



## **NAG 1**

**“Each Board is required to foster student achievement by providing teaching and learning programmes which incorporate the The National Curriculum as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa. Each board through the principal and staff is required to:**

- i) Develop and implement teaching and learning programmes:**
  - a) To provide all students in years 1 – 10 with opportunities to achieve for success in all areas in all areas of the National Curriculum.**
  - b) Giving priority to student achievement in literacy and numeracy, especially in years 1 – 8.**
  - c) Giving priority to regular quality physical activity that develops movement skills for all students, especially years 1-6.**
- ii) Through a range of assessment practices gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:**
  - Student achievement in literacy and numeracy, especially in years 1 – 8.**

**And then to:**

  - Breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school’s curriculum, and the scope of The National Curriculum as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa**
- iii) On the basis of good quality assessment information, identify students and groups of students;**
  - Who are not achieving**
  - Who are at risk of not achieving**
  - Who have special needs, including gifted and talented; and**
  - Aspects of the curriculum which require particular attention;**
- iv) Develop and implement teaching and learning strategies to address the needs of students and the aspects of the curriculum identified in iii) above.**
- v) In consultation with the school’s Maori community, develop and make known to the school’s community policies, plans and targets for improving the achievement of Maori students; and**
- vi) Provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.”**

# CURRICULUM IMPLEMENTATION PLAN

## NAG 1

### GENERAL

This plan identifies key considerations that will be taken into account when implementing the Essential Learning Areas (curriculum) at Cromwell Primary School.

The purpose of this document is to provide clear guidelines for teachers on the Essential Learning Areas, state expectations in terms of local goals and aspirations and to form a basis for assessing achievement and programme effectiveness.

Programmes of work provide specific guidelines on the interpretation and delivery of each of the Essential Learning Areas as prescribed in the New Zealand Curriculum Documents.

There is emphasis on literacy and numeracy, especially in Years 1 – 6.

At Cromwell Primary School, curriculum is defined as the programmes, events, activities, places of learning, materials, and interactions through which the children learn. There will be occasions when what is intended is not what actually occurs, as staff utilise opportunities as they arise. These may take the form of visiting performers, visiting events and activities, shows and exhibitions.

This plan has ten sections.

1. Planning
2. Delivery
3. Evaluation and Assessment
4. Reporting
5. Competencies and Values
6. Learning Areas
7. Homework
8. Gifted and Talented Education
9. Learning Support
10. Environmental Education

### 1. Planning

- The NZC Principles are the foundations of our curriculum decision making and particularly relate to our planning, prioritising and reviewing processes. They embody beliefs about what is important and desirable in our school curriculum. These principles put students at the centre of teaching and learning, asserting that our curriculum will provide them with experiences that will engage and challenge them, is forward looking and inclusive and affirms New Zealand's unique identity. These principles are High Expectations, Treaty of Waitangi, Cultural Diversity, Inclusion, Learning to Learn, Community Engagement, Coherence and Future Focus.
- Teachers base long term plans on the essential learning area programme overviews.
- Planning will be multi - level to address the range of learning levels.
- Teachers will develop, in consultation with colleagues, long term plans that identify programmes and objectives. Programmes will be reflective of our curriculum delivery overview plans. This may be done on a Junior or Senior School basis. School wide planning is preferred.

- Individual classroom teachers will have on going plans that outline specific achievement objectives, the context in which objectives are to be achieved and specific learning intentions for the children.
- Teachers will endeavour to identify and subsequently address individual children's needs.
- Planning documentation will identify how the teacher(s) will assess programme effectiveness and children's achievement.
- Students where possible will be consulted and involved with choosing contexts for teaching and learning.
- When planning, teachers will attempt to identify and utilise local physical and human resources which could enhance the programme.
- Where appropriate, the perspectives of other cultures, particularly Maori, will be addressed and presented.
- All programmes will be balanced in terms of prescription and the needs of the children. Teachers will be required to provide evidence of balanced coverage.
- Timetables will show what is to be covered and when. Justification for allocations will be required. Consistency in the format used is required.

## **2. Delivery**

- Teachers will ensure that various techniques are used to enhance the learning experiences for children and to recognise different learning styles and needs.
- Children will receive encouragement and praise for their efforts and will experience on going success in their learning and development at school.
- Students will receive specific feedback to acknowledge achievement and to support future learning.
- Teachers will endeavour to provide "hands on" experiences where children learn by doing.
- Classroom environments will be stimulating and positive, where children feel supported and cared for. Appropriate and suitable materials will be provided to assist teachers in the delivery of programmes. A sense of ownership by the children should prevail.
- Teachers will keep professionally up to date with delivery techniques, developments and initiatives, which will enhance learning and teaching. Where appropriate this will involve all teachers and classroom assistants.
- In the interests of equity, children who require additional support in their learning will be provided with programmes, specialist support and assistance as appropriate and if available. Eg Literacy Bridge, RTL&B (Resource Teacher of Learning and Behaviour, PMP, Talk to Learn, Numeracy and Literacy Support and Social Skills Programmes).
- The use of local community, resources, natural, physical and human, will be considered and utilised if and when appropriate.
- Children will be helped to acquire and develop attitudes and skills that enable them to produce work they are proud of.
- Provision will be considered and made for Maori children who choose to receive instruction in Te Reo.

## **3. Evaluation and Assessment**

- It is expected that all children will make progress and that this progress will be directly related to the individual's abilities.
- There is an expectation that there will be greater progress made in areas of school-wide focus in any particular year.
- Where appropriate, children will be involved in self assessment. They will be encouraged to identify and discuss their progress and achievements and next learning steps. A particular focus for self-assessment is in the area of key competencies and school values.
- Students will set personal goals twice a year at goal setting meetings with parents and teachers.

- Students will regularly monitor their own progress towards achievement of their goals.
- Students will take a lead role during “student led conferences” by talking about their goals and progress, and providing evidence to support what they are saying.
- A Whole School Summative Assessment Overview will identify when key assessment tasks are to be completed throughout the school year. Junior & Senior Teaching Teams will collate, analyse and use this assessment data to inform future teaching programmes and to identify individual learning needs and strengths. There is a particular emphasis on the sharing of assessment tasks and data with each student to ensure they take ownership of their learning needs.
- Summative records will be cumulative in nature and should show progress over a period of time. Each student has their own profile.
- Formative assessment will lead to future planning and the identification of areas of need.
- A range of appropriate assessment tasks will be used by teachers.
- Assessment conclusions will be reflective of the pre-determined learning intentions and National Achievement Objectives.
- Assessment information will accurately reflect achievement against National Essential Learning Area levels and National Standards.
- Student achievement is measured against national benchmarks including National Exemplars, National Standards, NEMP, AsTTLe, ARBs, STAR and PAT.

#### **4. Reporting**

- Reporting of progress to parents and about progress and achievement will be regular. Formal meetings (Student Goal Setting and Student Led Conferences) initiated by the school will be offered twice during a school year. Students lead this triangulated reporting process. It is acknowledged that informal meetings and discussions between parents and teachers form an important aspect of the reporting process.
- Written reports (student profiles) will be provided to parents twice during a school year. These profiles will show achievement towards or against National Standards or within curriculum levels for areas other than reading, writing and mathematics. Profiles will include an indication of effort applied against key competencies and a general statement provides a summary of overall progress, strengths and areas of need, outstanding progress, attitude and commitment towards learning and school life. Profiles also contain a student self-assessment that includes progress towards personal goals, development of key competencies and use of school values.
- Where possible, aggregated achievement in predetermined areas will be reported on to the Board of Trustees.
- The achievement and progress of our Maori students will be reported on to the board in areas identified in the Assessment Programme.
- Maori student achievement data will be reported directly to our Maori community on an annual basis.
- Communicating the achievements of groups of children to the wider school community will be via the school's newsletter.
- The community will receive information about annual student achievement targets.

#### **5 Competencies and Values**

- Teachers will explore the competencies with colleagues and students and will develop effective ways to monitor progress in competency development over time. Students will be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex.
- Teachers will ensure that programmes address the competencies as noted in the New Zealand Curriculum.
- Reference to specific skills should be made in planning. Students will be given opportunities to reflect on how well they are developing key competencies and will be required to share evidence of this with peers and families.

- School values (linked to the NZ Curriculum) will be specifically taught every year. One value (respect, excellence, honesty and contribution) will be covered school-wide each term. Students in the senior school will explore in more depth the links between our school values and the NZC values. Values will be encouraged, modelled and explored.

## **6 LEARNING AREAS**

### **ENGLISH (Literacy)**

- There is a school-wide priority in developing literacy skills.
- There will be balanced coverage and deliberate teaching to enhance student achievement and skill levels in all the Achievement Objectives of the English Curriculum.
- Students will have opportunities to develop key competencies through programmes that promote the development of literacy processes within rich and meaningful contexts.
- Specific programmes include Sounds/Words Alive, Literacy Bridge, Integrated Inquiry, Cameo Writing, Steps, Reading programmes and Opportunities Programme.
- Students will be provided with a range of literacy opportunities including library, ICT, visiting artists, current and high quality resources and up-to-date teacher professional knowledge.
- Students will develop an awareness, interest or passion for literacy as a meaningful, creative form of communication

### **LANGUAGES**

#### **MAORI**

- Children at all levels will have activities and experiences that will give them some understanding and appreciation of Maori language.
- All classes will participate in a Te Reo Maori Language Programme supported by a specialist teacher. Sessions will be approximately 40 minutes per week.
- A Kapa Haka group will be provided for interested students. This will be taken by a specialist teacher.
- Children will have opportunities to develop knowledge of local Maori history.
- Some Maori concepts and protocol will be applied to enable children to relate their heritage and place of belonging to others.
- Where possible, children will be able to experience a visit to a Marae.
- Developing an understanding of the Treaty of Waitangi is a priority for all children.
- Instruction and delivery of programmes in Te Reo for those Maori children who elect for this will be considered and provided where possible.

#### **OTHER LANGUAGES**

- Students in the senior school will have the opportunity to learn other languages, depending on the availability of specialist teachers. French Language is currently offered through the Opportunities Programme on a weekly basis. Other languages may include Spanish or Japanese.

### **MATHEMATICS AND STATISTICS**

- Mathematics programmes will be daily with an emphasis on the development of numeracy skills – knowledge and strategy skills
- Mathematics will, where possible, be integrated across the curriculum.
- Classroom programmes will have a balance of numeracy (number) teaching and topic maths – statistics, measurement and geometry.
- The Mathematics/Numeracy Programme will encourage students to vocalise strategies, share their thoughts and be active in their learning.
- An emphasis will be on the mastery and application of basic facts and knowledge.
- Programmes will instil confidence, competence and independence.
- A variety of resources will be used to supplement programmes.

- Opportunities will be provided for maintenance and extension both in classrooms and through extension groups.
- Mathematics will relate to “real life” situations and build on the actual experiences of the children (problem solving).
- Teachers will encourage children to use technological aides to assist in developing understanding and obtaining mastery. Care will be taken not to develop dependence.
- Student progress will be assessed formatively and summatively.
- Expectations in key strands will be shared with parents.
- Parent evenings will ensure opportunities to compliment classroom programmes at home.

### **INQUIRY (Science, Social Studies, Technology, Health)**

- Inquiry based learning will be used to deliver balanced learning in the essential learning areas of Science, Social Studies, Technology and Health.
- Our programme integrates key understandings, competencies, and values across a number of learning areas.
- The inquiry process is used as our vehicle for achieving effective (deep and meaningful) learning in Science, Social Studies, Technology, Health, English and aspects of The Arts.
- The inquiry model we use is based on the Kath Murdoch Model – tuning in, finding out, sorting out, going further, making connections and taking action. We have developed our own model CROMWELL (catching prior knowledge, raising questions, off to find out, making sense of what we learn, where to now, everyone shares, let’s reflect, let’s act).
- Thinking skills (Blooms, Thinkers Keys, Thinking Hats) will be developed within inquiry programmes, with a selection of strategies for enhancing students’ thinking being included in each inquiry.
- Every inquiry will include a school-wide focus area in the use of ICT to ensure student capability is developing in this area. Skills may include digital camera, powerpoint, video, movie making, photoshop, Activ Inspire and the use of a range of other Web 2 tools.
- Programmes will be based around our four key “throughlines” – learning to learn, learning to understand ourselves, learning to understand and live well with others and learning to understand our world.
- One school-wide or rich topic may be chosen each year and each term there will be a different curriculum area focus for the inquiry – science, social studies and health with technology being integrated throughout where appropriate. Alternatively we may deliver four different inquiries over a year, depending on student feedback. Term One inquiry is always focussed on learning to learn.
- Students will be involved with the selection of inquiry topics each year.

### **SCIENCE**

- Opportunities will be provided that will assist in the development of knowledge about the local environment
- Teachers will encourage and foster the children’s curiosity and interest in science
- The unique developments in the area (hydro electric production) will be investigated and acknowledged.
- Children will have opportunities to address conservation and sustainability issues.
- Programmes will be developed and delivered to help children acquire an inquiring attitude.
- Hands-on and practical opportunities for learning will be an important consideration for each inquiry.
- Integration with other curriculum areas will be considered and applied if appropriate.
- Opportunities will be provided for extension.

## **TECHNOLOGY**

- Children will be provided with programmes that will help them understand how some methods and processes have been modified and developed to solve practical problems.
- Children will have the opportunity to design, construct and test ideas.
- Children will develop some knowledge of how technology can affect and influence their daily lives.
- Children will be able to identify technological systems, adaptations and modifications in their immediate environment.
- Opportunities for using the technological process will be explored throughout different inquiries using real and meaningful contexts.

## **SOCIAL STUDIES**

- An emphasis will be placed on the development and application of research skills.
- Support of visiting cultural groups will take place to enhance class and school programmes
- Teachers will endeavour to identify items of local historical value and interest and will ensure that where possible, these are incorporated into programmes.
- Programmes will be developed and implemented with the aim of developing the children's understanding of human behaviour, through exploring different values and view points.

## **THE ARTS (Visual Art, Music, Dance and Drama)**

- Children will have the opportunity to experience a variety of media and techniques.
- There will be an emphasis on skill development at all levels throughout the school
- Programmes will encourage the fostering of an appreciation of various art forms.
- Creativity will be encouraged and recognised.
- Art works created by the children will be displayed throughout the school and if possible within the community.
- The school will attempt to utilise visiting artists and local artists.
- Children will be encouraged to comment positively about the work of others.
- Children will be able to explain and describe their art works and the techniques used to create these.
- Programmes will provide children with opportunities to listen to a wide variety of music styles
- Children will have opportunities to create and perform.
- Children at all levels will make, create and experiment with music and musical instruments.
- Teachers will endeavour to foster an enjoyment and appreciation of music.
- Specialist teachers will be available to teach a variety of musical instruments – guitar, keyboard, violin, cello, flute, clarinet.
- Opportunities for class, syndicate and school singing will be provided.
- Visiting performers will be used to enhance programmes.
- Children with musical talent will be encouraged to share music with others through performances.
- The school will participate in music/choral and dance festivals and art exhibitions that are held in the area.
- Visual Arts and Music are identified as key focus areas of The Arts.
- Dance and Drama skills will be covered on alternate years. Skills will also be integrated into classroom programmes where appropriate.

## **HEALTH AND PHYSICAL WELL-BEING & LEOTC**

- The school gives priority to regular physical activity that develops movement skills for all students through daily fitness programmes, regular physical education sessions, lunch-time activities programme, and school sport.

- Children should experience fun and success in all programmes
- Teachers will endeavour to ensure that all children can participate at a level appropriate to the individual.
- The development of the child's self esteem is seen as paramount.
- Programmes such as D.A.R.E., Keeping Ourselves Safe, Stepping Out etc. will be provided to help develop life skills
- Children will be encouraged to participate with children from other schools in sports and activities – athletic and swimming sports, triathlon, cross country, Top Bike, Top Team, tee-ball, golf, rippa rugby, touch rugby etc
- School events will be organised that involve participation of all children – athletics and swimming sports, cross country.
- Children will be encouraged to develop and maintain an awareness of the benefits of being physically healthy and fit.
- Fitness activities will be varied daily.
- Consultation in regards to the content of the Health Programme will comply with legislative requirements.
- Specialist coaches and development officers will be utilised when available.
- Years 5/6 children will experience a camp in Term One each year, alternating between a city camp in Dunedin and an outdoor camp at Pukerau.
- Years 1-4 will participate in an Outdoor Education Week during Term One that may include an overnight camp, tramping, climbing, Police Education Programmes, orienteering, team challenges, bicycle skills, day field trips, lake/water skills.
- Opportunities that utilise features and facilities of the local area will be encouraged – skiing and skating programmes
- A variety of experiences will be offered in non-threatening situations, appropriate to the age of the children
- Emphasis will be on participation and enjoyment
- The safety of pupils will be of paramount importance.
- Experiences in activities not normally available will be encouraged.

## 7 HOMEWORK

Research indicates that at primary school level, homework has little effect on student achievement. However, we believe that the following goals can be fulfilled by assigning some tasks to be undertaken at home:

- To promote the development of positive, successful work and study habits and self-management skills and attitudes.
- To build an attitude that learning is a lifelong skill and takes place outside school as well as in school.
- To foster an active partnership between home and school and to keep parents informed about their children's learning.

### Guidelines:

1. Homework is provided on a regular, consistent basis. We have established separate expectations for Junior & Senior School students.
2. **Junior School** - daily homework will consist of:
  - **New Entrants:** Reading book provided by the school and practising sight words on their key rings. Beyond emergent books daily reading book from school and practising key ring of basic facts, Spellwrite spelling words
  - **Years 1-3:** Daily reading book provided or personal reading book on advice from the teacher, Maths and Spelling activities (for example word lists, flash cards, computer based activities, games).
  - Homework will be monitored regularly by the teacher.

### **Senior School** - daily homework will consist of:

- **Years 4-6** (approximately 20-30 minutes maximum daily, 3-4 times per week). Some classes may have homework set each day, others may have weekly homework tasks set.



- Reading in the senior school is expected to be enjoyment-based with books of the child's own choosing in order to develop a love of recreational reading. 15 - 20 minutes independent reading is encouraged daily.
  - In the senior school students mark their homework collaboratively in class. Teachers will monitor completion and will contact parents of students who regularly do not complete homework tasks.
  - Students in Years 5/6 with their own devices will be expected to access their homework online. This will require access to the internet.
3. Homework tasks will be linked to classroom programmes and will be relevant to what students are learning at school. Homework will be a reinforcement of literacy and numeracy learning taking place at school. It should not involve any new learning. There is a focus on simple skills and materials or on the integration of skills already possessed by the student.
  4. Projects may be set at certain times to support classroom programmes or may underpin regular homework routines. These may run for more than one week and teachers will provide guidelines including expectations of time to be spent on projects and expectations of parental involvement.
  5. Feedback will be regular and will acknowledge and recognise students' efforts. Students who consistently complete homework to a good standard will be recognised in a variety of ways (week off homework, stickers, awards.)
  6. Staff and parents acknowledge that extra-curricular activities are important. We also believe that homework has an important role and that by following school guidelines (see recommended times for juniors/seniors) students should be able to complete tasks set.
  7. Parents are asked to play a supportive and encouraging role with homework tasks which include creating an environment that facilitates the development of study and self-management skills required in preparation for college and further education.
  8. Parents who wish to withdraw their child from the homework programme need to make an appointment with the principal to discuss this further.

## **8 GIFTED & TALENTED EDUCATION**

- The school has developed processes to identify gifted and talented students through use of good quality assessment information. Teaching and learning strategies to address the needs of students and aspects of the curriculum identified have been developed and implemented.
- The school definition of giftedness states that a gifted child is one who performs or who has the ability to perform at a level significantly beyond his/her chronologically aged peers and whose unique abilities and characteristics require special provisions and social and emotional support from family and community and the educational context.
- Teachers are provided with regular opportunities to enhance their knowledge and understanding of gifted and talented students and ways they can better address the needs of these students in their classrooms.
- Students will be provided with the opportunity to attend the One Day School Programmes in either Alexandra or Wanaka. Teachers, parents and the REAP coordinator will work through the necessary identification and assessment processes.
- The Opportunities Programme will offer a wide range of enrichment opportunities for students – Visual Art, Maths, Science, Music, Research, computers, external competitions, quizzes, International Languages (French), singing, kapa haka.
- A register of Gifted and Talented students is up-dated each year or as required and is used to help identify students for involvement with special activities and programmes throughout any school year.

- Where appropriate the school will utilise outside experts and specialists to provide enrichment programmes – artists, French, music, Maori.
- Inquiry based learning allows talented and gifted students to extend their learning by providing child-centred and driven learning.

## 9 Learning Support

- The school will use assessment data to identify students who are not achieving or who are at risk of not achieving and will provide a range of support programmes to meet these needs.
- Support programmes can include PMP, Talk to Learn, Communication Support, Literacy Lift and Counting for Success (Numeracy), Literacy Volunteer, Literacy Bridge, RT Lit, RTLB, Peer Tutor Reading/Writing, Reciprocal Reading, Steps
- Parents will be informed of any involvement their child may have with learning support initiatives.
- Individual Education Programmes will be developed for individual students or groups of students detailing specific needs and intentions of support programmes. Entry and exit achievement levels will be included where appropriate.
- The school will employ additional teachers and support staff to provide learning support programmes.

## 10 Environmental Education

- We recognise that environmental education is an important part of lifelong learning. We want our children to own and walk in a healthy environment that they have helped to create, maintain and passed on to future generations. For this to be possible, children, teachers, BOT and community will need to be able to work together to raise awareness and make informal choices that affect the surroundings, curriculum, operation and management of our school.

We are committed to our Enviro School status and will carry out environmental education in and about the following areas:

- **school surroundings** – providing safe and secure and healthy conditions for people in our school by keeping it litter free & tidy, protecting natural habitats and attracting wildlife, providing a welcoming entrance for people coming into our school, providing varied playing spaces for children and outdoor learning spaces, grow food and fruit to encourage a healthy lifestyle, making use of produce when appropriate in the curriculum, designing areas to allow for progressive growth of nature (shade), working towards providing areas for the operational systems like waste management and water collection in the future
- **curriculum, operation** – promoting an integrated curriculum that includes environmental education and focus in authentic ways, through the curriculum develop and maintain environmentally friendly practices (worm farming, recycling, composting), celebrating special days (Arbour Day, Conservation Week, Keep NZ Beautiful), researching past peoples, and local events to enhance present and future planning, taking care of each other, our communities and our environment, use technology to promote ourselves and record the wonderful things happening
- **operation and management** – minimising the creation of waste and maximising re-using and recycling efforts, encouraging sustainable decision making – considering options available and the immediate versus the long term requirements, environmentally friendly products, safe disposal of waste products, regular Enviro Group Meetings – develop shared responsibility, on-going maintenance of class projects, communicating with our community

## SUPPORTING DOCUMENTS/EQUIPMENT

Document	Location	Key Action
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NZ Curriculum	All teachers	<ul style="list-style-type: none"> <li>▪ Programme design and reference</li> </ul>
Curriculum Delivery Plan	Classrooms	<ul style="list-style-type: none"> <li>▪ Implementation</li> <li>▪ Review</li> <li>▪ Analysis</li> </ul>
Support resources	Resource Rooms	<ul style="list-style-type: none"> <li>▪ Storage and returns</li> <li>▪ Acquisitions</li> <li>▪ Repairs and maintenance</li> <li>▪ Replacement</li> </ul>
Assessment (PAT)	Principal's Store & Room 8	<ul style="list-style-type: none"> <li>▪ Refer School-Wide Assessment Plan</li> </ul>
Cumulative Records	Classrooms	<ul style="list-style-type: none"> <li>▪ New pupils, copy and create</li> <li>▪ Up date as required</li> <li>▪ Forward when leaving</li> </ul>
School Assessment Plan	Classroom Black Folders	<ul style="list-style-type: none"> <li>▪ Refer to summative assessment requirements throughout year</li> </ul>
Pupil profiles	Classrooms	<ul style="list-style-type: none"> <li>▪ Complete July/December</li> </ul>
Pupil reports	Pupil Profiles	<ul style="list-style-type: none"> <li>▪ Reporting to parents biannually</li> </ul>
Gifted and Talented Education Folder	Principal's Office	<ul style="list-style-type: none"> <li>▪ Up-date register</li> <li>▪ Teacher Professional Development &amp; Reference</li> </ul>
Learning Support Folder (SEG)	Deputy Principal	<ul style="list-style-type: none"> <li>▪ IEPs</li> <li>▪ Funding Applications/Claims</li> <li>▪ Programme overview</li> </ul>
Enviro Schools Folders	Resource Room	<ul style="list-style-type: none"> <li>▪ Availability</li> </ul>