation, professional learning available for core educator...(Maslow's Hierarchy of Needs). 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. The core educators respond to information and enact modifications, decisions at point of need and as soon as possible, which are enabled by our small by design and other critical control points such as our temporal environment – Shape of the Day and Week.

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 resources are available in the community? How might we use them? On what levels do parents and family participate in meetings and school events? • Learning team Debriefs • Community	How do we identify curriculum? How do we determine the assessable elements and techniques and instruments? How do we determine what each child gains from the curriculum? How do we balance planning, interacting, intentional teaching, reflecting, monitoring and assessing?	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 teaching strategies best meet the needs of the children to undertake the planned tasks and learning experiences? How do we do this in a MAG	How should we document students' success and achievement? Why is it important? For whom? How might we share our work both internally and externally? What processes and resources do we require? What are our school quality statements and expectations relevant to phases	How can we help children construct their academic and social identities? What are children learning? From whom? What do the children know? What do they understand? What can they do? How well? How do we determine each child's learning approach,	What is rigor? "Rigor is the goal of helping students develop the capacity to understand content that is *complex, ambiguous, provocative, and personally or emotionally challenging.*"* What do we expect from phases of development and individual children in terms of: -academic rigor? - socially responsible rigor?

• conversations • Morning work • Exhibitions • Festivals • Busy Bees • Fundraising events	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? How do we value and authentically include + empower children's voice and choice with + within curriculum requirements?	setting?	of development? How do we identify + reasonably and realistically support children at educational risk? How do we identify + support children who are disengaged? How do we identify the reasons why and support children who are underachieving?	strengths, competencies, interests and the support they need to grow in these and support their areas of need? To what extent did the children engage in their learning? Did they make sufficient effort? What work skills were used? Is the work of sufficient quality? (for expected year level standard of achievement and for individual.) Is there evidence of enough work (quantity and the process and product)? Have the children demonstrated progress, considering their starting points, length of time at this school and working in this way?	How do we identify and scaffold the skills children need in order to work with rigor?

* 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 Review Process

This process is about how we monitor, evaluate and reflect on the effectiveness of curriculum and teaching practice on a personalised level, on a learning cluster level (phase of development) and at a whole school level.

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'

- Identification and acknowledgement of depth and integration

- Discussion of any findings regarding gaps, overlaps, priority needs (eg: strands that maybe taught but may not be specifically assessed or documented).

- 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:

Annually:

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

Development of new Annual Curriculum Plan (Dr Marie Martin)

National Safety Schools Framework Review

Annual NAPLAN data review and recommendations arising

AISWA appraise sessions to 'walk through' our school data

Reporting to parents in relation to curriculum requirements

Semester:

Collegiate Support Process linked to professional learning requirements

Curriculum Framework Reviews

Individual Vertical Tracking Form

Written reports

Term:

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

Integrated planning format which enables curriculum breadth in authentic circumstances for children- term overviews, BI overviews and supporting documents. Archive files (classroom planning and work samples)

Individual Core Educator planning for cluster level and year level- consider curriculum intentionally taught and learning opportunities provided working towards end of year level standards of achievement.

Weekly:

Learning logs as a reflection on actual practice and curriculum implementation and as a communication tool

Learning Team debriefs- conversations with core educators, families, child... triangle approach

Staff dialogues -Conversations across all core educators

Daily:

Daily conversations with other educators within the school

Conversations with parents during morning work- progress individuals making

Review children's work for evidence of conceptual and skill development and application. Consider BPEA 6 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 stage before moving onto next stage.

Individual core educator reflections. 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
2	Oct 2014	5/11/2014	Minor changes	LO