Indooroopilly State School

Pedagogical Framework
Curriculum Intent

We believe that:

- Children learn more when they understand the “bigger picture” – what they are learning, why they are learning it, where this learning fits into the unit or the larger scale scope and sequence of their education.

Assessment

We believe that:

- Assessment should inform teaching practice.
- Opportunities to demonstrate learning should be varied to ensure that all learning styles are valued.
- Moderation ensures consistency and equity.
- Self-assessment is effective – metacognition strategies have a significant effect on learning.

Feedback

We believe that:

- Feedback is integral to all learning episodes
- Feedback from teachers should be overtly positive and instructional
- Self and peer feedback is effective – metacognition strategies have a significant effect on learning.
- Parent engagement makes a difference to learning.

Sequencing Teaching and Learning

We believe that:

- All students can achieve.
- Learning should build on students’ current knowledge and understanding.
- Student engagement is critical to learning.
- Individuals have individual learning styles – teachers must know their students and vary the pathways accordingly.

Making Judgements

We believe that:

- Students achieve more when they have a complete understanding of the expectations of assessment tasks.
- Moderation processes ensures consistency of teacher judgements.

Indooroopilly State School “Honour” Values

- Nurturing
- Organised
- Understanding
- Respectful
- Honest
- Optimistic

I.S.S. Belief Statements

Why do we do what we do?
**Curriculum Intent**

Planned across three tiers:
- **Whole School Plan** – includes curriculum, assessment and reporting plans
- **Year Level Plans** – scope sequence and organisation of curriculum, teaching, learning and assessment for each year level
- **Classroom Plans** – including differentiation

Known and understood by teachers. Shared explicitly with students (WALT, OLI, WILF)

**Australian Curriculum (ACARA) – C2C**
- English, Maths, Science, History, Geography

Queensland Curriculum Assessment and Reporting (QCAR) Framework
- SOSE, Technology and ICT, The Arts, LOTE, HPE
- Prep Social, Emotional and Active Learning

**Feedback**

- **Feedback for students**
  - “Where am I going? How am I going? Where to next?”
  - From teachers: Instructive, ongoing, timely
  - Self-feedback and peer feedback: Students reflect on and measure their own progress against success criteria and set their own SMART learning goals.

- **Feedback for Parents**
  Teachers foster active partnerships between students, teachers and parents

- **Feedback for teachers**
  Teachers engage in self-feedback and seek feedback from colleagues, students and parents to strengthen the effectiveness of their teaching practice and inform the next steps for learning.

**Assessment**

Integrated into the flow of planned lessons to inform teaching practice and the next steps for learning.

- **We plan and use assessment:**
  - For Learning – to continuously monitor progress of student learning in the classroom.
  - As Learning – to develop students’ capacity to monitor the quality of their own learning.
  - Of Learning – for summative and reporting purposes. A range of different types of assessment, balanced across the school year in each year level. Moderated across Year Levels. Data is analysed to inform next steps and to evaluate the efficacy of teaching programs.

**Sequencing Teaching and Learning**

We have high expectations that all our students can achieve and perform and high expectations of our own teaching practice.

- **We plan and deliver Units of Work and Lessons:**
  - Drawing upon students’ present knowledge and understanding.
  - To engage all students by using a variety of teaching strategies.
  - Differentiated according to individual need to enable each student to best receive and process information, make progress and demonstrate learning.

**Making Judgements**

- Teachers and students use standards to make judgements about the quality of learning based on the available evidence.
- Moderation processes ensure consistency of teacher judgements.
- Teachers are clear and explicit with students about how they will be judged by providing task-specific descriptors of quality for the elements being assessed. We share high quality exemplars with students.
- Teachers are clear and explicit about how judgements will be made – matching evidence to task-specific standards descriptors. We teach students how to use the task-specific descriptors and exemplars to reflect on their own progress.
- Teachers use judgements to inform feedback for twice-yearly reporting to students, parents and carers and for twice-yearly parent-teacher interviews.