

Standard A – Philosophy

SEQTA

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| 3 | b. The school as a community of learners is committed to a collaborative approach to curriculum development. | ✓ |
| | d. The school is committed to the Primary Years Programme as the framework for all planning, teaching and learning across the curriculum. | ✓ |
| 6 | The school promotes open communication based on understanding and respect. | ✓ |

Standard B2 – Resources and Support

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| 5 | The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s). | ✓ |
| 8 | The school provides support for its students with learning and/or special educational needs and support for their teachers. | ✓ |

Standard C1 – Collaborative Planning

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| 1 | Collaborative planning and reflection addresses the requirements of the programme(s). | ✓ |
| | a. The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff. | ✓ |
| | b. Planning at the school makes use of the Primary Years Programme planner and planning process across the curriculum and by all teachers. | ✓ |
| | c. Planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme. | ✓ |
| 2 | Collaborative planning and reflection takes place regularly and systematically. | ✓ |
| 3 | Collaborative planning and reflection addresses vertical and horizontal articulation. | ✓ |
| | a. There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry. | ✓ |
| 4 | Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences. | ✓ |
| | a. The school provides for easy access to completed Primary Years Programme planners. | ✓ |
| | b. The school ensures that Primary Years Programme planners are coherent records of student learning. | ✓ |
| 5 | Collaborative planning and reflection is based on agreed expectations for student learning. | ✓ |
| 6 | Collaborative planning and reflection incorporates differentiation for students' learning needs and styles. | ✓ |
| 7 | Collaborative planning and reflection is informed by assessment of student work and learning. | ✓ |

Standard C2 – Written Curriculum

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1	The written curriculum is comprehensive and aligns with the requirements of the programme(s).	✓
	a. The programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year/grade level, with the exception of students who are 3–5 years, where the requirement is at least four units at each year/grade level, two of which must be under “Who we are” and “How we express ourselves”.	✓
	b. The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.	✓
	d. There is documented evidence that the curriculum developed addresses the five essential elements of the Primary Years Programme.	✓
2	The written curriculum is available to the school community.	✓
3	The written curriculum builds on students’ previous learning experiences.	✓
4	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.	✓
	a. The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each Primary Years Programme subject area.	✓
	b. The overall expectations of student achievement in the school’s scope and sequence documents are aligned with those expressed in the Primary Years Programme scope and sequence documents.	✓

Standard C3 – Teaching and Learning

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1	Teaching and learning aligns with the requirements of the programme(s).	✓
	a. The school ensures that students experience coherence in their learning supported by the five essential elements of the programme regardless of which teacher has responsibility for them at any point in time.	✓
2	Teaching and learning engages students as inquirers and thinkers.	✓
3	Teaching and learning builds on what students know and can do.	✓
	a. Teaching and learning addresses the competencies, experiences, learning needs and styles of students.	✓
4	Teaching and learning promotes the understanding and practice of academic honesty.	✓
5	Teaching and learning supports students to become actively responsible for their own learning.	✓
9	Teaching and learning uses a range and variety of strategies.	✓
10	Teaching and learning differentiates instruction to meet students’ learning needs and styles.	✓
	a. The school provides for grouping and regrouping of students for a variety of learning purposes.	✓
11	Teaching and learning incorporates a range of resources, including information technologies.	✓
12	Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students’ own needs and the needs of others.	✓
13	Teaching and learning engages students in reflecting on how, what and why they are learning.	✓
14	a. The school provides environments in which students work both independently and collaboratively.	✓
15	Teaching and learning encourages students to demonstrate their learning in a variety of ways.	✓

Standard C4 – Assessment

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1	Assessment at the school aligns with the requirements of the programme(s).	✓
	a. Assessment of student learning is based on the objectives and assessment criteria specific to each subject.	✓
	b. Assessment addresses all the essential elements of the programme.	✓
	c. The school provides evidence of student learning over time across the curriculum.	✓
2	The school communicates its assessment philosophy, policy and procedures to the school community.	✓
3	The school uses a range of strategies and tools to assess student learning.	✓
4	The school provides students with feedback to inform and improve their learning.	✓
5	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).	✓
6	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).	✓
7	The school analyses assessment data to inform teaching and learning.	✓
	a. The school ensures that students' knowledge and understanding are assessed prior to new learning.	✓
8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.	✓

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