

Quality assurance of learning and assessment planning guidelines

Curriculum, assessment, reporting and certification: early childhood to year 12 policy statement

The Northern Territory Board of Studies (NTBOS) approved policy sets out the legislative foundation for the provision of school education in the Northern Territory (NT) relating to curriculum, assessment, reporting and certification.

The Department of Education's (the department) Curriculum, assessment, reporting and certification policy: early childhood to year 12, informs department staff, that is school, regional, and corporate staff about the actions they must undertake to be compliant with legislation, the NTBOS policy and the department's strategic direction.

These guidelines explain collaborative practices within schools, across schools and at a system level when applying the principles of the quality assurance cycle, and when educators must develop learning and assessment plans.

Policy

Throughout the quality assurance cycle use collaborative practices to ensure the integrity and validity of judgements about learners' achievement and that appropriate differentiated assessment pedagogy is used.

School and system leaders must ensure appropriate opportunities are created for educators to work together and to learn from each other's practice. They must build this into a culture of collaboration and teamwork across cohorts of teachers to maintain the integrity of the quality assurance cycle. Collaborative processes must be planned for, and evident, in each phase of the quality assurance cycle. These processes involve educators working together to share evidence informed practices, knowledge and problem solving aligned with the [Australian Professional Standards for Teachers](#).

Roles and responsibilities

Quality Teaching and Learning as the policy owner is responsible for:

- communicating and reviewing these guidelines.

The school principal as the instructional leader of the school is responsible for:

- implementing¹ these guidelines
- supporting educators' needs in understanding and engaging in the quality assurance cycle that is built into the whole school curriculum and assessment planning schedule
- working collaboratively with other school principals and with corporate and regional staff to embed the quality assurance cycle as an integral [process for improvement in their school and region](#).

¹ <https://elearn.ntschoools.net/leading-school-improvement/plan/nt-guide-implementation>

Teachers are responsible for:

- working collaboratively in the implementation of the phases of the quality assurance cycle
- preparing a program of teaching and learning and developing a learning and assessment plan.

Guidelines

The learning and assessment plan template is available on the department's eLearn webpage.

Quality assurance: planning

Educators prepare the assessment opportunities, the learning opportunities and the teaching sequence that enable learners to demonstrate their learning against all aspects of the appropriate achievement standards and performance standards used in the assessment of learners' work.

Learning and assessment planning

A learning and assessment plan is a document that records information about learners and shows an educators' intended learning and assessment activities for those learners for a learning area or subject, and is required for every learning area or subject for every class or year level per semester or term as determined by the school.

Educators document their selection and sequencing of learning experiences and assessment tasks that reflect the requirements of the curriculum and the diversity of their learners' needs in the classroom.

To develop a quality learning and assessment plan, educators must be familiar with the curriculum requirements, have assessment design skills, and understand the relationship between learning and assessment.

Quality assurance: clarifying

Educators develop and maintain an understanding of differentiated assessment opportunities catering for learners' needs, the relevant curriculum standards and how to apply them consistently to their learner's work.

Educators develop this understanding by working collaboratively and engaging in professional learning or professional learning communities and apply their understanding to task design and assessment of learner work.

Quality assurance: confirming

Educators assess evidence of learners' work and provide a grade or result at the end of the teaching and learning program, based on the curriculum standards for each learning area or subject.

Educators ensure their interpretation and application of the relevant curriculum standards in a learning area or subject are in accord with those of other educators in NT Government schools, and these standards are applied consistently across schools to report learner achievement.

This will ensure learners' work is marked consistently no matter where they attend school, and that results awarded to learners are comparable – providing for valid and fair outcomes for all learners.

Quality assurance: improving

Leaders, educators, and corporate and regional staff monitor and analyse quality assurance processes so that strategies for improvement can be developed. They commit to improve the quality of the process within schools, across schools and at a system level to address obstacles to the improvement of the understanding and application of curriculum standards, of assessment design and of evidence-based teaching strategies.