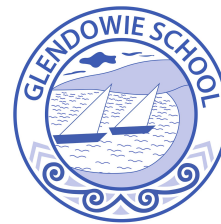


Policy Glendowie School



CURRICULUM DELIVERY POLICY

RATIONALE

To ensure our teaching and learning programmes meet the requirements of the Education Act and any subsequent Gazetted documents and PYP requirements. (This is inclusive of government policies and priorities and other legal requirements).

To ensure that every student at the school is able to attain his or her highest possible standard in Educational achievement

DELEGATIONS

As the professional leader of the school, the principal is responsible for fostering quality teaching and learning outcomes.

PURPOSE

National Curriculum

- To meet the National Education Guidelines NEGs. (These included: National Education Goals, Foundation Curriculum Policy Statements, National Curriculum Statements and NAGS) and National Education Priorities through the implementation of the NZ curriculum and the Primary Years Programme. (PYP)
- To gather information that is sufficiently comprehensive to enable evaluation of student programs and achievement.
- To develop and implement teaching and learning strategies to address the needs of the children and aspects of the curriculum as shown in NAG 1(iii)
- To develop and make known the plan and targets for improving student achievement including Maori student achievement and to consult with the Maori community about their objectives.
- To ensure that as an “inclusive school” all our learners including those with special needs will come to school (attend), enjoy school, (engage) participate and achieve.

Local Curriculum

- To implement the National NZ curriculum through a local curriculum which is the PYP programme because Glendowie Primary is an authorised IB World School.
- To recognize that the Montessori classes teach the PYP and the Montessori curriculum as their local curriculum.

GUIDELINES

- The school will prioritise literacy and numeracy in order to meet the expectations of the community.
- The NZ curriculum will be delivered through the PYP programme.
- The local curriculum, will be developed so it is relevant to student’s needs and interests.
- The NZ curriculum learning areas (pg 16 NZC) will form the basis for the development of the learning programme. The strands and achievement objectives in the learning areas will be taught from Year 1-8.
- The Board will provide adequate resources to ensure that the school programmes are well resourced.

- Long term plans will include integrated Units of Inquiry, Mathematics, English, Health & PE and some stand-alone units as required.
- Learning and teaching programmes will be designed to meet the needs of the individual learners and groups of children.
- Student progress will be monitored to assess individual student's learning. Assessment will be carried out in accordance with our assessment policy.
- Progress of children's achievement will be monitored and reported on, in a variety of ways to students, parents, caregivers and the BOT, in accordance with our reporting policy.
- The Principal will inform the board of any significant changes in staffing, programmes, plans or processes that are under consideration.
- The NZ achievement objectives and the curriculum levels will be our scope and sequence document.
- The values, principles and key competencies of the NZ curriculum are taught and linked through the PYP Learner Profile, attitudes and transdisciplinary skills.
- The school will prioritize learning for our "Priority Learners" who are all students working BELOW or and WELL BELOW the NZ curriculum levels . This includes Maori children, Pacifica students, and students who are ESOL.
- There is a focus on the national priority groups of Māori, Pasifika and students with special learning needs in school planning and reporting
- The school charter and strategic plan together with the review of the annual plan identifies the learning expectations and outcomes for the priority learners
- Our annual plan and annual curriculum goals identify the actions that will be taken each year for our priority learners in terms of accelerated progress, progress and achievement.
- Each year our annual plan, our annual curriculum goals and our data of our students performance in relation to the NZ curriculum is reviewed.
- Each year the Board will set targets for achievement for our priority students
- Regular reviews of our priority learners will include monitoring their attendance, their engagement, their physical and emotional well-being, their progress and achievement.
- Each year the BOT will review the ways it spends its SEG Grant (Special Education Grant) together with additional budgeting support, in order to meet the needs of our priority learners and the students on our special needs register.
- The school will have a special needs register in accordance with our special needs definition and in relation to priority learners (see Children Identified as Priority Learners and Special Needs Procedure)
- The BOT and management will continue to review the success of our initiatives and programmes to meet the needs of our special needs students.
- The BOT will continue to report to the community, through the school's Annual Report, the area of variance between the school's performance and the relevant aims, objectives, directions, priorities, and targets set out in the school annual plan
- The BOT will continue to review its professional development plans in order to ensure that teachers have continuous support in literacy and numeracy in order to prioritise our special needs children in making progress and achievement in relation to the NZ curriculum expectations
- The BOT will review community feedback in relation to our school mission, vision, values and goals stated in our school charter.

PYP Curriculum Delivery

- The PYP is closely linked to the NZ curriculum. It is the framework for learning, including all Learning Areas of the NZ curriculum and the values principles and key competencies.

- The attributes that we develop in our children through their learning programmes, are those that are embedded in the learner profile. The learner profile is central to what it means to be internationally minded and directs the school focus for learning.
- The curriculum is structured around important concepts or big ideas. This is reflected in the transdisciplinary units of inquiry at each year level.
- The inquiry model is the vehicle of learning. Key concepts are inquired into, through broad open ended questions.
- The PYP curriculum has three pillars of the curriculum which guide our programmes:
 - o The Learner
 - o The Learning community
 - o Learning and Teaching
- The school will review regularly what is being taught, assessed and covered within each curriculum area of NZ curriculum.
- The school recognizes that there are some components of the NZ curriculum which do not authentically integrate into the UOI and are taught as stand alone units, as identified on the Year Level Overviews. e.g. intermediate technology.

LEGISLATIVE COMPLIANCE

[Education Act 1989](#)

[New Zealand Curriculum/Te Marautanga o Aotearoa](#)

*National Education and Learning Priorities (from 2019)

REFERENCES

Evaluation and Assessment Policy

Making the PYP Happen

PYP: Standards, Principles and Practices

School Charter

Annual Curriculum Goals

Approved : Board of Trustees Meeting 2008

Signature of Chairperson



Reviewed 26th March 2019