

## Curriculum Evaluation Policy

### Introduction

Child Side educators reflect upon and review curriculum in an on-going informed process that informs day to day, short- and long-term planning, and short- and long-term priorities as a school.

### Scope and Application

This policy applies to the educators, the school leadership, and the Governing Council. This policy will be reviewed and amended in accordance with the Child Side School Policy on Policies and Policy Guidelines and Procedures Contents Schedule.

The use of the word child/children in this policy refers to students in the context of the school environment.

### Related Legislation/Guidelines

- School Education Act 1999(WA)
- School Education Regulations 2000 (WA)
- Standards for Non-Government Schools (2022)
- Child Side Curriculum Plan
- Child Side Curriculum Delivery
- Child Side Curriculum Map

### Related Policies

- Assessment and Communications Policy
- Review of Children's Learning Policy

### Policy Statement

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 (refer to table). 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.

Curriculum entitlement refers to the accessibility of required year level knowledge, skills and processes for each and every child, regardless of the personal level of engagement, progress or achievement levels. The opportunity, resources and key learning experiences are provided across the three clusters-EEC K-Year 3 MCC Year 4-6, YAC year 7-10. Through our evaluation processes we, as a whole school, ensure that all children have the opportunity to be engaged with key critical curriculum entitlement within their phase of development (across a cluster level).

During these reviews a range of factors is identified, considered and communicated alongside recommendations, priorities and actions required (from core educators, senior educator/leadership team, 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, work place culture, quality of leadership directly relating to supporting face to face teaching and learning.

These review processes help inform decisions for individual children's personalised learning, annual curriculum planning, our Continuity and Cohesion Plan (our explicit improvement or maintenance agenda) and our Wednesday programme. The core continuity 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. These processes and questions help us consider curriculum entitlement and related teaching practice for children across each year level, across each cluster and across the whole opportunity of 12 years, K-10. However, our core business is to evaluate curriculum delivery and teaching practice at Child Side to ensure that it supports the **National Education Declaration (Alice Springs Mparntwe)**: Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives. The education goals for all young Australians are to be:

- successful lifelong learners
- confident and creative individuals
- active and informed members of the community.

**Whole School 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? <ul style="list-style-type: none"> <li>• Learning team Debriefs</li> <li>• Community conversations</li> <li>• Morning work</li> <li>• Exhibitions</li> </ul>	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 manage and balance time, in order to promote depth, connection, personal value, local value and global value,	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 setting? How does the physical learning environment impact and what does it provide in terms of curriculum?	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 of development? How do we identify + reasonably and realistically support children at educational risk? How do we identify + reasonably and realistically	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, 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?	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 challenging.</i> "* What do we expect from phases of development and individual children in terms of: -academic rigor? - socially responsible rigor? How do we identify and scaffold the skills children need in order to work with rigor?

<ul style="list-style-type: none"> <li>• Festivals</li> <li>• Busy Bees</li> <li>• Fundraising events</li> </ul>	<p>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>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>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>	
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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 ECC, MCC and YAC) 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 within the current capacity of the school.

**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 also 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. Identification of key curriculum provision/entitlement at a year level across each cluster extrapolated from the interdisciplinary approach of BPEA.
- **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** arising through and from this reflection given our current capacity. Document in Child Side Continuity and Cohesion Plan. Educators make short-term and long-term planning decisions based around curriculum gaps and their significance.
- **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 Child Side Curriculum Plan with independent consultant (Dr Marie Martin)
- Annual NAPLAN and OLNA data review and recommendations arising
- 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, in particular if there is a significant percentage in any one learning cluster.
- Reporting to parents in relation to curriculum requirements- gaps, new/replaced information/new terminology eg: HASS
- Collegiate Support Meetings with the Leadership team regarding each educator's capacity to operate within both the school context and within legislated requirements, in particular the capacity to deliver the provision for the WA Curriculum Outline K-10.

#### **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 that reflect provision of curriculum entitlements

#### **Term:**

- Highlighting areas of provision in the Overview of the Child Side Curriculum + Review of the 'Child Side Curriculum Plan' (in conjunction with Independent Educational Consultant).
- 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, MCC, YAC 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 our school is small and the leadership team has varied roles. Other core educators also sight relevant documentation and all view children's work samples for cluster moderation.

- Senior Educator updates Governing Council GC at Council meetings as part of regular education reports on the GC's agenda.
- Regular Story parks as a reflection on actual practice and curriculum implementation and as a communication tool- turning planning into action, educators making learning visible.
- Senior educator and core continuity educators review and invigorate physical learning environment. This aspect is considered as crucial to our teaching practice as having another adult/educator to interact with and through.

#### **Weekly:**

- 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 across educators within the school- identifying what impacts daily on ability to implement curriculum. Pouring energy into daily strengths and maintaining what works. Maintaining successful strategies to implement curriculum.
- Conversations with parents during morning work regarding 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 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 Management

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