

Thornton School - Curriculum Delivery

PURPOSE

1. To support the New Zealand Curriculum document (NZC), National Administration Guidelines, key competencies and the Thornton School curriculum statements.
2. To ensure the students at Thornton School receive relevant, high quality teaching and learning.
3. To give a clear direction for learning and teaching across the school.

GUIDELINES

CURRICULUM

- The school acknowledges the principles of the Treaty of Waitangi by providing opportunities to acquire knowledge of te reo Maori me ona tikanga
- Curriculum delivery at Thornton School will reflect the pedagogy of the Assessment for Learning and teacher inquiry professional development undertaken by the school staff
- We will give priority to literacy and numeracy, but savour opportunities in the other learning areas. Integration of curriculum areas is encouraged. As well as learning Te Reo, children in Years 4-8 will have the opportunity to learn Japanese.
- The Thornton curriculum we deliver to students will be child centred and reflect the community's needs as well as the requirements of the National Curriculum statements
- Our curriculum will focus on student abilities, their needs, and interests. The programme will be differentiated to cater for the different needs of, for example, special needs children and children in the Reading Recovery programmes
- We will support students to learn about themselves as learners, and help them to become increasingly responsible for their own goal setting and learning
- The Thornton School curriculum will provide direction for learning in our school strategic plan, including statements relating to the school vision, values, key competencies, achievement objectives and principles. Assessment documents within the Thornton School Curriculum will outline the assessment timelines and tools we use progress information with students and families
- The teaching and learning programmes will be supported by high quality targeted professional development opportunities that reflect the school's long term strategic goals
- The school's EOTC (Education Outside the Classroom) programme will actively support the NZC

- The school will consult the community on the delivery of the Health Curriculum biennially as required by the Education Standards Act 2001. and prioritise regular quality physical activity (Sports co-ordinator position)

PLANNING

- The school library collection will provide up to date resources and encourage independent learning and reading to support life-long learning
- Teachers planning will reflect the needs of groups of learners established by the teacher inquiry cycle and include the inquiry cycle
- We will provide students with engaging and relevant learning programmes which will motivate them to continue learning throughout life
- Classrooms will allow for a variety of learning styles particularly when new topics are introduced
- Teachers will provide homework that supports the current classroom learning programme
- Students should work independently for at least part of the day
- We celebrate the cultural diversity of our school community and value the history and traditions of the school
- The school will provide appropriate career education and a specialised technology education programme for Year 7 and 8 students
- Children with special needs will have an Individual Education Plan [IEPs]. These will be in line with their identified and physical needs. Children who have limited English will receive support from the RTLB following an assessment of needs
- Planning will reflect the community developed values as outlined in the school charter

DELIVERY

- Whole class teaching will be kept to a minimum and time on the mat (20 minutes) monitored so that it is not too demanding for students. Teachers will work with small groups or individuals to maximise learning. Effective teachers roam and provide support/feedback making formative assessment judgments as they go
- Effective curriculum delivery to promote learning
 - is underpinned by the belief that learning can happen anywhere and by anyone
 - enhances students motivation to learn
 - takes place within a community of learners involving interactions between learners and teachers, parents, school leaders and the Board of Trustees
 - involves students, teachers, parents in analysing, reviewing, reflecting, and using assessment information to improve teaching and learning
 - provides feedback to students about their next steps to progress their learning

ASSESSMENT AND REPORTING

The school assessment programme is on-going. The school will aggregate progress data and prioritise individuals and groups of children (e.g., Maori, Pasifika, gender) for further support and allocate resources accordingly (analysis of variance) On the basis of good quality assessment information the school will identify students.

1. Who are not achieving,
 2. Who are at risk of not achieving,
 3. Who have special needs (including gifted and talented students) and,
 4. Any aspects of the curriculum that require particular attention.
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- An assessment moderation reporting schedule will be developed annually
 - Reporting to parents is through:
 - Year 1 – 3 a written and parent interview on the child's 6th, 7th, 8th birthday
 - Year 4 -6 – one verbal and two written reports annually

New Zealand Curriculum (NZC) These curriculums are * Mathematics * English * Science * Social Sciences * Arts * Health and Physical Education * Technology Education * Learning Languages