Rationale:
At Craigieburn Primary School, we believe Inquiry learning is an active thinking and learning process that requires our students to form questions that enable purposeful and worthwhile information gathering.

Students set goals for their own learning, make plans for finding the information they need and decide on the appropriate sources of information. Students need to evaluate the information they gather and use their data to form answers that build on and extend their prior knowledge, so investigations lead to a deeper understanding.

Our Inquiry Curriculum is based around ‘Throughlines’ rather than topics. Within inquiry learning, students are both problem posers and problem solvers.

Aims:
- To stimulate the curiosity of students through engaging learning experiences.
- To use an inquiry approach across all curriculum areas.
- To design inquiries that allow our students to develop skills, behaviours and understandings that enables them to be lifelong 21st Century learners.

Our Inquiry Curriculum encourages students to:
- Ask questions, build on prior knowledge and make their own discoveries.
- Find information from primary and other sources to answer questions and develop deep conceptual understandings.
- Make connections between ideas, learning areas and real life experiences.
- Reflect on their new understandings and take action.

IMPLEMENTATION:
- Year levels will develop units of work based on the Victorian Curriculum, Craigieburn Primary School's ‘Throughlines’ and student wonderings.
- Authentic learning tasks will be documented under the Inquiry learning process components of tuning in, finding out, sorting out, going further, reflection and taking action.
- A range of assessment will be implemented throughout the inquiry process. Victorian Curriculum progression points will be used to measure student achievement in June and December.
Classroom implementation:

- Inquiry skills will be explicitly taught including, questioning techniques, research, thinking cooperative and social skills, making connections with other learning and real life, making generalisations, taking action and reflecting on their learning.

- Formative and summative assessment will be incorporated into the Inquiry process including negotiated criteria for assessing student learning (e.g. rubrics, graphic organisers, presentations and reflections). Students prior knowledge will be taken into account through pre-testing activities in the Tuning In phase.

- Teachers will use a variety of learning experiences to provide for individual learning styles, abilities and interests to ensure that students are engaged.

- Students will set themselves personalised goals, negotiated with the teacher.

- Students will explore content from various sources including multimedia and printed texts and real life experiences where possible (e.g. excursions and incursions).

- Inquiry units may cover different Learning Areas of the Victorian Curriculum, but will always include and assess a Capabilities focus.

Learning areas:

Inquiry units are drawn from the following learning areas:

- English **
- Mathematics **
- The Arts
- Health and Physical Education
- The Humanities
- Science
- Technologies

** The learning areas of English and Mathematics are integrated throughout all Inquiry units.

Capabilities:

The discrete knowledge and skills of the capabilities curriculum will be taught explicitly in Inquiry.

The four capabilities in the Victorian Curriculum are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social
Cross-curriculum priorities:
Planning for Inquiry units will include the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and Sustainability whenever possible.

References and links (including processes related to this policy):
Focus on Inquiry (2nd Edition) Dr Jenni Wilson and Lesley Wing Jan (2009)

Evaluation:
This policy will be reviewed as part of the school’s cyclic process or more often if necessary due to changes in legislation or regulations.

This policy was last ratified by School Council in Aug 2016 and will be reviewed 2019.