

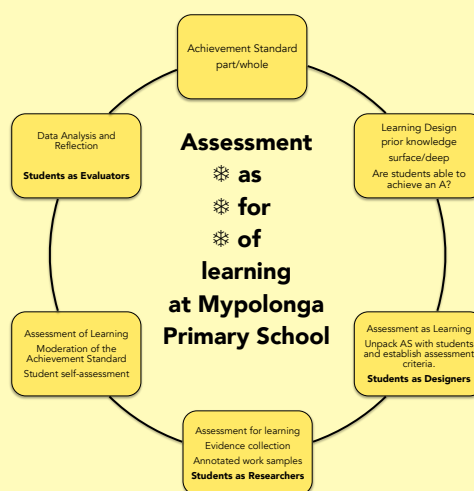


## Consistency of Student and Teacher Judgement

### Objectives

The reliability of achievement standards is dependent on teachers and students developing a shared understanding of the qualities that will provide evidence of the standard. This can be enhanced through collaborative professional conversations that commence at the **planning stage.**'

**Self-regulated** learners are mindful of their thinking, motivations and behaviour as they are learning. Teachers can support the development of self-regulation in their students by setting up opportunities for students to take a meaningful role in their learning. This is accomplished by clarifying the learning intention, the expected standard, as well as teaching students the skills to self-assess, involving students in dialogic feedback, encouraging teacher and peer discussions, and developing a supportive classroom culture where students can take risks, make mistakes and develop self esteem as learners.'



### Structures

**STUDENT  
voice**

- Partnership PLC in reading will support teachers to develop dynamic pedagogy and clear assessment criteria.
- Lifelong Learning Community will explore and analyse research around explicit teaching and inquiry learning.
- Student Learning Community will also continue to focus on reading and CBL led by the principal.
- Assessment for, as of learning agreement used to support learning design.

### Strategies

- All teachers will make learning intentions, success criteria and feedback strategies clear to all students.
- All teachers will collect and analyse data sets documented in our whole school agreement and use this to inform planning and collect evidence around meeting the Standard of Educational Achievement.
- All teachers will either use curriculum map proformas in Common Drive, or develop their own to record evidence of meeting achievement standards.
- All teachers will ensure that there is a balance between explicit teaching and inquiry learning in learning design.

### Targets

- 90% of students will meet the Standard of Educational Achievement in literacy and numeracy.
- Learning design documents will show evidence of direct instruction and inquiry learning for discussion at PDP meetings.
- 100% of students in MP and UP are able to articulate what the Achievement Standards are and how they are performing against them.