Warwick Central State School
Pedagogical Framework

Curriculum Intent

Is what we want students to know, understand and be able to do.

Planning we do:
- ✓ Align with mandated curriculum:
  - ACARA (C2C)
  - Explicit Instruction
  - Prep – Year 6 Guidelines
  - SASO
- ✓ Align with Whole School Curriculum, Assessment and Reporting Plan.
- ✓ Engage in Professional Learning
- ✓ Professional Standards for Teachers

Strategies we use:
- ✓ Develop Professional Networks
- ✓ Unit Planning
- ✓ Scope and Sequencing
- ✓ Lesson Planning
- ✓ Individual & Team Planning
- ✓ Triangulate Data through Whole School Data Sets
- ✓ Pre-testing
- ✓ Individual Learning Plans
- ✓ Diagnostic Testing
- ✓ Putting Faces on Data (Lyn Sharratt)
- ✓ School Improvement Model (School Improvement Hierarchy/Inquiry Cycle/Standards of Evidence)

Evidence we see:
- ✓ Unit Overviews
- ✓ Student Profiles
- ✓ Focused team meetings
- ✓ A common understanding of the alignment between what is planned, what is taught, what is assessed, what is reported
- ✓ Explicit Teaching Agenda
- ✓ 16 Elements
- ✓ 14 Parameters

Assessment

The evidence on which judgements about student learning are made in order to inform future teaching and learning

Planning we do:
- ✓ Alignment with curriculum intent, teaching and learning
- ✓ Differentiated assessment
- ✓ 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

Strategies we use:
- ✓ Whole School Curriculum, Assessment and Reporting Plans
- ✓ Front-end assessment
- ✓ Review results
- ✓ Modify planning
- ✓ Use of a variety of techniques
- ✓ Moderation processes to ensure quality assessment tasks (all subjects)
- ✓ Provision of aspirational exemplars
- ✓ SASO

Evidence we see:
- ✓ Modified assessment tasks
- ✓ Range and balance of assessment
- ✓ Completed student assessment tasks
- ✓ Assessment task sheets
- ✓ Aspirational exemplars
- ✓ GTMJ sheets
- ✓ Regional Benchmarks
- ✓ Standardized Assessment

Sequencing Teaching and Learning

The relationship between what is taught and how it is taught in order to maximise student learning.

Planning we do:
- ✓ Front-end assessment by using systemic school data to inform our planning, teaching and differentiation
- ✓ Understand varying learning styles
- ✓ Differentiation of instruction to meet individual student needs
- ✓ Higher Order Thinking Skills
- ✓ Age Appropriate Pedagogies
- ✓ Link to school priorities

Strategies we use:

Direct Teaching	**Indirect Teaching**
Explicit teaching	Inquiry-based
Intensive teaching	Inductive teaching
Structured Overview	Problem-based
Drill and Practice	Independent learning
Interactive Teaching	**Experiential Teaching**
Whole-class discussion	Field experience
	Simulation
Cooperative learning	Role play
Peer partner learning	Process drama

- ✓ Classroom Observations
- ✓ Modelling and encouraging the use of metalanguage
- ✓ Embed Whole School Reading and Spelling Program into curriculum delivery
- ✓ Embed ICT/STEM concepts

Evidence we see:
- ✓ Feedback from Classroom Observations
- ✓ Learning intent visible for students in every lesson
- ✓ Use of glossary for every unit
- ✓ Whole School Spelling Program
- ✓ Modelled, guided, independent and shared reading.
- ✓ Explicit Teaching Agenda
- ✓ My Turn, Our Turn, Your Turn
- ✓ WALT, WILF, TIB
- ✓ 14 Parameters

Making Judgements

Teachers and students using standards to make evidence-based judgements in order to monitor and inform the next steps for learning.

Planning we do:
- ✓ Using standards, evidence and teacher agreement to achieve consistency of judgement
- ✓ Alignment with criteria sheets
- ✓ Teacher planning sessions to ensure consistency

Strategies we use:
- ✓ Develop clear, specific criteria relevant to the task
- ✓ Provide clear expectations about quality performance
- ✓ Be clear and explicit with students about how they will be judged
- ✓ School Assessment Standards Overview to inform future programs, classroom teaching practices & identify need for extension
- ✓ 14 Parameters/Putting Faces on the Data
- ✓ A to E in school moderation
- ✓ GTMJ/Criteria Sheets

Evidence we see:
- ✓ Goal Setting in students' books/diaries
- ✓ Results and comments entered into whole school data records
- ✓ Feedback discussions with parents, students and other teachers
- ✓ Written feedback in student workbooks and on assessment tasks

Feedback

Information and advice provided by a teacher, peer, parent or self about performance aimed at improving learning.

Planning we do:
- ✓ Use 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
- ✓ Professional Conversations between staff for coaching and feedback
- ✓ Swivl Camera for reflection

Strategies we use:
- ✓ Provide quality feedback against explicit individual student improvement goals
- ✓ Seek quality feedback on teaching performance
- ✓ Use varied forms of feedback
- ✓ Give timely feedback (within 2 weeks for assessment)
- ✓ Design classroom activities and assessment to gather evidence about learning
- ✓ Teachers engage in self feedback and receive quality feedback from peers (classroom observations)
- ✓ School Reporting
- ✓ Parent Teacher Interviews
- ✓ Data meetings once per term

Evidence we see:
- ✓ Conversations between teachers and students
- ✓ Students engaging in self and peer feedback
- ✓ Students know their level of achievement in each subject
- ✓ Students results recorded with goals for improvement