

## **MICHAEL PARK SCHOOL AND KINDERGARTEN POLICY**

### **CURRICULUM, ASSESSMENT & REPORTING**

#### **Rationale**

1. Curriculum is to be delivered in accordance with our special character and integration agreement with the Crown. At all times the special character is to be fostered.
2. The school and kindergarten must fulfil the requirements of Nags 1 and 2 and deliver the New Zealand Curriculum and Te Whāriki in accordance with our special character.
3. Gathering, monitoring and acting upon assessment data about individuals and groups of students is critical to maximising student learning and achievement.
4. The school and kindergarten will report on progress and achievement to parents and students in accordance with the requirements of Nag 2.
5. The Kindergarten must fulfil the requirements of regulation 43 in the Early Childhood Services Regulations (2008).

#### **Guidelines**

##### **Curriculum**

1. School curriculum documents, schemes and programmes of learning will be localised and implemented in a manner which reflects our special character as described in the dimensions and indicators of the Special Character self-review tool and the Federation of Rudolf Steiner Waldorf Schools in New Zealand (FRSWNZ) essential principles and curriculum guidelines.<sup>i</sup>
2. Schemes and programmes of learning will be inclusive and responsive to diverse needs of students.
3. Schemes and programmes will reflect and respect the principles of the Treaty of Waitangi.
4. The aspirations of the community will be taken into consideration in the review and formation of curriculum, assessment and reporting.
5. Teachers will implement the localised curriculum in an inclusive manner.
6. In the kindergarten, programmes of learning will reflect the kindergarten philosophy and intent of the current curriculum framework, Te Whariki and be referenced to the Licensing Criteria (2011).
7. Programmes of learning will include experiences that promote values<sup>ii</sup> and the Key Capacities<sup>iii</sup>
8. Curriculum documents, schemes and programmes of learning will draw on the significant features of New Zealand's diverse ethnic and cultural heritage.
9. The vertical curriculum will reflect a broad and balanced programme of Main Lessons and Subject Lessons from Classes 1-12 (Years 2-13).
10. All programmes of learning, Main Lessons, Subject and Block Lessons will include reference to the New Zealand Curriculum (2007) Achievement Objectives and have clearly stated time

frames, learning aims / intentions and achievement outcomes, and learning experiences which evidence the progression of learning through to the specified assessment task(s).

11. In the Lower School, learning intentions will incorporate the appropriate FRSWNZ Learning Steps which describe the progression of skills in literacy and numeracy from Class 1 (Year 2) to Class 7 (Year 8).
12. The High School will provide a programme to ensure that all students receive course choice advice and careers information.
13. Entry into courses and programmes will be based on published criteria but will also be flexible at the discretion of the subject teacher, High School Coordinator and, finally, the Principal.
14. HS qualifications and assessment pathways are chosen and monitored to ensure that they meet the needs of students and the community in terms of their overall education and their pathways to further education. The qualification chosen must allow entry into all appropriate tertiary courses.

### **Assessment**

15. Assessment will focus on students' progress over time and set students up for learning success.
16. Formative assessment will be used as a critical tool in maximising student learning and progress.
17. Summative assessment of student learning will be used for reporting and qualifications purposes, for monitoring the progress and achievement of individuals and groups of students towards achievement targets and for identifying patterns and trends relating to student achievement.
18. The process through which teachers derive interim and overall teacher judgements will be rigorous and utilise multiple sources of evidence.
19. Assessment information will be used by all teaching staff on an ongoing basis to review and improve / adapt teaching programmes in order to maximise student learning.
20. Schedules of assessments will be drawn up to assist in assessment planning and reviewed as necessary.
21. Assessments will be carried out in accordance with the appropriate assessment procedures and will be fair, valid and reliable.

### **Reporting**

22. Reporting will:
  - a. Make visible to parents and students as appropriate, the learning progress and achievement of students;
  - b. Be used to engage parents, and students as appropriate, in conversations to determine next steps.
23. Regular opportunities will be provided for teachers to communicate with parents about their child's learning.
24. Twice annually, the school will report to parents / caregivers in writing, in plain language, on each student's progress.
25. All information relating to students is subject to Privacy-Act provisions.
26. Summative assessment information about the achievement of groups of students against specified standards, objectives and curriculum levels and in relation to identified targets will

be reported to the Board of Trustees annually in the form of statistical evidence supported by written analysis. It will be used to establish targets for the following year.

27. The results of the kindergarten Class One readiness assessment for 6-year olds will be reported annually to the Board and RSST.
28. In Classes 1-7, moderated teacher judgements based on the FRSWNZ Learning Steps (which measure the progress of students towards meeting the National Standards at the end of Year 8) will be used as the basis for Nag 2a reporting to the Board and Ministry of Education.
29. From Class 6 up, students may participate in a student-teacher-parent conference as part of the parent / caregiver interview.
30. From Class 6 up, students will receive purposeful information about their assessments and participate in goal setting.
31. High School students will be provided with records of learning, mid-year reports and assessment results and regular opportunities for support in reflective conversations about progress, achievement and goal setting.

### **Quality Assurance**

32. Michael Park will fulfil all quality assurance requirements as they pertain to external accreditation.
33. In the Lower School the Assessment and Reporting subcommittee and in the High School the HSQC (High School Qualifications Committee) ensure that school-wide curriculum, assessment and moderation procedures are being appropriately implemented in accordance with this policy.

### **Definitions**

**STAR** – Secondary Tertiary Alignment Resource. STAR provides state and state-integrated secondary schools with additional funding to access courses that better meet the needs of students by personalising learning pathways and facilitating a smooth transition to the workplace or further study.

**Gateway** - is funded by the Tertiary Education Commission and is a programme which enables senior secondary students to gain structured workplace learning in business and industry and be assessed for credits which contribute to NCEA and industry-specific qualifications.

**Vocational Pathways** - are a new tool that provides a clear framework for vocational options, support better programme design and careers advice, and improve the links between education and employment. They are the product of a partnership between government agencies, the industry training sector, secondary and tertiary education representatives, and industry and employer representatives. There are five pathways (Primary Industries; Services Industries; Social and Community Services; Manufacturing and Technology; Construction and Infrastructure) which represent new ways to structure and achieve NCEA level 2 and provide a more coherent framework for foundation vocational education and training. The pathways will help students to develop their own individual education plan, so they are better informed and able to make better choices to meet their goals. There are a range of tools to help plan and design programmes and help students to plan their future career opportunities.

### **Related Policy**

- Special Character
- Self-Review

## Related Procedures

- High School Assessment
- Lower School Assessment and Moderation (Planning and Assessment Handbook)

## References

National Administration Guidelines 1 and 2 (NAG 1, 2); FRSWNZ Learning Steps (2011); FRSWNZ Curriculum Guidelines (2011); New Zealand Curriculum (2007); Private Schools Conditional Integration Act 1975: repealed, on 19 May 2017, by [section 159](#) of the Education (Update) Amendment Act 2017 (2017 No 20). School Trustees Act 1989; Early Childhood Services Regulations 2008.

Ratified by Board/RSST:



Signed for BOT/RSST

Date: 25/09/2017

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<sup>i</sup> FRSWNZ Curriculum Guidelines (2011) p.7

<sup>ii</sup> New Zealand Curriculum (2007)

<sup>iii</sup> FRSWNZ Curriculum Guidelines (2011) p. 17-18