Year level planning for multiple year levels identifies the specific teaching, learning and assessment in a learning area for a designated span of year levels (such as from Prep to Year 7) for the year. It clarifies the curriculum intent and ensures coverage, balance and responsiveness across the year. A year level plan for multiple year levels informs the whole school plan and guides the development of unit overviews. A year level plan for multiple year levels includes:

- the sequence of learning and assessment for the year, ensuring required content, general capabilities and cross-curriculum priorities are taught, with a focus on identifying what is common across the targeted year levels and what is specific to them
- how the program provides multiple opportunities to learn concepts and practise skills, and apply these to a range of contexts with increasing autonomy

- how evidence of student learning is gathered and how students have multiple opportunities to demonstrate the standards
- how consistent judgments are made about student progress and when feedback is given to students and parents/carers
- links to other learning areas, if appropriate.

Curriculum and assessment planning at the year level is guided by five important elements of professional practice. These five elements are interdependent. The elements can be used in any sequence, but all should be considered.

Plans are reviewed regularly to inform future planning, teaching, learning and assessment. The five elements are essential in guiding the revision of these plans. During 2011, schools may choose to audit their current year plans against the Australian Curriculum. See the audit tools on the QSA website <www.qsa.qld.edu.au>.

Five elements of effective year level planning

Use feedback

Feedback to both teacher and student, gathered throughout the teaching and learning cycle, informs future teaching, learning and assessment. The goal of feedback is to recognise, encourage and improve student learning. Assessment feedback is most helpful if the specific elements of the content (knowledge, understanding and skills) are identified and specific suggestions are provided. However, assessment alone will not contribute significantly to improved learning. It is what teachers and students do with the assessment and other available information that makes a difference.

When planning at the year level for multiple year levels, teachers:

- determine how to record and summarise students' achievements and progress
- consider how and when to give feedback to students, parents/carers and other teachers to determine what a student needs to be taught to improve learning, including:
 - using formative, self- and peer-assessment strategies
 - providing timely and specific comments about the ways students can improve
 - engaging in conversations with the student, parents/carers and other teachers to determine how to improve a student's learning
- use feedback to review the plan and inform future planning, teaching, learning and assessment to achieve continuous improvement.

Identify curriculum

The Australian Curriculum content descriptions and achievement standards for English, Mathematics and Science form the basis for developing teaching and learning programs in 2012. In 2013, the Australian Curriculum in History will also be used. For other learning areas, the *Early Years Curriculum Guidelines* (Prep), the *Essential Learnings* (Years 1–9) and the *Year 10 Guidelines* should be used.

When planning at the year level for multiple year levels, teachers:

- identify the scope of the learning to ensure that all required learning is included by analysing the rationale, aims, learning area focus, and content descriptions relevant to the span of targeted year levels with a focus on recognising the "build on" from one year to the next
- analyse the achievement standard for each of the targeted year levels to identify the expected and valued qualities of student work
- identify general capabilities and cross-curricular priorities that will be integrated across the year
- determine the contexts for teaching content descriptions (referring to the Australian Curriculum elaborations, if necessary)
- review data and evidence about students to make decisions about catering for diversity, differentiation and phase of schooling.

Make judgments

The achievement standards guide teacher judgment about how well students have achieved. Planned activities for teachers — in a partnership or team situation — to look at, discuss and analyse the quality of student work is the most effective way to build consistency of teacher judgment. When teachers apply standards through this process, they increase their awareness about the variety of ways in which students may respond to an assessment task. In this way, teachers gain valuable insights into what students need to learn for each level of achievement. They also develop a common understanding of the application of standards.

When planning at the year level for multiple year levels, teachers:

- identify the expected and valued qualities of student work to be demonstrated for each of the targeted year levels
- use evidence in student responses and consider how judgments will be made about the quality of learning
- determine how and when to participate in activities that promote consistency of teacher judgment, including social moderation
- review folios of student work in line with the Australian achievement standards

Develop assessment

Assessment is an integral part of teaching and learning. An assessment program planned at the same time as the teaching and learning will: guide and support targeted teaching and learning; provide regular feedback to students about how they can improve their learning; and clarify future teaching and learning needs.

When planning at the year level for multiple year levels, teachers:

- identify how to collect evidence of student learning so that students have the best opportunity to demonstrate what they know, understand and can do
- identify which elements of the assessment tasks are common to the span of targeted year levels and which relate to specific year levels
- identify required systemic assessment (NAPLAN, QCATs) and integrate this with the learning sequence
- design assessment instruments that fit the purposes and determine when assessment will occur
- ensure a range and balance of assessment instruments to collect comprehensive and meaningful evidence of learning
- check the QSA Assessment Bank to get ideas or resources to support teaching and learning.

Sequence teaching and learning

Learning experiences and teaching strategies are selected and sequenced to support active engagement in learning and to intellectually challenge. It is important to actively engage students in learning that is relevant and of interest to them. The focus or context for learning should connect with issues of personal or social relevance to students.

When planning at the year level for multiple year levels, teachers:

- determine the sequence of key content descriptions throughout the year to ensure growth and development in understanding
- consider content, teaching strategies and learning experiences that are inclusive and socially and culturally
 responsive to students' learning styles, needs and interests, making any necessary adjustments to ensure all
 students gain opportunities to experience success in learning common to the span of targeted year levels and
 specific to their particular year level
- check for continuity and connection between learning in the previous, current and next year levels across the span of targeted year levels
- consider time and resource allocations to ensure depth of learning, when key extra-curricular activities occur and opportunities to integrate with other learning, if appropriate.





Identify

My

students

Use

feedback

judgments

curriculum

Sequence

teaching &

learning

Develop