NAG 1 Curriculum Procedures Index

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1)   **Assessment Procedures**

To ensure all students are provided with the best possible teaching and learning, within positive inclusive learning environments, please follow these guidelines:

- Actively value students' strengths while working towards maximising the potential of each student.

- Regularly and systematically assess student's learning diagnostically, formatively and summatively.

- Regularly analyse assessment information and provide programmes that cater for specifically identified needs.

- Assessment timeframes are fluid according to need, however, enter data into eTAP by the specified time.

- Share Learning Intentions written in learner-speak with the students.

- Develop success criteria with the students where possible and analyse these collaboratively.

- Ensure current practice and assessment for learning tasks for ELLs are used effectively.

- Provide programmes that are manageable for the ELLs yet provide learning progress.

- Ensure all students are motivated and are learning to self-assess and grow towards managing their own learning.

- Each child to create personal goals in reading, writing and mathematics in Term 1, and revise these goals regularly and report back to parents regarding these at the end of Term 2.

- Use a variety of assessment tools ensuring that for ELLs they show what they can do and are not culturally biased.

- Acknowledge differing learning styles and capabilities when developing assessment tasks.

- Include self and peer assessment as appropriate.

- Have a knowledge of school targets set in the School Charter.

- Ensure teachers use a variety of assessment tools/activities and rich assessment information to affirm learning and so provide for next learning.

- Have a knowledge of expected curriculum level attainment and know the implications for English Language Learners.

- Provide an oral report to parents on progress for new Year 0/1 children after 6 to 8 weeks at school; and provide a follow-up oral report to parents after two terms if there is cause for concern.

- Enlist support to provide translation as appropriate for reporting to parents.

- Acknowledge narrative assessment as a valuable record of learners' progress and achievement.

- Maintain regular contact with parents (as appropriate) in relation to both social and academic progress.

- Use ELLP Record of Progress forms to track and monitor ELLs literacy learning and progress and support reporting to parents.

- Use e-Learning tools to capture oral language and ongoing assessment for learning.

Teachers could consider:

- Including students in designing assessment tasks.

- Using group assessment strategies.

2)   **Beginning School Procedures**

To ensure a smooth transition from home, pre-school and former schools where the child feels welcome and secure, please follow these procedures:

- Invite prospective new students and their parents / caregivers to the school prior to the actual date of formal enrolment.

- Set a meeting with the Principal on enrolment.

- Provide the family with the school information booklet.

- Walk the new family around the school and / or meet the class teacher/s.

- Offer up to two visits to the class for new entrants.

- Alert senior managers/ team leaders to the date new children are visiting and/or starting and if there are any special needs to be recognised.

- New entrants may start in the fortnightly intake following their fifth birthday.

- For new entrants who turn 5 during December, it will be recommended that the starting date is deferred to the first day of the following school year.

- Where possible, new English Language Learners will be buddied with another child with the same first language.

- Ensure teachers know a new student is starting in their room and if that child speaks a language other than English at home.

3)   **Treaty of Waitangi**

In order to ensure that the integrity of the Treaty of Waitangi, as the founding document of this nation, provides us with a framework of partnership today and in the future, please follow these procedures: (written under the Articles of the Treaty of Waitangi)

Article 1 – Partnership

- Involve the local Maori community to gain an insight into particular needs and values such as whanaungatanga (family relationship), tiakitanga (taking care of), manaakitanga (respect) and tautoko (support) through consultation, parent involvement and using the Maori community where appropriate.

Article 2 – Protection

- Provide opportunities for students to learn in and about te reo Maori (language) and tikanga Maori (culture).

- Provide programmes and activities that embrace and promote mana whenua (our place and environment), mana atua (our vision, culture, spirit), and mana tangata (our people).

- Provide cultural experiences.

- Participate in Staff development, including te reo Maori (language) and tikanga Maori (culture).

Article 3 - Participation

- Ensure assessment information and analysis, gains a realistic perspective of the achievement of Maori students within the school.

- Implement programmes based on achievement information to allow Maori students to realise their potential and talents.

Reviewed: 27/09/2021, 27/09/2022, 18/09/2023

4)   Curriculum Delivery Procedures

In order to ensure all students receive equitable, high quality curriculum delivery that enables students to achieve their optimal potential, teachers will need to:

- Teach all Essential Learning Areas annually.

- Use the New Zealand Curriculum to plan and implement delivery of the curriculum.

- Use the Royal Oak Primary Pathway Inquiry model when teaching a unit of work with an inquiry approach.

- Use the Key Competencies to underpin planning.

- Use and display quality models and exemplars of work.

- Display learning intentions to promote understanding of the learning process.

- Demonstrate to or co-construct with the children appropriate success criteria.

- Cater for diversity using a variety of current learning and teaching styles and methods.

- Select appropriate assessment procedures, as per Royal Oak Primary assessment schedule, to be used before, during or after teaching as appropriate.

- Acknowledge and foster New Zealand's diverse and unique ethnic and cultural heritage.

- Acknowledge and cater for children's interests, learning needs and strengths.

- Use a variety of resources, including e-Learning tools.

- Ensure curriculum delivery is inclusive.

- Ensure learning environments are conducive to teaching new content and extending children's capacity to learn.

- Integrate and embed information technology into pedagogy.

- Integrate curriculum areas eg Inquiry, Literacy, Te Reo, Environmental Science.

- Include Plenary sessions as part of the teaching cycle.

Where possible teachers could:

- Foster and use parental expertise and support.

- Value and include children's contributions to planning and leading their learning.

- Ensure activities are authentic and purposeful for learners.

- Use community environment to provide learning contexts.

5) Education Outside the Classroom (EOTC) Procedures

In order to ensure all students receive quality EOTC programmes that meet their emotional, physical and educational needs as well as developing the key competencies, please follow these procedures:

- All EOTC programmes will be approved by the Board at the beginning of each year.

- EOTC programmes must have a sound educational link to current class and/or school programmes.

- Teachers are to take all practicable steps to guarantee / procure the safety of students and accompanying adults at all times.

- Required ratios between the number of students and supervising adults are as follows:
    - Involving children in, on or near water 1:4
    - Overnight 1:6
    - All others 1:8

- School grounds are the first resource to be considered for further learning opportunities outside the classroom.

- Use EOTC checklist as a guide when planning

- A Risk Analysis Management (RAM) Plan, to be prepared after a pre-visit, for all education outside the school grounds must be completed by the lead teacher / team leader and signed by the Principal at least a week before any trip occurs and given to the Office Administrator for filing.

- All teachers will familiarise themselves with any RAMs that are provided by outside providers.

- Visits and learning experiences may include outdoor activities, lunchtime activities, topics of interest visits, visitors, cultural visits and class camps.

- All visits and budgets will be approved by the Principal before final arrangements are confirmed and costs will be met by parents (as appropriate).

- All activity leaders who are involved in EOTC will have the relevant experience / qualifications in EOTC.

- EOTC will assist in the development of the Key Competencies, confidence, a sense of adventure, wellbeing, social development and an attitude of responsibility, particularly towards students' own and others' safety.

- Where appropriate, parents, caregivers and other skilled community members will be involved in visits or activities.

Reviewed: 27/09/2021, 27/09/2022, 05/12/2022, 18/09/2023

- The transportation of children in a private vehicle on any school related journey, must be:
  - By signed parental / caregiver consent.
  - By drivers with a full and current NZ drivers licence.
  - In a vehicle with only diagonal seat belts.
  - In a vehicle that displays a current warrant of fitness, and registration and is legally roadworthy.
  - By drivers who have completed a Private Motor Vehicle Disclaimer form.

- Children under 7 years of age must be secured in an approved car seat appropriate for their age and size if travelling by car.

- A provisionally registered teacher may not take children on visits outside school without a registered teacher in attendance or without the Principal's approval.

- A briefing of all adults involved in the activity (as determined by the organising staff member) which may be oral or written, must be carried out before the activity commences.

- Parents assisting outside the classroom in any situation should be given clear guidelines of their responsibilities such as Risk Analysis Management Systems, camp booklets, day activity timetable and instruction sheets.

- If an incident (breach of expectation behaviour guidelines) occurs beyond the school boundaries an Incident Sheet must be completed and a copy provided to the Principal upon return to school. Parents of the children concerned may be notified at the discretion of the Principal.

- Any briefing shall include a statement that the EOTC activity is an alcohol and smoke free activity.

- The nominated medical leader shall be responsible for ensuring the appropriate procedures for the Illness and Injuries to Children, Medical Administration and OSH policies are adhered to.

Reviewed: 27/09/2021, 27/09/2022, 05/12/2022, 18/09/2023

6)   **ESOL Procedures**

To ensure all students who are English Language Learners (ELLs) from all cultures are treated with respect and dignity, please follow these procedures:

- Celebrate/value and know ELLs' language background coupled with their diverse and rich experiences.

- Seek ways to empower our ELLs.

- Ensure social and emotional security for ELLs.

- Provide programmes within the mainstream class that are manageable for the ELLs yet provide learning progress.

- Teach to the diversity of students in our classes

- Promote ELLs' linguistic and academic potential.

- Encourage the home and school use of the first language.

- Ensure a positive buddy support system is in place to nurture newly enrolled students.

- Use an interpreter where possible to facilitate a positive transition.

- Build inclusive classroom/learning environments.

- Value the support available to ELLs when working in small groups with the ESOL teacher.

- Ensure Learning Support Staff designated to individual and small groups of students are used effectively and for that purpose.

- Liaise on a regular basis with the ESOL teacher.

- Where possible observe ELLs from your class working with the ESOL teacher.

- Maintain regular contact with parents (as appropriate) sharing the ELLs strengths in relation to both social and academic progress.

- Use assessments that show capability that are a fair assessment tool (not culturally biased).

- Use ELLP Record of Progress forms to both track and monitor ELLs' literacy learning and progress.

Reviewed: 27/09/2021, 27/09/2022, 18/09/2023

- Use ELLP Record of Progress forms to report to parents whose learning is 'progressing towards' the expected curriculum level.

Reviewed: 27/09/2021, 27/09/2022, 18/09/2023

7)   **Gifted and Talented Procedure**

To recognise, support and provide opportunities for children who are potentially gifted and talented in the areas of physical, emotional, social or intellectual development, please follow these procedures.

- Acknowledge children with the potential to exhibit superior performance in any curriculum area as having either giftedness and / or talent, and record appropriate documentation in the extension register.

- Access the latest research / pedagogy and available resources to assist in catering for the needs of gifted and talented children.

- Ensure classroom programmes are differentiated to cater for the needs of gifted and talented children.

- Maintain appropriate communication with the child /children's family.

- Allow parents the opportunity to contribute to the child's educational development through dual enrolment with other institutions that cater for their giftedness and talents.

- Support the transition of children taking part in One Day Schools (or similar).

Reviewed: 27/09/2021, 27/09/2022, 18/09/2023

8)   **Home Learning Procedures**

In order to ensure all students are provided with home learning that is relevant to their individual needs, please:

- Set home learning that provides maintenance of current learning and that is focussed on individual needs.

Royal Acorns children may be provided with 10 to 15 minutes home learning each night, which will comprise school readers and individual spelling (as appropriate).

Royal Oaks children may be provided with up to 40 minutes each night of Home Learning tasks. Either book based or an online learning platform.

Teachers should consider:

- Developing procedures that monitor home learning with as little disruption as possible to class time.

Teachers are not required to provide additional home learning for children who are on holiday either during term time or during the normal holiday periods. Instead teachers could recommend journals, emails, online work, regular reading etc. as appropriate.

Reviewed: 27/09/2021, 27/09/2022, 18/09/2023

9) Implementing Improvement / Programme Evaluation Procedures

In order to ensure all students are provided with the best possible learning conditions teachers need to frequently and rigorously reflect on their teaching practice. Please follow these procedures:

- Evaluate planned programmes during each term as Collaborative Teams.

- Ensure that evaluation provides rigorous information about how programmes could be strengthened for Collaborative Teams and as part of the ongoing Curriculum Review.

- Provide evidence that programme strengthening, identified in evaluation, is implemented into future planning.

- Participate in opportunities for Professional Development actively and with an open mind to programme improvement.

- Take an active and open minded approach to appraisal and collaborative collegial feed back.

- Work positively and co-operatively with collaborative teams when improvements to practice are identified or strategies are used to develop team mentoring.

- Regularly reflect an individual students' needs through thorough observations, assessment analysis and knowledge of family.

- Provide professional and constructive feedback to school development surveys and discussions.

- Keep up-to-date with current research and Ministry of Education requirements regarding reflective practice.

- Include student voice in informal programme evaluation.

- Seek advice and guidance from colleagues to improve practice.

Reviewed: 27/09/2021, 27/09/2022, 18/09/2023

10)   **Student Responsibility Procedures**

In order to ensure all students are provided with opportunities for leadership and take active responsibility for the corporate life of the school, please follow these procedures:

- Provide opportunities within all classrooms for all children to be involved in monitor and leadership duties as often as possible.

- Encourage buddy relationships to support all children new to the school.

- Use students as messengers between home and school as appropriate ie: conveying information about school events, passing on progress information etc.

- Develop school-wide leadership opportunities for children that support the day-to-day management of the school, ie librarians, road patrols, inside break monitors, whanau leaders, enviro leaders, positive play pals/ leaders etc.

- Develop a culture of senior responsibility in the Oaks Team Y4-6

- Include students in setting future goals to support their own learning needs

- Involve students in student-led conferences (Y3-6) and included in 3-way conferences during terms 1 and 3.

- Involve students in reporting to the community.

- Provide opportunities to celebrate acts of leadership.

- Involve students in decisions affecting their classrooms/ class culture — e.g. classroom setup

- Involve students in discussions regarding their learning/ own topics of interest.

- Include students in leadership of school assemblies, communication with adults, working with younger children etc.

Reviewed: 27/09/2021, 27/09/2022, 18/09/2023

11)   **Planning Procedures**

In order to ensure all students receive high quality teaching and learning programmes that are focussed on raising student achievement and that facilitate high standards of student outcomes, teachers will need to:

- Use the New Zealand Curriculum
- Use the ROPS Curriculum document
- Cater for the diverse needs of their students.
- Use school or similar suitable planning formats for all essential learning areas. These will need to include:
  1. Big ideas
  2. Key competencies
  3. Achievement objectives
  4. Teaching resources
  5. Learning intentions
  6. Success criteria
  7. Teaching and learning sequence or experiences and assessment procedures/tasks
  8. Grouping as appropriate, with target children identified
  9. Use of e-Learning, bicultural perspective, catering for Special Needs, Gifted and Talented and ELLs.
  10. Ongoing evaluations that are reflective and identify future needs
  11. Comments on specific children as necessary
  12. Reflections based on the school self-review cycle.
- Record a short term plan in a weekly/daily planning folder/or computer based format as part of the Collaborative Team Plan. This should include:
  1. Specific teaching and learning intentions, learning experiences and success criteria (class, group or individual as appropriate) or reference to them in the longer term plan
  2. Groupings with associated teaching and learning experiences
  3. Resources used including e-Learning tools
  4. Assessment tasks as appropriate
  5. Collaborative Team anecdotal recordings.

- Have all planning in a shared document for your Team Leader.
- Maintain an up-to-date Planning.
- Take an active role in team/collaborative planning
- Work with team leaders to complete year and term overviews. The overviews will include all relevant essential learning areas, assessment and the key competencies.
- Ensure planning is clearly documented and easily accessible so a relief teacher could easily follow it
- Provide detailed planning when you have knowledge of upcoming leave.

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Reviewed: 27/09/2021, 27/09/2022, 18/09/2023

- Work on a collaborative basis in teams.
- Align achievement objectives, e-Learning pedagogy, key competencies, learning experiences and assessment.
- Include student agency in Inquiry, planning and research ideas.

Teachers are not expected to plan for individual children who are on holiday, either during the term time or during school holiday periods. Teachers may, however, talk with parents and encourage additional reading, holiday journals, emails to school etc. if appropriate.

Reviewed: 27/09/2021, 27/09/2022, 18/09/2023

12) **Special Learning/Behavioural Needs Procedures**

To ensure children with special educational learning needs are identified and responded to with appropriate support the following procedures should be followed:

- Teacher/s identifies/ a learner of concern. Collects data through observations, previous records and current results

- Teacher/s adapts curriculum /classroom environment/behaviour management and implements strategies to support/ accommodate individual's need(s). Trial for nominated timeframe.

- Discuss the learner of concern with Management Leader.

- Revised strategies/ideas, curriculum adaptations trialled for nominated timeframe

- Parents may be invited to a meeting to share concerns. Establish open and continuing communication with the child's family / caregivers

- If the learner's learning and behaviour is still of concern teacher(s)
  ◦ Discuss with relevant Senior Manager / and SENCO
  ◦ Intervention discussed and actioned with support/by Senior Manager /and SENCO
  ◦ Submit ROPS Learning/Behaviour Support Referral form to SENCO for action

- ROPS Learning/Behavioural form is received/ actioned by SENCO who may gather additional data /sets up individual file.
  ◦ Meeting set up with teachers, parent(s), support staff, SENCO to formulate plan
  ◦ Referral to appropriate agency with parental consent may be actioned by SENCO
  ◦ Parent may action referral to appropriate professional agency
  ◦ Child recorded on Special Learning/Behavioural Needs Register
  ◦ May complete an IEP or Action plan. All stakeholders to be kept informed

- Ongoing review. Strategies/intervention/programmes modified based on the needs of the learner.

- Official documentation read and then where possible and within financial constraints acted upon. Additional funding may be sort.

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13) **Reporting to the Board of Trustees Procedures**

In order to ensure the Board of Trustees fulfils its requirement to govern the school and monitor student achievement, please follow the following procedure:

- The Board will be provided with and informed of documents online at least 48 hours before each meeting.

- The Board pack will include:
  - An agenda
  - Minutes of the previous meeting
  - The Principals' report
  - Curriculum reports
  - A Financial report
  - Relevant incoming and/or outgoing correspondence.

- The Principal will set (in discussion with the Board) an annual schedule for reporting achievement.

- The Principal will delegate the writing of reports, as appropriate, to school leaders with responsibility for specific curriculum areas.

- Delegated reports will be ready for editing by the Principal at least a week before the Board meeting.

- Curriculum achievement reporting will be based on aggregated data from the school assessment schedule and will include:
  - Current data based on year groups, Maori and Pacific achievement and gender
  - Analysis of the data
  - Recommendations
  - Separate Maori achievement.
  - Separate Pacific achievement.

- The Principal will set (in discussion with the Board) an annual schedule for policy and procedure review.

- The Principal will lead the policy and procedure review, make recommendations to the Board and seek ratification of policy as the schedule cycle is completed.

- The Principal will set (in discussion with the Board) an annual schedule for Board meeting focus areas.

- As part of their corporate responsibility, staff with responsibility for reporting to the Board will attend the relevant meeting and take part in the verbal presentation of the written report.

Reviewed: 27/09/2021, 27/09/2022, 18/09/2023

14)   **Responsible Use of Technology Procedures**

In order to ensure technological devices and the Internet are used in a responsible manner, please follow these procedures:

- Systems are in place to ensure that children's use of technology are managed appropriately– e.g. using teacher created links to go directly to recommended sites and information.

- Children should have equitable access to school owned class computers/iPads.

- Children should be taught how to deal with/what to do when inappropriate or objectionable material shows up.

- N4L's Managed Network Connection web filtering and firewall service is used to reduce the possibility of inappropriate websites being displayed or accessed.

- Concerns identified from internal checks on school Internet use should be referred to the Principal and followed through appropriately.

- E-Learning tools should be used as an integral part of teaching and learning programmes.

- All e-Learning hardware should be stored out of sight in a lockable cupboard when not in use, this includes whenever the room is unattended.

- Cyber safety and digital citizenship should be planned for and part of the class programme.

- Care must be taken by all to ensure e-Learning hardware is kept safe, well looked after and appropriate people are notified of any damage as soon as possible.

15)   **Formal School Gatherings Procedures**
School Powhiri / School Assembly

To ensure students are provided with a formal setting in which to share and celebrate as a whole school the following procedures should be followed:

- School Assemblies are held two or three times a term on a Friday afternoon in the School Hall and led by a host class (see school calendar).

- School Powhiri are held at the commencement of each school term to welcome new staff (see school calendar). Selected students, with the support of Kapa Pasifika, the School Kaumatua, and the Te Reo Teacher lead the Powhiri. The School Powhiri is held outside the School Admin Building with the Full School in attendance. Weather dependent in Terms 2 and 3 it may take place in the School Hall with Y3-6 in attendance.

- Model Respect - positive listening manners and silence shown by all students and staff.

- Discuss with students, in advance, the purpose of School Assembly/ School Powhiri. Teach and practise the expected behaviour for each of the gatherings.

- Follow the lining up procedure for entering and exiting the School Hall and the Outside Area by the School Admin Building.

SCHOOL ASSEMBLIES

- Embrace a climate of respectful fun

- Adhere as closely as possible to time limit of 30 minutes

- Ensure host class/es' students are well organised

- Provide a name in the "Student of Note" online folder (located in One Drive) early in the week of the assembly so a certificate can be completed

- At 1:45pm after the afternoon register is called, walk students in each class to the School Hall focussing on silence

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- Line students up outside then walk in appropriate door to allocated seating area, noted on the hall wall. Sit down silently, remain silent and face the stage.

- Host class/es announcers begin the School Assembly gathering

- Golden Ticket recipients, when announced by the Principal, will stand up - school students will clap in acknowledgement

- When Students of Note is announced, recipients will move to the front of the hall – Oaks through closest door to front side doors and wait while the Principal reads out recipients for certificates

- Students will stand silently for the singing of National Anthem as a sign of respect

- At the conclusion of School Assembly students will leave the hall quietly, class by class

- Students walk back to class silently in class lines

SCHOOL POWHIRI

- Embrace a climate of total silence with eyes lowered as a sign of respect

- Seating for Tangata Whenua and Manuhiri organised in advance

- Welcome begins at the School Main Entrance.
  Manuhiri (new teachers, visitors) wait outside front gate
  Culture Club in haka powhiri position
  Tangata Whenua in seated position, once prompted stand *silently* to await the Karanga calls

For all School Powhiris follow the school protocol guidelines which are distributed prior to each formal gathering

Once selected tangata whenua have retired to the staffroom all remaining gathered participants exit off to classrooms, moving silently showing respect.

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