Rationale

The School recognises that it has an obligation to ensure that the learning needs of all students are catered for.

Objectives

To ensure the ongoing process for the review of student learning, and to ensure there are strategies in place for students who need a differentiated learning program.

Links to the School and Strategic Plan

The Constitution promotes the education of young people in accordance with the educational methods created by Dr Maria Montessori which aim at developing the self-reliance and personality of young people.

Overview

The Beehive Montessori School has a comprehensive system to review a student’s learning.

Lessons based on the AMI Montessori National Curriculum (see Curriculum Plan)

The Montessori Curriculum materials are organised and presented in a sequential manner to students at a specific developmental stage. The Montessori materials are also self-correcting. Extending children to think outside the square, and supporting the children with learning challenges to reach their potential is part of a Montessori culture.

Review of Student Learning

Teacher review of student learning is based on the observation of their mastery of skills and knowledge during lessons, evidence of understanding with follow-on activities, evaluation of work samples and analysis of unit test responses.

Observation of a students’ ability to work independently, and their engagement, learning style, achievements and difficulties are also vital in the teaching process.

Student progress and achievement in all areas of the curriculum and at all levels of the school can be evidenced through a variety of methods including written work,
oral discussion or presentation, art work, drama, photographs, videos, etc. In addition children are formally assessed once a year through standardised tests and undertake NAPLAN (See Assessment & Reporting Policy).

Intervention (if necessary)

The Beehive Montessori School operates an education support centre which allows us to provide support to students with disabilities and learning challenges. Students may be referred to the centre for extra tuition, in consultation with parents and the Principal, and an Individual Education Plan (IEP) is developed for that student. It may also be necessary to modify the curriculum within the student’s main classroom. The class teacher works closely with the education support teacher and parents to develop this plan. Any specialists engaged by the parents (e.g. Occupational therapists, speech therapists or external tutors), may also be involved in developing this plan so that all team members are working towards the same goals.

Levels of Responsibility

The Principal is responsible for:

- Ensuring an ongoing process for the review of student learning (achievement, progress and engagement)
- Ensuring that all teachers are appropriately trained and regularly review student learning
- Observing students as requested by teachers
- Providing guidance as to a course of action if required
- Ongoing teacher appraisal

The Assistant Principal is responsible for:

- Those duties as delegated by the Principal

The teachers are responsible for:

- Monitoring and recording student attendance
- Observing students on a daily basis- in all areas of their development including engagement, behaviour and motivation
- Incorporating the Early Years Learning Framework Principles, Practices and Learning Outcomes in the early years.
- Providing a variety of methods and opportunities for students to show what they have learnt
- Discussing with the Principal if they have concerns regarding a student’s learning
- Meeting with parents to discuss concerns and to make referrals as appropriate
- Following the Procedure for Intervention (A27) when necessary, including the development of an Individual Education Plan (M8)
- Modifying the curriculum if necessary
- Working closely with outside professionals and the Education Support Teacher
- Maintaining accurate records including portfolios, individual student checklists (A18), observation notes and parent/teacher meeting notes
- Annual standardised testing from the age of five years (see A27g Testing Schedule in Section 2.2)

**Documentation**

- A18(a-d) Student Checklists
- A27 Procedure for Intervention
- A27a Education Support Letter
- A27b End of Education Support Letter
- A27d Nationally Consistent Collection of Data form
- A27g Testing Schedule
- M8 Individual Education Plan format
- M9 Individual Behaviour Plan format