



### **Rationale:**

The needs of individual students are at the centre of all teaching, learning and assessment and reporting. Students should be encouraged to acquire the knowledge, skills, attitudes, understandings and key competencies of the National Curriculum Statements.

### **Purpose:**

To put in place a comprehensive programme that ensures all students achieve to their potential, and have access to high quality, expert teaching and learning.

### **Responsibilities:**

The **Principal** must ensure achievement of Charter aims and targets and compliance with the National Administrative Guidelines. The **Board of Trustees'** approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

### **Guidelines:**

1. Develop and implement teaching and learning programmes:
  - To provide all students in Years 1-6 with opportunities to achieve for success in all the essential learning and skill areas of the NZ curriculum;
  - Giving priority to student achievement in literacy and numeracy, especially in Years 1-6;
  - Giving priority to regular quality physical activity that develops movement skills for all students, especially in Years 1-6.
2. 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:
  - Student achievement in literacy/numeracy in Years 1-6 and then,
  - Breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school curriculum, and the scope of the National Curriculum as expressed in the New Zealand Curriculum.
3. On the basis of good quality assessment information, identify students and groups of students:
  - Who are under-achieving
  - Who are at risk of not achieving
  - Who have special needs (including gifted and talented students)
  - Who require attention, with respect to particular aspects of the curriculum.
4. Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in 3 above.
5. In consultation with the school's Māori community, develop and make known to them the school's policies, plans and targets for improving the achievement of Māori students.

**In order to fulfil the policy, the Board and Management have developed the following Procedures and Administrative Guidelines associated with this Curriculum Policy. These will be reviewed regularly by the Management team, and the review discussion and any resulting changes will be reported to the Board at the following/subsequent BOT meeting.**

Assessment and Evaluation  
Curriculum Delivery  
Education Outside the Classroom (EOTC)  
Homework  
Teaching as Inquiry

National Standards  
Enrichment  
ICT/eLearning  
Special Needs  
Integrated Inquiry Learning

### **Document Control**

<b>Version</b>	<b>Status/change</b>	<b>Date</b>
v1.0	Approved by Kilbirnie School Board of Trustees	December 2014
V1.0	Reviewed by Kilbirnie School Board of Trustees	May 2015
v1.1	Formatted and minor editing	March 2017