



Junior Curriculum Guidelines

Purpose

To ensure equity of access to learning opportunities and to ensure consistency of practice and assessment between teachers.

Each subject and each level of a subject must have a Programme of Learning that describes the **teaching and learning** that will happen within that course. These are reviewed annually and published on the Hub.

The Rangi Ruru graduate dispositions, principles of Te Tiriti and the Rangi values will be clear within the curriculum for each subject.

Guidelines

- Links to the 'understand, know and do' in the refreshed curriculum and literacy and/or numeracy strategies will be embedded.
- It is expected that there will be consistency of teaching and learning between and within subject and faculty areas.
- All classes at a level will experience teaching and learning aligned with the curriculum for their age and stage
- Programmes of Learning and broad curriculum coverage will be developed by all members of the faculty and/or subject, whether they are teaching that year level or not
- Units of learning, assignments and assessments may be the domain of subject teachers teaching at that year level, however the preference is for all to be involved.
- Meetings that attend to the needs of the Junior Curriculum will be held regularly, attended by faculty members as directed by the HoLA, and minutes reported via HoLAs to a shared platform
- There will be moderation of marking and assessments between classes at each level
- There will be consistency with assessment practice e.g when assessments are held, number of assessments, common assessment tasks etc
- Opportunities for varied assessment modes will be used including assessment of learning and assessment for learning
- Feedback regarding learning will be gathered from Years 7-10, shared with HoLAs and the data used to inform teaching and learning practice and programmes