



WALTON SCHOOL

NATIONAL ADMINISTRATION GUIDELINE #1

CURRICULUM

NAG #1 Curriculum

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes, which incorporate the New Zealand Curriculum (essential learning areas, key competencies and attitudes and values) as expressed in National Curriculum Statements.

Each Board, through the principal and staff, is required to:

(i) Develop and implement teaching and learning programmes:

- (a) To provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
- (b) Giving priority to student achievement in literacy and numeracy, especially in years 1-4;
- (c) Giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6;

(ii) Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

- (a) Student achievement in literacy and numeracy, especially in years 1-4; and then to:
- (b) Breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand curriculum (as expressed in the National Curriculum Statements);

(iii) On the basis of good quality assessment information, identify students and groups of students;

- (a) Who are not achieving;
- (b) Who are at risk of not achieving;
- (c) Who have special learning needs;
- (d) Aspects of the curriculum which require particular attention;

(iv) Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (iii) above;

(v) In consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;



WALTON SCHOOL

Walton School will meet the requirements of National Administration Guideline 1 through the implementation of policies, procedures and supporting documents as listed below:

Policies

- Curriculum Delivery
- Assessment and Evaluation
- Maori Achievement

Supporting Statements and Procedures

- Gifted and Talented Education
- Homework
- Children with Special Education Needs

Supporting Documents

- [AsTTle Writing Assessment Schedule](#)
- [AsTTle Maths Assessment Schedule](#)
- [AsTTle Reading Assessment Schedule](#)
- [Walton School Assessment Schedule Overview](#)

The key tasks for the curriculum portfolio are:

- To ensure the Board receives regular reports
- To implement NAG 1 policies, procedures and maintain supporting documentation
- To budget for and support the staff development and curriculum development programmes
- To prepare and implement annual plans with reference to meeting the learning needs of all students
- To ensure that achievement goals within the charter are funded and implemented
- To have a range of assessment practices in place to enable progress and achievement of all students to be evaluated
- To target the improvement of Maori students achieving success as Maori
- To implement curriculum review when and where appropriate that will potentially lead to greater student outcomes



WALTON SCHOOL

Policy: CURRICULUM DELIVERY

Rationale

Quality learning and teaching is recognised as the prime purpose of Walton School. To work towards this goal the Board of Trustees, community, Principal and staff will ensure:

- The needs of individual students are at the centre of all teaching, learning and assessing.
- Students are guided and supported to acquire knowledge, skills and understanding of the national curriculum with special emphasis on the school's beliefs and values.
- The curriculum is delivered in accordance with the [National Education Guidelines](#) (National Education Goals, National Administration Guidelines and the National Curriculum Statements).

Guidelines

The school will:

- Implement the [National Curriculum](#) statements, which define the learning philosophies, principles, aims and achievement objectives together with the values and key competencies.
- Develop a variety of learning / teaching strategies which are appropriate to the needs of the students.
- Monitor and record student progress against National Standards / achievement objectives and school progressions, using a variety of assessment procedures.
- Identify barriers to learning for students and implement strategies to address these.
- Provide equal educational opportunities for all groups of learners.
- Recognise the significance of the Treaty of Waitangi.
- Recognise parents as educators.
- Maintain a programme of self-review in essential learning areas.
- Provide a well-balanced [school-based curriculum](#) which can engage all learners.

The Board of Trustees will support programmes by providing any or all of the following as required:

- Well trained staff
- Continuing professional development that strengthens teacher pedagogy and is specific to our school contexts
- Teacher aide support to support better student outcomes
- Encouraging parental involvement and community engagement
- Purchasing materials and resources as appropriate

Chairperson B. J. J. J. Date: 11 / 10 / 2016

Principal J. J. J. Date: 21 / 09 / 2016

Next review date: *March 2018*



WALTON SCHOOL

Policy: ASSESSMENT & EVALUATION

Rationale

- To improve the quality of student learning outcomes
- To improve the quality of teaching and learning programmes
- To provide a base for future planning
- To assist with the provision of relevant information for students and parents
- To assist with the process of self review for students, teachers and the school
- To guide the allocation of resources

Guidelines

- Planning for assessment will occur as an integral part of the teaching / learning programme.
- Assessment practices will reflect a range of procedures to meet the differing purposes of assessment and will consider the skills, knowledge and attitudes outlined in the National Curriculum.
- Subsequent curriculum planning will reflect the needs and strengths highlighted during assessment opportunities.
- Individual student's achievement will be recorded cumulatively.
- Individual student achievement will be reported to parents at four key points during the year through two written reports and two Student Led Conferences.
- Teacher moderation will occur to ensure accuracy of teacher OTJ in relation to National Standards.
- Individual student achievement will be aggregated to give an overview of school achievement and to identify barriers to achievement for groups of students. This may be whole school or target group data.
- Students will be actively involved in the assessment and evaluation process, including the sharing of such information with parents / caregivers.
- Formative Assessment practices will be a key element for guiding teaching and empowering students with their learning.

Classroom Assessment and Evaluation

- The assessment schedule will dictate when information will be collected for assessment purposes.
- Assessment information on individual students will be recorded in their individual portfolios and on etap.

Chairperson BG Fryer Date: 11 / 10 / 2016

Principal [Signature] Date: 21 / 09 / 16

Next review date: *March 2018*



WALTON SCHOOL

Policy: MAORI ACHIEVEMENT

Rationale

- To involve the Maori community/whanau in identifying the needs of their students to ensure Maori students are achieving success as Maori.
- To monitor and improve the achievement of Maori students by fostering a strong sense of identity, language, and culture.
- To reflect Maori perspectives/needs within the school, the curriculum and teaching practices.
- To display consideration and respect for the Treaty of Waitangi and implications for taking a specific focus on provision for Maori.
- To ensure a Maori potential approach is implemented at Walton School by all stakeholders.

Guidelines

- The school takes responsibility for initiating and maintaining a process of consultation with whanau/parents of Maori students to help identify important learning needs of our Maori students.
- The school will take responsibility for clearly communicating the need for involvement, interest and support of parents/whanau in the education of their children.
- A range of methods will be attempted to gain consultation with whanau and will involve approaches such as; face to face, newsletters, surveys, phone calls, email, Facebook, Seesaw eportfolios etc.
- Following consultation, plans will be developed which set out targets for improving the achievement of Maori students. Targets will be realistic and achievable in terms of the school's resources and the support of parents/whanau of Maori students.
- The school will use key documentation (Ka Hikitia/Tau Mai Te Reo/Ta Taiako) to strategically evaluate, plan, and guide future initiatives and learning.
- The school takes responsibility for developing and strengthening the relationships between teachers, students, whanau/parents through W.A.M.M (Whanaungatanga, Ako, Manaakitanga, & Mahi Tahi)



Chairperson B. J. Fensholt Date: 11 / 10 / 2016

Principal J. Dunlop Date: 21 / 09 / 16

Next review date: March 2018



WALTON SCHOOL

CURRICULUM PROCEDURES



WALTON SCHOOL

Procedure: GIFTED & TALENTED EDUCATION

Rationale

- The school recognises that there are students with special abilities intellectually, physically, socially and culturally, and will provide programmes to meet their needs.
- The school will identify and when possible provide appropriate programmes for gifted and talented students.

Guidelines

- A range of identification procedures will be used including teacher, parent/caregiver, standardised test results, classroom assessment tasks. Assessment will be ongoing throughout the year.
- Children with special talents may be given the opportunity to participate in extension groups/opportunities, within their classroom programme, that cater for their specific needs.
- Teacher strengths and other adults will be used to enhance the quality of our GATE Programme, when appropriate.
- Due to limited staffing and funding most often extension of gifted & talented students will be accommodated within classroom programmes. When and where possible, extension 'groups' will be used to enhance and extend these students.

Definition

A Gifted student is a student who demonstrates some/all of the following traits. These include students who are outstanding amongst their peers within certain areas, displays exceptional ability, high levels of creativity, highly articulate, task commitment, and problem solving skills.

A Talented student is one who has an above average ability and who has the attitude, work and study skills required to excel in one or more curriculum areas.

Signed:  (Principal)

Date 21/09/16

Next review date: *March 2018*



WALTON SCHOOL

Procedure: HOMEWORK

Rationale

Students who *consistently* complete homework tend to achieve higher than those students who don't. Homework can encourage positive attitudes towards school and studying. It also encourages learning outside the classroom environment.

Collaboration between home and school produces greater gains than either can accomplish alone.

Guidelines

- Homework requires parents to take the lead role. Teachers are not responsible for what does or does not get completed in the home outside of school hours.
- There is no set type of homework across the school. Individual teachers and classes may have quite varying types of homework.
However, homework is likely to consist of reading practice/milage, spelling words, and math knowledge tasks (rapid recall of basic facts)
- Homework should be purposeful and related to school learning.
- Time spent on assigned homework should not exceed 30 minutes a day. We want Primary School children to still be children and have 'down time' outside of instructional lessons at school.
- Unfinished work *may at times* be completed as homework, but must not be set as additional homework beyond the 30 minutes working time.
- Expectations should be based on student's current level of performance – instructional needs are to be considered when assigning tasks.
- No new work may be set as homework. Homework isn't intended to create tension and arguments between children and their parents.
- All work set must be marked. Research indicates that informed feedback and reinforcement by the teacher produces higher student achievement.
- The homework book may record daily notices to parents, reminders for the student and work set.
- Parents should be encouraged to sign all work, and when appropriate provide feedback to their child.
- Teachers should not assume that all students have access to resources outside school. Students who live in homes without computers or books are at a disadvantage. Teachers will consider each student's individual circumstances when homework is not done.

Signed:  (Principal)

Date 21/09/16

Next review date: *March 2018*



WALTON SCHOOL

Procedure: STUDENTS WITH SPECIAL LEARNING NEEDS

Rationale

Children who are identified as being at risk of not achieving require specialised strategies and programmes to assist in addressing specific learning needs.

Guidelines

- The Principal and SENCOs (Team Leaders) will set priorities for the use of special education funding, prioritise students needing additional support, oversee the management of special education programmes within the school, monitor the effectiveness of programmes, and report to the Board of Trustees when needed.
- Priority will be to improve student achievement in Literacy and Numeracy.
- Parents of children receiving additional support may receive a letter outlining the specific nature of the programme.
- Principal and SENCOs will monitor those students who are identified as not achieving and at risk of not achieving.
- A range of approaches will be used to identify students who require additional support. These may include: data gathered from other schools; running records; teacher observations and standardised test results.
- Funding to support students will come from a variety of sources, including: the Ongoing Resourcing Scheme (ORRS); The Special Education Grant (SEG) supplemented by other monies where appropriate e.g. Operations Grant; Targeted Funding for English Speakers of Other Languages (TESOL).
- Individual Education Programmes (IEPs) will be developed for students when required.
- Referrals to outside agencies will be frequently made in an attempt to gain further support and funding to assist learners with special learning needs.

Signed:  (Principal)

Date 21/09/16

Next review date: *March 2018*