



RANGIORA NEW LIFE SCHOOL

POLICY AND PROCEDURES MANUAL

Providing quality Christian education that equips and inspires all students to reach their life potential in order to serve God's purposes.

Procedure	Curriculum	Curriculum Delivery	
Ratification	2004	Chairperson	
Last Review	2007 (August)	Chairperson	

These procedures should be read in conjunction with the Curriculum Delivery Policy. The policy details the basic objectives of the various processes and therefore they form an integral part of the delivery of the curriculum.

These procedures complement the policy by outlining the specific details of planning and timetabling so as to insure:

- Programmes follow the national curriculum by coverage of all achievement objectives, essential skills, and attitudes and values.
- Programmes at Years 1 to 8 follow the *Interactive Christian Curriculum* for the areas of Christian devotions, Science, Social Studies, Technology and Health. [This curriculum is based on a four year cycle and each term there is an over-riding theme based upon an aspect of God's character and the corresponding virtue or character that relate to it].

In order to deliver the curriculum the school recognizes the need to have the following conditions in place.

- The school/classroom is a positive place where there is respect for self, peers, and adults, for possessions and the environment.
- Maintaining and enhancing the climate of the school where children will be affirmed in all their learning, grow to take responsibility for their own learning and work and interact in a cooperative manner.
- Classroom environments will be ordered, well resourced and attractive with well-established routines and behavioral expectations.
- Children will have established work habits that reflect quality in presentation, thinking, orderliness, cooperation and consideration.
- Barriers to learning are being constantly monitored and strategies put in place to minimize or eliminate them.
- Learning experiences are varied, appropriate to the needs of the individual learners.
- Provision is made for equity of learning, opportunities, access to and participation in learning, and takes into account gender, ethnicity and background.
- The learning needs of all students are addressed with individual learning styles being recognized and programmes designed to take these into account and have components that match.

PLANNING

STAGE ONE:

SCHOOL SCHEME

<ul style="list-style-type: none"> • Current Statement of Learning Objectives for each area of the curriculum. 	<ul style="list-style-type: none"> • H.O.C.'s to keep this document precise, relevant and functional. • Annual review by Curriculum Team (tied to Student Achievement report schedule)
---	--

STAGE TWO:

LONG TERM PLANS

<ul style="list-style-type: none"> • Brief Statement of Topics and Units to be covered over a term. • Coverage tracking sheets monitored by each HOC. 	<ul style="list-style-type: none"> • Electronic Master Sheet provided. • Plans to be prepared by collaboration prior to the start of each term. • Copies to be filed on the network by start of Term and monitored by Curriculum Committee. • Timetables to be stored electronically. • All long term planning will include e-learning requirements.
---	---

STAGE THREE:

UNITS OF WORK

<ul style="list-style-type: none"> • Fully prepared document stating precisely your teaching methodology. • Prepared co-operatively where appropriate. • All units to be accessible via T Drive: Curriculum Files. • All planning is school property and filed for future reference. 	<ul style="list-style-type: none"> • Name of unit • Curriculum / Class Level • Length of unit • Special Character Considerations / content • Key Competencies / Essential Skills • Literacy Component • Achievement Objectives • Learning Intentions • Success Criteria • Activities / Session sequence • Resources. • Assessment and Measurement Methods. • Evaluation
--	--

STAGE FOUR:

DAILY WORK BOOK

<ul style="list-style-type: none"> • For the purpose of lesson sequencing, notes on students, resource reminders and so on. • It is desirable that primary Reading and Maths plans are electronic in form. 	<ul style="list-style-type: none"> • Should be clear enough for any relieving teacher to teach from. • Head of Primary will check on planning for Year 1 to 8 each term. He/she will be looking to see that the plans are completed prior to teaching, weekly plans flow through from the Unit Plans, and that teaching objectives are set for curriculum areas, which do not have specific unit, plans e.g. handwriting.
--	---

TIMETABLING

Subject / Area	Junior (NE – Year 3)	Middle (Year 4 – 6)	Senior (Year 7&8)
Devotions	1	1	1
Mathematics	5	5	5
Reading (inc Library)	6	5	4
Writing (inc Spelling)	5	5	4
Oral / Visual (inc HWtg)	2	2	2
Languages (inc Maori)	1	1	2
PE - Sport	2.5	2.5	2
Computing	1	1	NA
The Arts Music, Art, dance, Drama	2	2	2
Topic Science, Social Studies, Health, Technology	4	4	3.5
Technicraft	NA	NA	4
Assembly	0.5	0.5	0.5
Total	30 Periods	30 Periods	30 Periods

Subject / Area	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13
English	4	4	6	6	opt
Mathematics	4	4	6	opt	opt
Science	4	3.5	6	opt	opt
Social Sciences	4	3.5	opt	opt	opt
Arts	3.5	4.5	opt	opt	opt
Technology	4	3.5	opt	opt	opt
Physical Education	2	2	opt	opt	opt
Health	2.5	3	opt	opt	opt
Christian Living / French	2	2	opt	opt	opt
			Focus Days – 3 a term		
Total	30 Periods	30 Periods	30 Periods	30 Periods	30 Periods