

Long Bay Primary School

Curriculum Delivery Policy



Long Bay Primary School

NAG 1

Rationale

In accordance with National Administration Guideline One, Long Bay Primary School has a commitment to fostering student achievement through a balanced curriculum based on the New Zealand Curriculum (NZC).

The Long Bay Primary School curriculum programmes focus on the needs of the students and community by using innovative, collaborative, quality teaching practices, with a priority on literacy and numeracy.

Guidelines

1. This policy will be carried out through our school curriculum overview and implementation plans.
2. The Board recognises its responsibilities under NAG 1 and delegates the day to day implementation to the principal, who is required to ensure curriculum delivery follows the requirements as set out within NAG 1 and NZC.
3. The school community will be consulted via community survey and this feedback will be reflected upon when developing the strategic plan.
4. As part of the school curriculum delivery teachers will be following the effective pedagogy guidelines within the NZ Curriculum document.
5. To ensure students are getting the best learning opportunities, teachers are to utilise a range of teaching methods as best suited to the learning process. This includes the Assessment for Learning practice, inquiry learning and thinking tools as appropriate.
6. Establish learning programmes that encourage students to become confident, connected, actively involved life-long learners.
7. Provide students with the opportunity to use digital technologies as learning and communication tools, and to meet the requirements of the Digital Technology Curriculum.
8. Give priority to literacy as a foundation for all integrated curriculum plans, ensuring that English underpins teaching and learning outcomes.
9. Give priority to numeracy as a foundation of all mathematics programmes.
10. Regular quality physical activity will be incorporated into class programmes.
11. Base student achievement levels on a range of assessment tools, focusing on formative assessment practices.
12. Analyse assessment information, monitor student progress and identify students who are not achieving, who are at risk of not achieving or who have special needs and abilities.
13. Programmes are developed to meet individual student learning needs, including ESoL, support programmes and extension.
14. Provide opportunities for student self-assessment and goal setting to enhance student learning.
15. Promote tikanga and te reo Maori through school programmes.
16. Use the school curriculum as the basis for strategic planning and ensure that there is ongoing review.
17. Report on student progress and achievement to students / whanau, the Board of Trustees and the wider school community.

Approval

When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the approval of the Board. A copy of this policy is to be included in the School Policy Manual, a copy of which shall be available to all staff, and to students and parents at their request.

DATE: 2020 Next Review: 2023	APPROVED BY:	
	PRINCIPAL L. Barton	BOT CHAIRPERSON K. Jackson-Cox