

**POLICY**  
**NAG 1**

<p style="text-align: center;"><b>BLOMFIELD SPECIAL SCHOOL &amp; RESOURCE CENTRE</b> <b>CURRICULUM</b></p>
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**RATIONALE:**

The Blomfield Special School curriculum focuses on a holistic, personalised learning approach. Plans are designed to engage students to discover their potential in a broad range of meaningful contexts.

**PURPOSE:**

- Blomfield School meets the requirements of **National Education Goals** through our implementation of the **New Zealand Curriculum (NZC)**.
- Students experience all **Key Competencies (KC)** of the NZC via the Blomfield School Curriculum Guide.
- Consistency of philosophy in teaching and learning is maintained throughout the school.
- Learning progresses coherently throughout the school.

**GUIDELINES:**

‘Te Marautanga o Blomfield’ guides the the way we teach the curriculum. Within this framework we utilise relevant curriculum support documents including; Te Whariki, (Early Childhood Curriculum-pub. MoE), The Key Competency Pathways (pub. Special Education Principals Assn of NZ) and The Adult Curriculum (pub. Auckland Special Schools Principals Assn) to design and implement learning for the range of student ages, needs and abilities.

Classroom programmes are designed to drive the implementation of the students’ Personalised Learning Plans, Literacy and Mathematics goals. Woven into these programmes are opportunities for learning in the areas of Te Reo Māori, Tikanga Māori, Science, the Arts and Technologies.

**Personalised Learning Plans (PLPs):**

- We develop PLPs in collaboration with students, whanau, specialists and relevant outside agencies, supports and contributors.
- PLP goals are based on the Key Competencies of the NZC ensuring a holistic approach to learning. Refer to the Overview p.22 of ‘Te Marautanga o Blomfield’ to see how this works for the different levels of the school.
- The KCs are expressed as ‘Poutama’ which refers to the-

*‘stepped pattern of tukutuku panels and woven mats - symbolising genealogies and also the various levels of learning and intellectual achievement.’*  
(Te Aka Online Māori Dictionary)

- A range of assessment tools will inform teacher judgement as to the progress of the student PLP achievement, goals and future planning.

### **Literacy and Mathematics**

- Each student will have a current Literacy and Mathematics assessment.
- Class literacy and mathematics programmes will be designed to meet the collective needs of the group as well as the specific needs of individual students.

### **Te Reo and Tikanga Māori**

- Te Reo and Tikanga Māori are woven throughout all curriculum programmes to ensure our Māori students can achieve as Māori. The unique position of Māori culture in our community will be celebrated, honoured and reflected in our choice of teaching contexts and resources.

### **Digital technologies**

- Students will experience and develop proficiency in a range of digital technologies, in meaningful contexts through the planning and implementation of the curriculum.

### **Reporting on Progress**

- Student progress will be discussed with and reported to whānau mid year with an evaluative report provided at the end of the year.
- Ongoing reporting of progress and achievement will be communicated to students and their whānau through a range of assessments tools and techniques, which may include narrative and visual learning stories, and student portfolios of work.

Adopted by the Board of Trustees 17.06.10

Reviewed by the Board of Trustees 23 .05.19