

# DRURY SCHOOL: Policy NAG 1 – Curriculum

## **Rationale:**

To promote student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007*

## **Purpose:**

To nurture our students to

- become learning focused with a strong literacy and numeracy base
- become critical and creative thinkers
- lay a foundation for successful, healthy living including environmental awareness and social responsibility
- relate positively to others showing respect, honesty, trust, compassion, and loyalty

## **Guidelines:**

1. Develop and implement teaching and learning programmes:
  - to provide all students in years 1-8 with opportunities to achieve for success in all areas of the National Curriculum;
  - giving priority to student achievement in literacy and numeracy, especially in years 1-8;
  - giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
2. Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
  - student achievement in literacy and numeracy, especially in years 1-8; and then to
  - breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum*
3. On the basis of good quality assessment information, identify students and groups of students:
  - who are not achieving;
  - who are at risk of not achieving;
  - who have special needs; and
  - aspects of the curriculum which require particular attention;
4. Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified, as above.

**In order to provide quality curriculum implementation to all students, the Board of Trustees and management have developed, and will regularly review, the following associated guidelines.**

- 1.1 Assessment and Evaluation
- 1.2 Career Education
- 1.3 Children with Special Needs
- 1.4 Consultation
- 1.5 Delivery of the Curriculum
- 1.6 Education Outside the Classroom (EOTC)
- 1.7 Effective Provision for ESOL Students
- 1.8 Gifted and Talented
- 1.9 Homework
- 1.10 Second Language Learning
- 1.11 Taha Maori
- 1.12 Teacher Planning

## **1.1 Assessment and Evaluation**

### **Aim:**

1. To ensure quality assessment and evaluation is an integral part of the teaching and learning cycle.
2. To include formative assessment practices to teach to the needs of each student, establish next learning steps, and ensure growth in learning.
3. To analyse data, looking for trends and patterns which should inform the future direction of curriculum delivery.

### **Guidelines:**

1. Teachers and students should co-construct learning intentions and success criteria, as appropriate.
2. Self and peer assessment should be an integral part of formative assessment.
3. Assessment will take different forms and the evidence combined to inform overall teacher judgement towards meeting National Standards.
4. Teachers should compile an assessment folder to hold class assessment information, and individual student assessments e.g. running record, JAM, Observation Survey, GLOSS, IKAN etc.
5. Electronic recording of data in literacy and numeracy profiles will be maintained in a consistent manner across the school.
6. Student literacy and numeracy work samples will be collected and will provide evidence of current learning to students and parents/caregivers as part of the Three Way Conferences in Terms 1 and 3.
7. Teachers will complete reflective term programme evaluations prior to planning the following term's overviews. Consideration will be given to what happened as a result of the teaching and what the implications are for future teaching.
8. Teaching as Inquiry – teachers should regularly inquire into the impact of their teaching of their students. Reflection in Action leads to more responsive and successful teaching and language.

## **1.2 Career Education**

### **Aim:**

1. To provide career education at Year 7 & 8 so that students are able to make informed decisions about their future schooling.
2. To assist students to identify options and make informed choices in relation to anticipated careers.

### **Guidelines:**

1. Integrate career education into teaching programmes as appropriate.
2. Parents, care-givers and community members should be used as co-educators.
3. Attendance at local careers expos should be considered.

## **1.3 Children with Special Needs**

### **Aim:**

1. To support the presence and participation of students with Special Education needs.
2. To ensure that children with special needs are exposed to and supported in a wide range of suitable learning experiences so as to lift and monitor their achievement.

### **Guidelines:**

- 1 Foster connections and partnership between student's home and school.
- 2 Most special needs programmes should take place within the classroom, but students may be withdrawn in some circumstances.
- 3 Assistance from outside agencies should be sought as appropriate.
- 4 The development of an Individual Education Plan (IEP) by all those involved in the student's education may be considered to assist with programme implementation.
- 5 Support programmes may include – Teacher aide assistance; small group withdrawal; Rainbow Reading; Dual enrolment at Correspondence School; Targeted Numeracy Programme; Reading Booster; modified classroom programmes; Moderate Needs programmes.
- 6 A clear understanding of what counts as achievement for each student and how the steps towards achievement will be monitored and should be included in IEP.
- 7 Use of ICT will be offered to open up the world to C.W.P.N. Applying for assistive technology may be appropriate.

## **1.4 Consultation**

### **Aim:**

1. To build respectful connections among school and community.
2. To foster closer relationships within the school community.
3. To inform the community of any school developments.

### **Guidelines:**

1. A newsletter reporting on activities and planned events will be issued fortnightly to all families. It will also be available on the school's website.
2. Surveys and questionnaires will be issued as required to obtain direct community input.
3. Use of school sign informing community of upcoming events.

## **1.5 Delivery of the Curriculum**

### **Aim:**

1. The Drury School Curriculum document will provide direction and guidance in implementing the NZ Curriculum.

### **Guidelines:**

1. Literacy and numeracy programmes should be at the forefront.
2. A variety of teaching and learning approaches should be utilised.
3. Learning programmes should have an appropriate sequence through the years and content should align with MOE documents e.g. Literacy Learning Progressions, Numeracy Framework, National Standards.
4. Current MOE Handbooks should be employed to inform 'how to' deliver programmes and the deliberate acts of teaching.
5. Integration of learning across curriculum areas should be employed, as appropriate.
6. Student 'voice' for programme content should be considered.
7. Regular quality physical activity that develops movement skills for all students will be offered.
8. Teacher professional development will ensure current approaches and best practices to curriculum delivery are in place.

## **1.6 Education Outside the Classroom (EOTC)**

### **Aim:**

1. To enhance learning through experiences that cannot be provided within the classroom.
2. To develop an attitude of responsibility towards their own and others' safety.
3. To increase students' knowledge, understanding, and appreciation of the local area, and other unfamiliar environments.

### **Guidelines:**

1. All out of school visits should be related to the school programme with clear educational goals.
2. Parents of new students to the school are asked to sign an EOTC approval form on entry.
3. Adequate adult/student ratios must be maintained and approved by the Principal. All trips into risk areas must have a minimum ratio of 1:6 (1:4 near water). At the Principal's discretion, other local trips of lower risk should have a minimum ratio of 1:10.
4. Risk areas include water, bush, heavy traffic.
5. A Safety Action Plan must be completed and understood by all teachers involved in the EOTC event. All reasonable and practicable steps must be taken to identify foreseeable risks.
6. Parents should be given adequate notice of trips, especially those involving cost, or the need for parent transport or supervision.
7. When using parent help for transport, the parent must sign the appropriate form regarding licence, registration, WOF and seating with seat belts.
8. Duty of care (Loco parentis) applies. At all times the teacher is legally responsible for the students.
9. A suitable medical kit and cell phone must accompany any group leaving the school grounds.
10. Parent supervisors must be briefed regarding activities and responsibilities beforehand.
11. Guidelines for specific pursuits are included in the MOE Safety and EOTC Handbook (issued Term 4, 2009).

12. Any trip involving an overnight stay must have BOT approval followed by the consent of parents/caregivers.
13. At the teacher's discretion, students not paying will be referred to the Principal for consideration.
14. Care will be taken to ensure that EOTC expenses will not be excessive. Where possible, advanced notice of planned activities will be advertised early.
15. All parents or caregivers accompanying students on an overnight EOTC must have appropriate police clearance.

### **1.7 Effective Provision for ESOL Students**

#### **Aim:**

1. To respond to the needs of ESOL students in a supportive, prepared environment.
2. To ensure their transition runs smoothly for all stakeholders.

#### **Guidelines:**

1. Enrolment
  - Children will be identified on enrolment.
  - Check previous school for relevant information – funding and ESOL ref. no.
  - View residency documents.
  - If a new immigrant, adequate time will be allowed to prepare programmes before the student attends.
  - Contact between teacher and parent, or use of translator, may be required to gather information.
2. Placement
  - When possible, students will be placed with another child of the same ethnicity, when new student has limited, or no, English.
  - Appropriate language labels are available for classroom use.
  - Access to ESOL boxes for appropriate language/cultural resources.
  - Buddies to pair with new student.
3. Assessment
  - ESOL/AF Assessment forms need to be completed every six months for funding.
  - Regular classroom assessment should be carried out during the year to monitor student's progress.
  - Assessments need to be kept in Blue Wallets and compared/referred to when judging new assessment scores.
  - Samples of work need to be updated every six months.
4. Learning Support
  - Establish a buddy system to provide structured support and provide modelling from peers.
  - In-class support could involve buddies, assistance with writing needs, small group learning
  - Teacher aides provide support in a curriculum area or in providing direct experiences, in a daily session where viable.
  - Teacher and TA liaise over programmes, resources, progress, and next steps.
  - Assessments could include –
    - i. Junior – Letter/sound knowledge; HFW; Writing sample; Reading level; JOST, JAM
    - ii. Middle/Senior – Writing samples, Reading level, GLOSS, IKAN.

### **1.8 Gifted and Talented**

#### **Aim:**

1. To recognise and provide extension and enrichment for gifted and/or talented students.

#### **Guidelines:**

1. Gifted students at Drury School are those who demonstrate high performance capability and/or exceptional potential, significantly beyond that typically seen in students of the same age.
2. Identification procedures should include classroom observation, standardised tests, information obtained from parents, previous teachers etc. A GATE register should be compiled each year.
3. Teachers should cater for G & T students in their rooms through using the school's enrichment model, differentiated programmes, learning centres, Bloom's Taxonomy, higher order thinking skills. Stimulating learning experiences in a responsive environment is the key.

4. Opportunities should be given through FPR challenges; Maths and English extension groups; Mathex; Enviro Group; Science Fair; Speech Contests; Choir; Band; Sports; School Council; and the many leadership opportunities.

### **1.9 Homework**

#### **Aim:**

1. To provide a positive link between home and school that enhances a student's learning.
2. To develop sound study habits and the organisation of time
3. To reinforce and complement the work done at school.

#### **Guidelines:**

1. Homework should be achievable and manageable considering the capabilities of each student.
2. Homework should be set regularly by class teachers and relate to class programmes.
3. Homework expectations should be communicated to parents at the commencement of each year.
4. Homework completion should be checked and feedback given, but teachers are not responsible for ensuring completion.
5. The basis of homework will be:
  - a. Year 1 – 2      Reading
  - b. Year 3 – 4      Reading, Spelling, Basic facts, Topic related tasks
  - c. Year 5 – 6      Literacy, Numeracy, Topic related tasks
  - d. Year 7 – 8      Literacy, Numeracy, Topic related tasks, Current Events

### **1.10 Second Language Learning**

#### **Aim:**

1. To give students a better understanding of their first language.
2. To give students the initial skills to begin learning another language.
3. To develop an awareness of, and empathy for, other cultures.

#### **Guidelines:**

1. Over a two-year period, at Year 7 & 8, students will be exposed to two other languages.
2. MOE programme resources should be utilised, including DVD and CD, games, oral activities etc
3. Changes to the programme may eventuate with the introduction of new personnel or resources.
4. Second language learning should include elements of te reo Maori across the school.

### **1.11 Taha Maori**

#### **Aim:**

1. To foster tolerance and understanding of our cultural needs amongst all students.
2. To understand, experience, and appreciate Maori culture, values and language.
3. To provide opportunities for the Maori perspective in the school curriculum.

#### **Guidelines:**

1. Teachers will be supported in their efforts to integrate the Maori perspective through professional development as required.
2. Taha Maori may be integrated with other curriculum areas. Possible avenues could include –
  - a. Language – te reo greetings, nouns, simple conversations, simple commands
  - b. The Arts – waiata, action songs, visual arts, weaving, carving, koru
  - c. Social Sciences – legends, pre-European culture, history, place names, Maori gods, customary rights, marae visits/protocol
  - d. Mathematics – counting, kowhaiwhai
  - e. Science – navigation, plants, medicines, pre-European cooking/food preservation
  - f. PE & Health – kapa haka, te ao kori, hauora
3. Students' awareness and pride in Taha Maori will be encouraged.
4. Community knowledge and skills should be utilised whenever possible.

5. Programmes will encourage respect for the diverse ethnic and cultural heritage of NZ with acknowledgement of the unique place of Maori people within our culture.

### **1.12 Teacher Planning**

#### **Aim:**

1. To provide a strong teaching and learning foundation through focused, consistent, quality school-wide planning.

#### **Guidelines:**

1. All planning should relate to the School Charter, School Vision, NZ Curriculum, Drury School Curriculum and should be based around the needs of the learners.
2. An annual plan and term overviews will be collaboratively compiled to indicate time frames and reflect a curriculum balance during the year.
3. A timetable will be planned and displayed in all rooms. Copies will be forwarded to the Principal each term.
4. Planning Folder: A cumulative planning document compiled by each teacher, each year will include:
  - A class timetable
  - A class description
  - Class groupings, class management routines
  - Programme evaluation at end of each term
  - Yearly/Term curriculum overviews
  - Curriculum divisions with specific unit planning
5. Unit Planning: In each curriculum area, plans will include details of
  - Achievement objectives from NZ Curriculum
  - Specific learning intentions and success criteria
  - Teaching and learning activities which relate directly to the selected learning intentions and key competencies
  - Assessment opportunities, including self/peer assessment
6. Daily Planning: This will be the teacher's working document and will show –
  - Use of teacher time
  - Selected activities including their learning intentions
  - Links to unit plans
  - Resources required
  - On-going evaluation notes to inform next week's planning or modify programmes
7. Team leaders will monitor planning, and provide guidance, support and feedback to teachers in relation to their planning.