

Waterlea School
CURRICULUM POLICY (NAG 1)

RATIONALE:

To set the direction for student learning, so that the needs of individual students are at the centre of all teaching, learning and assessment within the framework of both our curriculum and the New Zealand curriculum (NZC).

PURPOSE:

To monitor student achievement and engagement in learning and school activities and to put in place a comprehensive learning programme that reflects our curriculum and the NZC. Also to ensure all students realise their potential and have access to high quality teaching and learning.

GUIDELINES

1. Develop and implement effective assessment practices that:
 - Assist learners to learn to learn e.g. the use of SOLO taxonomy, WALTS and success criteria
 - Improve teaching and learning through the process of teaching as inquiry
 - Inform of the progress and next steps for:
 - Planning learning programmes
 - Students
 - Parents
 - The community and BOT
 - Identify students and groups of students:
 - Who are under-achieving
 - Who are at risk of not achieving
 - Who have special learning needs including Gifted & Talented and ESOL students.
 - Who require attention with respect to particular aspects of the curriculum.
2. Develop and implement teaching and learning programmes that:
 1. Reflect the school's strategic goals
 2. Provide all students in Years 1-6 with opportunities to achieve through the Key Competencies in all the Learning Areas of the NZ curriculum.
 3. Our timetable reflects that we give priority to student achievement in literacy, numeracy and physical activity that develop movement skills.
 4. Promote learning through experience, problem solving, inquiry and practice within an authentic context.
 5. Provide opportunities for student voice.
 6. Reflect the school's values, the cultural make up of our school and commitment to the community.
 7. Give priority to the promotion of well being/ hauora for all students.
 8. Tautoko Maori students to achieve as Maori
 9. Are integrated across the Learning Areas to provide continuity.
 10. Have a local, national, global and universal perspective
 11. Are inclusive.
 12. Facilitate smooth transition
 13. Utilise the learning experiences of EOTC
3. Robust school systems that support student achievement e.g. adequate resourcing for Learning Support, attendance and behaviour management
4. In consultation with the school's Maori community, develop and make known to them the school's policies, plans and targets for improving the achievement of Maori students.

In order to fulfil the policy the Board and School's Leadership have developed and will regularly review the following procedures associated with 'Curriculum':

1. Curriculum Concept Plan and Teaching and Learning Programmes
2. Curriculum Planning
3. EOTC
4. Assessment for Learning including the annual Assessment and Reporting Schedule
5. Attendance
6. Home School Partnership - Family and Community Engagement
7. Learning Support:
 - i. Inclusion:
 - ii. Transition
 - iii. Class placement
8. *Behaviour Management – see NAG 5 Health and Safety*
9. Treaty of Waitangi
10. Maori succeeding as Maori
11. Community Consultation
 - i. Health Curriculum Requirements