The relationship between curriculum and pedagogy is fundamental. Curriculum is essentially a design, or roadmap for learning, and as such focuses on the knowledge and skills that are judged important to learn. Pedagogy is the means by which that learning will be achieved. To meet the needs of the contemporary learner to achieve the student outcomes described in the Contemporary Learning Framework, the partnership between the Catholic Schools Office and parish schools encourages all schools to:

- adopt a contemporary curriculum that combines creative thinking skills; information, media and ICT literacy; and life and career skills in the context of core disciplines and across interdisciplinary themes; and
- employ methods of contemporary pedagogy that integrate innovative and research-proven teaching strategies, modern learning technologies, and ‘real world’ resources and contexts.

An explanation of the term Essential Learning in the context of the Australian Curriculum K - 10

Outcomes are mandatory. Outcomes are addressed through the suggested content descriptors. The range of content listed is not mandatory but the suggested list is what the Board of Studies believes will address the outcome.

How the syllabus outcomes and content will be taught is called the agreed curriculum. The agreed curriculum is taught by all members of the learning team. Teachers will collaboratively call on their professional judgement to decide the coverage and depth of the content. A teacher in collaboration with the learning team will make professional judgements about the critical questions of learning.
A rich curriculum that is:
- Inspiring
- Rigorous
- Flexible and negotiated
- Planned and evaluated
- Based on assessment of learning for learning

The curriculum is developed within established structures and frameworks and promotes success, inspires learners and leads to the development of confident and creative individuals. This curriculum is relevant, responsive and rigorous, catering for the needs of every learner in all situations. It is developed and reviewed in a planned way and, always building on the gifts and skills of the learners, it allows for adjustments as required.

FOUR CRITICAL Questions OF LEARNING

1. What should students know and be able to do?
2. How will we know that the students have learned it?
3. How will we structure learning experiences to ensure students learn?
4. How will we respond when students do not learn it or when they already know it?
A rich curriculum (what we teach) and pedagogy (the art and science of teaching and learning) that empowers the learner

What should students know and be able to do?  
**CURRICULUM**
Here we consider the goals. What should students know, understand, and be able to do? What big ideas are worthy of understanding and implied in the established goals (outcomes, content)? What “enduring” understandings are desired? What essential questions are worth pursuing to guide student inquiry into these big ideas? What specific knowledge and skills are targeted in the goals and needed for effective performance?

How will we respond when students do not learn it or when they already know it?  
Are the 3 tiers of intervention known and supported in the school?  
What school wide interventions are in place?  
How do we ensure individual students who need additional time and support for learning receive timely and effective intervention?  
How will we make learning challenging when students know more than anticipated?

How will we know that the students have learned it?  
How will we know if students have achieved the desired results and met the outcomes of the curriculum? How will we know that students really understand the identified big ideas? What will be accepted as evidence of learning to the standards?

How will we structure learning experiences to ensure students learn?  
**PEDAGOGY**  
The learning is planned with identified results and appropriate evidence of understanding in mind. What will be taught (curriculum), and how should it be taught best (pedagogy), in light of the established goals? What sequence best suits the desired results? How will we make learning engaging and effective, given the goals and evidence required?
A rich curriculum which is developed and reviewed in a planned way will prioritise what students are to know, understand, and be able to do. Rather than viewing all knowledge as being equal, this way of thinking suggests that some knowledge is essential and enduring, some knowledge is important to know, and some knowledge is worth being familiar with.

In designing the curriculum...
Consider: are...
- appropriate goals identified? (outcomes, content)
- appropriate and relevant knowledge and skills identified?
- the targeted understandings enduring, based on transferable, big ideas at the heart of the discipline and are in need of being uncovered?
- the targeted understandings framed by questions that make connections, provoke inquiry and deep thinking, and encourage transfer?
- the essential questions thought provoking, arguable and likely to generate inquiry around the central ideas?

In determining if students have learned...
Consider: are...
- students asked to exhibit their understanding through authentic assessment tasks?
- appropriate criteria based marking guidelines used to evaluate student achievement and communicated to students prior to the assessment?
- a variety of assessment tools used to provide evidence of learning?
- the assessments inclusive of both assessment for learning and assessment of learning?
- students encouraged to self-assess and peer assess?

When planning powerful pedagogy...
Consider: will the students...
- know where they are going (learning goals), why the learning is important and what is required of them as learners (goal, evidence of learning and marking criteria) and how will they know when they are successful?
- be engaged in the big ideas (through inquiry, research, experimentation, problem solving)?
- have adequate opportunities to explore, experiment and experience the big ideas? Will explicit instruction provide students with the skills to undertake the required assessments?
- have sufficient time to rethink and revise their work based on timely feedback?
- have an opportunity to evaluate their work, reflect on their learning, and set learning goals?

When responding to the learning needs of students...
Consider: are ...
- teachers providing in-class differentiation strategies by programming for several levels, using grouping strategies and providing adjustments?
- strategies and systems in place to assist students in requiring knowledge and skills when they are lacking in identified areas?
- specialist/support staff working effectively to support individual student learning needs?

Is the designed curriculum plan...personalised, flexible and negotiated to address the learning interests and needs of all students?
Programming

Programming is an important process in the teaching, learning and assessment cycle. It enables teachers to plan for the delivery of syllabus content and improve student learning outcomes. Programming is the process of selecting and sequencing learning experiences that cater for the diversity of student learning needs in a particular year and/or stage. The process of programming is typically shared in schools and offers an opportunity for collaboration, professional reflection and evaluation.

Learning and teaching programs are a record of planned learning experiences. The programs:

- reflect the needs, interests and abilities of students
- are based on syllabus outcomes and include a variety of teaching, learning and assessment activities, strategies and resources to address the learning needs of all students
- are flexible and dynamic documents that change in response to student learning needs, school context, teacher evaluation and feedback
- include adjustments for students with special education needs
- reflect our Catholic values
- include CSO priorities
- are a record of how syllabus requirements are met.

Planning for effective learning and assessment

When planning effective learning and assessment activities, teachers should consider whether the teaching, learning and assessment approaches are appropriate to the syllabus outcomes being addressed.

What should teachers consider when planning for effective learning and assessment?

- Classroom and assessment activities should be clearly related to the syllabus outcomes.
- Students should be provided with opportunities to demonstrate what they know and can do.
- A variety of assessment approaches may be used so that students have the opportunity to show what they know and can do in different ways.
- A single activity can often provide information about more than one syllabus outcome; for example, an assessment activity may show a student's knowledge, problem-solving and evaluation skills.

In NSW, the syllabus outcomes are used as key reference points for decisions about students' progress and achievement.

Syllabus outcomes:

- indicate the knowledge, understanding and skills expected to be acquired by most students by the end of a stage as a result of effective teaching and learning
- are derived from the syllabus objectives
- present a sequence of learning for each stage and take into account prior and subsequent learning of students.

Syllabus outcomes are used by teachers to:

- plan and develop learning and assessment opportunities
monitor student progress
assess and measure student achievement against intended learning at each stage
report student progress and achievement during, and at the end of, a stage.

Designing effective learning and assessment

Designing effective learning experiences requires selecting activities that develop students’ knowledge, understanding and skills, and provide opportunities for evidence of learning to be gathered. Methods of gathering evidence may include informal teacher observation, questioning, peer evaluation and self-evaluation, as well as more structured assessment activities.

When designing assessment activities, teachers should consider whether the activity:

- shows a clear relationship between the syllabus outcomes and content being assessed
- is integral to the teaching and learning program/cycle
- provides opportunities for students to demonstrate the extent of their knowledge, skills and understanding across a range of known and unknown contexts
- focuses on what was taught in class and what students were informed would be assessed
- provides opportunities to gather information about what further teaching and learning is required for students to succeed
- includes questions or activities that have the potential to engage students in discussion and/or reflection about their strengths, areas to develop and learning goals
- includes strategies appropriate to the outcomes being addressed, including how students can improve their learning as a result of assessment and feedback
- provides valid and reliable evidence of student learning, and is fair.

Selecting assessment activities

The following table may assist teachers to plan effective learning and assessment activities. The strategies may provide opportunities for students to demonstrate what they know and can do individually and collaboratively.

<table>
<thead>
<tr>
<th>Area for assessment</th>
<th>Assessment activities may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge, recall and understanding</td>
<td>• background knowledge quizzes, multiple-choice questions, true/false questions, pen-and-paper and electronic tests • outlining key ideas using words, short phrases and brief sentences • defining key terms and concepts • comprehension and interpretation exercises • cloze and matching exercises • labelling a diagram • making a timeline • classifying types of processes or events • sharing ideas and information • retelling stories • making a podcast/vodcast • activities that incorporate digital literacies • recalling and recognising terms and facts</td>
</tr>
<tr>
<td>Skills in analysis and critical thinking</td>
<td>• recording learning using diaries, journals and blogs</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| These skills relate to learning about ‘how’ rather than ‘what’. | • classifying, categorising and sorting information  
• comparing and contrasting two events, theories and/or processes  
• analysing, evaluating and expressing opinions  
• investigating, collecting and analysing data  
• conducting interviews  
• researching  
• predicting the outcome of an event and testing theories  
• debating  
• participating in group discussions  
• rewriting stories from a different perspective or point of view |
| Skills in synthesis and creative thinking | • summary writing and/or journal writing  
• devising analogies  
• creating concept maps  
• creating a website design  
• interpreting information from a range of sources  
• compiling portfolios  
• writing poems and narratives  
• rewriting stories from a different perspective  
• designing solutions  
• conducting experiments |
| These skills relate to the ability to combine the familiar with the new in different ways and in unfamiliar contexts. | |
| Skills in problem-solving | • problem-recognition and problem-solving  
• brainstorming  
• generating questions  
• selecting and applying appropriate strategies to a context  
• researching  
• simulations and problem-solving scenarios  
• game-based learning |
| These skills relate to recognising problems and determining possible solutions. | |
| Skills in application and performance | • paraphrasing and editing  
• creating and using models  
• making a diorama to illustrate an event  
• producing a poster  
• presenting group and individual performances  
• role-playing  
• participating in debates  
• peer tutoring  
• explaining and demonstrating to others  
• inquiry, practical and research projects  
• making a video or podcast (including writing a script) |
<table>
<thead>
<tr>
<th>Skills in evaluation</th>
<th>and film/audio production)</th>
</tr>
</thead>
</table>
| These skills relate to applying knowledge and understanding to make judgement. | - short-answer questions, including oral and written responses  
- concept and mind mapping to show generalisations and relationships  
- self-reflective evaluation, including journals, reflections on processes, blogs and wikis  
- participating in self-assessment, peer assessment and peer feedback activities  
- creating and interpreting graphs and diagrams  
- posing problems in a range of contexts  
- evaluating research  
- writing reviews  
- critiquing the value of ideas, concepts, materials and methods using criteria  
- designing a questionnaire to gather information  
- making a flow chart depicting critical stages |
Differentiated programming

Students are individuals who learn at different rates and in different ways. These individual differences may influence how students respond to instruction and how they demonstrate what they know, understand and can do. Individual differences may include:

- cognitive abilities, including students’ current level of understanding and ability in relation to a particular topic or skill
- prior learning experiences
- learning styles and preferences
- motivation and engagement with learning
- interests and talents.

Through differentiated planning and programming, teachers can consider students’ varying abilities, learning styles, interests and needs.

What is differentiation?

Differentiation is a targeted process that involves forward planning, programming and instruction. It involves the use of teaching, learning and assessment strategies that are fair and flexible, provide an appropriate level of challenge, and engage students in learning in meaningful ways. Differentiated programming recognises an interrelationship between teaching, learning and assessment that informs future teaching and learning.

Differentiated programming:

- provides teaching, learning and assessment for learning experiences that cater for the diversity of learners so that all students can learn effectively
- provides alternative methods and choices for students to demonstrate their knowledge, understanding and skills
- considers what resources and stimulus materials will assist students
- includes a range of activities and resources appropriate for students with different learning needs and levels of achievement
- promotes flexible learning experiences and encourages students to work at their own pace to develop their knowledge, understanding and skills
- monitors student learning over time using evidence of student achievement to guide future teaching and learning opportunities
- considers how individualised feedback to students can help identify student strengths and areas for improvement.

Differentiated programming provides students with opportunities to:

- demonstrate, in different ways, what they know, understand and can do at different points of the learning cycle
- discuss with their teachers their preferred learning style and new ways of learning
- explore, experiment and engage with the concepts and principles underpinning what they learn
- develop higher-order thinking and creative and critical thinking skills.
How can teachers differentiate?

Most students will participate fully in learning experiences based on the regular syllabus outcomes and content. Some students may require additional support or adjustment to teaching, learning and assessment for learning activities.

Teachers can differentiate learning experiences to meet the learning needs of students by considering the following:

1. Teachers may differentiate the delivery of content where appropriate, and include a range of resources to support student learning.

   Differentiation strategies may include:
   - curriculum compacting
   - providing key vocabulary
   - developing individual learning goals
   - including learning centres to facilitate guided or independent learning
   - providing a variety of stimulus materials in a range of mediums.

2. Teachers may differentiate the learning activities by making modifications to instruction and student groupings.

   Differentiation strategies may include providing opportunities for:
   - tiered and levelled activities
   - interest centres
   - learning contracts
   - problem-solving and challenge-based learning opportunities
   - open-ended questioning
   - group and independent study.

3. Teachers may differentiate the ways students demonstrate their learning based on their learning preferences, interests and strengths.

   Differentiation strategies may include providing opportunities for:
   - collaborative and individual learning
   - project-based work
   - student choice
   - teacher/student dialogue around learning activities.

4. Teachers may differentiate the learning environment by considering the physical, virtual and social context where learning takes place.

   Differentiation strategies may include consideration of the:
   - structure and organisation of the classroom, including class routines
ways students interact with and work with others by providing opportunities for individual, collaborative and whole class group work.

Teachers can differentiate assessment experiences by making adjustments to and modifying assessment for learning activities for individual students or a group of students to cater for:

- different learning needs
- a range of learning styles and preferences.

What are Adjustments?

Teachers may need to make adjustments to teaching, learning and assessment practices for some students with special education needs, so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. The types of adjustments made will vary based on the needs of individual students.

Sharing learning and assessment intentions

Sharing learning and assessment intentions is a powerful way for teachers to improve student learning. Learning and assessment intentions provide a focus for, and clarity of, the knowledge, understanding and skills students are expected to develop as a result of teaching and learning.

Students should be informed about what they need to do to demonstrate their learning. This information can be conveyed informally or formally by the teacher, as appropriate to the learning activity. Students should know:

- what they are going to learn
- how they are to be assessed
- the criteria used to assess their learning
- the meaning of the language used, including subject-specific vocabulary.

Teachers may consider:

- how the learning and assessment intention(s) can focus students’ attention on learning, including what they are expected to learn, as well as what they will do
- when the learning intention should be shared in the lesson and in what format
- how subject-specific vocabulary and language is used and understood by students
- how the learning and assessment intention specifies the content students are expected to learn and the context where this takes place
- how students receive feedback and reflect on their progress, in relation to the learning and assessment intention(s)
- what further teaching, learning and assessment activities will help students improve their learning.

Students may benefit from activity-specific templates, models of good responses and/or procedures to help them understand learning and assessment intentions, as well as to demonstrate their knowledge, understanding and skills.
Principles of Effective Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning.

Assessment activities should:

- be valid and be based on syllabus outcomes
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of different contexts
- be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

Using Syllabus Outcomes in Standards Referenced Assessment

Standards-referenced assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

Syllabus outcomes:

- indicate the knowledge, understanding and skills expected to be acquired by most students by the end of a stage as a result of effective teaching and learning
- are derived from the syllabus objectives
- present a sequence of learning for each stage and take into account prior and subsequent learning of students.

Syllabus outcomes are used by teachers to:

- plan and develop learning and assessment opportunities
- monitor student progress throughout each stage
- assess and measure student achievement against intended learning at each stage
- report student progress and achievement during, and at the end of, a stage.
Standards-referenced assessment: | Standards describe:
---|---
- links the achievement of students to specified standards, through evidence collected from a number and variety of activities and from observations over time  
- involves teachers gathering evidence of student achievement formally and informally, to make judgements and to facilitate and monitor students' progress using syllabus outcomes.  
- what students are expected to know, understand and do at each stage, described in NSW syllabuses through outcomes, content and stage statements  
- how well students have achieved.

This model for developing assessment activities emphasises:

- that outcomes are central to the decisions teachers make about teaching, learning and assessment  
- the importance of gathering evidence about student learning in relation to the outcomes  
- how teachers use evidence to determine how well students are achieving in relation to the outcomes  
- the importance of teacher feedback and student reflection  
- how evidence of student achievement informs future teaching and learning.

**Assessment for, as and of Learning**

NSW syllabuses and support materials promote an integrated approach to teaching, learning and assessment. Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

The principles of assessment for learning and assessment as learning strategies have some common elements. Assessment for learning and assessment as learning incorporate:

- self-assessment and peer assessment  
- strategies for students to actively monitor and evaluate their own learning  
- feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Assessment for learning and assessment as learning approaches, in particular, help teachers and students to know if current understanding is a suitable basis for future learning. Teachers, using their professional judgement in a standards-referenced framework, are able to extend the process of assessment for learning into the assessment of learning.

**ASSESSMENT FOR LEARNING**

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as ‘formative assessment’, it usually occurs throughout the teaching and learning process to clarify student learning and understanding.
Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

ASSESSMENT AS LEARNING

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

ASSESSMENT OF LEARNING

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. It usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Adjustments for Students with Special Education Needs

Teachers may need to make adjustments to teaching, learning and assessment practices for some students with special education needs, so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. The types of adjustments made will vary based on the needs of individual students.
These may be:

- adjustments to the assessment process, eg additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology
- adjustments to assessment activities, eg rephrasing questions or using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, eg written point form or notes, scaffolded structured responses, short objective questions or multimedia presentations.

Recording evidence

Teachers may plan for and gather evidence about student achievement in a variety of ways at key points during, and at the end of, a unit, a term or a semester. This evidence can assist teachers in making professional judgements about a student’s progress and achievement of syllabus outcomes, and provides feedback about how students can improve their learning.

Evidence may include teacher observation, questioning, peer evaluation and self-evaluation, as well as more formalised assessment activities, such as:

- gathering a range of students’ work samples at various stages of an activity, including anecdotal records and students’ oral, written and multimedia work samples
- assessing students’ integrated use of knowledge, understanding and skills rather than discrete facts and skills used in isolation
- providing students with an opportunity to present to an identified audience (real or simulated)
- providing students with authentic and contextual learning opportunities
- analysing the quality of student responses against criteria, including rubrics
- observing students during learning activities and participation in a group activity
- evaluating student achievement across time, including student portfolios
- facilitating student discussion or conferences
- reviewing student reflections about what they have learnt and how to improve.

Teachers can use this evidence to:

- evaluate student progress in relation to the syllabus outcomes and content being addressed
- decide what needs to be taught next, and at what level of detail to assist students in their learning
- determine any adjustments to teaching, learning and assessment
- form a judgement of student achievement at key points throughout the year
- inform students, parents and subsequent teachers of a student’s progress, strengths and areas for improvement
- monitor the effectiveness of teaching and learning programs.

Recording evidence for assessment may take a variety of forms, including individual comments or notations, marks, grades, conversations, digital recordings and/or audio or visual representations. Recording evidence:

- needs to be manageable
- may be formal and/or informal
- should focus on student progress in relation to outcomes, particular strengths and areas for improvement.
Students and teachers may decide together about the evidence of learning to be gathered and how it should be recorded and organised. Students can use this information, and teacher and peer feedback, to:

- reflect on their work
- make judgements about their learning
- make decisions with their teacher about the next steps in their learning.

Teachers may gather evidence and record:

- a student’s strengths and areas for improvement for one activity
- the performance of a particular student, class, group or cohort of students, across a range of assessment activities and across a period of time.

Teachers can work collaboratively, including in the online environment, to develop a shared understanding of syllabus standards. Working collaboratively can assist teachers to:

- make consistent and comparable judgements of student achievement
- decide what to look for when determining the extent of student understanding.

Teachers maintain student work samples that are kept for the calendar year and replaced the following year. Three work samples for one assessment task in each year showing a range of marks/grades aligned to the Common Grade Scale (A, C, D grades). Assessment task, sample, marking criteria sheet with feedback. 3 samples per KLA showing range eg., For English – I task and 3 examples from the class group.

**Kindergarten – Year 6 assessment strategies**

NSW syllabuses and support materials promote an integrated approach to teaching, learning and assessment. The purpose of assessment is to gather valid, reliable and useful information about student learning in order to:

- monitor student achievement in relation to outcomes
- guide future teaching and learning opportunities
- provide ongoing feedback to students to improve learning.

The type of assessment activity and the way evidence of learning will be gathered will vary, depending on the:

- outcomes being assessed
- evidence to be gathered
- teaching and learning activity
- context
- students’ learning needs.

Students should be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process. Whatever assessment strategies are used, it is important that activities are accessible to all students.

A range of assessment strategies may assist teachers to:

- plan for and gather valid and reliable evidence of student learning
• consider a balance between informal and formal evidence.

A range of formal and informal strategies can provide opportunities for students to demonstrate:

• the extent of their knowledge, understanding and skills
• their learning using a range of resources and stimulus material, including ICT.

The following strategies include observations, collaborative activities and activities of a reflective nature.

Teacher observations

Teacher observations can provide information about student achievement in relation to outcomes. Evidence may be gathered and recorded formally and informally, where:

• informal observation and feedback occur during teaching and learning activities
• formal observation involves planning for an opportunity to observe specific learning outcomes.

Assessment activities may include:

• listening, viewing and response tasks (eg responses to texts including digital stories, films, television programs, podcasts, vodcasts, documentaries and conferences)
• teacher/student discussions or conferences
• student participation in practical activities and demonstrations
• observation of students as they participate in and engage during learning activities, such as listening to students’ use of language and application of skills to new contexts and the integration of ICT
• strategic questioning to determine individual level of understanding
• student manipulation of materials to demonstrate conceptual understanding of key concepts.

When teacher observation is used for assessment purposes, evidence can be gathered about students’ ability to:

• explain ‘how or why’
• demonstrate their understanding of key concepts
• use appropriate language for discussing their learning experiences
• apply their understanding to new contexts and situations
• communicate effectively.

Peer and self-assessment

Peer and self-assessment strategies can provide teachers with information to plan teaching and learning opportunities for students. Peer and self-assessment strategies can be formal or informal. Teachers may choose to incorporate peer and self-assessment into teaching, learning and assessment to assist students to develop a better understanding of themselves as learners. Peer and self-assessment can encourage students to reflect on their learning in relation to the outcomes, and recognise the next steps needed to improve their learning.
Peer assessment

Teachers should model the appropriate language and clarify expectations for activities that incorporate peer feedback. Feedback may be oral, written or digital, and may provide an opportunity for students to develop their social, collaborative and reflective skills. Students may provide feedback to their peers about:

- what has been completed
- strengths and/or what aspects have been completed well
- suggestions to improve their work with reference to the learning and assessment intention
- alternative strategies to complete the activity.

Self-assessment and self-evaluation

Student self-assessment can help students to identify what they know, where they need to be and how to get there in their learning. Gathering information about the way students think and reflect on their learning can provide teachers with information to inform future teaching and learning. Strengthening the skills of self-assessment may enhance the ways students interpret feedback.

Self-evaluation encourages the development of metacognitive thinking as students reflect on themselves as learners and identify their learning style and how they learn best. It also encourages students to set learning goals in relation to syllabus outcomes, identify what they have learnt and what they still need to learn, and act on feedback. Portfolios, work samples and journals, including online journals, can support the reflective process where students can set goals, reflect on their goals and monitor their learning.

Self-evaluative questions may include:

- What will help me achieve this learning goal and why is it important to achieve this learning goal?
- What do I already know about this topic?
- What other information could assist me in my understanding?
- How will I know when I achieve my learning goals?
- What do I notice when I compare my work to earlier samples?
- What helped me when something became difficult in learning to …?
- What do I need help with?
- Am I learning the best way for me? What learning strategies do I need to complete/learn this?
- What is really making me think?
- Did everyone stay on task in our group?
- What is a question worth asking for next time?

Prompts for students may include:

- Things I have learned are …
- I need to work on …
- My strength today was …
- My biggest improvement is …
- I would like to learn more about …

Assessment activities may include:
• creating portfolios or folders of work with negotiated content and reflections on the learning processes used (e.g., portfolios, journals, personal goals)
• self-assessment of progress towards achieving outcomes during a series of activities or an individual activity
• peer evaluation of a performance
• evaluating the contributions of individuals to a group task
• individual goal and target setting, including the use of learning logs and journals where students track thoughts, questions, activities, and any revisions made over the term
• reflections on the learning processes used, including portfolios, learning logs, blogs, and journals.

When peer and self-assessment and self-reflection are used for assessment purposes, evidence can be gathered about students’ ability to:

• evaluate their own work and thinking, as well as the work of others
• develop learning strategies based on their evaluation
• critique their own work and the work of others against criteria.

**Collaborative activities**

Collaborative learning activities occur as a result of interaction between students engaged in the completion of a common task. Students work together, face-to-face and in or out of the classroom. They may use ICT to enable group discussion or complete collaborative tasks within their school, between schools, locally, nationally, and internationally.

Assessment activities may include:

• evaluating and challenging views through group discussions
• cooperative group work, team assignments, and investigations, including the allocation of specific roles and responsibilities
• group-prepared presentations on a range of topics for a variety of purposes and audiences
• group critiques/team challenges, including the use of technology to aid preparation, delivery, and student accountability (e.g., wiki, blogs)
• mixed-ability and differentiated group activities as appropriate
• paired tasks (think-pair-share, brainstorming, email sharing and forums)
• student question/answer sets, including students creating their own content in Learning Management Systems
• student response partners, such as offering constructive feedback about student work in relation to criteria.

When collaborative activities are used for assessment purposes, evidence can be gathered about students’ ability to:

• work cooperatively as a team
• solve problems and make decisions with others
• take responsibility for individual and group learning
• think critically and creatively, and offer constructive criticism
• demonstrate cognitive skills, such as the ability to analyse, evaluate, and synthesise information
• understand the roles and responsibilities of individuals in groups, including the capacity to communicate effectively within a small group.
Inquiry-based research activities

Students can develop their critical and creative thinking skills when they are provided with opportunities to research, evaluate information, consider new ideas and make connections. Students can develop their research skills as they use information drawn from a range of sources, including the library, the internet, databases, spreadsheets and other digital resources. Teachers may use ICT collaboration tools (such as wikis, blogs and student moderated forum discussion) and graphic organisers to involve students in active thinking about relationships and associations.

Assessment activities may include:

- inquiry and design (eg personal interest projects, investigations and learning contracts)
- explanations or evaluations
- strategic, open-ended and inquiry questioning
- comparing and contrasting
- written or spoken responses, which could be short or extended
- game-based learning opportunities.

When inquiry-based research opportunities are used for assessment purposes, students may be assessed on their ability to:

- describe a valid problem to research
- compare information sources for accuracy and relevance
- choose appropriate information sources and work critically with them to provide explanations and evaluations
- analyse findings and draw valid conclusions
- establish cause-and-effect relationships
- assess areas for improvement or further research
- present data and information using multimodal texts
- select appropriate digital, oral, written and other communication forms to present the findings of their research.

Practical activities

Practical activities can provide students with opportunities to pose questions, investigate, make decisions, manipulate and make observations. Students may work individually or in groups.

Assessment activities may include:

- discussion, debate or role play
- participation in hypothetical scenarios
- investigation and problem-solving activities
- rotation of students through a range of skill-based activities
- scriptwriting, filming and evaluating the process
- performance evaluation and review
- responses presented in a variety of ways and through a combination of modes
- manipulation of materials, including ICT, to demonstrate a conceptual understanding of key ideas.

When practical activities are used for assessment purposes, students may be assessed on their ability to:
• identify and investigate a problem
• make and record accurate observations
• use and construct models
• draw valid conclusions
• display a range of speaking and listening skills (eg prepared and impromptu oral presentations, debating)
• use critical thinking skills to analyse data and information, to identify relationships and to draw conclusions
• ask questions to clarify, reflect and take part in class or group discussions
• plan and carry out a procedure or response to stimulus
• select and use appropriate strategies, equipment and technology to convey ideas to an audience.

Presentations

Presentations provide students with opportunities to demonstrate their understanding to an audience. The format may be spoken or written, multimedia or a combination of these. Presentations may be prepared or impromptu, depending on the activity requirements. Peer and self-assessment may be used in conjunction with this assessment strategy.

Assessment activities may include:

• prepared and impromptu presentations (eg role-plays, debates, dramatic presentations)
• presentations using ICT tools (eg preparation of a 20-second radio news bulletin, podcast, vodcast, documentary filmed on location using green-screen technology)
• web publication of learning (eg learning blogs, student-created websites) and the use of social technologies as a platform for presenting assessment activities and/or capturing evidence of student performance
• observation of real or simulated performances
• storyboard reports
• poster presentation explaining what worked and what did not
• drawings, symbols and words to connect the ideas and relationships between concepts.

When presentations are used for assessment purposes, students may be assessed on their ability to:

• identify, comprehend and evaluate sources
• use appropriate terms and concepts
• use appropriate forms to communicate their understandings
• present their findings using a variety of media
• combine visual and digital elements for a variety of audiences and purposes.

Collections of student work

Assessment can enhance student engagement and motivation, particularly when it provides opportunities for interaction with teachers, other students and a range of resources. Collections of student work may be reviewed at specific points in the learning process to inform future teaching and learning opportunities or as summative assessment at the conclusion of a unit of work.

Assessment activities may include:
• diaries and journals
• student self-reflections and evaluations
• drafts and completed versions
• problem-solving activities and investigations
• composing a visual representation that emphasises a particular point of view (eg a storyboard)
• directed reading strategies (eg cloze)
• composing a visual representation that emphasises a particular point of view
• research using a variety of print and multimedia, internet and electronic sources of data and information
• pen-and-paper tests, including multiple choice, online quizzes and short response
• written activities (eg range of text types, including reports, letters, reviews, newspaper articles, comments on an article’s perspective, student-produced overviews or summaries)
• organising and presenting learning in a variety of ways (eg crossword, dictagloss, mind map, fact–opinion chart, true/false statements, fishbone, vocab bank, three-level guide)
• open-book tests, where appropriate
• pre-testing, mid-unit testing and post-testing.

When these strategies are used for assessment purposes, students may be assessed on their ability to:

• use appropriate terms and concepts
• select effective strategies
• justify and support ideas
• develop effective arguments
• explain different contexts, perspectives and interpretations
• effectively communicate their understandings
• respond accurately to stimulus
• sequence events
• evaluate a range of sources, including ICT sources.

Effective feedback

Teacher feedback about student learning is essential for students and integral to teaching, learning and assessment. Feedback can clarify for students:

• how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being addressed
• how to improve their learning.

Principles of effective feedback

Feedback enables students to recognise their strengths as well as areas for development, and to identify and plan with their teacher the next steps in their learning. Students should be provided with opportunities to improve their knowledge, understanding and skills through feedback that:

• is timely, specific and related to the learning and assessment intention
• is constructive and provides meaningful information to students about their learning in a variety of forms
• focuses on the activity and corrects misunderstandings
• identifies and reinforces students’ strengths
provides information about how they can improve
facilitates the development of and provides opportunities for self-assessment and reflection during the learning process
informs future teaching and learning opportunities.

Feedback can occur at any point in the teaching, learning and assessment cycle. It may:

- include regular teacher–student dialogue to guide student learning
- focus on particular knowledge, understanding and skills related to content, and/or processes applied to an activity.

Students may benefit from opportunities to self-assess, self-monitor and make judgements about their work in relation to standards and should be provided with regular opportunities to reflect on their learning.

Forms of feedback

The nature of the assessment activity and the context of the learning influences the type of feedback provided to students. Feedback may take a variety of forms, including digital and other modes. It may be formal or informal, and should encourage teacher–student dialogue about learning. It may include:

- oral feedback from the teacher, student and their peers, such as collaborative activities and conferencing
- written feedback from the teacher and/or peers, based on the criteria for assessing learning.

Teachers may consider the following forms of feedback to support teaching, learning and assessment:

- whole-class discussions to clarify the task during the activity, including blogs, wikis and forums
- whole-class or individual student comments about aspects of the activity where students performed well, and how to improve
- peer and self-assessments and self-reflections
- checklists, criteria sheets, comments or grades
- ongoing oral or written comments, including questioning students’ understanding
- cues, reinforcements or prompts to redirect learning
- drafts and resubmissions
- peer collaborations using online tools
- written, audio or digital annotations
- discussion of a range of student work samples and other examples beyond the classroom in relation to criteria.

Feedback to support student learning

Providing students with advice about how they can improve their learning is a key element of effective feedback. Students benefit from opportunities to:

- rehearse and practise
- consult a range of reference points, including teachers, adults, peers and resources, including digital resources
- reflect on their learning and plan how to improve their knowledge, understanding and skills.
Feedback supports student learning when it:

- clarifies learning in relation to outcomes, criteria and standards
- is based on a standards-referenced approach rather than comparisons with other students
- recognises improvements made over time in comparison to prior work samples
- offers alternatives or asks students to think of alternatives
- focuses on the activity rather than the student
- is descriptive and questioning
- values student work and focuses on the quality rather than the quantity
- models how to apply a particular skill
- facilitates self-reflection
- encourages positive motivational beliefs and self-esteem
- is timely and provides opportunities for students to act upon advice.

Features of Quality Marking Schemes

Quality marking schemes:
- match the intention of the question and the nature of the subject
- have clear marking criteria to distinguish between student responses
- contain criteria relative to the initial assessment task
- contain criteria specific to the most important elements of the assessment task
- provide marks that reflect the quality of student responses
- accommodate less predictable responses and harder to define characteristics where appropriate
- contain grade/mark allocations that are consistent with what is being asked.

Ensuring Consistency of Teacher Judgment

Consistency of teacher judgement is evidenced when:
- there is a shared understanding of the meaning of the syllabus outcome/s being assessed
- the plan/program to address the outcomes has been developed collaboratively
- assessment tasks are clearly linked to the outcomes and have clear marking criteria
- the delivery of instructions and explanations is consistent across classes
- samples of student work/portfolios are collected and used to inform a shared understanding of the outcomes and achievement standards.
Integrating ICT Capability

Students live in a rapidly changing technological world. Information and communication technology (ICT), including hardware and personal digital devices, software, and systems that manage, store, process, create, produce and communicate information, has become an important part of everyday life. The integration of ICT capabilities in teaching, learning and assessment in NSW syllabuses can lead to enhanced outcomes for students, and:

- support the interactive process of teaching, learning and assessment in NSW schools
- develop the knowledge, skills, understanding, attitudes and behaviours to assist students to live and work successfully in a contemporary world.

Integrating ICT

The integration of ICT across the curriculum provides opportunities for all students to develop their skills to become competent, discriminating, productive, creative and ethical users of ICT.

The new K–10 English, Mathematics, Science (incorporating Science and Technology K–6) and History syllabuses describe opportunities to:

- integrate ICT in teaching and learning
- enable students to develop knowledge, understanding and skills about ICT related to their studies.

Applying ICT

When planning, teachers may consider the application of a range of ICT tools and resources to support teaching, learning and assessment. Teachers will identify tools and resources for use by students based on specific learning needs, such as:

- multimedia creation tools, including cameras, microphones and audio editing programs
- programming tools
- game-based learning and game development opportunities
- online collaboration tools, including blogs and wikis
- web 2.0 and web 3.0 tools
- GPS, geo-tagging, geographic information systems
- simulations
- electronic portfolios
- productivity tools, including word processing, databases, spreadsheets, graphic editing
- interactive manipulatives, such as interactive geometry applications
- contextualised learning experiences, including robotics, 3D modelling, virtual learning environments (including field trips), web quests.

ICT Capability in English

The study of English enables students to develop and apply knowledge, understanding and skills of ICT in their composing, responding and presenting, and as part of the imaginative and critical thinking they undertake in English.
Students have the opportunity to become competent, discriminating and creative users of ICT as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information. Students will learn about the ethics of information communication through technology.

**ICT Capability in Science**

Information and communication technology (ICT) can be used effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively. The *Science K–10 (incorporating Science and Technology K–6) Syllabus* provides students with opportunities to develop ICT capability when they develop design ideas and solutions, research science concepts and applications, investigate science phenomena, and communicate their scientific and technological understandings. In particular they learn to access information, collect, analyse and represent data, model and interpret concepts and relationships, and communicate scientific and technological ideas, processes and information. Digital technologies and aids, such as animations and simulations, provide opportunities to view phenomena and test predictions that cannot be investigated through practical experiences in the classroom, and may enhance students' understanding and engagement with science and technology.

**ICT Capability in Mathematics**

Information and communication technology (ICT) includes digital technologies such as calculators, spreadsheets, dynamic geometry software, and computer algebra and graphing software. Students use ICT effectively and appropriately when investigating, creating and communicating ideas and information, including in representing mathematics in a variety of ways to aid understanding. ICT can be used by students to solve problems and to perform previously onerous tasks more readily.

In the Number and Algebra strand in the NSW K–10 Mathematics curriculum, students can use ICT in such topic areas as creating patterns, creating and interpreting graphs, investigating compound interest, and solving equations graphically. In the Measurement and Geometry strand of the curriculum, students can utilise ICT in such areas as exploring properties of angles and shapes, including symmetry; creating designs that involve shapes and transformations; representing, visualising and manipulating three-dimensional objects; investigating congruency and similarity; representing position and paths; making informal measures of length and area; and developing formulas for perimeter and area. In the Statistics and Probability strand, students can use ICT in such areas as recording and displaying data in various forms, comparing data sets, calculating measures of location and spread, modelling probability experiments, and using the internet to gather and analyse data presented by the media.

**ICT Capability in History**

Students develop ICT competence as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, at home, at work and in their communities. Competence in ICT is most evident in historical skills associated with locating, processing and communicating historical information. This includes the use of information technologies to access a growing range of digitised online materials; spreadsheets and databases for analysing evidence and historical trends; digital technologies to create, publish and present their learning; communication technologies, for example wikis and blogs, to enhance students’ analytical thinking capabilities in their study of history and online forums and videoconferencing to discuss and debate ideas.
**Scope and Sequence Checklist**

A scope and sequence is an important step in the design of effective teaching and learning programs for a course. It summarises what is to be taught and the sequence in which it will be taught.

A scope and sequence shows the order of the units within a year or stage, and the syllabus outcomes that each unit addresses. Generally, a subject scope and sequence plan for a year should be captured on a single page.

Elements of a scope and sequence include:

- title of each unit
- sequence of each unit for the year/stage
- duration of each unit
- syllabus outcomes included in each unit (these are commonly represented by outcomes codes)
- any specific-subject requirements (for example, text requirements)
- additional information based on common practice in particular subject areas or particular school requirements.

**Subject-Specific Advice**

The scope and sequences for the following subjects should include:

**English**

- the types of texts studied during the unit to illustrate how syllabus requirements are met for Kindergarten to Year 6
Programming units of work Checklist

Elements of a unit are to include:

- unit description
- syllabus outcomes
- duration
- stage or year
- range of relevant syllabus content
- integrated teaching, learning and assessment
- subject-specific requirements eg context in Science & Technology
- resources
- reflection and evaluation
- adjustments for students with special education needs, where appropriate
- registration against the outcomes.

Catholic Schools Office requirements in addition to the above:

- Catholic Worldview underpinned by the Foundation Beliefs and Practices
- Connections to the Contemporary Learning Framework
- Integration of the 4 Critical Questions of Learning and Big Ideas/Guiding questions

Additional school elements that may be included are:

- links with other Key Learning Areas – connections with other units that complement or extend the learning
School Assessment Task Checklist, Years K-6

Key elements that need to be considered, but not limited to, in any assessment task planning:

☐ task details:
  ▪ task aligned to the assessment plan
  ▪ task aligned to syllabus requirements and the total assessment program
  ▪ date of assessment
  ▪ guidelines for presentation and length

☐ detailed description of the task in plain English language (written, verbal, etc)
☐ scaffold for completing the task or plain English rubric, linked to the marking criteria and outcomes
☐ resources/ software/ websites required – if applicable
☐ where this task is evidenced in the teaching & learning program/ syllabus requirements (context).

Delivery to students:
☐ stage, year, KLA
☐ topic, unit
☐ student name, date
☐ learning goal (outcomes to be assessed, but in the language of the group)
☐ assessment adjustment for the full range of students with additional learning needs (includes enrichment)
☐ marking criteria using the language of the outcomes.

Additional elements that may be included, but not limited to, in any assessment format are:
☐ peer and self assessment
☐ work samples.

Elements of best practice when marking and giving feedback:

Feedback should:
☐ focus on the activity and what was expected (use the rubrics)
☐ be constructive
☐ provide meaningful information to students about their learning
☐ correct misunderstanding
☐ identify and reinforce students’ strengths
☐ state clearly how students could improve.

Forms of feedback include:
☐ discussion with the class, groups or individual students about those aspects of the activity in which students excelled and aspects that still need addressing
☐ marking criteria and/ or rubrics
☐ written annotations specific to the task
☐ examples of good responses
☐ joint goal setting for future learning
☐ peer and self-evaluation.
School Assessment Planning Checklist, Years K-6

Schools should work toward the following best practice around assessment procedures:

- □ a formal school assessment and reporting policy and procedures: K-6. The detail may vary between year levels
- □ a year level-based KLA assessment overview that is used for school planning
- □ a term KLA assessment overview for each year level
- □ a whole school mapping of assessment plans in literacy, numeracy and diagnostic assessment occurring across the school
- □ appropriate number of assessments based on the indicative BOS time for each KLA.

<table>
<thead>
<tr>
<th>Indicative Board of Studies time</th>
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<tbody>
<tr>
<td>45-55% Broken into;</td>
</tr>
<tr>
<td>Hours are the minimum</td>
</tr>
<tr>
<td>English – 6.25 hours per week (25%)</td>
</tr>
<tr>
<td>Mathematics – 5 hours per week (20%)</td>
</tr>
<tr>
<td>Distributed between these four areas. Hours are the minimum and flexible across KLA’s</td>
</tr>
<tr>
<td>Science &amp; Technology - 1.5 -2.5 hours per week 6-10%</td>
</tr>
<tr>
<td>Human Society and its Environment - 1.5 - 2.5 hours per week 6- 10 %</td>
</tr>
<tr>
<td>Personal Development, Health and PE - 1.5 -2.5 hours per week 6-10%</td>
</tr>
<tr>
<td>Creative Arts - 1.5- 2.5 hours per week 6-10%</td>
</tr>
<tr>
<td>Religious Education – 2.5 hours per week (10%)</td>
</tr>
</tbody>
</table>

The following Board of Studies documents have been used in determining the minimum requirements and to reflect NSW best practice:
School Assessment and Reporting Policy Checklist

Key elements that need to be included, but not limited to, in any whole school policy are:

- [ ] rationale and aim
- [ ] principles of assessment for, of and as learning
- [ ] method of reporting on student performance
- [ ] determining A-E grades in K-6 for reporting with opportunities to maintain consistency
- [ ] an assessment plan indicating how students’ performance in each KLA is monitored, recorded and tracked
- [ ] identification and monitoring of students with additional learning needs
- [ ] procedures for implementation of the above.