

## **Review of Children's Learning Policy**

### **Introduction**

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.

### **Scope and Application**

This policy applies to all Educators of Child Side School. This policy will be reviewed and amended in accordance with 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

### **Related Policies**

- Assessment and Communication Policy
- Diverse Needs Policy
- Compliance Policy
- Curriculum Evaluation Policy
- Excursions Policy
- Human Resource Management Policy
- Literature and Television Viewing Policy
- Nutrition, Health and Hygiene Policy
- Professional Development Policy
- School Incursions

### **Related Documents**

- Plan for Review of Children's Learning

## **Policy Statement**

Educators consider individual and group learning outcomes 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 and contribute to the School Curriculum Plan, cluster planning and personalised education plans. Information gained from the review of children's learning also contributes to educator's communication with the children, children's written learner profiles, information shared at Learning Team Debriefs and school generated reports to inform the Governing Council.

## Appendices

Appendix 1	Plan for Review of Children's Learning
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## Version Management

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## Plan for Review of Children's Learning

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At Child Side School the primary purpose of evidence collection and analysis is to understand children's learning<sup>1</sup>. We nurture "mutually responsible partnerships" between educators, children and parents characterised by a commitment to keep learning through each other<sup>2</sup>. 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 Early Years Learning Framework {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;
- **Is appropriate to each phase of development:** continuity educators in each learning cluster -the Early Childhood Cluster, The Middle Childhood Cluster and the Young Adolescent Cluster make professional judgements in line with what is appropriate for each phase.

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 enables quality control
- 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, Big Picture Education Australia {BPEA})-our expert teaching team.
- 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 competency, skill and conceptual level appropriate to them. It also means that each child at certain times may work on a different competency, 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, competencies and skills are developed through carefully structured, purposeful group interactions. A focus on differentiated teaching and learning.
- 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.

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<sup>1</sup> BPE

<sup>2</sup> 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."

- This is all fundamental to our culture that promotes learning. Our priority is ensuring we operate in as close to ideal teaching and learning conditions as possible and is reasonable.

### What evidence do we gather?

What (Notice)	When	How (Notice)	What (Reflect upon)	How-Respond
<b>Self- identity within a community of learners:</b>  How do children view themselves?  What are their social and academic identities?  Does each child have a sense of well-being within themselves and within the group?  Individual growth, adaptive behaviours and approaches to learning, in particular during puberty and/or any significant change (family, cohort changes, life events, medical...)	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- roundtables  Transition times between schedule of experiences  Transition phases between clusters  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  Educators participate  Side by Side work with adults  Weekly Staff Dialogue- share and debrief  Formal and informal feedback from children	General capabilities- personal and social awareness and management  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 + Self Advocacy  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 and emotional intelligence  Maslow's Hierarchy	Educator professional judgement to adapt schedule of experiences to meet the needs of the group and individual  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  Partnerships with parents.  Teach and implement Restorative Justice practices and No Blame approach  Record in Floorbooks  Intentionally develop + model metacognition, self awareness, self advocacy (social and personal competencies)  Select appropriate teaching strategies for PON e.g.: Hot Seat  Teach Child Protection  Beautiful Boundaries- Maggie Dent
What: (Notice)	When	How (notice)	What (reflect upon)	How-Respond
<b>Engagement:</b>  How do children engage and interact with their work, each other, the educators, the curriculum, the physical learning environment, the world?  What is their internal and	Continuous  Point of Need  Transition between phases of development and educators.  First weeks of enrolment  Towards end of a BI investigation  Long Term children tend to	Observation  Attendance  Behaviour + responses  Motivation  Effort  Educator being an active part of the learning community, a participant in the process	Conversations  Work samples- quality, quantity in regards to previous work and to school and national expectations  Side by side in process diagnosis  Energy levels  Approach to challenge  Approach to routine	Changes to learning environment- invigorate and collaborate with children  Target teaching strategies that may approach topic, concepts, skills from another angle  Consider resources and excursions, invite in living books to invigorate- targeted use of resources  Add academic rigor or personal challenge.

<p>external motivation?</p> <p>What support and roles does the educators, families, resources, shape of the day, time of the year, health, weather, time allocations, growth spurts, puberty, transitions... have on individual, group and whole school engagement?</p> <p>How do children demonstrate they are academically engaged? What factors influence and improve this engagement?</p>	<p>hit 'flat' spots (over familiarity)</p> <p>Winter terms, especially after lots of illness</p> <p>When offered opportunities of own voice and choice</p> <p>Getting started, making decisions</p> <p>Guided and self generated play</p> <p>Shared responsibilities (lunch preparation and clean up, maintaining work spaces, care of + organisation of shared resources and own work)</p> <p>Staff Dialogues and School development Days- educator reflection time.</p>	<p>Small by design</p> <p>High adult to child ratio</p> <p>Child and parental feedback</p> <p>Weekly Staff Dialogue Educator feedback</p>	<p>Length of time engaged</p> <p>Levels of curiosity, speculation and enquiry</p> <p>Levels of persistence</p> <p>Body Language</p> <p>Levels of academic risk-taking</p> <p>Levels of focus/distraction</p> <p>Depth of responses</p> <p>Time taken to get started or complete set work and own voice and choice experiences/work</p> <p>Levels of confidence and competency</p> <p>Ability to generate own ideas</p> <p>Ability and willingness to follow through with own ideas</p> <p>Relationships with others</p> <p>Ability and willingness to consider and engage with other children's ideas and work</p> <p>EYLF and General Capabilities</p> <p>Participation levels in shared responsibilities and group cognitive conversations, planning meetings</p> <p>Ability to apply and transfer learning</p> <p>Levels of academic rigor</p> <p>Impact of medical issues eg: diabetes</p> <p>Ability to persevere and to problem solve, resolve conflict with minimal educator intervention</p>	<p>Goal set.</p> <p>Increase personal responsibility and raise the 'bar' –communicate belief that they can do it!</p> <p>Consult with child and family</p> <p>Introduce local and global value-text to life and life to text</p> <p>Refresh + change work groupings + settings</p> <p>Set up variety of mentoring situations</p> <p>Step by step-scaffold</p> <p>Develop individual competencies and capabilities eg: life skills</p> <p>Real life situations such as cooking, technology process, mentoring others, being mentored, performing arts, gardening</p> <p>Restrict options to encourage resourcefulness, creativity and to increase range of interactions-more join in with less on offer.</p> <p>Temporary departure from routine</p> <p>Increase active and authentic learning</p> <p>Change the pace- increase or add time to the shape of the day.</p> <p>Promote the culture of learning, provide purpose and clarity for families and children</p> <p>Consult and engage with family (LTD) and external professionals if involved.</p> <p>Reinvigorate effective pedagogical practices.</p>
<p><b>Achievement:</b></p> <p>What are children learning?</p> <p>What ways do they construct knowledge and concepts?</p> <p>How do they apply knowledge?</p> <p>How do they</p>	<p>Continuous</p> <p>Morning work</p> <p>Preparing for exhibitions</p> <p>Post exhibition reflection</p> <p>Reporting periods term 2 and 4-targeted observations</p> <p>Learning Conversations +</p>	<p>Observation against:</p> <p>- criteria from planning (rubrics + scope and sequence)</p> <p>- prior personal work effort, quality, depth</p> <p>-AC:GC literacy and numeracy progressions</p>	<p>Individual and group work samples- from a range of learning areas but in particular: English, maths, science</p> <p>Comparative before and after samples eg: personal theory and subsequent theory repair.</p> <p>Personalised expectations: 'distance travelled' for the individual</p>	<p>Assessment, Planning + Intentional teaching Cycle (refer to EYLF educator's guide Flow Chart)</p> <p>Seek and select resources to enhance and develop knowledge and skills (in particular science experiments and manipulatives to develop mathematical concepts and skills)</p> <p>Learning Team Debriefs with family, child, education team. Access external support and</p>

demonstrate skills?	<p>outdoors</p> <p>Explaining to others</p> <p>Mentoring others</p> <p>Working in the kitchen</p> <p>Working outdoors</p> <p>Completing a project</p> <p>Guided and self generated play</p> <p>School Development Days</p>	<p>- AC year level work samples and year level Achievement Standards</p> <p>-comparing completed product against own design, intent, planning</p> <p>Application of skills in a meaningful context</p> <p>Transference of knowledge + skills to different situations</p> <p>Testing, comparing and evaluating own work, products</p> <p>NAPLAN data across yr3-9</p> <p>OLNA</p> <p>Kindergarten Critical Marker On Entry Developmental Check.</p>	<p>Quality of applied learning and work products</p> <p>School expectations</p> <p>Australian Curriculum scope and sequence</p> <p>Australian Core Skills Framework</p> <p>Self analysis and reflection: metacognitive knowledge and control</p> <p>Use of technical and specific vocabulary in context</p> <p>Level of autonomy</p> <p>Personal sense of agency</p> <p>Ability to explain, describe, demonstrate and mentor</p> <p>Levels of reasoning BPE learning goals QR, SR, ER, communication</p> <p>Developmentally appropriate movement through Bloom's and the SOLO taxonomies</p> <p>Life-skills: combining and applying knowledge and skills</p> <p>Exhibitions</p> <p>Individual Exhibition files</p> <p>Elements of Excellence</p>	<p>referrals. Implement recommendations immediately.</p> <p>Real life situations such as cooking, technology process, mentoring others, being mentored, performing arts, gardening to develop, apply knowledge and demonstrate skills BPEA real life assessment- what works, what doesn't , individual's control over variables (empowerment)</p> <p>Adjust time spent on specific concepts and skill development</p> <p>Allow time to make targeted observations while children are working</p> <p>Reinvigorate effective pedagogical practices</p> <p>Re-establish the culture which promotes learning, explicit and implicit.</p> <p>Personalise curriculum delivery</p> <p>Tailor time allocations to enable individuals to succeed</p> <p>Document in written reports after regular feedback with child and family (morning work sessions etc)</p>
<p><b>Progress:</b></p> <p>What changes can we observe?</p> <p>What and how have they developed?</p> <p>Is this sufficient progress?</p> <p>What reasons may there be for lack of expected progress?</p> <p>What does lack of progress mean for the individual?</p> <p>How do we acknowledge and validate progress?</p>	<p>Continuous</p> <p>Morning work</p> <p>Big ideas</p> <p>Preparing for exhibitions</p> <p>Post exhibition reflections</p> <p>Fitness and physical skill builder sessions</p> <p>Guided and self generated play</p> <p>School Development Days</p>	<p>Exhibitions</p> <p>Personal projects</p> <p>Targeted analysis of individual performance</p> <p>Targeted observations</p> <p>Movement on rubric or depth of response, interaction, articulation (educator professional judgement)</p> <p>Work Samples</p> <p>Interactions with others</p> <p>Approach to</p>	<p>Specific concepts, skills in particular in literacy, numeracy and social emotional</p> <p>Fine motor and gross motor skills, fundamental movement skills and stamina.</p> <p>Personalised expectations: 'distance travelled' for the individual</p> <p>School expectations</p> <p>Australian Curriculum scope and sequence</p> <p>Australian Core Skills Framework</p> <p>Confidence</p> <p>Levels of autonomy</p> <p>Ability to follow through</p> <p>Scope and sequences of</p>	<p>Learning team debriefs with family</p> <p>Access outside agency support</p> <p>Educator research into particular interventions (e.g. impulse control) or enrichment</p> <p>Educator targeted professional development to gain further knowledge.</p> <p>Curriculum modification: enrichment and scaffolded-personalised for individual PON</p> <p>Step by Step approach BPEA. Ensure 7 As of learning embedded and children all aware of how to learn actively (not just doing BUT learning). Focus on real life assessment so children can be cognitive of their own progress.</p> <p>Avoid rewards, bribes, punishment (refer to Louise Porter's Responsible learners, Motivating children). BPEA</p>

(See list below)		learning, in particular: challenges, conflict resolution, distractions	<p>general capabilities GC</p> <p>EYLF 5 outcomes</p> <p>Reflection updates from individual entry statements (2012 began with Kindergarten enrolments and any new child enrolled, this will flow up with current Ks)</p> <p>Use of concepts and knowledge, application in a meaningful way to child. "aha!!!" moments.</p> <p>Developing through Bloom and SOLO taxonomies.</p> <p>Personal Qualities PQ- in particular ability to start and finish a task, select appropriate resources and seek assistance. Sustained effort.</p>	<p>authentic learning,</p> <p>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..)</p> <p>Elements of Excellence approach</p> <p>Targeted use of school resources- human and physical resources if required to support individual or group progress.</p> <p>Analysis and discussion of data</p> <p>Senior Educator involvement</p> <p>Determine if investment in whole school response required, or at a year level, cluster level or individual target level.</p>
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#### 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.
- Assessing against Achievement Standard and work samples.
- Comparing work samples directly before and after a targeted unit explicitly and intentionally taught.
- 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 (Maths U See, 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.
- Use of digital tracking through on-line resources such as IXL, Read Theory, Mathletics, Literacy Planet, Hit the Button, Kahn Academy and educator created Padlet pages where educators and children can see the progress through the units, see the accuracy rate and see the amount of time taken.
- 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 and OLNA
- Kindergarten Developmental Check
- FMS checklists
- Mathletics/IXL- Feedback to educator available, individual progress tracked
- Khan academy- coaching tool. Feedback to educator available, individual progress tracked
- Read Theory/Literacy Planet- Feedback to educator available, individual progress tracked
- Words Their Way database



### **To identify children who may need additional support or enrichment:**

Literacy and communication are priority targets for all children. Educators identify children with diverse needs in:

- Response to parent concerns or child concerns/confidence/engagement/disengagement
- Response to child's curiosities and competencies or lack of them
- Response to levels of academic risk-taking
- Response to evidence of academic reluctance and avoidance
- Response to evidence of academic boredom
- Response to limited or accelerated progress with accuracy, fluency, flow and application of skills and knowledge
- Response to child's social and working interactions- in particular those that relate to communication and the processing of information, instructions and social cues
- Response to quality and quantity of expression and production of work samples over a defined period of time eg: a term
- Response to level of conceptual maturity and detail displayed in graphic communication such as drawings, diagrams, graphs
- Response to any related skill sets that may limit progress or attempts to engage eg: fine motor skills, working memory, clarity of speech, conversational turn taking, active listening
- Response to ability to generate connected conversations, to generate ideas in writing and finding connections in texts to conversations, investigations, personal experiences/theories/opinions
- Response to prior educator concerns or recommendations

Achieved through:

- Expert Teaching Team: Differentiated teaching strategies. Competence and familiarity with year level curriculum and achievement expectations. Sound knowledge of developmentally appropriate milestones. Sound knowledge of Indicators for success- transition phases of development. Knowing each child well. Personalised curriculum planning. Liaison with Senior Educator and any external agencies.
- Multi-aged grouping enabling educator to remain with child over a number of years
- Individual assessment through scheduled experiences, specifically morning work, working one-on-one
- Observations while children are working (small by design philosophy enables educators to work with individual children)
- Point of Need (P.O.N.)- in comparison to year level achievement standard and in comparison to personal progress (distance travelled)
- Core assessment tasks during skill builder sessions or Big Idea criteria based tasks
- Entry point family interviews and/or LTDs with families
- Reference to resources such as the developmental Milestones and the EYLF/NQS and the Kindergarten Developmental Checklist Critical Markers
- Key Components of literacy assessed at any age for children who show signs of struggling and not making reasonable progress (educator professional judgement) based upon: – phonological awareness, ability to decode and manipulate phonics, fluency when reading and writing familiar predictable material, sight word application in a variety of texts, range and effectiveness of reading strategies, variety of vocabulary and depth of 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
- Any testing undertaken by psychologists or referred specialists
- Educator professional reading relating to any diagnosis or educator/senior educator, parental concerns.
- Literacy net for certain individuals. Specific resources and strategies eg: Dyslexia
- NAPLAN and/or OLNA scores in alignment with other assessment evidence.

## 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 map) 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 West Australian Curriculum WAC year level expectations for that child- where does that child sit in relation to this? In context with other curriculum documents – Progress Maps and EYLF. Why, why not, what next, who can help?
  - In context to our professional judgements and school based expectations. We analyse and discuss evidence or lack of evidence.
  - In context to that child's starting point, personal history, health, personal interests and challenges... What growth have they shown (regardless if meeting or exceeding WAC 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? What impact will it have on their well-being and opportunities immediately, then in the short term and in the long term? What is the 'distance' each child has travelled? What is the quality of progress made? Is their learning chequered in certain areas? Why? What adaptations and adjustments do we make?
- 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. BPEA encourages families and educators to help

children plan for the future and engage with outside communities in authentic ways (refer to BPEA's 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.

- Expert Teaching Team-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...
- Feedback made by visitors to the school regarding their observations of groups of children and the engaged 'feel'.
- The Child Side culture that promotes learning and values 'Education is everyone's business', "One child at a time in a community of learners."

Staff use these ongoing processes to reflect, communicate and act upon observations and reflections as soon as possible and practical rather than only undertaken after 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 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 children.
- 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).
- High Achieving children- enrichment and extension personalised at their PON to maintain motivation, challenge, progress, well-being.
- 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? Do we need to invest resources for enrichment and professional development?
- Access to resources and strategies for educators and parents through:
  - AISWA- in particular Inclusive Education
  - Bunbury Child Health Occupational Therapists and their school-based programmes
  - DSF- Dyslexia Speld Foundation. 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- reflect on individual children or group in relation to engagement, achievement, progress

- Educators share personal learning plans of relevant children, in particular those in need of support, intervention or enrichment
- Learning Team Debriefs with family (LTDs)
- Daily conversations with senior educator
- Roundtable discussions with children or one-on-one with child
- School Development Days- interacting with all educators and communicating with independent education consultant, planning, up-dating whole school documentation eg: Quality, Continuity, Cohesion and Improvement Plan
- Bi-annual written individual child learner profiles to families
- Making learning visible- eg: Learning Logs (Story Park) , exhibitions (MCC & YAC), morning work- interacting with parents and child whilst they work, open door approach to families,
- 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 report agenda, signifying its significance to the school and the school community. The report is presented and time is allocated for discussion and questions. The Educator's report may include:

1. Education preamble – background to education reports
2. Definitions and examples
3. General update relevant to education in the Child Side context and the wider context
4. Specific focus on aspects of our work and core business: children, learning, engagement, curriculum
  - a. Regular snippets analysing children's learning and response by Learning Cluster ECC/MCC/YAC and/or whole school focus including engagement, achievement and progress
  - b. How curriculum is delivered (e.g. curriculum design, shape of the day/week/term)
  - c. Focuses for children's learning
  - d. New requirements for children's learning, resourcing and environment
  - e. Professional Development
5. Initiatives
6. Challenges and responses to challenges
7. At various times in the annual GC calendar, GC members also have the opportunity for cluster 'walk and talks' to see and hear how environment and resourcing impacts upon and contributes to children's learning.

The GC has an opportunity to question and engage in discussion and members are asked to read all latest story park entries prior to each GC meeting.