DAJARRA STATE SCHOOL – PEDAGOGICAL FRAMEWORK

Curriculum Intent	Assessment	Sequencing Teaching and Learning	Making Judgements	Feedback
Is what we want students to know, understand and be able to do.	The evidence on which judgments about student learning are made in order to inform future teaching and learning.	The relationship between what is taught and how it is taught in order to maximise student learning.	Teachers and students using standards to make evidence-based judgments in order to monitor and inform the next steps for learning.	Information and advice provided by a teacher, peer, parent or self about performance aimed at improving learning.

Planning we do:
✓ Align with mandated curriculum
  • Australian Curriculum
✓ Align with Whole School Curriculum, Assessment and Reporting Plan
✓ Engage in Professional Learning
✓ Australian Professional Standards for Teachers
✓ Understand the alignment of the task to the achievement standard in order to identify the necessary learning for students to be successful.
✓ Create "Know and Do" table for students
✓ Identify reading and writing demands for units
	Planning we do:
	✓ Understanding how to use assessment "for" learning – know where each student is at and what needs to come next for their learning (Zone of Proximal Development).
	✓ Alignment with curriculum intent, teaching and learning
	✓ Assessment modifications
	✓ Assessment is used:
	  • **for learning** - to use student progress to inform teaching
	  • **as learning** - to inform students' future learning goals
	  • **of learning** - to assess student achievement against goals and standards
		Planning we do:
		✓ Understanding how to design and sequence relevant teaching and learning experiences in order for students to successfully complete the task.
		✓ Front-end assessment
		✓ Understand varying learning styles
		✓ Link to pedagogical framework
		✓ Pre-assessment to identify prior knowledge
		✓ Analysis of assessment tools to inform teaching
		✓ Modify planning where necessary
		✓ Organised, visual classroom – word walls, organisers, strategies
			Planning we do:
			✓ Understanding how to use standards, evidence and teacher agreement to achieve consistent judgements.
			✓ Western Alliance Cluster shared expectations with clear standards (student friendly language) and provided to students at beginning of assessment
			✓ Teacher collaboration to achieve consistency of judgement
			✓ Knowledge of relevant curriculum documents
			✓ Liaising with support staff e.g. SWD, Master Teacher, CAPs
				Planning we do:
				✓ Understanding how to use assessment to inform the next steps for learning.
				✓ Understanding how to use descriptive feedback that focuses on the quality of the student performance in relation to the task.
				✓ Use of individual student achievement data to close the gap between where students are and where they need to be.
				✓ Self and peer feedback
				✓ Goal setting
				✓ Pre-testing and post-testing

Strategies we use: ✓ Scope and Sequence ✓ Unit Planning ✓ Lesson Planning ✓ Triangulate Data through whole school assessment sets ✓ Pre-testing (prior knowledge) ✓ Personal Development Plans ✓ Diagnostic Tests ✓ Student Goal Setting ✓ Collaborative Planning ✓ Make learning intentions explicit for students for the unit and for each lesson ✓ Provide specific success criteria for the assessment task ✓ Create and analyse exemplars / anchor charts so that students understand what they have to do to be successful	**Strategies we use:** ✓ Whole School Curriculum Framework ✓ Dajarra SS Assessment Schedule ✓ Front-end assessment ✓ Moderation processes to ensure quality assessment tasks across KLAs ✓ Unpack the assessment with students and share the Guide to Making Judgements ✓ Share explicit examples of exemplars ✓ Student checklist – self monitoring ✓ Model prior to the assessment ✓ Opportunities for multimodal assessment e.g. written/oral/ digital ✓ Feedback to students ✓ Implement and analyse the pre-task to identify the gaps in student learning by using an "Analysis Matrix" ✓ Identify student learning needs from relevant diagnostic assessment	**Strategies we use:** ✓ Use the gradual release model of explicit instruction: ⇒ I do, you watch (Modelling) ⇒ I do, you help (Shared) ⇒ You do, I help (Guided) ⇒ You do, I watch (Independent) Do, We Do, You Do - gradual release of responsibility: ✓ Check for student understanding by implementing monitoring tasks, marking students work and using questioning. ✓ Assist students in developing individual goals in order to reflect on and monitor their progress. ✓ Provide "on the spot" feedback that gives specific information about what to do next. ✓ Differentiation of instruction to meet individual student needs ✓ Independent and cooperative learning ✓ Use of metalanguage ✓ Monitoring tasks ✓ Reflection on learning	**Strategies we use:** ✓ Make judgements based on the evidence in student work. ✓ Match the evidence to the task-specific standards descriptors. ✓ Teach students how to use the task-specific standards descriptors and exemplars to plan and review their progress. ✓ Use judgements about summative C2C assessment to inform feedback for twice-yearly reporting to students, parents and carers. Develop clear criteria relevant to the task ✓ Provide clear expectations about quality performance ✓ Consistency of administration of assessment across school ✓ Western Alliance Cluster moderation of student work	**Strategies we use:** ✓ Identify what students know and understand. ✓ Identify misconceptions or misunderstandings. ✓ Identify the next steps for learning to inform the next Teaching and Learning cycle. ✓ Provide quality feedback against explicit individual student improvement goals ✓ Use varied forms of feedback e.g. oral/written/ exit statements/ICT ✓ Give timely feedback (within 2 weeks for assessment) ✓ Design classroom activities and assessment to gather evidence of learning ✓ Maintain a Class Data Set ✓ Teachers engage in self-reflection ✓ Students engage in self-reflection ✓ Teachers seek quality feedback from students and peers ✓ Parent Teacher Interviews ✓ Assembly/Newsletter/School Reporting ✓ Ensure feedback is constructive and positive
Evidence we see: ✓ Achievement Standards communicated to students and parents ✓ Student Data Profiles ✓ Student Folios of Work ✓ Focused staff meetings ✓ A common understanding between what is planned, what is taught, what is assessed, what is reported ✓ Learning Walks (Principal) ✓ Students will be able to answer Q1 "What are you learning?" and Q2 "How are you going?" ✓ Learning intentions (Know) and Success Criteria (Do) visible in classrooms ✓ Anchor Charts visible in classrooms ✓ Planning Meetings (Teachers/Principal)	**Evidence we see:** ✓ Cohort Meetings – Line Manager leads discussion ✓ Data Talks – discussion between Principal & Teacher ✓ Modified assessment tasks ✓ Range and balance of assessment ✓ Assessment task sheets and rubrics provided to students ✓ A & C standard exemplars ✓ Actual assessment and observations and interactions and prior work samples ✓ Teacher and student monitoring ✓ Monitoring and tracking tools, PAT R&M, PM Benchmark, Probe, Words Their Way, Maths tracking tool	**Evidence we see:** ✓ Work Samples – relevance of lessons & quality of feedback (Principal/Teachers) ✓ Learning Walks (Principal) – students will be able to answer 5 Questions for students: 1. What are you learning? (Learning Intentions) 2. How are you going? (Success Criteria) 3. How do you know? (Descriptive Feedback) 4. How can you improve? (Individual Goal Setting) 5. Where can you go for help? (Anchor Charts) ✓ Formal Lesson Observations – gradual release, differentiation (Principal) WALT/WILF visible for students in every lesson ✓ Differentiation evident in planning ✓ Teacher self-reflection against Dajarra SS Pedagogical Framework	**Evidence we see:** ✓ School based Moderation ✓ Western Alliance Cluster Moderation ✓ Random Sampling - Principal ✓ Feedback from Classroom Observations ✓ Goal Setting from pre-assessment tasks ✓ Results and comments entered into class data book ✓ Results from School Audit, NAPLAN, SOS ✓ Feedback discussions with parents, students and other teachers ✓ Written feedback in student workbooks and on assessment tasks	**Evidence we see:** ✓ Level of Achievement Data – are we meeting our target of 80% of students achieving a C or better? ✓ Are all students progressing? If not, why not and what are we going to do differently to make sure it happens ✓ Dialogue between teachers and students ✓ Students engaging in self and peer feedback ✓ Students know their level of achievement in each subject ✓ Student goal setting and monitoring ✓ Weekly student awards

Relationships : What will I do to establish and maintain effective relationships with students?

✓ Understand and seek to discover students interests and backgrounds ✓ Provide a positive classroom climate ✓ Provide positive relationships with all students ✓ Attend school functions to support students ✓ Encourage student risk taking within the curriculum	✓ Use a common language around expectations using the school values ✓ Encourage leadership opportunities with students ✓ Seek to build relationships with support services to assist students ✓ Support students through school events e.g. Border Sports, Festival of Sports ✓ Provide lessons that are motivating and engaging – built in rewards – extrinsic and intrinsic

Positive Behaviours : What will I do to establish classroom rules and procedures?

✓ Use the school values to establish classroom routines and rules ✓ Organise classrooms to promote a safe, supportive and positive learning environment ✓ Record behaviour concerns, and positive behaviour, on OneSchool for efficient record keeping ✓ Have conversations with students about what they think they know and how they can improve ✓ Implement Responsible Behaviour Plan for Students, classroom behaviour plans and positive reward charts	✓ Engage student support services when necessary e.g. Chaplain, Guidance ✓ Support and promote positive behaviour programs ✓ Develop Individual Support Plans for identified students ✓ Nominate suitable students for recognition of positive behaviour ✓ Recognise that behaviour/social skills needs to be explicitly taught using Dajarra SS Behaviour program