ENGAGING MINDS

IGNITING HEARTS

SERVING OTHERS

MARY
MACKILLOP
CATHOLIC
COLLEGE

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Teaching and Learning Policy

Contents

College Credo

Vision
We are a Christ centred educational community – engaging minds, igniting hearts, and serving others.
Mission
We form faith filled people of integrity who strive for excellence.
Values
We value spirituality, wisdom, justice, respect and resilience.
Motto
We celebrate God in all things.

Statement of Purpose

This Teaching and Learning Policy seeks to:

- establish shared understandings about excellence in teaching and learning
- provide consistency of approach and utilising high yield strategies to improve learning outcomes
- identify high standards of professional practice
- outline clear procedures and routines

Link to Formation

As a Catholic school, we recognise and celebrate that our teaching and learning seeks to do much more than 'teach'. Our task is to provide an authentic process of formation, where our students are drawn to a deeper knowledge of themselves, their faith, and the Charism of our founder, St Mary of the Cross MacKillop. In this way, teaching and learning at Mary MacKillop Catholic College aims to be a holistic experience, underpinned by our Catholic distinctiveness.

Catholic worldview of education at Mary MacKillop

From an early age, Mary MacKillop, who was born and grew up in Victoria, longed to leave all she loved and live for God alone by serving those in the greatest need.

At 18 years of age, Mary moved from Fitzroy to the small South Australian town of Penola, to become Governess for her uncle and aunt's children. While there, she not only taught her cousins, but also several local children who needed an education. She was particularly attentive to local Aboriginal children.

This initial motivation later served as a key element of the Josephite charism - 'never see a need without doing something about it'. This teaching and learning policy seeks to emulate this.

We identify that:

Canon Law makes it clear that our Catholic identity is in part defined by exhibiting outstanding outcomes

Our teachers deserve to be inspired and supported, and developed professionally within the charism of the College

The classroom is the place where the best and most sustained learning takes place, and we must invest in making the classroom outstanding

Our students need outstanding teaching and learning to enable them to succeed

We aim to create

Learners who are:

- open minded
- engaged
- independent and inter-dependent
- persistent
- responsible
- deeply involved in their learning
- creative and discerning.

- Citizens who are
- historically aware
- culturally accepting
- environmentally sensitive
- involved and active in the community, working for justice
- moral and ethical.

Individuals who are:

- reflective
- compassionate
- sincere
- resilient
- flexible
- confident
- optimistic
- aspirational.

Mary MacKillop Learning Environment

The MMCC Learning Environment is characterised by a learning landscape that is:

- based on positive, respectful relationships
- student centred
- flexible and adaptable
- caring, safe and welcoming
- encouraging of students reaching their personal best
- well managed.

Teaching practices which are:

- informed by evidence-based research, particularly regarding student mental health
- differentiated according to pupil need
- restorative
- well-resourced and supported collaborative, team-based, and modelled on current best-practice.
- *Curriculum planning which is*
- inclusive of needs of all students
- documented using the DLP or SIS.

Assessment and monitoring which is

- varied and authentic
- curriculum based and standardised
- criterion referenced
- formative and summative
- timely
- based on designated QCAA and Australian Curriculum documents
- informed by data, linked to e-learning

Response to Intervention Framework (RtI)

Tier 3 – INTENSIVE:

Following strategic instruction for those students who **continue not to progress** in their learning:
- Review of individual student data
- Undertake individual assessment to identify additional effective strategies
- Provide specialised and highly personalised intervention through personalised learning plan
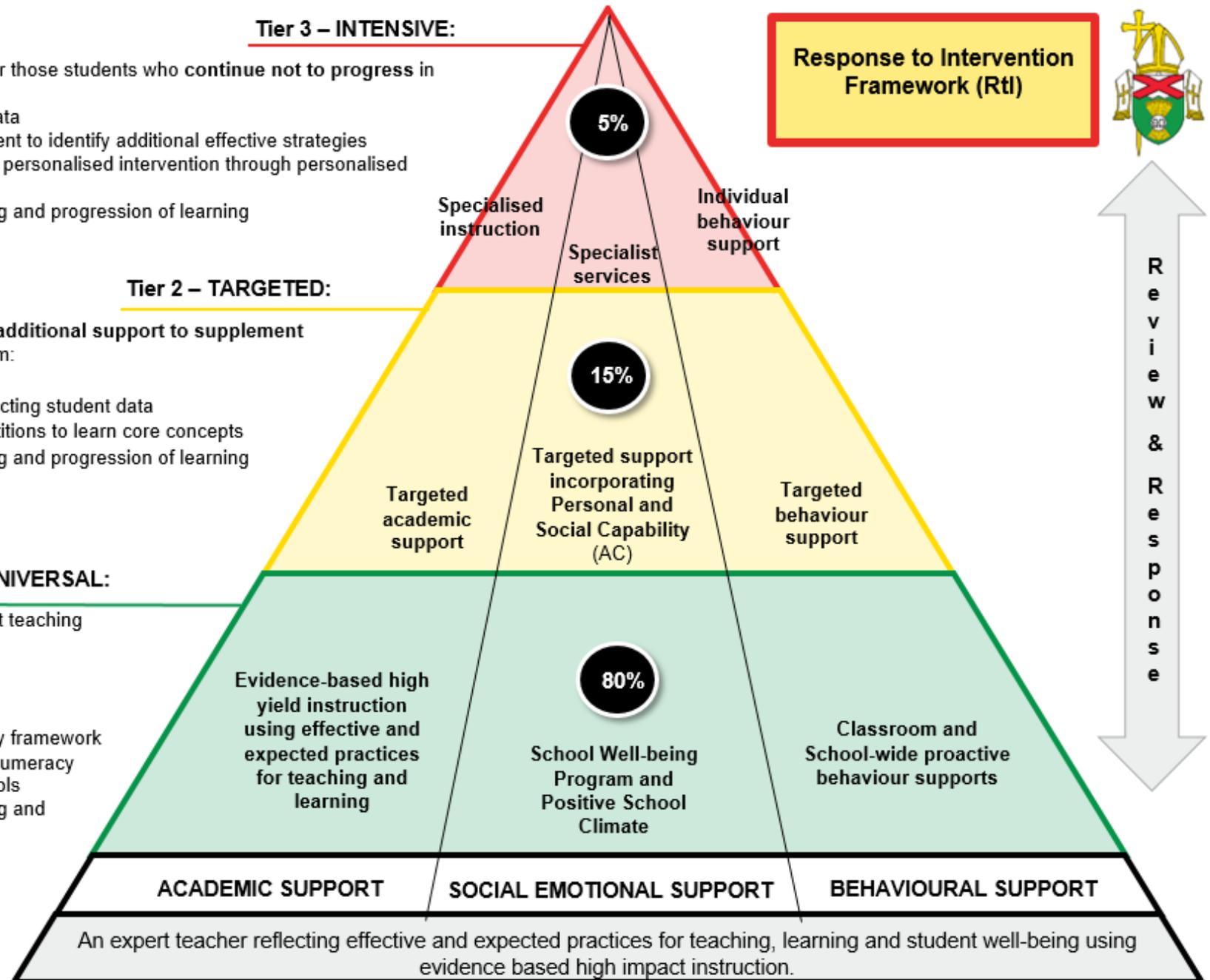- Evaluate the impact of teaching and progression of learning

Tier 2 – TARGETED:

Students identified as requiring **additional support to supplement** what is provided in the classroom:
- Review student data
- Instructional interventions reflecting student data
- Allow additional time and repetitions to learn core concepts
- Evaluate the impact of teaching and progression of learning

Tier 1 – UNIVERSAL:

Evidence-based high impact first teaching practices incorporating:
- Australian curriculum planning
- Visible Learning
- Universal Design for Learning
- Reading Improvement Strategy framework
- TCS scheduled Literacy and Numeracy assessment and monitoring tools
- Evaluate the impact of teaching and progression of learning

5%

Specialised instruction

Specialist services

Individual behaviour support

15%

Targeted academic support

Targeted support incorporating Personal and Social Capability (AC)

Targeted behaviour support

80%

Evidence-based high yield instruction using effective and expected practices for teaching and learning

School Well-being Program and Positive School Climate

Classroom and School-wide proactive behaviour supports

ACADEMIC SUPPORT   **SOCIAL EMOTIONAL SUPPORT**   **BEHAVIOURAL SUPPORT**

An expert teacher reflecting effective and expected practices for teaching, learning and student well-being using evidence based high impact instruction.

Review & Response

To do this, it is expected that all teachers at Mary MacKillop Catholic College adhere to the following tiered approach and maintain currency, training and awareness of expectations:

Wave	*Mary MacKillop Teachers will:*	*Mary MacKillop Learning Support Staff will:*	*Mary MacKillop Guidance Staff will:*	*Mary MacKillop Leaders will:*
1	deliver lessons in alignment with the Mary MacKillop Lesson Non-Negotiables _ create an environment based upon positive mental health, wellbeing, resilience and a focus on 'coping' _ develop and maintain relationships with students based upon the Mary MacKillop values of spirituality, wisdom, justice, respect and resilience _ provide all students with a safe supportive and encouraging environment where learning is central _ plan and work collaboratively with colleagues to ensure that all students have access to	support the class teacher in ensuring that all students have access to the highest quality learning experiences _ develop and maintain relationships with students based upon the Mary MacKillop values of spirituality, wisdom, justice, respect and resilience _ monitor the implementation and impact of pedagogy for all students, but particularly students receiving additional funding	ensure that all teaching and support staff have the appropriate guidance and training to deliver outstanding tier one intervention to all students, that enables a classroom devoted to resilience, positive mental health, well-being and 'coping' _	ensure that relationships, policies, procedures and processes at Mary MacKillop are used effectively and with positive impact and these are based upon the Mary MacKillop values of spirituality, wisdom, justice, respect and resilience _ promote the vision of Mary MacKillop Learning with which the whole College community can engage and to which the community can contribute _ support and encourage teachers and learners to create and sustain a Mary MacKillop Learning Landscape _ facilitate the collaborative culture for the planning and delivery of high-quality learning and teaching _ monitor the delivery of Mary MacKillop Learning and Teaching to ensure the entitlements of Mary MacKillop Learners

	the highest quality learning experiences _ maintain up to date curriculum documentation accessible to the College Leadership Team _ plan, design and deliver authentic assessment of, as and for learning _ monitor student learning closely, recording and sharing data in the designated format _ communicate with parents about student achievement, providing feedback on areas for improvement and future learning.			provide opportunities for teacher learning through professional development which is based around student learning and student outcomes _ provide opportunities for parents and the community to partner the College in the education of the students. _
2	Identify need, and assist the Learning Support team in developing stage and age appropriate resources to secure inclusion and progress _ Accept and embrace accountability for all the inclusion and progress of all their students	Work alongside teachers and the Learning Support staff in developing stage, age and content appropriate resources to assist in inclusion and progress for identified students	Develop and apply small group, tiered approaches for identified students and monitor the impact of interventions _ Assist parents in developing strategies to support inclusion and progress for students	Ensure that Wave 2 intervention is in line with best practice and secure compliance and accountability from all _ Monitor activities and evaluate impact, ensuring that there are regular reporting lines to CLT/ELT and TCSO

| 3 | Identify need, and assist the Learning Support team in developing stage and age appropriate resources to secure inclusion and progress
_
Accept and embrace accountability for all the inclusion and progress of all their students | Work alongside teachers and the Learning Support staff in developing stage, age and content appropriate resources to assist in inclusion and progress for identified students, delivering those to individual and small groups | Maintaining a distinct and monitored caseload within the remit of the MMCC Behaviour and Wellbeing FW
_ | Ensure that Wave 3 intervention is in line with best practice and secure compliance and accountability from all
_
Monitor activities and evaluate impact, ensuring that there are regular reporting lines to CLT/ELT and TCSO |

Role of the Mary MacKillop Learner
The Mary MacKillop Learner will:
- develop and maintain relationships in the classroom based upon the Mary MacKillop values of spirituality, wisdom, justice, respect and resilience
- come to class ready and willing to learn
- collaborate and co-operate in learning
- bring an open, inquiring mind to learning
- take on responsibility for learning and for creating a supportive learning environment for everyone in the classroom
- strive for excellence in all endeavours in the classroom
- be determined and persistent in learning.

Role of the Parents of Mary MacKillop Learners
It is the expectation that parents of the Mary MacKillop Learner will:
- support the College in building relationships and learning which are based upon the Mary MacKillop values of spirituality, wisdom, justice, respect and resilience
- work in partnership with the College to promote, encourage and facilitate their daughter's learning and her search for personal excellence
- support the College in its goal of providing a faith based Catholic education of the whole person
- communicate with the College about student progress and wellbeing so that their daughter can access success in learning
- participate in the life of the College with their child/ren
- support their child/ren and the College in the delivery of high-quality teaching and learning
- assist their child/ren to develop and maintain the habits and practices of a successful learner.

Curriculum, pedagogy and assessment

Effective teaching and learning practices are influenced by the view that curriculum, pedagogy and assessment are inter-related. For excellent teaching and learning to occur in the classroom, all three must be addressed and continuously reflected upon and reviewed using relevant data.

Our principles are:

Curriculum

We aim to deliver a seamless P-12 curriculum, with a uniform pedagogy, forming faith filled young people who strive for excellence.

- All teachers are teachers of literacy
- Numeracy is embedded across the curriculum
- The Australian Curriculum is infused with our Charism in a cohesive and rigorous way
- We encourage critical thinking, innovation, creativity and wonder

Pedagogy

We put students first via Planning for Personalised Learning and implementation of Reading Improvement Strategies.

- Empower learners using clear learning intentions
- Unleash potential through the application of explicit success criteria
- We use universal, culturally appropriate pedagogy
- We use a Mark – Plan – Teach framework at all levels to ensure constant feedback
- We use language as teachers that promotes resilience and coping

Culturally Responsive Pedagogy at Mary MacKillop Catholic College:

Pedagogical Approach	Culturally Specific Pedagogy	At MMCC we…
Anticipatory and Context driven via story sharing	Narrative driven learning; providing an opportunity to share a story and share a cultural context. Promoting and consolidating cultural capital and cultural literacy	Consciously utilise our own and our communities' cultural capital, history and stories to promote learning, empathy, skills and values. For example, this could include the use of a yarn circle, circle time prayer spaces, Reflection Spaces and Days that aid learning. Consciously link indigenous spirituality and spiritual experiences with Catholic liturgical expression.
Deconstruct and Reconstruct key holistic/global pedagogy	Modelled and scaffolded; looking at a whole initially and then the parts that make the whole Culturally appropriate pedagogy relies on being able to see the whole and understanding its overall meaning before breaking it down to see how the parts all work and fit together.	Utilise various resources such as QCAA, ACARA and other formal sources to provide specific scaffolded, modelled and curriculum specific approaches Ensure that there is a focus on the 'whole child' and thus also a focus on 'whole learning'.
Experiential	Hands on kinaesthetic learning Strong emphasis in modelling, practical application and silent, critical thinking	Promote a culture where classrooms offer diverse learning experiences Encourage learning cultures where there is a focus on practical application of learning, celebration of

		critical thought and conscious silent reflection time.
Community-based	Connection to community Learning according to aboriginal pedagogy is connected to real life purposes and contexts. It is inclusive and group orientated	Celebrate community in all forms, not just the hegemonic Catholic culture, but the ways that the nuances and mysteries of the Catholic faith are evidenced within indigenous spirituality Consciously and deliberately include community in planning, delivering and celebrating learning.
Mastery Learning of individual skills/content	Indirect and non-sequential Problems are solved making connections to existing knowledge Repetition and returning to concepts for deeper understanding	Consistently apply concepts of Mastery Learning
Visualise pathways to knowledge and skills	Visualised learning processes Diagrams and visualisations are used to map out processes explicitly for the learner	Utilise process maps, spider diagrams, checklists, rubrics to support the acquisition of learning and skills
Learning coded in symbols, signs, images and metaphors	Use metaphors and symbols as a tool for memorizing complex knowledge	Use differentiated pedagogy and pneumonic strategies to secure deep learning
Linking to local context and environment	Land-based learning Linking content to local land and place and context	Use our local, regional wider context to deepen learning

Assessment:

When assessment works best, it does the following:

- ✓ Provides diagnostic feedback

- ✓ What is the student's knowledge base?

- ✓ What is the student's performance base?

- ✓ What are the student's needs?

- ✓ What must be taught?

- ✓ Helps teachers set standards

- ✓ What performance demonstrates understanding?

- ✓ What performance demonstrates knowledge?

- ✓ What performance demonstrates mastery?

- ✓ Evaluates progress

- ✓ How is the student doing?

- ✓ What teaching methods or approaches are most effective?

- ✓ What changes or modifications to a lesson are needed to help the student?

- ✓ Relates to a student's progress

- ✓ What has the student learned?

- ✓ Can the student talk about the new knowledge?

- ✓ Can the student demonstrate and use the new skills in other projects?

- ✓ Motivates performance

  For student self-evaluation:

- ✓ Now that I'm in charge of my learning, how am I doing?

- ✓ Now that I know how I'm doing, how can I do better?

- ✓ What else would I like to learn?

- ✓ For teacher self-evaluation:

- ✓ What is working for the students?

- ✓ What can I do to help the students more?

- ✓ In what direction should we go next?

Formative Assessment:

Formative assessment, including diagnostic testing, is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. It typically involves qualitative feedback (rather than scores) for both student and teacher that focuses on the details of content and performance.

It is commonly contrasted with Summative assessment, which, although it may use similar methodologies, seeks to monitor educational outcomes, often for purposes of external accountability.

Feedback

Giving students feedback in the classroom during the learning process has been proven to **increase learning and improve student outcomes**. When given correctly, feedback guides the student in their learning process and gives them the direction they need to **reach the target or goal of the lesson**.

Feedback can take many forms:

Verbal, written, individual, group, self, peer. The most important characteristic at Mary MacKillop Catholic College is that it is linked to the stated learning objectives, seeks to support the learner in satisfying the success criteria, is given within an appropriate time frame and can be understood AND acted upon by the learner.

The role of e-learning and digital devices in promoting positive feedback

At Mary MacKillop Catholic College, we are fortunate that stylus-enabled laptops are used by all students in Secondary. Developing best practice involves the use of OneNote, Canvas and Teams to enable;

- 'real time' feedback, delivered in class onto a student's device
- the development of collaboration spaces for students to access resources and work together
- processes of 'flipped learning' that enable greater levels of independence

Homework and assignment work for students

Mary MacKillop Catholic College seeks to develop independent learners who can work without direct supervision on academic problems of increasing complexity. For this reason, the setting, monitoring and marking of appropriate levels of Homework is an expectation of learning.

The nature, time spent, regularity, intensity and topic will change as the learner progresses through the College.

Junior School Homework Procedures

Purpose

Homework assists in the development of organisational skills, time management and independence. Homework provides a valuable opportunity for students to consolidate and revise concepts taught in class. Homework creates positive habits of mind, resilience and a love of learning. Furthermore, homework is an ideal focal point for parents seeking to support their child's academic success.

The setting and marking of homework is the responsibility of the classroom teacher. It is the responsibility of the student to complete and return the homework each week with the support and guidance of the parent/caregiver.

Procedure

Homework is given out weekly. Students have one week to complete the set work. Refer to Year level Information for specific days that homework is sent home and is expected back.

As a guideline, homework will be undertaken nightly (reading) or over several nights in larger blocks of time.

Year Level	Homework Expectation / Night NB: Times are only a guide and should be adjusted according to the needs of the student.		Examples of Tasks
	Reading and Comprehension (oral or written)	Other Tasks	
Prep	10 minutes	10 minutes	English (e.g. sight words, spelling, reading, comprehension) Mathematics (e.g. Numbers 1-20)
Years 1 and 2	15 minutes	10-15 minutes	English (e.g. sight words, spelling, reading, comprehension) Mathematics (e.g. number facts)

Years 3 and 4	20 minutes	10-20 minutes	English (e.g. spelling, reading, comprehension) Mathematics (e.g. times tables, core concepts)
Years 5 and 6	20 minutes	20-30 minutes	English (e.g. spelling, reading, comprehension) Mathematics (e.g. times tables, core concepts)

Senior School Homework Procedures

Purpose

Homework must be purposeful and relevant to the student's needs. The amount of homework should align with the student's age and developmental level. Effort spent on homework provides a greater chance at academic success than the amount of time spent on homework.

Homework in Senior School can be grouped into four categories; Completion, Practice, Assessment and Interest. The table below explains the purpose behind each type of homework.

Type of Homework	Definition	Intended Outcome	Application	Teacher
Completion	Any work assigned during the school day which is not completed in class.	Helps students keep up to date with the classroom curriculum.	The classroom program is differentiated, and completion of tasks is tailored to students' individual needs.	Work is viewed by teacher and understanding checked as a priority. Self-management and completion of classroom tasks are tracked by the teacher.
Practice	Any work that reviews and reinforces skills and concepts taught in class. These skills and concepts are crucial for the successful completion of future assessment tasks.	Helps students practice newly acquired skills and moves them toward mastery.	Students use these types to tasks to evaluate their understanding of the concepts taught in class. By completing these tasks, students can seek further clarification if required.	Viewed by teacher to check for understanding, self-management tracked. Individual feedback is given (can be verbal).
Assessment	Any work that involves preparing for	Encourages students to problem solve,	Students create study notes, revise key	Progress is tracked by teacher and

	exams or completing assignments/projects.	think creatively and think critically. Allows students to demonstrate the achievement standards for the subject.	concepts and practice exam style questions.

Students spend time researching, documenting and writing their response. | written/verbal feedback is provided to ensure alignment with the marking standards. |
| Interest | Any work that goes beyond the scope of what is covered in class and is a personal interest of the student. | Encourages students to recognise that learning is a life-long process. These activities are student directed, influenced by their passions and interests. | Students deepen their understanding of concepts and connect learning to the real world. | Discussions with teacher on new found knowledge.

Opportunity to share new knowledge with relevant audience. |

Supporting Vulnerable Learners: The Common Assessment Framework (CAF)

To better streamline all interventions at Mary MacKillop Catholic College, a Common Assessment Framework is used to support children at risk of low attainment, suspension, isolation from education for another reason or concerns regarding mental health/wellbeing.

This process is to ensure that all relevant professionals as well as the parents are present to inform interventions for the vulnerable child, and these are led by a named 'Lead Professional' who ensures that all key parties are regularly meeting.

The outline for questions to be asked in a CAF meeting can be found in Appendix One.

Literacy Policy
Rationale:

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. We believe success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area.

We believe becoming literate is not simply about knowledge and skills. Certain behaviours and dispositions assist students to become effective learners who are confident and motivated to use their literacy skills broadly. Many of these behaviours and dispositions are also identified and supported in other general capabilities. They include students managing their own learning to be self-sufficient; working harmoniously with others; being open to ideas, opinions and texts from and about diverse cultures; returning to tasks to improve and enhance their work; and being prepared to question the meanings and assumptions in texts.

Aims:

The Mary MacKillop Catholic College P-12 Literacy curriculum is aligned to state and national developments in curriculum and it is therefore both relevant and current to today's learner. Our Literacy curriculum reflects both a breadth and depth of learning and it prepares students for the 21st Century.

The Mary MacKillop Literacy Policy aims to:

- Infuse teaching and learning with our College Mission;
- Support students' learning in all Learning areas by supporting teachers to be clear about the ways in which their work with students contributes to the development of students' literacy skills.
- Increase students' standards of achievement in literacy and across the curriculum.
- Promote knowledge and understanding of the students' standards of achievement and assessment in literacy across the curriculum, and the identification of any areas of strength and weakness.
- Raise students' own expectations of achievement, thus raising standards and aspirations.
- Develop a shared understanding, between all staff, of the role of literacy in students' learning and how work in different learning areas can contribute to and benefit from the development of their ability to communicate effectively both in school and in preparation for life.
- Recognise that literacy is central to students' sense of identity, belonging and growth.
- Develop students' confidence and ability to express themselves.
- Support the staff team to implement effective literacy development and wider achievement across the school.
- Continuously improve assessment and reporting processes;
- Embed Information Communication and Technologies (ICTs) in all learning areas;
- Regularly monitor and report on individual student academic progress
- Encourage students to take responsibility for their own learning through the setting of daily goals and term goals
- Implement teaching practices and attitudes that promote mutual respect and positive relationships between teachers and students
- Establish a learning culture that utilises learning intentions and success criteria
- Identify the needs of individual students and offer the required learning support
- Implement effective formative and summative assessment that informs the teaching and learning
- Acknowledge achievement at whatever level in all activities
- Continue to improve on best teaching practices through rich profession development opportunities.

Summary

Mary MacKillop Catholic College will promote the academic success of all students through: the development and implementation of rigourous curriculum infrastructure; ensuring appropriate and targeted classroom-level planning for teaching and learning experiences; accurate and effective student assessment, including the close monitoring of student outcomes; the adoption of established pedagogical principles, supporting teachers to develop their teaching through the *Professional Growth Process*; and ensuring academic success is expressed in the College's Strategic Plans and Annual Action Plans.

Curriculum

It is expected that all teachers at MMCC will have a thorough knowledge and understanding of the current Australian Curriculum. Its successful implementation ensures each student achieves academic success. The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It provides the foundation at MMCC for high quality teaching and ensures all students attain academic success.

Teacher Planning

To ensure academic success is rigorous at MMCC, teacher planning must follow the P4PL format as directed by TSO and reflect the Australian Curriculum expectations. Teacher pedagogical practices will underpin the successful implementation and delivery of the curriculum.

Therefore, it is a requirements that teachers:

- Ensure the appropriate Year Level Achievement standard is taught and evaluated.
- Explicitly teach the six areas of reading: Phonological Awareness, Phonics, Irregular words, Fluency, Vocabulary, and Comprehension.
- Explicitly follow and teach the QAR framework as mandated by the TCSO
- Explicitly follow the RIS framework as mandated by the TCSO for Modelled, shared, guided and independent reading, (adhering to Literacy block time allocations)
- Use PM/Probe Assessment and monitoring tools.
- Create an environment where reading and numeracy is promoted across the College.
- To support reading and numeracy through a range of varied and appropriately differentiated resources.
- Consistently model best practice reading and numeracy
- Provide students with a range of challenging writing tasks.
- Support writing with frames or scaffolds where appropriate and use modelling within subjects.
- Ensure grammar, spelling and handwriting are explicitly taught and supported in all subjects.
- Consistently model best practice writing-presentation, punctuation,
- Explicitly teach the 4 areas of Spelling: Phonological Awareness; Etymological,
- Explicitly follow the College Spelling Scope and Sequence

Assessment/Marking:

- Use designated assessment (Standardised, diagnostic, formative and summative), to guide planning and teaching, in order to meet each student's individual needs.
- Purposefully provide feedback to student to ensure future academic growth and development
- Ensure student work is marked accurately.
- Monitoring and Tracking Student Outcomes

At MMCC it is expected that all teachers will keep accurate and up to date records of student achievement. Teachers are expected to collect and analyse data aligned with student performance and adjust their pedagogical practises in accordance with the data. The careful and consistent monitoring of individual student progress will ensure academic success for all students at MMCC.

Pedagogical Principles

At MMCC we believe an expert teacher in every classroom displaying and consistently implementing effective pedagogical beliefs and practises will ensure all students attain academic success. All teachers are expected to integrate high yield strategies and learner centred approaches in all learning areas. (See Appendix One)

Teacher Professional Growth

At MMCC teachers are encouraged and supported to continue their professional learning. MMCC expect all teachers to immerse themselves in the TPG process where individual goals are set, monitored and evaluated. This process ensures professional growth, builds teacher professional identity and collective teacher efficacy and is the foundation for optimising student learning and development. (See Appendix Two)

College Strategic Focus

Exemplary teaching and learning leads to continuous improvement in student learning outcomes.

Student academic success is an ongoing MMCC Strategic focus area. Achieving consistent academic success requires a cyclical process of implementation and review. The process involves input from Leadership, Teacher and Parent.

MARY MACKILLOP CATHOLIC COLLEGE COMMON ASSESSMENT FRAMEWORK (CAF)

Date assessment started:	
Date assessment completed:	
Version no:	

PART 1 (Complete once per Family)

Details of child (ren) and/or young people being assessed:

Surname	Forename	Alias	DOB/ EDD	Gender	CAF URN	Ethnicity	Religion	Pres assessment (Y/N)	School/ Nursery/ Further Education

Student's address (es):

(Please state which child the address relates to if they live at different addresses)

Address		Name of child(ren)	
Postcode		Tel	

Address		Name of child(ren)	
Postcode		Tel	

Details of parents/carers:

Name		Relationship	
Gender		DOB	
Ethnicity*		Address	
PR (parental responsibility)		Postcode	

Name		Relationship	
Gender		DOB	
Ethnicity*		Address	
PR (parental responsibility)		Postcode	

Other household members – include any other persons related or not related that currently reside in the home:

Surname	Forename	Alias	DOB	Gender	Previous CAF? (Y/N)	Relationships to child(ren) being assessed

Other significant family members – Please include information that relates to absent Fathers/Mothers:

Surname	Forename	Alias	DOB	Gender	Address	Relationships to child(ren) being assessed

Details of the person undertaking the assessment:

Name		Role		Tel	
Agency		Email			

Name and details of lead professional:

Name		Role		Tel	

Agency		Email	

Reason for CAF assessment:

Clearly outline here the main presenting concerns and unmet needs for the child/parents/family and any previous involvements or work that has been undertaken to address these.

Targeted Criteria:

Please tick if the family is experiencing** any of the following:		
Parents or children involved in crime or anti social behaviour ☐	Children who have not been attending school regularly ☐	Children who are at risk of low achievement or suspension ☐
Adults out of work or at risk of financial exclusion or young people at risk of worklessness ☐	Families affected by domestic violence and abuse ☐	Parents or children with a range of health problems ☐

**If 2 or more of the criteria are identified, this must be reflected in the Action Plan.

Key agencies working with this family/household:

GP Details:	GP Name:		Surgery/Practice and Address	
	Email:		Telephone:	

Service	Name	Role	Email/Tel	Contributed to assessment (Y/N)	Which family member?

PART 2.1 - Child (Student being assessed)

CAF assessment summary:

Consider each of the elements and comment on each that is appropriate for this family. Wherever possible base comments on observations, evidence, not just opinion, and indicate what your evidence is. Wherever possible the voice of the child should be integral to the assessment. If there are any major differences of view, these should be recorded.

Student's developmental needs: (please ensure you consider each child individually)

You should consider each child individually within your summary.

Name of Student being assessed:	
Please summarise the strengths and outline any needs that are already being met.	

Please see guidance notes for information on Underlying Risk Factors and High Risk Indicators

	Unmet Need	Underlying Risk Factors	High Risk Indicators
Health General health, physical development, speech & Language, GP, dentist, engaged with health services			
Education Nursery, school & attendance, participation, progress & achievement in learning			
Emotional and behavioural development Routines/boundaries, positive behaviour			
Identity Identity, self-esteem, self-image			
Family and social relationships			

Building stable relationships with family, peers and wider community; helping others; friendships.			
Social presentation Child's appearance, social behaviour and personal habits			
Self-care skills and independence Personal hygiene			

PART 2.2 - Parents and Family (Complete once per family)

CAF assessment summary:

Consider each of the elements and comment on each that is appropriate for this family. Wherever possible base comments on observations, evidence, not just opinion, and indicate what your evidence is. Wherever possible the voice of the child should be integral to the assessment. If there are any major differences of view, these should be recorded.

Parenting capacity (please ensure you consider each parent individually)

You should consider each parent/carer individually within your summary. Wherever possible base your comments on evidence/observations not just opinion.

Please summarise the strengths and outline any needs that are already being met.

	Unmet Need	Underlying Risk Factors	High Risk Indicators
Issues affecting parent/carers capacity to respond appropriately to child/young person's needs: consider basic care, ensuring safety, emotional warmth, stimulation, provision of guidance and boundaries and stability			
Are there any attributes of the parents/carers capacity's which effect their ability to respond appropriately to the			

child/young person's needs			
Should a referral be made to external services? If yes include as an action in the initial plan			

Family and environmental factors:

Consider the relationships within the family/between siblings/parents and their children and other significant adults.

Please summarise the strengths and outline any needs that are already being met:

	Unmet Need	Underlying Risk Factors	High Risk Indicators
Family history and functioning Illness, bereavement, violence, parental substance misuse, criminality, anti-social behaviour; culture, size and composition of household; absent parents, relationship breakdown; physical disability and mental health; abusive behaviour How do parents describe their relationship with each other? How do parents describe their relationship with their children? How do children describe their relationship with their parents? How do children describe their relationship with their siblings?			
Wider family			

Formal and informal support networks from extended family and others; wider caring and employment roles and responsibilities			
Housing, Employment, Income Water/heating/sanitation facilities, sleeping arrangements; reason for homelessness; work and shifts; employment; income/benefits; effects of hardship; financial difficulties.			
Family social integration, Community resources Day care; places of worship; transport; shops; leisure facilities; crime, unemployment, anti-social behaviour in area; peer groups, social networks and relationships			

PART 3 - Analysis and Action Plan (Complete once per family)

Analysis of needs and risk

What is your analysis? Consider all strengths, unmet and complex needs; risk of harm to self or others.

Please take into account High Risk Indicators and Underlying Risk Factors identified within the body of the assessment (above) and how these impact on the child (ren) individually and the family.

[ ]

Suggested outcomes:

☐ Progress to Targeted meeting

☐ CAF closure

Reason

Action Plan - The offer of Early Help this child (ren) or young person requires

Issue	Action	By whom	By when	Desired outcome	How will know when the outcome has been achieved?

Highlight how the voice of the child or young person has been taken into account during the course of this assessment:
(This question is mandatory and must be answered)

If the child/young person is of appropriate age/ability to contribute to their CAF assessment then provision must be made to ensure their thoughts, wishes, like and dislikes are considered and evidenced. Alternatively If the child is unable to contribute (due to age or circumstance) please give reason why and provide a clear picture of the child from your observations focusing on likes, dislikes, preferences, relationships.

Highlight how the voice of the parent(s)/carers (including absent parent and fathers) has been taken into account during the course of this assessment:
(This question is mandatory and must be answered)

Date of the first TAF meeting:		Venue:	

Consent: (Please see guidance to further explain information sharing with the family)

We need to collect the information in this assessment form so that we can understand what help you may need. If we cannot cover all your needs we may share some of the information with other organisations so that they can help us to provide the services you need.
We will treat your information as confidential and we will not share it with any organisation unless we are required by law to share it or unless you or any other person will come to some harm if we do not share it.
In any case, we will only ever share the minimum information we need to share.
All personal information will be processed and stored in compliance with the Data Protection Act.

I understand the information that is recorded on this form and that it will be stored and used for the purpose of providing services to (please tick):

☐ Me
☐ This Infant, Child or Young Person for whom I am a parent
☐ This Infant, Child or Young Person for whom I am a carer

I have had the reasons for information sharing and information storage explained to me and I understand those	☐ Yes	☐ No
I agree to the sharing of information, as explained and outlined in the statement above.	☐ Yes	☐ No
I understand this consent is for the duration of the CAF and TAF process. I understand I can withdraw consent at any time.	☐ Yes	

Parent(s)/carer(s) signature:

Signature		Name		Date	
Signature		Name		Date	
☐ Signed Copy Held on file (please tick to confirm)? It is the responsibility of the organisation completing the assessment to ensure a signed copy of this form is held on file for audit and inspection purposes					

Assessor's Signature:

Signature		Name		Date	

Please provide your line managers details below for audit purposes (this is mandatory and must be completed):

Name		Role		Agency	
Tel		Email			

Date copy CAF assessment shared with child/young person/parent/carer:	
Date copy CAF assessment emailed to CAF admin:	

Exceptional circumstances: concerns about significant harm to infant, child or young person:

If at any time during the course of this CAF assessment you feel that an infant, child or young person is suffering or is at risk of significant harm or abuse, you must follow your local safeguarding children board (LSCB) procedures and your own organisation's safeguarding children procedures. See the guidance 'Working together to safeguard children' published by Department of Education.

If in doubt, consult with the agency safeguarding leads or Duty Social Worker on 0300 123 6720

Additional guidance notes:

The MMCC CAF

The MMCC CAF is set out in 3 parts.
- Part 1 is the demographic section and collates details about the family. This section should be completed once per family.
- Part 2.1 assesses the individual child or young person. This section will need to be completed for each individual child or young person who requires an assessment.
- Part 2.2 assesses parental capacity and family environment. This section should be completed once per family.
- Part 3 is the analysis and action plan. This section should be completed once per family.

MMCC Risk Management Model
Please refer to the Risk Sensible Toolkit to assist you in your action planning

Underlying Risk Factors Those elements that are often present in risk situations but which do not, of themselves, constitute a risk:	High Risk Indicators Those elements which, by their presence, do constitute a risk:
- Poverty - Poor housing - Lack of support network/isolation - Experiences of poor parenting - Low educational attainment - Physical/learning disability (adult/child) - Mental health difficulties (adult/child) - Drug and alcohol use/misuse - Victimisation from abuse/neglect - Discorded/discordant relationships - Previous history of offending - Rejecting/antagonistic to professional support - Behavioural/emotional difficulties in parent - Behavioural/emotional difficulties in child - Young, inexperienced parent - Physical ill health (adult/child) - Unresolved loss or grief	- Previous involvement in child physical and sexual abuse and or neglect - History of being significantly harmed through neglect as a child - Seriousness of abuse (and impact on the child) - Age of the child (particularly if less than three years old) - Incidence of abuse (how much abuse over how long a period of time - Record of previous violent offending (against both children and adults) - Older child removed or relinquished - Unexplained bruising (particularly in pre mobile children) - Uncontrolled mental health difficulties (including periods of hospitalisation) - Personality disorders

	• Chaotic drug/alcohol misuse
	• Denial /failure to accept responsibility for abuse or neglect
	• Unwillingness / inability to put the child's needs first and take protective action
	• Cognitive distortions about the use of violence and appropriate sexual behaviour
	• Inability to keep self safe
	• Unrealistic, age inappropriate expectations of the child

Developing Performance — conversation and plan template

Name:	Role:	Service:
Agreement date:	Mid review date:	Final review date:

Conversation – Phase 1	
What are your major responsibilities? What is expected of you in your role?	What key work tasks are associated with meeting these responsibilities?
Highlights of your work	Lowlights of your work
Major challenges for you	Important partnerships
Professional goals/aspirations	

Strengths and areas for development	
Strengths	**Areas for development**

Developing Performance plan – Phase 2			
Focus areas for improvement As identified in relevant capability framework	**Agreed performance and development goals** Refer to Smart Goals Framework	**Actions to develop capability** Be specific	**Indicators for success** What will you/others see if your goal is achieved?
Signature and date (team member)		**Signature and date team leader)**	

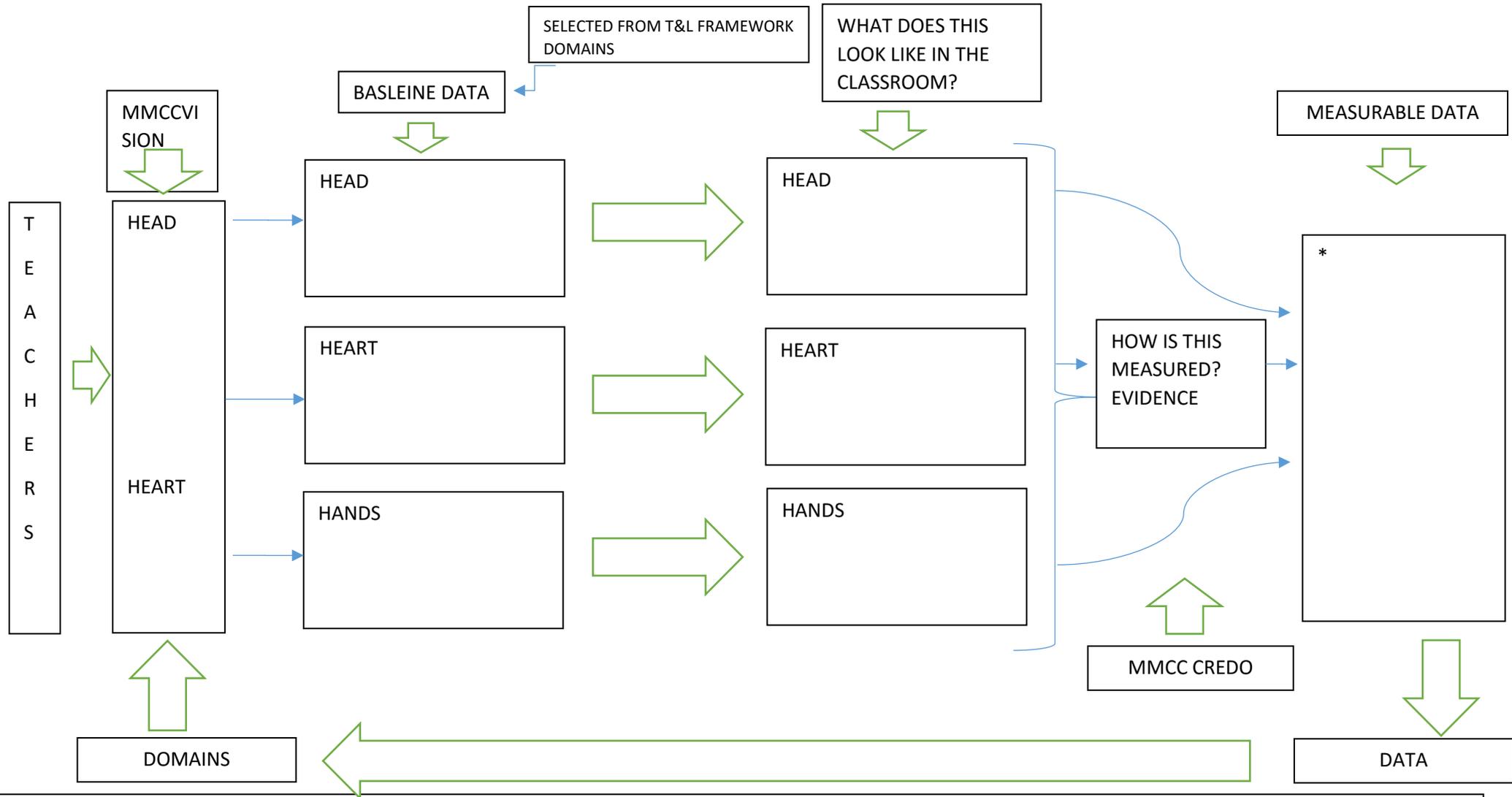| Mid review – Phase 3 |
|---|
| • What are my successes?
• What has challenged me?
• What could I have done better?
• What have I learnt in completing these key work tasks?
• How have I built on my strengths?
• What else do I need to focus on to continue to improve?
• What support and professional development do I need to continue to develop my performance? |

Signature and date (team member)	**Signature and date (supervisor/team leader)**

Final review – Phase 4
- What are my successes?   - What has challenged me?   - What could I have done better?   - What have I learnt in completing these key work tasks?   - What are my strengths and how can I build on them?   - What areas do I need to focus on next?   - What are my career aspirations and what pathways are available to me?   - What support and professional development do I need to develop my performance further?   - What action is required if I do not meet performance expectations on a regular basis?

Signature and date (team member)	Signature and date (supervisor/team leader)

SELECTED FROM T&L FRAMEWORK DOMAINS

WHAT DOES THIS LOOK LIKE IN THE CLASSROOM?

BASLEINE DATA

MMCCVISION

MEASURABLE DATA

T E A C H E R S

HEAD

HEART

HEAD

HEART

HANDS

HEAD

HEART

HANDS

HOW IS THIS MEASURED? EVIDENCE

*

MMCC CREDO

DOMAINS

DATA

Framework:

By adhering to the framework teachers will be guided to stay on track and have a consistent pedagogical approach. This pedagogical approach will ensure academic success for all students. The framework will begin with baseline data (directed by the TCSO Teaching and Learning Framework and will have buy in from teaching staff at MMCC) and through process will have evidence based measureable data to determine growth.