

Karori Normal School



2018 version

Curriculum Plan for Teaching and Learning

Ko te ahurei o te tamaiti arahia o tātou mahi
Let the uniqueness of the child guide the work



The school's curriculum is seen in the interpretation of this plan within individual classrooms and is underpinned by the Universal for Design Learning Framework. It is expected that teachers' interpretations will be consistent with this plan, and that programmes will be developed using the Universal Design for Learning principles.

KNS Curriculum Plan for Teaching and Learning

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KNS Mission Statement:

KNS provides quality education in which excellence is pursued and individual potential is realised. We encourage our children to be the best they can be Tino pai ake

KNS Vision:

Our School Vision involves connecting the past, the present and the future using a Growth Mindset framework for all learners.

Our vision is for everyone at Karori Normal School to be:

- **Confident in Ourselves**
- **Active Participants**
- **Motivated and Challenged**
- **Future Thinkers**

Plans to Achieve our School Goals

Curriculum Focus Targets/Goals

Each year we develop school wide targets from the analysis of the End of year data. All cohorts develop a curriculum focus based on the data and make strong links to the charter goals. This process begins in February and after discussions and sharing information, the annual plan targets are developed. These are completed and sent to the Ministry of Education in March. The curriculum focus plan is to be discussed regularly during team meetings and emphasis is placed on this during the mid year in response to student's progress and changing needs.

Years 1/2/3 – Writing	Year 4 - Reading	Years 5 & 6 Mathematics	Year 7 & 8 Mathematics
Working towards Level 1 of the NZC competently using the learning progressions Data used from 2017 (2018) Year 1 (2) below 10.3% at 85.1% above 3.4% Year 2 (3) below 20% at 72.2% above 5.6%	Working competently at level 2 of the NZC Data used from 2017 (2018) Year 3 (4) below 7.2% at 66% above 26.8%	Working at Level 3 of the NZC competently (enrichment) Data used from 2017 (2018) Year 4 (5) below 9% at 66.3% above 24.7% Year 5 (6) below 12.9% at 62.4% above 24.8%	Working at Level 4 of the NZC competently (enrichment) Data used from 2017 (2018) Year 6 (7) below 2.2% at 63.7% above 34.1% Year 7 (8) below 12.7% at 59.1% above 28.2%

[2018 Curriculum Focus All Teams](#)

Evaluation



SCHOOL GOALS AND PLANS TO ACHIEVE THEM 2018 - 2020

Goal 1 - Every Child's Achievement Grows (Learning)

Whāinga 1 - Ka Tipu Ake te Paetae o ia Ākonga, ia Ākonga (Te Akoranga)

- All children's social, emotional, physical and academic learning needs are catered for.
- Staff are motivated and enthusiastic in engaging and empowering children to embrace learning.
- Staff and children can clearly articulate learning progress and next steps.
- Evidence of progress and learning is collected in a variety of ways.
- High levels of achievement are evident in the rich curriculum.
- Learners are future focused, critical and reflective thinkers, who are confident, creative users of digital technology.
- Every child's effort is praised and celebrated as a means of reaching potential.
- There are high levels of participation in sports and cultural activities.
- Te Reo is in everyday use and powhiri and poroporoaki are a natural part of our school culture.
- Staff expectations are high for all children.
- Our KNS Curriculum concepts are linked across all learning areas.
- We continue to aim for high levels of achievement in the core areas of literacy and numeracy.

Goal 2 - Care and Resilience is Fostered (A Culture of Care)

Whāinga 2 - Ka Whakatitina te Manaakitanga me te Manawaroa (He Ahurea Manaakitanga)

- Resilience is part of our school language and conversations.
- Students are able to talk about how they show and have shown resilience.
- Our community demonstrates and models care for all.
- Our learners are very aware of who they are as learners.
- Pastoral care is valued by all and our values are understood, acted on and articulated by our children, staff and parents/caregivers.
- Children, staff and parents/caregivers have a 'growth mindset' when addressing problems.
- We are inclusive in our approach when working with all children, staff and parents/caregivers.
- We are a multi-cultural school, our children are confident in who they are and know their culture is valued.
- We celebrate diversity. All cultures are valued and celebrated.
- Our children are known as positive, caring role models.
- Tuakana-Teina is evident in the relationships between our older and younger children.
- New children are welcomed into KNS and the wider Karori community.

Goal 3 - We all make KNS a better place (Stewardship, Community and Partnership)
Whāinga 3 - Ka mahi tahi tātou kia pai ake te kura (Te Kaitiakitanga, Te Hapori me Te Mahi Ngātahi)

- It is clear in our environment that we are a school in Aotearoa/New Zealand. We know the history/turangawaewae of Karori and our school, our children can articulate this.
- We have made our physical environment one we are proud of (landscaping and buildings).
- Our values are evident in the way we all interact with each other and our environment.
- We take advantage of the skills and knowledge in our community, we welcome parent/caregiver contributions.
- Our children play an active role in contributing to our school and the wider community.
- We work positively with our parent/caregiver community.
- Our values underpin how we work together.
- We communicate with all stakeholders in an open and inclusive way.
- We have strong links with other schools, ECE, Primary and Secondary, which enable a strong learning and pastoral pathway for our children.

Meeting Te Tiriti O Waitangi Requirement

Aspects of tikanga Māori and te reo Māori are taught in all classrooms throughout the school. All children participate in weekly Kapa Haka and Te Reo is taught throughout the school by a specialist teacher.

The board is currently working on a consultation process with our Māori community which will:

- create stronger links with this community and our school
- ensure their views are considered in all consultation processes
- enhance involvement of whanau, iwi and the wider Māori community.

We acknowledge the support of Audrey Banks with the translation of aspects of this charter.

Meeting the needs of priority learners

Karori Normal School welcomes all learners in our community. The board is committed to ensuring that our school is inclusive and that we provide programmes which meet the needs of all learners. Learners with diverse learning needs are supported to engage in school activities and achieve against the key competencies and learning areas of The New Zealand Curriculum. Catering for diverse learning needs within the classroom programme has been a staff development focus since 2013. In 2016 and 2017 CORE Education facilitated staff development focussing on Universal Design for Learning (UDL). The sustainability of UDL is a focus area for all staff in 2018. The school's Guidance and Learning team works closely with parents/caregivers, staff and children to ensure that all stakeholders play a part in the inclusive nature of our school.

PRINCIPLES

to underpin KNS curriculum design and practice

The KNS curriculum is driven by the learner's needs

- Planning begins with clarifying where students are at. Teachers have a clear idea of the intended progressions the children will make from the NZC. **What do we know about our learners and context?**

The KNS curriculum is driven by high expectations

- This requires planning, teaching and learning experiences extend, challenge and motivate students to achieve their personal best.

The KNS Curriculum is consistent with the New Zealand Curriculum and is aligned to the Universal Design for Learning Principles.

- The KNS curriculum reflects the intentions and directions of the *New Zealand Curriculum and is designed to be inclusive*. **What are we here to do?**

The KNS curriculum connects key dimensions of learning

- Planning, teaching and learning experiences connect all the Learning Areas, Key Competencies and Values. **Use UDL Guidelines to design Learning**

The KNS curriculum has a 'Key Concept focus'

- What is planned at the Key concept level is the basis for teaching, learning and assessment. Key concepts are overarching yet give scope for choice and flexibility at both team and classroom levels. Key concepts are derived from Learning Area statements rather than achievement objectives.

The KNS curriculum Progressions of Learning

- Progressions of learning, which provide the basis for assessing and reporting student achievement, are developed specifically for Literacy and Mathematics and broadly in the Learning areas. Students in conjunction with teachers are active participants in gauging their achievement, progress and next learning. **Identify potential barriers to learning**

The KNS curriculum seeks high level student engagement

- High level student engagement and motivation is sought through using approaches that actively involve students in decisions about their learning inquiry and activities. Identification of potential barriers to learning and universal supports are planned for to give access to all students to have success. **Identify Universal Supports**

The KNS curriculum has a clear planning structure and cycle

- The planning structure and cycle makes connections from school-wide "Key Concepts" through to team and classroom programme plans. The structure is based on 5 concept statements that are These are Identity, Change, Diversity, Systems and Cause and Effect.

The KNS curriculum review

- Ongoing review allows analysis of the curriculum as it impacts on teaching and learning and informs future direction and development. **Teach, Evaluate, Revise**

Curriculum Principles

REQUIREMENT: The school's curriculum is underpinned by and consistent with the principles on page 9, NZC

Principles are the qualities that underpin curriculum design and action.

NZC Curriculum practice throughout our school is underpinned by and consistent with the NZC through performing the following actions.	Karori Normal School Principles are evident when the following actions are seen in our practice.
HIGH EXPECTATIONS The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.	High Expectations <ul style="list-style-type: none">High Expectations are clearly communicatedStudents are motivated to achieve personal excellence
LEARNING TO LEARN	Learning to Learn
<p>The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.</p>	<ul style="list-style-type: none">Students, through reflection can explain the steps used in their learning, and make positive changes to their learning<i>Students are guided through feedback that helps them understand where they are at, and how best to move forward.</i>
TREATY OF WAITANGI	Treaty of Waitangi
<p>The curriculum acknowledges the principles of the Treaty of Waitangi and the bi-cultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Maori me ona tikanga.</p>	<ul style="list-style-type: none">Learning experiences across all curriculum areas help to build understandings and practices of the bicultural tikanga and te reo maori of Aotearoa/New Zealand
CULTURAL DIVERSITY	Cultural Diversity & Inclusion
<p>The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.</p>	<ul style="list-style-type: none">School and classroom practices show knowledge and respect of students' cultural backgrounds (language, beliefs, traditions) and students individual needs abilities, talents and interests.
INCLUSION	Coherence
<p>The curriculum is non-sexist, and non-discriminatory; it ensues that students' identities, languages, abilities and talents are recognised and affirmed and that their learning needs are addressed.</p>	<ul style="list-style-type: none">Curriculum is planned and experienced in ways that make natural connections across and within values, key competencies, learning areas and knowledge.
COHERENCE	Future Focus
<p>The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.</p>	<ul style="list-style-type: none">Where relevant, learning programmes and experiences encourage students to look to the future and to consider issues.
FUTURE FOCUS	Community Engagement
<p>The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.</p>	<ul style="list-style-type: none">Purposeful experiences connect with students' lives outside of school, and where relevant seek to involve the support and interest of their families and community.
COMMUNITY ENGAGEMENT	
<p>The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and communities.</p>	

Vision for Learning for Everyone

Vision involves connecting the past, the present and the future.
The past is all too familiar. The present is uncertain. The future is untried!

NZC Vision for all of New Zealand's young people who participate in our school system.	Our School Vision of the qualities our students will show as a result of their years of learning and living in our school and its community.
<p><i>Confident</i></p> <ul style="list-style-type: none">• Positive in their own identify• Motivated and reliable• Resourceful• Resilient <p><i>Connected</i></p> <ul style="list-style-type: none">• Relate well with others• Use communication tools effectively• Connected to the land and environment <p><i>Actively involved</i></p> <ul style="list-style-type: none">• Participate in a range of life opportunities• Contributors to the well-being of New Zealand <p><i>Lifelong learners</i></p> <ul style="list-style-type: none">• Literate and numerate• Critical, creative thinkers• Seekers, users, creators and judges of knowledge• Informed decision makers <p style="text-align: right;"><i>The New Zealand Curriculum, 2007</i></p>	<p>Our School Vision involves connecting the past, the present and the future using a Growth Mindset framework for all Learners.</p> <p>Confident in Ourselves</p> <ul style="list-style-type: none">• Know we are safe to make mistakes -it won't hurt• Know we are valued• Know how to deal with challenges and failure• Brave, Honest and Kind <p>Active Participants</p> <ul style="list-style-type: none">• Try new things• Have a 'Can do attitude'• Know how we learn• Know how to ask others for help.• Use initiative <p>Motivated and Challenged</p> <ul style="list-style-type: none">• Face challenges and show resilience• Stretch the limits and take risks• Look for opportunities• Curious and Inquiring• Independent Thinkers <p>Future Thinkers</p> <ul style="list-style-type: none">• Know there is a world beyond ourselves• Understand other cultures, people and languages• Be flexible• Collaborate with others• Create goals, have ambition and know we can achieve.

Values We Share

REQUIREMENT: The values on page 10 NZC are encouraged, modelled, explored.

Values are ... the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged as good or desirable.
Halstead and Taylor (2000)

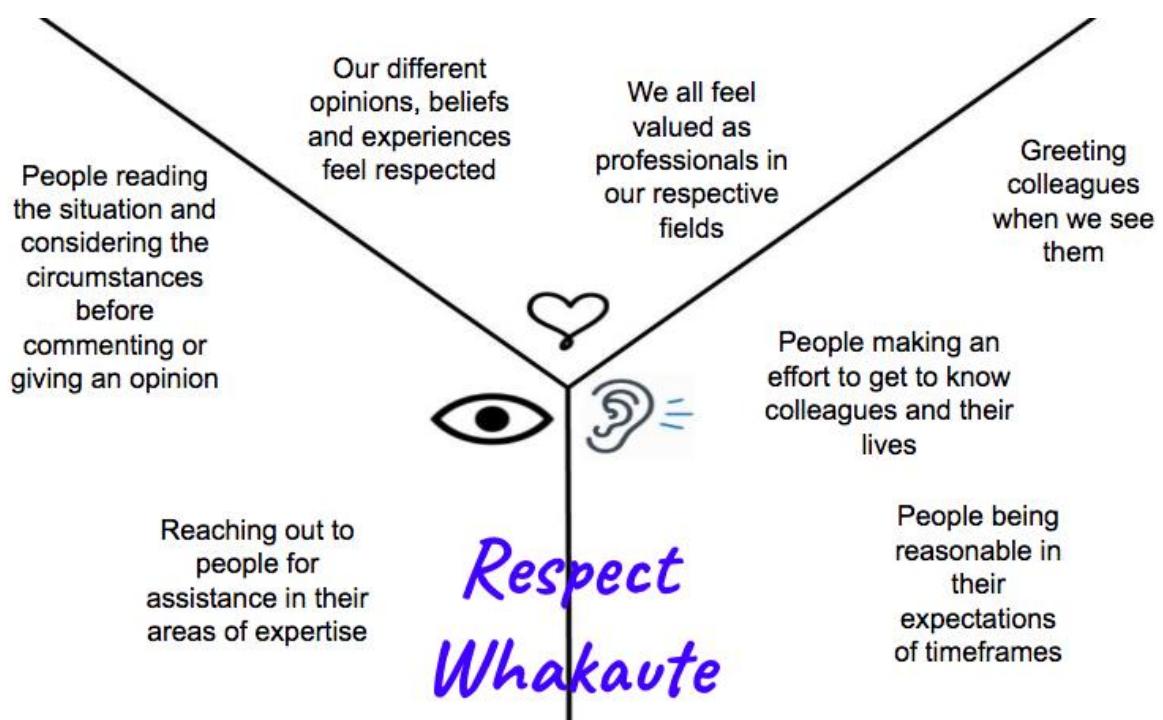
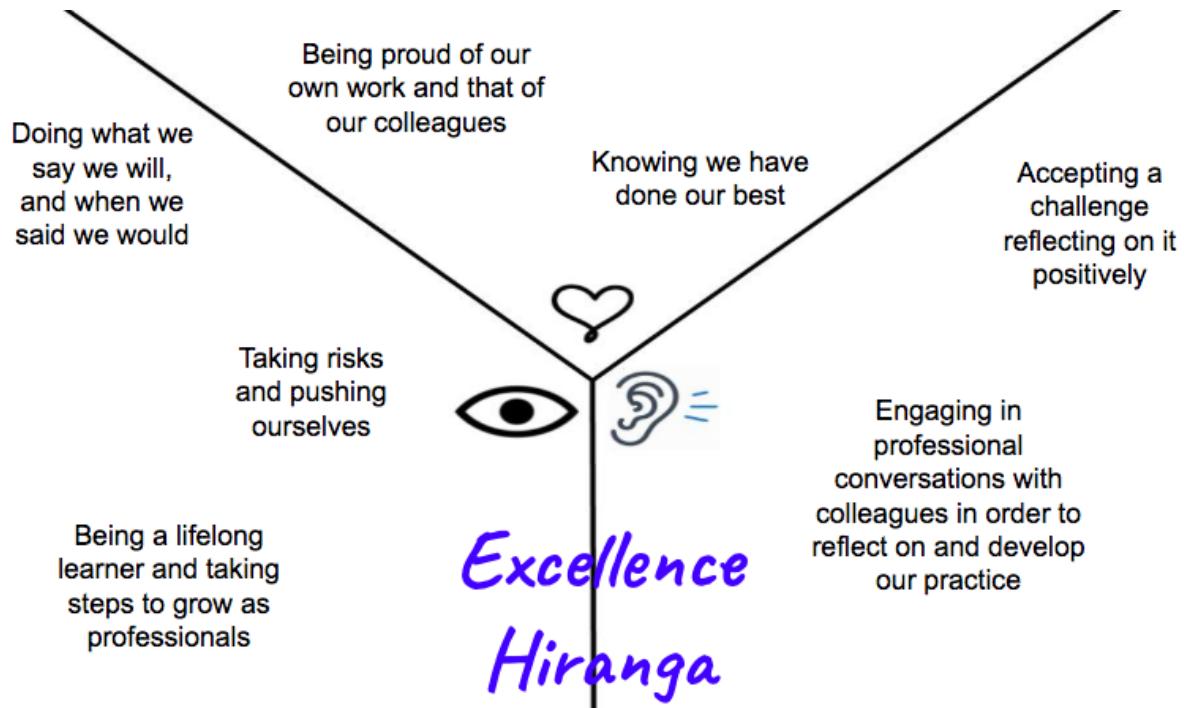
NZC Values we support as a national direction, through encouragement, modelling and exploration	Our School Values that are encouraged, lived and regularly reviewed by everyone in our school
<p><i>Excellence</i></p> <ul style="list-style-type: none"> • aiming high, persevering <p><i>Innovation, inquiry, curiosity</i></p> <ul style="list-style-type: none"> • thinking critically, creatively, reflectively <p><i>Diversity</i></p> <ul style="list-style-type: none"> • different cultures, languages, heritages <p><i>Equity</i></p> <ul style="list-style-type: none"> • fairness and social justice <p><i>Community and participation</i></p> <ul style="list-style-type: none"> • for the common good <p><i>Ecological sustainability</i></p> <ul style="list-style-type: none"> • care for the environment, etc. <p><i>Integrity</i></p> <ul style="list-style-type: none"> • being honest, responsible, accountable, ethical • <p><i>The New Zealand Curriculum (2007)</i></p>	<p>The following five values were decided through extensive community engagement. These values are emphasised at KNS, and connect with NZC values.</p> <p>EXCELLENCE Is about trying to do your best in everything you do. It includes aiming high, thinking creatively, critically, and reflectively. <i>This value links to excellence and innovation, inquiry and curiosity, NZC Values</i></p> <p>RESPECT Is about being considerate and valuing others. It includes understanding others' opinions and ideas, and caring about what is around you. <i>This links to respect, and diversity, and ecological sustainability, NZC Values</i></p> <p>RESPONSIBILITY Is about doing something you have committed yourself to do, and following it through. It includes doing the job you are supposed to do, being sensible, and owning up. <i>This links to equity and community, and participation and ecological sustainability, NZC Values</i></p> <p>EMPATHY Is about caring for one another and putting yourself in the other person's shoes. It includes helping and supporting others, understanding how others feel, and considering how you need to respond to others. <i>This links to diversity, and community and participation, NZC Values</i></p> <p>INTEGRITY Is about making your "yes" be "yes, and your "no" be "no". It includes being honest and truthful, being sincere and sticking to what you believe. <i>This links to integrity, NZC Values.</i></p>

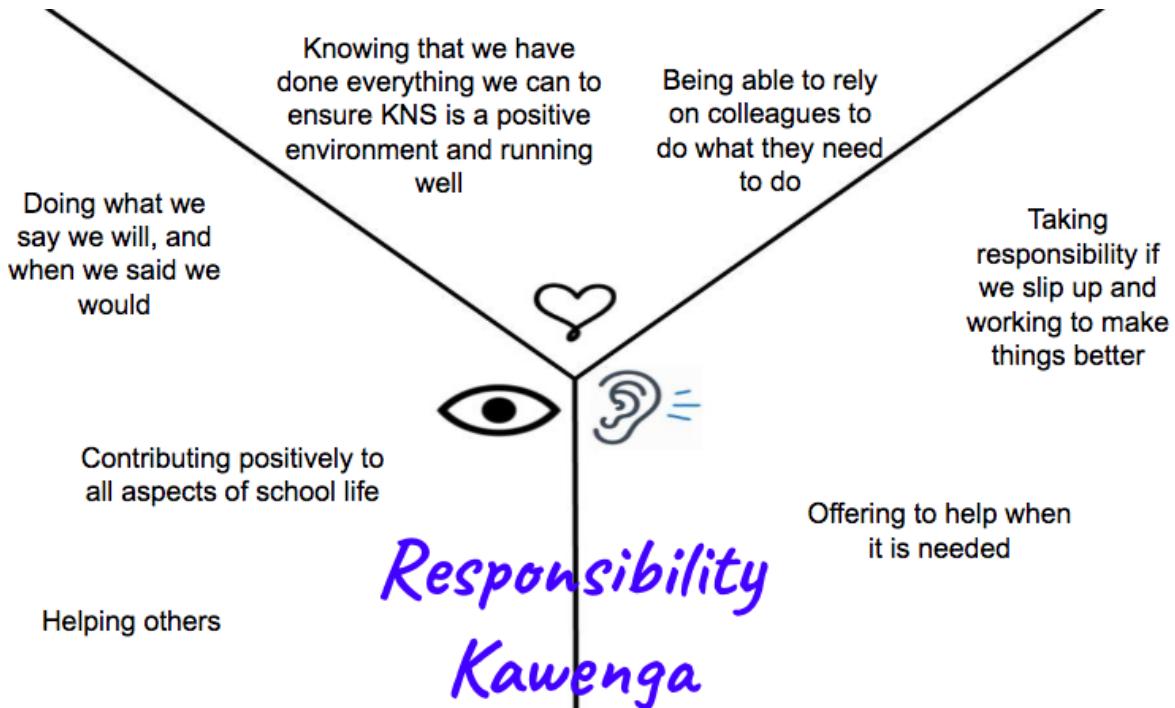


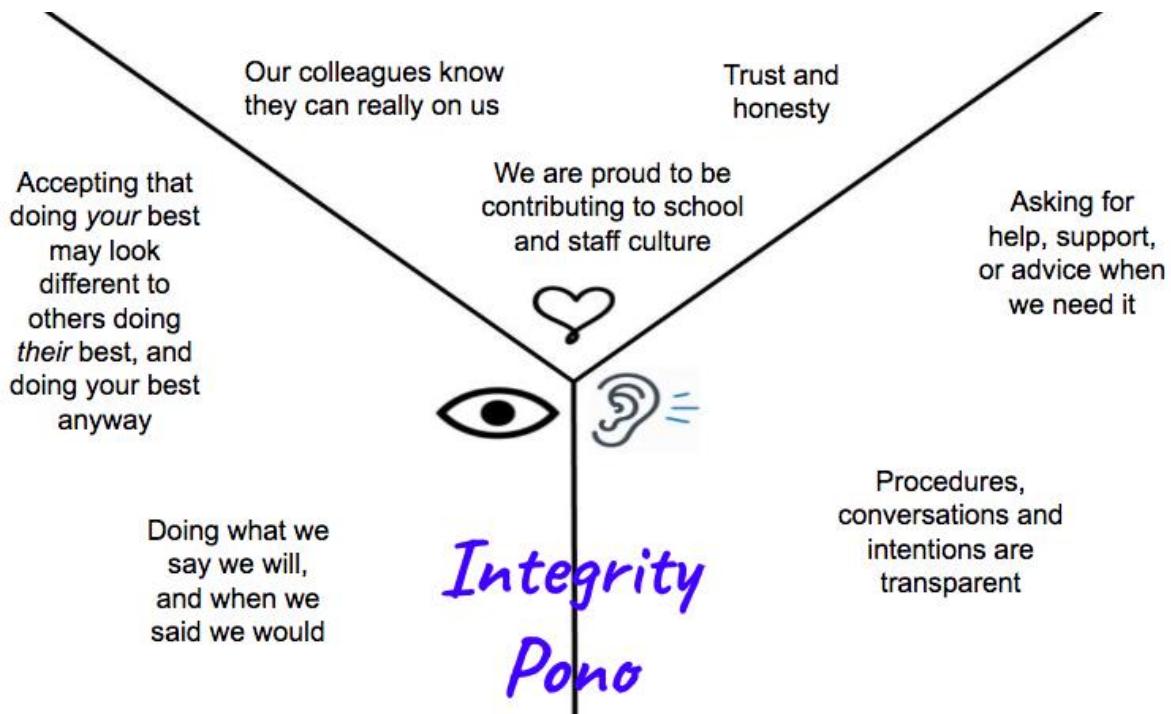
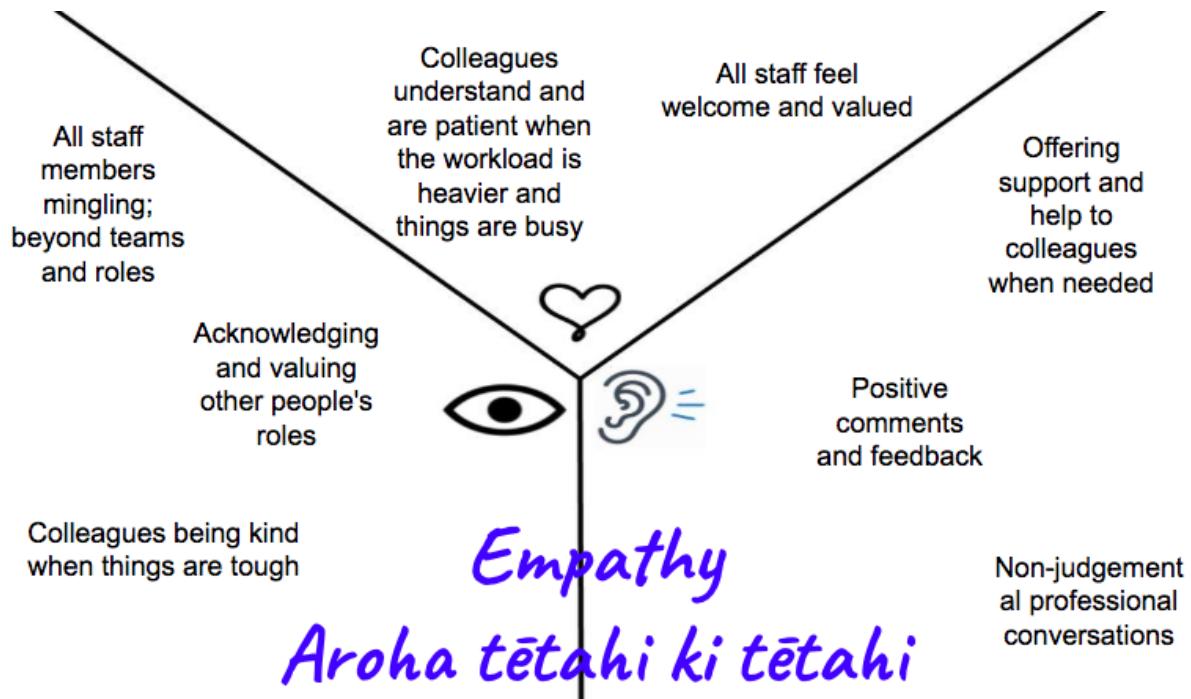
We encourage our children to be the best they can be
“Tino pai ake”

What our KNS Values mean for our behaviour

<u>Empathy</u> Aroha tētahi ki tētahi (Empathy to each other)	<u>Integrity</u> Pono	<u>Responsibility</u> Kawenga (To carry out)	<u>Excellence</u> Hiranga	<u>Respect</u> Whakaute (to respect, show respect, tend to, care for)
✓ Care for each other and demonstrate an awareness and consideration for others' feelings ✓ Care for our environment ✓ Support others ✓ Be friendly ✓ Think about when we need to compromise	✓ Be honest and truthful ✓ Be sincere ✓ Be open-minded about others and their beliefs ✓ Do what we have said and agreed to do ✓ Maintain a high standard of behaviour regardless of a change of setting or situation ✓ Act on our own beliefs	✓ Be ready to listen and learn ✓ Think before we act ✓ Be problem solvers ✓ Do the right thing ✓ Own our behaviours	✓ Persevere with activities and tasks ✓ Try our best in everything that we do ✓ Try to improve ✓ Try to do the right thing ✓ Do what is expected	✓ Treat others as we would like to be treated ✓ Consistently use good manners ✓ Be an active and respectful listener and learner ✓ Respect all property and equipment ✓ Respect the environment (show kaitiakitanga) ✓ Play and work co-operatively ✓ Speak to adults politely ✓ Respect ourselves









KARORI NORMAL SCHOOL

*We encourage our children to be the best they can be
"Tino pai ake"*

Karori Normal School Behaviour Management Procedure

All staff will be familiar with the procedures for behaviour management at Karori Normal School.

We encourage positive behaviours in our school in these ways:

- Praising
- Acknowledging
- Rewarding
- Encouraging
- Modelling of school values.

A restorative approach is taken to correcting, shaping and changing inappropriate behaviours. Teachers will do this by:

- Exploring what has happened by asking all parties involved about the incidents.
- Building an understanding of what has happened.
- Putting things right (consequences).
- Planning a way forward and developing an understanding within students of what they can do in the future – links to the KNS school values.

Students and staff will model the KNS school values and appropriate standards of behaviour. Teachers will set firm, fair and consistent expectations both for the classroom and in the playground.

Class treaties and agreements will be set by teachers and their students at the beginning of the school year and referred to throughout the year. These will reflect the school values and expected behaviours at KNS.

The KNS values will be promoted and recognised in a variety of ways e.g. team focuses on specific values, classrooms displays, school displays and values focuses in the playground.

Behaviour Expectations

Students will be role models for each other and will display the KNS values - Respect, Empathy, Integrity, Responsibility and Excellence, both inside and outside the classroom.

Year 1 and 2 children will have the junior area (outsides Rooms 1-3 and outside Rooms 4 & 5) to play and feel safe in. All remaining areas within the school are for all students to play and enjoy. Areas for children to play quiet games and activities inside are restricted to the downstairs area in the junior block (outside Rooms 6, 7, 8 and 9), corridor in the middle block (outside Rooms 14, 15, 16 & 17), area outside the library by the heater and in the corridors outside Rooms 22, 23 & 23A.

Students at KNS will:

- Have an awareness of others when playing in shared spaces and moving around the school, including corridors.
- Care for the school environment – look after gardens, plants and play areas and put all rubbish in the bins.
- Stay within the school grounds and the boundaries during school hours.
- Be sun smart and wear a suitable sunhat during Terms 1 and 4, or play in the shade.
- Show consideration and respect for others at all times and care for other people's feelings and property.
- Be inclusive of each other during games.
- Use peer mediators for minor disputes.

Procedure for Dealing with Inappropriate Behaviours

Behaviours of a minor nature (these are in the majority)

These behaviours in the classroom and playground are dealt with as soon as possible using the restorative approach and the KNS Values. Any consequences should not be time consuming. Teachers can make personal judgments with the provision that students have the right to expect fair and consistent treatment from teachers.

Behaviours that are non-compliant and consistent

Identified students are discussed at team meetings and strategies may be implemented. The Guidance and Learning team (DP's) may be approached to suggest additional strategies. Parents may be consulted and included in supporting behaviour changes.

At this time a referral may be made to an outside agency with the Guidance and Learning team (DP's) if the behaviours are of a high level e.g. consistent non compliance, disrespect, use of put downs, physical hurting, or emotional excluding.

Referrals to Deputy Principal may occur when:

- Behaviours discussed with teachers e.g. strategies tried, prior involvement with parents, warnings and consequences given.
- At this stage parents are likely to be notified and a meeting will then be arranged. It is important that parents are involved and are supportive of interventions and actions.
- There needs to be a referral to RTLB.
- There needs to be a referral to Special Education (Extremely high level behaviour).

Incidents involving serious physical harm, theft, vandalism, serious threatening behaviour or emotional harm or misuse of computers

- Relevant Deputy Principal involved immediately.
- Relevant Deputy Principal / class teacher / duty teacher ensures victim/s supported (this will be dependent on the incident or behaviours involved).
- Student/s involved in harming are excluded from classroom / playground immediately and sent to sit outside relevant Deputy Principal's office (Junior – Year 1-4 and Senior – Year 5-8).
- Statements written or verbal made by all involved, including witnesses, if any. Written documentation / records kept in playground incident folder if during breaks by the duty teacher or on e-tap if during class time by the classroom teacher.
- A restorative meeting with students and a meeting with parents may be arranged, as appropriate (this would apply to victim's family also).
- Consequences are determined, as appropriate, following investigation. These could involve exclusion from classroom, playground, or restriction of boundaries.
- A behaviour plan may be implemented.
- Parents of students involved informed of actions taken and may be further involved.
- Referral to outside agencies may be implemented if determined appropriate.
- A stand down / suspension may be implemented if determined appropriate.

For stand downs, suspensions and expulsions

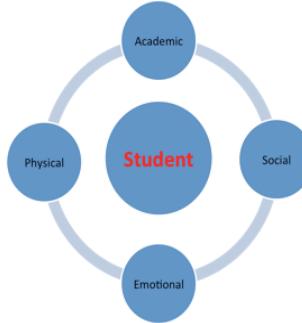
- Procedures will be followed according to Ministry guidelines.
- Documentation regarding other incidents of non-compliance must be kept on e-Tap under Guidance / Behaviour and should describe incidents or information is to be kept with the relevant Deputy Principal (Year 1-4 Junior and Year 5-8 Senior).

Complaints by parents concerning student behaviour

- These are investigated either by the teacher or senior leadership dependent on seriousness.
- Interventions as above.
- Parents are given feedback regarding the complaint.



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Tino pai ake*



Process of Individual Education Plans / Parent meetings / Guidance & Learning meetings

IEP – children who require focused and targeted support for their learning in a ‘holistic’ process both at home and school.

(These children usually have outside agencies involved with them)

Parent meeting – children who have a learning difficulty or difference. The importance of these meetings is to ensure home and school work together to support the child to overcome their barriers

G & L meeting – (Pastoral Care, well-being, behaviours, GATE) - children who require support to develop skills to address their identified needs either academically, physically, socially and emotional well-being.

GATE (Gifted and Talented Education) - children with exceptional abilities or talents.

Any of the above meetings may change to meet the needs of the children as they transition through the school levels.

Purpose of these meetings

- Adapting and differentiating your classroom program and the curriculum to cater for the needs of a child.
- Identifying strategies and building relationships with families and communicating about strategies to be used at school and home.

A child should have a meeting when:

- If they fit the above purpose.
- Have been identified the previous year.
- There is a request from the parents.
- Teacher concern.
- Guidance and Learning team concern
- SENCO and outside agency advice.
- Report identifying a learning difference or difficulty from an outside agency/health / medical /specialist /professional
- Gifted learners

Setting up and having these meetings:

1. If a child is an ORS child or has other outside agencies (e.g. GSE, RTL, Speech language therapy.....) working with them, a Guidance & Learning (DP's) needs to be involved in this IEP. Please include them when arranging the IEP /parent meeting time and drafting the document.
2. If you think a child needs one of these meetings, please check with Guidance & Learning (DP's)
3. If it is agreed that a meeting would be useful, arrange a time or contact the parents to share the reason why a meeting is to be set up and then set a time and date for the meeting.
4. A draft of the meeting with the discussion points needs to be completed prior to the meetings on the focus areas and shared with either Carol or Andrea. These focus areas can then be discussed at the meeting with parents (any other people involved) on agreed ways to support the child.
5. If a child has had a previous IEP/parent or G & L meeting it is important to review the previous notes. Consult and obtain parents opinions on how the goals/focus/areas of concern have been met.
6. These meetings are held depending on the needs of the child e.g. termly, once or twice a year.
7. Once the meeting notes have been written up and entered onto e-tap, (within a week – 7 days) email copies to those who attended and send a copy to Carol's office for the file.
Please note – the SMS copy is hard to read once printed off – please copy and past into a word document, format and then send to those who attended.
8. Copies of these meetings are filed in the school Identified Needs folders (in Carol's office – **red folders**). They are available to all teachers.

GATE (Gifted and Talented Education)

Teachers will:

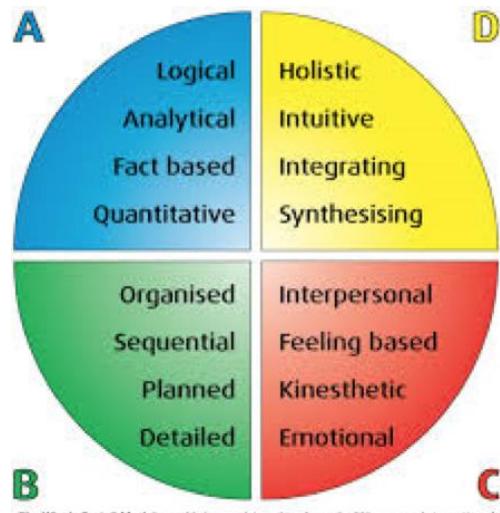
- Use the guidelines from the UDL framework to provide a variety of opportunities
- Ensure that there is regular contact with parents through and IEP or parent meeting in order to establish important support and develop the relationship between the child, home and school.

Children with exceptional abilities or talents are identified and feel empowered.

Gifted Learners can be identified using various tools and observation techniques. Some of our students who may identify as ADD or Asperger's can also be high functioning. For other students they may demonstrate characteristics that prompt you to consider higher abilities, talents and creative thinking.

If you have a child who you consider shows characteristics of giftedness then we are able to support you and them.

- Provide a profile for children using various tools
- Parent/Teacher Questionnaires will be introduced to acquire information.
- Meetings with parents to gain permission for observing and gathering information such as sociograms, details of preschool developmental milestones, thinking skills etc.
- Complete case studies to identify learning and social needs.
- Build confidence with parents and teachers in how we differentiate for our Gifted and Talented students.





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Tino pai ake*

Karori Normal School

Gifted and Talented Guidelines

Rationale

Karori Normal School recognises that students with exceptional abilities are present in our school population. We acknowledge that gifted students possess, to an outstanding degree, demonstrated ability or potential in one or more of the following areas:

- ✓ general intelligence
- ✓ specific academic areas
- ✓ visual and performing arts
- ✓ psychomotor ability
- ✓ leadership
- ✓ creative thinking
- ✓ interpersonal and intrapersonal skills

Policy Statement

The Ministry of Education document (2012), 'Gifted and Talented Students: Meeting their Needs in New Zealand Schools,' forms the basis of our school's policy to ensure our gifted students are identified and receive specific educational attention.

- Gifted students require supportive teachers and learning environments in order that their potential may be translated into demonstrable ability and talent.
- Gifted students can underachieve in relation to their potential and may not be seen as productive or successful in class.
- Gifted students can have learning disabilities with which they may require help and support.
- A language barrier does not preclude a child from being gifted, or from requiring extension work.
- Children from other cultures have gifts and talents which are valued and which should be recognised.

Implementation

Identification of students

Karori Normal School is committed to identifying our gifted students so that their individual needs may be more appropriately met.

- Students are identified as early as possible in order that they may develop successful learning patterns and so minimise situations leading to under-achievement. We recognise that lack of motivation, under-achievement, and behavioural difficulties can negatively influence the identification of a student's exceptional potential.
- Teacher observation of emerging potential is an ongoing process because of the fluid and developing nature of intelligence.
- A range of objective and subjective criteria are used to identify both the achieving and under-achieving gifted students.

A selection of the following is used, dependent upon student needs and their situation:

- teacher observation
- student products
- parent information
- information from outside agencies
- teacher checklist or teacher observation scales
- student interest inventory – (GATE Database)
- student self-evaluation

The Principal will:

- Ensure a key person is responsible for, and supported in, the management and maintenance of the gifted policy.
- Provide opportunities for staff to participate in ongoing training and development in methodologies and practices aimed at enhancing learning outcomes for their students.
- Provide opportunities to enable teachers to deliver a range of learning opportunities (social, academic, physical and emotional) and the smooth process of acceleration.

Teachers will:

- Use the guidelines from the UDL framework to provide opportunities for all students within their existing classroom programmes.
- Ensure that there is regular contact with parents through an IEP in order to establish important support and develop the relationship between the child, home and school.

The Board of Trustees will:

- Support the principal by providing budgetary requirements, which will take into account staff training needs and provision of resources.

Conclusion

All children deserve an equal opportunity to receive the best education it is possible to give them. For those with special abilities and interests, provisions need to be made so they can achieve their potential.

Key Competencies

REQUIREMENT: Students are supported to develop the key competencies on pages 12-13, NZC.

Competencies are integrated, holistic and complex. They include the knowledge, skills, attitudes and values needed for living, learning, working and contributing to the life of the community. Key competencies are those competencies needed by everyone across many life contexts. School is only one of those contexts, and the matter of transfer or generalization from school to life needs to be considered.

NZC Five Major Competencies which we support students to develop	Our School In our school we emphasise students' development of the following:
<p>Thinking</p> <ul style="list-style-type: none"> • Use creative, critical, metacognitive and reflective processes to make sense of information, ideas, experiences • Actively seek, use and create knowledge • Reflect on own learning, draw on personal knowledge and intuitions, ask questions, challenge the basis of assumption and perceptions <p>Using language, symbols and texts</p> <ul style="list-style-type: none"> • Interpret and use words, number, images, movement, metaphor and technologies in a range of situations • Recognise how choices of language and symbol affect people's understanding and ways in which they respond to communications • Use ICT confidently to communicate and access information <p>Managing self</p> <ul style="list-style-type: none"> • Self-motivation • 'Can do' attitude • Set personal goals, make plans, have high personal standards • Be enterprising, resourceful, reliable, resilient • Have strategies for meeting challenges • Know when and how to follow someone's lead, or make own well-informed choices <p>Relating to others</p> <ul style="list-style-type: none"> • Interact effectively with a diverse range of people in a variety of contexts • Listen actively, recognise different points of view, negotiate and share ideas • Open to new learning • Take different roles in different situations • Know when it is appropriate to compete, and when it is appropriate to co-operate <p>Participating and contributing</p> <ul style="list-style-type: none"> • Participating actively in local, national, global communities • Respond appropriately as a group member • Make connections to others • Create opportunities for including people in group activities 	<p>Learning Competencies (Thinking and languages, symbols and Texts)</p> <p>Thinking</p> <ul style="list-style-type: none"> • Asking, investigating and acting on questions that involve critical, creative, lateral thinking • Exploring, inquiring and problem solving • Making and justifying decisions • Reflecting on knowledge, ideas, values and behaviour. <p>Language, Symbols and Texts</p> <p>The school's objectives for ENGLISH and MATHEMATICS & STATISTICS are the basis for the development of this competency. Those objectives connect across all learning areas and activities.</p> <p>Personal & Social Competencies (Managing self, relating to others, participating and contributing)</p> <p>These competencies are strongly linked to all learning areas and are reflected in planning and learning experiences. Students are encouraged to use the common language of the competencies as part of every day school life.</p> <p>Managing Self:</p> <ul style="list-style-type: none"> • Having and working to goals • Staying focused • Seeking and acting on feedback • Being organised, <p>Relating to Others:</p> <ul style="list-style-type: none"> • Showing respect and courtesy • Listening and communicating • Being open minded and trusting • Interacting well with people in different settings. <p>Participating and Contributing:</p> <ul style="list-style-type: none"> • Active engagement in community activities • Taking leadership and membership roles in various groups

Learning Areas
Learning for Knowledge and Skills

REQUIREMENT: Students are provided with effectively taught programmes in the learning areas, pp18-23, NZC

The learning associated with each area is part of a broad general education, and lays a foundation for later specialised learning.

NZC Essence and Strands	Our School
<p><i>English</i> Students study, explore, and enjoy language and literature communicated orally, visually, or in writing.</p> <ul style="list-style-type: none"> • <i>Listening, reading and viewing</i> • <i>Speaking, writing and presenting</i> 	<p><i>English</i> The focus of learning is on the use and enjoyment of the English language and literature, communicated orally, visually, and in writing for a range of purposes and audiences, and in a variety of ways.</p> <ol style="list-style-type: none"> 1. Communicate clearly and well in oral, visual and written form. 2. Express ideas and present information using conventions and formats suited to purpose. 3. Read, view and listen for purpose and for pleasure to broaden understandings and perspectives. 4. Use processes and strategies to gain meaning from what is seen, heard and read. 5. Use processes of proofing, editing to improve the quality of work.
<p><i>Mathematics & Statistics</i> Students explore relationships in quantities, space, and data.</p> <ul style="list-style-type: none"> • <i>Number and algebra</i> • <i>Geometry and measurement</i> • <i>Statistics</i> 	<p><i>Mathematics & Statistics</i> The focus of learning is on exploring the use of patterns and relationships in quantities, space and time and in data. Students learn to estimate with reasonableness, calculate with accuracy, and realise when results are accurate or doubtful.</p> <p>Number</p> <ol style="list-style-type: none"> 1. Recognise, interpret and use mathematical ideas and information in everyday situations. 2. Understand and use a variety of strategies to efficiently solve problems. 3. See and use patterns in numbers shapes and measures. <p>Geometry and Measurement</p> <ol style="list-style-type: none"> 1. Use and recognise properties of shapes 2. Use appropriate units and instruments of measurement and calculate. <p>Statistics</p> <ol style="list-style-type: none"> 1. Investigate, collect, interpret and present data 2. Explore patterns and meanings in data.
<p><i>Science</i> Students learn to investigate, understand, and explain our natural, physical world and the wider universe.</p> <ul style="list-style-type: none"> • <i>The nature of science</i> • <i>The living world</i> • <i>The planet Earth and beyond</i> • <i>The physical world</i> • <i>The material world</i> 	<p><i>Science</i> In science education, the focus of learning is on investigating, understanding, and explaining our natural, physical world and the wider universe, through generating and testing ideas, gathering evidence from observations and investigations, and communicating findings, ideas and understandings.</p> <ol style="list-style-type: none"> 1. Show an understanding of the diversity of life, life processes and the impact that all forms of life have on each other with an emphasis on the biology of New Zealand. (LW)

	<p>2. Show an understanding of the interconnecting systems and process of the earth and solar system. Understand that these are interconnected. (PEB)</p> <p>3. Show an understanding of the concept of energy and how it changes from one form to another and apply this understanding to everyday challenges. (PW)</p> <p>4. Describe and group materials based on properties and recognise permanent and temporary changes in materials in everyday situations. (MW)</p> <p>Social Sciences</p> <p>Students learn about how societies work and how people can participate as critical, active, informed and responsible citizens.</p> <ul style="list-style-type: none"> • <i>Identity, culture and organization</i> • <i>Place and environment</i> • <i>Continuity and challenge</i> • <i>The economic world</i> <p>Technology</p> <p>Students learn to use practical and other resources to develop products and systems that expand human possibilities by addressing needs and realising opportunities.</p> <ul style="list-style-type: none"> • <i>Technological practice</i> • <i>Technological knowledge</i> • <i>Nature of technology</i> <p>The Arts</p> <p>Students explore, refine, and communicate ideas as they create works and respond to the works of others.</p> <ul style="list-style-type: none"> • <i>Dance</i> • <i>Drama</i> • <i>Music</i> • <i>Visual arts</i> <p>Social Sciences</p> <p>The focus of learning is on how communities and societies work, and how people can participate as informed, critical and responsible citizens.</p> <ol style="list-style-type: none"> 1. Explore local, national and global issues to increase awareness of the impact of the past that helps shape the future. 2. Develop an awareness of the Treaty of Waitangi and learn about other cultures within and beyond New Zealand, past, present and future. 3. Understanding of relationships between people, economies, and environments. 4. Show an understanding of people's roles and responsibilities and their impact on society <p>Technology</p> <p>In technology education, the focus of learning is on the use of practical approaches to develop products and systems to meet needs and explore opportunities.</p> <ol style="list-style-type: none"> 1. Show how and why things work, their uses, limitations, suitability (Technological practice) 2. Make and evaluate plans, models, products and systems for particular purposes (Technological Knowledge) 3. Evaluate and critique the impact of technology on people and environments (Nature of technology) <p>The Arts</p> <p>The focus of learning is on exploring artistic expression of self, community and culture, and expressing and interpreting ideas with creative, aesthetic, and performance frameworks.</p> <ol style="list-style-type: none"> 1. Express self, culture and ideas and respond to the works of others. 2. Communicate, express, develop and interpret creative ideas and emotions through movement, image and sound. 3. Create music from natural, acoustic, and digital environments, explored through listening, performing and creating. 4. Represent and communicate their creative ideas using a variety of mediums and techniques.
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Health & Physical Education

Students learn about their own well-being and that of others, in health-related and movement contexts.

- *Personal health and physical development*
- *Movement concepts and motor skills*
- *Relationships with other people*
- *Healthy communities and environments*

Health & Physical Education

The focus of learning is on knowing the meaning of personal, social and community well-being and engaging in activities that promote it.

1. Show an understanding of the importance of **hauora** in both a personal and wider social context. (**personal health and physical development**)
2. Use knowledge of hauora to participate and develop a range of motor movements (**movement concepts and motor skills**)
3. Show ability to build healthy relationships with other people and the need to be healthy. (**relationships with others**)
4. Show an understanding of how and why they need to be healthy and how our bodies work. (**healthy communities and environments**)

Learning Languages

Students develop the means of communicating with people from another culture and exploring their own personal world.

- *Communication*
- *Language knowledge*
- *Cultural knowledge*

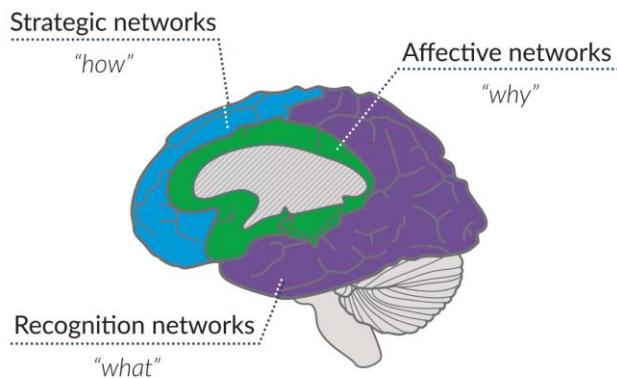
Learning Languages

The focus of learning is on communicating using the language of other cultures and developing appreciation for languages, communication and culture.

1. Show an understanding of the interrelationships between languages and culture.
2. To apply knowledge of a language by using the correct structures and vocabulary to communicate with native speakers.

2018 MATHEMATICS

Maths to be taught daily and planned to create opportunities to use number/strand through all learning areas. Planning is to meet the needs of the students in the class and integrated through the Learning Areas using the UDL framework



Maths Programmes

Students must be engaged in productive, independent rich tasks that engage, represent and express students learning through mathematical skills and strategies.

The key competencies will support programmes along with variety of teaching supports
- e.g.

- Task boards
- Modelling books
- Equipment/devices
- Small or large groups
- Mixed ability or ability groups
- Workshops

Engagement principle

What options can I offer to increase interest and support motivation and resilience?

Representation principle

How can I present information, ideas and instructions in different ways to support everyone's understanding?

Action & Expression principle

What options can I offer to support planning, learning, collaboration and the sharing of ideas?

Challenge	Challenge the status quo
Connect	Connect mathematics and classroom practices to students cultural values and identities
Empower	Empower students to develop their mathematical identity by building on student's strengths
Engage	Engage all children in rich, challenging mathematics, reasoning and discourse

Develop tasks with a low floor, high ceiling:lower entry level tasks where all can join a task, lots of possibilities for when students can exit (various exit points, where ever they feel comfortable, where their learning takes them)

Guidance can be found on the nzmaths website. Planning sheets from this site may be helpful in supporting the development of classroom maths programmes, ensuring a balanced programme is delivered, and Stage 1 - 8 of Numeracy is covered.

http://www.nzmaths.co.nz/planning-sheets?parent_node=

Assessment

KNS Evidence Poster

JAM (Junior Assessment of Mathematics): NE, Year 1 and 2

The JAM assesses the achievement of a student in relation to levels one and two of The New Zealand Curriculum. This consists of 9 modules which can be used throughout the year as an ongoing assessment tool. Each module can be used as a separate assessment, or the modules can be combined to provide a broader assessment. Teachers will need to select the modules that are relevant to the needs of their students.

The Diagnostic Interview

Year 3-8 – These kits must be used throughout the year as an ongoing assessment tool. They are kept in the Maths Resource Room.

IKAN (Individual Knowledge Assessment of Number):

http://www.nzmaths.co.nz/ikan-forms?parent_node=

Data for these domains can be entered as required through the year onto eTap.
(Number Sequence and Order, Fractions, Place Value, Basic Facts)

New Zealand Curriculum

The New Zealand Curriculum Mathematics Standards Years 1-8 poster can be used to support teaching and learning in conjunction with the UDL Framework.

Links

KNS Maths Hub: <https://sites.google.com/a/bekgalloway.co.nz/kns-maths-hub-alg-meas-geo/>

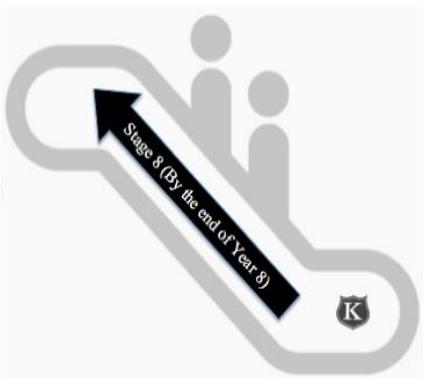
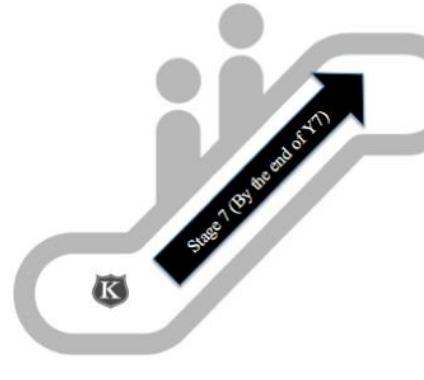
Basic Facts Escalator: [2018 KNS Basic Facts Escalator](#)

Arbs: <http://arb.nzcer.org.nz/>

Rich task ideas: <http://nrich.maths.org/frontpage>

www.nzmaths.co.nz

2018 KNS BASIC FACTS ESCALATOR

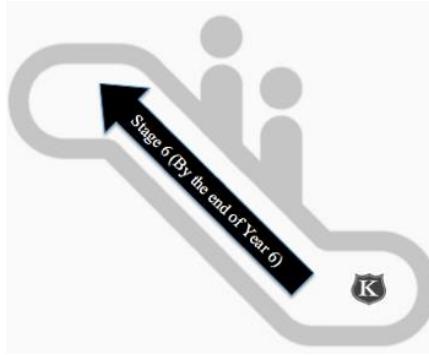
<p>Stage 8 - End of Year 8</p> <p>Highest common factor Least common multiples Wide range of divisibility rules Rounding decimals to nearest 1/10th 1/100th, 1/1000th. Dividing numbers (decimals) by 10, 100, 1000. (Powers of 10) Multiplying numbers (decimals) by 10, 100, 1000. (Powers of 10) Exponents (upto power of 3) of 1-10 Improper fraction to percentage conversion. Mixed number to improper fraction</p>		<p>Common factors of numbers to 100, and divisibility rules for 2, 3, 4, 5, 8 and 10.</p> <div style="border: 1px solid black; padding: 5px;"> Calculator Factors Divisibility Rules Multiples Cover Up Divisibility Game Factors Cover Up </div> <p>Fraction, decimal, percentage conversions for halves, thirds, quarters, fifths and tenths.</p> <div style="border: 1px solid black; padding: 5px;"> 30% Off Sale Converting Fractions Decimals And Percentages (online) Common Factor Challenge Common Multiple Challenge Fraction Decimal Percentage Match Ups Fractions, Decimals and Percentages Dominoes </div>
<p>Stage 7 End of Year 7</p> <p>Divide by 6/7/8/4 Difficult doubles Difficult halves Adding 10s within 1000 Adding 10s within 1000 (with missing numbers) Subtracting 10s within 1000 (with missing numbers) Division (unknown divisor) Fraction to % conversion Write the fraction for ... Squares (1-12, 100) Square roots (Less than 144, 10000) Listing factors Common factors Common multiples</p>		<p>The square numbers to 100 and their square roots.</p> <div style="border: 1px solid black; padding: 5px;"> Square Roots </div> <p>The multiplication and division facts.</p> <div style="border: 1px solid black; padding: 5px;"> Division Basic Facts Division Bingo Division Loopy Division Puzzle Division Game Match Multiplication and Division Facts More Divisibility Rules </div>

Stage 6 By End of Year 6

Subtracting from 100
Adding to make 100
Dividing by 3 – Divisibility rules
Dividing by 9 - Divisibility rules
6x tables
7x tables
8x tables
4x tables
3x tables
9x tables
Subtracting from 20 with missing numbers.
Subtracting within 20

The addition and subtraction facts to 20.

[Addition Facts To 20](#)
[Subtraction Facts To 20](#)
[Subtraction Puzzle](#)
[Subtraction Basic Facts](#)



Multiplication basic facts with tens, hundreds and thousands.

[Tens Hundreds Thousands](#)
[Multiplying by 10, 100 and 1000](#)

Fraction and decimal groupings that make 1.

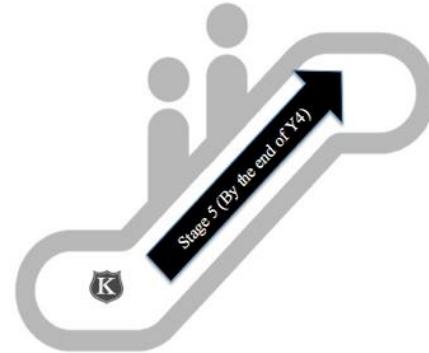
[Make One With Decimals](#)
[Make One With Fractions](#)
[Calculator Challenge](#)

To recall multiplication basic facts.

[Times Tables Practice](#)
[Multiplication Bingo](#)
[Multiplication Loopy](#)
[Multiplication Puzzle](#)

Stage 5 by End of Year 4

Halves of 10s up to 100
Adding doubles to 100 with 10s and 5s
Subtracting within 100 using 5s
Adding up to 100 using 5s
Divided by 2
Divided by 5
Divided by 10
2x tables
5x tables
10x tables
Adding with missing numbers up to 20
Adding up to 20
Multiples of 100 (up to 1000)



The basic multiplication and division facts to 10×10 .

[Add and Multiply](#)
[I Spy - Multiplication](#)
[Halves of 'ty' Numbers](#)
[Halves of Hundreds Numbers](#)
[Baking Biscuits](#)
[Adding Multiples of 100](#)
[Four in a Row Multiplication](#)

The basic addition and subtraction facts up to 20.

[I Spy - Addition](#)
[License Plates 2](#)
[Four in a row Addition](#)
[Addition Bingo](#)
[Addition Loopy](#)
[Addition Puzzle](#)
[Addition to 20 - Test Yourself](#)
[Addition and Subtraction Quick Recall](#)
[Subtraction Loopy](#)
[Subtraction to 20 - Test Yourself](#)
[Addition Basic Facts](#)
[Subtraction Bingo](#)

Addition and subtraction beyond $10 + 10$.

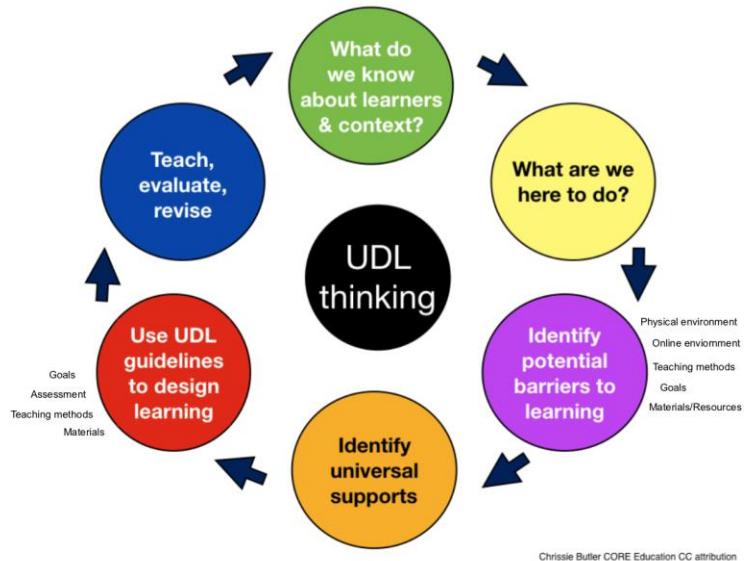
[Pairs To One Hundred](#)
[Tens Facts](#)
[Make One Thousand Challenge](#)
[Domino Pairs to 100](#)

<p>Stage 4 By End of Year 2</p> <p>Subtracting 10s within 100 Adding 10s within 100 Adding and subtracting within 100 (with missing numbers) Halves within 20 Adding doubles to 20 Subtracting with missing numbers within 10 Subtracting from within 10 Adding with 10 Adding with missing numbers up to 10 Adding up to 10</p>		<p>The basic addition and subtraction facts to $10 + 10$.</p> <div style="border: 1px solid black; padding: 5px;"> Doubles And Halves Snap Memory Doubles Save The Whale (online) Add the Dice Addition and Subtraction to 10 - Quick Recall Rock, Scissors, Paper Subtraction Facts to 10 </div> <p>The multiples of 10 that add to 100.</p> <div style="border: 1px solid black; padding: 5px;"> 10s Pairs To 100 Adding Multiples of 10 </div>

<p>Stage 1-3 By the End of Year 1</p> <p>Adding Doubles to 10 Adding 5 Adding and Subtracting within 5 Adding 1 (Numbers to 10) Adding 0 Tens Frames Number bonds to 10 Dice Patterns Fives Frames Number bonds to 5 Numerals to 10 Numerals to 5</p>		<p>Groupings to 10 and the decade facts.</p> <div style="border: 1px solid black; padding: 5px;"> Bean Addition Skittles Facts To 5 - Flash Cards, Memory Facts To 10 - Flash Cards, Memory Make 5 Make 10 Under The Box Using Fingers Test The Toad (online) 5 Plus Groupings to 10 Pairs to 10 Doubles To 10 </div>
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2018 LITERACY

- Our Literacy Programmes are a combination of Oral language, Visual language, Reading, Writing and Spelling.
- Clarity of **purpose, audience and deliberate acts of teaching** are required to provide effective teaching of literacy across the curriculum.
- Plan for **engagement, action and expression and representation** by using the Universal Design for Learning guidelines.



Oral Language

Plan for many oral opportunities in your programme. It should be part of the reading programme, writing programme, inquiry or as a stand alone. “Talk it” Oral Language resource is available in the Resource area at the back of the Library. Refer to Learning Through Talk, MOE, Year 1-4 and Year 5-8.

Visual Language



This aspect of the literacy programme must be planned for. Handwriting, visual literacy, Key Competencies, presentation and publishing skills, are part of the inquiry process.

Writing

Every teacher will use Deliberate Acts of Teaching (DATs) to ensure effective literacy practice is evident. Expectations for all year levels have been compiled from The Literacy progressions, and Teaching of Writing documents as a result of staff input. These give clear direction for planning across the year and **across the curriculum**.

Each year a KNS Writing moderation document is collated to provide samples of annotated writing across curriculum levels. [2018 Writing Moderation Samples](#).

KNS LITERACY HUB <https://sites.google.com/a/idealeducation.nz/kns-literacy-hub/>

<http://success-for-boys.tki.org.nz>

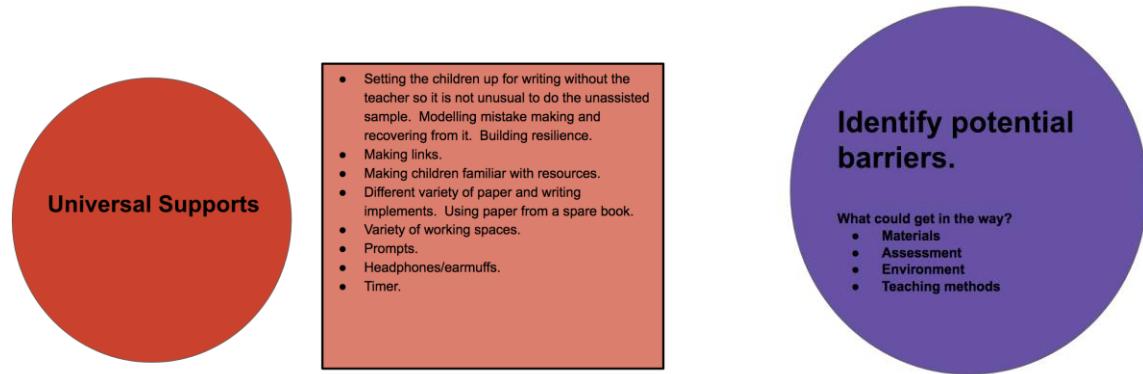
www.literacylearningprogressions.org.nz

<http://literacyonline.tki.org.nz/Literacy-Online/Impact-of-changed-practices/Progress-and-achievement>

Planning

Please refer to the UDL framework for ways to best support your students' needs.

- Plan for predictable variability
- Plan based on knowledge of students



English Language Learners

We have an ESOL Coordinator who provides one on one support for foundation students, designs a programme for small groups across cohorts, supports teachers with resources and works alongside children in classrooms. Teacher Aides also support identified students in classrooms. All ESOL funded or non-funded students are assessed against the ELLP progressions twice a year as well as the NZC.

Students who identify as English or other languages are provided with support for up to three years of funding to assist them to learn English. The three stages for learning English are foundation, stage 1, stage 2 and stage 3.

<http://esolonline.tki.org.nz/>

Reading

Readers need to be available for independent, guided reading, and shared reading in the classroom and should be changed regularly. Browsing boxes need to be appropriately levelled. We encourage library books to be part of home and school reading. At home reading may include taking home a book bag with a seen text, or a library book of student's choice at Year 8.

Year 4 - Year 8

- Running Record folders are in each class. A guided reading book may also be used with suitable comprehension questions. Every child will complete a running record in term one as baseline data and a reading observation entered on eTap.
- Each child must have at least one Running Record completed in Term one from a **familiar text** so that this data may be entered into eTap it is proof to you that they are reading at the correct level.
- If the child is reading at more than two years above their chronological age, then you will need to use different data to show evidence of this.
- Their decoding may be accurate but their retelling, comprehension, inference may be poor and this is where you will need to focus.

REMEMBER that your analysis of the reading behaviours is the important part, this will help you to plan for the next steps in the child's reading development. You may take a Running Record on any text, using a blank sheet of paper. [Reading Instructional Series](#)

Spelling and Phonics

Spelling should be part of your literacy programmes. KNS uses Spell-Write as the basis for our spelling programme. Each teacher has a spelling kit (found in the grey container) that is linked to the KNS Spelling escalator, which shows the progression from Year 1 to Year 8. Children are tested on each Essential List and results are to be entered on eTap each term (this will apply to children reading above yellow). Five copies of Spell-Write are in each class and all students from Y 1 to 4 are encouraged to purchase their own copy.

Spelling Kit

Spelling Escalator, Code Breakers Guide to English, Spelling Essentials, Booklet of ideas for spelling programmes, How to Learn a Word, Y1-4 Sound Spelling Patterns chart, Y5-8 Sounds of English and Vowels Spelling Patterns charts, Spell-Write. Many other resources are in the resource area at the back of the Library.

English Sounds and Spelling Patterns poster, Vowel Spelling Patterns poster, Code-breakers Guide to English, Spelling Pack of Resources are in classrooms.

Spelling Escalator

Book Rooms

Each cohort has a book room with sets of books at various levels. These are to be used for all aspects of reading. A parent roster is set up for the Zone 1 and Zone 3 book rooms for sorting new resources and putting away books.

Each team is responsible for looking after the book rooms and keeping them tidy.

Zone 1, by Rm 13 for Year 1 and 2, Independent Browsing Boxes, please put these away in correct boxes. Sort other sets of readers and place into buckets at the bottom.

Zone 3, by Rm14 for Year 3/4. Return readers into correct boxes.

Zone 5, between Rm 18/21 Year 5/6. Return readers into correct boxes.

Zone 7, Office by Rm 29, Year 7/8. Return readers into correct boxes.

School Journals are found in the resource room at the back of the Library.

Resources Each classroom has resources in a grey container. All Team Leaders have a large Red box with relevant resources too. Each Team has a large container of ESOL resources and games, these may be stored in a book room or the Team Leaders room.

Effective Literacy Years 1 to 4,

Effective Literacy Years 5 to 8

The Writing Book- Sheena Cameron and Louise Dempsey

<http://sheenacameron.com/resources-links/>

Building Comprehension Strategies for Primary Years Alison Davis

Switch onto Spelling Joy Alcock

The Arbs provide a variety of reading responses that can provide evidence of critical thinking and across curriculum texts. [Arbs](#)

[Literacy Online](#)

I've Got Something to Say Gail Loane found in the resource area at the back of the Library.

Budget

The Budget preparation for the following school year is done in Term 4. All teachers have the opportunity to have input into the resourcing of the school by suggesting items in priority order on the draft budget spreadsheets. This is discussed with teams.

Engagement Offer options and supports to stimulate motivation and sustained enthusiasm for learning.	Representation Present information in different ways to support access and understanding.	Action and expression Offer options and supports so everyone can create, learn and share.
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2018 Karori Normal School Junior Literacy Guidelines

February 2018

School Entry Assessment (KNS SEA) 6 weeks after beginning school

- Share the concern with the Team Leader
- Focus on the Key competencies and try various strategies
- Follow up further discussions with Team leader
- Team leader and teacher discuss with Deputy Principal
- Deputy Principal, SENCO and Literacy Team discuss



6 Year net (Observation Survey) Year 1 predominately and some Year 2's in Term 1 of any given year.

- Share the concern with the Team Leader
- Focus on the Key competencies and try various strategies
- Follow up further discussions with Team leader
- Team leader and teacher discuss with Deputy Principal
- Deputy Principal, SENCO and Literacy Team discuss



Team Leaders will meet to share progress of children with DP overall and the impact of Reading /writing support programmes. Teacher Aid support will be offered to classrooms and specific programmes provided to support phonics, reading mileage, handwriting- magic caterpillar etc.



Handwriting Magic Caterpillar. (in grey bucket) Year 1

Daily handwriting lessons teaching a letter over a with the whole class, following Magic Caterpillar language. The formation of the letters should be the focus of the lessons. Students are only to use pencil.

Magic Caterpillar, at least 3 times per week Year 2 and Year 3

Whole class or groups. The forming of the letters should be the focus of the lessons. Students are only to use pencil. Handwriting practice for form and speed. Students' handwriting should be legible and a consistent size.



Phonics Year 1-3

KNS uses Jolly Phonics (JP) for initial teaching of letter/sounds. The handbooks are supporting documents are shared across classrooms.

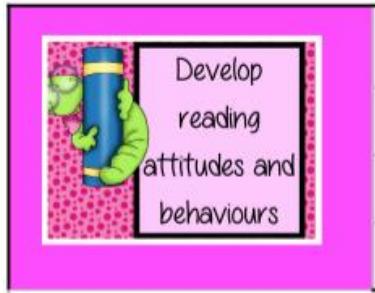
- Teaching of phonics should be meaningful and formative.
- Teach a sound a day following JP order, s a t i p etc. Phonics learning centre should support this.
- **Resources; JP frieze, Handbook, 7 hard cover books.**
- Once all sounds are established move to medial sounds and blends –**poems, blend cards, Crocodile Crunching Crackers, Sound Spelling Patterns Poster, Spellwrite.**
- eg sound per week, long and short vowel sounds (Sounds of Spelling Posters)
- **Jolly Phonics Grammar handbook;**
- **Crocodile Crunching Crackers; Sound Spelling Patterns Poster; Search for sounds , Prowl for vowels; Code-breakers Guide to English; Spelling Pack of Resources.**



Reading 1-3

Every day there should be 'reading to children', 'reading with children' and 'reading by children'.

- This may be across the curriculum with links made to inquiry.
- Each class teacher will use DATs to ensure effective literacy practice.
- Teaching of reading may be to the whole class, small groups, or individuals according to needs.
- **Round Robin reading is not considered as current effective reading practice.**



Year 1 – Evidence must be collected of achievement in fiction and non-fiction Ready to Read texts at Green and Turquoise, when applicable to assist in making OTJ's. Children should not read beyond Turquoise level unless there has been a discussion with the Team Leader and Deputy Principal. They should be extended with non-fiction texts at this level ensuring all aspects of the LLPs are covered.

Year 2 – 3 - The emphasis should not only be on decoding but on comprehension and retelling, with evidence collected for achievement at both levels of the colour level in fiction and non-fiction. Children should be reading fiction and non-fiction texts. Junior Journals can be used to add to reading texts at Purple and Gold.

Running Records (To be reviewed during 2018)

- Each child must have at least one Running Record completed in Term one from a **familiar text** so that this data may be entered into eTap it is proof to you that they are reading at the correct level.

Your analysis of the reading behaviours is the important part, this will help you to plan for the next steps in the child's reading development. You may take a Running Record on any text, using a blank sheet of paper.

Year 1 – Year 3

Ready to Read is a requirement to assist in making an OTJ. Therefore all students must have a Running record completed on a seen text when making an OTJ. Gathering of evidence of questioning, how they respond to texts and discussion around the text can be made as a reading observation on eTap. Evidence must be collected at Green, Turquoise and Gold.

PMs may be used for confirming the level and as a guide to moving students on.

Wedge Graphs

(from Magenta to Green)

On completion of running records the wedge Graph on eTap will automatically display the progress. It is important that Running records are completed 6 weeks apart.

(from Orange to Turquoise, and then Purple to Gold)

On completion of running records the wedge Graph on eTap will automatically display the progress. It is important that Running records are completed 6 weeks apart..

2018 KNS 6 YEAR OBSERVATION SURVEY INFORMATION

The Observation Survey is used to inform teaching, learning, patterns over time and the needs for school Professional Development. This data is used for identification for Reading Recovery and all 6 year observation survey results are required by the Ministry of Education.

All children will complete a 6 year net within 2 to 3 weeks of turning 6. (Except if their birth date falls in the holidays) [Observation Survey](#)

Notes for Completing 6 year Observation Survey

6 year nets will be administered by:

Class teacher:

- **Complete the front cover of the 6 year net**
- **Running Record** – must use Ready to Read, approximately 100 words to **DB**, L11, 150 words **L12 Gr to L16 Orange**, 200 words **Turquoise** and above. Note msv, and analyse reading. Be sure to note retell responses and use sample questions in folder as a guide for comprehension. Find instructional level 90 – 94% - remember for R to R benchmarks they must have at least 90% accuracy. Use “How the reading sounds” sheet for comments
- **Alphabet Knowledge** – tick known letters, note IR (incorrect response) ask to give the sound or word that starts like that if unknown. If you doubt their knowledge of sounds, check a few
- **Word test – List B** -note wrong words or response, sounds given

Team member: (another teacher from the team will complete the following tests)

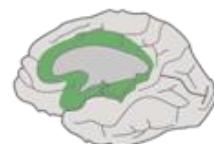
- **BURT** – stop them when they have given 10 incorrect responses. Use Stanines for Boys and Girls
- **Concepts about Print** – make notes in comments column, to remind you of responses, their dialogue, notes to follow up on etc
- **Writing Vocab** – try to get a range of HF words, names, rhymes, some blends, suffixes etc and keep prompting – make notes on reverse side of cover sheet, watch for letter formation, reversals, letter order, rhymes, word association.....
- **Hearing and Recording Sounds – Form A** -note responses as above, make notes on initial sounds, medial sounds, endings

Analysis: (once completed give the information to the teacher)

- Give classroom teacher the marked and analyzed tests and have a conversation if there were any concerns or issues you noticed.
- Classroom teacher to enter data on SMS, Assessment, 6 year net. Keep hard copies in the child's file.
- Share any concerns you have with Team Leader– they will inform G & L team for support or advice of next steps.
- Teams to share issues or concerns at team meetings.

UDL – remember to use the framework to guide you in a variety of strategies to strengthen the child in learning to read.

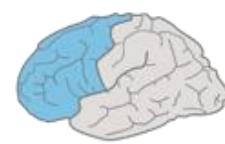
AFFECTIVE NETWORKS:
THE WHY OF LEARNING



RECOGNITION NETWORKS:
THE WHAT OF LEARNING



STRATEGIC NETWORKS:
THE HOW OF LEARNING



Reading Alerts for Reading Recovery.

ESOL Coordinator and Teacher Aide with ESOL certificate

- Reading Recovery is possible for ESOL children who have arrived at school with no English.
- Can be identified if there is not enough English to understand the teacher instructions on the Observation survey tasks. (CAP scores less than 2)
- TA works with small group of children identified at Foundation, stage 1-3
- ESOL Coordinator supports classroom teacher with resources, strategies and tracking on ELLP
- Reading Recovery teacher could support these children in an accelerated programme that assists them to acquire reading, writing and oral skills.
- If an ESOL is identified and funded, it is possible to transfer some of the funds to support Reading recovery.

Accelerated Reading Programme/ Reading Recovery Teacher

Initial candidates are based on Identification not selection

- Running record for the children identified as at risk.
- A seen and unseen text will be administered as part of identification.
- Some aspects from the Observation survey may also be administered to narrow down the field for candidates.
- Deputy Principal, Team Leaders and Reading Recovery Teacher will keep a list of children on a Spreadsheet and etap.
- Discussion with Deputy Principal as to the identification of students for Reading Recovery.

Identification for Reading Recovery

Children aged between 6 and 6:4 with the lowest reading level from the Observation Survey data is used for identification for the Reading Recovery programme.

Children new to the school who were on Reading recovery will need to be part of Reading Recovery transition.

- Four students on Reading Recovery at a time. Children will rotate within the timetable so they are out at different times.
- Reading Recovery teacher will send the Timetable out to Teachers, Team Leader, DP
- Ready to Reads are texts that are used alongside PMs.
- Parent support for this programme is vital for a child to get the full potential of an accelerated programme.
- Reading Recovery teacher will communicate to all parents of children selected prior to them starting and keep them updated. If they are unable to commit to the programme, then another child will be selected.
- Reading Recovery and classroom teacher update one another on progress of identified children.
- Teacher observes a session and shares strategies, and may ask for assistance in the class programme.
- The duration at KNS is 20 weeks. If progress has not been made then DP, Guidance and Learning Team and Team Leader will discuss where to next with the Reading recovery teacher.
- If a child has been identified for the programme and it is known that they will be leaving KNS, then they will begin so that they can transfer when they get to the new school.
- If a child is identified and have communicated that they will be away from school for a period of time then they would begin the programme on their return.

Monitoring for Reading Recovery

- Reading Recovery Teacher will monitor ex reading recovery students up to year 6. The even year the Reading Recovery teacher will monitor and the odd year the teacher will monitor. (A running record, Burt reading and spelling will be taken)

MOE Reading Recovery Audit for 6 year olds

- Data will be collated by the Reading Recovery teacher and Guidance and Learning team as required.

Bridging Reading after Reading Recovery with Teacher Aides

- Children coming off reading recovery programme.
- Parents are communicated with to celebrate the success of children.
- Ready to Read is the material selected.
- Transition into groups from individual one on one with Literacy Team or Reading Recovery Teacher
- 3 week duration
- Reading strategies for home and school are communicated
- Continued monitoring by the Reading Recovery teacher will occur and consultation with the teacher if continued progress is not occurring appropriate intervention will be organised.

The oral language matrix: input/listening

	Interpersonal context	Content	Delivery	Language structures	First-language support
	The learner may understand:				The learner needs:
Foundation Stage	language use in face-to-face contexts, often with support from pictures or objects limited interactions in pairs (student to student and student to teacher) limited interactions in small-group contexts limited interactions in whole-class contexts	basic concepts expressed in simple English (e.g., colours, shapes, time, dates, numbers, body parts, feelings) some basic instructions and simple questions models of different types of oral texts (see <i>English Language Intensive Programme Years 7-13 Resource and Supporting English Language Learning in Primary Schools</i>) words that are significant to or for them	slow and clear speech using simple language direct address, with key words repeated often gestures and facial expressions that accompany simple instructions, information, or questions	individual words and some short chunks of language (formulaic chunks)	extensive first language support (e.g., through bilingual helpers or bilingual picture dictionaries and first-language texts)
Stage 1	limited interactions in pairs (student to student and student to teacher) limited interactions in small-group contexts limited interactions in whole-class contexts	curriculum content that reflects what their peers are learning in mainstream classes simple, repetitive texts such as songs, rhymes, poems, and raps one or two clusters of ideas in familiar curriculum and social contexts carefully scaffolded texts in unfamiliar curriculum contexts simple oral texts, which may be presented on CDs, CD-ROMs or DVDs (e.g. the CD <i>Junior Journal 34 and 35</i>)	the meaning of gestures, facial expressions, and changes in volume or tone slow and clear speech, using longer phrases of simple language, with key ideas repeated standard New Zealand English, including slang and idioms that are limited and/or explained	simple sentences and longer common phrases short passages of natural speech, such as in conversations and instructions	extensive first language support (e.g., through bilingual helpers or bilingual picture dictionaries and first-language texts)
Stage 2	interactions in pairs (student to student and student to teacher) interactions in small-group contexts interactions in whole-class contexts interactions through extended speech (e.g. listening to a debate)	curriculum content that reflects what their peers are learning in mainstream classes some commonly used colloquial expressions and some Maori words and phrases extended speech in familiar curriculum and social contexts extended speech in unfamiliar contexts with support oral texts, which may be presented on CDs, CD-ROMs, or DVDs	short passages of standard New Zealand English in a range of accents, spoken at a natural speed extended speech that allows pauses for them to process what they have heard the meaning of non-verbal language features (body language and prosodic features)	some complex sentences complete and incomplete sentences	continued first-language support wherever possible, from bilingual helpers, bilingual dictionaries and first-language texts
Stage 3	extended passages of natural speech multiple speakers in interactive contexts (e.g. a group or panel discussion)	a wide range of curriculum and social content extended passages of natural speech in familiar and unfamiliar curriculum and social contexts extended oral texts, which may be presented on CDs, CD-ROMs, or DVDs (e.g. the Choices audiotape <i>Danger!</i>) figurative language, as long as it is clearly defined and explained (e.g. puns and metaphors)	a range of accents, including those of speakers for whom English is an additional language the purpose and effect of non-verbal language features both standard and colloquial language language spoken at a natural pace	connected text with several ideas or text sequences longer passages of speech spoken at a natural pace and without planned pauses (e.g. talks by visiting speakers)	continued first-language support wherever possible, from bilingual helpers, bilingual dictionaries and first-language texts

Stage 4	<p>multiple speakers in interactive contexts (e.g. a group or panel discussion)</p> <p>multimedia texts presented without interpersonal support (e.g., a video with no teacher support).</p>	<ul style="list-style-type: none"> - a wide variety of texts, including multimedia texts - long and complex speech in a wide range of familiar and unfamiliar contexts - speech in situations that have an immediate context (e.g. a workshop or sports game) and in situations that don't have an immediate context (e.g. a history documentary) - sophisticated language devices such as irony, satire, and euphemisms, as long as these are clearly identified and explained 	<p>the purpose and effect of non-verbal language features</p>	<p>complex, extended speech in a wide variety of structures at levels similar to a native speaker</p>	<p>continued encouragement to use their first language to enrich their learning</p>
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The oral language matrix: output/speaking

	Interpersonal context	Content	Delivery	Non-verbal responses	Language structures
	<i>The learner may</i>				
Foundation Stage	respond in face-to-face social or curriculum contexts respond with a mixture of their first language and English participate in limited interactions in pair, small-group, and whole-class contexts	say a few words in English give a formulaic but appropriate response use a gesture or facial expression to indicate that they do or don't understand remain silent or give an inappropriate response	not respond at all, or may pause for a long time before responding have pronunciation that is strongly influenced by their first language	respond with a relevant action, gesture, or facial expression respond with silence, which may indicate respect for the speaker, a lack of comprehension, or a lack of confidence	say single words echo phrases that they hear respond in their first language
Stage 1	respond with a mixture of their first language and English participate in limited interactions in pair, small-group, and whole-class contexts	retell the main ideas or messages from their reading or listening and present one or two ideas use a gesture, facial expression, or phrase to indicate that they do or don't understand initiate communication (e.g., by making requests or comments or offering information)	pause and hesitate when speaking make some distinctions between minimal pairs in English (e.g. "pin" and "bin", "ship" and "sheep") have pronunciation that shows features of their first language	follow an instruction or complete a task respond with silence, which may indicate respect for the speaker, a lack of comprehension, or a lack of confidence	use mostly high-frequency words and leave out structural words use non-standard vocabulary and sentence structures use the subject–verb–object structure if they have had a chance to plan what they are going to say
Stage 2	respond in an appropriate or relevant way for the audience and the purpose for communicating participate in different interactive group situations, such as pairs, groups, and whole class discussions use English confidently and appropriately in a range of situations	ask questions, give instructions, negotiate disagreements, buy something in a shop, arrange appointments, or explain a problem	use a larger vocabulary and give detailed responses speak fluently, with occasional pauses and hesitation pronounce most words in a way that is usually clear to the listener, although they may retain some features of their first language make distinctions between minimal pairs in English (e.g. "pin" and "bin", "ship" and "sheep")	begin to make use of non-verbal features of the English language	include structural vocabulary to produce fairly coherent and accurate standard English rely less on formulaic chunks and use more independently generated language structures
Stage 3	respond in a way that is appropriate or relevant for the audience and the purpose for communicating choose appropriate vocabulary (e.g. making distinctions between technical, formal, and informal vocabulary) speak in a variety of contexts	take turns, initiate conversations, and talk for a long time, both when they have had time to plan what they will say and when they speak spontaneously use language devices (e.g. puns and irony) appropriately for effect	pronounce words so that the listener can usually understand them easily (although depending on the speaker's age and other factors, their pronunciation may retain some features of their first language)	consciously choose non-verbal features of the English language to use in their own communication	use increasingly varied and complex language structures in standard English, with few inaccuracies use features of natural spoken language (e.g. saying "coming" instead of "I am coming")
Stage 4	choose appropriate language for different audiences, purposes, contexts, and effects (e.g., making distinctions between formal and informal contexts)	take turns, initiate conversations, and talk for a long time, both when they have had time to plan what they will say and when they speak spontaneously use sophisticated language devices such as irony, satire, and euphemisms appropriately for effect	pronounce words clearly and speak accurately and fluently	use non-verbal features of spoken language, such as pauses, changes in pitch or volume, and gestures for effect	use increasingly varied and complex standard English language structures, with few inaccuracies

The reading matrix

	Topic development	Language structures	Vocabulary	Layout	Examples can be found in:
Foundation Stage	Texts are very short. They contain one or two simple ideas and use a lot of repetition.	Texts contain single words or short sentences, usually in the subject–verb–object order.	Texts use repeated high-frequency words and some words that are lower frequency and topic-specific and that are strongly supported by the context.	Texts have only a few words per page and are well supported by illustrations.	<ul style="list-style-type: none"> – Years 1-4, pages 22-23 – Years 5-8, pages 22-23 – Years 9-13, pages 22-23
Stage 1	Texts are short and often present ideas in a simple sequence.	Texts contain simple and compound sentences with a variety of sentence beginnings. There are usually no more than two clauses per sentence.	Texts use varied high-frequency words and some words that are lower frequency and topic-specific and that are strongly supported by the context.	Texts have about three sentences per page and are well supported by illustrations.	<ul style="list-style-type: none"> – Years 1-4, pages 24-31 – Years 5-8, pages 24-31 – Years 9-13, pages 24-31
Stage 2	Topics are developed in more depth and assume more background knowledge. Text types are more varied: they may be reports, arguments, procedures, explanations, recounts, or mixtures of these.	Texts contain simple, compound, and some complex sentences. Sentences are sometimes expanded with prepositional phrases or other structures.	Texts use varied high-frequency words and some words that are lower frequency and topic-specific or technical , and that should be clear from the context.	Texts have several sentences or short paragraphs per page and may be supported by illustrations.	<ul style="list-style-type: none"> – Years 1-4, pages 30-35 – Years 5-8, pages 30-35 – Years 9-13, pages 30-35
Stage 3	Topics are developed to more complex levels in a variety of ways, using connectives to signal the relationship of ideas, e.g., cause and effect or sequence. Texts may interweave more than one text type. Comprehension requires more inference.	Texts contain a variety of sentence types, some of which may be more complex. They may include passive constructions and direct speech.	Texts use some lower frequency and technical words that are not easy to infer from the context. They may use some idiomatic language.	Texts are arranged in paragraphs and may be supported by diagrams, illustrations, or photographs.	<ul style="list-style-type: none"> – Years 5-8, pages 34-41 – Years 9-13, pages 34-43
Stage 4	Topics are developed in great depth and may be very technical. Texts may include many different time settings or multiple voices. Texts may interweave more than one text type.	Texts include a variety of sentence structures. They may include embedded and relative clauses and passive constructions. Each sentence may contain several concepts.	Texts use low-frequency words and technical vocabulary. They may use similes, metaphors, and idiomatic language without explanation.	Texts are arranged in paragraphs and may use subheadings. There may be no illustrations, or there may be some that require high-level interpretation.	<ul style="list-style-type: none"> – Years 9-13, pages 40-51

The writing matrix

	Topic development	Sentence development and language structures	Vocabulary development	Script control	Editing, spelling, and punctuation
Foundation Stage	<p>Texts may be exact copies of a model.</p> <p>Original texts are very short (two or three ideas) with minimal topic development. Ideas may be presented randomly.</p> <p>Towards the end of the Foundation stage, ideas may be organised in an order appropriate to the text type.</p>	<p>Sentences show frequent or repeated use of a restricted range of model (learned) structures.</p> <p>Sentences are simple or compound (linked with "and"). There may be a range of different errors, some attributable to the learner's age and some to their proficiency in English. These errors may include lack of agreement of subject and verb ("he go"), incorrect word endings, omitted or overused articles ("the China"), incorrect verb forms, or over-generalised use of a grammar rule ("I broked it").</p>	<p>Most words are high-frequency and there is little topic-specific vocabulary (unless it has been provided).</p>	<p>Letter formation is developing but is often variable. Towards the end of the Foundation stage, writing usually shows appropriate use of upper- and lower-case letters.</p>	<p>The writing may show evidence of self-correction. Some words are spelt correctly, and there are attempts to spell words as they sound.</p> <p>There are often errors in the use of simple punctuation.</p>
Stage 1	<p>Texts are longer (at least 6–8 sentences), with some organisation of the ideas. The main ideas may be expanded with details.</p>	<p>Sentences are mainly simple or compound (e.g. linked with "and")</p> <p>The writing shows a reduced reliance on formulaic structures.</p> <p>Words like "because" indicate that the learner is beginning to expand texts by using complex sentence structures.</p> <p>Texts include linking words to signal the development of ideas (such as markers of time in a narrative or of cause and effect in an explanation).</p> <p>Errors in words and structures are likely to be frequent and obvious.</p> <p>Texts by learners who are literate in their first language may show attempts to use more complex structures but will often have intrusive errors.</p>	<p>Texts use a greater range of vocabulary. Most familiar vocabulary is likely to be accurately spelt or show phonemic awareness. Attempts to use unfamiliar vocabulary show evidence of phonemic awareness.</p> <p>Texts use some learned topic-specific vocabulary. Words may be chosen to create an effect.</p>	<p>Script is generally readable.</p>	<p>There is some evidence of editing, usually teacher-directed.</p> <p>Many high-frequency words are spelt correctly, but there may be intrusive errors.</p> <p>Writing may show some awareness of additional punctuation features and control over full stops.</p>
Stage 2	<p>Topics are developed in stages, using appropriate paragraph structure. Ideas are linked and organised, although they may simply be listed at times.</p>	<p>Texts include a range of different sentence beginnings and structures (such as use of relative clauses).</p> <p>The writing shows an increasing use of subordinate clauses.</p> <p>The writing may use modal verbs (e.g., "might", "should").</p> <p>A range of errors in language forms and structures is likely to be evident (e.g., run-on sentences or inaccuracies in, or omissions of, elements of a complex verb phrase).</p> <p>Texts may show overuse of a recently learned structure.</p>	<p>The writing shows a strong personal voice developing through deliberate choice of appropriate vocabulary.</p> <p>There may be some evidence of less appropriate language choices, perhaps from direct translation, e.g., use of "companion" instead of "friend".</p> <p>Texts may have insufficient topic-specific or formal vocabulary for the task or context.</p>	<p>The script is controlled and legible.</p>	<p>The text shows some evidence of accurate editing.</p> <p>The writing shows evidence of attention to specific points, such as distinguishing between homonyms ("their" and "there", "to", "too", and "two", and so on).</p> <p>Contractions are used appropriately.</p>
Stage 3	<p>Topics are developed according to the purpose of the task.</p> <p>Topics are sustained and organised logically and coherently in stages. Ideas are linked with appropriate use of a range of connectives (e.g. "however", "therefore").</p> <p>Texts may follow a model closely.</p>	<p>Texts include varied and complex sentence structures and/or sentence types appropriate to the writing purpose, often with errors.</p> <p>Some incorrect structures are still likely to be seen at times, such as inaccurate use of articles or lack of subject-verb agreement.</p>	<p>Words are chosen from an expanding bank of general, technical, and academic vocabulary in a range of curriculum and topic areas. In less familiar topic areas, the vocabulary may revert to more general or vague word choices (e.g., "things").</p> <p>Words are mostly chosen appropriately to meet the purpose for writing and to create specific effects, such as using literary devices for humour or consciously choosing features of persuasive language.</p> <p>Direct translation may lead to inappropriate word choices.</p>	<p>The writing style is now established, and there is little likelihood of the learner changing how they form their letters.</p>	<p>The writing shows evidence of independent, accurate editing.</p> <p>Surface features are generally controlled consistently, although in unfamiliar topic areas or under time pressure in formal assessments, control may be reduced.</p>

Stage 4

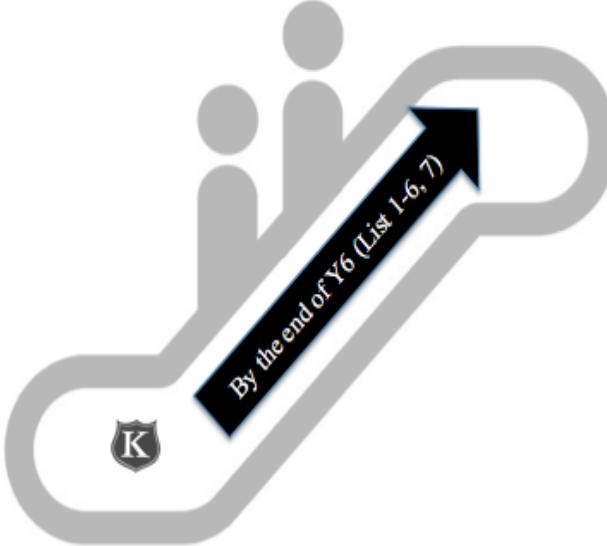
See NCEA and asTTle websites for descriptors of advanced writing.



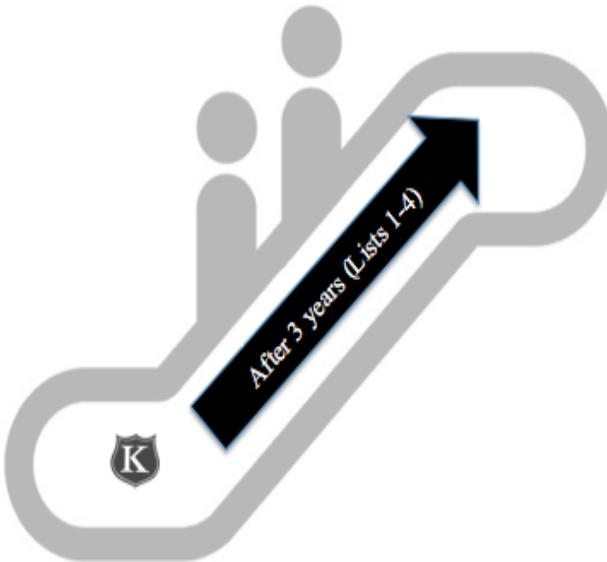
KNS Essential Spelling Escalator

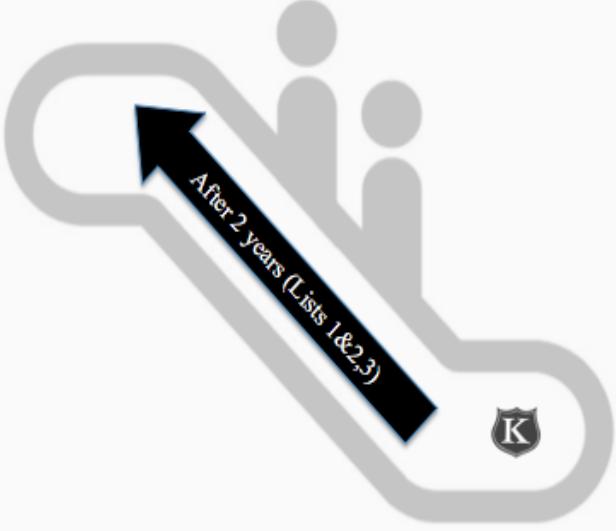


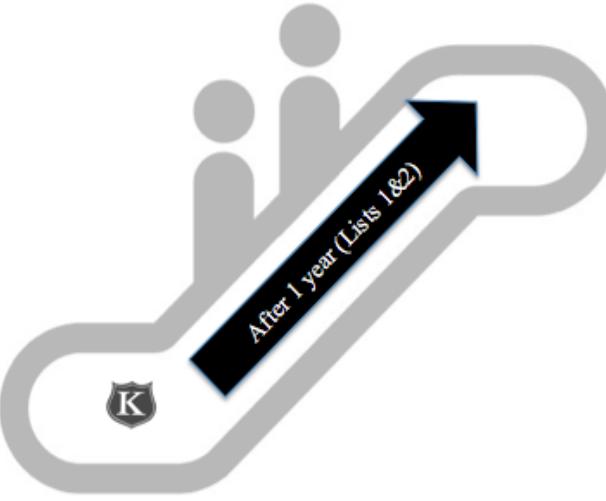
By the End of Year 8		Resources
<p>All Essential words lists 1-7 290 words Commonly Misspelt Words-55</p> <p>Reading</p> <ul style="list-style-type: none">• working out more complex, irregular, and/or ambiguous words by using strategies such as inferring the unknown from the known;• making links across a text by recognizing connectives or adverbial clauses;• fluently and correctly encoding most unfamiliar. <p>Writing</p> <ul style="list-style-type: none">• words (including words of many syllables) by drawing on their knowledge of how words work (e.g., in terms of diverse phoneme– grapheme relationships, common and reliable spelling rules and conventions, and the meanings and spellings of morphemes) and their knowledge of word derivations;• using complex sentences that are grammatically correct;• craft and recraft text by revising and editing, checking that the text meets its purpose and is likely to engage the intended audience, and proofreading the text to check the grammar, spelling, and punctuation.		<p>Books</p> <p>Effective Literacy Y5-8 Learning Through Talk Y4-8 Switch onto Spelling Spelling Under Scrutiny</p> <p>Spell Write Teacher Manual Spell Write Yellow Book</p> <p>Year 8 Spelling Sounds and Words</p> <p>Literacy Progressions</p> <p>Exploring Language and Grammar</p> <p>The New Zealand Curriculum Exemplars</p> <p>Language Rules and Conventions</p> <p>Grammar Toolbox</p>

By the End of Year 6		Resources
<p>All Essential words lists 1-6 Some Commonly misspelt words</p> <p>Reading</p> <ul style="list-style-type: none"> finding and learning the meanings of unknown vocabulary by using strategies such as applying their knowledge of how words work or seeking explanations in the text or in illustrations. <p>Writing</p> <ul style="list-style-type: none"> correctly spelling all high-frequency words used in their writing; using their knowledge of how words work (e.g., knowledge of diverse phoneme-grapheme relationships, of common, reliable spelling rules and conventions, and of the meanings and spellings of morphemes), along with their knowledge of word derivations, to fluently and correctly encode most unfamiliar words, including words of many syllables; proofread to check the spelling, grammar, and punctuation. 		<p>Books</p> <p>Effective Literacy Y5-8 Learning Through Talk Y4-8 Switch onto Spelling Spelling Under Scrutiny</p> <p>Spell Write Teacher Manual Spell Write Yellow Book</p> <p>Literacy Progressions</p> <p>Year 6 Spelling Sounds and Words</p> <p>The New Zealand Curriculum Exemplars</p> <p>Language Rules and Conventions</p> <p>Grammar Toolbox</p>

By the End of Year 4		Resources
<p>Most of Lists 1-4 Some of Lists 5,6,7</p> <p>Reading</p> <ul style="list-style-type: none"> automatically reading all high-frequency words; working out the meanings of new words, using strategies such as: –applying knowledge of the meanings of most common prefixes (e.g., over-, mis-, sub-, pre-, inter-, semi-, mid-) and most common suffixes (e.g., -ist, -ity, -ty, -ion, -able/-ible, -ness, -ment). <p>Writing</p> <ul style="list-style-type: none"> using their visual memory to help them spell personal vocabulary and high-frequency words correctly. using their knowledge of diverse phoneme-grapheme relationships (e.g., ship, chef, ocean, station, special), of the meaning and spelling of morphemes (e.g., root words and affixes), and of common, reliable spelling rules and conventions. applying their knowledge of the meaning of most common prefixes (e.g., un-, sub-, pre-non-) and most common suffixes (e.g., -ful, -ly, -tion, -able/-ible, and -ment). using reference sources (e.g., dictionaries and thesauruses) to find the meanings of new words. 		<p>Books Effective Literacy Y1-4, Y5-8 Learning Through Talk Y4-8 Switch onto Spelling Spelling Under Scrutiny Spell Write Teacher Manual Spell Write Yellow Book</p> <p>Literacy Progressions</p> <p>The New Zealand Curriculum Exemplars</p> <p>Language Rules and Conventions</p> <p>Grammar Toolbox</p> <p>Year 4 Spelling Sounds and Words</p> <p>Read Write Think word Family</p>

After 3 years		Resources
<p>All Essential words lists 1-4. Some from list 5 and 6</p> <p>Reading</p> <ul style="list-style-type: none"> automatically reading all high-frequency words; articulating and using a variety of decoding strategies appropriately when they encounter unfamiliar words (e.g., by recognising syllables within words or by applying their knowledge of regular and irregular spelling patterns); knowing the meanings of some common prefixes (e.g., un-, re-, in-, dis-) and suffixes (e.g., -s, -es, -ed, -ing, -ly, -er, -less, -ful) and understanding how they affect the meanings of words. <p>Writing</p> <ul style="list-style-type: none"> proofread their writing to check the spelling, grammar, and punctuation, drawing on their own developing knowledge about words and sentence construction and using classroom resources such as junior dictionaries; using their knowledge of phoneme-grapheme relationships, along with their developing awareness of spelling conventions, to select correct spelling patterns for sounds in words (e.g., spelling the k sound correctly in both catch and kitchen); applying their growing knowledge of useful spelling rules (e.g., the rules relating to adding simple plural suffixes such as those in baby/babies and half/halves) and their growing knowledge of morphology (e.g., adding a d to hear to make heard); applying their expanding knowledge of graphemes (e.g., of graphemes such as or, awe, oar, and oor, which record similar sounds) to write words correctly. 		<p>Books</p> <p>Switch onto Spelling Spelling Under Scrutiny Spell Write Teacher Manual Spell Write Yellow Book</p> <p>Effective Literacy Y1-4 Literacy Progressions The New Zealand Curriculum Exemplars Language Rules and Conventions Grammar Toolbox</p> <p>Year 3 Spelling Sounds and Words</p> <p>Ready to Read Teacher Support Material.</p> <p>Ready to Read Sound and Sense: Phonics and Phonological Awareness</p> <p>BBC Skillswise Spelling Spelling City Junior Spelling and Word Games</p> <p>PhonemeFlop Rhyming Rockets</p>

After 2 Years		Resources
<p>Many words from Essential list 1 and 2 Some from Essential list 3 and 4</p> <p>Reading</p> <ul style="list-style-type: none"> automatically recognising between 300 and 500 high-frequency words in their instructional texts; using their knowledge of grapheme–phoneme relationships to identify both consonant sounds (e.g., s, t, p, sh, th, ch, ng) and vowel sounds (e.g., e, a, o, ai, ow, igh, ou, ee); recognising common chunks of words and making analogies to words that look similar; using their developing knowledge of morphology (such as knowledge of prefixes and suffixes); finding the meanings of unknown words by using strategies such as: <ul style="list-style-type: none"> rereading text to gather more information looking for definitions in the text using prior and subsequent information in the sentences inferring from the illustrations. <p>Writing</p> <ul style="list-style-type: none"> proofread their text to check punctuation and spelling, (e.g., by using their previous writing and other sources to find or verify correct spellings); using their knowledge of diverse phoneme–grapheme relationships to write some of the sounds of English in different ways (e.g., photo, laugh, Friday) – applying strategies such as sounding out words, making analogies to words that sound or look the same, and using known chunks and rimes; using their increasing knowledge of morphology to correctly spell word endings and other morphemes (e.g., greatest, florist); applying their knowledge of simple spelling rules (e.g., using -es for plural nouns ending in s, such as buses). 		<p>Books Effective Literacy Y1-4 Switch onto Spelling Spelling Under Scrutiny Spell Write Teacher Manual Spell Write Yellow Book</p> <p>Literacy Progressions The New Zealand Curriculum Exemplars Language Rules and Conventions Grammar Toolbox</p> <p>Year 2 Spelling Sounds and Words Ready to Read Teacher Support Material.</p> <p>Ready to Read Sound and Sense: Phonics and Phonological Awareness</p> <p>BBC Skillswise Spelling Spelling City Junior Spelling and Word Games</p>

After 1 Year		Resources
<p>Most words from Essential list 1 Some words from Essential list 2</p> <p>Reading</p> <ul style="list-style-type: none"> using their developing phonemic awareness to aurally identify and distinguish individual phonemes within words, i.e., to blend phonemes (e.g., by saying m/a/n/ is man) and to segment phonemes (e.g., by saying seat is s/ea/t/); identifying all letters by name and being able to produce an associated sound for each letter; automatically recognising many (100–200) of the high-frequency words in their instructional texts; decoding unfamiliar words by using their developing knowledge of grapheme–phoneme relationships, which enables them to: identify common graphemes (e.g., sh, ch, ow, ai, th, oy) and produce an associated sound for each one; apply the knowledge that letters can be pronounced in different ways (e.g., about, and, apron); apply strategies such as: sounding out words; using knowledge of graphemes (e.g., sh, aw, t, p, or); and using analogy to read words that contain familiar chunks (e.g., est, en, ump); decoding unfamiliar words by using some knowledge of morphology (e.g., the word endings -s, -ing, and -ed). <p>Writing</p> <ul style="list-style-type: none"> using their developing phonemic awareness to aurally segment words into syllables (e.g., win-dow, ham-bur-ger) and one-syllable words into individual phonemes (e.g., b/a/n/d; sh/i/p); using their developing visual memory to accurately write some key personal words and some high-frequency words; 11; encoding (spelling) unfamiliar words by using their developing knowledge of phoneme–grapheme relationships, which enables them to recognise and write most sounds of English in at least one appropriate way (e.g., s, t, ch, ow, k, f, oy) recognise that there can be different ways of representing the same sound (e.g., phone/father; keep/cat); apply sound–letter relationships in order to write words they want to use (e.g., catapulta); encoding (spelling) unfamiliar words by using their developing knowledge of morphology to write word endings correctly (e.g., jump/jumped; boy/boys); using classroom resources such as wallcharts and picture dictionaries. 		<p>Books</p> <p>Effective Literacy Y1-4 Switch onto Spelling Spelling Under Scrutiny Spell Write Teacher Manual Spell Write Yellow Book</p> <p>BBC Skillswise Spelling Spelling City Junior Spelling and Word Games</p> <p>Literacy Progressions</p> <p>Year 1 Spelling Sounds and Words.</p> <p>Ready to Read Teacher Support Material.</p> <p>Ready to Read Sound and Sense: Phonics and Phonological Awareness</p>

Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning

Provide multiple means of Representation

Recognition Networks
The "WHAT" of Learning

Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of Learning

Provide options for Recruiting Interest

- Optimize individual choice and autonomy (I.1)
- Optimize relevance, value, and authenticity (I.2)
- Minimize threats and distractions (I.3)

Provide options for Perception

- Offer ways of customizing the display of information (I.1)
- Offer alternatives for auditory information (I.2)
- Offer alternatives for visual information (I.3)

Provide options for Physical Action

- Vary the methods for response and navigation (I.1)
- Optimize access to tools and assistive technologies (I.2)

Provide options for Sustaining Effort & Persistence

- Heighten salience of goals and objectives (S.1)
- Vary demands and resources to optimize challenge (S.2)
- Foster collaboration and community (S.3)
- Increase mastery-oriented feedback (S.4)

Provide options for Language & Symbols

- Clarify vocabulary and symbols (S.1)
- Clarify syntax and structure (S.2)
- Support decoding of text, mathematical notation, and symbols (S.3)
- Promote understanding across languages (S.4)
- Illustrate through multiple media (S.5)

Provide options for Expression & Communication

- Use multiple media for communication (S.1)
- Use multiple tools for construction and composition (S.2)
- Build fluencies with graduated levels of support for practice and performance (S.3)

Provide options for Self Regulation

- Promote expectations and beliefs that optimize motivation (S.1)
- Facilitate personal coping skills and strategies (S.2)
- Develop self-assessment and reflection (S.3)

Provide options for Comprehension

- Activate or supply background knowledge (C.1)
- Highlight patterns, critical features, big ideas, and relationships (C.2)
- Guide information processing and visualization (C.3)
- Maximize transfer and generalization (C.4)

Provide options for Executive Functions

- Guide appropriate goal-setting (E.1)
- Support planning and strategy development (E.2)
- Facilitate managing information and resources (E.3)
- Enhance capacity for monitoring progress (E.4)

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

KNS INQUIRY FRAMEWORK 2018

Our Curriculum is based on five concepts that provide scope for deep learning across all learning areas. The Universal Design for Learning guides our framework to enable learners to gain understanding through an inquiry approach. These are revisited through **different contexts** as children move through KNS.

Key Concepts: **Identity, Change, Diversity, Systems, Cause and Effect.**

2018	2019	2020
School Wide Programmes Ultimate Challenge Term 1 Matariki Term 2 Celebration of Arts Term 3 Maths Week Te Reo /Kapa Haka Art Splash Camp Yr 5-8 Term 4	School Wide Programmes Matariki Term 2 Te Reo/ Kapa Haka Art Splash Overnight camp Y5-8	School Wide Programmes Matariki Term 2 Te Reo /Kapa haka Art Splash Camp Yr 5-8 Term 4
Diversity Refer to Learning Areas (page 17-19)	Identity Refer to Learning Areas (page 17-19)	Diversity Refer to Learning Areas (page 17-19)
Change Refer to Learning Areas (page 17-19)	Change Refer to Learning Areas (page 17-19)	Change Refer to Learning Areas (page 17-19)
Systems Refer to Learning Areas (page 17-19)	Systems Refer to Learning Areas (page 17-19)	Systems Refer to Learning Areas (page 17-19)
Cause and Effect Refer to Learning Areas (page 17-19)	Cause and Effect Refer to Learning Areas (page 17-19)	Cause and Effect Refer to Learning Areas (page 17-19)

Identity: The characteristics by which a person, group or thing is recognized.

<p>Belonging to groups is important.</p> <p>We have different roles and responsibilities when we are part of a group.</p> <p>I have strengths and weaknesses.</p> <p>Expressing our own ideas, needs, wants and feelings clearly and listening to those of others is important.</p>	<p>We have different roles, rights and responsibilities when we are part of a group.</p> <p>I have personal qualities that contribute to my self-worth.</p> <p>Expressing our own ideas, needs, wants and feelings appropriately and listening sensitively to those of others is important and affirms them.</p>	<p>The groups we belong to make and implement rules and laws.</p> <p>My feelings, beliefs and actions and those of other people contribute to my self worth.</p> <p>Pressures can influence how we interact with others and we need assertive strategies to manage these.</p>
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Change: The act, process, or result of altering or modifying.

<p>Materials can change state.</p> <p>Things that I do can change the future.</p> <p>Growing up brings changes.</p> <p>Technology has changed over time.</p> <p>The arts have changed over time.</p>	<p>Materials can change in different ways when subjected to different processes.</p> <p>Our world is changing and I can help make a difference.</p> <p>Growing up brings new challenges.</p> <p>Technology has changed over time for different reasons and has impacted on our lives and our environment.</p> <p>The arts are an effective way of recording and communicating how things have changed over time.</p>	<p>Different processes can change the state of materials and the purpose for their use.</p> <p>When making changes to my world I need to do so responsibly.</p> <p>People respond differently to the challenges of growing up.</p> <p>Technology has changed through innovation and exploration, which is driven by needs and wants.</p> <p>The arts show how things have changed over time and how we communicate through the arts will continue to evolve.</p>
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Diversity: Recognising the differences within and between groups and the relationship to time and/or place.

<p>Living things have certain requirements so they can stay alive.</p> <p>There are many different groups within our community.</p> <p>Many different technologies are and can be developed to meet our needs and wants.</p> <p>There are arts that are unique to different cultures.</p>	<p>There are lots of living things in the world and they can be grouped in different ways.</p> <p>Communities are shaped by diverse cultures and identities. Cultural groups may express their values, beliefs and attitudes in different ways.</p> <p>In selecting or designing different technologies to meet our needs and wants we need to consider the consequences.</p> <p>The arts can be used to pass on cultural knowledge.</p> <p>There are similarities and differences between different cultures art forms.</p>	<p>There are life processes common to all living things and these occur in different ways.</p> <p>Living things are suited to their particular habitat and they respond to environmental changes, both natural and human induced.</p> <p>Living things can be grouped into 'science based' classifications.</p> <p>Diverse cultures and identities will affect how groups and individuals behave.</p> <p>Multicultural societies are complex environments.</p> <p>In selecting or designing different technologies to meet our needs and wants we need to consider the consequences from a range of perspectives.</p> <p>Cultural artforms are influenced by other cultures over time.</p>
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Cause and Effect: Knowing why something happens or happened, or what happened as the result of something else.

<p>There are many different forces and forms of energy that affect our world.</p> <p>My actions affect the people, places and environment around me.</p> <p>How I look after myself effects how I grow.</p> <p>There are things I can do to keep myself safe.</p>	<p>There are many different forces and these have different effects on objects or environments.</p> <p>There are different forms of energy that affect our world and energy must come from somewhere.</p> <p>The actions of people in the past have causes and effects on people, places and environments.</p> <p>The choices I make affect my lifestyle.</p> <p>I can make choices to keep myself safe.</p>	<p>Energy can change from one form to another.</p> <p>The effect of forces depend on many variables.</p> <p>By exploring the causes and effects of people's actions in the past we can make better choices about our own actions in the future.</p> <p>Lifestyle choices impact on myself, others and the world.</p> <p>There are lots of things that influence our lifestyle choices.</p> <p>Through identifying risks and their causes it helps manage our own safety.</p>
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Systems: A process or anything working together as part of a mechanism or an interconnecting whole.

<p>The earth has many systems.</p> <p>There are different systems in our communities.</p> <p>Our body has many systems.</p> <p>Technology involves systems.</p> <p>Different systems are used to solve problems.</p> <p>Following a process will result in a specific genre of art.</p>	<p>Systems occur within natural and manmade environments.</p> <p>Many of earth's processes repeat themselves over short or long periods of time.</p> <p>There are systems in place in our communities so we can meet our needs and wants.</p> <p>We need to take care of our different body systems.</p> <p>Technology involves systems that work together.</p> <p>The arts are used to express cultural heritage.</p>	<p>The universe is made up of many interconnected systems.</p> <p>There are interconnected systems in place in our communities so that our economy can grow.</p> <p>We have different body systems that are interrelated and can cause problems if the system breaks down.</p> <p>Technology involves complex systems with interrelated steps.</p> <p>The arts are used to express cultural heritage.</p>
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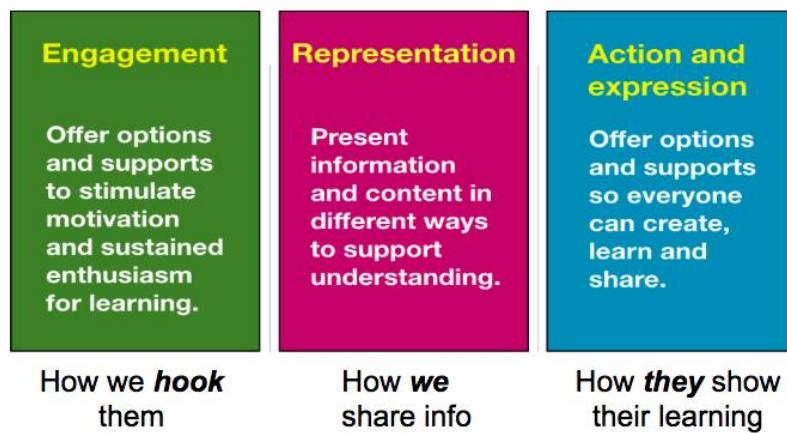
The above tables are accredited to Cashmere Ave School, to provide further scope for our concepts.

Supporting information for building a deeper conceptual understanding through Inquiry

- Our Integrated inquiry model is delivered through a concept. The context is the vehicle.
- The 5 Key concepts are visited through different contexts in the learning areas from the NZC/ KNS Curriculum.
- The core areas of English and Mathematics and Statistics are the foundations for all learning areas. They are not necessarily separate. All curriculum learning areas influence the holistic view of both teaching and learning.
- Viewing a concept from a different context each time enables deeper understanding to be developed.
- The Arts are used to express and communicate ideas, thinking and expression of self. The Arts are not necessarily separate, but a way for students to represent and express their ideas and learning.
- Key concepts will be fixed for each year to ensure coverage. Teams are able to plan the order that these concepts are covered in any given year.
- The prior knowledge of a Concept should be built on from one year to the next.
- The UDL Long Term plan template is initially drafted as a skeleton plan with the concept and context set by the team. The UDL guidelines are used alongside with the KNS framework. <http://inclusive.tki.org.nz/assets/inclusive-education/MOE-UDL-guide-summary.pdf>

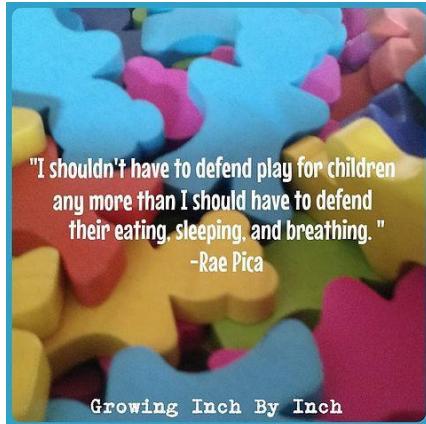
Things to consider when planning UDL through an INQUIRY approach

2018 LTP UDL Thinking



The UDL tweaking machine can be used to make changes to an approach.

Exploring Play-based learning in Year 1



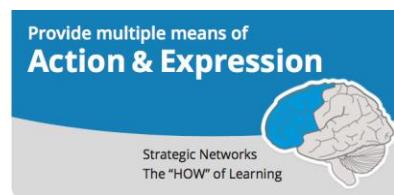
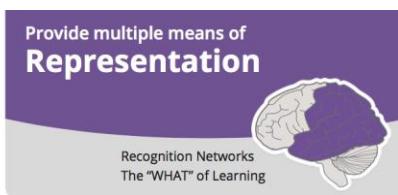
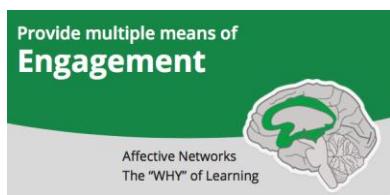
We believe strongly that children learn best through experiencing the world around them, guided by their natural curiosity, want for knowledge and passion for learning. Our Year 1 Team, Team Kowhai are exploring aspects of Play based learning. This approach supports our learning with Universal Design for learning and inquiry.

The KNS curriculum is child led and built on learning that takes place within the family, community and the wider world. Learning is based on capturing the “teachable moments”. This promotes the continual development of the child’s confidence, discovery and idea forming, connecting what is real and important in the child’s learning journey, making clear connections with the KNS Curriculum.

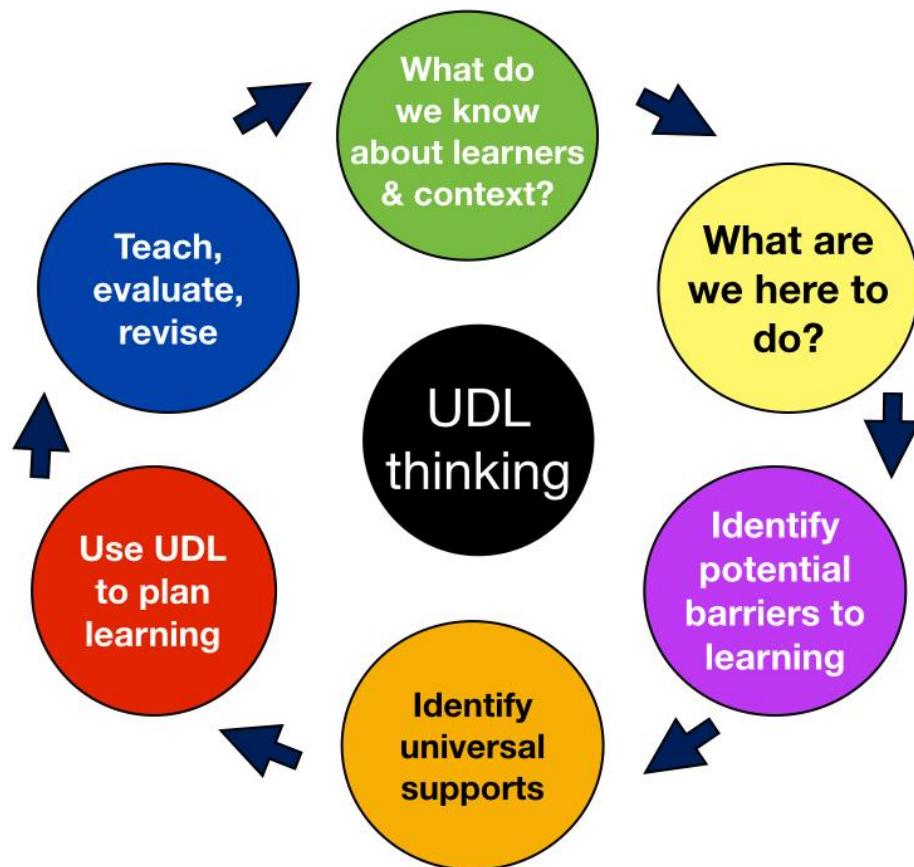
Te Whariki, The Early childhood curriculum provides a strong foundation for all learning and development of the whole child. At KNS we continue to build on this through promoting the play based development approach to our programmes. Children are naturally motivated to play. A play-based program builds on this motivation, using play as a context for learning. In this context, children can explore, experiment, discover and solve problems in imaginative and playful ways.

Research shows play-based learning enhances children’s academic and developmental learning outcomes. It can also set your child up for success in the 21st century by teaching them relevant skills. A play-based approach involves both child-initiated and teacher-supported learning. The teacher encourages children’s learning and inquiry through interactions that aim to stretch their thinking to higher levels.

Planning is supported through the Universal Design for Learning Guidelines and will continue to adapted into our programmes as we gain further knowledge of the advantages of play and active learning.



2018 LTP Based on UDL Thinking



Chrissie Butler CORE Education CC attribution

 <p>What do we know about learners & context?</p>	•
 <p>What are we here to do?</p>	<p><i>What is the purpose of this inquiry we are doing around change what do we want the children to do?</i></p>
 <p>Identify potential barriers to learning</p>	•
 <p>Identify universal supports</p>	•

 <p>Use UDL to plan learning</p>	<p><u>Engagement:</u></p> <p><u>Representation (Our delivery of the context)</u></p> <p><u>Action and Expression (How they can show us)</u></p> <ul style="list-style-type: none">•
 <p>Teach, evaluate, revise</p>	

*We encourage our children to be the best they can be
“Tino pai ake”*

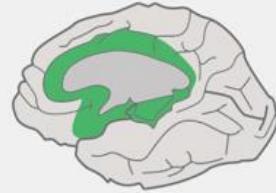
2018 KARORI NORMAL SCHOOL

Long Term Plan through Inquiry

<u>Team:</u> <u>Year Level:</u>	<u>Key Concept:</u> SYSTEMS CAUSE & EFFECT CHANGE IDENTITY DIVERSITY <u>Curriculum Area(s)</u> <u>Time Frame:</u>
Who are the learners?	What is the Context? <i>Through the context of...students will gain/broaden their understanding of...</i>
	What are we here to do? <i>What is the purpose of the learning?</i> Refer to above
	What are the barriers? <i>What might get in the way of learners succeeding? What are the potential barriers in the learning design?</i> Refer to above
	Universal supports <i>What supports can I make available to everyone?</i> Refer to above

Values and Key Competencies	
Values to be explored, encouraged, modelled through learning	Respect Responsibility Empathy Excellence Integrity
Key Competencies to be emphasised in the Context of the learning Digital Citizenship Consider what questions may arise and what skills will need to be taught.	<ul style="list-style-type: none"> - Participating/contributing - Symbols,language,texts - Managing self
<p style="text-align: center;">Plan the Learning through UDL</p> <p><i>What options can I provide to help learners plan, organise and demonstrate their understanding?</i></p> <p><i>What options can I provide to support sustained engagement?</i></p> <p><i>How can I present information in different ways to support access and understanding?</i></p>	

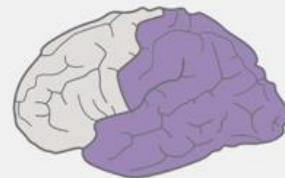
AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

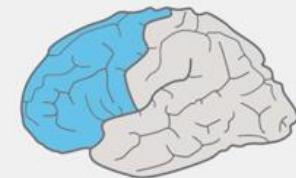
RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

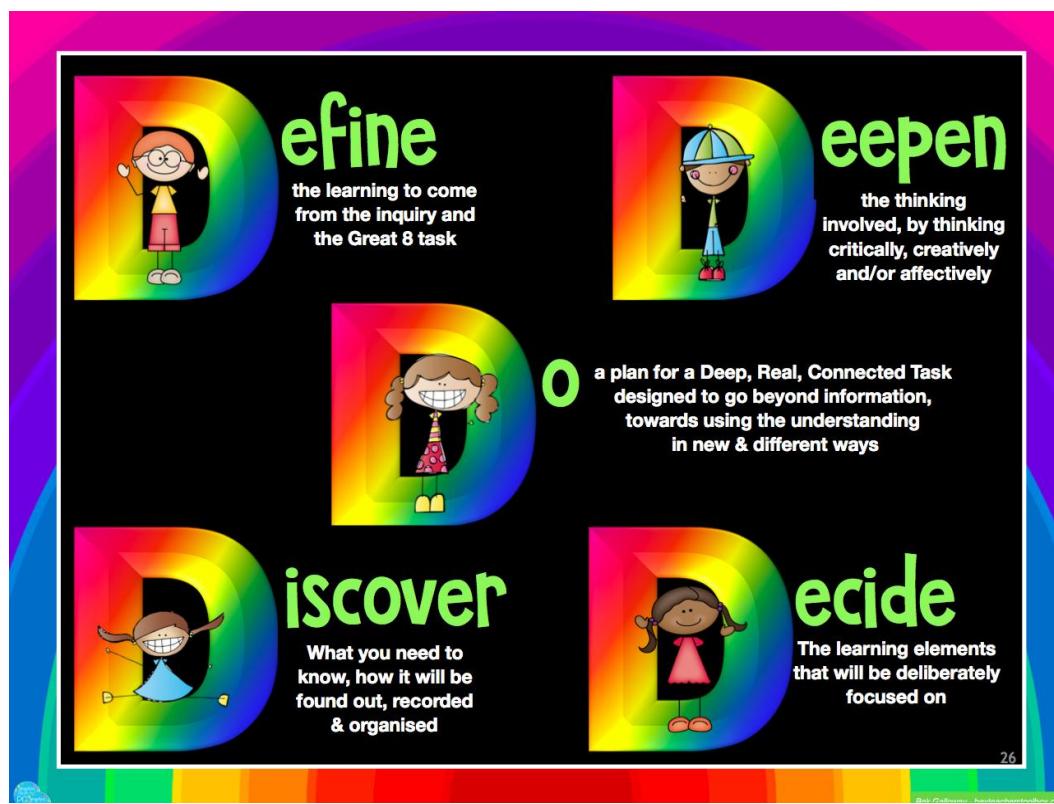
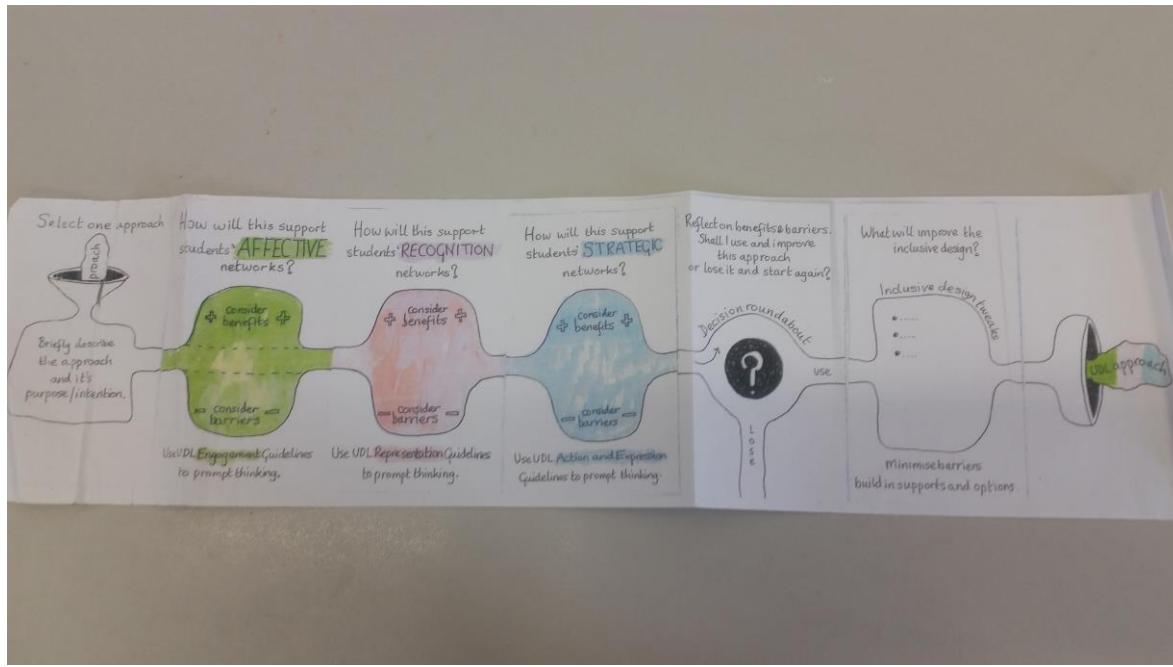
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

How did it go? How do I know it went well? Who can I ask?

Curriculum Connections : Strand box(es) fully shaded for major focus; partly shaded for minor focus																													
English		Maths & Stats			The Arts				Health & PE				Science				Social Sciences				Technology			Lang					
LR	V	SW	P	NA	MG	S	M	V	Da	Dr	P	M	R	C	L	M	P	PE	ICO	PE	CC	EW	TP	TK	N		C	LK	CK

Concepts = Knowledge, Understanding, Insight

Abilities = Skills, Processes



Great 8 Tasks Requiring Inquiry

Guide for teachers



find solutions

for problems, disputes, troubles, difficulties, situations, circumstances



come up with new ideas

for a situation, circumstance, product, item, event, occasion



design

something original for a situation, event, occurrence, occasion, circumstance



invent

something new for a situation, circumstance, reason, purpose, case, event, occasion



evaluate opinions

around whether something is positive or negative



decide if...

a situation, problem, issue, controversy or event is...



argue that...

right, acceptable, advisable, appropriate, possible, important, worthwhile, valuable, reasonable, necessary, beneficial, dangerous, problematic... (any qualitative adjective)



consider perspectives

of situations, problems, issues, controversies, or events

Coming up with S.P.I.C.E.s worth inquiring into

What concept/s are we exploring?				
Who might know a lot about and could help me identify the S.P.I.C.E.s within this concept?				
 <p>What S.P.I.C.E.s ARE happening, HAVE happened or MIGHT happen in my COMMUNITY, my REGION, my COUNTRY, the WORLD, that need... solutions, new ideas, original designs, new inventions, informed opinions, skillful decisions, thought through arguments or judgements, consideration given to people's perspectives or feelings</p>				
Situations circumstance, case, position	Problems dispute, trouble, difficulty	Issues argument, decision, debate	Controversies contention, strife, ethics	Events result, occurrence, occasion
Have I:		<input type="checkbox"/> consulted others or an expert <input type="checkbox"/> come up with a variety of options		
		<input type="checkbox"/> considered local, regional, national & international S.P.I.C.E.s <input type="checkbox"/> considered past, present & future S.P.I.C.E.s		

Dan O'Carroll - www.educationbox.co.nz

The Big

5

1. What do we already know?
2. What else do we need to know?
3. How will we find out?
4. What did we find out?
5. How will we think deeper about it?

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What learning skills will we need to work on during our inquiry?

Maths Skills	Literacy Skills	Thinking Skills
<ul style="list-style-type: none"> 1. Read, Count, Order numbers 2. Use basic facts or place value 3. Add and Subtract, Multiply and Divide, or Find fractions, proportions and ratios 4. Explain and use the rules for the order of operations 5. Use words, diagrams and maths symbols correctly for word problems 6. Solve equations that include an unknown value 7. Find and describe patterns and relationships in number, repeating, sequential and spatial patterns 8. Use tables, graphs or diagrams to explore patterns 9. Measure the length, perimeter or area of an object or space 10. Measure the volume, capacity or weight of an object 11. Measure time, angles or temperature of something 12. Convert between measurement units using decimals 13. Use rounding to estimate 14. Read scales, timetables and charts 15. Use a statistical enquiry cycle: Problem - Plan - Data - Analysis - Conclusion 16. Find the probability of an event 17. Classify shapes and use their properties 18. Represent and describe the results of transformations on shapes or patterns 19. Describe locations, give directions, or create & use maps 20. Identify, draw or make objects, using nets or plans of their different viewpoints 	<ul style="list-style-type: none"> 1. Use my knowledge and growing understanding of <ul style="list-style-type: none"> i. how texts are shaped for different purposes and audiences. ii. ideas within, across, and beyond texts. iii. how language features are used for effect within and across text iv. text structures. 2. Find relevant sources of information 3. Assess them for reliability 4. Comprehend key information <ul style="list-style-type: none"> i. by reading books ii. by reading online 5. Test ideas by cross checking sources 6. Record notes to refer to 7. Record my thinking informally during the journey 8. Synthesise factual information into something new 9. Write to narrate, recount, describe, argue, persuade, report, instruct or explain 10. Shape a text's ideas, structure & language features to meet a purpose and audience 11. Present my ideas using written text, using images or videos, or by speaking 	<ul style="list-style-type: none"> 1. Compare and contrast 2. Classify, sequence or rank 3. Evaluate consequences 4. Explore different perspectives and world views 5. Make decisions 6. Form opinions and arguments 7. Judge ideas and issues 8. Generate ideas and options 9. Solve problems 10. Imagine what it might be like

A **S.H.O.R.T.S.S.** p**l**an of attack

S - Steps: What are the exact steps I/we need to take?

H - Help: Who or what might be able to help or support me/us?

O - Order: What order should I/we do them?

R - Resources: What resources do I need?

T - Time: How long should it take?

S - Skills: What skills will I need?

S - Share: How will I share it? (Purpose & Audience)

2018 Assessment to Inform Teaching and Learning

The main purpose of assessment is to improve student's learning and teacher's teaching as both student and teacher respond to the information that the assessment or evidence provides.

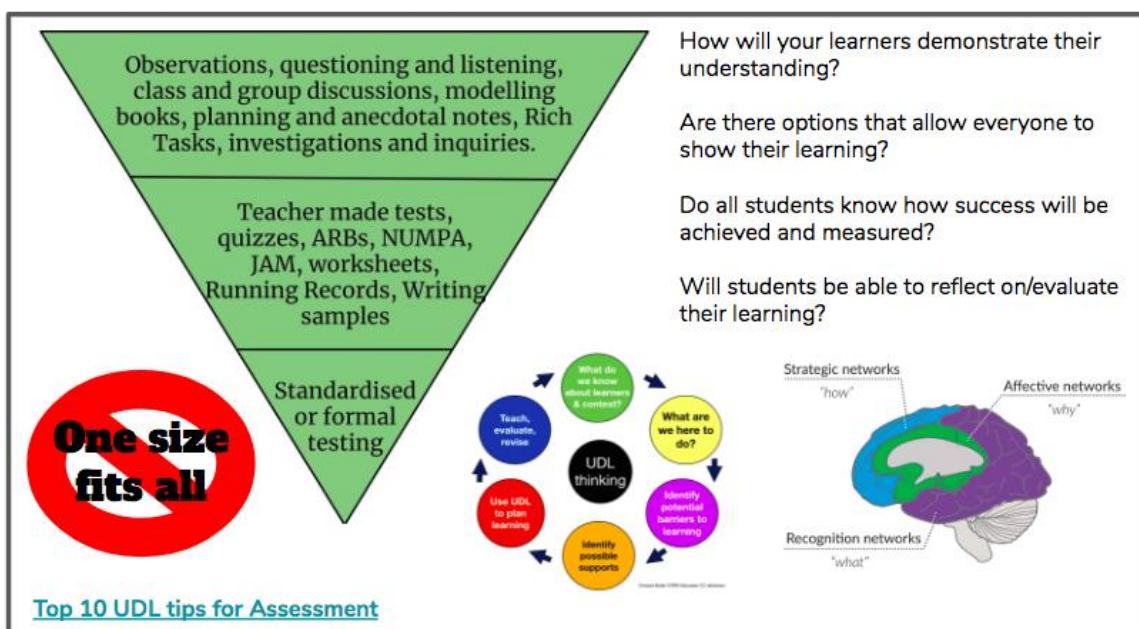
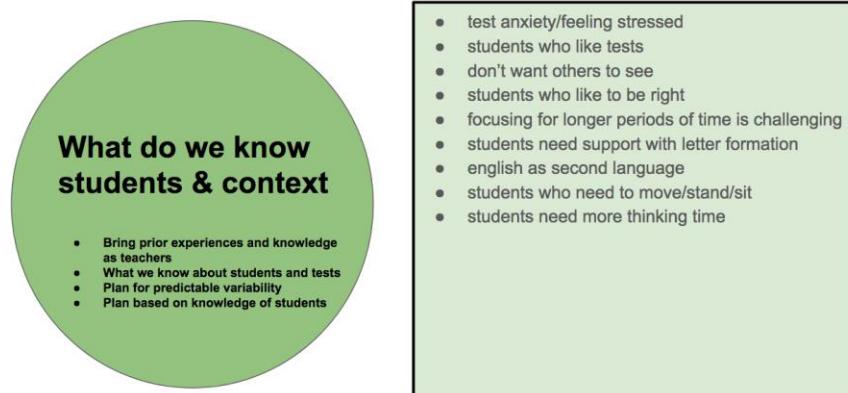
Evidence of learning is gathered in a variety of ways. Each team develops an assessment schedule at the start of each year. This is to have a consistent plan for data that is entered on eTap for the purpose of tracking school wide data. School wide data is collected to inform programmes, Teaching Aide support, professional development and provide information to the parents, Board and Ministry of Education when required. At KNS we have an emphasis on multiple evidence and using this to provide us with an overall picture of how students are progressing in relation to the NZC Curriculum.

This is particularly important in Reading, Writing and Maths. The markbooks are set up on eTap and assessments are expected to have occurred each term so that data entered onto etap gives a broad picture. All teachers are expected to keep their assessment and evidence gathering up to date.

Characteristics of effective assessment:

- benefits students
- involves students
- supports teaching and learning goals
- is planned and communicated
- has a clear purpose

Top 10 UDL tips for Assessment



Top 10 UDL Tips for Assessment

In CAST's [Universal Design for Learning: Theory and Practice](#), assessment is defined as "the process of gathering information about a learner's performance to make educational decisions" (Salvia & Ysseldyke, 2009). Universal Design for Learning (UDL) encourages "assessment by design," but what does that mean specifically for educators? How can you use the UDL framework to design and reflect on assessments?



Build communities of practice that support curricular modifications from assessment data

10

Both formative and summative assessments can be used to reflect on the purpose and effectiveness of instructional materials and learning strategies. Collaborating with colleagues around these topics to collect and analyze data, discuss outcomes, examine challenges, and recommend solutions can be both effective and empowering.

Ask yourself:

- How do I collaborate with other educators to design effective instruction and curricular materials that support the targeted learning goals as measured through the assessments?
- In what ways do I adjust my instruction or curricular decisions after evaluating assessment results/data?

Reflect on summative assessments for future lesson design

9

Summative assessments focus on learner performance after instruction has occurred, such as unit exams, state summative tests, final project artifacts, or chapter summaries. They are often used for accountability purposes, criterion for admittance, or to compare learner performance. Summative assessments can also be used to reflect on ways to improve teaching strategies and to further design goal-directed learning environments.

Ask yourself:

- What kinds of summative assessments am I using to measure my learners' learning outcomes? Are there barriers to accessibility?
- What are the summative assessments measuring and how can that data be used to inform my future instructional design?

Involve learners in their learning progress through assessment data

8

Communicate with learners about their progress towards the intended learning goals through formative assessment data, mastery-oriented feedback, and providing guidance for possible adjustments or new strategies that may support the intended skill. This allows learners to become active advocates and take ownership of their learning.

Ask yourself:

- Have I offered timely, goal-related feedback on the assessment?
- Have I offered learners the opportunity to assess individual learning progress and process (for example, through regular check-ins)?
- Have I shared options, strategies, and background knowledge needed to build the necessary skills and expertise for achieving the targeted learning goals?

Use and share rubrics to clarify expectations

7

Rubrics are effective in making the goals and expectations of an assignment explicit. They can serve as a baseline of what is expected and can even include room for students to add goals they have for a given assignment. Clear communication of expectations through a rubric can allow for consistent measurement of the intended goal.

Ask yourself:

- Does the rubric align to the intended skills or knowledge?
- Have components that are not tied to the goal been removed or reduced in my rubric?
- Are there opportunities for choice within the rubric to engage learners in the assignment?

Support learner variability through flexible assessments using UDL Guidelines

6

To ensure accurate assessment of a skill or knowledge, consider the UDL principles (engagement, representation, action & expression) when designing your assessments. Flexible options available in an assessment can enhance access, support learner performance, and reduce possible perceived threats.

Ask yourself:

- Is it possible to include choice in how my assessment is represented, how my learners can show what they know, or how my learners engage in the assessment process?
- How do the flexible options still support the intended learning objectives that need to be measured?

Eliminate unnecessary barriers in assessments

5

Assessments often have additional barriers or challenges for students that are not connected with the intended learning goal. Where possible, remove the barriers that do not tie to the learning goals you want to measure.

Ask yourself:

- What are the targeted skills or understandings this assessment is intended to measure?
- What may be preventing learners from showing what they know in my assessment?

Include frequent formative assessments

4

Formative assessments are ongoing and frequent ways to measure learners' progress toward the targeted learning goal. Data from formative assessments should influence instructional decisions. Examples of formative assessments might include reflection questions on exit tickets, "do now" questions, portfolio collections, journal entries, or quick polls with individual whiteboards or [Plickers](#). Formative assessments can be used to determine which learning environments are effectively supporting learners towards achieving the intended goals.

Ask yourself:

- How do I use information from formative assessments to adjust future instruction?
- If my learners are not achieving the intended goal, how will I redesign my instruction?

Assess engagement as well as content knowledge

3

Assessing student engagement in the learning process can support metacognitive reflection about students' own learning. Engagement is essential for the learning process, so learning how to use resources strategically towards given demands in a task can encourage resourceful, goal-driven, purposeful learning. Consider a resource such as the [Mood Meter](#) to build vocabulary and reflection around emotion and engagement.

Ask yourself:

- How have I assessed student engagement during the learning process?
- What strategies or supports helped a learner persist through a challenge to engage in the learning?

Offer authentic opportunities for assessment

2

Offering relevant, authentic options for assessment can help learners transfer usable knowledge and understand the "what," the "how," and the "why" of their learning.

Ask yourself:

- In what ways do my assessments engage learners in understanding the authenticity and relevance of the content?
- How am I providing opportunities for learners to apply new knowledge to novel situations and authentic experiences?

Align assessments to learning goals

1

When the learning goals are clear, assessments allow educators and learners to observe and measure whether learners have achieved the intended goal. Consider designing assessments alongside learning goals so that you can ensure you are measuring the intended goals of your lesson.

Ask yourself:

- Are my learning objectives/goals clear?
- Does my assessment reflect and measure the intended learning goals, or are there additional components or skills that are also being measured by my assessment?

Additional resources for UDL and assessment:

- Establish learning goals that allow authentic assessment of every learner's progress (Source: UDL-IRN Instructional Planning Process).
- Design assessments with learner variability in mind (Source: UDL On Campus).
- Use assessments that focus on the specific knowledge and skills you are teaching (Source: A Policy Reader in Universal Design for learning by David Gordon, Jenna Gravel, and Laura Schifter).
- Offer alternatives for learners to demonstrate their learning (Source: Maryland Learning Links).
- Use assessments to measure both product and process (Source: Universal Design for Learning: Theory and Practice by Anne Meyer, David H. Rose, and David Gordon).
- Encourage choice by using rubrics to evaluate student work (Source: Universal Design for Learning in British Columbia).
- Use formative assessment to evaluate learning as it is occurring (Source: Southeast Comprehensive Center at SEDL)
- Use summative assessments to evaluate the 'big picture' effectiveness of the curriculum (Source: Universal Design for Learning: Theory and Practice by Anne Meyer, David H. Rose, and David Gordon).
- Explore affective growth through learner reflection (Source: UDL Quick Tips from the ACCESS Project at Colorado State University).
- Offer learners constructive, timely feedback (Source: TEAL, Just Write! Guide)

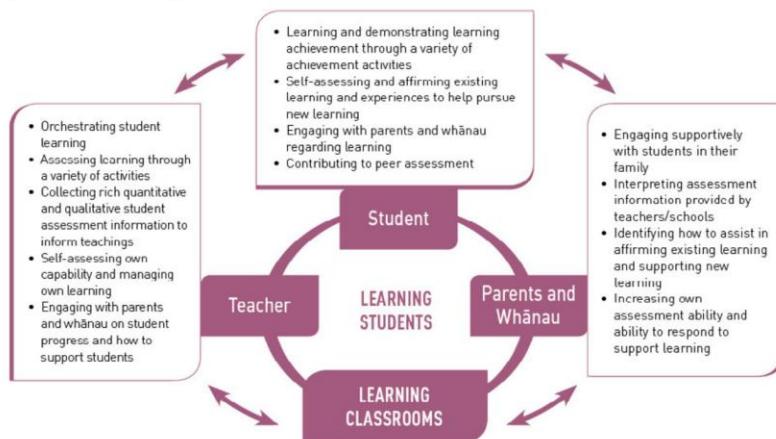
Reference:

Salvia, J., Ysseldyke, J.E. & Bolt, S. (2009). Assessment in special and inclusive education. (11th edition). Boston: Houghton Mifflin Company.

2018 Reporting to Parents

Assessment at our school serves two interrelated purposes: informing teaching and learning as it happens, and accumulating information for reporting to parents and the Board of Trustees. Principles, practises and the programme for assessment and reporting are described below. All judgments of student achievement and progress draw on multiple sources of information, analysis of the information, and making dependable decisions on successes and future learning priorities.

Figure 5: Roles in a Learning Classroom



From MOE Assessment Paper 2009

At Karori Normal school we provide two strands of reporting on progress and achievement.

One involving the parent, the teacher and the child.

The other involving the parent and the teacher.

The Parent, the teacher and the child strand is focussed on

- Celebrating learning, success and progress,
- Setting goals/next steps,
- The child articulating what he/she is learning and understanding his/her next learning steps.

Term 1

Two set days prior to school commencing (e.g. 01/02/18 & 02/02/18)

He hui mihihi, the purpose is to meet one another and begin a relationship with all the family. Children are able to talk with the teacher, be involved in developing the class environment from the outset. Notes can be recorded under Caregiver meetings on SMS-eTap.

Term 3

Week 4/5 – Celebration of Learning (Parent/Teacher/Child)

Child led focus on goals, learning and progress

Open mornings are held across the year in all teams so parents can be part of the learning and teaching. Teams will communicate when the open mornings are planned.

The Parent and the teacher strand is focussed on

- Sharing progress and achievement information, particularly in relation to Curriculum levels.
- Opportunities for parent and teacher to meet to discuss concerns, questions, etc.

Year 1

Parents are invited to meet the teacher to discuss any concerns with the teacher (15 minutes)

New Entrant – 6 Week Meetings –face to face discussions will be provided for parents and teachers to share how the child is settling at school.

Years 1-8 Term 2

Week 3 / 4 Parent/Teacher Interview

Parents invited to meet if they wish to discuss any concerns with the teacher (15 minutes)

Week 9 Mid Year Report Parents are provided with a written report about progress in relation to the Curriculum. Reports are completed on eTap.

Term 4

Week 9 – End of Year Report Parents are provided with a written report that summaries their child's progress and achievement in relation to the curriculum level. Reports are completed on eTap.

**2018 Year 1-8 Mid Year Reporting Process
for drafting, proofing, printing prior to publishing on Parent Portal**

All Year 1-8 children will be reported on progress in relation to the National Curriculum levels Mid year in July and at the end of the year in December.

All reports are located on eTap and each teacher has the responsibility to write the report and provide the OTJ relevant for these reports.

- Teachers will have a buddy from their team to assist with proofreading.
- Team leaders will assist all teachers to be prepared for the report deadline.
- All reports will be printed by the class teacher in black and white as the draft and then given to the DP final proofing.
- Any changes will be made by the classroom teacher.

Term 2

Week 1-6

Reports are drafted and completed on eTap and will be published on the parent portal.

Teachers will be offered workshops for report writing to ensure content is meeting expectations.

Week 7

- Reports are proofread by Buddy and any changes made by the classroom teacher.
- Reports are printed in black and white as draft by the classroom teacher and given as a class set to the Deputy Principal by the end of week 7.

Week 8

- All Year 1-8 Mid Year reports have a final read by the DP or Principal.
- DP's will return your class set of reports with any changes to be made.
- All changes will be made by the class teacher before the end of this week.
- A final check of the amended drafts will be completed and the final class set given to the relevant DP

Week 9

- All parents will receive a message via eTap system that reports will be published on the site at the end of week 10.
- Final checking against class list will be checked by the DP's.
- There may be some students that will receive a posted paper copy of all the above if an email address has not been provided.

Week 10

- All Year 1-8 Mid year reports will be published on eTap on the 6/7/2018 by the Deputy Principals.

[2018 eTap Mid/ End Year Report Template Guides](#)

[2018 Curriculum Levels for Reporting Mid Year](#)

2018 Etap Mid Year Report Template Y1-8

(The End of Year Report Template Y1-8 is exactly the same as the Mid Year across the school)

All previous templates have been hidden, the previous reports will take you directly to 2017 Reports.

Go to Assessment on the Learner Hub

Select Custom Report 2018 and then Mid Year Report.

Click on the page image next to each child and this will take you to the data entry section.

Below is the example of the reading section. This is exactly the same format for Writing and Mathematics.

The dropdowns for Reading, Writing, Maths you need to select as you can see for the Curriculum level and the Curriculum expectation.

The Progress in these curriculum areas can include a next step or a suggestion of what could be done at home to assist. We no longer have separate sections for this. Each time you add a comment you must SAVE, If you are selecting the ELLP - Ali will be sending a list of children who will need to receive an ELLP report you must SAVE.

Generate: Individual (Liam CLARKSON) Class/Group (Room 24)

Save Changes **Reading** **Writing** **Mathematics** **English Language Learner** **Other Curriculum Areas**

Remember to click "Save Changes" when finished

Created for Karori Normal School - approved February 9 2015 by Andrea Peetz

Liam Jonathan CLARKSON - Y6 2018 - (2)Mid

Is this an ELLP report?

Yes

[10257](#)

Reading

Curriculum Level [10423](#)

Curriculum Expectation [10440](#)

Progress

Text box size indicates the approximate space for comments. 8 lines max.

[10185](#)

528 characters left (528 max - 0 used)

Spell Checker

Save Changes

Reading

Curriculum Level

[423](#)



Curriculum Expectation

[40](#)

Progress

Text box size indicates the approximate space for comment

[10185](#)

528 characters left (528 max - 0 used)

Spell Checker

Save Changes

Reading	
Curriculum Level	10423
Curriculum Expectation	440
Progress	Exceeding Meeting Yet to Meet
Text box size indicates the approximate space for comments. 11 lines max.	
10185	
<input type="text"/> 528 characters left (528 max - 0 used)	
<input type="button" value="Save Changes"/> <input type="button" value="Spell Checker"/>	

Save Changes

The Key Competencies and the Learning Areas will include comments for the first half of the year. You make refer to the Key competency prompts below to assist with your comments about the child. These will be personalised and this section can also include general comments in regards to social, friendships, settling, behaviour, etc

<u>Thinking and Language, Symbols and Text</u>	
Asking, investigating and acting on questions that involve critical, creative, lateral thinking	<input type="checkbox"/>
Exploring, inquiring and problem solving	<input type="checkbox"/>
Making and justifying decisions	<input type="checkbox"/>
Reflecting on knowledge, ideas, values and behaviour	<input type="checkbox"/>
<u>Managing Self</u>	
Takes responsibility for own actions	<input type="checkbox"/>
Sets goals and works towards achieving them	<input type="checkbox"/>
Staying focused	<input type="checkbox"/>
Seeking and acting on feedback	<input type="checkbox"/>
Being organised	<input type="checkbox"/>
<u>Relating to Others</u>	
Showing respect and courtesy	<input type="checkbox"/>
Listening and communicating	<input type="checkbox"/>
Being open minded and trusting	<input type="checkbox"/>
Can work with a range of people across the school	<input type="checkbox"/>
<u>Participating and Contributing</u>	
Active engagement in class and school activities	<input type="checkbox"/>
Taking leadership and membership roles in various groups	<input type="checkbox"/>

The Learning Areas - will include comments linked to learning of the concepts, PE and Health, all other curriculum areas and activities that show progress in the relevant curriculum level that have been taught in Term 1 and Term 2. There is no expectation that everything is covered. But there is an expectation that parents will have a clear indication of the progress their child is making in the curriculum.

Other Curriculum Areas	
Key Competencies	
Text box size indicates the approximate space for comments. 11 lines max.	
<input type="text"/> 10434	
<input type="button" value="Is this an ELLP report?"/> <input type="checkbox"/> Yes 10337	
<input type="button" value="Save Changes"/> <input type="button" value="Spell Checker"/>	

Learning Areas	
Text box size indicates the approximate space for comments. 11 lines max.	
<input type="text"/> 10436	
<input type="button" value="Save Changes"/> <input type="button" value="Spell Checker"/>	

Below is the Final Report template so you can see the layout for both ELLP and Non ELLP. You can create an individual PDF for each child or a full class.

2018 Vision for Learning

Our School Vision involves connecting the past, the present and the future using a Growth Mindset framework for all learners.

Confident in Ourselves

- Know we are safe to make mistakes -it won't hurt
- Know we are valued
- Know how to deal with challenges and failure
- Brave, Honest and Kind

Active Participants

- Try new things
- Have a 'Can do attitude'
- Know how we learn
- Know how to ask others for help
- Use initiative

Motivated and Challenged

- Face challenges and show resilience
- Stretch the limits and take risks
- Look for opportunities
- Curious and Inquiring
- Independent Thinkers

Future Thinkers

- Know there is a world beyond ourselves
- Understand other cultures, people and languages
- Be flexible
- Collaborate with others
- Create goals, have ambition and know we can achieve

Karori Normal School

Mid Year Progress Report 2018



Liam Clarkson



Room 24 Year 6

This report is intended to provide you with information of your child's progress and achievement in relation to the New Zealand Curriculum. The curriculum is developed using levels that all children are expected to move through from Year 1 to Year 13. The stages in each level of the curriculum progress from Early to Mid through to the End of the level. Reading, Writing and Maths progress will be described using these stages in the report. If you would like the opportunity to discuss your child's progress please arrange an appointment with your child's teacher.

Ms Emma Newton

Teacher

Mrs Andrea Peetz

Deputy Principal

Mr Conrad Kelly

Principal

Key Competencies

*Learning Competencies (Thinking and Languages, Symbols and Texts)
Personal & Social Competencies (Managing Self, Relating to Others, Participating and Contributing)*

Reading

Curriculum Level:

Liam is curriculum expectations.

Progress:

Writing

Curriculum Level:

Liam is curriculum expectations.

Progress:

Learning Areas

Mathematics

Curriculum Level:

Liam is curriculum expectations.

Progress:

Key Competencies
<i>Learning Competencies (Thinking and Languages, Symbols and Texts)</i> <i>Personal & Social Competencies (Managing Self, Relating to Others, Participating and Contributing)</i>

Learning Areas

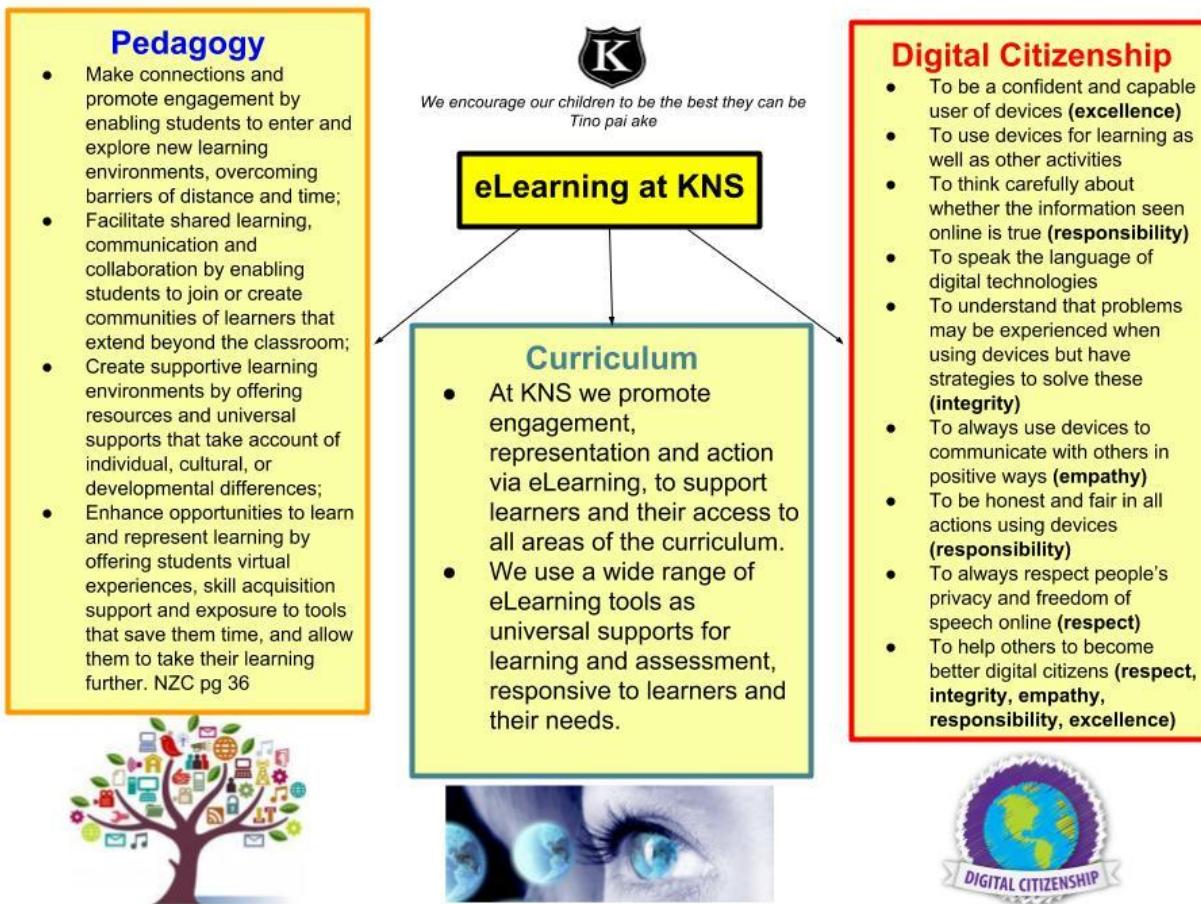
English Language Learner Comment
Progress:

English Language Learner Progression Stages (ELLP)	
ELLP Reading Stage:	ELLP Writing Stage:
ELLP Listening Stage:	ELLP Speaking Stage:

Reading	Curriculum Level:
Liam is curriculum expectations. Progress:	

Writing	Curriculum Level:
Liam is curriculum expectations. Progress:	

Mathematics	Curriculum Level:
Liam is curriculum expectations. Progress:	



eLearning Information 2018

Introduction

Karori Normal School operates a dual platform of PCs and Apple Macs. Laptops are Apple MacBooks and MacBook Pros which are stored in communal pods and can be booked by teachers via online booking sheets. Most classrooms have a PC and iMac desktop computer. iPads are shared amongst teams. Year 7/8 classes share a pod of chromebooks.

Nick Dowson and Emma Newton are the eLearning Coordinators.

Classroom Computers

Personal log on: jbloggs and then your password

Classroom log on: (Room 2 used as an example)

- Login: room2
- Password: room2 (no spaces and no capitals)

If you wish to move your computer and your cable is not long enough, please see Nick or Emma. An alternative to this is that you record it in the logbook that is located in the office so that the Aiscorp technician can assist.

Optional Bring Your Own Device (OBYOD) Information

- Optional BYOD is available to all Year 7/8 students at KNS. (Bringing a device is not compulsory.)
- Equity of access is important to us and as such there are other devices available to all students.
- We will continue to monitor screen time and ensure students develop their understanding of digital citizenship; being safe and their responsibilities online.
- Students will learn in a variety of ways, under the UDL model, such as pen and paper, discussion groups, direct teacher instruction, small group and class teaching. Devices are just one of the many learning tools that students use during the school day.
- Teachers are responsible for inputting the BYOD network password to student devices in order to keep it secure.



If families wish to send a device to school, they will need to consider the following:

- A laptop (this includes Chromebooks) or a tablet with a minimum screen size of 7 inches.
- Must have wifi connectivity and a web browser.
- No iPods or smartphones as these do not have the sophisticated functionality needed to be of real benefit to students' learning.
- A responsible user agreement must be signed by parents and students which outlines security and insurance responsibilities.
- Individual device permissions must be signed before students may bring their device to school.



Parents who are considering buying a device, particularly Year 8's parents, should consider the expectations of their intended secondary school. Information for the following schools can be accessed via the links below. **Please remember it is not compulsory for students to bring a device to KNS.** For other stationery requirements please go to the [Stationery](#) page on the website.

[Wellington College](#) - tablet or laptop recommended

[Wellington Girls](#) - chromebook, laptop or tablet recommended (NOT a phone)

[Wellington High](#) - laptops, notebooks, and MacBook Pros recommended

TELA Laptops

Each full time teacher is entitled to the use of a ministry leased TELA laptop. The MoE and school pay for its rental.

Backing Up Files on MacBook Pros

Backing up your profile is an easy way to safeguard your files and folders. When you log on and off at school, the Time Capsule will automatically back up (save) all files and folders on your laptop that are saved on your desktop, or in your Documents folder. Your folder in the Time Capsule will replicate what is on your laptop, so any changes you make will automatically occur in your folder on the server. If you choose to skip this process then it will take longer to back up next time, as you will have more data to be replicated.

You can also manually backup your files using the  button at the top of your screen.

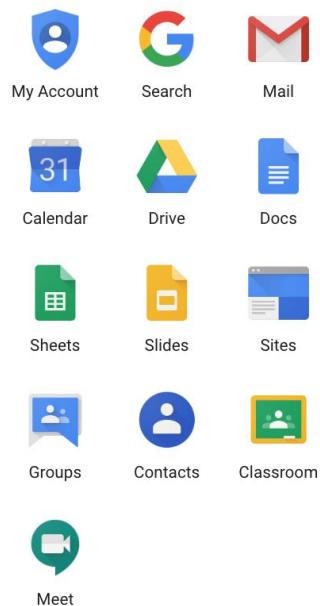
Google

Staff email addresses operate on the Gmail platform via the school domain (@kns.school.nz).

Staff email addresses also provide access to G Suite applications such as Drive, Drawing, Docs, Sheets, Classroom, Slides, Forms, Pixlr Editor and My Maps.

Staff documentation, booking sheets and calendar invites are shared via Google Drive.

Students are individually assigned school Google accounts that they use during their time at KNS. They share work with teachers and can collaborate with peers via the platform.



Server and File Storage

Each teacher has a folder on the server. When using your classroom PC or laptop to access or save work, the path is MyDocuments/Teacher\$/JBloggs. Only you can access your folder. There are two exceptions to this:

1Public is where many school wide documents are stored. You can access any folders and files in this area. Please save any templates you use to your own folder before working in them.

2Public is also the home of much school wide data. Here you can 'read only' and not make any changes – you can save to your own folder if you wish to write in any of the templates etc.

There is also a Student\$ storage area which works the same way. Each room has a folder for the storage of their work. You can make individual student folders in here for your class.

Connecting to the Server from Macs

You and your students can access and save files to and from the PC server. Click on your desktop and then press command and K



This connects you to the server from the desktop and must be done if you wish to access the server. The server can be accessed from the dock on your mac – there are icons for both teachers and students on the right side of your dock on your laptops.



Student Use

Students are able to use all eLearning equipment with the supervision of a teacher or teacher aide. Students may use all computers, but must log in ***on their room profile*** and not have access to the teacher profile. All classroom profiles on Macs have a short cut to the server on the desktop. This is a file that is usually in the top right hand corner of the desktop.

eLearning User Agreement

Classes create and agree to an eLearning user agreement at the beginning of the year that then supports their learning throughout the year. These agreements are signed or acknowledged by the student, teacher and their parent(s).

At our school we promote a Digital Citizenship model for supporting safe and responsible use of the internet in teaching and learning. An important part of this is that we are able to show others what that responsible use looks like while we are using technology in our learning.

We think a good digital citizen is someone who;

- is a confident and capable user of devices
- will use devices for learning as well as other activities
- will think carefully about whether the information they see online is true
- will be able to speak the language of digital technologies
- understands that they may experience problems when using technology but have strategies to solve these
- will always use devices to communicate with others in positive ways
- will be honest and fair in all of their actions using devices
- will always respect people's privacy and freedom of speech online
- will help others to become a better digital citizens.

For more information please see www.netsafe.co.nz

Teams will go over the Students User Agreements and Digital Citizenship at the beginning of the year to decide what this will look like in order to best suit the learners at their level. Digital citizenship is ongoing throughout the year and often an everyday part of learning programmes.

Booking Macbooks or Macbook Pro

Pod laptops can be booked using the following [booking sheet link](#).

Pod Laptops Term 2 2016											
	A	B	C	D	E	F	G	H	I	J	K
1	MacBook Number	Monday			Tuesday			Wednesday			Thursday
2		9am - 10:40am	11am - 12:30pm	1:30pm - 3pm	9am - 10:40am	11am - 12:30pm	1:30pm - 3pm	9am - 10:40am	11am - 12:30pm	1:30pm - 3pm	9am - 10:40am
3	1										
4											

Please abide by the following when booking equipment:

- only teachers may book equipment;
- teachers must ensure laptops are returned and plugged in to recharge when you are finished with them for the next class to use;
- avoid block booking of laptops to ensure equity;
- if you change your mind, please cancel your booking so others may use the laptops.

This booking system generally works well. Please keep the following in mind to ensure success for all:

- teachers must supervise **ALL** students uplifting and returning laptops and ensure all are put away correctly and plugged in, however as the year progresses teachers should use their judgement as to whether their students are able to collect and return laptops independently;
- keep noise at a minimum during this process as teachers and office staff are often working nearby;
- ensure laptops are put away at the beginning of breaks so they have time to recharge;
- remember to check that students log off their classroom profile before they return the laptops to the pod;
- please ensure that students **walk** with the laptops and carry them with the lids closed;
- please record any problems in the book in the office, or tell Nick or Emma so any issues can be sorted quickly.

iPads

iPads are allocated amongst teams who will choose how to manage these iPads to suit everyone's needs. If there is an app that you would like for your team please speak to the eLearning Coordinators.

Assistive Technology

Assistive technology (AT) is specialised equipment and technology that students with additional learning needs use in class to increase or improve their ability to participate and learn. We reinforce to students and parents that the devices/ equipment are tools for learning. Students use their assigned AT to access information, express learning, collaborate with peers and to communicate with their teachers, classmates and families.

Assistive technology at KNS helps children with learning differences or difficulties to do things they cannot do, or to do them better. It includes technology devices such as computer hardware (laptop, ipad, remote microphone, hearing aids) and appropriate and suitable software to meet the individual needs of the child.

If a child requires this level of support, the school is responsible for applying for assistive technology and will need to work with parents and other members of the students' support team to fill in an application form. The team might include the teacher, specialist teacher, school special education needs coordinator (SENCO), RTLB or another member of the teaching team that works with the student.

Children that have been granted assistive technology are encouraged to use their equipment as much as possible for learning tasks in the classroom so that they can develop their skills and competency to use their equipment confidently at school/college.

All MOE and SENCO laptop devices have the writing aid software 'WordQ' installed, are connected to the Studentnet wifi network and enable students to print via their class account and print card.

Students with Assistive Technology require:

- Designating spaces in the classroom where they can charge their device as well as store it securely overnight, on the weekend and during the holidays.
- Reminders to open WordQ and use the functions such as text to speech and word prediction to support them when they are writing.
- Shared access to planning templates or digital versions of graphic organisers.

In addition to writing and word processing, students can also use AT devices to:

- Listen to Audio books;
- Receive instructions from the teacher;
- Read eWheeler books from the school library;
- Develop typing skills on websites such as Typing Club or BBC Dancemat;
- Watch and respond to YouTube clips;
- Create kahoot quizzes;
- Play language activity interactives and complete spelling activities;
- Communicate with their families via 'Seesaw';
- Access the KNS Maths and Literacy Hubs;
- Complete numeracy tasks and engage in maths games;
- Collate/construct ideas and share them via G Suite applications;
- Voice-type on Google Docs.

WordQ is word prediction software that is used along with standard Windows word processing programs to provide spelling, grammar, and punctuation assistance. Users who have problems writing and editing, especially individuals with diverse learning needs and those for whom English is a second language, can benefit from WordQ.

WordQ is easy to use. It suggests suitable words onscreen when users have difficulty spelling or choosing the right word. The text-to-speech feature helps users make choices and detect errors when editing their work.

Assistive Technology Support - Nick will work with individual students or groups of students during the year. Please liaise with him if you require any form of support with the implementation of Assistive Technology into your learning programme.

Printing

Each classroom has an assigned printing card which will activate print jobs sent from classroom profiles. If you are printing directly from a browser, you will need to select 'Print using system dialogue.' If using a Mac you can also select 'Open PDF in Preview' and print from the preview application.

Teachers also have an individually assigned print card which will print queued jobs sent from your teacher profile.

Both cards can be used to gain access to the photocopier to photocopy or scan documents.

Problems

If you are having any technical issues with any devices, please record this in the logbook kept in the office so that Ryan or Tim from Aiscorp can action it. Ryan is in school 5 days a week from 8am - 10am and will be able to help with any problems you might have. Make sure you date your entry and add your name and your room number! **Please follow this process and do not just grab the technicians when you see them.**



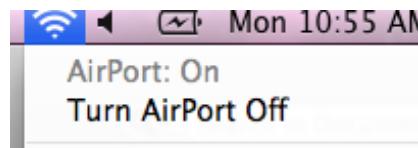
Here are a few common problems that arise that you can fix yourself:

No Server Address



No Airport Signal

 To activate it, just click this button on the top bar of your laptop and select turn airport off and then do the same again to turn it on. If this fails, speak to Ryan or the eLearning Coordinators.



Passwords for Resources

Journal Surf

<http://journalsurf.learningmedia.co.nz/>

User name: KNS

Password: student

Digistore.

Karori Normal is registered with digitsore

<http://www.tki.org.nz/r/digistore/>

Our student username: st_karori31

Password: karori31

Assessment Resource Banks (arbs)

<http://arb.nzcer.org.nz/>

Username: arb

Password: guide

NZCER Marking

NZCER marking is where PAT and STAR results can be obtained.

<http://www.nzcermarking.org.nz/login.php5>

Username: admin2874

Password: KNSdonald1

Sunshine Online

Sunshineonline.co.nz

Username: Karorinormal

Password: school

Ready to Read and School Journal audio books on the Server (Prior to 2010)

Apples: student server/11 student activities/School journal listening post

Use your classroom's name and password

Post 2011 are all online at tki.org.nz (All teacher support materials)

Spell-write computer games (PC only)

Click on Educational activities and then Literacy to access

Students can select an "Essential List" to work.

E-Tap

Etap.co.nz

Username KNS

Password – donald

Then enter your given number code with your own password.

2018 Performing Arts

We offer a range of musical and performing arts opportunities at Karori Normal School.

We encourage students at Karori Normal to make the most of these performing arts opportunities. We value your support and look forward to a wonderful year of music making.

Choirs and Chorale

Ms Ward directs our choirs and the Chorale. The Year 5/6 choir and Year 7/8 choir are optional and non-auditioned, while the Chorale is an auditioned choir for singers who wish to extend their performance experience (members must also be in the Year 7/8 choir). All choirs meet weekly, during the school day, for a 45 minute rehearsal, and perform at concerts throughout the year, including at Artsplash, the Cushion Concert, and at assemblies. The Chorale's programme also includes performances within the community, such as at local rest homes. All students in Years 1-4 attend weekly or fortnightly singing sessions with Ms Ward.

Orchestra

Year 5-8 students are encouraged to join the school orchestra if they can read music with some fluency and are having lessons on their instruments. An audition may be required. A broad range of instruments is included in the orchestra. Rehearsals are held on Wednesday afternoons.

Ukulele

Students who wish to join the school's ukulele group need to be familiar with some basic chords. We may also offer beginner ukulele lessons in school time, commencing at various times throughout the year.

Instrumental groups

In small groups, there may be opportunities for students to learn other instruments, such as keyboard, guitar, and recorder. This is dependent on timetabling and availability of space.

Dance

We are continuing with a lunch time dance crew for Year 5-8 students, which is led by Mrs Patel. This group will be learning hip hop style dances. The group will work on dances throughout the year for a range of performances.

Dance splash occurs during the Artsplash Festival, which takes place in late September. Karori Normal School usually enters two teams, a Years 1-4 team and a Years 5-8 team. During Term 2, students across the school will be invited to participate in our Dance splash teams.

Kapa Haka

All students participate in weekly Kapa Haka sessions. Teams in Years 1-6 attend Kapa Haka sessions, led by Mrs Ker, as per a rotation on Wednesday mornings. Kapa Haka is held on Tuesday mornings for Year 7/8 students, led by teachers in the Year 7/8 team.

Bands

Mr Wong runs a number of bands that meet weekly before school and at lunchtimes for 50 minutes. Performances include the Cushion Concert, assemblies, gala, lunchtime performances, and one band is chosen to represent the school at the Wellington Intermediate Battle of the Bands. Singers and instrumentalists for bands have to audition. Students need to have at least a year's experience or be having lessons. Band is only offered to Year 7 and 8 students.