

# AVONDALE SCHOOL CURRICULUM DELIVERY PLAN

Final

The purpose of the plan is to give clear guidance on the school's curriculum, and to give a statement of expectations that will form the basis for reviewing quality and effectiveness.

This plan has ten sections:

**School Aims**

Aims, methods & attitudes to enhance children's learning.

**Core Values & beliefs**

These outline the community's beliefs about education,

**Curriculum statement**

Statement of what this means for our school

**Document trail**

Flowchart view of where things fit

**Curriculum Delivery Goals**

Key goals identified across all levels

**Curriculum Priorities**

Skills, knowledge and attitudes to be taught and learned

**Delivery of National Curriculum**

Policy

**Planning & Preparation**

Policy for effective planning

**Assessment & Recording**

Policy for effective assessment

**Board Review**

Accountability procedure for the Curriculum Plan

The Board is required to ensure that the school's curriculum is consistent with its Charter, the National Education Goals (NEGs), National Administration Guidelines (NAGs) and the National Curriculum Framework. The school's curriculum also reflects the needs, priorities and resources of the local community.

**"Curriculum"** is defined as all of the programmes, activities, events and experiences that take place in the school, including the interactions, materials and environment through which children learn.

The National Curriculum achievement objectives are deemed part of this plan.

This document last reviewed, February, 2004

## AIMS AND METHODS OF AVONDALE SCHOOL:

### **Mission Statement**

“To provide all pupils with a high quality education in a caring supportive environment so that all pupils are able to participate fully in all that they aspire to achieve. We aim to foster:

- ◇ a positive self image and sense of identity
- ◇ a level of excellence in keeping with potential
- ◇ social, academic, physical and cultural growth
- ◇ a desire to achieve independency in knowledge and skills
- ◇ a sense of responsibility for their own behaviour and tolerance for that of others

### **Purposes:**

- Develop the skills, knowledge and attitudes that will enable them to become life long learners and to function effectively now and in the future;
- Develop respect for themselves and for others, and the skills needed to live and work with other people.

### **Guidelines:**

- Academic: Children will have their progress regularly evaluated, and each curriculum will be targeted and delivered to cater for each individuals need. Children’s strengths and weaknesses will be identified, and work will be provided to extend the child in these areas. Parents will be kept informed of their child’s progress on a regular basis and will be encouraged to “share” in the education of their children. At Avondale there will be a focus on literacy, numeracy and ICT skills
- Social: Through offering themselves as positive role models, teachers will encourage the development of such values as responsibility, co-operation, initiative and independence.
- Physical: Whilst children are at school they will be encouraged through specialist programmes such as PMP, the Physical Education programme and other relevant curriculum areas (such as dance & movement) to develop good co-ordination, fitness and flexibility skills. They will be encouraged to develop sportsmanship and a healthy attitude to living.
- Cultural: Children will develop an understanding of their own and an appreciation of other people’s cultures. Opportunities will be given to children to develop an appreciation of and participate in a range of cultural experiences.

### **Educational objectives:**

- To help children understand the nature of the society in which they live, and to develop an awareness and empathy for others.
- Through sound teaching, children acquire the skills to help them gain knowledge that is both meaningful and transferable from setting to setting.
- To help the children understand themselves and their fellows as completely as their individual capacities permit.
- To help the children to acquire the essential skills and information they will need to operate in today's society.
- To help children to become committed to improving the quality of their life and to contribute eventually to the life of all people everywhere.
- To help the children develop positive values and attitudes encompassing all aspects of their life and learning.

## **AIMS OF JUNIOR SCHOOL:**

### SPECIFIC AIMS:

- To provide a positive introduction to the beginning of a child's school education in a safe, caring, learning environment.
- To create an atmosphere where children want to learn.
- To provide a challenging and stimulating programme in which each child can succeed at their own level, within classrooms that are best suited to the child's needs.
- To promote good working habits so that these habits can be carried forward through the child's years at school.
- To foster independence and co-operation.
- To develop self esteem.
- To develop a sense of self achievement.
- To develop an atmosphere of sharing and caring and respect for one another.
- To have the children develop responsibility for their own actions and property.
- To try to develop a well rounded individual with a wide range of interests.
- To have children understand that there are disciplines needed for people to live in harmony with one another.

### METHODS TO ACHIEVE AIMS:

A lot of the objectives outlined above are achieved incidentally through the fostering of attitudes in children whilst they are taking an active part in the class programme. Teachers should be aware when the desired behaviours are being displayed by the pupils, and should actively reinforce those behaviours in a positive manner to ensure their continued existence.

#### Independence

Children should be able to work unassisted if the work that has been set is at the level that the child is capable of performing. It can be extending, requiring the pupil to seek information or answers to specific problems, but, providing the child has the necessary work skills to locate that information, then the teacher can carry on working with others.

## **AIMS AND METHODS OF SENIOR SCHOOL:**

### SPECIFIC AIMS

- To extend the child's academic, physical, social development and aesthetic awareness.
- To encourage children to explore and examine problems and ideas in depth.
- To develop an independent person who is responsible for their work and actions.
- To promote sound work habits and accountability for time spent on task.
- To develop research skills - accessing information from a variety of sources; gleaning, processing and using relevant information for specific purposes.

- To develop a variety of “Thinking tools” to enable students to solve problems in different ways
- To encourage a respect for others.
- To encourage children to take pride in their work and in the immediate environment.
- To encourage children to accept the idea that they should assume some responsibility for their own learning.
- To encourage social skills that will facilitate interaction in a wide range of social contexts.
- To encourage children to appreciate that they have to accept some responsibility for the smooth running of the group that they are a part, i.e. the school, class, and environment.
- To promote productive use of available leisure time.

#### METHODS TO ACHIEVE AIMS:

A lot of the objectives outlined above are achieved incidentally through the fostering of attitudes in children whilst they are taking an active part in class programmes. If teachers note such behaviours and encourage and reinforce these in a positive manner children will be encouraged to work independently at their level to achieve given tasks.

#### ATTITUDES TO BE FOSTERED:

##### WORK HABITS

This is defined as the ability to work economically and efficiently on task for extended spells of time with the minimum of distraction and the maximum of concentration on the task at hand to produce a standard of work in line with their capabilities.

##### RESPONSIBILITY

Children are encouraged to take responsibility for their learning in a way that they can associate effort with results.

##### ORGANISATION

Class environment should provide routines and foster strategies that will provide for multi level involvement and developing independence.

##### INDEPENDENCE

Independence is encouraged as an attitude in all areas and expectations set to achieve success with respect to (the child's) age and abilities.

Older children are encouraged to take on school wide responsibilities.

##### ACCOUNTABILITY

Children are encouraged to apply themselves so as to achieve particular goals with consideration of effective use of time, skills and initiative.

# Core Values and Beliefs

## Core Values

Avondale Primary School will provide an environment where everyone

- Cares about learning
- Accepts responsibility for their actions
- Cares about and respects the rights of themselves and others
- Cares about the environment
- Has a right to be treated with dignity and respect.
- Has the right of access to learning opportunities and resources, regardless of ability, gender, race or personal circumstances.
- Is helped to develop and show both independent and cooperative work habits , goal setting and self-evaluation skills.

## and Beliefs

Avondale Primary School reflects the key beliefs that

- Learning is a life long experience, which involves self-discipline and interdependence.
- To grow as individuals people need to develop respect for themselves and others and transfer these skills to their daily living and interactions.
- By sharing skills, experiences and successes we grow individually and encourage and foster the growth of others.
- Children's learning is valued.
- Child centred programmes are planned and delivered in ways that effectively recognises the identified needs, abilities and learning styles of children.
- Programmes and teaching approaches will encourage and stimulate children's interests and their desire to do well, and will help them to build and display positive attitudes towards learning and life.
- Children will feel valued and accepted
- Children will feel safe and have a sense of belonging Learning environments are welcoming, attractively arranged, interesting and help to foster enjoyment of learning.
- All staff are effective role models in their demeanour, enthusiasm, attitudes, skills.
- Teachers possess a sound curriculum knowledge and are able to effectively convey this to children
- Teachers have a right to "teach" and children have a right to learn
- All staff have a right to feel valued and supported.

**National Curriculum Achievement Objectives**

Each year all children have planned learning experiences drawn from the appropriate levels across the strands in each national curriculum statement. When different learning strands are interwoven and integrated within units of learning, the achievement objectives from each learning area or strand are identified in planning statements.

*The National Curriculum Achievement Objectives are deemed to be part of this Curriculum Plan.*

**Curriculum Priorities**

This Curriculum Delivery Plan document prescribes priority learning outcomes for each learning area. These outcomes apply to all levels of the school according to each child’s stage of progress, and are a major focus for the school’s self-review of its curriculum performance.

For each of the strands described in the NZCF, sets of specific objectives, known as achievement objectives, are defined. These objectives are set out in levels, where (on average) it takes two years to progress through each. Levels indicate a progression and continuity of learning throughout a child’s schooling.

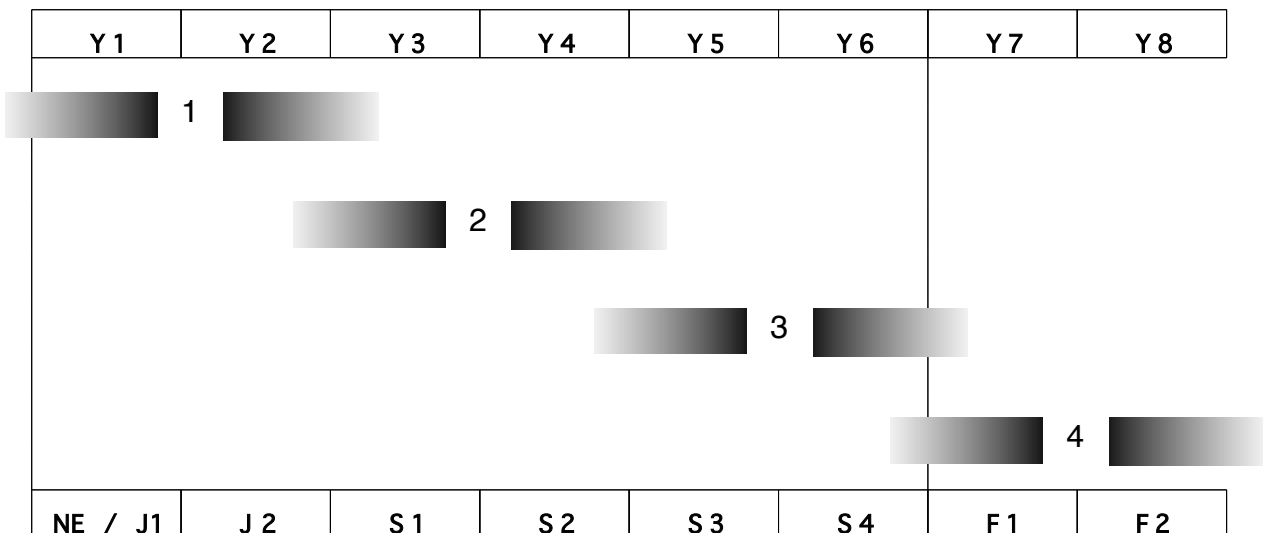
The National curriculum statements are sufficiently broad and flexible to allow for local interpretation and elaboration. This enables teachers to design programmes which are relevant to the learning needs of their children. At the same time the statements are sufficiently specific to provide students, teachers and caregivers with clear information about what is learned and achieved during the years of schooling.

*NZCF pg 23*

**Assessment:**

Each teacher has an obligation to collect and analyse assessment data on each student across all Essential learning areas beyond that which is determined as specific focus areas and outlined in the Annual Plan to meet school and NAG requirements. Assessment data will be used to tailor future planning and programmes to meet student needs.

The diagram below indicates approximate parallels between levels of achievement and class and age bands. Of course all students do not achieve the same level at the same age but it will give you an indication of your child’s rate of progress.



### **Essential Skills:**

The eight essential skills will be developed through the essential learning areas and in different contexts across the curriculum. Provision will be made to help children achieve a growing confidence and competence in each of the essential skills. These skills cannot be developed in isolation.

The eight Essential Skills areas are:

- Communication skills,
- Numeracy skills,
- Information skills,
- problem solving skills,
- self-management and competitive skills,
- physical skills,
- work and study skills and
- social and cooperative skills

The specific essential skills of numeracy, problem solving, physical and communication will be dealt with as part of the Essential Learning Areas of all relevant curriculum areas. Each year, syndicates will focus on selected essential skills.

### **Planning**

Planning (teacher, syndicate & school-wide) will cover targeted Achievement Objectives taken from the curriculum achievement statements. Learning Outcomes will be determined to make the Achievement Objectives manageable.

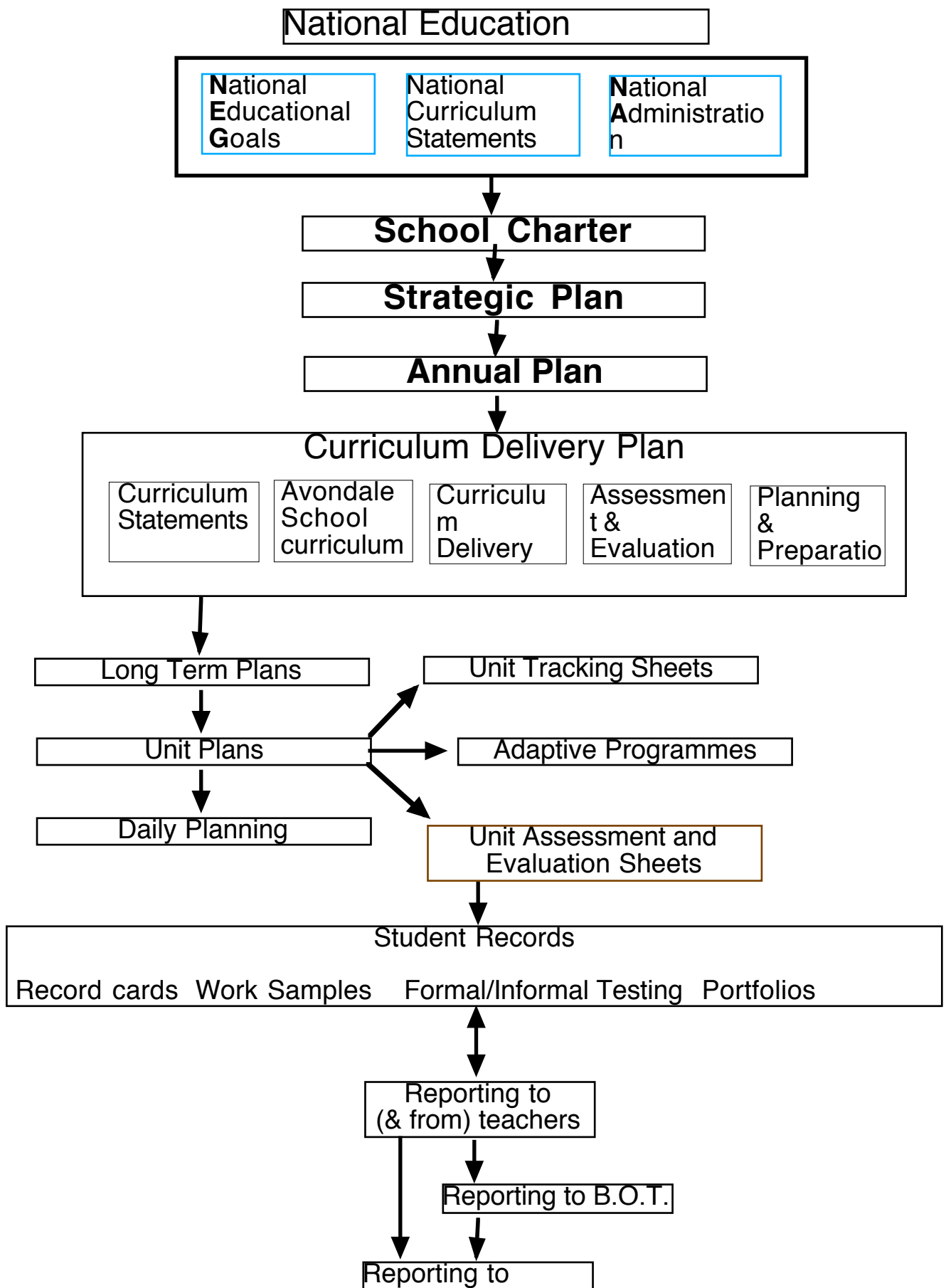
These Learning Outcomes will form the basis of a coordinated and effective Assessment process that recognises the need to monitor individual students and report on their progress and the need to report on and track school-wide achievement. Planning and assessment will follow school policy guidelines to monitor student progress against the National Achievement Objectives and meet NAG 1 (curriculum) guidelines.

It is the responsibility of each staff member to ensure that their short and long term planning develops a class programme closely linked to the national curriculum and acknowledging those relevant sections from any existing school Guidelines, adopted policies, annual and strategic plans. It is the role of the Principal and senior staff to ensure that the appropriate standards are maintained. Teachers will plan most units of learning as a syndicate team. Plans show intended learning outcomes in relation to particular groups of children. Classroom plans are based on the school's planning formats where applicable, national curriculum achievement objectives and in accordance with the schools planning and preparation policy.

### **School Annual Plans**

The principal, syndicate leaders and teaching staff plan and co-ordinate yearly annual plan programme overviews setting out the content or contexts for learning and assessment to be covered each term across the school and syndicates. These will be reviewed cyclically to determine the actual future needs for the children of Avondale school.

*The school plans are deemed to be part of the curriculum.*



# Avondale School Curriculum Delivery Goals

## 1. Children's Individual Needs and Abilities

Classrooms that are child centred:

- Use the whole room as a learning resource
- Involve children in the layout and display of their learning efforts
- Have communal working and quiet areas
- Have programmes which are carefully structured to present a balance of whole class, group and individual learning.
- Have programmes delivered in ways that effectively recognise the identified needs, abilities and different learning styles of individual children.
- Have teachers who give support and encouragement.

## 2. Motivation and Attitudes

- Programmes and teaching approaches encourage and stimulate children's interests and desire to do well
- Help is given to children to build and display positive attitudes towards learning and life.

## 3. Learning Environments and Atmosphere

- Learning environments are welcoming, attractively arranged, interesting and help foster enjoyment of learning.
- The learning atmosphere is emotionally safe and secure, features good relationships among teachers and children, and encourages an acceptance of differences.

## 4. Teaching methods

- |                          |                                     |
|--------------------------|-------------------------------------|
| • Investigating          | Reflection / review time            |
| • Cooperative work       | Modelling                           |
| • Language experience    | Problem solving                     |
| • Teacher Guided work    | Inspirational teaching (incidental) |
| • Independent work       | Shared approaches                   |
| • Contract teaching      | Reciprocal teaching                 |
| • Learning Centres       | Conferencing Individuals or groups  |
| • Interactive Approaches | The Feeling for Approach            |
| • Brainstorming          | Developmental Approaches            |
| • Inquiry                | Questioning / discussion            |
| • Rote learning          | Peer tutoring                       |
| • Buddy support          | Reading to children                 |
| • Parent tutoring        |                                     |

## 5. Equal Opportunities

- Children have equal access to learning opportunities and resources regardless of ability, gender, race or personal circumstances.

## 6. Work Habits

- Children are helped to develop and show both independent and co-operative work habits and skills, goal setting and self-evaluation.

## 7. Management and Discipline

- Routines established by teachers are understood and followed by children.
- Positive discipline is achieved through quality programmes, good supervision, effective relationships and consistent expectations of behaviour and interactions with others.
- Children are helped and encouraged to learn to take increasing responsibility for their own actions.
- Children take personal ownership of rules and show respect for others

## 8. Role Models

- Teachers are effective role models in their demeanour, enthusiasm, attitudes, skills and curriculum knowledge.

## 9. Resources & Opportunities

- Teaching and learning is supported by effective use of a variety of up-to-date resources available within the school, its community and local environment.
- The Board will support curriculum resourcing through the budget
- Units of learning use resources available within the school and the wider community
- Opportunities are taken to broaden and enrich children's learning through educational experiences outside the classroom.

## Priorities for Children's Learning at Avondale Primary According to Individual Capabilities and Age

### ENGLISH

#### Speaking and Listening

##### *Children learn to:*

- Listen and respond courteously and sensitively to what others have to say.
- Think and listen attentively to obtain and assess information
- Express information, thoughts, feelings and ideas confidently and clearly
- Develop skills of preparing and giving oral presentations to audiences
- Ask and answer questions in ways that are clear and relevant to the topic
- Use acceptable conventions of spoken language (grammar, vocabulary, etc .)
- Explore and use some everyday Maori language and protocol
- Exploring and perform some Maori songs, dances and games.
- Explore everyday greetings for NESB students

#### Reading

##### *Children learn to:*

- Read books as sources of personal and shared experiences
- Obtain meaning and understanding from reading
- Experience and know about a wide range of styles and forms of reading material
- Develop skills of locating, selecting and using books, reference and other print materials for a range of purposes.

#### Writing

##### *Children learn to:*

- Communicate thoughts, ideas and information clearly in written form
- Choose and use formats and styles of appropriate writing
- Share, discuss and publish some written work to an acceptable standard of presentation
- Use a variety of technologies to communicate in written form
- Use conventions of writing
- Self-check and self-correct draft writing
- List, learn and practise the spellings of words frequently used.

#### Viewing and Presenting

##### *Children learn to:*

- Explore, talk about, interpret and evaluate a range of different styles and forms of visual information seen in the media and environment
- Develop critical thinking about the meaning, messages and impact of visual information.
- Develop skills needed for effective personal handwriting.
- Develop viewing and presenting skills.
- Use a variety of technologies to communicate

## **MATHEMATICS**

*Children learn to:*

- Develop and enhance skills, strategies, knowledge and understanding in the area of number.
- Develop knowledge and understandings in the areas of , measurement, geometry, algebra and statistics
- Develop strategies for varied approaches to problem solving
- Develop confidence in using problem solving processes in real life situations
- Communicate mathematical understandings and ideas through questioning, demonstrating, explaining and recording
- Know, recall and use basic mathematical concepts, language, facts and tables with skill
- Use materials, apparatus and calculators to explore, find and check solutions.

## **SCIENCE**

*Children learn to:*

- Develop scientific knowledge, skills and understandings in the areas of living world, physical world, material world, planet Earth and beyond.
- Understand and use scientific ideas in everyday situations
- Develop and practise skills of doing scientific investigations
- Communicate scientific ideas and procedures with growing knowledge and understanding
- Know and use safe practices for handling science tools and materials
- Develop attitudes of interest and enquiry about science in the world around them.

## **TECHNOLOGY**

*Children learn to:*

- Explore technological processes and understandings in a range of areas, including biotechnology, foods, electronics, materials, information and communication
- Find, design, explore and evaluate practical solutions to everyday needs and problems
- Know about the impact and likely effects of technology on the lives of people - in the past, present and future.
- Develop confidence and a willingness to try new ideas.

## **THE ARTS**

*Children learn to:*

- Enjoy practical experiences and discoveries when making and displaying art.
- Practise skills for making art, using a range of techniques, tools, processes, media and themes
- Express their own ideas and experiences
- Explore, think about and discuss a variety of works made by artists
- Appreciate and value the art works displayed in the school and community
- Enjoy actively participating in musical activities and experiences
- Develop the skills of listening and responding to a range of musical works
- Move to music
- Read and write basic musical signs and notation
- Play music on a tuned and untuned instrument
- Explore through movement, the dance elements of body awareness, space, time, energy and relationships
- Express ideas through dance movements
- Explore elements and techniques of drama using personal experiences and imagination
- Share and respond to drama presentations

## **HEALTH AND PHYSICAL EDUCATION**

*Children learn to*

- Know about and take increasing responsibility for their own health and safety needs.
- Know about community health services and helping agencies
- Know about and follow rules for safe living and keeping safe in the home, school and community
- Build feelings of self-worth and qualities needed for sustaining good relationships with others
- Experience and value the benefits of personal fitness and regular exercise
- Participate in and enjoy a wide range of physical activities
- Develop a range of skills for personal and team activities
- Develop and show attitudes of co-operation, fair play and sportsmanship.

## **SOCIAL STUDIES**

*Children learn to*

- Participate responsibly in society
- Participate in groups.
- Appreciate the contribution of their own culture and heritage.
- Understand why particular places and environments are important to people.
- Investigate how the ideas and actions of people in the past changed the lives of others.
- Examine how and why people manage resources.
- Collect and analyse information; make generalisations and draw conclusions.
- Identify and explain a range of values; and or positions.
- Identify and clarify a social issue and suggest a range of strategies to address the issue.

## **TAHA MAORI**

*Children learn to*

- understand and acknowledge tikanga Maori ( Maori values, attitudes and behaviour)
- grow in their ability to understand and speak Maori
- read and write in Maori where appropriate

## **ICT Goal.**

*Children learn to*

- develop a school-wide empowering culture of learning and excellence
- Building and supporting sound teaching & learning practices
- Engaging students in their learning
- use ICT to enhance the curriculum
  - *These points require rephrasing to reflect the children's perspective.*

## **Delivery of National Curriculum - Policy.**

### Rationale:

The methods by which teaching staff deliver the National Curriculum need to be specified for the Board of Trustees to confidently delegate their obligation to accept the responsibility for meeting New Zealand Curriculum Objectives prescribed by the Minister of Education and meet requirements of all Syllabi prescribed under the Education Act or relevant regulations.

### Purposes:

1. To deliver the National Curriculum to the pupils of Avondale School in accordance with the elements described in the National Curriculum Framework. Identified as:
  1. The Principles
  2. The Essential Learning Areas
  3. The Essential Skills
  4. Attitudes and Values
  5. Assessment

2. To clarify the Management Role of the Principal to the Board of Trustees by writing specific school policies associated with the delivery of the National Curriculum.
3. To specify responsibilities of teaching Staff in the key task of delivering the National Curriculum to the pupils of Avondale School.
4. To foster student achievement by providing quality teaching and learning programmes to meet school, community and NAG 1 goals.

**Broad Guidelines:**

1. The “Avondale Primary School Curriculum Plan”, “Avondale Primary School Charter” and associated School Policies will be maintained as up to date working documents as they are critical in planning for, and the delivery of, the National and School Curriculum.
2. These documents will be regularly referred to in the formulation of teacher’s long and short term planning.
3. A number of School Policies, guidelines and or procedures will be written to detail various aspects of the complex task of Delivering the National Curriculum. These will cover the following areas specifying tasks and responsibilities of teaching Staff:
  - Staff                    Individual Job Descriptions and Performance Agreements  
                                  Appraisal Policy and guidelines & Codes of Conduct
  - Planning                Planning and Preparation policy
  - Curriculum            Equal Educational Opportunities, Assessment, Maori Culture-  
                                  Values & Perspectives, Role Models & Individual Curriculum policies.
  - Resources             Resource Management, Delegation.
  - Evaluation            Assessment and Evaluation, Reporting to Parents

**Conclusion:**

The Delivery of the National Curriculum is a complex task which falls within the Management Role of the Principal. It is not possible to detail this complex task in one School Policy. Supporting guidelines, processes and procedures will be used to give teaching staff sufficient guidance and support to deliver the curriculum.

**POLICY - PLANNING AND PREPARATION**

**RATIONALE:**

Effective teaching in the classroom requires careful teacher planning, preparation and the evaluation of previously determined objectives.

**PURPOSES:**

1. To set and document learning goals and objectives that are achievable, and that enhance the children's learning.
2. Will be based upon the NZ Curriculum Framework and current NZ Curriculum statements.
3. Will make effective use of class time and learning opportunities.
4. Will complete the cycle of plan -prepare - teach - evaluate - new objectives - plan.
5. Will ensure appropriate resources, materials, equipment are organised prior to being needed.
6. Will establish management systems that allow opportunities for cooperative team planning that will enhance the children's learning and provide continuity across the school.
7. Will aid in the meaningful assessment of student's learning.
8. Will reflect government, community and school goals, by giving emphasis to Literacy, numeracy and ICT.

**GUIDELINES:**

Planning and Preparation should:

- Suit the individual's teaching style and reflect the school policy, yet be appropriate and compatible with syndicate and school wide planning models.

- Be sufficiently flexible to respond to each student's learning needs and ensure that the needs of all children are catered for.
- Be ongoing.
- Have a common format across syndicates and be unit based where practical
- Cross-curricular linking will be developed where appropriate.
- Detail specific learning outcomes and contain a minimum of one key learning objective.
- Contain a current, balanced organisational timetable.
- Have both short and long term components - daily and weekly - term by term - and an annual overview where appropriate.
- Develop the eight essential skills through the essential learning areas and in the different contexts across the curriculum.
- Develop positive attitudes and values of the community and society through the school curriculum.
- Be sufficiently detailed to provide evidence that the planning is curriculum balanced; within national, charter and policy guidelines; and across all curriculum areas.
- Contain evidence of the evaluation of the previously set objectives as well as showing planned learning opportunities to met these objectives where this is relevant.
- Linked to assessment and evaluation to:
  - check effectiveness of programmes delivered
  - set new objectives
  - organise future activities and programmes
- Subject to review under the staff appraisal and professional development cycle.

### CONCLUSION:

Efficient planning, preparation and evaluation is necessary for successful teaching and learning and programme review.

## ASSESSMENT & REPORTING POLICY

### RATIONALE:

The primary purpose of school-based assessment is to improve student's learning and the quality of learning programmes. (NZCF page 26)

### PURPOSES:

- To improve learning ( *Assessment - policy to practice - Page 7* )
- To report progress ( *Assessment - policy to practice - Page 7* )
- To provide summative information ( *Assessment - policy to practice - Page 7* )
- To improve programmes ( *Assessment - policy to practice - Page 8* )

### GUIDELINES:

In order to provide a balanced programme, each Board, through the Principal and staff, will be required to: (see NAGs )

- develop and implement teaching and learning programmes:
  - to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
  - giving priority to student achievement in literacy and numeracy, especially in years 1-4;
- 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 1-4;
  - 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 New Zealand curriculum (as expressed in the National Curriculum Statements);
- 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;

- iv) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in iii above;
- v) 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;

Avondale school will . . . report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through 1 (iii) above) including the achievement of Maori students against the plans and targets referred to in I (v) above. (NAG 2.3)

### **Procedures for Assessment & Reporting policy**

Assessment to be built upon the following basic principles: (*Assessment -policy to practice- Pg 8*)

- The best interest and progress of the student should be paramount.
- Where possible, assessment should be an integral part of the learning process.
- Assessment information should be shared with the student at the time of the event or as soon as possible afterwards.
- Assessment should be ongoing, accurate, and as objective as possible.
- Assessment should take many forms, gathering information from several contexts, and using a variety of methods according to the needs of the student and the nature of what is being assessed.
- The forms of assessment should be appropriate for the knowledge, skills, or attitudes being assessed.
- Effective assessment takes into account varied learning styles and cultural expectations especially for those students whose first language is not English.
- The assessment activity should be appropriate to the age and developmental level of the student.
- The assessment activity should have credibility with all those involved in it, and the results should be capable of being communicated clearly.
- The school will use selected assessment data (particularly in literacy and numeracy; to gather comprehensive information about student achievement to:
  - identify specific areas for improvement
  - implement programmes to lift performance and
  - report on progress each year
  - report on progress of Maori and other ethnic groups

Regular two way communication between students and teachers, and parents and teachers is an essential component of the learning process (*Assessment -policy to practice p.37 & 38*)

- Parent-Teacher meetings will be held at the beginning of each year to provide the opportunity for parents to meet with their child's teacher.
- All parents of New Entrant pupils will receive a written record of their child's progress after one month at school.
- A full written report will be sent out at the end of the year for Year 1-6 pupils. Y0 pupils who have been at school for less than half a year may have a written report or an interview as a follow up to the one month report as appropriate.
- All reporting will be based on recorded data.
- Should the Principal/Teacher have concerns about aspects of a child's progress or behaviour they will arrange a conference at school with the parents, to discuss possible courses of action to solve the problem.
- The school will communicate through the school newsletter, Board reports, regular notices and classroom memoranda.
- We will continue to operate a policy whereby the Principal/Teacher is available, usually by prior arrangement, to discuss students' social and academic progress on an informal basis. Formal discussions will be by appointment.

- I.E.Ps are reviewed bi-annually where student progress is reviewed & reported on to parents

### CONCLUSION:

This policy is designed to comply with the National Education Guidelines, and National administration goals in that all appropriate curriculum objectives and essential learning skills will be covered. Selected key objectives will be assessed school wide annually according to the Annual Plan. Curriculum assessment will be formalised school-wide in a given subject area over a four year cycle with emphasis to Literacy and Numeracy.

### **CURRICULUM EFFECTIVENESS REVIEW** *accountability procedure for the curriculum plan*

Each Board of Trustees with the principal and teaching staff under NAG 1, is required to:

- i) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;
- ii) maintain an ongoing programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
- iii) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through 1 (iii) above) including the achievement of Maori students against the plans and targets referred to in 1 (v) above.

Review procedure for school's curriculum delivery, content and assessment. NAG 2 (effective 1/7/01)

The Curriculum Delivery Plan sets out the Board's curriculum objectives. These objectives have been drawn up in co-operation with the principal and staff, and in consultation with the Board. The objectives recognise the national curriculum, and incorporate local expectations. They are written in a form intended to guide the teaching of the curriculum and to help the Board review the school's curriculum performance.

#### 1 PEOPLE WHO WILL TAKE PART IN REVIEWS

Reviews are the responsibility of the Board. However, the principal as senior manager of the school will coordinate the review involving the Board, staff and parents as applicable.

#### 2 THE CRITERIA TO BE USED FOR REVIEWS

Reviews will be referenced against pre-set objectives determined in accordance with criteria set in the schools self- review procedures and guidelines.

#### 3 FREQUENCY OF REVIEWS

The curriculum will be progressively reviewed each year over a four year review cycle.

#### 4 HOW THE REVIEW WILL BE CONDUCTED

Reviews will be based on the day to day practices of the school as experienced by staff and children. The review will be carried out in accordance with the school's guidelines on Self-Review as contained in the "Avondale School Audit and Review - Processes and Procedures" booklet.

The review panel may give opportunities to staff and parents / caregivers to assist with the review where appropriate.

Reviews will be chaired by the team leader (in consultation with the principal). The panel will write a curriculum effectiveness profile, identifying objectives where there are high levels of performance, satisfactory levels of performance, and any areas where it is agreed that action is required to improve performance.

#### 5 REPORTING

The Board will report to the community on the outcome of the Review and any steps it

plans to take as a consequence of the Review through newsletters or at Annual Meetings.