Wakefield School

Developing Confident Lifelong Learners

Curriculum
2022
Te Whare Matauranga

Contents

Whakatauki

Mā te whakaaro nui e hanga te whare; mā te mātauranga e whakaū.

Big ideas create the house; knowledge maintains it.

Our Vision

What we're aiming for

Our people feel good and function well now and in the future.

Our Values

What guides our actions

Manaakitanga	The idea of caring about others, uplifting them, supporting them, making them feel at home. Enhancing the mana of others.
Rangatiratanga	The idea of weaving people together. Being a role model and leader who enables others to recognise and grow their strengths.
Whāia te iti Kahurangi	*Seek the treasure that you value most dearly, if you bow your head, let it be to a lofty mountain*. To always strive to the next level and for something great. Aspiring to be better than I can imagine.
Kia Kaha Tonu	The idea of continuing to be strong, to get stuck in, to keep going when things are challenging.
Tikanga	*Whaia te ara tika - follow the correct path* The idea of behaving in a way that is proper and appropriate, according to the culture and values in our place.

Our Philosophy

What we believe

E tu Kahikatea

We are our best when we stand together and support each other, just like the mighty kahikatea.

Our school is a community where the wellbeing of students, staff and whānau is at the heart of all we do.

- **We recognise that each child is unique**
- **We engage with the child and their whānau to create an individual learning pathway**
- **We value children's points of view and nurture their interests**
- **We challenge their understanding of themselves and the world**

How we define learning

Learning is more than traditional definitions and expectations of schooling, more than academic learning. Learning embraces the totality of what happens in, and out of, school. Learning about our wellbeing and attending to it is of equal value to the traditional curriculum. Learning is messy, experimental and hands-on. It is dynamic, formative and reiterative.

Good teaching and learning is most likely to happen when:

- we value the opportunities for rich learning enabled by the New Zealand Curriculum and our programmes meet all the Curriculum expectations
- we are happy to be at school, we feel good and function well
- we all experience success
- we behave ethically, showing empathy towards others and care towards ourselves
- we own our learning: we can identify what we already know and our next steps
- we effectively manage behaviour and resolve conflict
- cultural contexts and practices are integral to all we do, and are celebrated
- we are all teachers <u>and</u> learners
- we work well together in a culture of learning and mutual support
- staff have good curriculum/pedagogy knowledge
- we inquire into our practice and are supported to improve
- we identify with, and contribute to, school review and development
- there is strong trust between and among staff, students, whānau and community
- challenges are expected and all share responsibility for addressing and solving problems
- risks are encouraged and well managed, to create an environment that is both stimulating and secure.
- we foster kaitiakitanga towards our environment, resources and heritage.

Co-construction

Learning is co-constructed. It happens best when everybody owns it. Sometimes it is teacher-led, sometimes it is student-led, sometimes we all lead and sometimes there are no leaders - just learners!

Co-construction:

- weaves a wellbeing approach through all experiences
- enacts the school values
- is responsive to students' needs, interests and the expectations of the New Zealand Curriculum
- balances rights and responsibilities within the curriculum framework: some things we can do, other things we must do.
- provides authentic and engaging learning experiences
- values social action outcomes
- involves children in discussions about why, how and what we learn
- aims for children to take increasing responsibility for their own and others' wellbeing and development
- increases their capacity to self-regulate and discover their own strengths
- enables children to participate in democratic processes.

What good looks like:

- Identifying and responding to diverse needs
- Guiding students to learn by inquiry through asking and answering their own questions
- Teachers modelling how to be learners and problem solvers
- Learning that is fit for purpose: appropriate to the expected context and outcomes
- Supporting children to understand and practise what successful learners do
- Responsive teaching and learning that seizes teachable moments, through open discussions
- Making explicit connections to our philosophy and values
- Children regularly experiencing tuakana-teina opportunities
- Children learning to participate effectively in democracy through citizenship and civics education in authentic contexts.

Collaboration

Collaboration means not just <u>sharing</u> our ideas, beliefs and strategies, but <u>merging</u> these to create a better model of practice.

Collaboration:

- Allows us to achieve better learning outcomes for children
- Allows us to model being a learner and a team member
- Provides professional support and development
- Enables a more personalised and responsive curriculum
- Allows teachers' individual strengths to flourish
- Promotes more diverse relationships between children, staff and families
- Is more supportive and more fun than teaching alone
- Supports staff wellbeing

Collaboration: what good looks like:

- Viewing each teaching team as a single entity, with all teachers taking responsibility for all children in the team
- Respecting and valuing each team member's rights, and sharing responsibilities fairly
- Regularly meeting together to plan, reflect and evaluate, in ways that work for the team
- Collaboratively planning our learning programme

- Talking informally on a daily basis
- Running parallel programmes with scope for personalisation and flexibility
- Communicating regularly and openly with all team members, even when it's difficult
- Parents and whānau understanding we are a collaborative team
- Having clearly-defined points of contact for parents
- Sharing problems and challenges, both within and beyond our team
- Developing consistent teaching approaches through negotiation, compromise and consensus
- Regularly evaluating progress towards our vision, values and goals
- Seeing ourselves as part of a wider collaborative team: syndicate and whole-school
- Openly sharing challenges, opportunities and successes in staff conversations.

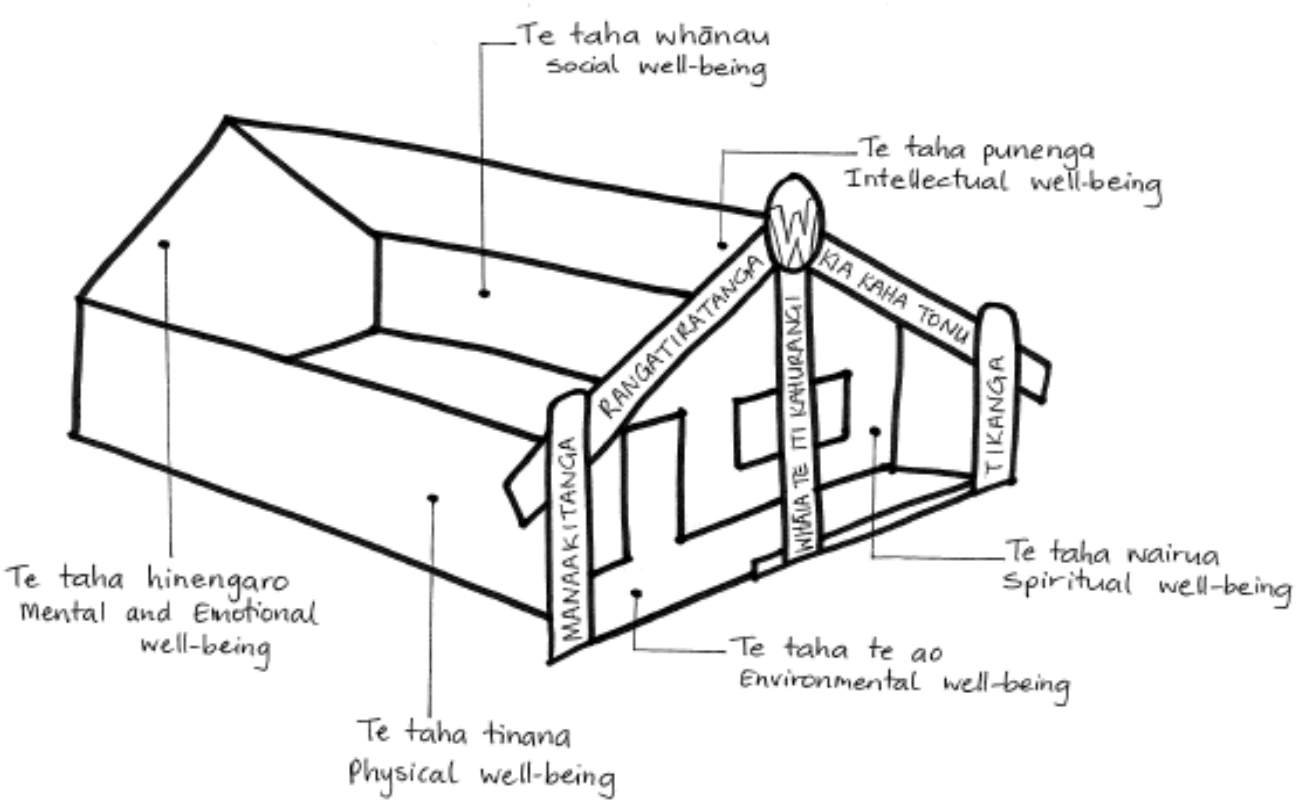
Inquiry learning is progressive and co-constructed: a dynamic that moves between teacher-led and student-led learning (see table below).

Mode	Direct Instruction	Supported Instruction	Supported Acquisition	Autonomous Acquisition
Lead Role	Teacher explicitly instructs	Teacher models; provides 'scaffolds'	Learners initiate action and seek feedback to guide direction	Learners initiate, negotiate, choose, direct, evaluate
Response Role	Learners follow instruction	Learners apply the model	Teacher gives formative feedback: nudges, prompts, questions, challenges	Teacher facilitates

Our Learning Programmes

How learning happens

Te Whare Matauranga



Te Whare Matauranga is the framework of our wellbeing curriculum. It is inspired by Sir Mason Durie's model, *Te Whare Tapa Whā*, a house with four walls, each representing a dimension of wellbeing: physical, mental and emotional, social, and spiritual. We've added the *whare*'s foundation, *te papa*, the environment, and the porch, *punenga,* the intellectual dimension.

These six dimensions are how we organise our curriculum and learning programmes. Through these dimensions we grow towards our vision, values and philosophy.

Tinana - *Physical Well Being*

This dimension of wellbeing focuses on practicing healthy daily habits.
Sleep Well. Move More. Eat Better.

Learning not left to chance...

- Healthy Food and Drink
- Nude Food
- Regular Exercise
- Personal Hygiene
- Calming Strategies
- Sleep Habits

Curriculum Links...

	Level 1	Level 2	Level 3	Level 4
Science				
Social Science				
Health & PE	Pers Growth & Develop. Have questions about health, growth, development, and personal needs and wants Reg. Phys Activity Creative & regular activity. What do you enjoy? Movemt. skills; Sci&tech Develop movement skills, using equipment & play environs.	Pers Growth & Develop. Describe stages of growth and & development needs. Increasing responsibility for self-care. Reg. Physical Activity Creative, regular & enjoyable activities & describe the benefits to well-being. Movement skills Practise movement skills & link them to perform movement sequences.	Pers Growth & Develop. What affects personal, physical, social & emotional growth? Develop skills to manage changes. Reg. Physical Activity Regular & enjoyable physical activities in various settings. How does this assist in your wellbeing? Movement skills Develop more complex movement sequences and strategies in a range of situations. Science and technology Participate in and describe how their body responds to regular and vigorous physical activity in a range of environments.	Pers Growth & Develop. Describe the characteristics of pubertal change. What are some positive adjustment strategies? Reg. Physical Activity Show a sense of responsibility for regular & enjoyable physical activity to enhance well-being. Movement skills Demonstrate consistency and control of movement in a range of situations.
Technology				
Arts				
Languages				

Cultural Integration	
Digital Tech Integration	

Hinengaro - *Emotional Well Being*

Self-esteem and optimism are powerful healers.
Practice Gratitude.

Learning not left to chance...

- Emotional regulation
- Self-Reflection
- Understand personal strengths/weaknesses
- Growth mindset
- Gratitude
- Empathy
- Resilience
- Self-Esteem
- Self-regulation
- Relationships
- Managing & communicating Feelings
- Character Strengths
- Cultural Identity

Curriculum Links...

	Level 1	Level 2	Level 3	Level 4
Science				
Social Science	Understand that people have different roles & responsibilities as part of being in a group.	Understand how people make choices to meet their needs and wants.		Understand that events have causes and effects.
Health & PE	Pers Growth & Develop. Describe Feelings Interpersonal skills Express ideas, needs, wants & feelings clearly. Listen to those of other people. Personal identity Describe themselves in relation to a range of contexts.	Personal identity Identify personal qualities that contribute to a sense of self-worth. Interpersonal skills Express ideas, needs, wants, & feelings appropriately. Listen sensitively to other people and affirm them.	Personal identity How do your feelings, beliefs & actions, & those of others, contribute to your sense of self-worth? Interpersonal skills Identify the pressures that can influence interactions with other people. Demonstrate basic assertiveness strategies.	Personal identity How does social messages and stereotypes (including media) affect self worth? Interpersonal skills Describe & demonstrate a range of assertive communication skills and processes.
Technology				
Arts	Communicate & Interpret Share ideas, feelings, & stories communicated by their own and others' **art** work.		Communicate & Interpret Explore & describe the ideas their own & others' **artwork** tells.	
Languages				

Cultural Integration	
Digital Tech Integration	

Whānau - *Social Well Being*

Personal connections contribute to a long and fulfilling life.
Enriching your life and that of others by sharing your special gifts, skills & talents.
Connect with others. Live with purpose.

Learning not left to chance...

- Friendship Skills
- Family
- Identity
- Community involvement
- Helping others
- Self-esteem
- Belonging
- Cultural Identity
- Sharing

Curriculum Links...

	Level 1	Level 2	Level 3	Level 4
Social Science	Understand how belonging to groups is important for people.	Understand that people have social, cultural, and economic roles, rights, and responsibilities. Understand how people make significant contributions to New Zealand's society	Understand how groups make and implement rules and laws Understand how people remember and record the past in different ways.	Understand how group leadership isacquired. What are the consequences for communities and societies? How do groups make decisions that impact on communities? People remember and record the past in different ways.
Health & PE	Relationships Explore and share ideas about relationships Identity, sensitivity & respect Sharing and cooperation	Challenges & soc/cult factors Make & apply rules during games & activities to promote fair, safe & culturally appropriate participation for all. Relationships Know & show ways of maintaining & building relationships with individuals & in groups. Identity, sensitivity & respect Individuals & groups share characteristics but are also unique.	Challenges & soc/cult factors Do some co-operative & competitive activities. How did cooperation & competition affect people's behaviour and the quality of the experience? Relationships Identify and compare ways of establishing & managing changing relationships Identity, sensitivity & respect How do people discriminate? How can we act responsibly to support ourselves and others?	Challenges & soc/cult factors How are social and cultural practices expressed through movement? Relationships How does changing situations, roles & responsibilities affect relationships? Describe appropriate responses. Identity, sensitivity & respect Recognise instances of discrimination. Act responsibly to support your own rights & feelings and those of other people.
Arts	Understanding Demonstrate an awareness of: **Dance** in their lives and the community. **Drama** and the variety of purposes for themselves & the community. **Music** and the variety of purposes/functions for themselves & the community. The purpose, value & context of their own & others **Art**works		Understanding Explore and describe **dances** from a variety of cultures. Purpose & context? What is/was the purpose of **drama** in cultural & historical contexts? Describe the **music** associated with a range of historical, social, and cultural contexts. What varied purposes & functions does music do for themselves & the community? Look at **objects and images** from past and present cultures. How were they made, viewed, and valued?	
Languages				

Cultural Integration	
Digital Tech Integration	

Punenga - *Intellectual Well Being*

An active & open mind leads to a life filled with passion, purpose & lifelong learning.
What makes me tick, how do I learn?
Boost your brain. Feed your creativity & curiosity.

Learning not left to chance...

- Passions & Interests
- Individual choice
- Creative activities
- Curiosity and questions
- Student-led learning & agency
- Brain Games
- Boredom busters
- Get creative
- Explore

Curriculum Links...

	Level 1	Level 2	Level 3	Level 4
Science	NOS: Understanding about science Scientists ask questions about our world that lead to investigations. Open-mindedness is important because there may be more than one explanation. NOS: Investigating in science Extend their experiences & personal explanations of the natural world through exploration, play, asking questions, and discussing simple models. Material World: **Properties & changes of matter:** Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled. **Chemistry and society**: Find out about the uses of common materials and relate these to their observed properties. Physical World: **Physical inquiry and physics concepts:** Explore examples of physical phenomena,e.g. movement, forces, electricity & magnetism, light, sound, waves, and heat. Seek and describe simple patterns in physical phenomena.		NOS: Understanding about science Science is a way of explaining the world & the knowledge changes over time. How do scientists work together & provide evidence to support their ideas? NOS: Investigating in science Build on prior experiences, share and examine their own and others' knowledge. Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations. Material World: **Properties and changes of matter**: Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials. Compare chemical and physical changes. **Chemistry and society:** Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes. Physical World: **Physical inquiry and physics concepts:** Explore, describe, and represent patterns and trends for everyday phenomena, such as movement, forces, electricity & magnetism, light, sound, waves, and heat e.g. identify & describe the effect of forces on the motion of objects	
Social Science	Understand how time and change affect people's lives. Understand - beginning Māori history is foundational and continuous Colonisation and its consequences have been central to our history and continue to influence all aspects of our society NZ's history has been shaped by the use & effects of power. Know *Whakapapa me te whanaungatanga* Māori voyaged across the Pacific and became tangata whenua: Māori navigation to Aotearoa NZ was deliberate & skilful. Migrant connections with the Pacific are important *Tino rangatiratanga me te kāwanatanga* Te Tiriti o Waitangi & The Treaty of Waitangi were first signed 6 Feb 1840 at Waitangi. We remember this with Waitangi Day.		How does exploration & innovation create opportunities & challenges for people, places & environs. Understand - deeper Māori history is foundational and continuous Colonisation and its consequences have been central to our history and continue to influence all aspects of our society NZ's history has been shaped by the use & effects of power. Know *Whakapapa me te whanaungatanga* Polynesian peoples arriving in Aotearoa NZ had already explored vast areas of the Pacific Ocean, creating island settlements. The stories of iwi and migrants share their reasons for and experiences of migration. Sometimes these experiences were negative because of the way migrants were treated.	

	Do Retell a story from the past using an appropriate reference Use historical sources (ensuring mātauranga Māori) to help answer questions about the past How did people act in the past? How do they act today?		*Tino rangatiratanga me te kāwanatanga* Māori chiefs debated signing Te Tiriti o Waitangi. There are two versions of the treaty - Some key words and phrases are different between the two versions. Not all Māori signed. Almost all who did signed the Māori version and were given assurances that it guaranteed their chiefly authority. Do Construct an historical sequence of events & changes. Recognise others might sequence it differently. Draw on historical sources (especially mātauranga Māori sources) to answer questions about the past. Identify views that are missing & how this restricts conclusions. Identify the attitudes & values that motivated people in the past and compare to today.	
Health & PE		Positive attitudes Participate in and create games & activities. Why does this bring enjoyment to you & others? Science and technology Use modified equipment & explain how this makes exercise better.	Positive attitudes Use movement skills in challenging situations. How do these challenges impact on themselves and others?	Positive attitudes Accept challenges, learn new skills and strategies. Extend your abilities in movement activities.
Arts	Communicate&Interpret Share **dance** informally. Share thoughts & feelings to yours and others' dances. Share **drama** informally. How does drama tell a story/convey ideas in yours & others' work? Share **music** making with others. Respond to live & recorded music.	Communicate&Interpret Share **dance** informally. Identify the elements of dance. Share **drama** informally. Respond to drama elements in their own & others' work. Share **music** making, using basic performance skills & techniques. Respond to live and recorded music.	Communicate&Interpret Prepare & share a **dance** movement individually, pairs or groups. Use dance elements to describe movements. Discuss dances from a variety of cultures Present & respond to **drama**. How do elements, techniques, conventions, and technologies combine to create meaning in their own and others' work. Prepare & share brief performances of **music**, using performance skills and techniques. Respond to & reflect on live/recorded music.	Communicate&Interpret Prepare & present **dance**, with an awareness of the context. Describe & record how the purpose of some dances is expressed through movement. Present & respond to **drama**. How do the elements, techniques, conventions, and technologies create meaning in their own and others' work. Prepare, rehearse, and present performance of **music**, using performance skills and techniques. Reflect on the expressive qualities of their own and others' music.
Languages				

Cultural Integration	
Digital Tech Integration	

Wairua - *Spiritual Well Being*

Spiritual wellness is being connected to something greater than yourself and having a set of values, principles, morals and beliefs that provide a sense of purpose and meaning to life, then using those principles to guide your actions.
Nourish your soul. Is your mind at peace?

Learning not left to chance...

- Compliments
- Self regulation
- Cultural identity, awareness & diversity
- Mindfulness

- Restorative conversations
- Celebrate good times
- Dose of nature… Green spaces
- Yoga

Curriculum Links...

	Level 1	Level 2	Level 3	Level 4
Social Science	Understand how the past is important to people Understand how the cultures of people in NZ are expressed in their daily lives.	Cultural practices reflect and express people's customs, traditions, and values. Māori as tangata whenua is significant in NZ communities	Cultural practices vary but reflect similar purposes. Movement of people affects cultural diversity and interaction in New Zealand.	People pass on and sustain culture and heritage for different reasons and that this has consequences for people. Producers and consumers exercise their rights and meet their responsibilities.
Health & PE	Safety management What are safe practices? Who can help me? Positive attitudes; Challenges & soc/cult factors Participate in games & activities . What makes them safe and enjoyable?	Safety management Identify risk Use safe practices in a range of contexts. Societal attitude & values People's attitudes, values & actions contribute to healthy physical & social environs.	Safety management Identify risks and their causes. Describe safe practices to manage these. Societal attitude & values How are health care & physical activity practices influenced by community and environmental factors?	Safety management Use information to make safe choices in a range of contexts. Societal attitude & values How do lifestyle factors & media influences contribute to the well-being of people in New Zealand?
Arts	Developing Ideas Explore & create **movement** ideas to a variety of stimuli. Share & grow ideas in **drama**, using your own experiences & imagination. Explore and express sounds and **musical** ideas, drawing on personal experience, listening, and imagination. Explore ways to represent sound and musical ideas. Investigate **visual** ideas in response to a variety of motivations, observation, and imagination.	Developing Ideas Use the **dance** elements to respond to various stimuli. Develop & sustain ideas in **drama**, based on experiences & imagination Play around with **musical** ideas, drawing on personal experience, listening, and imagination. Explore ways to represent sound and musical ideas. Investigate & develop **visual** ideas from a variety of motivations, observation, and imagination.	Developing Ideas Select & combine **dance** elements in response to various stimuli. Start & develop ideas with others to create **drama.** Express & shape **musical** ideas, using elements, instruments, and technologies. Represent sound and musical ideas in a variety of ways. Develop & revisit **visual** ideas, using various motivations, observation, and imagination. Look at other artists' works too.	Developing Ideas Combine & contrast **dance** elements for expression, using various choreographic processes. Start & edit ideas with others to plan & develop **drama**. Express, develop, & refine **musical** ideas, using the elements of music, instruments, and technologies. Represent sound & musical ideas in a variety of ways. Develop & revisit **visual** ideas, using various motivations, observation, and imagination. Look at other artists' works too.
Languages				

Cultural Integration	
Digital Tech Integration	

Te Taiao - *Environmental Well Being*

Help the planet and bring a sense of accomplishment & wellbeing to your own life.
Love the Earth. Feeling connected to your place.

Learning not left to chance...

- Green your exercise
- Recycle and compost
- Plant and tend a garden
- Tūrangawaewae - connect to our place e.g. Faulkner Bush, our awa, our maunga
- Māori creation story - Pūrākau
- Looking after our things & school

- Awe & wonder about the living world
- Investigate wonderings about living things
- Where does our food come from?
- Improve school or community environment

Curriculum Links...

	Level 1	Level 2	Level 3	Level 4
Science	NOS: Communicating in science Build language & develop understandings of the many ways the natural world can be represented. NOS: Participating and contributing Explore and act on issues and questions that link their science learning to their daily living Living World: **Life processes**: All living things need certain things so they can stay alive. **Ecology**: living things are suited to their particular habitat. **Evolution**: There are lots of different living things in the world and that they can be grouped in different ways. Explain how we know that some living things from the past are now extinct. Planet Earth & Beyond: **Earth systems**: Explore /describe natural features & resources. **Interacting systems**: Natural features are changed and resources are affected by natural events and human actions.		NOS: Communicating in science • Begin to use a range of scientific symbols, conventions, and vocabulary. • Engage with a range of science texts and begin to question the purposes for which these texts are constructed. NOS:Participating and contributing • Use their growing science knowledge when considering issues of concern to them. • Explore various aspects of an issue and make decisions about possible actions. Living World: **Life processes:** Recognise that there are life processes common to all living things and that these occur in different ways. **Ecology**: Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human induced. **Evolution**: Begin to group plants, animals, and other living things into science-based classifications. • Explore how the groups of living things we have in the world have changed over long periods of time and appreciate that some living things in New Zealand are quite different from living things in other areas of the world. Planet Earth & Beyond: **Earth systems**: Appreciate that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources **Interacting systems:** Investigate the water cycle and its effect on climate, landforms, and life.	
	Planet Earth & Beyond: **Astronomical systems**: Share ideas/observations about the Sun & Moon and their physical effects on the heat & light on Earth.		Planet Earth & Beyond: **Astronomical systems:** Investigate the components of the solar system, appreciate the distances between them. Science and technology Experience and demonstrate how science, technology, & the environment influence the selection and use of equipment in a variety of settings.	
Social Science	Understand that places in NZ are significant for individuals and groups.	Understand how places influence people and people influence places	Understand how people view and use places differently Understand how people make decisions about access to and use of resources.	Understand how people participate individually and collectively in response to community challenges
	Tūrangawaewae me te kaitiakitanga *Land, water, and resources* Naming places was key to establishing mana and tūrangawaewae. The names of marae, hapū, iwi, and geological features relate to experiences and whakapapa. Many of the names of geographical features, towns, buildings, streets, and places tell a story.		Tūrangawaewae me te kaitiakitanga *Land, water, and resources* Over time, people have changed and been changed by the environment. This was due to different values & cultures that sometimes coincided/clashed. There were complicated relationships between iwi and early newcomers over resources. Newcomers came for different reasons and had different experiences.	
Health & PE	Rights,responsib.&laws; People & the environ. Take action to contribute to environments Community resources Hazards at home, school & local environment Adopt simple safety practices.	Community resources Use community resources & explain how these contribute to a healthy community. Rights,responsib.&laws; People & the environ. Help make & use simple guidelines for physically & socially healthy classrooms, schools & local environs.	Community resources Participate in communal events. How do these events enhance the wellbeing of the community? Rights,responsib.& laws Research & describe current health & safety guidelines at school. How could you enhance their effectiveness? People & the environ. Plan and implement a	Community resources Look at some community resources that support well-being. How do they assist the well-being of community members? Rights,responsib.&laws; People & the environ. Take collective action for the care and safety of people in the school & wider community

			programme to enhance a social or physical aspect of the class or school environment.	.
Technology				
Arts	Understanding: Explore and share ideas about **music** from a range of sound environments			
Languages				

Cultural Integration	
Digital Tech Integration	

Technology...

Technological Practice	Technological Knowledge	Nature of Technology	Digital Technology
* Plan * Create a brief * Find a context * Create outcome * Evaluate	* Create a model * Investigate materials * Input - transformation - output systems	* Society impacts the drive for technological advancements * They are fit for purpose * It increases human capability	* Computational Thinking - break down a task or problem, create step-by-step instructions, debug * Digital outcomes - Create, manipulate, store, retrieve, share and test digital content for a specific purpose

Level 1	Level 2	Level 3	Level 4
Technological Practice Planning… • Show steps & resources Brief development… • Describe what they are developing and it's attributes Development & evaluation… • select & develop an outcome based on attributes.	Technological Practice Planning… • Develop a plan, with key stages & resources Brief development… • Describe what you are developing and its attributes Development & evaluation... •Find a context that needs an outcome. Select & develop an outcome. Evaluate	Technological Practice Planning... • Key stages & resources. Review progress. Brief development... • Describe intended outcome & attributes - Meets the need? Development & evaluation.... •Find a context that needs an outcome. Trial & evaluate. Select & develop an outcome. Evaluate - need or opportunity.	Technological Practice Planning... •Plan & review- effectiveness, resourcing, implications for future actions access of resources, stakeholder feedback… Brief development… • Justify based on need or opportunity. Describe key attributes from feedback Development & evaluation... • Investigate context, functional modelling. Fit for purpose?
Technological Knowledge Technological modelling… • Understand model purpose Technological products… • Different materials suit different outcomes. Technological systems… •Systems have inputs, controlled transformations, and outputs.	Technological Knowledge Technological modelling... • Purpose of models - to explore, test, and evaluate (check fit for purpose) Technological products … • Materials are purpose chosen Technological systems… • Relationships between inputs, transformations, and outputs.	Technological Knowledge Technological modelling... • Understand purpose of models/prototypes - to explore, test, & evaluate ideas and check they are fit for purpose. Technological products... • Materials are purpose chosen Technological systems... •Use symbolic language tools & understand what "black box" does	Technological Knowledge Technological modelling... • Use different forms of functional modelling. Prototyping can be used to justify changes Technological products… • Materials can be formed, manipulated, and/or transformed to enhance a product. Technological systems... •Systems employ control to allow changes of inputs to outputs.
Nature of Technology Characteristics of technology... • technology is purposeful intervention through design. Characteristics of tech outcomes...	Nature of Technology Characteristics of technology... •Technology reflects & changes society and the environment. It increases people's capability.	Nature of Technology Characteristics of technology... • society and environments impact on and are influenced by technology in history and today Characteristics of tech outcomes…	Nature of Technology Characteristics of technology… •Expands human possibilities and comes from a range of disciplines. Characteristics of tech outcomes… •Can be interpreted in different

•developed by people and have a physical & functional nature	Characteristics of tech outcomes… • Developed with practice. Have related physical & func. nature	• technological outcomes are fit for purpose	ways for use & by who. They have a proper function as well as possible alternative functions.
Computational Thinking In authentic contexts and thinking of the end user, students… • decompose simple non-computerised tasks into step-by-step instructions • give instructions • identify any errors in • correct errors (simple debugging).		Computational Thinking *Give, follow and debug simple algorithms in computerised and non-computerised contexts. *Create simple programs involving outputs and sequencing	Computational Thinking * decompose problems into step-by step instructions -device * predict behaviour of programs * There can be more than one algorithm for the same problem. * develop &debug simple program * Inputs, outputs, sequence & iteration
	Digital Outcomes With support, students… * develop, manipulate, store, retrieve and share digital content * Identify digital devices and their purposes * Can use some applications * Can identify the inputs and outputs of a system		Digital Outcomes In authentic contexts and taking account of end users… * Create, manipulate, store, retrieve, share and test digital content for a specific purpose * Use different tools & techniques * Digital devices impact on humans and society * Understand simple input-process-output system * A range of applications & file types

Arts…	Practical Knowledge	Practical Knowledge	Practical Knowledge
	Explore Elements: **Dance** - body, space, time, energy & relationships. **Drama** - role, focus, action, tension, time, and space **Sound -** beat, rhythm, pitch, tempo, dynamics, and tone colour. **Materials** & tools. Discover elements & some principles.	Explore & Identify Elements: **Dance** - body, space, time, energy & relationships. **Drama** - role, focus, action, tension, time, and space - for different purposes. **Sound -** beat, rhythm, pitch, tempo, dynamics, and tone colour. How does it change? **Materials** & tools. Discover elements & some principles.	Use **dance** elements to develop and share their movement vocabulary. Use techniques & technologies to explore **drama** elements and conventions. How is sound made & changed? Apply knowledge of the elements of **music**, structural devices, and technologies. Explore some **art**-making conventions. Apply knowledge of elements & some principles

Learning Languages… Māori and NZ Sign language

	Level 1 & 2	Level 3 & 4
Proficiency Description	Use & understand familiar expressions & everyday vocab e.g. • Counting • Colours • Greetings & Instructions • Emotions / Feelings • Assembly names / Team / Syndicate names • School values	Understand & construct simple texts. • Write pepeha • Write a simple picture book or story • Describe aspects of own background & environment • Write and share pepeha

COMMUNICATION	Receive & produce information Produce & respond to questions • Greet each other • Follow basic commands • Reply using basic Te Reo Show social awareness when interacting • Kapa Haka • Powhiri • Karakia kai • Te reo speakers etc	Understand & produce information & ideas Express & respond to personal needs & interests Use cultural knowledge to communicate appropriately • Powhiri • Protocol (no sitting on tables)
LANGUAGE & CULTURAL KNOWLEDGE	Connections with own language & culture • Understand simple transliterations • School values • Not all other languages can be directly translated into English • Correct pronunciation • Correct usage Learning languages is a lifetime journey. See that the language & culture is ordered in a particular way • Make connections with other languages and cultures across the school, enabling diverse students to become leaders.	Compare & contrast languages & cultures • Understand that not all words are the same in both languages. Recognise & describe ways that language & culture is organised • Be aware of differences in grammar and use.

Engaging with Te Whare Matauranga

When planning, activities must be linked to some or all of the six dimensions of *Te Whare Matauranga*.
The following links will support this.

Resource Bank of Ideas

Wellbeing Stocktake (using Durie's Tapa Wha)
Current wellbeing practices that we already do which benefit all aspects of our student's wellbeing

Include link to a folder with 'our journey so far' documents)

English (literacy) at Wakefield School

Literacy is about more than reading or writing – it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture. Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today's world. Indeed, it is the excluded who can best appreciate the notion of "literacy as freedom".

UNESCO, Statement for the United Nations Literacy Decade, 2003–2012

Key principles

At Wakefield School we believe that ***everyone can become literate*** and that this is critical for their development as a learner and their participation in society.

We believe the most effective learning happens when learners***…***

- see themselves as successful learners
- have routine, consistency and focus
- have opportunities for regular practice
- know what they are learning, why they are learning it and how it will look if they are successful
- can make connections to their prior knowledge both about literacy and about the world
- obtain feedback from others
- share their learning with peers, whānau and others
- have a voice in the curriculum and planning for learning

The literacy curriculum covers four areas:

- speaking & listening (including presenting)
- reading (including viewing)
- writing (including presenting)
- information literacy

These areas are inter-related and support each other. Meaningful literacy tasks draw on skills across these areas. Literacy is taught across and through the teaching of other curriculum subject areas.

Expectations - Speaking & Listening

We support our learners to:

- communicate their ideas
- listen to each other, take each other seriously and hear all voices in a group
- give reasons why they agree or disagree
- agree or disagree with the idea, not the person

Learners

- participate in discussions
- listen and respond to others

- ask questions and initiate discussions
- present and perform using oral languages
- persuade others
- give and follow instructions
- negotiate

Teachers
- teach oral language within the context of the whole curriculum
- maximise opportunities for all learners to engage in discussion, eg 'think, pair, share'
- explicitly teach and reinforce speaking and listening skills
- explicitly teach and reinforce new vocabulary
- support all learners in becoming confident speakers in front of a group, the class and the whole school (assembly)
- value all languages

Expectations - Reading

To read is to fly: it is to soar to a point of vantage which gives a view over wide terrains of history, human variety, ideas, shared experience and the fruits of many inquiries.

AC Grayling

Learners
- always have a book that they are reading (and a bag for their books)
- read throughout the school day
- receive instructional reading at least four times a week until their reading is sufficiently accurate and fluent to read to learn at their curriculum level
- read across the curriculum - for a variety of purposes and from a range of texts including digital texts
- use the library regularly - to choose books and for research

Teachers
- select resources that reflect the cultural identities within our school and community
- read to their class at least once every day
- collect in all instructional reading books and reshelve them in the resource room at least once a week
- make opportunities for learners to read to others
- give learners some choice in their reading material whenever possible

Expectations at different stages:

Y0 - 1	Y2 - 3	Y4 - 6
• learn to read • read for pleasure	• learn to read, and begin to read to learn	• read to learn across all curriculum areas

● daily instructional reading groups ● practise rereading known texts ● parent / carer records reading in a reading log ● phonics for reading based around Reading Pack 1 & 2 and applied in the context of instructional and big book reading ● big book used for modelling and sharing reading strategies ● high frequency words are practised both out of context and within context	● read for pleasure ● parent / carer / child records reading in a reading log ● phonics for reading based around Reading Pack 2 and 3 and applied in the context of instructional and big book reading ● big book used for modelling and sharing reading strategies ● elements of Y0 - 1 programme continued if needed ● sustain reading	● read for pleasure ● elements of Y2 - 3 programme continued if needed ● read for a sustained period ● read a wider range of texts

Expectations - Writing

Every child has something to say
Gail Loane

We support our learners to:

- think about what they have to say
- choose the best words to say what they mean
- check for meaning and for conventions

Learners

- use a draft writing book
- may also write electronically - eg, using their Google account
- write at least once during the school day, and often more than once a day
- write across the curriculum - for a variety of purposes in a variety of forms
- write for a purpose, not to fulfil a genre based programme
- make choices about form / genre dependent on purpose and audience
- writing is determined by the learning context, eg, an inquiry topic, student interest
- check for meaning and for conventions
- practise spelling for a short time most days

Teachers

- determine learning focus based on learners' previous writing
- provide models of text
- sight their learners' work every day
- respond regularly to learners' work in writing & verbally
- support learners in giving feedback to each other eg, through the helping circle
- make learning visible through the use of shared learning intentions and exemplars

- provide opportunities for learners to discover the power of their own writing (eg young writers writing notes or signs, developing writers writing persuasive letters)
- explicitly teach the conventions of writing - spelling and punctuation
- teach spelling - both phonically regular spellings and irregular spellings
- differentiate the teaching of spelling according to the learner's level
- teach ways to practise spelling and ensure regular times for this
- teach correct letter formation and possibly linking of letters regularly up to and including Y3
- ensure that learners have the opportunity to think and write in a quiet environment

Expectations at different stages:

Y0 - 1	Y2 - 3	Y4 - 6
• writing mainly about personal experiences • planning may be oral or pictorial • letter formation practised each day • phonic skills for spelling taught daily - both out of context and within context • learners grouped for phonics according to their level • Essential List spellings learnt at own level	• writing for a range of purposes and audiences • planning may be oral or pictorial or 'jottings' • handwriting formally taught on a regular basis • phonic skills for spelling taught at least 3 - 4 times a week and reinforced in context • Essential List spellings learnt at own level	• writing for a range of purposes and audiences • planning is used if it will be helpful and may take a variety of forms • Google docs used for some writing • Essential List spellings learnt at learner's level until all lists are mastered • ongoing teaching of spelling patterns, rules and morphemes

Expectations - Information Literacy

Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them.They are people prepared for lifelong learning, because they can always find the information needed for any decision or task at hand.

American Library Association

Learners
- visit the library and borrow books at least once a week
- use a range of sources to access information - books, internet, experts, magazines, newspapers

Teachers
- explicitly teach information literacy skills, see Wakefield School Information Literacy Overview
- use the library regularly with their class

Teacher Knowledge

Teachers should be familiar with the development of literacy skills and approaches to teaching reading and writing outlined in:

Effective Literacy Practice Y1-4 Ministry of Education
Effective Literacy Practice Y5-8 Ministry of Education

Literacy Learning Progressions Ministry of Education
In matrix format (Teacher Speak - Wakefield School version): reading writing
In matrix format (Kid Speak - Wakefield School version): writing Y0 - 3 writing Y4 - 6

I've Got Something to Say Gail Loane
Learning Through Talk, Oral Language in Years 1-3 Ministry of Education

Planning Expectations
There is no set long term plan, this should be planned collaboratively with your team/syndicate. Teachers/teams have the freedom to teach to the needs of their students and track the achievement objectives covered and achieved. This enables the teacher to integrate and make connections between oral language, reading and writing as well as to other curriculum areas.

Further notes:
- There is a range of instructional reading planning formats on the server that may be useful for planning junior reading
- Day to day planning and reflections should be recorded in Google Docs and stored in your syndicate/team planning folder.
- Track what you are covering from the NZC and record this on the tracking documents in Google Docs.

Assessment Expectations
The main purpose of assessment is to inform and improve teaching and learning.

Teachers use the following ongoing assessments

- individual, group and class discussion
- class observations
- Observational Survey at school entry (carried out by class teacher)
- JOST (for junior students who may be experiencing oral language difficulties)
- Observational Survey at 6yrs (carried out by Reading Recovery teacher for all learners)
- running records (termly if reading 'at' or 'below' the expected level)
- high frequency words for reading (at early stages of reading)
- alphabet and phonic knowledge (at early stages of reading and writing)
- e-asttle reading (Y4-6 only)
- e-asttle writing (Y1-6)
- STAR reading test (Yrs 3-6)
- writing samples (including the learner's draft writing book) assessed against TKI / NS /e-asttle exemplars
- Essential List spelling approx. termly apart from NE
- Wakefield School diagnostic spelling test (2 - 4 times per year) apart from NE
- learner self assessment

See Wakefield School Literacy Assessment timeline

These assessments also provide supporting evidence for OTJs.
Unless school-wide data is requested the only requirement is that

- each student has a record of their progress.
- a reading level is entered on etap for all students in term 4.

Last reviewed Oct 2016.

Mathematics at Wakefield School

At Wakefield School we believe that ***everyone can learn maths***. We believe the most effective learning happens when ***students feel safe within a classroom community*** and when they are ***actively engaged*** in ***worthwhile mathematical tasks***.

We believe students need a ***sound understanding*** of the ***core mathematical ideas*** that underpin all mathematics.

Core Mathematical Ideas:

- ★ Quantity/Number sense - students have a good sense of number quantity and are able to estimate.
- ★ Mathematical Operations - students really understand what it means to add, subtract, multiply and divide.
- ★ Place value - students understand our base 10 number system.

How we learn maths at Wakefield School:

Classroom Community

Effective teachers promote classroom relationships that allow students to think for themselves, to ask questions, and to take intellectual risks (Anthony and Walshaw, 2009).

- ★ Give all students opportunities to struggle with mathematics for themselves.
- ★ Provide students the opportunity to learn in a 'togetherness' environment.
- ★ Ensure that all students feel safe.
- ★ Ensure every student gets involved and take risks in their learning.
- ★ Care about every individual's engagement in mathematics.

Arranging for learning

- ★ Arrange for learning in a variety of ways:
  - All students have time to think and work quietly by themselves
  - Mixed achievement groupings provide insights which enhance understandings.
  - Partners or peers in groups provide the context for sharing ideas and for learning with and from others. Group or partner arrangements are useful not only for enhancing engagement but also for exchanging and testing ideas and generating a higher level of thinking.
  - Whole class discussion provides a forum for broader interpretations and an opportunity for students to clarify their understanding. In all forms of classroom organisation it is the teacher's task to listen, to monitor how often students contribute, and to keep the discussion focused. When class discussion is an integral part of an overall strategy for teaching and learning, students provide their teachers with information about what they know and what they need to learn.
- ★ Do not stream students or use set ability groupings.
- ★ Use a "no hands up" policy frequently. By not allowing students to raise their hands to contribute but instead asking students to contribute individually participation and engagement increases. If asked to contribute but unsure of how to respond a student could say "can you please ask someone else?" The teacher may do this and then return to that student to repeat what the next student the teacher asked said.

Building on Students' Thinking

As students' attention shifts from procedural rules to making sense of mathematics, students become less preoccupied with finding the answers and more with the thinking that leads to the answers.

Fravillig, Murphy, & Fuson, 1999

- ★ Plan mathematics learning experiences that allow students to build on their existing proficiencies, interests, and experiences.
- ★ Put students' current knowledge and interests at the centre of their instructional decision making.
- ★ At times students need explicit teaching of mathematics.
- ★ Assist students to make connections by using carefully sequenced examples, including examples of students' own solution strategies, to illustrate key mathematical ideas.
- ★ Help students to connect maths across the domains and strands of mathematics and to real experiences.

Mathematical Communication

- ★ Facilitate classroom dialogue that is focused towards mathematical argumentation.
- ★ Teach students how to articulate their mathematical explanations and how to justify their solutions through oral, written and concrete representations - use question prompts.
- ★ Use the technique of revoicing to highlight ideas that have come from students, help the development of students' understandings, clarify meaning with students, and to add new ideas, or move discussion in another direction.

Mathematical Language

- ★ Model appropriate mathematical terms and communicate their meaning in a way that students understand.
- ★ Use mathematical language in other contexts, e.g. "run around the *perimeter* of the netball court".

Making Connections

- ★ Assist students to make connections by using carefully sequenced examples, including examples of students' own solution strategies, to illustrate key mathematical ideas.
- ★ Help students to connect maths across the domains and strands of mathematics and to real experiences.

Worthwhile Tasks

"In the mathematics classroom, it is through tasks, more than in any other way, that opportunities to learn are made available to students".

Anthony and Walshaw, 2009

- ★ Use open-ended and rich tasks that provide students with opportunities to struggle with important mathematical ideas.
- ★ Allow students to ***learn mathematics by doing mathematics***.
- ★ Use tasks that allow students to realise that mathematics is more than a correct answer.
- ★ Learn fluency and basic facts through doing mathematics.
- ★ Knowledge creation should be generated by the students as they engage in worthwhile tasks.
- ★ Students should have opportunity to 'play' with mathematics in order to see patterns and relationships.

Tools and Representations

- ★ Use tools to support and/or extend mathematical thinking and reasoning or to communicate thinking.
- ★ When using predesigned mathematical tools ensure students have the knowledge to make sense of them they way they are intended (e.g. tens frames, number lines).

Teacher Knowledge

No matter how good their teaching intentions, teachers must work out how they can best help their students grasp core mathematical ideas.

Hill, Rowan, & Bass, 2005

- ★ Be aware of student misconceptions and address these.
- ★ Plan or map out the potential paths for learning.
- ★ Know your task, how it can be connected to other mathematical concepts and that it can be solved in a multiple of ways.

Assessment for Learning

Classroom exchanges in the form of careful questioning provide a powerful way to assess students' current knowledge and ways of thinking.

Steinberg, Empson, & Carpenter, 2004

- ★ Do not put pressure on students with timed tests.
- ★ Inform teaching by on-going assessment of students' competencies, including language, reading and listening skills and ability to cope with complexity.
- ★ Use a range of assessment practices to make students' thinking visible and to support students' learning.
- ★ Give helpful feedback to students, explain why something is right or wrong, what to do next or ways to improve.
- ★ Provide opportunities for students to evaluate and assess their own work.
- ★ Be transparent about the progressions of maths so students can monitor and track their own progress.
- ★ Students should know (and sometimes set) their goals which will change as they progress.

Planning Expectations

There is no set long term plan, this should be planned collaboratively with your team/syndicate. Teachers/teams have the freedom to teach to the needs of their students and track the achievement objectives covered and achieved. This enables the teacher to integrate and make connections between the strands and domains of maths as well as to other curriculum areas.

However:

- All number domains should be visited often and repeatedly (make connections between them) throughout any year.
- Teach Measurement & Geometry and Statistics & Probability every year but the achievement objectives within the appropriate curriculum level may be spread over 2 years.

Further notes:

- Day to day planning and reflections should be recorded in Google Docs and stored in your syndicate/team planning folder.
- Track what you are covering from the NZC and record this on the tracking documents in Google Docs.

Typical lesson components

Rich Task Lessons (1+ days)

- Unpack the task, making sure students have the vocabulary and knowledge to start the problem. Act it out, draw a picture, etc to ensure everyone understands the problem. Work through the problem, provide prompts to sustain engagement but allow students to do the thinking for themselves.

Some Typical Numeracy Activities that develop understanding of key mathematical ideas

- Hot spot activity that allows students to investigate number knowledge, patterns and develop understanding of key mathematical ideas. E.g. choral counting, quick images, abacus.
- Number studies, e.g. 24, use this to make connections between mathematical concepts, operations, etc.
- Investigation into the equals sign, what it means.
- Writing stories to go with number problems.

Activities to support teaching of strategies based on student's number knowledge

- Supply a range of problems across multiple stages allowing students to enter into the problems at their 'easy' or 'warm up' column and continue to apply their strategies until they reach the point where they need new knowledge to continue. Carefully select students to share in a particular order to support the progression of strategies.
- Give students the answer to a problem and ask them to show proof that the answer given is correct or incorrect and how that answer was found.

Assessment Expectations

We need to be mindful that assessment for some children can be a traumatic experience and the pressure of timed tests or over testing can cause math anxiety. The main purpose of assessment is to inform and improve the teaching and learning.

Year/stage:	Assessment:
Year 1/2 or stage 0-4	Classroom observations, learning samples, JAM, Assessment Resource Bank, self/peer-assessment.
Year 3/4 or stage 5	Classroom observations, learning samples, GloSS, e-asttle (year 4), Assessment Resource Bank, self/peer-assessment.
Year 5/6 or stage 6+	Classroom observations, learning samples, GloSS, e-asttle, Assessment Resource Bank, IKAN (unpressured), self/peer-assessment.

Unless school-wide data is requested the only requirement is that each student has a record of their progress. This should usually include at least one of each of the assessments in the table above and should cover all of the strands of mathematics.

Assessments should not need to be collated immediately prior to report writing time but should be an ongoing ‘diary’ of a student’s mathematical journey. It does not have to be a ‘portfolio display’ that takes unnecessary time, it may be a few pages in a folder that give an overall view of the student’s progress and achievement.

Students should own their mathematical learning and therefore be able to access and talk about their own assessment data. Older students could use their e-asttle results to plan their own next steps that they work on during independent times.

Last Reviewed 2018

Science at Wakefield School

NZC 'essence statement'
In science, students explore how **both** the natural physical world and science itself work so that they can **participate as critical, informed, and responsible citizens** in a society in which science plays a significant role. NZ Curriculum pg 17

Core Science Ideas:
The science programme at Wakefield School will provide children with a wide range of opportunities to learn about and connect with the natural physical world.

The focus is not on simply learning scientific knowledge, but being able to use that knowledge; being able to 'think like a scientist'.

Our science curriculum is organised into two strands:

1.The Nature of Science (NOS) and its 4 sub strands - Understanding about science, Investigating in science, Communicating in science, and Participating and contributing. The Nature of Science is the overarching core strand, and is required learning.

2. The contexts for science learning are: Living World, Planet Earth and Beyond, Physical World, and Material World.

Our science curriculum integrates the NOS and contextual strands. **The science capabilities are our primary focus and are woven into all science teaching.**

Nature of Science sub strands	Understanding about science *When the focus is on scientists work*			Investigating in science *When the focus is on student investigations*			Communicating in science *Make meaning of scientific representations*	Participating and contributing *Is about taking action*
Matching science capabilities	Gather and interpret data	Use evidence	Critique evidence	Gather and interpret data	Use evidence	Critique evidence	Interpret representations	Engaging in science

Science within the Wakefield School Curriculum

- The science curriculum currently sits within the Inquiry curriculum. This is due to be reviewed in 2020 - 22.
- Although science is an element of the Inquiry curriculum, it is acknowledged that it cannot only be 'Inquiry', and that teachers need to make additional opportunities for science learning within the curriculum.

- Science is integrated whenever possible with technology, data literacy, digital technology, literacy and The Arts. Science exploration should also be a component of Discovery Time, Ako Nui and Tairongo time.
- 'Talk Moves' (originally designed for maths) are adapted for science talk and explicitly taught to support the Science Capabilities.
- Science teaching is 'hands on, minds on.' The expectation is that all students engage with the science through experimentation and discussion. Science teaching should not be demonstration based.
- Environmental science and education for sustainability is an important element of our science curriculum.

  The DoC big ideas provide a useful framework for teaching and learning:
  - Everything is connected.
  - The planet's diversity is critical to our survival.
  - People are part of the natural world.
  - Aotearoa, New Zealand is a special place because of its many unique species and ecosystems.

Teachers are encouraged to use a variety of approaches, such as:

- Supporting students in exploring science issues and taking action where the provocation has a genuine relevance to the students
- Library of Experiences
- Science Fair / Expo either at school or local level
- Wondering Wall
- Visits / Skype calls with scientists in our community
- Teachable moments.

National Curriculum Science Achievement Objectives

Assessing and Evaluating Learning

How we make sure learning happens and is progressive

Assessment has four distinct functions:

For the student it

- provides a record of progress/learning
- demonstrates achievement
- gives evidence of learning

For the teacher it

- identifies the knowledge and skills students already have
- monitors student progress to gauge learning and identifies areas for remediation and extension
- provides feedback to allow modification of the teaching programme to ensure effectiveness.

For the school community it

- provides progress and achievement information to parents
- enables accurate reporting to Board of Trustees
- provides information within the school and between schools
- enables the evaluation and review of teaching and learning programmes

For the Ministry of Education it

- fulfils our obligations to report progress and achievement of students

Assessment Programme

1. Assessment is formative and progressive. Procedures must be manageable for teachers, non-intrusive for students and focused on promoting learning. **An Assessment Overview is provided, detailing required assessment tools and times for literacy and mathematics.**
2. Teacher judgment and student self-reflection are valued as sources of assessment information. Teachers use assessment data to review and adjust class teaching programmes. Details of these evaluations and changes are recorded.
3. Key Competencies are assessed using mainly student self-reflection.
4. Student learning is assessed using a range of formal and informal methods that emphasize formative assessment.
5. Teachers are encouraged to explore the use of digital tools for sharing children's learning with parents and others. Students in Totara Syndicate have individual Google accounts. While these are primarily to support student learning they also improve communication between home and school, enabling richer conversations about student progress and achievement. Parents are encouraged and supported to take an active interest in their child's Google account.
6. Learners with special education needs, including those identified as priority learners, will receive additional assessment appropriate to their needs. These students' learning may also be reported to parents more frequently and in different formats, such as an Individual Education Plan.

7. Individual student data from formal assessments is recorded in the student management system eTap. All reports are completed directly onto an eTap document.

8. Written reports to parents are made twice a year, at the end of term two and the end of term four.

9. Formal learning conferences are held twice a year:

   - Weeks 2-3, Term one
   - Week 10, Term two

   Learning conferences involve the parent, teacher/s and, sometimes, the child. Additional learning conferences may be held at any time at the request of the parent or teacher. New Entrants receive an additional learning conference around 6 weeks after beginning school, once the Six Year Net testing is completed (see 11. below).

10. At school entry children will be assessed using:

   · JAM (mathematics)
   · Marie Clay diagnostic survey (literacy), and JOST where oral language is a concern

11. Six Year Testing is conducted for all children as they turn six. Consultation with the Reading Recovery teacher is needed to ensure that children at risk are provided with the appropriate programme. Results are recorded on eTap.

Minds are not containers or filing cabinets to store knowledge 'just in case': they are resources that can be connected to other resources in order to generate new knowledge.

(Jane Gilbert, 2005. *Catching the Knowledge Wave)*