Curriculum, Pedagogy, Assessment & Reporting T- 9

A Framework for Quality Education in Northern Territory Schools

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A Framework for Quality Education in Northern Territory Schools

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OVERVIEW

In the Northern Territory, curriculum, pedagogy, assessment and reporting for Transition to Year Nine is governed by the Northern Territory Board of Studies (NTBOS) who provide advice to the Minister and the Chief Executive Officer of the Department of Education in relation to:

- establishing and maintaining curriculum that addresses the needs of all students in the Northern Territory
- establishing and maintaining procedures for student assessment, reporting and certification
- monitoring, evaluating and reporting on student performance
- improving student outcomes (Northern Territory of Australia Education Act 2015)

The NTBOS recognises the diverse needs of the schooling sectors and individual school communities that exist throughout the Northern Territory. Factors including geolocation, mobility, cultural heritage, language and other needs, mean that curriculum, pedagogical, assessment and reporting practices will need to be responsive to community specific needs.

This framework provides statements of expectation for all Northern Territory educators to ensure quality education is provided. The guidelines advise school communities on how effective use of curriculum, pedagogy, assessment and reporting processes support schools to implement their explicit improvement agenda. This framework is a reference point from which leaders of Government, Catholic and Independent schools work in partnership with school leadership teams and teachers to implement curriculum, pedagogical, assessment and reporting practices in ways that:

- support each school in their transition from good to great (McKinsey & Company, 2010)
- value the professional knowledge of teachers and paraprofessionals
- reflect local school contexts
- are inclusive of an individual student's family, linguistic, cultural and community background

VISION

Every student every day experiences the teaching and learning they need to be successful learners, confident and capable individuals. Through the experience of quality teaching, meaningful curriculum and assessment, high expectations and an engaging learning environment students will become active and informed world citizens.

Every teacher in every classroom is inspired and passionate, activating the mind frame required to ensure every teaching and learning experience fosters a desire for learning and fulfils student needs and aspirations.

Every leader in every school is intensely involved in curricular, assessment and instructional delivery that directly affect student engagement, progress and achievement.

THE FRAMEWORK

The following principles in Figure 1, draw from the National School Improvement Tool (Masters, 2012) endorsed by the Standing Council on School Education and Early Childhood at its meeting on 7 December 2012. The NTBOS intends that these principles provide a research informed frame to guide how sectors and schools work to achieve ongoing improvement in curriculum, pedagogy, assessment and reporting practice.

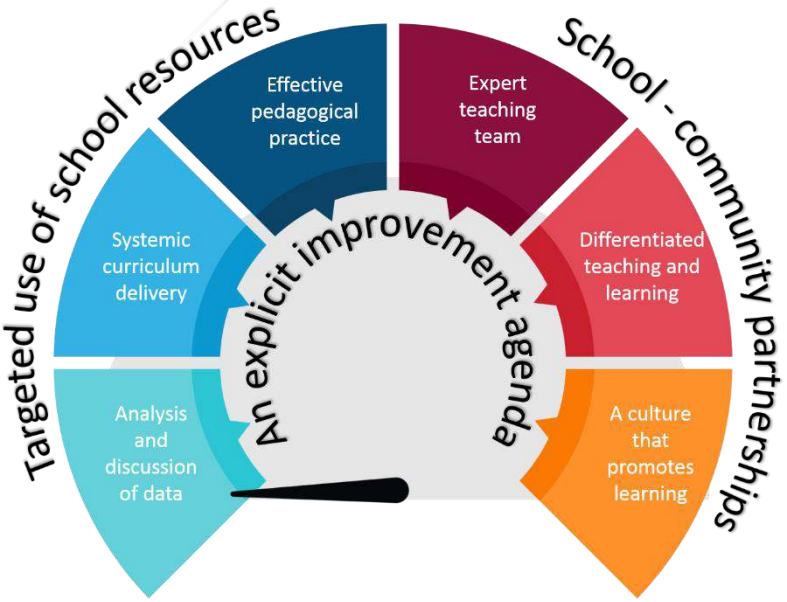


Figure 1 School Improvement Framework

1. **An Explicit Improvement Agenda**
   Curriculum and assessment plans, pedagogical strategies, and reporting procedures are used by school leadership teams to drive a strong improvement agenda. These plans, strategies and procedures are grounded in evidence from research and practice and expressed in terms of improvement in measurable student outcomes. They set and communicate to parents and families, teachers and students, with accompanying timelines, explicit and clear school-wide targets for improvement.

2. **Analysis and Discussion of Data**
   High priority is given to school-wide analysis and discussion of systematically collected data from student assessments, attendance and behavioural outcomes, as well as student wellbeing to make sense of performance over time. The data collected measures growth across the school and analysis supports teachers to know their impact on the progress of all students.

3. **A Culture that Promotes learning**
   Teaching and learning is driven by the deep belief that every student is capable of success. Building and maintaining positive and caring relationships is at the heart of sustaining a strong collegial culture of mutual trust and support between staff, students and parents. Schools work to maintain a learning environment that is safe, respectful, tolerant, and inclusive and that promotes intellectual rigour.

4. **Targeted Use of School Resources**
   The school applies resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school- wide teaching and learning policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners, influencing the way curriculum is delivered, teaching is practised, assessment information is clarified and confirmed and the reporting of progress and achievement is accomplished.

5. **An Expert Teaching Team**
   Robust procedures are in place to encourage school-wide, shared responsibility for student learning and success. Highly capable teachers take active leadership roles beyond the classroom to encourage a culture of professional improvement that includes classroom-based learning, mentoring and coaching arrangements. Collective expertise is developed, assisting teachers to know what is required to achieve progress for every student.

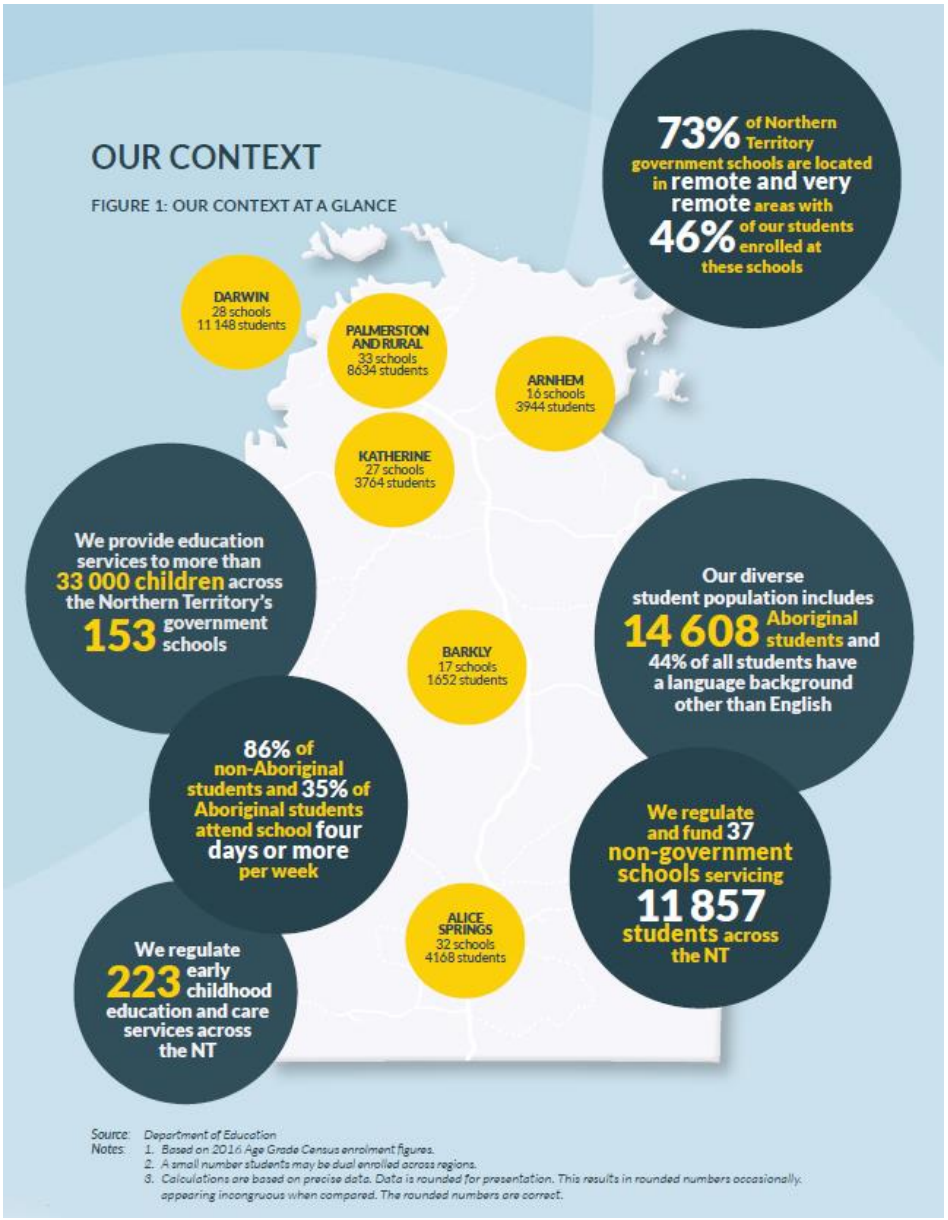
6. **Systematic Curriculum Delivery**
   The school has a coherent sequenced plan for curriculum delivery that ensures consistent teaching and learning and a clear reference for monitoring learning success. The plan, to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and collaboratively refined to provide a shared vision for teaching and learning. This plan is shared with parents and families.

7. **Differentiated Teaching and Learning**
   The school works to ensure that in their day-to-day teaching, classroom teachers use the curriculum to identify and address the learning needs of individual students. Teachers are encouraged and supported to closely monitor the progress of individuals and the impact of teaching and assessment practices to identify learning difficulties and tailor classroom activities to the student's level of readiness and need.

8. **Effective Pedagogical Practices**
   School leaders recognise that highly effective teaching of the curriculum and quality assessment practices are central to improving student learning. They take an instructional leadership role, encouraging the use of research-based practices to enact the whole-school's curriculum and assessment plan in every classroom. Assessment measures how well every student is learning and effective feedback ensures every student is engaged and challenged. Every teacher understands and uses effective teaching methods, including explicit instruction to implement curriculum and assessment maximising student learning.

9. **School Community Partnerships**
   Partnerships are strategically established to address identified student learning needs and provide access to experiences and support not available within the school. Student learning and wellbeing is fostered by partnering with parents and families, other education and training institutions, local businesses and community organisations that are committed to the teaching and learning goals of the school. Procedures are in place to ensure effective communication and to monitor and evaluate the intended impact of the partnerships on student progress and achievement.

CONTEXTS OF SCHOOLING IN THE NORTHERN TERRITORY



The Melbourne Declaration emphasises the importance of knowledge, understanding and skills from each of the Learning Areas, General Capabilities and Cross-Curriculum Priorities as the basis for a curriculum designed to support learning. The Australian Curriculum is formed by these three curriculum dimensions, and it is the relationship between these dimensions that provides flexibility for schools and teachers to 'promote personalised learning that aims to fulfil the diverse capabilities of each young Australian.'[1]

[1] MCEETYA, The Melbourne Declaration 2008, p. 7)

Schools, in consultation with their sectorial authority have considerable flexibility and accountability in the design of their teaching and learning plans, and the pedagogical practices they use. This enables schools to develop particular specialisations and areas of expertise and innovation while ensuring the approved curriculum is delivered, the practice is evidence-informed, the assessment is rigorous and the reporting explains to the students and others where the student is on the learning continuum.

Northern Territory schools are expected to develop, monitor and review a whole-school curriculum and assessment plan, communicating to students, staff and the community how the school will;

- meet student needs
- ensure opportunities for students to pursue specific interests and develop particular expertise
- meet the priorities of the school community and the system

Bilingual schools ...

Bilingual education is a systematic approach to learning that emphasises the use of the learners' first language to teach curriculum subjects, literacy and other languages. Additional languages are gradually integrated into teaching and learning through a planned and careful approach. Bilingual/ multicultural education emphasises the use of the first language as both a medium and a subject of instruction in order to build a strong cognitive foundation that will support the learning and use of additional languages.

Remote schools ...

All Northern Territory Government remote and very remote schools follow an agreed whole school approach to literacy and numeracy ensuring Indigenous students achieve age benchmarks in their primary years of schooling, and plan for their secondary education with confidence.

Employment Pathways is an approved alternative curriculum for secondary education provision for Aboriginal students from remote communities. It includes core domains which cover literacy, numeracy, life skills, wellbeing, employability skills and vocational learning.

STATEMENTS OF EXPECTATION

The policy framework defines the expectations of systems, school leaders and teachers in curriculum provision, pedagogical and assessment practices, as well as reporting procedures in all Northern Territory T-9 schools. It reflects the Northern Territory Board of Studies agenda for improved student engagement, intellectual challenge and achievement, and the goal to deliver a quality and equitable education across all Primary and Middle and Comprehensive Schools in the Northern Territory.

Curriculum, pedagogy, assessment and reporting impact student learning and each of these components are interrelated to each other as described in Figure 2, Effective teaching and learning process.

Figure 2 Effective teaching and learning process

Northern Territory schools are expected to:

Curriculum

Provide a curriculum that maximises the capacity of all students to demonstrate achievement of Year/ Band Level Achievement Standards and develop the capabilities that will enable them to be successful learners, confident and creative individuals and active and informed citizens (Ministerial Council on Education, Employment, Training and Youth Affairs, 2008).

Pedagogy

Use evidence based teaching and learning pedagogies to ensure students achieve their recognised learning goals and targeted outcomes.

Assessment

Assess, monitor and evaluate students' progress and achievement against curriculum year /band level achievement standards using processes to support consistency of teachers' judgement.

Reporting

Communicate learning progress and achievement to students, their families and the community in a timely and appropriate way.

1.CURRICULUM

Statement of Expectation - Curriculum

Northern Territory schools are expected to provide a curriculum that maximises the capacity of all students to demonstrate achievement of Year/ Band Level Achievement Standards and develop the capabilities that will enable them to be successful learners, confident and creative individuals and active and informed citizens (Ministerial Council on Education, Employment, Training and Youth Affairs, 2008).

Curriculum describes:

- the knowledge, understandings, skills, attitudes, capabilities and behaviours that all young Territorians are taught
- particular learning area/subject skills, knowledge and understandings at a particular year / band level
- a continuum of learning that makes clear to teachers what is to be taught across the years of schooling.

In the Northern Territory, the Australian Curriculum, ACARA recognised curriculum and Northern Territory Board of Studies approved curriculum are to be used in schools with the addition of an NT specific curriculum for Indigenous Languages and Cultures.

The Australian Curriculum provides students with:

- deep knowledge, understandings, skills and values that will enable advanced learning and an ability to innovate on ideas and translate them into practical applications
- General Capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across learning areas to develop new expertise (Australian Curriculum Assessment and Reporting Authority, 2015).

In Northern Territory schools, the Eight Learning Management Questions[2] are a set of design-based questions that support teachers to implement curriculum through design of teaching and learning plans that are focused on producing the intended learning outcomes (Smith, 2007). As explained in Figure 3, these questions guide teachers in the development, implementation, use and review of the curriculum in the classroom, ensuring it is contextually relevant and meets the needs of all their students.

[2] Smith, L. K. (2007). *Learning Management - Transitioning Teachers for National and International Change.* Pearson Education Australia.

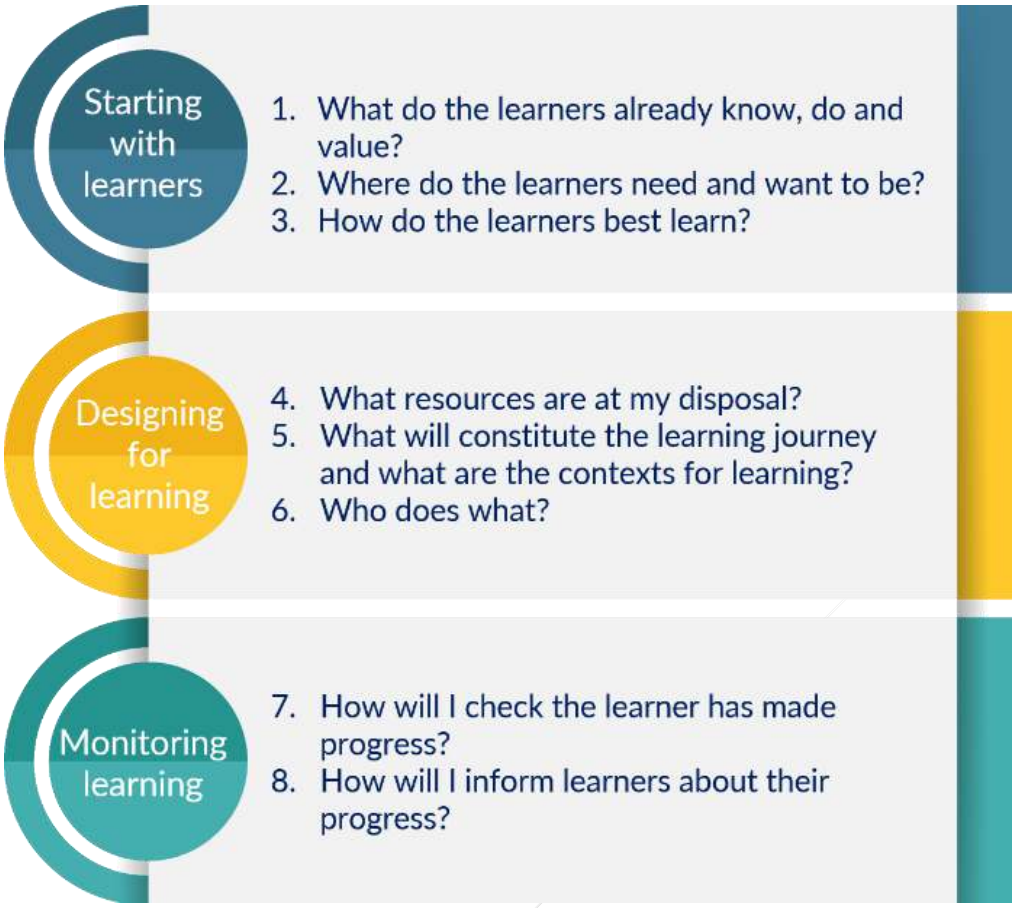


Figure 3 Eight Learning Management Questions

Implementation means

Sectors

- ensure all schools have a coherent whole-school curriculum and assessment plan for curriculum delivery that has been developed with reference to the Australian Curriculum, ACARA recognised curriculum or Northern Territory Board of Studies approved curriculum
- ensure all schools provide teaching and learning experiences that will grow knowledge, understanding and skills defined by each of the eight learning areas; English, Mathematics, Health and Physical Education, Humanities and Social Sciences, Languages, Science, Technologies and The Arts. Refer to Appendix A for recommended time allocation
- ensure all students have opportunities to experience a balanced curriculum incorporating the Cross-Curriculum Priorities and General Capabilities
- establish policy, procedures and programs that identify, support and cater for diversity across the school

- ensure EAL/D students have the opportunities to gain proficiency in Standard Australian English in order to access age-appropriate learning across the curriculum.

School leaders

- facilitate expert teams to develop the yearly overviews/scope and sequences/learning progressions[3] that inform day-to-day classroom teaching
- monitor the impact of curriculum implementation on student progress and achievement and on the teaching and learning practices of classroom teachers
- strategically establish partnerships with other education and training institutions, local businesses and community organisations to provide access to learning, experiences and support not available within the school
- use an evidence-based learning design approach to plan how the curriculum supports students to:
    - develop the skills and understandings required for them to achieve and progress through the standards described in the curriculum
    - develop the capabilities required for them to be confident and creative learners and active and informed world-citizens
    - acquire the perspectives they need to engage with and better understand their world at a regional, national and global dimension.

Teachers

- use the Australian Curriculum, ACARA recognised curriculum or Northern Territory Board of Studies approved curriculum to identify and address the learning needs of individual students
- set explicit, challenging and achievable learning goals for all students
- design well-sequenced teaching and learning programs
    - using knowledge of curriculum, assessment and reporting requirements
    - guided by detailed understanding of students' literacy and numeracy needs to enable students to access the Australian Curriculum, such as LANE and Direct Instruction progressions
    - that develop student knowledge, skills, and General Capabilities, including handwriting, keyboarding and use of touch screens from Transition
- evaluate their teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.

[3] Explanatory comment: In the Northern Territory schools use these terms interchangeably. Refer to glossary.

2.PEDAGOGY

Statement of Expectation - Pedagogy

Northern Territory schools are expected to use evidence based teaching and learning pedagogies to ensure students achieve their recognised learning goals and targeted outcomes.

Pedagogical practice can be thought of as the series of actions a teacher takes to engage and promote student learning. In the Northern Territory, the diversity of school contexts requires that each school is accountable for making decisions about how they teach the curriculum in accordance with the needs of their students and the expectations of the community.

Pedagogical, Content Knowledge (PCK[4]), as pictured in Figure 4, describes effective pedagogical practice underpinned by the following principles.

Students learn best when:

- the learning environment is caring and productive
- the learning environment promotes independence, interdependence and self-motivation
- students' needs, backgrounds, perspectives and interests are reflected in the learning program
- students are challenged and supported to develop deep levels of thinking and application
- assessment practices are an integral part of teaching and learning
- learning connects strongly with communities and practice beyond the classroom.

Teachers are expected to instruct and support students to learn to perform a task within their zone of proximal development (ZPD) through a process of explicit instruction and gradual release of responsibility as described in Appendix B, Explicit Teaching Gradual Release of Responsibility Model. The ZPD, is the difference between what a child can accomplish alone and what he/she can accomplish when the teacher provides scaffolding.

Scaffolding[5] is defined by three key critical components. The level of support provided is contingent on the learner's needs. As the student gains understanding through

[4] Pedagogical Content Knowledge, https://www.wcu.edu/learn/faculty/coulter-faculty-commons/teaching-and-learning/wcu-standards-of-teaching-effectiveness/what-is-pck.aspx
[5] Scaffoldinng, Van de Pol, Volman, & Beishuizen, 2010

practice, the teacher fades the support over time. While fading the support, the teacher also transfers the responsibility to the student, so they take more and more control over their learning.

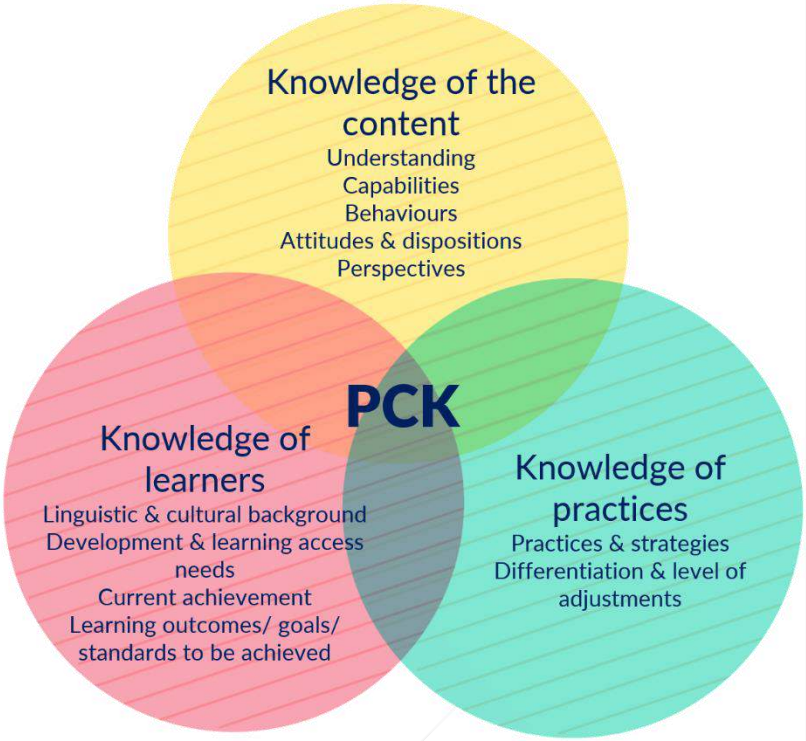


Figure 4 Pedagogical Content Knowledge

Implementation means

Sectors

- ensure schools implement evidence based whole school approaches to pedagogical practice for improving the impact of teaching and learning on student progress and achievement
- ensure teachers are able to differentiate pedagogical practice so students:
    a. with a disability are able to participate in the learning experiences (including assessment)
    b. with outstanding potential (gifted) and who are high level performers (talented) have opportunities to develop depth and breadth of knowledge, skills and understandings
    c. who are learning English as an additional language or dialect, have opportunity to learn the language needed to access, engage and achieve, age appropriate curriculum.

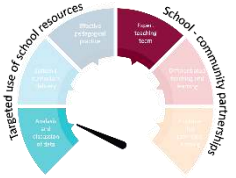
School leaders

- base whole-school approaches to pedagogical practice on research into how their students best learn the knowledge, skills and capabilities of the curriculum
- take an instructional leadership role, encouraging the use of research-based practices to enact the school's curriculum plan in every classroom
- ensure that in remote and very remote schools, their whole school literacy and numeracy plans incorporate explicit teaching methods
- monitor the impact of pedagogical practices on student achievement and engagement

Teachers

- use explicit instruction when implementing curriculum and assessment to maximise student learning
- establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks
- use teaching strategies that are responsive to the learning strengths and needs of students from diverse contexts and backgrounds
- identify learning difficulties and tailor differentiated strategies to meet the specific learning needs of students across the full range of abilities
- employ effective verbal and non-verbal communication strategies to support student engagement, participation, understanding and achievement
- implement inclusive and positive interactions so that the learning experiences are engaging and challenging.

3.ASSESSMENT



Statement of Expectation - Assessment

Northern Territory Schools are expected to assess, monitor and evaluate students' progress and achievement against curriculum year / band level achievement standards using processes to support consistency of teachers' judgement.

Assessment describes information a teacher collects as evidence of a student's current achievement. A range of assessment strategies should be used including diagnostic, formative and summative.

Assessment is a process:

- for, of and as learning, refer to Figure 5
- of gathering and interpreting the evidence of learning to make judgements about the level of knowledge, skill, understanding and capability
- that provides the crucial link between achievement standards, content, teaching and learning activities, feedback and reporting
- that allows students to demonstrate where they are at in their learning and informing plans for where they need to go, and how best to get there
- that provides data to be used by schools to make sense of performance over time and to support teachers to know their impact on the progress of all students.

When designing assessment tasks, the Principles of Assessment (Appendix C refers), and the achievement standards of the curriculum need to be addressed.

Implementing the Quality Assurance Assessment Cycle (QAAC) will assist schools to:

- plan using achievement standards
- implement quality assessment design
- support consistency and integrity of teacher judgement
- contribute to improving student learning
- promote a collaborative professional learning community within the school.

The Quality Assurance Assessment Cycle is further explained in Appendix D

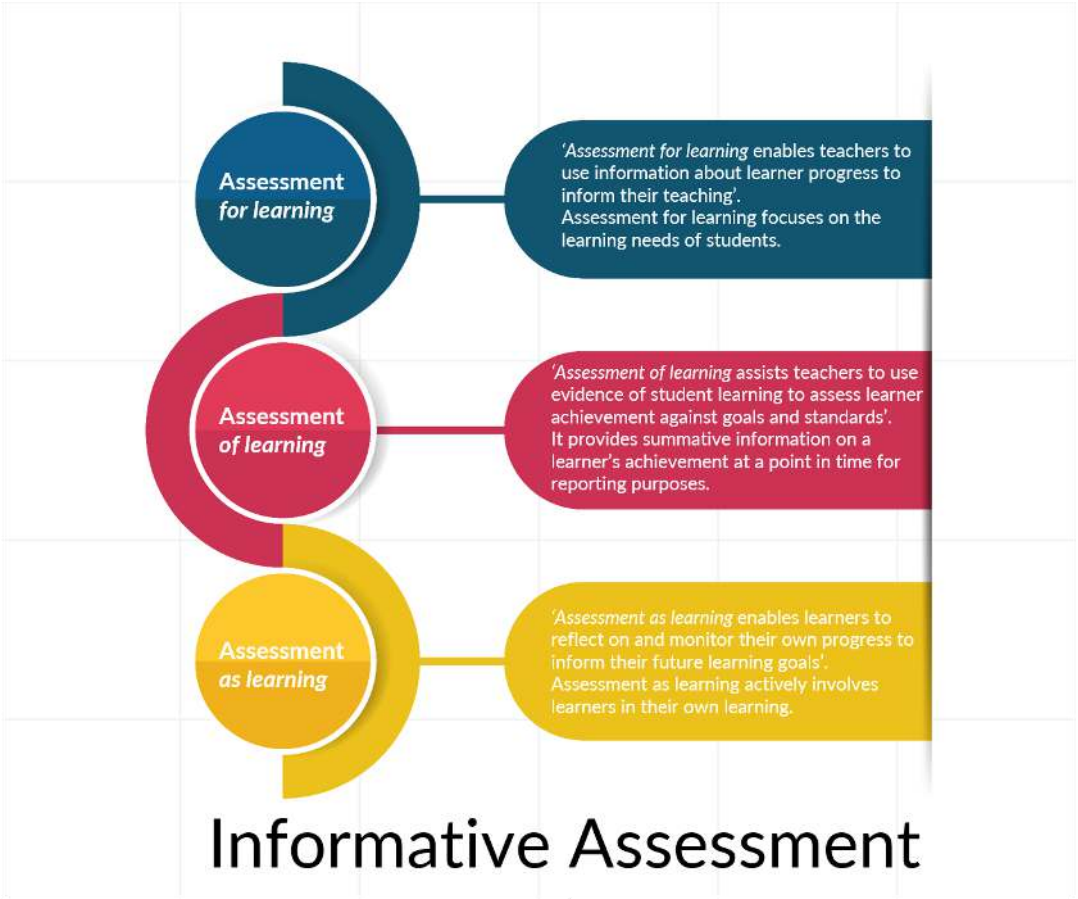


Figure 5 Assessment for, of and as learning

Implementation means

Sectors

- ensure schools implement a whole-school curriculum and assessment plan including processes to ensure equitable and inclusive assessment practices, consistency of teacher judgement and quality of the assessment data collected
- ensure the use of the evidence of learning data from system and school assessments to respond to the learning needs of individual students and student cohorts and guide whole school improvement planning
- ensure that schools will administer assessments that are part of the *National Assessment Program*, (refer to Appendix E: Schedule of Assessment):
    - *National Assessment Program for Literacy and Numeracy* (NAPLAN) full cohort testing in literacy and numeracy for Years 3, 5, 7 and 9
    - *National Assessment Program* to sample groups or classes of students in literacy, mathematics, science, civics and citizenship and Information Communication and Technology

- ensure that schools will participate as required in the administration of assessments that are part of the International Assessment Program (refer to Appendix E: Schedule of Assessment):
    - *Programme for International Student Assessment* (PISA) conducted every three years by the Organisation for Economic Co-operation and Development (OECD) and undertaken by a sample of 15-year-old students
    - *Trends in International Mathematics and Science Study* (TIMSS) conducted every four years by the International Association for the Evaluation of Educational Achievement (IEA) and undertaken by a sample of students in Years 4 and 8
    - *Progress in International Reading Literacy Study* (PIRLS) conducted every five years by the International Association for the Evaluation of Educational Achievement (IEA) and undertaken by a sample of students in their fourth year of schooling

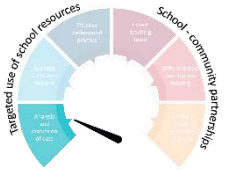
School leaders

- implement a school-wide curriculum and assessment plan including systemic assessments according to the approved Assessment Schedule detailed in Appendix E
- systematically analyse student assessment data in relation to behavioural, attendance and wellbeing data to make sense of student performance over time
- use multiple measures of data to support teachers to know their impact and improve their practice and to guide whole-school improvement planning
- use evidence of learning data from system and school assessments to evaluate assessment plans and respond to the learning needs of individual students and student cohorts.

Teachers

- provide a range of opportunities for students to demonstrate their learning
- closely monitor the progress of individuals and the impact of assessment practices ensuring that students receive regular and timely feedback on their achievement and progress throughout the teaching and learning sequence
- use appropriate informal and formal, diagnostic, formative and summative assessment strategies to assess student learning
- analyse and evaluate student assessment data to identify required interventions and modify teaching practice
- give students timely, targeted feedback about their progress relative to their learning
- participate in processes to support consistent and comparable judgements of student learning, i.e. QAAC as described in Appendix D.

4.REPORTING



Statement of Expectation - Reporting

Northern Territory schools are expected to communicate learning progress and achievement to students, their families and the community in a timely and appropriate way.

In Northern Territory schools, the year / band level achievement standards mapped in the eight learning areas of the Australian Curriculum, ACARA recognised curriculum and Northern Territory Board of Studies approved curriculum are used to monitor and report a student's progress and achievement.

The key purpose of reporting is to support student learning by providing information to students and parents about student achievement and progress and to indicate areas for further development. A student's report provides a formal record at a point in time on the student's progress and achievement.

As expressed in Figure 6, effective reporting should:

- be based on reliable assessment
- provide explicit, individualised and information about what students have achieved to date in relation to the curriculum, both academic and behavioural
- identify areas for a student's future learning development
- provide information about the student's attitude, commitment to learning and attendance
- support student learning
- enhance student motivation and commitment
- foster partnerships between students parent and teachers to support a student's learning and progress

Reporting information is used to

- discuss future learning pathways with students and parent/carers
- inform and guide the planning of teaching and learning programs and resource allocation within the school
- evaluate the impact of teaching and learning on student achievement at classroom and whole-school levels
- allow schools to identify how curriculum, pedagogy and assessment practice can be improved to meet the needs of students

- provide meaningful information to be used by the system as a basis for evaluating the effectiveness of educational programs, allocation of resources and associated support across all schools

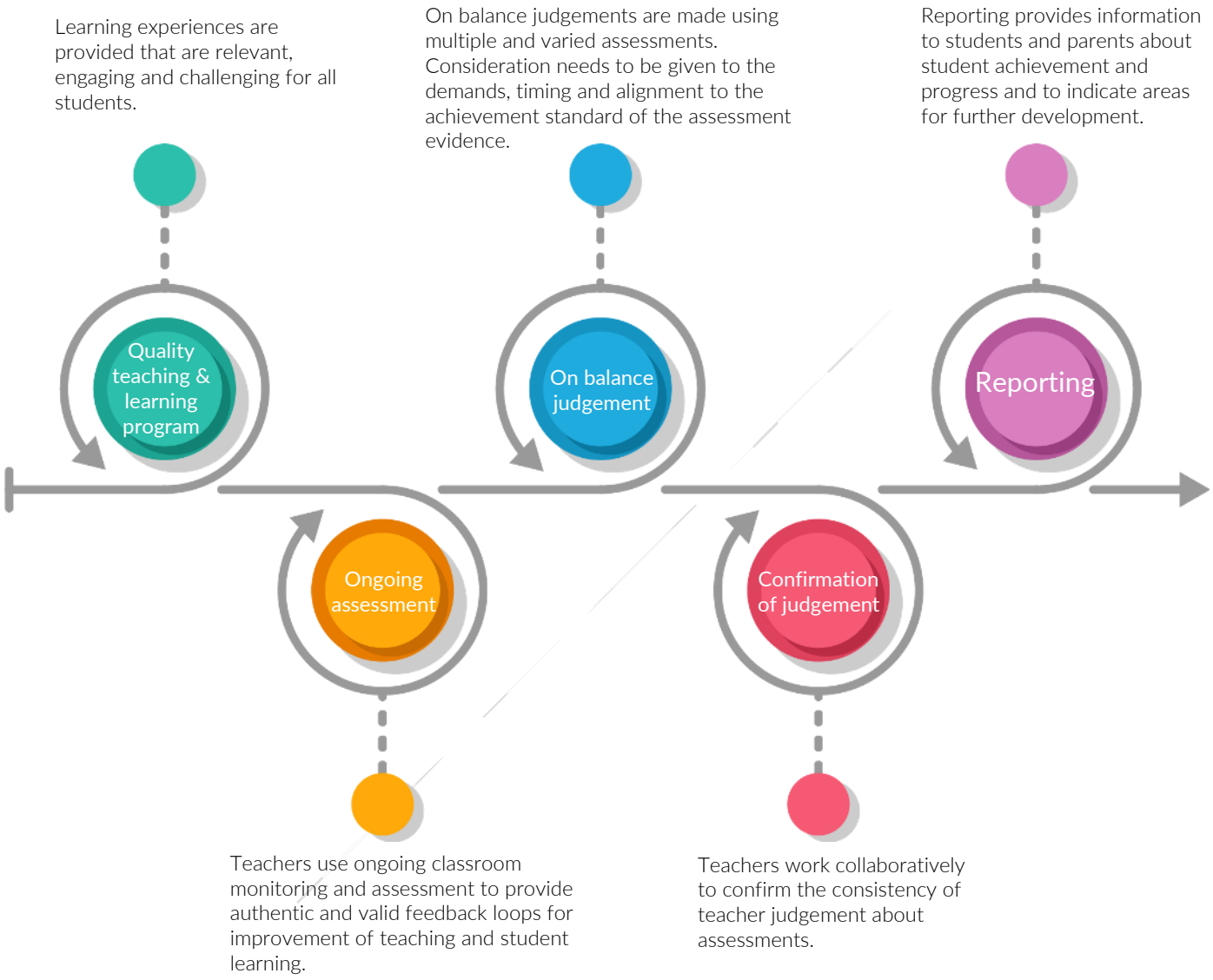


Figure 6 Reporting as part of the teaching and learning process

Implementation means

Sectors

Under the National Education Agreement and under the Schools Assistance Act 2008,

1. Paragraph 77(2) (f) of the Act, an approved authority for a school must provide a report to each person responsible for each student at the school.

2. A report must be readily understandable to a person responsible for a student at the school.
3. A report must be given to each person responsible for the student at least twice a year.
4. For a student who is in any years 1to 9, the report must:
    a. Give an accurate and objective assessment of the student's progress and achievement, including an assessment of the student's achievement:
        i. Against available national standards
        ii. Relative to the performance of the student's peer group and
        iii. Reported as A, B, C, D or E for each subject studied, or on a scale of 1 – 7 for the International Baccalaureate Curriculum, clearly defined against specific learning standards
5. Individual parents may elect not to receive this type of reporting for their child via a written request to the school. School authorities must retain a copy of all such written requests on file.

School leaders

- ensure reporting to parents is conducted using Sector endorsed data collection systems
- provide at least one formal interview and opportunities for informal discussions between teachers and parents/carers within each school year
- provide parents/carers at least one written report each semester
    - report A to E grades, (Refer Appendix F) or the International Baccalaureate scale 1 – 7 for on achievement against the year / band level achievement standard in English, Mathematics and for all other learning areas taught and assessed that semester
    - giving clear information on achievement and effort in all learning areas taught and assessed
    - with written comments describing individual learners' progress in plain language for English, Mathematics and a General Comment

  Note: Ensure the entire year level achievement or equivalent band level are addressed and reported by the end of the year. If subjects are only offered in one semester time needs to be given to allow teachers to effectively address the entire achievement standard within the semester.
- ensure students receive a report on achievement in all learning areas at least once within the school year against the year or band level achievement standard (Science, Humanities and Social Sciences, The Arts, Health and Physical Education, Languages and Technologies)
- provide parents/carers of Transition students at least one written report each semester
    - giving clear information on effort in all learning areas taught and assessed

    - with written comments describing individual learners' progress in plain language for English, Mathematics and a General Comment
- report the EAL/D phase of learning with an individualised written comment on the students' progress in English language proficiency for identified EAL/D students
- ensure there is a formal consultation with parents/ carers to determine if A-E grades or the International Baccalaureate scale 1 – 7 are required for:
    - students with disability who are on an Education Adjustment Plan (EAP)
    - students who are recent arrivals to Australia in the Beginning and Emerging EAL/D phase enrolled in an intensive English Unit

Note: There must be a record kept of the decision and the EAP template is to be used for reporting purposes

- ensure teachers and support staff provide parents of students with an Educational Adjustment Plan with regular formal and informal opportunities to discuss progress
- provide a written report each semester that includes an appropriate comment for each goal, learning area or general capability addressed in the Educational Adjustment Plan
- provide parents / carers with a report of their child's performance in relation to their peers upon request
- provide the National Assessment Program Literacy and Numeracy (NAPLAN) student report to parents of participating students (Years 3, 5, 7 and 9).

Teachers

- establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing
- provide accurate and objective information about a student's actual progress against the learning area year / band level achievement standards
- allocate A-E grades based on an on-balanced judgement[6] from a range of assessment information up to that 'point in time'
- report on achievement against the year or band level achievement standard in all areas of learning at least once within the school year
- identify the EAL/D phase using the Australian Curriculum EAL/D Learning Progression. Include specific comments on progress made in English language acquisition
- write reports in plain language which acknowledge the students' strengths. progress and achievement, making use of accurate and reliable records.

[6] See definition in glossary

GLOSSARY

Sector	Sector is the collective name for the government school sector, Catholic sector and the approved authority representing Independent and Christian schools.
Whole-school curriculum and assessment plan	A whole-school curriculum and assessment plan records curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for each subject area and year level.
Curriculum map	A curriculum map enables schools to deliver curriculum for all students and reflects the decisions, resources and priorities of the school. Schools consider the extent to which they document their teaching and learning plan for each curriculum area across the years of schooling to support a progression of learning.
Learning progression	Learning progressions are typically organised by subject area and they map out a specific sequence of knowledge and skills that students are expected to learn as they progress through their education.
Scope and Sequence	A scope and sequence summarises what is to be taught and the sequence in which it will be taught. A scope and sequence shows the order of the units within a year or band, and the content and skills that each unit addresses.
Achievement Standards/National Standards	The achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling relative to the performance of the student's peer group The use of these achievement standards as a common reference point for reporting to parents will contribute to national consistency in reporting across the Territory and Australia.
English as a Second Language (ESL)	ESL English is not a learning area from T – 9 and students are not allocated an A–E grade for this additional language learning. Students are learning English as an additional language or dialect (often referred to as ESL English) as they study learning area content.
English as an Additional Language/Dialect (EAL/D) Learning Progression	The EAL/D Learning Progression describes four broad four phases of English language learning: Beginning, Emerging, Developing and Consolidating.
Educational Adjustment Plan (EAP)	Students with disability are provided with an Educational Adjustment Plan (EAP)
Diagnostic assessment	Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. http://study.com/academy/lesson/what-is-diagnostic-assessment-definition-examples.html
Formative assessment	Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons and instructional techniques. http://edglossary.org/formative-assessment/
Summative assessment	Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period. http://edglossary.org/summative-assessment/
On-balance judgement	The allocation of the A-E grades/word descriptions is an on balance judgement based on a range of assessment information up to that 'point in time'. An on-balance judgement does not just focus on a single piece of work. Teachers need to weigh up the assessment information that has been collected for the students. This information will come from both

	formal activities and informal observations and will be built up over time and in different situations.
A-E descriptors or equivalent five point scale	The A – E Descriptors, approved by the NTBOS guides teachers when assessing evidence of learning against the year level achievement standards and assists them in reporting to parents. Teachers will determine an A–E grade or equivalent five point scale that shows the depth and breadth of learning against the student's current year level achievement standard. Example: A student in a Year 6 class will be given an A–E grade against the Year 6 achievement standard (not the Year 5 or Year 7 achievement standard).
Each person responsible for the student	When a child has custody agreements in place, this would mean a school must send a copy of the report to each parent.

Appendices

A. Recommended time allocations for curriculum delivery

Curriculum learning areas should be 'teachable' within the following indicative time allocations. These times are provided as a guide to assist in managing the range of curriculum. Please note the assumption has been made that there are 25 teaching hours per week for 40 weeks.

In Transition to Year 6 all learning areas are to be provided each year.

Table 1: Recommended time allocations in Transition to Year 6[4]

Learning areas		T	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	Hours per year	280	280	280	280	240	240	240
	Per week	7	7	7	7	6	6	6
Mathematics	Hours per year	200	200	200	200	200	200	200
	Per week	5	5	5	5	5	5	5
Science	Hours per year	40	40	40	70	70	70	70
	Per week	1	1	1	1h 45m	1h 45m	1h 45m	1h 45m
Humanities and Social Sciences[5]	Hours per year	40	40	40	60	60	80	80
	Per week	1	1	1	2h 30m	2h 30m	3	3
The following learning areas have curriculum in bands of years. Schools make decisions about when they are to be offered.[6]								
Health and Physical Education	Hours per band	80	160 (80 hours per year)		160 (80 hours per year)		160 (80 hours per year)	
	Per week	2	2		2		2	
The Arts[7]	Hours per band	120 (40 hours per year)			100 (50 hours per year)		100 (50 hours per year)	
	Per week	1			1h 15 m		1h 15m	
Technologies[8]	Hours per band	60 (20 hours per year)			80 (40 hours per year)		120 (60 hours per year)	
	Per week	30 m			1		1h 30m	
Languages	Hours per band	160 (80 hours per year)			160 (80 hours per year)		160 (80 hours per year)	
	Per week	2			2		2	
Unallocated time	Per week	5h 30m			2h 30m	3h 30m	4h 15m	

4 Table 1 represents the recommended time allocations suitable for the whole curriculum as reflected in the Australian Curriculum, Assessment and Reporting Authority (2012) Curriculum Design Paper: Version 3.1. However, schools make decisions about allocations of time.

5 Humanities and Social Sciences OR individual subjects: History, Geography, Civics and Citizenship and Economics and Business.

6 Schools choose when they will offer each learning area. They may not all be offered in a particular semester.

7 The Arts OR individual subjects: Drama, Dance, Media Arts, Music, Visual Arts.

8 Technologies OR individual subjects: Digital Technologies, Design and Technologies

In Years 7 to 10 the Australian Curriculum subjects are to be provided in each year level or within a band of years.

Schools are required to use the Australian Curriculum learning area and/or subjects to provide electives in Years 9 and 10.

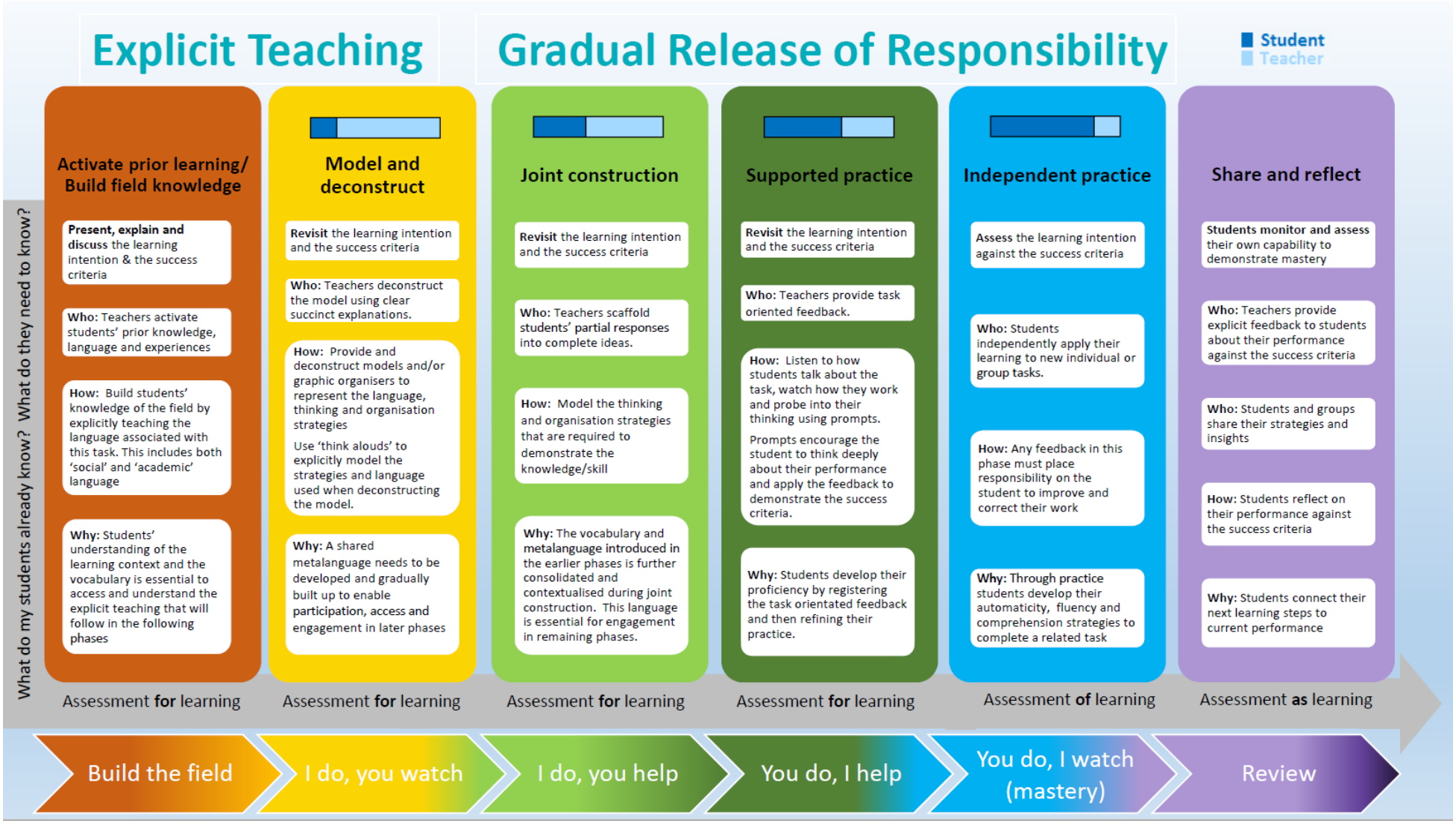
Table 2: Recommended time allocations in Years 7 to 10[10] in hours per year[9]

Subjects	Year 7	Year 8	Year 9	Year 10[11]
English[11]	Up to 240	140	140	130
Mathematics[11]	Up to 200	140	140	130
Science[11]	100	100	120	110
History[12]	40	40	50	45
Geography	40	40	50	45
Economics and Business	20	20	50	45
Civics and Citizenship	20	20	20	20
Health and Physical Education[11]	160		160	
The Arts[13] Dance, Drama, Media Arts, Music, Visual Arts	160		160	
Technologies[14] Digital Technologies, Design and Technologies	160		160	
Languages[15]	160		160	

Subjects that schools provide as electives in Years 9 and 10.

9 Table 2 represents the recommended time allocations suitable for the whole curriculum as reflected in the Australian Curriculum, Assessment and Reporting Authority (2012) Curriculum Design Paper: Version 3.1. However, schools make decisions about allocations of time.
10 Year 10 is based on 38 weeks per year rather than 40 weeks per year.
11 English, Mathematics, Science, History and Health and Physical Education are to be provided each year.
12 History is to be provided in at least one semester in Years 8 to 10.
13 In Years 7 and 8 schools are to provide students with at least one of The Arts subjects.
14 In Years 7 and 8 schools may choose to teach, assess and report on either the Technologies learning area or the individual subjects.
15 Schools are to provide Languages in Years 7 and 8, and are encouraged to provide Languages as electives in Years 9 and 10.

B. Explicit Teaching Gradual Release of Responsibility Model



C. Principles of Assessment

Teachers intentionally design assessment using the Principles of Assessment. Quality assessment practices are underpinned by these principles.

Explicit	Assessment task/s are explicit with students aware of what is being assessed, the conditions in which the task/s are to be carried out and the criteria that will be used to determine their achievement.
Valid and reliable	Assessments are aligned to the curriculum and targeted achievement standards. A range of assessments are used to allow demonstration of skills and understandings and accurately display the students' ability. Tasks allow judgments to be made consistently against the achievement standards using evidence of learning comprehensively.
Accessible	Assessments allow students from diverse cultural, ethnic, linguistic and learning backgrounds to demonstrate achievement standards in ways which are sensitive to and inclusive of, the circumstances of each student. Opportunities are provided for students to apply their knowledge and skill in a range of contexts.
Instructional utility	Assessments are designed to provide information which is instructionally useful and informing of student understandings, skills, capabilities and perspectives. The assessment task/s should play a functional role that is embedded in the teaching and learning cycle.
Student-centred	The assessments allow students to take responsibility for their learning by being actively involved in the process. Opportunities should be provided for students to monitor their own progress and set their learning goals. This provides valuable insight to help teachers and parents make decisions about future learning and teaching.
Practical convenience	Assessment procedures are manageable and incorporated comfortably into classroom practices/activities. The assessment must provide information that justifies the time involved.

From: *NTBOS Curriculum, Assessment and Reporting Guidelines: Transition to Year 9*
http://www.education.nt.gov.au/teachers-educators/ntbos/policies-and-guidelines

D. Quality Assurance Assessment Cycle in Northern Territory Schools T-12

The purpose of the Quality Assessment Assurance Cycle is to ensure the quality, transparency and integrity of student assessment and the reliability of teacher judgements about student progress and achievement. The 4 stages of the Quality Assessment Assurance processes across the stages of schooling (T-12) are:

- **Planning** - teachers collaboratively plan and design quality assessment opportunities that will allow students to demonstrate their learning against the Achievement Standards (T-9)/ Performance Standards (10-12).

- **Clarifying** - teachers collaboratively refine understandings of the alignment of assessments to the intended standards and they develop understandings of how to apply the standards consistently to student work.

- **Confirming** - teachers work collaboratively to ensure judgements of student achievement are reliable, consistent and comparable. This ensures valid reporting of student achievement.

- **Improving** -teachers collaboratively review the assurance processes, student data and teacher practice. This informs improvements which are applied to the planning phase for the next iteration of the cycle.

The detailed implementation of the cycle in primary, middle and senior secondary stages of schooling is described in supporting materials and documents.

E. Assessment Schedule

Assessments	2018				2019				2020				Phase of learning
Term	1	2	3	4	1	2	3	4	1	2	3	4	
Classroom assessment incl. ESL monitoring with regular communication (minimum one formal interview) / reporting to parents	Ongoing in-class assessment, both formal and informal, that includes Assessment *for*, *of* and *as* Learning with associated feedback loops (and feed forward) using a range of strategies and modes. Students and parents active partners in the learning journey.												
Progressive Achievement Tests (PAT) – PAT Maths Plus and PAT Reading Comprehension													Years 1 to 10
Foundations for Early Years Literacy Assessment (FELA) – Phonological awareness, phonemic awareness and alphabetic code													Years T to 3
e-Write – standardised online writing assessment	Task Release		Task Release		Task Release		Task Release		Task Release		Task Release		Optional - Years 5 to 8
Assessment of Student Competencies (ASC) Developmental screening tool – ongoing until all competencies are attained													Optional - Transition & Preschool
Students are assessed and a twice yearly report sent to parents, using plain English (easily understood), includes a 5-point scale (A-E) for every learning area													Transition – report to parents, no A-E
Australian Early Development Census (AEDC) is a national population measure of how young people are developing in different communities across Australia													Transition 2018, 2021 *Triennial*
National Assessment Program Literacy and Numeracy (NAPLAN) – annually, tests Reading, Writing, Language Conventions (grammar and spelling) and Numeracy							NAPLAN Online from 2019						Years 3, 5, 7 and 9
National Assessment Equating Study Program Literacy and Numeracy (NAPLAN) – annually, tests Reading, Writing, Language Conventions (grammar and spelling) and Numeracy													Years 3, 5, 7 and 9 Selected sample schools
National Assessment Trial Program Literacy and Numeracy (NAPLAN Trial) – annually, tests Reading, Writing, Language Conventions (grammar and spelling) and Numeracy													Years 3, 5, 7 and 9 Selected sample schools
National Assessment Program (NAP)				SL				CC				ICTL	NAP SL Yr 6 NAP C&C Yr 6 & 10 NAP ICTL Yr 6 & 10
International Assessments *Programme for International Student Assessment* (PISA) *Trends in International Mathematics and Science Study* (TIMSS) *Progress in International Reading Literacy Study* (PIRLS)			PISA	TIMSS							PIRLS		PISA Yr 9,10 (15 year old students) TIMSS Yr 4 & 8 PIRLS Yr 4

Government schools Optional Government schools Required Australian Government Selected Sample Schools

Assessments	Year level												Term
	Pre	T	1	2	3	4	5	6	7	8	9	10	
Classroom assessment incl. ESL monitoring with regular communication/reporting to parents (minimum one formal interview)	Ongoing in-class assessment, both formal and informal, that includes Assessment *for*, *of* and *as* Learning with associated feedback loops (and feed forward) using a range of strategies and modes. Students and parents are active partners in the learning journey.												
Progressive Achievement Tests (PAT) – PAT Maths Plus and PAT Reading Comprehension													Term 4 Weeks 1 - 4
Foundations for Early Years Literacy Assessment (FELA) – Phonological awareness, phonemic awareness and alphabetic code													Term 4 Weeks 1 - 4
e-Write – standardised online writing assessment													Available all Year Term 1 - New task release Term 4 - New task release
Assessment of Student Competencies (ASC) Developmental screening tool – ongoing until all competencies are attained													Term 1 - Transition Term 4 - Preschool
Students are assessed and a twice yearly report sent to parents, using plain English (easily understood), includes a 5-point scale (A-E) for every learning area.													Term 2 Term 4 Transition – no A-E grade
Australian Early Development Census (AEDC) is a national population measure of how young people are developing in different communities across Australia													Term 2
National Assessment Program Literacy and Numeracy (NAPLAN) – annually, tests Reading, Writing, Language Conventions (grammar and spelling) and Numeracy													Term 2 Week 4
National Assessment Equating Study Program Literacy and Numeracy (NAPLAN) – annually, tests Reading, Writing, Language Conventions (grammar and spelling) and Numeracy													Term 2 Weeks 2 and 3
National Assessment Trial Program Literacy and Numeracy (NAPLAN Trial) – annually, tests Reading, Writing, Language Conventions (grammar and spelling) and Numeracy													Term 3
National Assessment Program (NAP)								NAP SL				NAP SL	Term 4
International Assessments *Programme for International Student Assessment* (PISA) *Trends in International Mathematics and Science Study* (TIMSS)						TIMSS				TIMSS	PISA	PISA	Term 3 - PISA Term 4 - TIMSS

Government schools Optional Government schools Required Australian Government Selected Sample Schools

F. Descriptors for Reporting to Parents

A = Evidence of learning demonstrates outstanding achievement at this year level.
B = Evidence of learning demonstrates high achievement at this year level.
C = Evidence of learning demonstrates sound achievement at this year level.
D = Evidence of learning demonstrates limited achievement at this year level.
E = Evidence of learning demonstrates very limited achievement at this year level.

Descriptors for assessing evidence of learning – teacher judgements

	A Outstanding	B High	C Sound	D Limited	E Very limited
Knowledge and Understanding	The student • has an extensive knowledge and understanding of the content	The student • has a thorough knowledge and understanding of the content	The student • has an accurate knowledge and sound understanding of the content	The student • has an incomplete knowledge and understanding of the content	The student • has misconceptions in knowledge and a lack of understanding of the content
Skills and Processes	• demonstrates a high level of proficiency in using skills and following processes	• demonstrates a high level of competence in using skills and following processes	• demonstrates competence in using skills and following processes	• demonstrates a limited level of competence in using skills and following processes	• demonstrates a very limited competence in using skills and following processes
Application	• independently adapts, integrates and applies their learning across a range of contexts that is well beyond the routine and practiced activities	• independently applies learning across a range of contexts that is beyond the routine and practiced activities	• applies this learning to routine and known contexts	• applies this learning in explicitly structured lessons and activities	• is very limited in applying their learning
Accuracy	• consistently demonstrates accuracy and precision with detail and can readily apply this in new situations	• consistently demonstrates accuracy with detail	• consistently demonstrates accuracy	• shows little accuracy at this level	• shows inaccuracy and lack of detail

A Outstanding	B High	C Sound	D Limited	E Very limited
The student has an extensive knowledge and understanding of the content and demonstrates a high level of proficiency in using skills and following processes. The student independently adapts, integrates and applies their learning across a range of contexts that is well beyond the routine and practiced activities. The student consistently demonstrates accuracy and precision with detail and can readily apply this in new situations.	The student has a thorough knowledge and understanding of the content and demonstrates a high level of competence in using skills and following processes. The student independently applies learning across a range of contexts that is beyond the routine and practiced activities. The student consistently demonstrates accuracy with detail.	The student has an accurate knowledge and sound understanding of the content and demonstrates competence in using skills and following processes. The student applies this learning to routine and known contexts. The student consistently demonstrates accuracy.	The student has an incomplete knowledge and understanding of the content and demonstrates a limited level of competence in using skills and following processes. The student applies this learning in explicitly structured lessons and activities. The student shows inaccuracy and lack of detail.	The student has misconceptions in knowledge and a lack of understanding of the content and demonstrates a very limited competence in using skills and following processes. The student is very limited in applying their learning. The student shows little accuracy at this level.

Notes:
When a student receives a D grade, this means that they are not showing year level age-appropriate skills and knowledge. Specific actions should be put in place to provide assistance for this student. This might be included in the teacher's report comment.

When a student receives an E grade, this means that their level of skills and knowledge is inadequate for progression. Specific support should already be in place to give this student the extra assistance they require. This should be included in the teacher's report comment.

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