

Student Achievement Policy

At Bradford School we develop and implement comprehensive programmes that ensure all students have equitable access to high quality teaching and learning which support and empower them to have success in lifelong learning.

In order to have this happen at Bradford School, the Board of Trustees, Principal and staff ensure the following:

- ☆ **Success for all**
All students will be given opportunities in a fully inclusive environment with high expectations to develop the knowledge, skills and processes, key competencies, and values in the New Zealand Curriculum through the essential learning areas to achieve success.
- ☆ **A Safe and Caring Learning Environment**
Bradford School provides a safe, physical and emotional environment for all students, providing programmes that enhance hauora (wellbeing), relationships and resilience.
- ☆ **Improving Literacy and Numeracy**
Bradford School places priority on improving student achievement in literacy and numeracy, especially in years 1-6. All students are provided with teaching and learning that supports and empowers all students to achieve personal excellence, regardless of their individual circumstances.
- ☆ **Better Use of Student Achievement Information**
Bradford School gathers comprehensive, valid and reliable assessment evidence to evaluate and track the progress and achievement of students, based on evidence, to arrive at Overall Teacher Judgements to target future teaching and learning. This data is used to set future personal learning goals with students, as well as analysing trends throughout the class and school for target setting and monitoring. This data is also used in resourcing considerations and staff professional learning.
- ☆ **Improving Outcomes for Students**
Drawing on dependable assessment evidence, Bradford School will set targets and develop and implement teaching and learning strategies to address the needs of students who are not achieving, who are at risk of not achieving, or who have special learning needs, this includes gifted and talented students, as well as children who are not achieving to their potential and address aspects of the curriculum which require particular attention.
- ☆ **Improving Maori and Pasifika Outcomes**
Bradford School works with our Maori and Pasifika communities, and references Tataiako -The Cultural Competencies, Ka Hikitia and the Pasifika Education Plan as well as using student achievement data to plan and set targets that achieve better outcomes for Maori and Pasifika students.

☆ **Reporting**

Bradford School reports to students and their parents on the progress and achievement of individual students in relation to National Standards, in plain language, and in writing at least twice a year. Bradford School also reports to the school community on the progress and achievement of students as a whole including year groups, gender, Maori and Pasifika where this does not breach an individual's privacy, to share trends in data, strengths and future goals and actions. Bradford School also reports on school level data in the Board's annual report on National Standards, as outlined in NAG 2a.

☆ **Reviewing**

Bradford School maintains an on-going programme of self-review in relation to procedures, programmes and planning for curriculum and student achievement.

In order to meet these requirements, the management, leadership and teaching team of Bradford School has developed and is implementing:

- ☆ *A Curriculum Delivery Statement*
- ☆ *A curriculum overview that includes Bradford Schools vision, values, principles, key competencies, and pedagogy of learning as in accordance with the New Zealand Curriculum.*
- ☆ *Curriculum delivery pathways for all learning areas including Literacy, Numeracy and Physical Activity foci*
- ☆ *Integrated Curriculum Plan (Long Term Plan -updated annually)*
- ☆ *An Assessment Programme and Procedure in relation to National Standards*
- ☆ *A Reporting to Students and their Parents Programme in relation to National Standards*
- ☆ *Special education needs, students at risk and gifted and talented procedures*
- ☆ *An ongoing timetable of curriculum review and reporting to the Board of Trustees*
- ☆ *An ongoing timetable of curriculum review and overview re-writing*
- ☆ *An Education Outside the Classroom programme and procedure*
- ☆ *A programme of consultation with Maori and Pasifika families*
- ☆ *Transition to School pathway*

Through regular reporting at the Board of Trustees level, the Board of Trustees will be assured that the curriculum at Bradford School has the infrastructure to allow for successful delivery and student achievement.

Policy review date: Next review date:

Signed:
(Board Chair)

Signed:
(Principal)

Supporting procedures (See General Procedures for information on):

- Planning
- Classroom Timetables
- Classroom Environment /Display
- General classroom procedures
- Home learning
- Quality effort - Kia Runga Rawa/Aim High
- Quality teacher feedback and feedforward

