



NEWTON CENTRAL SCHOOL

NAG 1: CURRICULUM POLICY

This policy must be read in conjunction with the School Charter, Mission Statement, Strategic Plan and Over-arching Policy Statement.

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the *National Curriculum* as expressed in *The New Zealand Curriculum 2007* or *Te Matauranga o Aotearoa*.

Each Board, through the principal and staff, is required to:

- a) Develop and implement teaching and learning programmes:
 - To provide all students in years 1 – 10 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
- b) 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* or *Te Matauranga o Aotearoa*.
- c) 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 (including gifted and talented), and
 - aspects of the curriculum which require particular attention;
- d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in c) above;
- e) in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students; and
- f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

PURPOSE – to ensure that the curriculum will meet the needs of all students and support them to achieve to the best of their abilities

CURRICULUM DELIVERY POLICY

Policy Statement

The purpose of the curriculum delivery policy is to foster the achievement of all students attending the school. The curriculum must comply with requirements of the *NZ Curriculum for English Medium* and *Te Marautanga of Aotearoa* for Maori Medium (Awahou & Te Uru Karaka). There must be in place detailed

and accurate descriptions of course content applicable to each level. Schemes should reflect approaches to teaching and details of how individual or group needs will be catered for.

Policy Guidelines

1. The school curriculum plans will outline the implementation of the National Curriculum which defines the learning philosophies, principles, aims, attitudes and achievement objectives be addressed.
2. A variety of learning and teaching styles and strategies will be employed as appropriate to the needs of students, guidelines relating to these will be provided in schemes/plans.
3. Student progress will be monitored and recorded, using a range of planned assessment procedures. These procedures are to be integrated into the teaching and learning programmes. Full use will be made of achievement data in programme delivery.
4. The school will identify issues which cause barriers to students' learning, and it will seek to implement appropriate strategies to address these.
5. Equal educational opportunities will be provided to all groups of learners and for individuals, reflected in course content.
6. Programmes will draw upon the significant features of New Zealand's diverse ethnic and cultural heritage and will be included in programmes where deemed appropriate.
7. Curriculum Plans will reflect the special nature of our community.
8. A self review programme will maintain the requirements laid out in this policy; the school's policy on programme review will apply.
9. This school recognizes the value of parents as educators and will encourage their participation.
10. Professional development of teachers will provide ongoing support to teachers to maintain a sound foundation for curriculum delivery including pedagogical growth in appreciating the need to identify learning needs, developing student engagement, processes for differentiation and adapting to various learning styles.

LITERACY AND NUMERACY POLICY

Policy Statement

The Board recognises the fundamental importance of literacy and numeracy in learning and strongly encourages development and improvement in these areas. Ongoing provision will be made to lift levels of proficiency in accordance with identified needs and advice from school management regarding appropriate strategies.

Policy Guidelines

1. As part of its curriculum planning process school management will ensure that annual and term overviews demonstrate full coverage of all curriculum areas including specific programmes addressing language and mathematics.
2. All planning of teachers will be monitored as appropriate to ensure it meets school requirements
3. All teachers will meet the professional standards set by Ministry of Education and will participate in the school's appraisal programme
4. Teaching staff will maintain accurate and current details of student achievement levels and take appropriate steps to assist students in meeting programme aims
5. A centralised data-base of achievement levels for all individual students will be maintained focussing on literacy and numeracy achievement
- ~~6. The school will provide general and, where necessary, targeted professional development for teachers to assist in strategies to meet requirements in these areas~~
7. An at-risk register will be compiled identifying those students achieving below expected levels with details of intervention and ongoing progress
8. The Principal will conduct regular reviews of progress and will, in consultation with staff, develop plans to address issues raised in reviews

9. The Principal will report regularly to the Board on achievement of strategies in addressing literacy and numeracy
- ~~10. Each year the Board and community will be provided with an achievement statement covering the school in areas of literacy and numeracy~~

ASSESSMENT POLICY

Policy Statement

Assessment of student progress and recording of achievement information will be used:

1. to obtain useful, ongoing information to assist teachers to review progress.
2. to enable teachers to further plan and review progress.
3. to provide a basis for reporting to parents/caregivers about children's learning and development.
4. to provide information for school review.
5. to provide data profiling student achievement and learning barriers which will be the basis for individual, group and cohort programme planning.

Policy Guidelines

1. The learner is the focus of assessment. Pupils will, as far as is practicable, be involved in the evaluation of their own learning, setting learning goals and assessing progress.
- ~~2. A variety of data collection methods will be used gained from a wide range of sources including, but not limited to:~~

running records	cumulative records
syndicate benchmarks	assessment tasks
portfolios	one month entry survey
peer assessment	observations
conferencing	testing
anecdotal notes	IEP, special programmes
self assessment	parental discussion

- ~~3. Assessment will cover skills, attitudes and values in relation to gender, culture, background and experience of students and their knowledge.~~
4. Parents/caregivers will be informed of student progress formally twice per year and at other times where appropriate.
5. Planning for assessment will be an integral part of the teaching and learning programme assisting with differentiation, removing barriers and meeting identified learning needs.
6. Each curriculum area will contain an assessment statement.
- ~~7. Appropriate staff training will be made available where necessary.~~
8. The school will have a ~~recognized, accredited~~ programme for collating and storing achievement data.
9. The Principal, or his/her nominees, will provide the Board with relevant, detailed information and analysis of student achievement at least twice per year **and to the school community at least once per year.**

TREATY

The Newton Central School Treaty of Waitangi policy is applicable to the Curriculum policies and procedures. Examples of how it will be applied include, but are not limited to:

- identifying minimal level of achievement expected of all students in relation to te reo/ tikanga Māori
- Te Whao Urutaki, or another Māori body, has authority on matters of interpretation of use of te reo and tikanga Māori (e.g., use of macrons, transliterations, paepae protocols)
- providing guidelines on use of te reo and tikanga Māori at Newton Central School, including glossary of specialist educational terms

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Co-Chairperson Signature

Name

Date

INDICATORS OF NAG 1 POLICY COMPLIANCE:

CURRICULUM DELIVERY

- a) ERO Report does not indicate problems
- b) Achievement results are improving in any area where results for Maori (and/or Pasifika students) are below national standards across all ethnic groups

LITERACY AND NUMERACY

- a) Achievement results are improving in any area where results are below national standards

ASSESSMENT

- a) No complaints from parents about assessment results
- b) ERO report does not indicate problems

WHAT I HAVE DONE TO START THIS REVIEW:

Considered

- 'model' EdSol policies
- NZSTA suggestions
- Matters the Board has noted since last review
- MoE/Curriculum Framework re policy

Suggested Changes are highlighted in grey; suggested deletions are struck through

To discuss further:

- Special needs (required)
- Gifted and talented (required)
- Career education – assessment, guidance (years 7-8)
- Maori achievement (I added to indicators)

Areas which I am not suggesting be added:

- Sports (teams)/PE
- IT
- Library
- Sexuality- required to consult with community (also health)
- Education outside classroom
- Special units?