

**Holy Family Primary School
GOWRIE**



PROGRAMMING

Agreed Practice



Programming Agreed Practice

Related Policies:

Nil

Policy

It is the professional responsibility of teachers at Holy Family Primary School to ensure that the curriculum provided is planned and implemented in the most effective way possible.

Assumptions

1. Each classroom teacher will ensure that a teaching and learning programme covering all curriculum areas is developed for their classroom.
2. That planning be collaborative as a Year level, consulting the designated Leadership Team Member if necessary.
3. The primary reference materials for use while programming are:
 - The Australian Curriculum;
 - Archdiocesan “Treasures New and Old” Religious Education Curriculum Framework; and the
 - ACT Every Chance to Learn Curriculum document.
 - Teachers are to also refer to the Holy Family Primary School’s Programming Agreed Practice, School Policy and Procedures Documents.
4. Student Assessment results (eg English – Running Records, Mathematics- SENA and LAF results and pre-school DIAL-4 results). These results should be used to inform groupings within the classroom and programming to enable inclusive practices to occur and meet each child’s needs
5. Where appropriate, programmes should be transdisciplinary- ie. cross curriculum boundaries, are inclusive and enable students to take responsibility for their learning. This also includes collaborative planning with the Teacher Librarian, the Languages and Music specialist teachers.
6. Collaboration with the Teacher Librarian, Indonesian and Music teachers. At the beginning of each term one member from the Year level will meet with the Specialist teachers to discuss programming and assessment in relation to that specific Year group. At the end of the term evaluation will occur and forward planning will commence.

Procedures

In accordance with this agreed practice, teachers are expected to prepare teaching and learning programmes each term. The following inclusions are to be made in programmes and can be accessed from the “T” drive Programming Folder:

- School Vision and Staff Mission Statement
- School Prayer
- Teacher Duty Statement
- Team Charter
- Term Duty roster
- Class Profile
- Classroom timetable- including Release-From-Face-To-Face, Sporting and Learning Support Timetables
- Current Class list
- Cover sheet or title page specifying term, class and year
- Term Pacing guide.
- Term Grade Information Letter
- Outline of Behaviour Management and general classroom routines
- Assessment Records: provision of Summative and Formative forms of evaluation for each component of the Australian Curriculum and examples of assessment rubrics
- Work-in-progress, assessment and evaluations, documenting student progress and achievement of summative and formative assessment pieces
- Previous Term’s Evaluation

Each Curriculum Area should specifically include:

- Planned teaching and learning strategies and activities. These include the English planner and Mathematics planner. (Planners are completed weekly or fortnightly in accordance with Year level agreement)
- Assessment tasks and the Achievement Standard they address are to be clearly stated. Information pertaining to student achievement will be recorded in format collectively agreed upon (see Assessment and Reporting Agreed Practice document)
- Evidence of the inclusive practices and adjustments enabling every child to succeed.
- Each Year level team must complete the term evaluation PMI sheet (Appendix 3) Individual teachers are expected to complete ongoing evaluation of their programmes. At the end of term, these evaluative comments should be kept with

the programme, with a copy handed to the designated Leadership Team member. The formal time for this evaluation is to be conducted during Weeks 9 and 10. Coordinators will conduct a programme check during Week 3 of each Term.

- The collation of all Evaluation and Assessment will:
 1. Be directly related to the agreed learning achievements.
 2. Be used to guide the next planning period.
 3. Include Formative and Summative assessments.

Programming for Transdisciplinary Units of Work should include:

- Focus and inquiry questions that form the basis of the transdisciplinary study.
- Teaching and learning strategies should be multi-levelled and inclusive to cater for individual abilities. They should challenge and support.

Programming for Religious Education should include:

Cover page that includes:

- Title and duration of Unit
- Teacher Background Notes and Catechism references
- Resources listed
- Assessment Links
- Evaluation

Praxis that includes:

- Explicit Links to the Archdiocesan Religious Education curriculum document *Treasures New and Old*
- Assessment items clearly linked to outcomes
- Use of **all** Student Reference scriptures listed in the Unit Outline
- Variety of learning experiences that are spread across the 5 Movements of the Shared Christian Praxis
- Liturgical Celebrations and Feast Days

Supervision of Programmes:

- It is the responsibility of the members of the Leadership Team to supervise teaching programmes. The Leadership Team member will provide support and assistance in the preparation phase of programming, and will then review the programme according to the term schedule.

Timeline for Programme Preparation and Review:

- In each term, time is allocated to planning during Year level RFF and staff meetings.
- Towards the end of each term one member of the Year level team makes contact with the Teacher Librarian, Languages, Music, ICT and COOSH teachers to discuss integration of these areas into the Year level programme.

Programme Chats

Weeks 2 and 3

- Teaching teams meet with their designated Leadership Team member. At this meeting, the Leadership Team member facilitates professional conversations with all members of the Year Level, checks that the programme has all administrative sections and leads discussion around curriculum needs (eg: H/PE, ICT, Arts...), pedagogical focus for the term and team goals. The Leadership Team member completes the Programme Checklist for grade programs (Appendix 1) or Specialist Teachers program (Appendix 4).

Week 3

- A meeting to discuss the teaching and learning content and assessment tasks planned for RE, English, Mathematics and Transdisciplinary learning for the term is scheduled with the relevant leadership specialist to ensure that all programming requirements are met.

Week 5

- Leadership Team members provide feedback on their specialist area (RE, English, Mathematics or Transdisciplinary) to the Leadership Team. Programme Feedback and Checklist (Appendix 2 for each of these areas) are filed in hard copy with the Assistant Principal and a copy is forwarded to each teaching team. The Week Five Leadership Team Meeting is reserved for Programme Reports.

Week 10

- Teachers submit their PMI (Appendix 3) and discuss the success of their teaching and learning experiences and assessment tasks. The Leadership Team member ensures that all assessments are completed according to the Assessment timeline and all results are recorded appropriately.
- A copy of the PMI is filed with the Assistant Principal.
- Assessment books are collected. A report of assessment record keeping is forwarded to the principal and filed with the Assistant Principal.

References

Nil

Forms

Nil

Approved by:	Holy Family School Board
Implementation Date:	2006
Policy last Updated:	October 2014
School Contact Officer:	Anne-Marie Marek



APPENDIX 1

Teaching Programme Checklist

GRADE:	TERM:	TEACHER:
Cover Page including Teacher's name, Term, Year, Class		School Vision & Staff Mission Statement
School Prayer		Teacher Duty Statement
Teaching Timetable, RFF Timetable		Team Charter
Class list		Class profile
Classroom management practices and routines		Previous Term's Evaluation
Term Grade Information Letter		Term Duty Roster
Term Pacing guide		Assessment Records

	Achievement Standard	Content descriptions	Time frame/Duration	Learning Experiences	HF Planning Proforma	Groupings/adjustments Blooms/Gardner Matrix	Assessment	Resources	Use of Information Technology
Religious Education									
English									
Mathematics									
Transdisciplinary Unit (Science, History, Geography, The Arts)									
Health & Physical Education									

Curriculum Needs Excursion/Enrichment plans	Pedagogical Focus	Team Goals
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Commendations/Recommendations



APPENDIX 2

Programme Feedback and Checklist

			Checked by Coordinator
	Term	20**	

Religious Education	Commendations:	Recommendations / Requests:
English		
Mathematics		
Transdisciplinary Unit (Science, History, Geography, The Arts)		



Programme PMI

Unit Name:		
Grade:		Term:
Plus (The great opportunities this unit provided, resources, places and people.)	Minus (What could be improved for next time.)	Interesting (Thoughts about what we should do again.)



Specialist Teachers Programme Feedback and Checklist

Host Learning Area

Referred links to The Australian Curriculum.

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Term Goal	Pedagogical Focus

Principal's comments: