

Student Achievement Curriculum Delivery Statement

Procedures:

- Teaching and learning will be engaging, relevant, hands on, positive within a culture of care and include elements of the 7Cs of engagement: curiosity, collaboration, caring community, choice, challenge, checking in/checking out and celebration.
- Teaching and learning will be inclusive, promote learning to learn, encourage community engagement, be rich and coherent, will be culturally responsive, show recognition of our bi-culturalism and promote high expectations for all.
- Programmes will have rituals and routines with a focus on developing caring relationships to support children feel safe and have a sense of belonging. *A Trauma Sensitive Approach is followed at Bradford School.*
- Students will have opportunities for:
 - involvement in all curriculum areas
 - independent and collaborative / individual and shared experiences
 - teacher led and child led experiences
 - active participation in setting personal / class learning goals and begin to take responsibility for their own learning.
 - self and peer assessment and reflection
 - development of the key competencies of thinking, relating to others, participating and contributing, self-management, and symbols, language and text.
 - explicit learning and development of the school values of We Care, We Grow, He Waka eke Noa
 - leadership and citizenship
 - sharing in the setting of the direction for their learning (student led conferences)
 - developing strengths and the whole self
 - making links to the wider community and beyond
 - regular physical activity
 - make use of the outdoor environment as part of their learning
- Teachers will provide encouraging, caring learning communities that promote the school values and trauma sensitive practise With students, teacher co-create positive learning and values based expectations that are explicit and visible.
- Teachers plan programmes based on the needs, interests, cultures, emotional, social and academic levels of their students that make up their learning community.
- An emphasis on social and emotional skills, numeracy, literacy and physical education will be reflected in all programmes.
- Teachers use a dyslexia-friendly approach in teaching and learning <https://www.4d.org.nz/school/steps.html>
- Teachers make use of the SENCO expertise within our school to access the right supports and agencies for children's well-being and learning to help them reach their personal potential.
- Teachers use an integrated and collaborative approach towards planning to provide rich learning experiences and coherence which meets the needs and interests of learners and local curriculum learning.
- Whole school and team collaborative planning is encouraged.
- Planning will include specified elements from school planning guidelines. Within these guidelines creativity is encouraged and the format can be personalised to suit the individual.
- High expectations for students are based on teacher and learner monitoring of progress and achievement, analysing of data, learning conversations between teacher/student/home and

observations. Partnerships with family are important at Bradford and use of technology for real-time sharing and commenting is encouraged.

- Teacher strengths for the benefit of teaching and learning for students are utilised when appropriate. Teachers are expected to be able to teach in all essential learning areas.
- Teachers will use a range of formal and informal assessment, analysed data and reflection to inform future teaching and learning programmes in relation to the NZ Curriculum. Teachers will use data to provide programmes that meet the need of the individual. Teachers identify students who are at risk of not achieving, or who may need further extension. Groupings are fluid and where possible mixed ability.
- Essential Learning Areas will receive different emphasis depending on the learning focus and year level.
- Teachers are expected to lead learning areas and administrative responsibilities. These can be negotiated at the end of the year, leading into the next year and are reviewed throughout the year.
- Staff Professional Learning programmes are driven by a cycle of evaluation and are linked to student progress, needs and trends as well as school wide review and goals. Government priorities also influence staff professional learning programmes.
- Flexible groupings will be used throughout the school and promote the concept of ako. This will include mixed ability and vertical groupings that promote caring relationships between juniors and seniors.
- Teachers use a combination of the School Delivery Plans, Assessment Plan, Bradford Benchmarks, Structured Literacy Progressions, PR1ME assessments, NZ curriculum, learning conversations, appropriate standardised testing when planning and setting next steps with students.
- Teachers recognise the importance of the home/school partnership and both listen to and communicate with parents/caregivers to identify students strengths, needs and share ways in which whanau can support their child's learning. At least twice per year students, teachers and caregivers participate in Student Led Conferences which also has a record of progress and next steps that are shared (in writing twice per year - this is an online format)
- Learning extends outside of the classroom and school e.g. excursions, camps, local activities, in such learning the school EOTC guidelines will be followed.