**St Mary’s Kaikorai School**

**Student Learning & Achievement Policy**

**2014**

**Purpose:**
To ensure individual learning needs are learning styles are identified and catered for.
To clarify approaches toward teaching and learning in our school.
To provide children with broad learning opportunities across the NZ curriculum.

**Guidelines:**
Our intention is to create and maintain a safe and positive emotional and physical environment in order to enhance children’s opportunities for learning. Systems operate within school to encourage and promote positive behaviour in learning and interactions with others.

A school wide summative assessment schedule has been developed to ensure that data collected provides teachers with clear information relating to current learning needs and next step learning. Formative information is collected using different methods including unit evaluations and on task observations.

Key components of our learning programmes relate to those identified as having specific learning difficulties and priority is given to the key learning areas of Numeracy (Mathematics) and Literacy. Children with any potential barriers which may restrict or inhibit their learning are identified and learning programmes are developed to target their specific needs. Those children who are recognised as high achievers have opportunities to extend their learning through contextual learning approaches.

We promote broad learning opportunities in order to develop a wider range of skills in our children and provide them with experiences that require them to think creatively, reflectively and critically in their learning. Opportunities for leadership by students in school arise regularly through the celebration of events within our special character.

Children are actively involved in monitoring their learning through regular development and review of personal learning goals. Creative learning opportunities exist and are further supported through a high quality discovery programme, a contextual learning approach to aspects of science and technology and opportunity to pursue areas of interest through a range of electives.

Progress in the areas of social interactions and self responsibility is directed largely through the key competencies. Children play an active role in discussing and forming learning indicators for each of these competencies to enable them to have a clearer appreciation of how the competencies complement their learning.

A biennial review of student progress and achievement is carried out as part of our self review procedures. Children also complete surveys of their perception of the learning environment and how it operates in our school.

BOT Chairperson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Dec 2017 Date to be Reviewed: Oct 2017