

July 2024	Curriculum, Assessment & Evaluation Policy
Contact Authority	Manager: Polykids Childcare Centre
Rationale	Every learner is provided with equitable learning opportunities that are supported with intentional teaching practices and whānau involvement.
National Guidelines	Te Whariki (2017) Te Ara Whānui curriculum
Licensing Criteria (2008)	Licensing Criteria C 1 – C 13.
NELP:	<p>Objective 1: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>Objective 2: Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy * oral language encompasses any method of communication the learner/ākonga uses as a first language, including NZ Sign Language.</p>
Purpose:	To ensure the Centre curriculum is consistent with the framework in Te Whāriki.
Procedures	<p>As part of our professional practice and in partnership with whānau, tamariki and community our localized curriculum is informed by:</p> <ul style="list-style-type: none"> • Te Tiriti o Waitangi • Centre Philosophy and Values • Outcomes from Internal Evaluation • Centre Learning Priorities- Local curriculum • Following Te Ara Whānui curriculum and Te Whāriki 20 Learning Outcomes • Whānau Aspirations <p>Mana is enhanced by valuing the unique culture, language, and identity of all tamariki and whānau. This underpins all aspects of assessment, planning and evaluation.</p> <p>Whanaungatanga is key to learning focused partnerships and kaiako will engage in authentic, meaningful positive interactions to support intentional teaching.</p> <p>Formal documentation of tamariki learning will include: Learning Profiles, making valued learning visible, artwork, photo records, digital records and wall displays.</p> <p>Assessment information is made readily available to both tamariki and whānau.</p> <p>Whānau are encouraged to contribute to the curriculum, to ensure we are building learning focused partnerships around shared aspirations.</p>

**Assessment,
Planning and
Evaluation for
Individual Tamariki**

Assessment:

Noticing and Recognising:

On enrolment, all whānau will be invited to be partners in their tamariki's learning journey as a way of building a learning focused partnership. Shared aspirations for learning will be established and revisited regularly.

The priority in the assessment process is developing a reciprocal relationship with tamariki and whānau identity, language and culture. Once trusting relationships have been established and a sense of belonging nurtured, kaiako will then begin an informal and formal assessment process.

Regular opportunities for both informal and formal communication with whānau ensures they are actively involved in the assessment process and are participants in the decision-making concerning the learning of their Tamariki.

Informal assessment occurs in the moment as kaiako listen to, observe, engage with and respond to, tamariki who are involved in everyday learning experiences and events that link to the Centre's philosophy and local curriculum learning priorities.

Formal assessment will be undertaken by noticing connected episodes of valued learning, engaging in dialogue with tamariki, kaiako and whānau to include multiple voices.

In consultation with tamariki, whānau and kaiako, we will decide on the most relevant Te Whāriki learning outcome. This process will also include the use of the Centre's own unique learning priorities.

Planning: Responding

Planning will be a collaborative process between kaiako, tamariki and whānau.

Everyday teaching, as well as planning meetings, provide opportunities for kaiako to engage in collegial dialogue in relation to planning to progress a tamariki individual learning pathway. This may include the recorded documentation during assessment meetings.

- Following Te Ara Whānui curriculum and the 20 learning outcomes of Te Whāriki, will guide these discussions and planning will include the learning experience and intentional teaching strategies that will progress this learning.
- Planning implementation will be supported through designing a rich curriculum that is well resourced and reflects our local curriculum and learning priorities.
- All planning will ensure sound foundation skills of language, literacy and numeracy which are reflected across all dimensions of the curriculum.
- Careful consideration will be given to eliminate barriers that could limit the achievement of success for learners and partnerships with whānau.

Evaluation:

- We will revisit how tamariki are progressing in relation to Te Ara Whānui curriculum and (Te Whāriki) 20 learning outcomes.

<p>Group Learning: Planning, Assessment and Evaluation.</p>	<ul style="list-style-type: none"> • Kaiako will evaluate the effectiveness of the planned learning experiences and intentional teaching strategies, to identify the learning outcomes that have occurred for each tamaiti. • Ongoing reflection in relation to next steps will ensure the learning outcomes are consolidated and complexity is added. • Kaiako will ensure tamariki and whānau will receive ongoing feedback on progress, to inform future learning possibilities. Both informal and formal opportunities will be available. <p>Noticing, Recognising, Responding and Revisiting in relation to how tamariki are progressing in terms of Te Ara Whānui curriculum and Te Whāriki 20 Learning Outcomes and associated evidence.</p> <p>Group learning and Inquiry As a team choose an inquiry topic, either adult-initiated or child-initiated, which may come from one of the many areas including the following.</p> <ul style="list-style-type: none"> • Responding to an emerging event, linked to the centre philosophy or values, that you wish to explore further e.g., the value of kindness. • Noticing a small group of children who have the same individual learning priority – e.g. hauora, keeping ourselves healthy. • a community event – local art exhibition. • Weaving in a cultural interest – Matariki. • Using a national interest – a sports event. • Brainstorm possible planning ideas of inquiring into this area together – include colleagues, tamariki and whānau. • Identify possibilities linked to (people, places and things), for inquiring into this area of interest and plan experiences as well as teaching strategies. • Use Te Whāriki as a possible source of ideas for experiences – linking to the relevant strand, goals and learning outcomes. • Documentation may include simple formats such as mind maps, wall displays, books or linking back to individual tamariki learning journals. <p>Kaiako will evaluate the effectiveness of the planned learning experiences and intentional teaching strategies, to identify the learning outcomes that have occurred for each tamairiki.</p> <p>Licensing Criteria C 1 – C 13. (2008) Reference:</p> <ol style="list-style-type: none"> 1. A focus on learning that matters here: C1 – 4 (Refer Te Whāriki Page 65) 2. Affirmation of identity, language, and culture: C 5 & 6 (Refer Te Whāriki Page 12) 3. A rich curriculum for every child: C7 – 10 (Refer Te Whāriki Pages 12 – 15; 19) 4. Parents and whānau engaged in their child’s learning: C 11 & 12 (Refer Te Whāriki Pages 20 & 21) 5. Personalized pathways to School and Kura: C 13 (Refer Te Whāriki Pages 51 - 58)
<p>Review Date</p>	<p>July 2027</p>

