

Curriculum

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Assessment and Recording of Children's Learning Achievement/School Records

PURPOSES

- To support teaching and learning.
- To have up to date information of each child's progress and achievements.
- To ensure manageable and ongoing assessment of pupils to provide a meaningful teaching programme for each pupil.

OBJECTIVES

1. Assessment is on-going and an integral part of the teaching-learning process.
2. Assessments are made against planned objectives for children's learning in each curriculum and strand area.
3. Records on Edge, mark book and any anecdotal evidence are kept up to date, and give an account of each child's performance.
4. Methods of assessment need to be relevant, manageable, time-efficient and concise.
5. Assessment has a positive effect on children, teaching and learning.
6. Assessments reveal individual children's successes and weaknesses in relation to their own achievement capabilities.
7. A range of methods is used, each appropriate to context and purpose (informal observations, interviews, day to day work samples, tests, etc).
8. Own teacher's judgement (OTJ) based on a range of available evidence forms is the basis for gauging each child's achievements and progress.
9. Assessment practices include discussions between teachers, parents and children about learning achievements intentions and priorities.
10. Children are helped to participate in decisions about their own performance, and to develop skills of self-assessment.
11. Parents can request access to assessment records on their own children's progress and achievements.

SCHOOL RECORDS

1. Attendance records will be kept twice daily in all classrooms via Musac Edge.
2. The admission and withdrawal of students will be maintained by the school secretary on Edge.
3. Personal files will be forwarded to new schools of pupils who have transferred. They will contain only relevant up-to-date information.

Curriculum Delivery Policy

The curriculum is: 'Any school activity which enables learning to take place.'

PURPOSE

1. To ensure the learning needs of the children are met.
2. To ensure that all children experience all areas of the curriculum.
3. To plan for consistency throughout the school.

GUIDELINES

1. Curriculum programmes will be outlined in the NZ Curriculum 2009 documents in English, Mathematics and Statistics, Science, Technology, Social Sciences, The Arts, Health and Physical Wellbeing using Inquiry.
2. Teaching methods will be varied, and the children will be involved in individual, group, and class experiences. When the need arises specialisation may be used.
3. Syndicates will plan long term programmes and all units cooperatively. Syndicates will endeavour to find out what the other syndicates are doing. This will be done at team planning meeting.
4. The style or format will be left to the individual teachers.
5. Teachers are expected to have curriculum and administrative responsibilities. These will be negotiated at the beginning of each year.
6. Staff development programmes will be developed based on the internal school review, and the result of teacher appraisal and reflective practice.
7. The teacher will endeavour to meet the individual needs of the children, and the children will learn to their ability.
8. The budget has made provision for supplying curriculum resources as required.

Gifted and Talented Identification Procedure

The purpose of identifying students' gifts and talents is to enable teachers to provide a responsive learning environment which will meet the needs of individuals.

Identification will include:

- Prior knowledge from teachers
- Teacher Assessment – our ID tools
- Standardised tests
- Teacher knowledge and intuition

Identification processes should:

1. **Be inclusive** – following a multi-category approach and include a wider range of giftedness and talent (reference definition)
2. **Be flexible and use a continuous process** to allow for the recognition of gifted and talents which may emerge or be recognisable at any stage of a student's education.
3. **Utilise a cumulative data base** so that identification is on-going and dynamic. Please put identification in special needs register on Classroom Manager and pass on with the end of year information sheet to next teacher. Also there is our written registration blue folder in Jude's office.
4. **Begin early** ie during the first year at school
5. Utilise **information from a variety of sources**, including classroom teacher observation and assessment as well as knowledge gained from other - eg parents, peers, and other teachers. A **multi-method approach** should not depend on just one piece of data but employ a variety of different approaches.
6. Involve **open communication** between parents/caregivers, students, teachers and the principal.
7. Be as **unobtrusive** as possible and a natural part of the student's learning environment.
8. **Be alert to the hidden gifted or under-represented groups.** These may include –minority groups, different ethnic groups and underachievers, those with learning, sensory and physical difficulties, those with social difficulties and those from lower socio-economic groups.

Guidelines

Staff will identify children across the school from an early age using a range of methods. These methods will include:

1. Parent nomination
2. Teacher nomination
3. Peer information
4. Self information
5. Formal data gathering
6. Teacher observation checklists (including underachievers characteristics)
7. Identification from providing stimulating programmes
8. *Methods should take into account the values and cultural diversity of Maori, Pasifika and other groups as well as the specific needs of twice exceptional students.*

A register will be kept of identified students to monitor and track progress. Each student will be classified in one or more of the following categories:

1. Highly gifted, not readily catered for within the class programme
2. Accelerated by a year or more
3. Underachieving
4. Gifted but catered for within the regular class programme

5. Younger students may be monitored for a time before being placed on the register.

Professional Development

Professional development will be provided for teachers whenever necessary or possible, to ensure they have the knowledge and skills to teach students. This may take the form of whole school, syndicate and/or individual teacher development or own interest area.

Classroom Practice

Teachers will provide challenging differentiated practice for all identified students. Students will be consulted about how they like to learn and their interests. Teachers will understand and provide support for the social and emotional development of gifted students. The Holistic child is taken into account.

Coordinators Role

A coordinator will be appointed and develop the school systems. Responsibilities will include working with whole staff, teams and individuals teachers. Report to BOT through management.

Class Placement

Management will consider placement of gifted students. Information will be transferable. Acceleration of students will be considered on an individual basis, through consultation with teacher (both class and the receiving teacher), parents, child and the GATE coordinator.

Resourcing

A budget shall be allocated to provide suitable resources and PD to support teacher's programmes.

Review

Evaluation of programmes will occur on regular basis or when needed.

Homework Procedure

Why do we do homework?

The purpose of homework at Donovan Primary is:

1. To encourage purposeful communication at home and to provide a positive link between home and school that enhances a child's learning
2. To assist children in developing an independent attitude to study routines and the effective use of time management
3. REVIEW: To reinforce knowledge and practise skills previously taught in the classroom
4. FEEDBACK: Encourage parents to acknowledge their child's efforts.

General Homework Expectations

- Homework is usually given throughout the school
- Homework should support what is being taught at school (current work or maintenance on work recently taught) and should NOT be an academic exercise for parents or extended family!
- The level of homework should be appropriate for the child's age and ability
- Teacher directions to the students are clear, concise and at a level that should ensure understanding.
- Homework set will be completed and acknowledged
- It is an expectation that student's complete homework to the best of their ability. If students are having difficulties in one or more of these tasks, then the classroom teacher should be notified as soon as possible

Year 0-2 Homework

- Junior School children will usually have some form of reading. It may be:
 - An instruction book that they have had with the teacher that day
 - A book from their browsing box
 - A book they have read and enjoyed from the library, or the classroom
 - A song
 - A book that is to be shared and read with their parents
 - A poem or rhyme
- Sharing with parents' activities and things that the child has done at school
- Bringing items for the 'Letter of the Week' table or news
- High frequency sight words
- Individual teachers may require children to learn some spelling words at home
- Counting activities
- Oral language, children to come with ideas for news or writing

Year 0-2 Homework should not take more than about 15 minutes per night.

Year 3-4 Homework

- Reading: 15 minutes minimum each night
- Maths: Basic facts practice (3 minutes a week). When student repeats a stage – 1 minute a week to encourage instant recall.
- Spelling 3-4 spelling words to be written in a sentence for each word (3-5 minutes)

- News as required per individual classes (5 minutes)

Year 3-4 Homework should not take more than 25 minutes per night.

Year 5-6 Homework

- Reading: 20 minutes each night
- Maths: Basic facts/tables learning/practice (up to 5 minutes each night)
- Weekly task sheet (up to 45 minutes per week)
- Oral language task/grammar task (up to 15 minutes per week)
- Spelling activity (up to 5 minutes per night)

Year 5-6 homework should take approximately 40 minutes per night

Please remember that all children work at different speeds, work better in different environments and at different times of the day.

Families need to decide how to divide up the tasks for the week around clubs, sports, and family commitments. This will help model good time management skills for our children.

Maori Achievement Policy

PUPROSE

1. To help improve the achievement of our Maori students.
2. To involve the parents/families of our Maori students in identifying and supporting the learning needs of their children.
3. To meet the requirements of National Administrative Guidelines 1 (v) and 2 (iii)

GUIDELINES

1. The school will take responsibility for initiating and maintaining a process of consultation with families and teachers of our Maori students.
2. Consultations will be maintained with families and teachers in Term 1 at Goal Setting Meetings, in Term 2 at family/Teacher Conferences, and at any other time during the school year the families and/or teachers identify a need to meet.
3. During the consultation process families will be encouraged to share their ideas concerning the achievement of their children.
4. As a consequence of the consultations, goals will be set and plans put in place to help improve the achievement of our Maori student's. Goals set will be to meet individual needs and group needs if a trend/pattern appears. Group needs will be included in the school's Strategic Plan and Annual Plan.
5. Goals will be realistic and achievable in terms of the school's resources and the support of the families for their children.
6. The school will keep a written record of consultations. The record will include information on dates, attendance at meetings, family ideas, goals set, and comments on meeting the targets.
7. The school will review and report on the achievement of its Maori students
 - a. Individually to families
 - b. Collectively for any group goals.

Promotion of Children Policy

RATIONALE

To provide a guideline that will ensure that all children attend two full years at Secondary School before they turn fifteen. Those children with identified needs are catered for by teachers, using teaching methods, strategies, and resources, which will cater for these needs.

PURPOSES

1. To clarify promotional policy throughout the school.
2. To ensure that the age range in any one class is only one year with exception of year 3/4 where the age range can be approximately 2 years. To ensure guidelines are met when grouping children according to overall class age.
3. Retention of any child should not occur without regard to:
 - a. Why retention is being employed.
 - b. The child's needs being paramount.
 - c. Future strategies for that child's development.
 - d. Parent consultation.
4. Although there is a need to be flexible, children who have completed one year eight months in the junior school will generally be promoted to Year 3. Parents of those children with birthdays in late April or May will, if there are doubts as to the advisability of promotion, be invited to interviews to discuss promotion. The school will make recommendations but ultimately it will be the parent's decision as to whether the child is promoted. April birthdays need to be considered case by case.

CONCLUSION

All children's needs should be catered for within their age/peer group. That no child is to be retained unless consultation and agreement is reached between:

Teacher
Senior staff
Parents
Related services

That every endeavour is made to cater for the needs of all children within their peer group. Ensuring that all children have success at whatever level they are at, regardless of age. Children who transfer to Donovan Primary will have their year level checked with parent, past school and Enrol.

Reporting to Parents Policy

PURPOSE

To share information with parents about the progress of their children thus enabling more effective forward planning of aims and objectives for individual children.

GUILDELINES

1. One parent interview will be held in the middle of the year – informing parents of the child’s progress, assessing against goals.
2. Two written reports will be issued for each child before the end of the school year. (Copies will be kept). Parents may then request another interview.
3. Areas of concern may need to be addressed outside of the framework outlined above and Parents should feel free to request an interview.

Special Education Policy

Rationale:

In fostering student achievement, the board of Trustees recognises that some students require additional resources to ensure progress is made.

The Board of Trustees further recognises that in the analysis of barriers to learning, certain individual strategies may be required to overcome those barriers. Students have unique academic, social emotional and cultural needs and require an appropriate, responsive learning environment. The Board of Trustees strive for success for all.

Guidelines:

1. The Board of Trustees makes a commitment to provide Special Education assistance, by way of the annual Special Education Grant and targeted funding.
2. The programmes, established and administered by the Principal, SENCO, GATE coordinator and Staff, will be designed to cater for the needs of individual students and will be available to all students within the school. Use of outside agencies/resources may be required.
3. Reading Recovery and RTLit Service as the base resource, will be an integral part of the Special Education remedial reading programme. This will be funded partly by the Ministry of Education and partly by the School.
4. An English for Speakers of Other Languages programme, when required, will also be an integral part of the Special Education within the school. This will be based on the needs of the pupils, and on the recommendation of the Principal and Staff.
5. Our school offers inclusive education where children with special needs can learn alongside and with their peers.

Note: Special Education also includes Gifted and Talented.

Treaty of Waitangi Policy

PURPOSE:

Donovan Primary acknowledges Maori as Tangata Whenua unique to New Zealand. We endeavour for all tamariki to have the opportunity to develop knowledge and understanding of the dual cultural heritage of New Zealand and to understand that they all have a place here as New Zealanders.

GUIDELINES:

1. Teachers and Board of Trustee members will receive training when required.
2. Use will be made of existing language programmes.
3. Recognise that in some cases the needs of Maori children are different, and that extra and special resources and methods may be required.
4. All children will be exposed to Maori values through educational programmes and provision of resources and facilities.
5. Where requested, local Maori language expertise will be hired, funded by the school.
6. Teachers will include Maori perspectives in their daily programmes.
7. Parents of Maori children will be consulted to find out how they want to be consulted and their children's achievement reported.
8. Te Reo will be acknowledged as an official language of New Zealand.
9. All Māori children are identified in class records.

