Eagle Junction State School Pedagogical Framework
Teaching and Learning the EJ Way

**Evidence we see:**
- Detailed Learning Area Planning Formulas
- Focused Year Level Meetings
- A common understanding of the alignment between planning, teaching, and reporting

**Plan sequenced and aligned curriculum**
- Eagle Junction Whole School Curriculum, Assessment, and Reporting Plan demonstrates spiralling curriculum delivery
- Eagle Junction Year Level Overviews and Planning Formulas
- Facilitated planning process every term
- Eagle Junction State School Programs / Policies
  - Reading Program
  - Writing
  - Spelling
  - Grammar and Punctuation
  - Mathematics

**Intended Curriculum**
- What do our students already know?
- What do they need to learn?
- Where to next?

Implement the mandated curriculum and minimum time requirements
- Australian Curriculum

Continuity and refinement
- Year level meetings and collaboration between colleagues to revisit Planning Formulas at regular intervals
- Class and Student Differentiation Plans
- Student and year level goal setting and agreed targets
- Curriculum specific Professional Learning to ensure deep subject specific knowledge
- Teachers understand and use the Australian Curriculum Achievement Standards and Content Descriptions

**Evidence we see:**
- Front end assessment tasks
- Learning Intentions and Success Criteria visible
- Range and balance of consistent assessment
- Monitoring information used to plan differentiation
- Guiding Muddlements (GTM) for all summative assessment tasks
- Curriculum planning and other teachers
- Teachers who ‘Know Their Impact’ on students in terms of achievement and progression

**Teaching and Learning Practices**
- What do our students already know?
- What do they need to learn?
- Where to next?

A clear purpose for assessment
- Assessment and monitoring tasks that align with the intended curriculum
- Assessment for learning - to use student progress to inform teaching (formative / diagnostic)
- Assessment as learning - to inform students’ learning goals of learning to assess student achievement against goals and standards (summative to inform reporting)

A range and balance of assessments
- The Eagle Junction State School Internal Assessment and Monitoring Schedule
- Front-end assessment practices

Planned assessment processes
- Ongoing and timely monitoring using diagnostic assessment to identify gaps in learning and monitor student progress
- Consistent year level summative assessment
- Summative assessments for each learning area accompanied by a GTMJ
- Regular moderation processes to ensure common and rigorous judgements across school and cluster level
- Use of Bump It Up Walls
- Provision of 1,2,3 star standard exemplars jointly constructed and deconstructed with students
- Timeless collection and collation of monitoring and diagnostic data to monitor teaching and learning
- Interrogation of data at regular intervals – short (midterm monitoring), medium (term/semester) and long term junctures (systemic - NAPLAN)

Student-centred planning
- Differentiated assessment – opportunities for students to demonstrate what they know and can do
- Frequent analysis of student achievement to plan the next steps in teaching and learning
- Modification of planning to meet specific whole class, small group and individual student needs
- Ongoing analysis and response to data to cater for individual student need
- Unambiguous assessment criteria

Evidence we see:
- Shared Student Goal Setting
- Regular input of student learning on OneSchool to track and map progress
- OneSchool Dashboard used to inform class, year level and school strategic planning
- Feedback discussions with parents, students and other teachers
- Written feedback in student workbooks and assessment tasks

**Making Judgements and using standards**
- What do our students already know?
- What do they need to learn?
- Where to next?

Achievement standards
- Teachers understand and use the Australian Curriculum Achievement Standards and Content Descriptions

Moderation
- Regular moderation and teacher collaboration to use standards and evidence to reach a consensus and achieve consistency of judgement

Collection of student work
- Ongoing monitoring of student progress in literacy and numeracy is communicated to students and used to establish clear goals
- Frequent interrogation of data to ensure the validity of evidence of learning
- Provide explicit expectations about quality performance to students (Bump It Up walls)
- Involve students in the analysis of their learning and encourage a shared responsibility of the learning journey
- Develop clear, specific criteria relevant to the task for students

On balance judgements
- Ensure consistency of judgements and that evidence based practices inform the next steps in teaching and learning
- Use of the QCA’s Standards Elaborations for Learning Areas to ensure teacher judgements are based on Australian Curriculum expectations
- Teach students how to use task-specific standards descriptors and exemplars to plan and review their progress
- Individual teacher reflection on moderation outcomes to ensure consistency and comparable judgments

**Quality Feedback Practices**
- What do our students already know?
- What do they need to learn?
- Where to next?

Feedback sources
- Pre-testing and post-testing
- Ongoing analysis and discussion of data
- Design classroom activities and assessment to gather evidence about learning
- Teacher student conferencing
- Parent Teacher Interviews
- Student Report Cards
- Teachers engage in self-assessment and receive quality feedback from peers and Leadership Team (classroom observations)

Effective Feedback
- Use varied forms of feedback to give students information about
  - Where am I going?
  - How am I going?
  - Where to next?
- Give timely and effective feedback to students – delivered when it can have the most effect
- Focus Levels of Feedback
- Task
  - Process
  - Self-regulation
  - Self
- Provide effective feedback on individual goals
- Use of individual student achievement data to inform the next steps in teaching and learning
- Students receive effective feedback aligned to learning intention and success criteria
- Use of student data to provide evidence based feedback about the quality of teaching
- Student feedback on teaching and learning
- Use of data and feedback to inform appropriate individual and group differentiation
- Self reflection and peer feedback