



SCORESBY PRIMARY SCHOOL

Curriculum Framework Policy

2024



Help for non-English speakers

If you need help to understand this policy, please contact the school office.

PURPOSE

The purpose of this framework is to outline Scoresby Primary School's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight learning areas are substantially addressed, unless an exemption applies.

The framework shows, at a high level, how the school will deliver its curriculum, how the curriculum and teaching practice will be reviewed, how we assess student learning, how we record and monitor student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school, curriculum area, year level and unit / lesson curriculum plans.

OVERVIEW

Scoresby Primary School provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training, or further education.

Scoresby Primary School is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#). The key points in this framework, and in line with the [F-10 Revised Curriculum Planning and Reporting Guidelines](#), are a commitment to:

- A defined curriculum content is the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than each year level
- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.
- Complying with Departmental policies relating to curriculum provision, including:
 - [Physical and Sport Education — Delivery Outcomes](#)
 - [Sexuality and Consent Education](#)

- [Holocaust Education – Delivery Requirements](#)

Scoresby Primary School aims to:

“Scoresby Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society.

Our school encourages students to strive for excellence in all of their endeavours. At Scoresby Primary School our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives.

Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning.

To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.”

IMPLEMENTATION

Scoresby Primary School is committed to the implementation of Victorian Curriculum across all year levels. Staff members across the school will be allocated the responsibility for coordination and implementation of curriculum. In doing so, all Department Education and Training (DET) timelines and reporting requirements must be met.

Whole school Professional Learning opportunities will be provided through regular professional learning meetings weekly, curriculum days and specialised learning opportunities when appropriate.

All staff members have access to Victorian Curriculum information online and are required to work with their respective teams in the development and implementation of a curriculum that reflects Victorian Curriculum and responds to student's identified levels.

Student achievement will be measured and reported to students, parents, DET and the wider community against Victorian Curriculum achievement levels. All staff will participate in the collection of student achievement data, and all staff will have input into school direction decisions resulting from interpretations of student achievement data

At Scoresby Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 50 minute sessions. Each day starts with a morning rigour session designed to encourage basic skills development in numeracy, spelling and handwriting.

Further information on how our school implements the curriculum can be found in Appendix 1.

Language provision

Scoresby Primary School will deliver Mandarin as a Language, based on a survey of parents in 2018.

Pedagogy

The pedagogical approach used at Scoresby Primary School is the Gradual Release of Responsibility model. This model places student learning at the centre of planning and implementation. It supports teachers to design engaging and challenging learning experiences through planned integration of curriculum, pedagogy and assessment. Teachers build professional skills and knowledge around curriculum, pedagogy and assessment to continuously enhance their practice and improve student learning. Developing expertise across those essential interrelated components builds practice excellence. When planning the teachers at Scoresby PS collaborate to consider the following elements as part of their planning, classroom practice and reflection:

- Student learning needs
- Pedagogical knowledge
- Content knowledge
- Pedagogical content knowledge
- Victorian curriculum F-10
- Practice Principles
- HITs

Assessment

Scoresby Primary School assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at Scoresby Primary School will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

- *Teachers at Scoresby Primary School use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment and reflection.*
- *Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.*
- *Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the SPS Assessment Schedule. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences.*
- *Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.*

- Scoresby Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.
- The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.
- Where possible, staff will participate in cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Reporting

Scoresby Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Scoresby Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting.

At Scoresby Primary School our formal school reports are written format easy for parents/carers to understand and will be accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Scoresby Primary School will report directly against the Victorian [Curriculum F-10 achievement standards](#) or, if reporting on students for whom English is an additional language, the Victorian [Curriculum F-10 EAL achievement standards](#).
- Both student achievement and progress will be included in the report.
- An age-related five-point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics and Science (where applicable).
- Scoresby Primary School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews, conducted twice-yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available where required.

CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Review of school curriculum

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Staff Meetings PAT Data, NAPLAN Data	School Teaching Staff	Yearly
Curriculum Areas		Curriculum Area Leaders	Termly/ yearly
Year levels	Victorian Curriculum Assessment Data – MOI, EOI, PAT adaptive, Conferencing	Level teams	Termly
Units and lessons	Exit tickets, post tests, feedback from students	Level teams and individual teachers	Weekly/ Daily

Review of teaching practice

Scoresby Primary School reviews teaching practice via:

- Professional Learning Communities, which link the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies; and
- the Performance Development cycle, which provides an opportunity to provide feedback to teaching staff on their performance to support ongoing learning and development, with a focus on how student learning can be improved through improving teaching practice.

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [Curriculum Programs Foundation to 10](#)
 - [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
 - [Assessment of Student Achievement and Progress Foundation to 10](#)
 - [Digital Learning in Schools](#)
 - [Students with Disability](#)
 - [Koorie Education](#)
 - [Languages Education](#)
 - [Physical and Sport Education — Delivery Requirements](#)
 - [Holocaust Education](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [Sexuality and Consent Education](#)
 - [School Hours \(including variation to hours\)](#)

- This policy should be read alongside:
 - whole school curriculum plan
 - teaching and learning program for each learning area and capability
 - teaching and learning program for each year level
 - unit plans/sequence of lessons.

POLICY REVIEW AND APPROVAL

Policy last reviewed	9 Feb 2024
Approved by	Sue Hartley
Next scheduled review date	Feb 2027

APPENDIX 1

Every Classroom, Every Day

Scoresby Primary school is committed to the overall development of the 'whole Child'. Our timetable is based on six, fifty minute, sessions each day, resulting in 30 sessions per week.

SUBJECT	Sessions	NOTES
Rigour Session	5 per week	<p>The first session of everyday is free of specialist classes.</p> <p>This time is set aside for the deliberate teaching of phonograms, spelling rules, grammar and handwriting. (25 mins)</p> <p>It is also the time we spend of developing numeracy skills</p>
Literacy	8 per week	<p>The Literacy block includes:</p> <p><i>* Reading * Writing * * Speaking and listening</i></p> <p>Each of these elements form part of the daily two-hour literacy block.</p>
Mathematics	4 per week	<p>The Mathematics block includes both skills based and problem based lessons</p>
Wellbeing	1 per week	<p>Wellbeing includes:</p> <ul style="list-style-type: none">● Respectful, Relationships, Rights and Responsibilities (RRRR)● UR Strong - Friendology● Scoresby Superstars
Integrated Units	2 per week	<p>Our Integrated Units cover the following areas throughout a two-year cycle:</p> <p><i>* Humanities * Design Technologies * Civics & Citizenship * Health</i></p>
DigiTech	1 per week	<p>DigiTech includes:</p> <p>Online safety, coding, robotics, Digital Technologies</p>
Sport	1 per week	<p>In addition to Physical Education.</p>
Library/ Assembly	1 per week	<p>All students spend 50 minutes a fortnight in our school library borrowing books for personal reading and their classroom libraries</p>
Specialist	5 per week	<p>Our Specialists are:</p> <ul style="list-style-type: none">● Visual Art – 50mins● Performing Arts – 50mins● Physical Education – 50mins● Mandarin- 50mins● Science – 50mins

