# Policy No. OP1

# Policy Name: Curriculum Delivery

# Procedures for: Core Subject Delivery

# Date adopted: 5 March 2018

Purpose

To ensure consistency in the high standard of delivery of core subjects across the school

Procedures

* Reading
* Reading happens on a daily basis and is organised to provide opportunities for reading to, with and by students.
* Effective planning and teaching for reading provides every student with access to learning through:

– Differentiation – changes to the classroom program, the learning content

– Adaptation – changes to the supports – the school environment, the classroom

– Teaching strategies and teaching and learning materials depending on the needs of

the students.

* In the junior and middle school, the lesson focus is on ‘learning to read’ and understanding what is read. This happens through a Guided Reading approach with students organised in similar needs groups.
* In the senior school, the teaching emphasis is on ‘reading to learn’ and reading critically and analytically. This happens through Literature Circles and Reciprocal Reading approaches.
* Our Ako teaching and learning model enables students to select and learn literacy learning goals and review their progress in highly critical ways through self and peer-assessment.
* Writing
  + The teaching of writing happens on a daily basis and links with our reading program. The writing focus for teaching and learning each term is usually based on the genre or text type that has been identified as a school focus.
  + A class program will be differentiated or adapted to meet the diverse needs of students within a group.
  + The program will include whole class teaching and small group teaching through different writing approaches e.g. modelled, shared, interactive and guided writing.
  + Conferencing is a key feature of our writing programs. Teachers support students to reflect on their writing progress and share ways to improve it.
* Mathematics
* The teaching of mathematics happens on a daily basis.
* Effective planning and teaching for mathematics provides every student with access to learning through:
  + Differentiation – changes to the classroom program or the learning content
* Adaptation – changes to the supports – the school environment or the classroom teaching strategies and learning materials depending on the needs of the students.
* Lessons consist of the following aspects and include the use of concrete materials:
  + Whole Class Teaching
  + Warm Ups and warm Downs – Number knowledge based – 5mins at the beginning and end of the lesson.
  + The focus is called a ‘Hot Spot’ and is based on number knowledge and assessment data.
  + The small group teaching focus is on strategy. Teachers co-construct learning intentions with learners and explicitly teach those with similar needs.
* Our Ako teaching and learning model enables students to select and learn numeracy learning goals and review their progress in highly critical ways through self and peer-assessment.