

## Bunnythorpe School Curriculum and Assessment Guidelines



### *Our vision is to:*

‘Enhance Learning and explore new opportunities that will prepare our school community for the future by developing wisdom, justice, compassion and integrity.’

# Bunnythorpe School Culture

**Will include Learning Programmes from the New Zealand Curriculum with an emphasis on the Local Goals listed in the Bunnythorpe School Charter.**

## Rewards and Celebrations:

We reward and celebrate effort and achievement by:

- Oral and Written Praise
- Recognition in assemblies
- Publishing work
- Sharing success with staff
- Certificates and Awards
- Displays
- Newsletters

## Learning:

We strive for independence a healthy self esteem and excellence in:

- Planning
- Teaching
- Learning Experiences
- Work and Behaviour
- Classroom and School environments
- Assessment and Evaluation

## On Entry:

New people are welcomed to our school

- by assemblies
- in Newsletters
- by being given information booklets and orientation

## Values:

We value and respect:

- Honesty
- Cultural Differences
- Openness
- Humour
- Individuality
- The rights of others
- Co-operation
- Confidentiality
- A spiritual dimension

By showing:

- Concern
- Support
- Sensitivity
- Consideration
- Hospitality
- Understanding
- Tolerance

We honour the intent of the Treaty of Waitangi by valuing and nurturing New Zealand's dual cultural heritage.

## Mission Statement

Our aim at Bunnythorpe School is to enhance learning and explore new opportunities that will prepare our school community for the future.  
Our children will be confident, connected, actively involved in their learning for life.

## Communication:

We communicate formally and informally through:

- newsletters
- notice boards
- assemblies
- reports
- orientation
- meetings

## Local Goals:

We plan to enhance learning and explore new opportunities that will prepare our school community for the future by:

- Promoting the unique qualities of Bunnythorpe School.
- Promoting a healthy learning environment.
- Fostering respect for each other and property.
- Creating a partnership between school and community.
- Giving children opportunities to interact successfully with others.
- Utilising the resources within our community.
- Promoting interaction between our school and other local schools for academic, cultural and sporting activities.

## When Leaving:

When leaving Bunnythorpe School people will know:

- that they will be missed
- Receive a leaving certificate
- Have their contributions to the school acknowledged.

## Our Mission

To provide quality learning that prepares our students for their future by nurturing:

- The growth of knowledge and understanding (Taha Hinengaro Matauranga)
- Values, attitudes and beliefs (Taha Wairua: Whai mana, whai oranga, whai tikanga)
- The development of tools and skills for learning (Taha Tinana: Nga pukehga hai ako)

... and embraces ....

- Our relationship with the land (To tatau hononga kit e whenua)

Our children will move forward from Bunnythorpe School:

- With strong foundations in literacy and numeracy
- As purposeful, self motivated learners
- With pride in themselves and their achievements
- With the ability to make good choices in their lives
- With the skills and values required for citizenship and leadership in the future
- As risk takers and innovators
- As critical and creative thinkers

## Our Values

*What we expect from our Students at Bunnythorpe School*

- **Respect:** for ourselves, the needs and ideas of others, for our own and others' property, for our family and community
- **Celebrating Success:** being a learning family within our wider community. Supporting and encouraging each other. Celebrating the success of others.
- **Pride:** In ourselves, our work, our school and community, and in our achievements.
- **Responsibility:** for our own actions, for our own learning. Owning up to our mistakes, and taking control of our own learning.
- **Integrity:** Being honest, true to ourselves, our school, our community
- **Courage:** to take risks, to have a go, to not fear being wrong, to stand up for our own ideas and our own identity
- **Perseverance:** Not giving up when learning is challenging. Being able to tackle problems from a different perspective.

## *Our Beliefs*

- Every child can learn,
- Every child has strengths on with to build.
- Expectations determine the quality of learning.
- The best learning is collaborative, active and self-driven.
- Our teachers are learners too.
- Literacy, Numeracy and the Key Competencies are our core business.
- Home-school partnership is essential for learning.
- Achievement will be celebrated.
- A safe, quality and stimulating environment enhances all levels of learning within our school community.

## *Our Goals*

**2008 – 2010**

- To improve achievement in Literacy and Numeracy.
- To develop and implement a curriculum that reflects the revised NZCF and the culture of the school.
- To develop students as lifelong learners
- To enhance the school's physical environment and resources.
- To develop and enhance ICT skills so that it becomes a sustainable option to support learning and teaching at Bunnythorpe School.

<b>National Education Priorities</b>		
<b>Success for All</b> <i>We ensure this by...</i> <ul style="list-style-type: none"> <li>• Belief that every child will achieve</li> <li>• Celebrating success</li> <li>• Setting realistic, challenging expectations</li> <li>• Providing individual support</li> <li>• Knowing our learners</li> </ul>	<b>A safe Learning Environment</b> <i>We ensure this by...</i> <ul style="list-style-type: none"> <li>• Regular monitoring of physical surroundings</li> <li>• Fostering respect</li> <li>• Teaching core values</li> </ul>	<b>Improving Literacy &amp; Numeracy</b> <i>We ensure this by ...</i> <ul style="list-style-type: none"> <li>• Prioritising Literacy &amp; Numeracy</li> <li>• Provision of support for students</li> <li>• Targeted professional development</li> <li>• Using support agencies</li> <li>• Establishing high expectations</li> <li>• Monitoring progress / identifying gaps</li> <li>• Involving family</li> </ul>
<b>Improving Outcomes for students at Risk.</b> <i>We ensure this by...</i> <ul style="list-style-type: none"> <li>• Providing individual programmes</li> <li>• Involving family</li> <li>• Utilising support agencies</li> </ul>	<b>Improving Outcomes for Maori</b> <i>We ensure this by ...</i> <ul style="list-style-type: none"> <li>• Integrating cultural dimensions into all classroom activities</li> <li>• Acknowledging and planning for diversity in the school community</li> <li>• Offering Maori Medium education</li> </ul>	<b>Providing Career Guidance</b> <i>We ensure this by ...</i> <ul style="list-style-type: none"> <li>• Integrating career education into unit studies</li> <li>• Utilizing local resources &amp; people</li> <li>• Utilizing outside resources</li> </ul>
<b>Better Use of Student Achievement Information.</b> <i>We ensure this by ...</i> <ul style="list-style-type: none"> <li>• Using data to inform teaching &amp; learning</li> <li>• Using a range of assessment tools</li> <li>• Use of formative assessment</li> <li>• Involving students in their own assessment</li> </ul>	<b>Reporting</b> <i>We ensure this by...</i> <ul style="list-style-type: none"> <li>• Reporting to parents 3 way conferencing, mid year and end of year written reports Potfolios</li> <li>• Providing annotated work samples</li> <li>• Reporting student achievement regularly to BOT and community</li> <li>• Monitoring trends over time</li> </ul>	<b>Gifted and Talented</b> <i>We ensure this by ...</i> <ul style="list-style-type: none"> <li>• Providing flexible grouping</li> <li>• Interschool and extra-curricular activities</li> <li>• Kainui Cluster GATE programme</li> <li>• Dual enrolment correspondence where applicable</li> </ul>
<b>Physical Activity</b> <i>We ensure this by ...</i> <ul style="list-style-type: none"> <li>• Daily whole school fitness</li> <li>• Provision of equipment &amp; resources</li> <li>• Supporting extra-curricular sports opportunities</li> <li>• Participation in Active Schools programme</li> </ul>		

All students in the Bunnythorpe School community are entitled to opportunities to develop skills across the curriculum wherever and whenever they are learning. These skills are relevant from early year's right through to the senior phase of learning and beyond, and into lifelong learning. All sectors of the Bunnythorpe School Community therefore contribute to the development of these skills.

Teachers at Bunnythorpe School will provide planned experiences across all levels to allow all students to take responsibility for developing and demonstrating their skills.

The Learning Areas, as described in the New Zealand Curriculum, encompass knowledge and understanding of content and concepts, as well as skills.

Different contexts for learning provide opportunities and motivation for learners to develop associated skills, for example, through experiences of the world of work, including enterprise and entrepreneurial activity, citizenship or out-of-school learning.

In addition, how the learning is designed will help develop skills through, for example, collaborative learning, critical thinking or philosophical enquiry.

Developing an awareness and understanding of the skills that our students are building, throughout their learning and across all stages and settings is an important part of their learning in Bunnythorpe School.

Opportunities to develop Key Competencies are embedded in the programmes of learning all curriculum areas for all stages of learning.

In considering how to support the development of skills across the curriculum it is important for teachers at all levels of Bunnythorpe School to recognise and value the diversity of individuals and their broad range of talents, abilities and achievements whilst creating an ethos of achievement for all learners within a climate of high expectation.

To ensure that all children and young people are able to access opportunities to develop a broad range of skills it is essential that effective support is provided to remove any barriers to learning.

## **Developing the Curriculum: Principles for curriculum design**

These apply to the curriculum, at an organisational level, in the classroom and in any other setting where children are learners.

The following principles will assist teachers and schools in their practice and as a basis for continuing review, evaluation and improvement. They apply to the curriculum at national, education authority, school and individual levels and must be taken into account for all students.

### ***1. Challenge and enjoyment***

Children should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all.

At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable students to sustain their effort.

### ***2. Breadth***

All children should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

### ***3. Progression***

Children should experience continuous progression in their learning within the New Zealand Curriculum.

Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early.

### ***4. Depth***

There should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

### ***5. Personalisation and choice***

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible personal choice as they move through their school career.

Once they have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

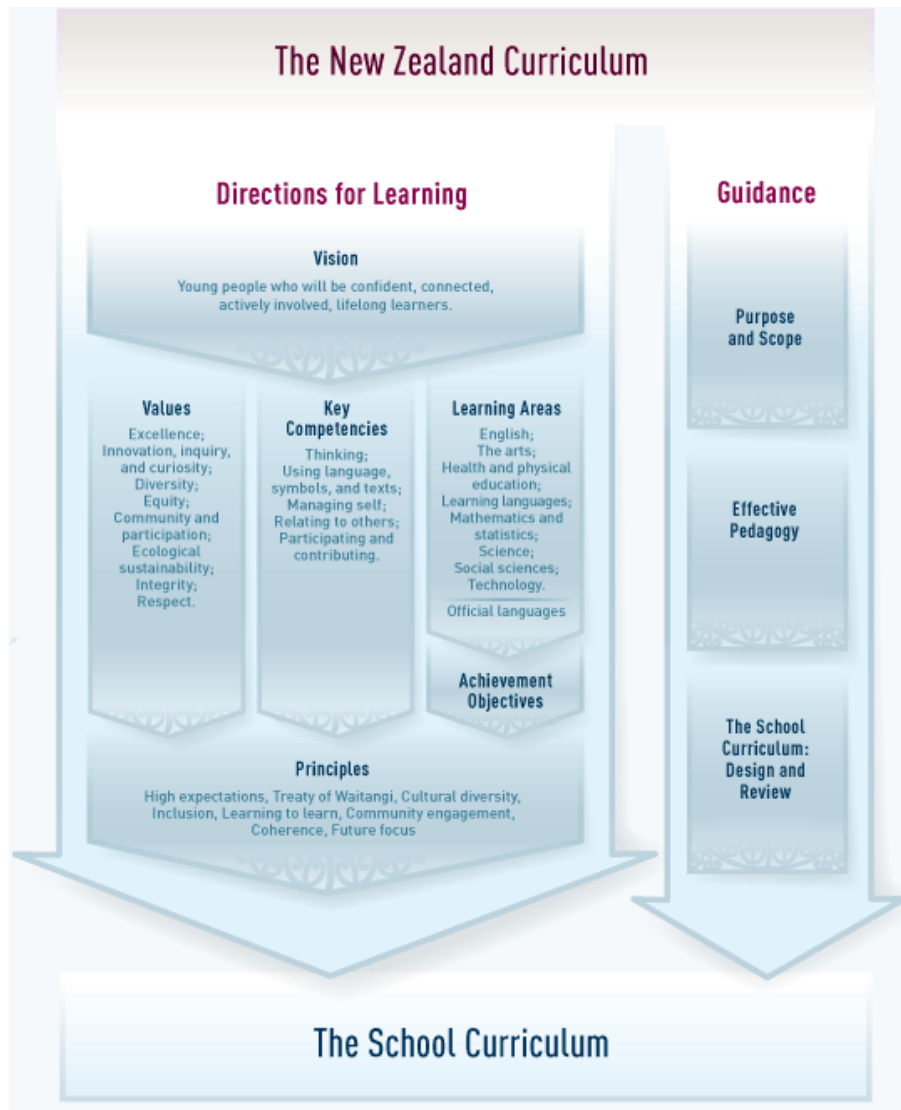
## ***6. Coherence***

Students learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children learning, including opportunities for extended activities which draw different strands of learning together.

## ***7. Relevance***

Children should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.





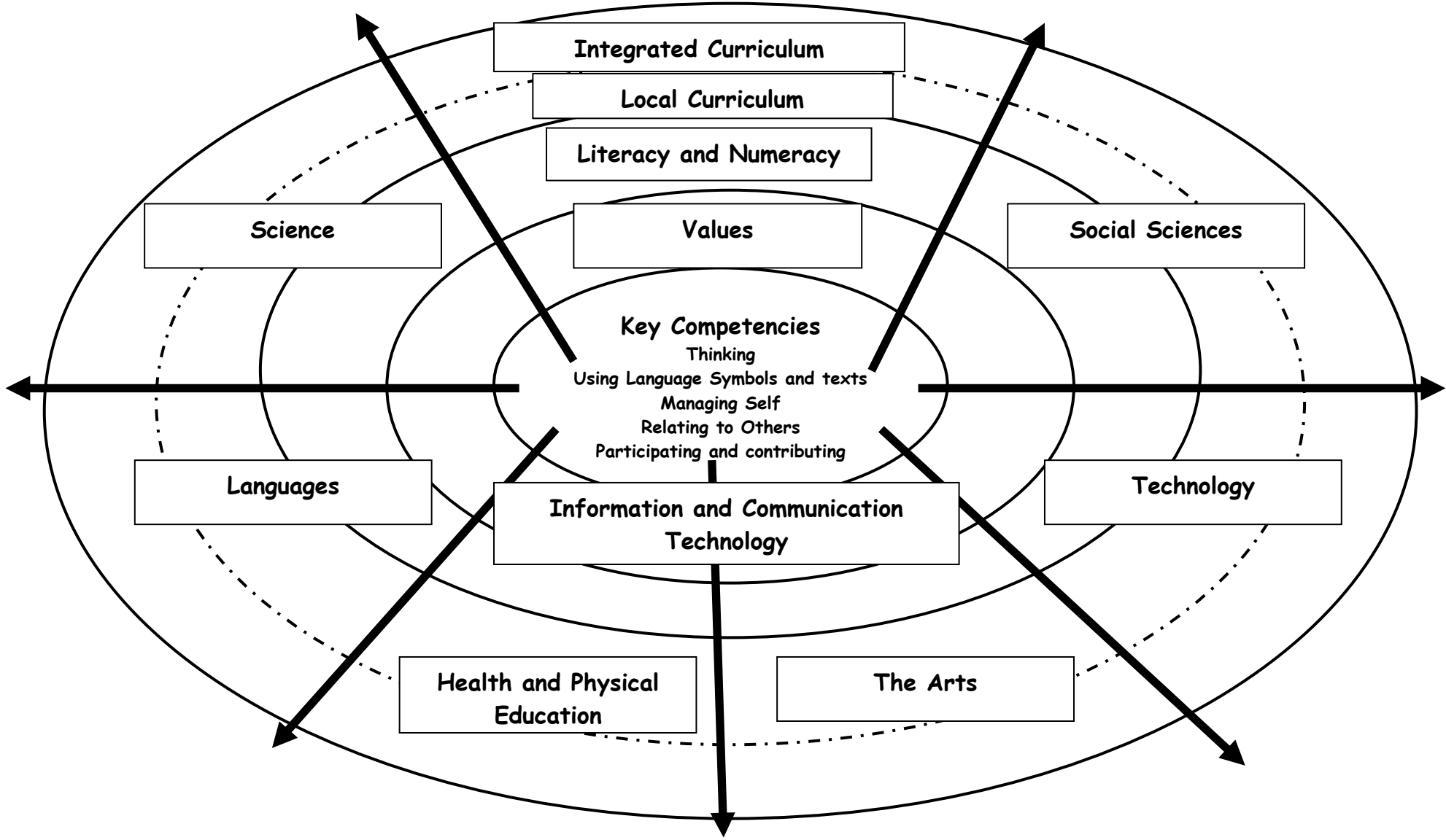
The New Zealand Curriculum was formed in partnership between the Ministry of education and the education community as a whole – it belongs to us all.

Curriculum requirements that every principal and teacher need to carry in their heart – (Lester Flockton – University of Otago)

1. Curriculum practice is **underpinned by** and consistent with the **principles**.
2. **Values** are **encouraged, modelled** and **explored**.
3. Students are supported to develop the key competencies.
4. **Programmes of learning** are effectively taught in each area:
  - a. **English**, as specified on pg 18;
  - b. **The Arts**, as specified on pgs 20 -21;
  - c. **Health and physical education**, as specified on pgs 22 – 23;
  - d. **Mathematics and statistics**, as specified on pg 26;
  - e. **Science**, as specified on pgs 28 – 29;
  - f. **Social sciences**, as specified on pg 30;
  - g. **Technology** as specified on pgs 32 – 33.

When designing and reviewing their curriculum, schools select achievement objectives from each area in response to the identified interests and learning needs of their students.

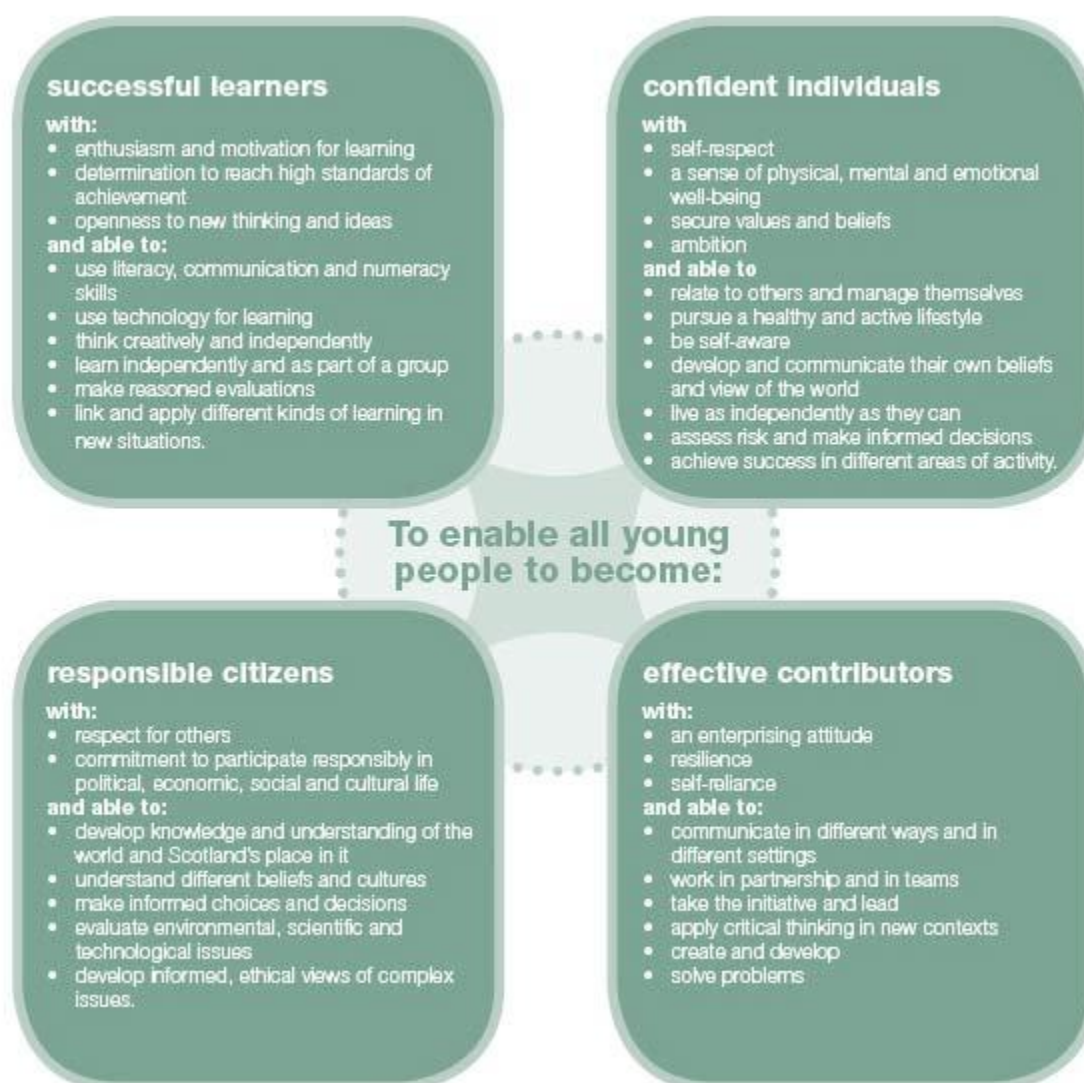
Bunnythorpe School Curriculum Overview



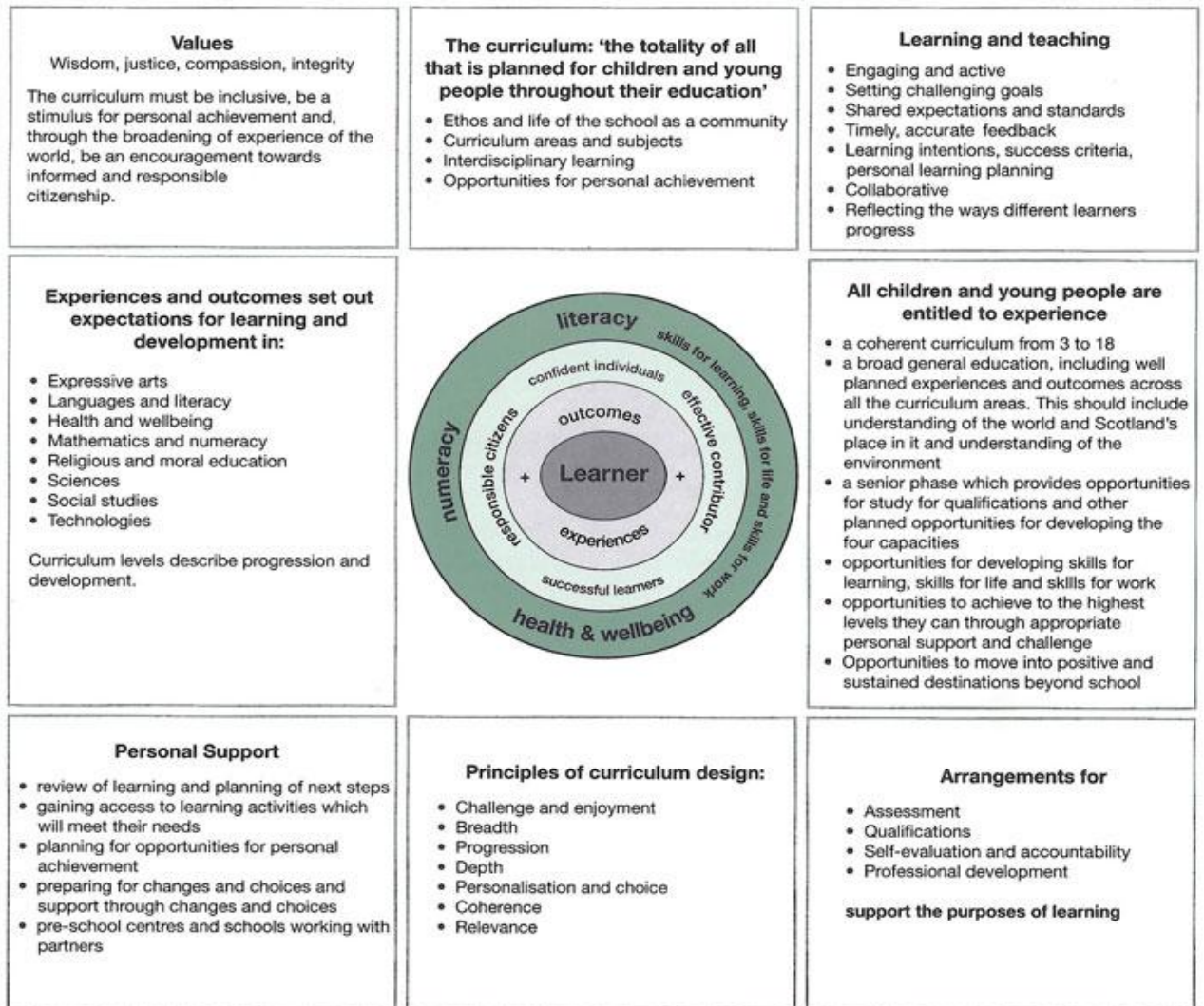
The purpose of our Curriculum is to enable each student at Bunnythorpe School to be a successful learner, a confident individual, a responsible citizen and an effective contributor to society.

Taken together across the Learning Areas, the experiences and outcomes contribute to our students developing the four key capacities identified below.

The expanded statements of the four capacities form a very useful focus for planning choices and next steps in learning. The attributes and capabilities will be used by our teachers as a guide to assess whether the educational programme for any individual student reflects their personal needs.



The curriculum at a glance – a diagram we could modify for Bunnythorpe School????



Development of Literacy, Numeracy and the Key Competencies will be the primary focus of learning and teaching at Bunnythorpe School. We recognise that the development of learning dispositions in conjunction with skills and knowledge will enable our students to succeed in the future; our underlying focus is that of learning to learn.

Literacy, Numeracy, and Physical Activity will be delivered on a daily basis, and will be linked to other learning themes where possible.

All other Learning Areas will be integrated in theme inquiry-focussed units of learning.

One 'Big Idea' could be selected school-wide per term. Within this, individual teachers are free to select their own aspect for inquiry. Assessment within such units should be manageable, and useful in determining future learning, and should reflect both content and process. Within a thematic inquiry no more than 1 – 2 Achievement Objectives should be selected for assessment along with an identified Key Competency.

Selection of school-wide themes and class contexts for inquiry may take into consideration:

- Prior areas of coverage, so that a broad balance is achieved over time
- School, district, national or international events of interest or significance
- The needs and interests of our students.

## **Literacy across learning:**

The development of literacy skills plays an important role in all learning.

Children develop and extend literacy skills when they have opportunities to:

- communicate, collaborate and build relationships
- reflect on and again explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts<sup>1</sup> in different media, taking advantage of the opportunities offered by ICT
- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages
- explore the richness and diversity of language, how it can affect me and the wide range of ways in which I and others can be creative
- extend and enrich my vocabulary through listening, talking, watching and reading.

## **Numeracy across learning:**

Learning in numeracy enables students to:

- develop essential numeracy skills which will allow me to participate fully in society
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

## **Health and wellbeing across learning:**

Learning in health and wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

At Bunnythorpe School children can expect their learning environment to support them to:

- develop self-awareness, self worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build my resilience and confidence
- understand and develop physical, mental and spiritual wellbeing and social skills
- understand the relationships between eating, keeping active and making decisions involving behaviour and relationships affect personal physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that the adults in their school community have a responsibility to look after me, listen to my concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on strengths and skills to help make informed choices when planning next steps

- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

## **Sciences:**

### Content

The sciences framework provides a range of different contexts for learning which draw on important aspects of everyday life and work.

Learning in the sciences will enable children at Bunnythorpe School to:

- develop curiosity and understanding of the environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- apply safety measures and take necessary action to control risk and hazards
- recognise the impact the sciences make on their life, the lives of others, the environment and on society
- recognise the role of creativity and inventiveness in the development of the sciences
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as a scientifically-literate citizen with a lifelong interest in the sciences
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

## **Social Sciences:**

The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.

Students will develop the knowledge and skills to enable them to:

- better understand, participate in, and contribute to the local, national, and global communities in which they live and work;
- engage critically with societal issues; and
- evaluate the sustainability of alternative social, economic, political, and environmental practices.

Students will explore the unique bicultural nature of New Zealand society that derives from the Treaty of Waitangi.

They will:

- learn about people, places, cultures, histories, and the economic world, within and beyond New Zealand.
- develop understandings about how societies are organised and function and how the ways in which people and communities respond are shaped by different perspectives, values, and viewpoints.

As they explore how others see themselves, students clarify their own identities in relation to their particular heritages and contexts.

### **Identity, Culture, and Organisation –**

Students will learn about:

- society and communities and how they function.
- diverse cultures and identities of people within those communities and
- the effects of these on the participation of groups and individuals.

### **Place and Environment**

Students learn about:

- how people perceive,
- represent,
- interpret, and
- interact with places and environments.

They will come to understand the relationships that exist between people and the environment.



## **Continuity and Change**

Students learn about:

- past events,
- experiences,
- actions and
- the changing ways in which these have been interpreted over time.

This helps them to understand the past, present and imagine possible futures.

## **The Economic World:**

Students learn about:

- the ways in which people participate in economic activities
- consumption, production, and
- distribution of goods and services.

They will develop an understanding of their role in the economy and of how economic decisions affect individuals and communities.

## **Technologies:**

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work.

It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Learning in the technologies enables children to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve my life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues

- broaden their understanding of the role that information and communications technology (ICT) has in New Zealand and the global community
- broaden my awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

It is important to remember that as children play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

## **Assessment as part of learning and teaching**

**Assessment is an integral part of learning and teaching, helping to provide a picture of a student's progress and achievements and to identify next steps in learning.**

### **Assessment should:**

- **Support learning**
- **Encourage greater autonomy in learning**
- **Be based on sound evidence and judgement.**

Assessment should support the purposes of learning and reflect the principles of the New Zealand Curriculum document. It is important to develop coherent approaches to planning learning, teaching and assessment and to sharing information about progress and achievements.

High quality classroom interactions which promote thinking and demonstrate learning and development lie at the heart of assessment as part of learning and teaching.

Conversations about learning take place between teachers and students or among the learners themselves, and should be part of the planned activity or experience.

Students and others involved in their learning need timely, accurate feedback about what they have learned and how much and how well they have learned it. This helps to identify what they need to do next and who can help them build up their knowledge, understanding and skills.

A student's progress should be assessed in ways and at times appropriate to their learning needs. Judgements about learning will be based on evidence from a broad range of sources, over time, and across a range of activities, both in and out of school.

Learning, teaching and assessment should be designed in ways that reflect how different students progress to motivate and encourage their learning. To support this, students at all stages will be involved in planning and reflecting on their own learning, through formative approaches, self and peer assessment and personal learning planning.

Assessment supports learning by focusing on the process of moving from where a learner is in their learning, and where they need to be next - the desired goal.

Assessment encourages learners to be more independent when learners and teachers set agreed learning goals, share learning intentions and evaluate the learning through dialogue and self and peer assessment.

Teachers need to be able to understand how their learners are progressing in relation to the experiences and outcomes and also in relation to other learners in the establishment, the authority and in different parts of the country. As part of the process of developing this understanding, regular planned opportunities for dialogue within and across establishments will help staff to share local and national expectations and agree standards.

## *Assessment for learning*

### **Using assessment to support classroom learning and teaching**

Assessment for Learning is about ensuring that assessment is an integral part of day-to-day learning and teaching. Research has shown that students learn best when...

- **they understand clearly** what they are trying to learn, and what is expected of them
- **they are given feedback** about the quality of their work and what they can do to make it better
- **they are given advice** about how to go about making improvements
- **they are fully involved** in deciding what needs to be done next, and who can give them help if they need it.

When teaching is designed to allow students to focus on these 'big ideas' about assessment, they can begin to develop a capacity for autonomous learning.

## *Assessment as learning*

### **Using assessment to promote autonomy in learning**

Assessment as Learning is about learning how to learn. Students who have been involved in assessing themselves and others are more likely to develop the attributes and the skills they need to become resilient, self-motivating learners, able to keep on learning as they mature and as the challenges they face in their learning become more demanding.

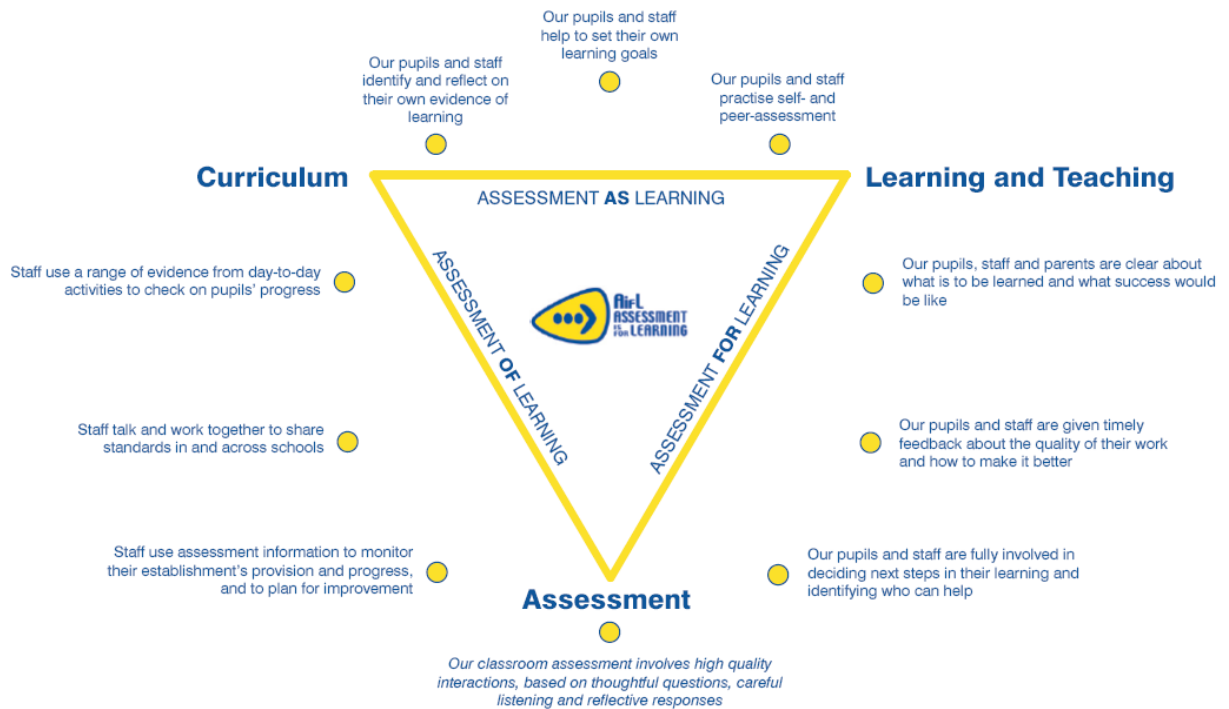
## *Assessment of learning*

### **Using assessment to make sound judgements about learning and school effectiveness**

Through Assessment of Learning, sound judgements about students' achievements can be made. Assessment of Learning also supports assessment for and as learning by ensuring that standards are understood and shared by teachers, the students themselves, their parents and other adults who are either directly engaged in or supporting the learning process.

## What is an AifL School?

A Place Where Everyone is Learning Together



Sourced from  
Assessment is for Learning - Scotland

### Key Reflective Questions to begin the Assessment *of, as or for* Learning process:

- Do our students in your class/school know where they are going in their learning?
- Do they how they are going?
- Do they know their next steps
- Do you as a teacher know where you are going in their teaching
- Do you know how you are going?
- Do you know your next steps?

# Diagram of the Curriculum Delivery and Assessment Processes at Bunnythorpe School

