

## CURRICULUM DELIVERY POLICY

### PURPOSE:

To foster student achievement.

### GUIDELINES:

1. Implement the National Curriculum Statements which define the learning philosophies, principles, aims, values, attitudes and achievement objectives together with the Essential Learning Skills.
2. Identify prioritized curriculum objectives as outlined in Programme Weighting and focus on skills and knowledge identified.
3. Consult implementation plans and curriculum overviews that have been developed for each curriculum area. Supporting curriculum folders contain ideas and information that you may choose to use.
4. Develop a variety of learning/teaching styles and strategies that are appropriate to the needs of the students.
5. Monitor/record student progress against National Achievement Objectives using a variety of planned assessment procedures, which are integrated into the teaching/learning programmes.
6. Foster development of the knowledge, understanding, skills and attitudes that will empower students to take increased responsibility for their own learning.
7. Build on students' previous learning experiences and prepare them for future learning.
8. Identify barriers to learning for students and implement strategies to address these.
9. Provide programmes that will be gender inclusive, non-racist and non-discriminatory to provide equal opportunities for all groups of learners.
10. Respect and draw upon the significant features of our diverse ethnic and cultural New Zealand heritage.
11. Develop curriculum plans for the Essential Learning areas and maintain these through self-review. Provide ongoing teacher development and resources to enhance successful curriculum delivery.
12. Recognise Parents as Educators.
13. Demonstrate core practice that reflects the vision and aims of Otumoetai Intermediate School.
14. Consistently demonstrate high expectation of students in all areas of school life.

**To be read in conjunction with requirements, guidelines etc in the Red File:**

- Delivery of a balanced curriculum
- Guidelines for Implementing Curriculum Delivery
- Implementation Plans
- Book consistency
- Guidelines for colours, standards and citizenship.
- Homework Policy
- Core Practice
- Best Practice
- Planning Policy
- Collaborative Learning
- Book Consistency

## **BEST PRACTICE**

To support our staff vision and school philosophy of excellence and student/teacher partnership we will endeavour to provide the best possible programmes for students. Consistency in approach throughout the school is a key aspect in ensuring this happens.

Guidelines are:

- Rights and Responsibilities should be collaboratively agreed upon at the beginning of the school year and displayed in the classroom. Consequences will be mutually agreed upon and referred to when students behave inappropriately. This includes behaviour outside the classroom.
- Reading, Writing and Oral language will be daily requirements with specific purposes for teaching outlined in planning. Every student should have specific purposes for reading and writing daily. Reading and Writing should cover all genre stated in the appropriate overviews and should be planned accordingly in overviews.
- Mathematics and English will form the major time component (refer implementation plan).
- Classrooms should allow for a variety of learning styles. Low level working volume is expected in all rooms to allow for this.
- Whole class teaching will be kept to a minimum and time on the mat monitored so that it is not too demanding for students. Teaching should lean towards working with small groups or individuals wherever possible. Effective teachers roam and mark making formative assessment judgements as they go and giving constructive feedback. This is also an effective way of monitoring bookwork rather than marking at home.
- Students should be working independently on activities for part of every day. This allows staff to work alongside a group or individual for specific planned purpose.
- All activities should be meaningful (relate to the required curriculum) purposeful, (students should be clear as to what they are doing and why) and manageable (teachers shouldn't be planning for hours that which takes 10 minutes to deliver). Every session with students should have the purpose clearly set before beginning.
- Effective learning occurs when the learner is told what they are about to learn at the start of a session or a unit begins - the new skills they'll learn, the old skills they'll practice, the knowledge and attitudes targeted.
- Teachers need to take time out regularly, step back and reflect on the dynamics of the class. Planning needs to allow this to happen.