



1005	Curriculum, Teaching and Learning, Assessment and Reporting Policy
Purpose	This policy outlines the obligations schools are to meet in relation to curriculum, teaching and learning, and assessment and reporting.
Authority	Free Reformed School Association (FRSA) Constitution Articles 2,3,18 School Education Act 1999 School Curriculum and Standards Authority Act (Section 159) Standards for Non-Government Schools (Standard 1) .
Policy	FRSA Schools will conduct their teaching and learning programs in accordance with the requirements of the FRSA Constitution and the current Standards for Non-Government Schools.
Delegation	Chief Executive Officer, Principal
National Principles for Child Safe Organisations	Principle 10: Policies and Procedures document how the organisation is safe for children and young people.
Related Policies	R003 Disability Policy
Review Authority	Management
Next Review Due	August 2021 This Policy and Procedure must be reviewed every year following the release of the Guide to Registration Standards and other Requirements for Non-Government Schools for that year.
Revision History	Jun 2010; Mar 2013, Mar 2017; Jun 2018; Aug 2019; August 2020
Keywords	Curriculum, Teaching and Learning, Assessment, Reporting

Authorised by:	
ESG Chairman	D Swarts
Date:	August 2020



Curriculum:

1. Curriculum delivery at the schools will be compliant with:
 - a. The requirements of the FRSA Constitution as expressed in Articles 1.2 and 1.3, including the requirement for Reformed Christian Studies as a ninth learning area.
 - b. The requirements as determined in the current Standards for Non-Government Schools
 - i. Standard 1.1 (K: Early Years Learning Framework)
 - ii. Standard 1.2 (P – 10: SCSA Approved, Accredited or Recognised or Individual Education Plan)
 - iii. Standard 1.3: Years 11 and 12: Western Australian Certificate of Education or Individual Education Plan.
 - iv. Standard 10.6: Developmentally appropriate protective behaviours curriculum.

2. Each school will draw up a Curriculum Plan to be compliant with the approved curriculum documents.

The Curriculum Plan will contain a statement detailing the content, the teaching and learning processes and the assessment and reporting processes for every year level and learning area.

Primary schools (K-6) will arrange their curriculum plan, class by class. The K-2 plans will be consistent with the principles and practices of Belonging, Being and Becoming – The Early Years Learning Framework (EYLF). The K plan will also be consistent with the learning outcomes of the EYLF and the Kindergarten Curriculum Guidelines. P – 6 will be consistent with the SCSA approved curriculum.

Secondary schools (7-12) will arrange their curriculum plan by learning area. The Year 7 – 10 plan will be consistent with the SCSA approved curriculum; the Year 11 and 12 Plan will be consistent with the Western Australian Certificate of Education Manual.

The Curriculum Plan will record any Individual Education Plans conducted in the different year levels or learning areas.

3. Schools will monitor the implementation of their Annual Curriculum Plan throughout the year. Principals or delegated school leaders will meet with teachers at least once per term to ensure implementation as per plan is occurring.
4. At the conclusion of each year school principals will undertake a Curriculum Audit and Evaluation to determine:
 - a. Extent of curriculum delivery
 - b. Variance from the required curriculum
 - c. Explanatory and evaluative comments
 - d. Action points (if any) to assist in future implementation.

5. Principals will meet with the Chief Executive Officer to demonstrate compliance to this policy, as per the Curriculum Audit and Evaluation process outlined in 4 above, for final sign off for the year. CEO will report annually to the Board on this matter.

Principals will reference this meeting to the Board in relation to curriculum delivery in their Term 4 (February) report.

Teaching and Learning:

6. In teaching curriculum content, teachers will use pedagogical practices that:
 - a. Incorporate Christian World View, Cross Curriculum Priorities and General Capabilities
 - b. Engage students in learning
 - c. Are differentiated, mindful of student differences
 - d. Have high impact in relation to achieving learning outcomes.
7. Differentiation will occur within classes to ensure that each student will be able to achieve optimally.
8. Differentiation may involve amended structures in schools for students who cannot reasonably achieve the year level content for the year they are part of, in any one or multiple learning areas, as well as for students who have the capacity to progress beyond the year level content of the year they are part of, in any one or multiple year learning areas.
9. Where students are held back or accelerated in any one or multiple learning areas, but overall still managing to access most of the curriculum at the year level they are working in, such holding back and acceleration will be carried through also when the student moves from one school to another school.
10. Where students are functioning well below or well above the year level standard across most of the learning areas, consideration may be given to having them repeat a year level or accelerate to a next year level. Such situations will be managed carefully. Schools will observe the following:
 - a. Decisions will be made against criteria for repeating and or accelerating.
 - b. Decisions will involve careful consideration of data around the student's performance, including school assessments, standardised testing and specifically initiated psychological testing and / or advice.
 - c. Decisions will involve careful consultation with all parties concerned, including the parents and the student, and will be subject to parent and where appropriate student agreement.
 - d. Implementation will be carefully managed with a view to supporting the student through the change.
 - e. The processes around repeating or accelerating students will be managed by the principal who can delegate this specific task to a nominated staff member.

Assessment:

11. Schools will develop and administer assessments in relation to the content of the curriculum.
12. Schools will ensure that assessments enable all students to demonstrate their knowledge, understandings and skills in relation to the year level achievement standard.
13. Schools will develop processes to support all teachers in making valid and reliable judgments.
14. Schools will use data from prescribed national and statewide assessments to inform teacher judgments about student achievement.
15. Schools will use assessments to provide feedback to individual students in relation to their learning.
16. Schools will use student achievement information to plan future learning programs.

17. Schools will develop and observe detailed processes for the revision and analysis of all student learning. Such processes will be in accordance with the requirements as detailed in the Guide to Registration Standards and other Requirements for Non Government Schools, 2020, Chapter 4, p.48. Schools will provide a summary report to the Board of such review and analysis in their Terms 1 and 3.

Reporting:

18. Schools will use plain language to report to parents / carers on the achievements of students; such reports will be provided:
 - a. Formally ... in an end of semester report using the required formats.
 - b. Informally ... throughout the year in a variety of ways and for a variety of reasons.
 - c. On request from the students' parents / carers, providing information on how a students' achievement compares with the students' year group at the school.
19. Schools will disseminate to parents / carers the reports from national and statewide assessments and provide opportunity for discussion between teachers / carers.
20. Schools will submit End of Semester 2 achievement grades for individual Pre-primary to Year 10 students to the SCSA as and when required.
21. All Teaching, Assessment and Reporting practices undertaken in the schools will comply with the SCSA:
 - a. Pre-primary to year 10: Teaching, Assessing and Reporting Policy
 - b. Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting.
 - c. WACE Manual for Year 11 and 12.