Curriculum Delivery and Assessment

Introduction

The New Zealand Curriculum specifies 8 learning areas: English, The Arts, Health and Physical Education, Learning Languages, Mathematics and Statistics, Science, Social Science and Technology. Our school curriculum places importance in the principles, values and learning capabilities as well as inquiry practices.

Life-long learners must be literate and numerate, this learning is integral to all the other learning areas at Paraparaumu Beach School. Inquiry Learning and Learning Through Play are key components of curriculum integration within our class programmes.

Curriculum Principles

We believe the Principles are the foundations of what we teach and how we teach which ensures students are included, engaged, and valued and puts them at the centre of teaching and learning. We believe that these are interwoven with each other and provide a framework for a coherent curriculum and that some principles have stronger links with others.
The Principles reflect our school vision of 'caring, sharing, and

preparing. Paraparaumu Beach School's understandings of the

principles:

Te Tiriti o Waitangi/Te Ao Māori
Building relationships with our Māori community to enable meaningful, engaging, reciprocal communication to ensure Paraparaumu Beach School's curriculum and teaching and learning
reflects mana whenua tikanga and our dual heritage.

Cultural Diversity
Recognise the unique cultural experiences of our learning community and incorporate their unique knowledge into Paraparaumu Beach School's curriculum and teaching and learning programmes.

Coherence
Ensuring that our curriculum and teaching and learning is linked and connected vertically and
horizontally. These connections are logical and explicit so learners know where they are at, where they are going and what they need to do to get there and why.

Future Focus
Supporting our learners to recognise they have a stake in the future and as responsible citizens can take action to shape this through solving place base, real world, and wicked

problems in authentic contexts.

<u>Learning to Learn</u>
Acknowledging that learners need to be in charge of their own learning working in a collaborative environment, varying from a scaffold/structures inquiry approach through a controlled inquiry and then guided inquiry to an independent/free inquiry approach.

<u>Inclusion</u>
Recognising that every individual is valued and respected and their learning needs are met by providing equitable opportunities.

<u>High Expectations</u>
Promoting a culture of respect where relationships are built to enable us to know our learners so that we can challenge and extend them by allowing them to take ownership/agency of their own learning.

<u>Community Engagement</u>
Forming respectful partnerships with our community and using their voice to ensure Paraparaumu Beach School's curriculum and teaching and learning connects with what is important to them.

Values
At Paraparaumu Beach School we believe values are the important qualities and beliefs we try to live by. We link CREST to both learning behaviours and as part of the behaviour management programme and can be seen in the ways that we go about our work, and the relationships we have with others in our school.
Teachers acknowledge these values in classrooms, they are actively promoted and encouraged, so they become habits for positive citizens in school and community.

<u>Curiosity/Pātaitai</u>
We are curious, innovative and active learners. We are engaged in the world around us and reflect honestly on our work, actions and decisions.

<u>Respect/Manaakitanga</u>
We show respect for ourselves, others and the environment. As kaitiaki of our world we are caring, tolerant and kind.

<u>Excellence/Hiranga</u>
We show excellence by doing our best and achieving goals. We aim high, persevere and are learning to be resilient.

<u>Self- Management/Rangatiratanga</u>
We are self-managing citizens. We take responsibility for our learning, behaviour and well-being.

<u>Team Work/Mahi Tahi</u>
We work together through positive relationships. We participate, contribute and communicate as collaborative, co-operative Team Members.

Learning Capabilities

The New Zealand Curriculum defines key competencies as 'capabilities for living and lifelong learning'. The use of the word 'capability' cues a focus on what the students shows they can do-and is willing to do –as a result of their learning.

We believe that the skills, values and attitudes that the learning capabilities promote are integrated, holistic and complex. They place the student and not content at the centre of learning and are what they need to be able to live, learn, work and make positive contributions to their communities now and in the future.

The capabilities are woven together with curriculum content and rich tasks allows this weaving to occur as they include a conceptual focus and a doing focus that draws on all aspects of the key competencies. This requires attention not only to their recall of knowledge, or ability to perform particular skills, they also need to be capable of using those competencies in diverse contexts – at school, in the community, at home, with friends, with peers, in mathematics and statistics, in the arts, and other learning areas.

Planning Requirements

Long Term Plans

- Long Term Plans are developed by syndicates and reflect our school's local curriculum. These plans show coverage over the four terms of the year. Digital copies are shared with senior leadership. This overview ensures a coverage of all curriculum areas.

Teaching Plans

- As per the direction set above, Literacy and Mathematics will have time priority within the overall teaching programme. Weekly planning is an expectation for these two curriculum areas, including learning groups and their related learning objectives.
- Inquiry plans and plans for other curriculum areas may be developed collaboratively. Plans should reflect coverage of:
  - Learning capabilities
  - Learning outcomes/objectives
  - Learning experiences
  - Assessment
  - Resources
- Formats for planning units may vary between syndicates or from unit to unit. This is acceptable provided all the above information is recorded.

Assessment and Evaluation Requirements

Learner Profile (eTAP)

- To access the Learner Profile teacher click "Learning" on the ETap chalkboard and then "Learner Profile" and select the student's name

- Teachers will update the learner profile for priority students at the end of terms 1, 2 and 4. Priority students are defined by the Ministry of Education as students working below their appropriate curriculum level, our Māori and Pasifika students, students with special abilities, behaviour and/or high need learners.

Assessment Records
- Accurate and effective assessment of each student's progress, achievement and future learning needs will be gained through a balance of:
  (1) relevant formal testing/achievement data as per the school's assessment timetable; (2) the professional knowledge and judgement of teachers, in the course of their daily classroom interactions with the pupils in a range of learning contexts.
  (3) Formative assessment.

- Consistency within levels and between classes: Ongoing professional dialogue within and between syndicates, with regards to moderation of student work, is an encouraged school assessment practice. School-wide consistency and accuracy of assessments is ultimately achieved through the common understandings between teachers, supported by assessment results.

eTAP Markbooks
- Assessment data will be entered into eTAP markbooks according to the school's assessment timetable, including 'best fit' curriculum levels for reading, writing and mathematics.
- Records of students transferring school or moving to college will be printed off and forwarded on.

School-wide Data Collection and Analysis (as related to NAG 2)
- Standardised tests will be used to assess, monitor and report on student achievement (e.g. PAT tests).
- Analysis of data will be used to inform teacher practice, group students, identify areas of strength and weakness.
- Student Achievement will be reported to the Board on:
   1) Report on 'best fit' curriculum levels
   2) Report on Nationally Normed test results (PAT Mathematics)
   3) Quick 60 progress and achievement

Reporting to Parents/Parent Portal
Paraparaumu Beach School values its opportunities to report to parents on children's progress and has an "open door" policy for parents to view programmes. The school has an ongoing 'Reporting to Parents/Caregivers' programme as outlined below. A number of formal opportunities are arranged during the year for dialogue to take place. For more details please refer to the Reporting Procedure under NAG 2.

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