



CURRICULUM PROGRAMME POLICY

Rationale

At Devon Intermediate students are encouraged to acquire the knowledge, skills and understanding of the national curriculum statements as well as with attitudes.

The Curriculum is to be delivered in accordance with the Ministry of Education requirements and NELP's.

Policy Statement

The purpose of the curriculum delivery policy is to foster the achievement of all students attending the school. Planning should reflect approaches to teaching and details of how individual or group needs will be catered for.

Policy Guidelines

- The school Curriculum Plans will outline the implementation of the New Zealand Curriculum, which define the learning philosophies, principles, aims, attitudes and achievement objectives together with the essential skills to be addressed.
- A variety of learning and teaching styles and strategies will be employed as appropriate to the needs of students, guidelines relating to these will be provided in plans.
- Students' progress will be monitored through standardised assessments, in line with current government legislation and recorded on our School management system. The assessment data is then used to inform teaching and learning across the school, with an emphasis on adaptive strategies, to ensure all ākonga are able to access the New Zealand curriculum.
- The school will identify issues which cause barriers to students' learning and it will implement appropriate strategies to address these.
- Equal educational opportunities will be provided to all groups of learners and for individuals, reflected in course content.
- The school recognises the need to consider the implications of the Treaty of Waitangi and to foster the requirements set out in The Treaty.
- Programmes will draw upon the significant features of New Zealand's diverse ethnic and cultural heritage and will be included in programmes where deemed appropriate.
- This school recognises the value of parents as educators and will encourage their participation.
- Professional development of teachers will provide ongoing support to teachers to maintain a sound foundation for curriculum delivery including pedagogical growth in appreciating the need to identify learning needs, developing student engagement, processes for differentiation and adapting to various learning styles.

Reviewed by the Board: 7 April 2025

Next Review: April 2028
