

CURRICULUM FRAMEWORK

PURPOSE

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

This curriculum framework should be read alongside our whole school, curriculum area, year level and unit /lesson curriculum plans and documentation.

OVERVIEW

Cambridge 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.

Cambridge Primary School is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10 2.0](#). 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](#)
 - [Sexuality and Consent Education](#)
 - [Holocaust Education – Delivery Requirements](#)

Cambridge Primary School encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and culturally inclusive curriculum.

IMPLEMENTATION

Cambridge Primary School implements its curriculum through a Whole School Curriculum Plan that outlines the focus of the key learning areas, including which teacher (classroom or specialist) is responsible for reporting requirements. We have five specialist subjects: Physical Education, Visual Art, STEM, and Italian. At Cambridge Primary School, class time is structured into a weekly timetable, with 25 hours of learning per day, broken into 60-minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level/band 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, curriculum area, year level and unit/lesson curriculum plans.

Language provision

Cambridge Primary School will deliver Italian as a Language.

Pedagogy

The pedagogical approach at Cambridge Primary School is that all students are lifelong learners who actively contribute to cultivating a positive, inclusive, and thriving school and community environment.

Assessment

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

Students at Cambridge 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.

- *Teachers at Cambridge Primary School 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 a whole school assessment schedule. The assessments may include, but are not limited to, tests and assignments, projects, performances, discussions 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.*
- *Cambridge Primary School will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion Program (DI), 18+ months above or below expected curriculum levels, Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.*
- *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 cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.*

Reporting

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

At Cambridge Primary School, semester reports are issued to parents in both Term 2 and 4. Parent Teacher Conferences are conducted in Term 1 and 3 where parents are invited to discuss their child's progress by making an appointment with their teacher. The contents of our semester reports comply with the [Reporting Student Achievement and Progress Foundation to 10](#). The report will be in a written format easy for parents/carers to understand and will be accessible in digital form via Compass.

- Cambridge Primary School will report directly against the Victorian [Curriculum F-10 achievement standards](#) or, if reporting on students for whom English is an additional language, the Victorian [Curriculum F-10 EAL 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).

Parent-teacher interviews, conducted twice-yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available where required.

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	Whole school reviews occur as needed (e.g. curriculum changes or school-wide reform based on the school improvement agenda)	Principal Class Officers with the support of Learning Specialist	As needed
Curriculum Areas	Curriculum area reviews occur as needed (e.g. curriculum changes or school-wide reform based on the school improvement agenda).	Leadership team	As needed
Year levels	Year levels conduct a termly curriculum audit, where they use level overview documents to adjust where curriculum	PLC Leaders	Termly

	content is being taught across the school year.		
Units and lessons	Year levels have two-hour weekly planning opportunities where teams can plan for the following week and make adjustments to unit/lesson plans. They also have termly planning days to plan a skeleton of the term ahead (term overviews, assessment creation and planning,).	PLC Leaders and classroom teachers	Weekly-Lesson planning Termly – Unit plans

Review of teaching practice

Cambridge Primary School reviews teaching practice via:

- Professional Learning Communities, which link the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies; and
- the 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.

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [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 \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2024
Approved by	Jane Budd
Next scheduled review date	Before August 2028