



Windley School
E tipu nga rakau iti

Te Marau-a-Kura o Winiri Windley School Curriculum

E Tipu Nga Rakau iti.

“Grow on little trees” refers to the school and community nurturing the young to be strong, participate and contribute to our community. Trees tend to grow in groves. They get their strength from being part of a group of trees. Trees that grow alone will often fall when there is stormy weather. Groups of trees support each other and will stand up to storms better.

Words that can be used when describing our vision - Nurture, care, manaaki, cherish, healthy, Love, aroha, support, tautoko, Holistic view to learning (social and emotional, situational, responding to the needs of all students.)

School targets?

WINDLEY SCHOOL

E tipu nga rakau iti

Nga tamariki

Our children know themselves as learners, using interests, strengths and next steps to raise achievement.

Whanau Whanui

Our whanau are valued as our children's first teachers, and have meaningful engagement, helping our children thrive and raise achievement.

Nga Kaimahi

Our teachers are effective practitioners of teaching and learning committed to raising achievement.



PB4L
Restorative
Circles
Incredible Years

VAI
Voice
Action
Identity

Respect/Manaakitanga: We respect ourselves, others, and our environment to make our school a caring welcoming place.

Equity/Tautokona: We support each other to be successful learners.
(help the team, class, school. Service to the team, class, school. Challenge ideas-not the person)

Inclusion/Whanaungatanga: Our relationships are at the heart of what we do.
Tatou tatou. We celebrate our diversity.
(We think about others when we make decisions)

Windley School is part of a collective of schools in Porirua East Kāhgui Ako. We work across schools to identify, plan and develop initiatives for our learners. One of these initiatives is called VAI - Voice, Agency, Identity. VAI was developed to empower our students. It fits between the New Zealand Curriculum and the Windley School Curriculum.

Graduate Profile _At Windley School we expect our children to leave our School with the components of V.A.I (Voice, Action, Identity) to successfully participate in a range of life experiences and contexts beyond school.

VOICE To korero “Everyone has a voice that can change the way things are”	Have the courage to have your say Kia maia ki te whakapuaki i ō whakaaro	Believe in yourself and fight for future generations. Fight for what you believe in. Whakapono ki a koe anō, ā, whawhai mō ngā uri whakaheke	Make changes in the family, community and world Kia tupu, kia hua, kia puawai te whānau, tō hapori me te ao.	Communicate with others and hear their opinions Kōrero ki ngā tangata,ā, whakarongo ki ō rātou whakaaro.	Give back your learning to others Tauutuutui ō mātauranga.
ACTION Ngā mahi “Learners make a difference”	Surround yourself with supportive adults and friends Kia karapotia koe e ngā kaitautoko, pakeke mai, hoa mai	Take control of your learning Kia mau ki to ara mātauranga	Achieve useful skills in useful subjects Kia whai pukenga whai take i ngā marau whai take	Adapt to different environments and ways of learning Kia urutau ki ngā taiao rerekē me ngā taera ako rerekē.	Feel confident to participate within your group, team or pair Kia maia ki te mahi tahi ki tō ropū, to timā, takirua rānei.
	Think critically Arohaehaetia whakaaro	Let others expand your learning Kia tūwhera ki ngā akoranga ā tangatakē atu	Put yourself in a safe environment kia haumaruru te noho		
IDENTITY Tuakiritanga “Know who you are, be who you are, show who you are”	Know your roots Kia mau ki tō Ukaipo	Keep the culture strong Kia ū ki tō ahurea	Know where you stand as a learner Kia mōhio ki tō tūranga hei tauira	Keep healthy in wellbeing Kia pai tō oranga.	Use all your languages Whakamahia ō reo katoa
	Respect everyone else’s beliefs Whakaute i ngā whakapono o tangata kē atu	Have strong mana Mana Motuhake			

At Windley School, we believe that positive behaviour choices and practices support students' learning. **Positive Behaviour for Learning School-Wide** is a long term approach that supports schools to create a culture where positive behaviour and learning thrive. Students are taught in very specific terms what behaviours are expected of them and are rewarded with an in-class and playground rewards system.

Six Principles that underpin PB4L (Tier 1)

1. Positive behaviour is a prerequisite to improving engagement and achievement of our children and young people
2. Positive behaviour can be learnt, and disruptive behaviour can be unlearned
3. Individual students are not a 'problem'. We need to change the environment around them to support positive behaviour.
4. Punishing and isolating students doesn't bring about long-term and sustainable changes in behaviour.
5. We need to concentrate on a small number of evidence based programmes and frameworks that we know work.
6. There are no quick fixes. Behaviour change takes time.

We have three core behaviour expectations;

- Be Safe/ Kia Tupato
- Be Respectful/ Kia Whakaute
- Be Responsible/ Kia Takohanga

Windley School Behaviour Matrix - All Settings

Be Safe/ Kia Tupato

- Keep hands and feet to self.
- Follow the road crossing rules
- Report any hazards
- Solve conflict calmly
- Be a safe Digital Citizen
- Share and use school equipment safely.
- Be careful- walk around the corners.
- Ask to leave the classroom/let an adult know.

Be Respectful/ Kia Whakaute

- Use respectful language and our manners
- We apologise to one another.
- Be considerate towards other people, their surroundings and their property.

Be Responsible/ Kia Takohanga

- Listen to and follow instructions
- Keep to task
- Be on time
- Look after our learning resources
- Eat in class and use the rubbish bins.
- Take care of the school environment
- Play fairly
- Solve issues when they happen, with a duty teacher.
- Ask questions when we need help

The overview teaching schedule provides lessons to teach, model and reinforce positive behaviour expectations and taught at the beginning of the week and reinforced on a daily basis. [Overview Teaching Schedule](#)

Rewarding/Acknowledging Positive Behaviour

At Windley School we acknowledge and reward students who model and show the expectations of responsibility, safety and respect.

Goodie Slips are given in class and out of class for displaying positive behaviour. The office is a collection point for all goodie slips where postal boxes for year 1-4 and year 5-8 are stationed. Every Friday names are drawn out and all recipients will receive a prize.

Fortnightly Certificates for students who show and follow the PB4L school wide focus given out during Whanau Assemblies.

PB4L Reporting

The school will use PB4L incident reports that link to our definitions for minor and major behaviours. Analysis reports are shared through PB4L monthly meetings and regularly with staff. Information from the data will help guide how we manage student behaviour and disciplinary actions. These reports will help support student referrals to outside agencies.

Many students who have social and emotional issues may have struggled to self manage behaviours triggered by trauma. Understanding the trauma and the associated behaviours can take time. In the meantime managing behaviour through positive reinforcement is the Windley Way.

Key Aspects which can enhance relationships and influence the long-term positive outcomes for students:

- Know your students
- Set high, but reasonable and attainable expectations
- Always model respectful and polite behaviour
- Praise genuinely and frequently
- Spend time interacting with students
- Use effective listening skills
- Design classroom to be appealing to students
- Celebrate student success and achievement
- Use humour
- Remain calm and assertive

Active Supervision

Moving Effectively: Circulate among students

Scanning Effectively: Intentionally look around at students

Interacting Frequently: Whilst moving and scanning, interact with students

If more support is needed...

- Proximity control
- Signal or non verbal cue
- Ignore, attend, praise

Good reminders

Undesirable behaviours are social learning errors. If we view misbehaviour as a learning error, then our solution or response, as educators, is an instructional approach.

PB4L - Incredible Years - Restorative

Incredible Years

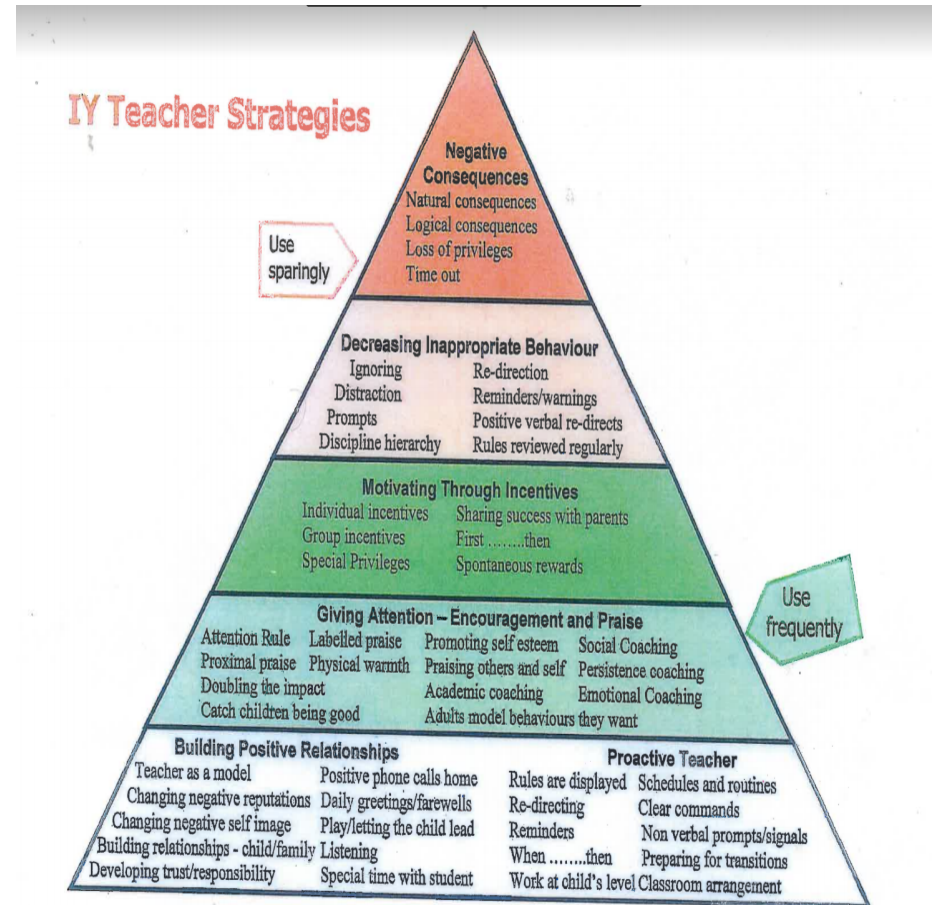
The Incredible Years programme provides teachers with approaches to help turn disruptive behaviour around and create a more positive learning environment for their students. The programme is for teachers of children particularly aged 5-8 years but can be used effectively throughout the school.

All new staff to be included in IY training. The programme covers;

- Building positive relations with students
- Proactively preventing behaviour problems
- Using attention, encouragement and praise to turn behaviour around
- Motivating students by giving them incentives
- Helping students learn social skills, empathy and problem-solving
- Using appropriate consequences for undesirable behaviour.

The programme is part of the overall PB4L approach. In embedding these programmes in the way we work at Windley School we expect our students to achieve success and feel safe and well as teachers who are confident in their ability to manage classroom and individual student behaviour.

All Junior teachers have attended the Incredible years course and have the resource folder and the associated text. Before referring students' behaviour to RTLB and IY behaviour plan must be done.



Teacher Talk Move	What a teacher does	Benefit of the move	Might sound like...
1. Revoicing	Repeat some or all of what the student is saying, and then ask the student to respond and verify whether or not it is correct.	Makes one student's ideas available for the teacher and other students to understand. Provides "thinking space" for students to track what is going on mathematically.	"You're saying that it's an odd number?" "Are you noticing something about the zeros over here?"
2. Repeating	Asking students to restate someone else's reasoning	Gives students more time to process an idea, as well another way to hear it. Provides evidence that other students did indeed hear the idea of another student. Shows the students that mathematical ideas they have are important and taken seriously.	"Can you repeat what he just said in your own words?"
3. Reasoning	Asking students to apply their own reasoning to someone else's reasoning.	Entry point into eliciting student thinking. Positions student ideas as important mathematical ideas.	"Do you agree or disagree, and why?"
4. Adding on	Prompting students for further participation	Encourages students to weigh in about ideas. Helps establish a norm around connecting mathematical ideas and building on them.	"Would someone like to add something more to this?" "Karen, I see your hand is up. Do you have something to add?"
5. Waiting	Waits in silence	Brings important contributions from more students into the discussion. Communicates an expectation that everyone has important ideas to contribute.	"Take your time... we'll wait..." Total silence. Slowly count to 10 in your head.

Te Reo Pakeha/ English

In order to support our students to experience VAI, literacy skills play a critical role.

Reading and writing are enablers for accessing the New Zealand Curriculum.

Children will learn to:

- Develop strategies to make meaning of ideas or information they receive.
- Develop strategies to create meaning for themselves and others.
- Develop strategies to articulate their ideas and information effectively.
- Develop strategies to appreciate and enjoy texts in all their forms.
- Develop skills to use e-Learning tools to enhance their understanding of English.

Literacy Learning and Teaching

- Reading and writing experiences should be child centred
- Reading and writing for meaning are paramount
- Writing should have a purpose and meaning
- Literacy learning must always be rewarding
- Reading and Writing are inseparable processes
- Children learn to read and write by reading and writing many different kinds of texts
- Reading and Writing are powerful tools for learning
- Reading and Writing fulfil many different functions
- The best approach to reading and writing is a combination of approaches
- Good first teaching is essential for continued success in reading and writing
- The foundations of literacy are laid in the early years
- Reading and Writing flourish in a supportive community
- Success in reading and writing encourages further reading and writing
- All classes to participate in Reading for 45 minutes and Writing 45 minutes per day
- Casey Caterpillar and writing cards (Butterfly cards) used every day
- Using Joy Allcock SHINE phonics approach

Reading [Reading 5 Week Plan](#) [Reading Plan](#)

Reading programmes

Daily reading incorporating a range of approaches - read to, shared, guided and independent reading.

Planning should identify the literacy requirements needed for students to engage successfully in Inquiry Learning using other areas of the curriculum. Eg. Science – explanations, social sciences-cause and effect.

In reading we are conscious of scaffolding students towards independence in the comprehension strategies as described in Effective Literacy Practice. Reading Teaching will be based on the processes and strategies as described in Chapter 5 of the Effective Literacy practice book published by M.O.E and Learning Media.

Our desire is to establish a Home School Partnership through home reading. The children will have book bags and access to books they can take home and share with whanau. We will run some sessions on Reading at Home with your child early in the year.

Routines will be required within the classes to ensure the books make it to and from school.

Buddy readers should be used if the child has no one to share books with at home.

The Big Six in years 1-4

Phonetic Awareness - Initial Sounds, Hearing, Matching, Rhyming, Blending, Segmenting

Casey Caterpillar- Our method of teaching Handwriting throughout the school using the same method, prompts and language

Writing in Books - The children will have simple goals - Fast Feedback Method (Helen Walls)

Shared Reading - This is planned and a perfect way to apply knowledge in phonics and CAP

Guided Reading- As planned weekly

Reading To - Read to the students many times a day, a variety of texts

Year 1&2

'Ma te huruhuru ka rere te manu' Adorn the bird with feathers so it can fly.

SHINE

The first two years are focused on the development of oral language and teaching students to learn to read and write (processing strategies) with a greater shift to comprehension as these become secure.

On entry to school (at week 4 /5) the children will be assessed on a School Entry Checklist (insert Copy) as well as the SPAT test.

There will be a SPAT test and SLF Assessment in Week 4 of terms 1 and 3.

All teaching is informed by evidence, both anecdotal and summative.

Initially this is through the school entry observational survey (Joy Allcock) administered in the first 4-6 weeks of school.

This is thereafter monitored through teacher analysis of running records, which are tracked against expected learning pathways on the wedge graph. However children may be retested on the School entry observational survey again at 5.5 as decided by the classroom teacher and team leader. At their sixth birthday students are again assessed on the six year net observation survey. This is followed up with targeted monitoring of planned intervention of low subtest stanines in individual test area (Refer assessment). There is a final 7 year observation survey to ensure that lapses have been caught up before possible referral to RTLit.

Years 3-4 SHINE

From year 3 on, the focus in reading is given to focusing students on the effective use of the comprehension strategies to gain meaning from text. Evidence indicates that we also need to focus strongly on phonological awareness. Evidence from assessment data is again used to determine teaching for groups of students (see assessment)

Our requirement is

Phonics Sound Work - 10 mins daily

Targeted Lessons 20 mins 2x weekly

The daily reading programme will, include a balanced approach of the Big 6

Writing [Writing 5 Week Plan](#) [Writing plan](#)

Key approaches in teaching writing include language experience, interactive writing, guided writing, and independent writing. These approaches can be used with the whole class, or in groups. The teacher is expected to be strategic in the use of them. The approach used will depend on the specific strengths and needs of the students. For many English Language Learners, the approaches may be most successful if they are used together and as a scaffold into independent writing. Often the language experience approach will build prior knowledge and language before using some or all of the other approaches.

Build on Oral Language

Talk is an essential planning tool for writing. Make sure the students have many opportunities to talk before, during and after writing. Younger students should be encouraged to use pictures to plan and orally practice what they are going to write. Use group discussions, sharing circles and other strategies to help the student think more deeply, to explore and clarify ideas, to reflect on their writing and to respond to others in a supported environment.(Circle Time)

Remember that English Language Learners will need to know or be taught the words, phrases and sentences they need to be able to participate in discussions. English Language Learners also benefit from being able to explore concepts, discuss ideas and plan their writing in their first language.

Using the Ministry documents - Supporting English Language Learning in Primary School (SELLIPS) and The English Language Learning Progressions will support these experiences.

School Targets

Criteria for target groups/students will be informed by the school Charter Document.

Teachers will meet on a regular basis to have monitoring meetings around these targeted students and how they are progressing towards the targets set out in the school charter.

Identify the learning outcomes including the language demands of the topic

- Ensuring all learners know the content and the language learning outcomes
- Identify the language which learners need to complete the task

5 Week Plans

English Language Learners

Due to the diversity of learners in the school, the following principles of effective teaching and learning for English language learners (ELL) will also be evident in our literacy teaching. Literacy programmes in the school will draw on the documents Effective Literacy Practice and Teaching Reading Comprehension by Alison Davis and other resources which support these documents, including English Language Learning Progressions, and Sheena Cameron .

The Learner

- Know the learner
- Find out about the learner's language and schooling backgrounds
- Find out about the learner's prior knowledge
- Use approaches that build on prior knowledge

Ensure a balance between receptive and productive language

- Use approaches that include listening, reading, viewing, speaking, writing and presenting

Begin with context-embedded texts, which make the abstract concrete

- Setting the learning context
- Linking learning to real life
- Possible approaches: the use of real objects, speaking frames, 3-2-1
- Shared dictation

Provide multiple opportunities for authentic language use with a focus on learners using academic language

- Giving learners many opportunities to first notice and then use the new language
- Recycling the use of the same language in different ways

Help students achieve the same explicit learning outcomes using differentiated levels of support

- Making the lesson comprehensible to all learners
- Planning the learning tasks so all learners are actively involved

Include opportunities for monitoring and self-evaluation

- Monitoring student learning
- Providing opportunities for reflection and evaluation

There is an expectation that there is consistency of planning for reading, writing and maths.

This consists of a 5 week plan in each curriculum area, weekly plans for guided reading and shared reading as well as maths and writing group and class lessons.

All planning will show success criteria and reflections and link back to modelling books. Wherever possible this can be co constructed with the child/ren. Examples of good planning will be shared through google docs in the folder.

PACT assessment

Mathematics will be a central focus of enabling our students to have VAI.

Inquiry learning units will utilise the key understandings to provide contexts for learning.

For students to experience VAI in Mathematics and Statistics, we aim to provide students the knowledge and skills to enable them to be effective mathematicians by providing opportunities to explore patterns and relationships in quantities, space and data and learn to express these relationships and new learning strategically to make sense of the world around and apply to everyday real life situations.

Children will learn to:

- Develop a range of strategies and basic operations when applying their knowledge of numbers.
- Develop strategies to use the properties of shape, movement and measurement to explore, predict and solve mathematical statements.
- Develop strategies to explore statistical investigations and the interpretation, evaluation and communication of subsequent data.
- Develop skills to use Digital Learning tools to enhance their understanding of Maths..

Mathematics at Windley School (DMIC)

Key approaches to DMIC include a more collaborative approach to solving mathematical problems. This means teachers and students will have specific roles and responsibilities helping to achieve several solutions and possibilities to reach a solution. The New Zealand Curriculum (2007) supports the idea that “students develop the ability to think creatively, critically, strategically, and logically.” (p.26). This highlights the movement through the phases to allow students to learn and accelerate during each phase.

Writing mathematical word problems

- Knowing your students and knowing maths is vital to students learning.
- Knowing what big ideas and strategies to develop is key to learning.
- Knowing what to anticipate all possible learning and approaches students reveal.
- Knowing possible errors and misconceptions that may arise.

The [Communication and Participation Framework](#) was developed to support teachers to engage students in mathematical ideas and contexts, therefore, the framework provides practical actions for teachers to develop their own capabilities in maths such as;

- Developing conceptual explanations including using the problem context to make explanation experientially real
- Active listening and questioning for sense-making of a mathematical explanation
- Collaborative support and responsibility for the reasoning of all group members (Core Pasifika Values)
- Developing justification and mathematical argumentation
- Developing representing as part of exploring and making connections
- Communication and justification
- Developing the use of mathematical language
- Developing generalisations
- Representing a mathematical relationship in general terms
- English language learners and students with high learning have the opportunity to learn alongside their peers making it more inclusive for them. Important these children are supported, scaffolded and given every opportunity to do so.

[Planning](#) [Maths 5 Week Plan](#) [DMIC Lesson Sample](#) [Maths Overview](#)

What to think about when planning lessons?

- What big ideas/strategies are you developing?
- What problem will match? What context?
- What possible solution strategies including misconceptions could emerge?
- What connections to the big ideas will you make?
- How does all this fit with learning?

For an effective mathematics programme to run effectively in classrooms it is important that mathematics is taught at least 1 hour every day of the school week. This will ensure a well balanced programme that incorporates all the components of a mathematics programme.

- Knowing how to facilitate students' learning and thinking.
- Culturally appropriate word problems that relate to a context that is familiar. Written to allow multiple entry points (e.g. level of difficulty) offering opportunities for a number of possible approaches leading to the big idea.

Setting up the classroom

- Groups of four carefully selected (mixed ability)
- One group worthy task (if any student can solve it on their own it is not group worthy)
- Encourage recording and multiple representations
- Independent work
- Develop strong classroom norms and group norms - ways to communicate and participate.

Lesson Structure

10 minutes Warm up/knowledge
 5-10 minutes Launch/group norms
 15-20 minutes Small group activity
 15-20 minutes Large group discussion
 10 minutes Making connections to the big idea
 Teacher role: anticipate, monitor select, sequence, connect.

All the above information is to be documented in classroom planning. Each individual student needs to be classified according to Curriculum Levels. This needs to be supported with evidence. This then is linked with identified next steps, which inform the teaching programme.

Planning is a working document and may change daily. It should be a record of the teaching that has taken place. Children should be informed of their learning tasks and have some form of visual reference.

Independent Activities

These activities are to develop the students' critical thinking and relate to current learning that is meaningful and relevant. Progression of learning should be evident through the planning with tasks showing students taking increased responsibility for learning and application to different contexts as they gain independence.

Targeting learning support

Teachers will regularly through team meetings and staff meetings discuss students' achieving well below or below the expectations of maths and learning support, intervention programmes or modified classroom programmes is required to accelerate their learning and achievement.

Other supporting resources

[Number/Algebra Big Ideas](#) [Geometry](#) [Position/Orientation Big Ideas](#) [Statistics Big Ideas](#)

[NZmaths](#)

[Talk Moves](#) (from Chapin, S.H., O'Connor, C., & Anderson, N.C. (2009). *Classroom discussions: Using math talk to help students learn*. Math Solutions. Sausalito, CA.)

Inquiry Learning & Key Understandings

As stated in the New Zealand Curriculum (p38) “In practice the key competencies are most often used in combination”. Therefore, at Windley School the foundational skills that will be the central focus of learning are:

- To identify need or problem
- To identify, understand and use contextual vocabulary appropriately.
- To create and use relevant questions to guide thinking, and gain information.
- To acquire and validate information required.
- To create and critiquing information, argument, belief or theory
- To make informed decisions with due consideration of possible options and their consequences

For each skill we have set our success criteria, (Stage 4 open to further review) which outlines what we are aiming for in terms of graduating students from this school. This is supported with an outline of the possible stages of progression a student may pass through as they develop the skill working towards independence as learners.

Learning as inquiry delivery [Inquiry Plan Sample](#)

At Windley School **all** key understandings, attitudes and skills will be developed via a School-wide Inquiry Learning Programme using Cooperative Learning structures and focusing on integrating curriculum areas.

The focus is on using the key understandings to facilitate the development of the core thinking and social skills in “*contexts that are increasingly wide ranging and complex*” (NZC)

Each inquiry unit will expose students to the Understandings drawn from the specific learning areas as planned. The opportunity to explore possible career options will be threaded through relevant Inquiry units.

Changes at Puberty will remain as a standalone programme for years 7 and 8.

Inquiry Learning & Key Understandings

Nga Toi/ The Arts

In Nga Toi/The Arts, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

Children will learn to:

- Develop an understanding of how the cultural and historical contexts influence the arts.
- Develop an understanding of the range of elements, techniques and skills used in the arts to express ideas and feelings.
- Develop an understanding of the process of creating and developing a message through the arts.
- Develop an understanding of how the arts are a method of communicating a message that can be interpreted in different ways by different people.
- Develop skills to use e-Learning tools to enhance their understanding of the arts.

Tikanga –a-lwi/Social Sciences

In Tikanga-a-lwi/Social Sciences, students explore how societies work and how they themselves can participate and take action as critical, informed and responsible citizens

Children will learn to:

- Develop an understanding of NZ and Global societies and communities and how they function.
- Develop strategies to gain an understanding of the relationships that exist between people and the environment.
- Develop strategies to gain an understanding of the past and present and their influences on possible futures.
- Develop strategies to gain an understanding of our role in the economy and how economic decisions affect individuals and communities.
- Develop skills to use e-Learning tools to enhance their understanding of the Social Sciences.

Putaiiao/Science

In Putaiiao/science, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.

Children will learn to:

- Develop an understanding of the nature of scientific practice and how scientists work.
- Develop an understanding of the life processes and the interactions between living things and their environments.
- Develop an understanding of the earth and its geographic and atmospheric features and the interaction between those features and other astronomical bodies.
- Develop an understanding of why and how a range of physical phenomena occur.
- Develop an understanding of the properties of man-made and naturally occurring materials and the changes that they can undergo.
- Develop the skills to use e-Learning tools to enhance their understanding of Science.

Hangarau/Technology

In Hangarau/Technology, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.

Children will learn to:

- Be innovative, reflective, and critical in designing new models, products, systems, and tools to benefit people.
 - Understand how and why things work.
- Take into account the impact of the technology on cultural, ethical, environmental, and economic conditions
 - Understand how society influences and is influenced by technological change.
- Be critically informed creators of technological outcomes, not just consumers. Select, use and critically evaluate design processes to develop technological outcomes.
 - Understand effective technological practice.

Learning languages (International languages)

In learning languages, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

Children will learn to:

- Develop skills to use another language to make meaning.
- Develop an understanding of the inter-relationship between language and culture.
- Develop the skills to use e-Learning tools to enhance their understanding of other languages.

Play Based Learning

Windley School will be responsive to the developmental needs for each child in years 1 and 2 by providing rich learning experiences that challenge.

Students will;

- Be given opportunities to reflect on their learning through play
- Reflect daily on their learning through play

Year 1 and 2 teachers will;

- Give commentary while students are learning through play.
- Use the inquiry stages from the school curriculum to comment and report on the students' learning.
- Use modelling books to show thinking
- Regularly update evaluative learning book
- Start a readiness checklist 6 weeks after the student enters school. (JOST- Joy Allcock checklist)

VAI. Voice, Action and Identity will be evident by students.

- Responding to questioning about their learning through play
- Setting personal goals in their Learning through play.

Adventures in Learning

The Adventures in learning programme focuses on developing skills in the key competencies. The teachers plan experiences that will capture the children's interest, develop a strong base for inquiry and encourage awe and wonder.

In working in the Adventures in Learning programme we expect to see the children developing inquiry learning skills - the ability to ask questions and an attitude of searching for an answer. The current curriculum and inquiry focus are used to support the child's understanding. In providing child focused, relevant and authentic contexts we expect to engage the interest of the child.

Adventures in Learning is currently happening in all levels of the school with the most students coming from the Junior School. There is a provision of extra adult support to enable children to develop language and understanding of the world around them.

Hauora/ Health and Physical Education

In Hauora/Health and Physical education, students will develop the knowledge, skills and attitude to act in ways to contribute to their well being, their relationships with people and their relationship to society. There are four underlying and interdependent concepts that overarch the Health and Physical Education:

1. Hauora,
2. Attitudes and values
3. Socio-ecological perspective
4. Health promotion.

Teaching Health

Teaching of health will be taught through school inquiries, physical education and when necessary through learning programmes from outside agencies that relate to children's health and well being. Life Education are engaged every year to support our health education./

Teaching Physical Education (Participating in PE Teacher Development 2016)

Brett- Link to an overview

There are four key strands and seven key areas of learning.

Strands:

1. Personal Health and Physical Development
2. Movement Concepts and Motor Skills
3. Relationships with Other people
4. Healthy Communities and Environments.

Key learning areas:

1. Mental health
2. Sexuality education
3. Food and nutrition
4. Body care and physical safety
5. Physical activity
6. Sport studies
7. Outdoor education.

The areas of learning above are embedded in our curricula key understandings, and drives the teaching and learning of health and physical education.

Year 1-4 Guide to PE lesson

3 PE lessons 30 minutes each, a week and may be included through Adventures and Learning and EOTC. We also acknowledge Active Brains and Perceptual Motor Programmes as part of PE.

5 minutes – Warm up (activity to increase heart rate – stretching, running)

15 minutes – Skill teaching and practice skills with students.

5 minutes – Practice skills through a game or sport. (Can also be taught through Syndicate Sports to practice and consolidate skills taught)

5 minutes – Warm down.

Year 5-8 Guide to PE lesson

3 PE lessons 45 minutes each, a week focusing on skill based teaching.

10 minutes – Warm up (activity to increase heart rate – stretching, running)

15 minutes - Skill – teaching and practice skills with students.

15 minutes – Practice skills through a game or sport.

5 minutes – Warm down

Health Assessment – relates to key understandings and New Zealand Curriculum (2007). **Reflection** – Teacher and student to reflect on learning and feedback next steps.

Sport

Students engage in activities that have been previously taught through Physical Education lessons, before school, during lunchtimes and most importantly after school and weekend, involvement in sporting groups.

Teaching of physical education will include components of fitness, skills, knowledge, and practice.

Children will learn to:

- Develop strategies to understand their role in determining and controlling their own healthy lifestyle.
- Develop strategies to ensure their well-being is enhanced by a positive attitude towards physical skill and challenge.
- Develop strategies to understand their responsibility in interacting appropriately with others and be accepting of difference.
- Develop strategies to understand how outside influences affect their lifestyle and they can take an active role in promoting positive change.
- Develop skills to use e-Learning tools to enhance their understanding of Health and PE

Units of work are based on students' needs and taught through context or contexts (e.g. Sports/Experiences to teach). There will be daily fitness for 15 -20 minutes to increase heart rate and improve health.

Syndicate sports should be encouraged to develop, consolidate skills and challenge students.

The following key learning contexts to be included every year:

- Water safety and aquatic skills
- Athletics
- Pubertal Change (Year 7&8)
- Kowaiiau
- Cross country
- Aspects of Maori & Pasifika language and culture
- EOTC (e.g. waka ama, rock and water, self defence, community mini ball and soccer, camps, noho marae)

Health Promotion

Health promotion is a big part of our school, we do this by encouraging our students to wear a sunhat during terms 1 and 4. We continue to provide fruit in schools as we have for six years. We also provide breakfast five mornings a week and will continue to do so with support from local supermarkets and volunteers. The breakfast and fruit provides students' nutrition and a great start to good health. Arise Church runs a breakfast club for the school community twice a week.

We support community and Ministry of Health initiatives that promote and contribute to students' health and well-being.

At Windley School we will provide support for students' requiring extra learning support in health and physical education. We will foster and encourage after school sports, weekend sports and interschool and representative sports.

Assessment & Reporting

Overall Teacher Judgements (PACT)

We will collect reliable, relevant and valid evidence from various sources. These include observations, assessments, anecdotal notes, modeling books and examples of work. This will provide evidence in relation to the achievement of school targets and goals as well as supporting five week planning. Such evidence will be used to assist teachers in making overall teacher judgements in relation to student achievement as recorded in the **five week plans**.

The evidence will also be used by teachers to co-construct learning goals with students. These will be reflected on in the student's final report in Term 4. Evaluation of learning will be determined by the Inquiry unit and the task. Assessment tasks will be developed for each area of major focus for each inquiry.

Teacher's planning will include a selection of key tasks, both digital and hard copy. We will, through this, demonstrate the development of the key understandings over years 1-8. **Observational Survey - after 5 weeks on entry for five years and on birthday for six years - parent interview follow up.**

Assessment Years 1&2

Assessment information from the-JOST, SHINE, running records, and six year old observational surveys will inform planning. Teachers will build on strengths and meet the identified learning needs of individuals and groups of students.

Shine testing will inform planning.

Running Records

Years 1&2 will be on seen text. Years 3-8 will be on unseen texts unless the student is processing below L22. Journals and informal prose are to be used after gold level on the colour wheel. In years 3-8 students reading at a level below L22 will have an analysed running record at least twice per term.

Assessment Years 3-8

Assessment information from asTTle reading and running records (where appropriate) is to form the initial identification of strengths and needs.

Teachers are then expected to operate programmes that build on these strengths and meet these needs. Teacher observation and conferencing and ongoing monitoring is then used to assess the effectiveness of these programmes. Reading response tasks are used to provide evidence of independence of the use of targeted strategies. Running records, Assessment resource bank items (ARB's), and teacher designed tasks related to the learning goals could be used. Teachers are expected to monitor the progress of students between school-wide summative testing points using anecdotal notes and narrative assessment.

All assessments should be entered on the following systems
ETAP, AsTTle, NZCER PAT and PACT

Information to be collected for individual **student drop files** and stored in the classroom.

AsTTle pathways for reading and writing - end

Interim report

Reports EOY and Curriculum

Year 1-3 Wedge Graph

Recent running record

Sample of student writing

5 year survey

6 year net

JAM/Gloss (End/current)

PAT pathway

Reporting

Student achievement in relation the NZ Curriculum will be reported throughout the year. The reports are entered and accessed on eTap.

Term 1	Week 5 Meet the teacher	Week 8 Parents Goal Setting
Term 2	Week 8 Mid-Year-Reports	Week 9 Parent interviews
Term 3		
Term 4	Week 8 EOY reports / Curriculum reports	

ASSESSMENT/REPORTING TIMELINE

	Term 1										Term 2										Term 3										Term 4											
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10		
5week plans (Year)																																										
Monitoring/ Moderation																																										
Learning Support Register Update																																										
PaCT Read/Write																																										
AsTTLe Reading																																										
AsTTLe Writing																																										
Wedge graph #3,4,5,6																																										
SHINE																																										
PaCT Maths																																										
Maths #74 JAM	Ongoing throughout - assessing areas related to strand (this is for all children on Level1 b,p,a and Level 2 b)																																									

Monitoring, Reflection, OTJ's

It is expected that every teacher at Windley School will use a modelling book for reading, writing, maths and inquiry.

The use of modelling examples are a means of recording teaching and learning in your class in all curriculum areas. It can be useful for the teacher and the student to develop a learning conversation that will lead to a development in understanding. The book or document can become a shared recorded history of previous learning. The modelling book/doc is a useful reference point for tracking progress as a group as well as individuals. It is important that the book/document is owned by both the teacher and the student/s.

Overall Teacher Judgements will be ongoing throughout the year. Noticing students behaviour as they engage in learning and teacher evaluation of their delivery of Deliberate Acts of Teaching (DAT's) and effectiveness of learning tasks need to be evident in teacher reflections as support for Overall Teacher Judgements. These will occur as notes in modelling books in planned learning discussions with the student as well as in other contexts. Student voice will be a substantial part of our assessment and this will be collected regularly at times both planned for and spontaneously. Teachers are expected to provide student voice in all its forms as part of the reporting and making of Overall Teacher Judgements.

