



WESLEY COLLEGE BOARD OF TRUSTEES

## **CURRICULUM DELIVERY AND ASSESSMENT POLICY [Nag 1(i)(ii)(iii)(iv) and (vi)]**

### **RATIONALE**

A school's core business is delivering the curriculum and planning and implementing programmes to continuously improve learning outcomes for all its students within that framework and to eliminate the outcome disparities that separate high achievers from low achievers. **A key component** to achieving such improvement is the gathering and monitoring of and acting upon quality assessment information about individual students and groups of students.

### **PURPOSE**

To direct the college in its delivery of the curriculum and to emphasise the aim of doing so in ways directed at improving the learning outcomes of all students.

To ensure that the role of gathering, monitoring and acting upon quality student assessment information is an ongoing priority activity by staff and directed to improving student achievement.

### **GUIDELINES**

#### Delivery

1. The college will deliver the curriculum as required by the New Zealand Curriculum Framework and the supporting national curriculum statements and in ways directed to improving achievement by all students.
2. Throughout all year levels, priority will be accorded to achievement in literacy and numeracy.
3. The curriculum requirements of the integration agreement will be met.
4. Agriculture will be offered as an option to students in years 11 to 13
5. Students in years 9 and 10 will study courses in all the essential learning and skill areas.
6. Students in year 9 will study Te Reo Maori and it will be offered as an option to students in all years thereafter.
7. Students in year 11 will study English and Mathematics. The study of science will be highly recommended. Students will be encouraged to study a broad and balanced curriculum.
8. Students in year 12 will study English

9. In years 12 and 13 students will be encouraged to study a broad and balanced curriculum.
10. Regular quality physical activity that develops movement skills will be encouraged.
11. The schemes of work for all courses will have clearly stated achievement goals and learning outcomes plus suggested learning experiences and appropriate resources.
12. All schemes of work will be gender inclusive and will recognise and reflect the principles of the Treaty of Waitangi and incorporate and reflect the special character.
13. Programmes will be continuously responsive to individual students identified needs, relevant, built around their prior knowledge, strengths and interests and appropriate to their level of learning.
14. The college will provide an integrated careers programme that ensures all students receive subject choice advice and quality career guidance information and where appropriate programme opportunities. This will include specific career guidance for students identified by the college as being at risk of leaving unprepared for the transition to the workplace or further training.
15. The college will have procedures to address this policy. These include, but are not limited to the following:

Careers

Classroom curriculum delivery planning

Language support

Homework / prep

Option choices

Physical education

Professional development

Schemes of work

Special education

Sports

STAR

Transition

## Assessment

1. Staff will gather, monitor and effectively act upon quality student assessment information as an ongoing priority activity to improve student learning.
2. Staff will be expected to demonstrate a reflective practice and how they use assessment information to identify students and groups of students who are not achieving, who are at risk of not achieving or who have special needs and then to review, improve, modify and develop their teaching programmes to improve those student's learning.
3. Assessment activity will focus both on individual students and on groups of students (eg Junior, Maori, Pasifika, Pakeha, Male, Female).
4. Assessment will be fair, valid, consistent, reliable and transparent.
5. Ongoing formative (feedback) assessment will be used as a key tool in the learning process.
6. Regular summative assessment will be used for reporting and qualifications purposes and for monitoring progress and achievement against achievement objectives in the national curriculum statements.
7. Heads of department will provide an annual written report to the Board, which will focus on student achievement and include data on achieving targets, evidence of effective teaching, professional development and leadership.
8. The Principal, through the DP Curriculum, will provide an annual report to the board summarising departmental reports and focusing on:
  - Achievement data of students overall and of identified groups of students, including junior students and Maori students and commenting on targets set for the following year.
  - Where feasible, making appropriate comparisons with previous cohorts of students and national benchmarks.
  - Providing evidence of the learning and teaching strategies implemented to meet the needs of students identified as either not achieving or at risk of not achieving and strategies planned to meet the targets set for the following year.

9. The college will have procedures to address this policy. They will include, but are not limited to the following:

Annual reports

Assessment

Assessment outlines

Moderation

Reassessment and Appeals

The Board of Trustees approved this policy at the May 2008 meeting.  
This policy will be reviewed on / before the May meeting 2011.

Signed: *N.L. Johnston*  
Chairperson

Date: 13 June 2008