

# Henderson Intermediate School

## CURRICULUM, ASSESSMENT & REPORTING POLICY

### RATIONALE

- The HIS Board will ensure that the New Zealand Curriculum is taught to all students and tailored to meet their individual learning needs.
- The HIS Curriculum will provide learning opportunities that will broaden student horizons and teach them to become self-regulating learners.
- Assessment will be used to advance student learning, to guide teaching and to identify student learning needs and resourcing needs.
- Reporting will show student progress and achievement in the NZCF Levels in all learning areas, and will define next learning steps.

### GUIDELINES

#### **Curriculum Delivery**

1. The Curriculum at HIS will be based on the New Zealand Curriculum and will reflect our local area. Priority will be given to Literacy and Numeracy.
2. Learning programmes will be delivered in homeroom classes, in other classes in the syndicate, through specialist teaching and online when necessary.
3. Extra curricular learning opportunities will be provided for all students in a variety of different areas.  
ie. Leadership Groups – IT, School Council, IT Leaders, Sports leaders, Enviro Leaders, House Captains, Music Groups, Polyclub, Kapa Haka etc.
4. The EOTC Programme will enhance achievement objectives and key competencies across all learning areas. Students will safely experience a range of different learning opportunities outside the classroom. The RAMS REGISTER provides procedures that must be carried out before and during any EOTC activity to ensure safety. All activities out of the School must have a RAMS Form completed and approved by the Principal on behalf of the Board and handed into the School WHS Officer, Shania Hammon, prior to the activity taking place.
5. For students with special learning needs, (ESOL, Remedial, Extension) the School will provide appropriate programmes and personnel to support these students in their learning. Through the School's Learning Support Co-ordinator, ESOL students are provided with a personalised learning support programme.
6. Sporting educational activities will be provided to help enhance student physical skills, social development, health and wellbeing, fitness and behaviour.
7. Parents and the Community will be consulted about the delivery of the Health Curriculum in even years.
8. The School uses a range of learning technologies to enhance student learning. Online publishing will only be done with the written consent of legal guardians. Use of the internet is for the education of and improved delivery of curriculum materials. Staff and students make use of this service for this purpose only. Abuse

of this by either staff or students will result in use of the ICT devices being withdrawn.

9. The instructional needs of Māori children will be met through the provision of the School's Bilingual Unit. Students will maintain and nurture the use of "Te Reo Me Nga Tikanga" at school and within their whānau. Consultation with the School's Māori Community about how the School plans to raise the achievement of Māori students will be monitored regularly. A full immersion Māori and Bilingual Māori classes are provided.
10. Students will be provided with optional homework related to classroom programmes in order to encourage and develop sound study habits in preparation for their secondary schooling.
11. The instructional needs of Samoan students will be met through the provision of a Samoan Bilingual Class, Tupu Ma Ola.

### **Assessment**

1. The learner is the focus of all assessment. Assessment will cover skills and achievement objectives in all learning areas.
2. Assessment is an integral part of curriculum delivery which provides clear learning outcomes against which student progress can be measured.
3. A variety of data collecting methods are used to enable teachers to plan and review progress of students.
4. Diagnostic, Formative and Summative assessment will be used in all learning areas.
5. National Standardised Tests will be used as diagnostic tools and to measure progress of students in Reading, Writing and Mathematics, against levels of the NZ Curriculum and in assisting with determining OTJS (Overall Teacher Judgements).
6. The Board will receive a report about the progress of Target Students, through the reporting of various different learning areas.
7. Feedback to students will be both written, verbal and online when necessary.
8. Goal setting will be a critical part of the learning cycle. Parents/whānau will be active participants. These Hui will take place in Terms 1, 2 and 3.

### **Reporting**

1. Student progress will be reported to parents and the Board.
2. Written reports will be provided for parents twice yearly in Reading, Writing and Mathematics and once a year in all other learning areas.
3. Oral reporting to parents will be by way of feedback interview meetings and/or Zoom meetings if appropriate. Schoolwide 'Dojo' will also be used for weekly contact with whānau.

4. In February each year, the School will report to the Ministry of Education on the schoolwide: Strategic Plan, Annual Plan, Annual Achievement Targets and new Targets will be set.
5. An Annual Parent evening will be provided in Curriculum Delivery in order to better support families/whānau with their children at home.
6. Reporting to the Community will be done through Newsletters, newspaper stories published in the Western Leader, the School Website and School Prospectus.

**Reviewed 8th May 2023**