

FIRST STEPS — LINKING ASSESSMENT, TEACHING AND LEARNING

WHOLE SCHOOL AGREEMENTS

To support Literacy teaching and learning at Forbes, all R-7 staff will use First Steps materials to:-

- develop their Literacy Curriculum plan with a particular focus in the area of Writing.
- identify and select Major Teaching Emphases for programming.
- support ongoing assessment and monitoring of student learning and skill development.
- provide data and information on student learning that can be used at a variety of levels and for a variety of purposes.

Data Collected	Purpose	Responsibility	Timeline
Individual Student Profiles i.e. → First Steps Writing Developmental Continuum. First Steps Spelling Developmental Continuum. Reference Material:- 'Guidelines For Plotting on the First Steps Writing Developmental Continuum'	To direct development of → explicit teaching programs. To use as a source of inform- → ation in parent interviews To use as a reference when → formatting student learning outcomes for written reports. To use as a reference point → when providing information to Guidance Officer, Speech Pathologist etc.	Teacher → Teacher Teacher Teacher	<u>First Plot</u> by the end of Week 1, Term 2. <u>Second Plot</u> by the end of Week 1, Term 4
Whole Class Overviews in → Writing. Class Summaries of Writing Development and Teaching Emphases.	To provide an overview of → student achievement. To direct development of → classroom teaching program.	Teacher → Teacher	<u>First Plot Class</u> <u>Overviews and</u> <u>Summaries.</u> Presented to Co-ordinator/Principal by the end of Wk 2, Term 2. <u>Second Plot Class</u> <u>Overviews and</u> <u>Summaries.</u> Presented to Coordinator/Principal by the end of Wk 2, Term 4.
Whole School Profiles in → Writing.	To identify common → trends, improvement, concerns. To direct deployment of resources e.g. materials, personnel. → To provide information for reporting to the community e.g. Annual Report. →	Co-ordinator / → Principal Co-ordinator / Principal Co-ordinator / Principal	<u>First Whole School</u> <u>Profiles</u> compiled by the end of Term 2. <u>Second Whole School</u> <u>Profiles</u> compiled by the end of Week 6, Term 4.

FIRST STEPS — LINKING ASSESSMENT, TEACHING AND LEARNING

WHOLE SCHOOL AGREEMENTS cont.

Plotting Agreements

- All students R-7 will be plotted on the Writing Developmental Continuum by the end of Week 1, Term 2 and again by the end of Week 1, Term 4.
 - All students from Years 3-7 will be plotted on the Spelling Developmental Continuum by the end of Week 1, Term 2 and again by the end of Week 1, Term 4. (Teachers are encouraged to carry this out earlier)
 - During plotting teachers will:
 - review students' individual D.C.s completed by the previous teacher.
 - accept the level indicated but note with a pencilled question mark any Key Indicator that they have not seen demonstrated.
 - refer to the Forbes First Steps Plotting Guide Booklet for guidance on common understandings of indicators.
 - start new individual D.C.s for students if sheets have become difficult to analyse and file original.
 - use only one colour for highlighting in the course of one year.
 - Teachers will provide copies of their Whole Class Writing Profiles after both plots to the Principal or Literacy Co-ordinator with an attached summary incorporating:
 - No. of students at each phase
 - No. of boys/girls in each phase
 - Indicators poorly achieved within each phase
 - One Major Teaching Emphasis for each Writing phase exhibited within the class group. These must be selected from the set of M.T.E.'s at the bottom of each phase
 - Summary of specific group achievement e.g. N.E.S.B., gender, N.C.P., Aboriginal etc.
- * See Proforma Attachment

N.B. Teachers may also use the Developmental Continua in Reading and Oral Language to inform teaching practice.

Writing and Spelling Teaching Programs

Class Level Expectations

1. Teachers will select Major Teaching Emphases and strategies from the First Steps materials based on individual and collective student achievement.
2. These M.T.E.s and strategies will be an integral part of the Writing and Spelling classroom programs and will reflect the range of student need.

Team Level Expectations

1. After plotting in Term 2, teams will:
 - share M.T.E.s
 - share teaching strategies that focus on common concerns

First Steps Tutor Expectations

Tutors will:

1. Offer support to teachers in their teams in the:
 - plotting of students on the Writing and Spelling D.C.s
 - selection of M.T.E.s and relative strategies/ activities
 - development of classroom, specific group and individual teaching programs
2. Help new and long term relieving teachers become familiar with First Steps philosophy and materials.