

# RUAWAI PRIMARY SCHOOL

“True to our Trust”



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## NAG 1 CURRICULUM DELIVERY POLICY

### Rationale

The delivery of teaching and learning programmes is the main function of schooling. The Board of Trustees has an obligation to provide educational programmes which shall challenge students to achieve high personal standards.

The school curriculum is the way in which this school puts into practice the policies set out in the national curriculum statements.

### Purposes

1. This policy is the umbrella document for all essential learning areas.
2. To ensure that all children experience all aspects of the curriculum.
3. To ensure consistency of curriculum delivery in teaching and learning programmes throughout the school.
4. To establish direction and purpose for learning.
5. To ensure that learning progresses coherently throughout the school.
6. To put in place a framework that allows flexible programmes to maximise the effectiveness of the learning process.

### Guidelines

1. The teaching and learning programmes will reflect an activity based, child-centred programme:
  - Process should be emphasised over product
  - Relevance to student's lives must be apparent in studies
  - Meaningful and realistic contexts should be used
2. Each day the children will have opportunities for:
  - Immersion in a variety of curriculum areas
  - Individual and shared experiences
  - Teacher directed and child-centred frameworks

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3. Teachers will base classroom programmes on:
  - The needs, voice and agency of the children – goal setting, next steps
  - The goals and objectives of the School Charter
  - The “New Zealand Curriculum Framework”
  - National curriculum statements
  - School mission, vision and values
  - School curriculum programme
4. The curriculum will challenge all students to succeed to the best of their ability. Student interests and passions will be nurtured.
5. All students will have opportunities to be taught all the essential learning areas and associated curriculum areas.
6. Learning Programmes will centre around the school vision, key competencies and school values.
7. Teachers are encouraged to collaborate in planning and delivery, sharing strengths and abilities.
8. The style and format of planning is the responsibility of each teacher, but should align with the planning guide in the school curriculum and include specific requirements as stated by the principal.
9. A variety of approaches to teaching should be used:
  - Developmental programmes – PMP, Discovery Time, SMILE Time
  - Interactive and collaborative teaching and learning
  - Integrated units of work - Topic or thematic approaches
  - Inquiry learning
  - Thinking skills
  - Digital literacy
10. A professional development programme (corporate and individual) in conjunction with the school development plan will be based on:
  - The needs of the teachers as identified through either review or request
  - The outcomes of school review
  - Ministry curriculum initiatives
11. Flexible grouping will be used where necessary throughout the school, with an emphasis given to accelerating priority students.
12. Teachers will follow the learning progressions, teaching approaches/methodologies, and use resources as and when defined in the curriculum programmes.

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13. Children with Special Educational Needs will be integrated within the school curriculum and will receive programmes that are regularly evaluated, monitored and communicated to staff and families.

### **Conclusion**

The effective delivery of the curriculum is essential to maximise the learning potential of all students. The content of a school's curriculum reflects what is valued by both society and the school community.

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