



Policy – Curriculum Framework

PURPOSE

The purpose of this framework is to outline Epping 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 of student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school overview, curriculum scope and sequence documents, year level units and lesson programs.

OVERVIEW

Epping 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.

Epping 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](#)
 - [Languages Education](#)

Epping 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 Epping 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 home learning that enhances classroom learning and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Epping Primary School implements its curriculum as follows:

- All students undertake year-long programs in English (5 sessions of Reading and 5 sessions of Writing per week).
- All students undertake year-long programs in Mathematics (5 sessions per week).
- All students undertake science across all year levels via an integrated curriculum (at least one session per week).
- All students undertake all Humanities disciplines (history, geography, civics and citizenship, and economics-Years 5/6) via an integrated curriculum (at least one session per week).
- All students undertake at least one Arts discipline (one session per week).
- All students undertake Physical Education (one session per week).
- All students undertake all technology disciplines (design and technologies, digital technologies) for one session per week.
- All students undertake a language (Italian) for one session per week.
- All students undertake Science Technology Engineering and Mathematics (STEM) for one session per week.

At Epping Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into five, sixty-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 overview, curriculum scope and sequence documents, year level units and class program plans.

1. Language provision

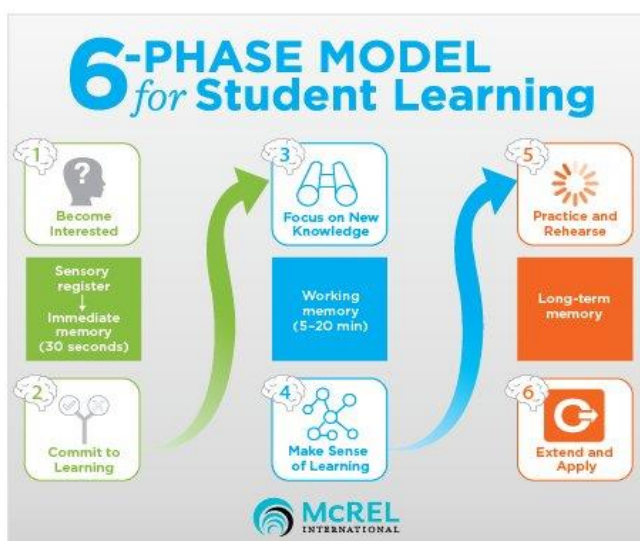
Epping Primary School will deliver Italian as a Language, based on the expertise of staff within the school and from surveying local feeder secondary schools about the languages they provide. Epping Primary will regularly consult with the community regarding the choice of language to ensure this reflects the views of parents and carers.

2. Pedagogy

The pedagogical approach at Epping Primary School involves an Instructional Model that was developed by staff, based on the neuroscience of the brain. The Instructional Model ensures a consistent approach to teaching is implemented across the school which relates directly to the six phases of learning (see Diagram 1). The Instructional Model reflects staff's beliefs and values about the good elements/parts of a lesson.

The different elements flexibility, dependent student need. Every contain all elements.

Diagram 1



are fluid and allow for on lesson content/skills and lesson, however, should

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Doodwin, B (2018). Student learning that works: How brain science informs a student learning model.

Denver, CO: McRel International

The Instructional Model takes into account, the different learning phases of the brain as well as the High Impact Teaching Strategies to ensure optimal learning in all curriculum areas.

Lesson Element	What is happening?	Learning Phase
Tuning In (5-10mins)	Questioning-Teacher/student. Visual representations/organisers. Turn and Talk/Think Pair Share. Story/video. Warm-ups/games. Hands-on Experience/Personal Story. Accessing prior knowledge.	Spark interest. Make a connection.
Learning Intention & Success Criteria (2-4mins)	"I can..." statements. A good reader... A good writer.... A good mathematician can... Activate knowledge. 'Unpack' LI in meaningful way with students.	Focusing on the new knowledge. Providing a clear purpose. Committing to the learning.
Explicit Teaching (10-15mins)	Teaching through modelling/worked examples. Whole class focus/Small group focus. Quick tries and targeted questioning. Directly relates to learning intention.	Teaching new skills/content at point of need/based on evidence. Building on prior knowledge.
Apply/Practise (20-40mins)	Guided practice. Independent practice. Small group/partner work. Roaming/targeted teacher interactions. Conferencing/formative assessment. Peer conferencing.	Making sense of the learning. Rehearsing. Applying learning in context. Giving and receiving feedback/ goal setting Extend and apply knowledge.
Reflection (10-15mins)	Guiding questions/further questions. Shared examples of student work related to the learning intention. Metacognition/reflecting on the learning process.	Articulate learning in relation to the learning intention. Consolidate learning. Next steps in learning.

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Formative assessment (eg. exit tickets).

Take action.

Goal setting.

3. Assessment

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

Students at Epping 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.

The school assesses student learning as part of the school-based curriculum program, including formative and summative assessment. The guidance tab on the [Assessment of Student Achievement and Progress Foundation to 10](#) policy provides support to develop this approach. At Epping Primary School:

- *Teachers 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 school's Assessment Schedule. The assessments may include, but are not limited to, tests (online and hard copy), projects, Seesaw entries, performances, learning tasks, student self-assessment, 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.*
- *Epping Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD) or DI, Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.*
- *Epping Primary School also develops IEPs for students who are achieving 12 months or more above or below the expected standard.*
- *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 involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.*

4. Reporting

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

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At Epping Primary School Semester reports are issued to inform parents in both terms 2 and 4. Parent/Teacher conferences are conducted in terms 1 and 3 where parents are invited to discuss their child's progress by making an appointment with their teacher. These enable the opportunity to discuss the students' achievements and how they can continue to be supported at home. Interpreting services will be made available where required.

The Semester 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 upon request, to cater to our school community.

- *Epping Primary School will report directly against the Victorian [Curriculum F-10 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).*

Progressive reporting occurs at Epping Primary School with learning tasks for Reading, Writing, Mathematics, Inquiry and each of the Specialist areas reported on each term. This provides a 'snapshot' of student learning for parents, providing them with an opportunity to discuss their child's current and future learning with the teacher and their child. The progressive reporting also enables parents to see growth in their child's learning throughout the year.

5. 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 Planning	AIP monitoring and tracking on SPOT to ensure planning to achieve goals/targets.	SIT	Twice yearly
Curriculum Areas/ Units of Study	Whole-school Overview. Review and 'tweak' according to student needs.	SIT	Annually
Year Level Planning	PLC review and feedback/ 'tweaking'	Year Level Teams Learning Specialists	Each Term
Sequence of Learning/Lesson Plans	PLC review and data analysis (pre- and post-testing). PLC discussions and learning logs.	Year Level Teams Learning Specialists	Fortnightly.

Review of teaching practice

- Professional Learning Communities, which link the learning needs of students with the professional learning and practice of teachers, provides an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies.
- Learning Specialist work with staff by in-class coaching and feedback.
- Informal and Formal Peer Observations.
- 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.

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COMMUNICATION

This policy will be communicated to our staff in the following ways:

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required including SIT and PLCs.

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [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 Overview
- Learning Area Scope and Sequence documents
- Unit and Continuum documents
- Classroom programs.

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