



Heidelberg Primary School

CURRICULUM FRAMEWORK POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Heidelberg Primary School on 94572259.

PURPOSE

The purpose of this framework is to outline Heidelberg 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 curriculum plans.

OVERVIEW

Heidelberg 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.

Heidelberg 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](#)

Heidelberg Primary School aims to empower students to be curious and creative thinkers in an inclusive and engaging environment.

We develop a commitment to life-long learning, value wellbeing and diversity, and build authentic connections with our local and global communities.

We believe our students will achieve academic, emotional and social success, which is achieved by delivering student focused learning and wellbeing opportunities and experiences that align to our school values.

IMPLEMENTATION

Heidelberg Primary School implements its curriculum according to the Victorian Curriculum F-10, including five specialist subjects (The Arts, Health and Physical Education, Japanese, Library and Science). At Heidelberg Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into six 50 minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level of schooling, and the capabilities that are developed by students across these learning areas and the approximate time allocations for each learning area, is provided in our whole school, curriculum area, year level and unit curriculum plans.

Heidelberg Primary School will deliver Japanese as a Language, based on the school community's preference.

Pedagogy

The pedagogical approach that underpins teaching and learning at Heidelberg Primary School is one of collaborative inquiry. The Professional Learning Community (PLC) involves collaboration, sharing and ongoing critical interrogation of teaching practices in line with professional standards. PLCs are learning-oriented and promote the growth of teachers and students. Through the implementation of the same learnings and strategies, a consistent learning experience is provided for our students with a shared vision and sense of purpose. Data on student performance informs improvements in teaching and learning through the use of high impact teaching strategies including setting goals, differentiating learning, questioning, explicit teaching and providing feedback.

Assessment

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

Students at Heidelberg 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.

Heidelberg Primary School assesses student learning as part of the school-based curriculum program, including formative and summative assessment.

- *Teachers at Heidelberg 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 Curriculum Plans and Learning Sequences. 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.*
- *Heidelberg 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 moderation of assessment tasks, involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.*

Reporting

Heidelberg Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Heidelberg 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.

The report will be in a 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.

- *Example 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.*
- *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	Naplan, ATOS, Teacher Judgement data	Leadership Team	annually
Curriculum Areas	AIP monitoring and review (end Term1, end Term 2, end of year)	SIT leaders	quarterly
Year levels	Semester reports	Professional Learning Teams	Per semester
Units and lessons	Planning documents, assessment tools	Professional Learning Teams	Regular and ongoing

Review of teaching practice

Heidelberg 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
 - teaching and learning program for each year level
 - unit plans/sequence of lessons

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2023
Consultation	All staff – link in Daily Organisation Tuesday 31 October 2023 Education Subcommittee – 15 November 2023
Approved by	School Council 28 November 2023
Next scheduled review date	October 2026