

## **THE REVIEW PROCESS SUMMARY**

The process therefore can be summarised as follows:

1. From the review programme determine the review focus
2. Inform those concerned well ahead of time that the review will take place
3. Formulate the review brief
4. Set up a review team, determine the deadline for the review
5. Organise appropriate briefing and training sessions for the team
6. Reflect on previous reviews identifying any areas of specific focus within review from previous recommendations.
7. Reviewers gather and analyse relevant documents for the review area, make assumptions about the quality and content of documents.  
Documents may include for example: Policies, School Procedures.
8. Survey how procedures and plans are implemented eg. conduct interviews, check planning, check assessment data.
9. Analyse resource management eg. budget allocations, use of resources, storage, repair, inventory.
10. From data gathered make assumptions of effectiveness of practice
  - \* What is well done
  - \* What documentation requires amendment
  - \* What practices could be improved
11. Draft report making recommendations
12. Circulate draft to those involved in the review, decide on amendments and content of final report.
13. Present final report..
14. Post review action. Appropriate follow up will depend on what recommendations have been made and on the credibility of the report findings.

## **THE FOCUS OF REVIEWS**

Taking the major areas for review schools will need to develop a focus for each review it

undertakes, these essentially form the review brief and guides the reviewer/s in what they are to assess. What is presented here, for each review area, are example focus questions.

### **1. Curriculum Focus**

#### 1.1 Planning:

- Is there a collaborative use of ideas and resources in planning across the school?
- Do guidelines provide adequate information on subject requirements, long-term overviews, unit planning?
- Does the existing school structure provide a suitable framework for curriculum delivery?
- Is there regular monitoring of planning?
- Does planning take into account the identified needs of students?
- How is priority given to literacy and numeracy in the school?
- Does the school have curriculum guidelines, which deliver coverage of the essential learning areas?

#### 1.2 Student Progress:

- Do assessment procedures follow school policy guidelines?
- Are student achievements accurately measured against national achievement objectives or school norms?
- Is there a range of formal and informal assessment tasks used?
- Is assessment used as a diagnostic tool?
- Is assessment used to identify individual and group needs?
- How is assessment recorded?
- Does the school have a consistent approach to assessment across the school?
- How is aggregated data utilised especially in evaluating literacy and numeracy?

#### 1.3 Special Needs:

- Do we have methods to identify those students who are not achieving or who are at risk of not achieving?
- Are there adequate provisions in the school to address the special needs of students?
- How are IEPs used?
- What programmes do we have to encourage high achievers?
- What strategies are in place to address the needs of these students?
- How do we know these strategies are effective?
- What programmes are in place to meet the needs of ESOL students?

#### 1.4 Maori Students:

- Does the school have a means of identifying Maori students and of monitoring their achievement levels?
- Does the school have a programme of consulting with the Maori community to assist in developing strategies aimed at improving the achievement of Maori students?

#### 1.5 Local Goals:

- Does the school have any local curriculum goals?
- How are these goals being implemented and how effective are they?

**Review Brief**

**Planning / Resources**

**School wide**

- School has allocated 3 people to be in charge of Inquiry "Technology, Social Sciences and Science. One from the junior school, one from the middle school and one from the seniors. These 3 people are in charge of the budgets for these curriculum areas and as part of this role buy and resource this area of the school.
  
- We have a school-wide Inquiry tracking sheet, which ensures all areas of these curriculum areas are covered.
  
- All classes use 'Inquiry' as their teaching strategy for these 3 curriculum areas. This is delivered by each term having a different curriculum area focus that the school or team Inquiry is planned around. This involves having tuning in activities to identify student's gaps and prior knowledge before teaching, then a variety of finding out and sorting out information, then going further and taking action as the end results.
  
- The senior team identified last year in 2013 that due to time constraints they felt they didn't get to a taking action stage so combined technology and science into a 2 term Inquiry and taught both curriculum areas in an integrated Inquiry unit.
  
- All Inquiry units are planned together as syndicate teams.
  
- Some year's Science, Social Sciences and Technology units have had the same focus across the whole school. Other years the Senior and Junior Syndicate chose different focuses depending on children's interests and needs.
  
- In the Senior School each year the class teachers brainstorm with their classes what topics they would like to learn about the following year. These ideas are then taken to school wide planning meetings.
  
- The entire school completes assessment tasks each term for each Inquiry and Board Reports are completed every year for technology, science and social sciences.
  
- All teachers showed evidence of Long Term Plans, Inquiry Units and where applicable weekly planning for Science, Technology and Social Sciences.
  
- The school uses community resources where appropriate e.g. museum visits, guest speakers.

## **Class Level**

- Children are taught according to prior knowledge based on 'Tuning In' results from set tasks across the syndicate.
- In the Senior years (Y4-6) Inquiry focuses (Science, Social Sciences and Technology) are integrated into both reading and writing as they are being taught, and integrated where appropriate in the Junior School.
- Technology is taught on a needs basis across the school and linked to real life contexts for ex: The Production (Process of putting on a show), The Fair (making and selling products) Movie Making (so they can use this in other curriculum areas)
- ICT equipment is used to support the teaching of Science, Social Sciences and Technology in some classes. Eg Apple TV, ipads, laptops, notability, wikis, you tube, studyladder.
- Graphic organisers are used in all classes to record children's learning and show their thinking.
- The Technology process is taught right across the school to differing levels depending on ability and year level.

## **Resourcing and Budgeting**

- The school has a wide selection of resources tailoring to Science, Social Sciences and Technology. New resources are purchased as needed.
- Science, Social Sciences and Technology have an adequate budget to purchase resources.
- The Inquiry budget is \$2000.
- Technology and Science Concepts books are supplied to all teachers within the school.

## *Student Progress*

### **Assessment Practice**

Once a year whole school data is collected from across the school and presented to the Board for Science, Social Sciences and Technology. The tasks are skill and knowledge based and show a deeper level of thinking over the years.

## Achievement levels and progress

### Analysis (Factual)

n/a

### Evaluation

Over the last 3 years there have been 9 Board Reports presented. The data is showing us that the majority of our children are working at the expected level for all of these curriculum areas.

### Overall recommendations/Next steps

- Continue to support children behind in writing, reading and maths so they can access the curriculum with the necessary skills they need to do science, technology and social sciences at the expected level.
- Continue to look for further opportunities to extend children in these areas.

### Extension

- Sewing Extension.
- Woodwork/Putt Putt Boat Group
- ICAS Science exam
- ODT Extra Social Studies Quiz
- Science Ext group at Tahuna
- Kapa Haka
- Enviro group
- ICT ext groups
- Young Leaders Conference

### Summary

#### Highlights

- Fair Unit and children's products sold
- Community resources and parent support
- Extension groups
- Real contexts and hands on experiences
- Polyfest

## **Concerns**

- Space – not enough to deliver curriculum i.e. need more areas for group work, especially for extension groups.
- Lack of accessible storage for science equipment
- Resources need updated and monitored i.e. batteries and torches

## *Recommendations*

- Ensure in planning science an experiment focus is maintained
- Teacher release for updated and checking resources
- Science resources need better shelving system
- Library get dividers so there can be groups work here and not disturb Elaine (could use tardis prop)
- Kitchen finished