

POLICY

Curriculum Delivery

RATIONALE:

Student needs are at the centre of all teaching, learning and assessing.

Students are encouraged to acquire the knowledge, skill and understandings of the curriculum statements.

The curriculum is delivered in accordance with the National Education Guidelines and the New Zealand Curriculum.

PURPOSE

The Bombay School Curriculum is written to comply with the New Zealand Curriculum Guidelines and will reflect our school's culture and learning styles.

GUIDELINES

1. Implement the New Zealand Curriculum which defines the learning philosophies, principles, aims, attitudes and achievement objectives.
2. Develop a variety of teaching/learning styles and strategies that are appropriate to the needs of the students
3. Monitor/record student progress against the school's expectations and the National Standards.
4. Identify and address barriers to learning for students and implement strategies to allow students to make progress.
5. Provide equal educational opportunities for all groups of learners
6. Respect and draw upon the significant features of our diverse ethnic cultures and New Zealand cultural heritage.
7. Develop Curriculum Plans that reflect the special nature of our community and regularly revise plans through self-review.
8. Recognise parents as educators.
9. Provide ongoing teacher professional development using 'Teaching as Inquiry' model to improve teaching practices to deliver the curriculum.

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Reviewed: March 2012
Next Review: March 2015

Compliance: NAG 1

PLANNING FOR LEARNING

1. Teachers integrate the Key Competencies into all learning.
2. Teachers are aware of the school's vision, values and principles and incorporate these into the learning.

Assessments are current to establish groups for teaching:

- Professional development for teachers is provided for identified areas in the strategic plan.
- Teachers use 'Teaching as Inquiry' model to improve teaching practices to raise student achievement.
- Teachers provide an environment in the classroom that reflects: the current learning, appropriate resources, student access to e-learning and tidy organised areas for learning.
- Teachers use the Bombay Curriculum Plans for all areas of the curriculum to plan and organise for student learning.
- Senior Teachers are responsible for organising and planning meetings to prepare Yearly Overviews, Long Term Plans and Unit Plans.
- Unit plans are collaboratively written at the end of each term, resources gathered, eg school resources, National Library resources ordered, e-learning investigated and recorded.
- Teachers are responsible for classroom computerised weekly planning and evaluations. Teachers cover all areas of the curriculum in their planning.
- Teaches plan, where possible, for different learning styles – offering a range of opportunities for students to learn, eg auditory, visual and **kinetics** (?)
- Teachers use the 20 habits of the mind to offer a variety of learning experiences.
- Teachers plan tasks that give students the opportunity to work in pairs, small groups and independently.

After 2/3 years at school	⇒ PM Benchmark, Spelling Test (Essential Lists) Vernon Spelling Test, Maths Test, Basic Facts Test, Writing Sample
Year 4-8	⇒ PM Benchmark, Spelling Test (Essential Lists) Vernon Spelling Test, Maths Test, Basic Facts Test, Writing Sample. ⇒ PROBE Reading, Vernon Spelling Test, AsTTle: Writing, Reading ⇒ Gloss, KAN, Basic Facts Tests. ⇒ PAT's – Reading Comprehension, Maths

All students have profiles to keep assessments, samples of work and a record of learning progression.

Students: are expected to know their level of learning in maths, reading and writing and know their next learning steps. These are recorded on goal setting learning mats. These goals and next learning steps are discussed when we have three-way conferences with parents, students and teachers, in March and June.

Special Needs:

Students with special needs are identified by teachers and Senior Teachers.

Students are referred to the SENCO Teacher to decide whether the student needs to be referred to RT:LB, Whirinaki, or any other agency that will assist with the student's learning .

The SENCO Teacher or Principal will organise for the Special Education Grant to be used to provide Teacher Aide hours to assist special needs students.

Special Abilities:

All students are assessed and students are grouped according to their results. Teachers provide learning programmes at the student's level of academic ability.

Students have opportunities to excel in sports, cultural groups, art, dance and drama.

External tests are provided for students.

Students are encouraged to enter competitions in a range of activities from writing to the arts.

Students are trained in leadership roles to be responsible for sports, assemblies etc.