



## **NAG 1**

### **New Entrant Class Procedure 2018.**

## **Raumati Beach School**

MARCH 2018

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#### **a) Purposes**

To support the Transition of New Entrant Student Coordinator in their delivery of the requirements of the New Zealand Curriculum as expressed in the National Curriculum Statements and defined in the school curriculum programmes and delivery schedule as required in NAG1 [i]

To ensure that all students who enter Raumati Beach at the age of 5, have a clearly defined programme which caters for their needs as new learners.

The Reception Coordinator will ensure that assessment data and information is used to identify the needs of groups and individuals when planning, meeting the specific needs of the students in teachers' care as required in NAG 1 [ii]

The Reception Coordinator will also ensure that new learners are given time to develop the necessary social & developmental skills required when entering school, by liaising with their classroom teacher.

#### **b) Philosophy**

At RBS, we believe that children need a specialist-learning environment where the needs of children new to school can be targeted and met, and where students and whanau are welcomed and supported in their transition to primary schooling. The reception coordinator ensures the best environment (teacher and class) is chosen to enable children to become confident in the habits associated with being a "school kid" (for example, where to keep their belongings, using the toilets) and to become secure in moving around the School. We believe that



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students have developed a wide range of learner capabilities prior to starting school, and that the monitoring of new students will ensure that prior learning is built on enabling students to move successfully into the school phase of their learning journey.

#### **c) Principles**

New Entrant class teaching and learning programmes will:

1. Focus on developing learner understandings around school-based routines, behaviours and positive patterns of learning.
2. Establish a play/learning environment which balances an introduction to formal learning with free play/discovery type experiences
3. Make links to capabilities developed through Te Whariki as pre-school learners, and include specific opportunities for parent and pre-school liaison/education/communication.
4. Reflect the NZC by developing basic literacies in reading, writing and mathematics.
5. Reflect the RBS School Vision and Values, and where possible support the Powerful Learning Model (Capture, Develop, Create).
6. Be based on student needs through targeted School Entry assessment, links to pre-school assessments, and knowledge of the developmental needs of New Entrant learners.

#### **d) Class Programme Planning Requirements**

The New Entrant class teachers are required to have the following for their class programme. These areas are not negotiable and will be assessed / monitored by the Team Leader as part of their responsibilities.



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1. Learning (Principle 3 & 5)	
Actions	Outcome
<p>Reception Teacher will focus on classroom routines</p> <ul style="list-style-type: none"> <li>● Know where to hang up their coat.</li> <li>● Know where to keep their belongings</li> <li>● Know how to care for school property</li> <li>● Know how to put things away and where they go.</li> </ul> <p>Reception Teacher will provide opportunities for students to move around and know the school environment.</p> <ul style="list-style-type: none"> <li>● Know how to get to the office.</li> <li>● Know how to get to the medical room.</li> <li>● Know how to get to the library</li> <li>● Know where their toilets are located.</li> <li>● Know where their safe places are to play.</li> <li>● Know how to move around the school in a way that shows respect for others.</li> <li>● Know where the school boundaries are.</li> </ul> <p>New Entrant Teachers will focus on desirable learning behaviours.</p> <ul style="list-style-type: none"> <li>● Working at tables.</li> <li>● Sitting and concentrating on the mat.</li> <li>● Interacting positively</li> <li>● Sharing equipment</li> <li>● Using manners</li> <li>● Using safe / gentle hands</li> <li>● Respecting others space.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will know what to do when they arrive at school and how to organise themselves for learning.</li> <li>● Students know how to act when at school.</li> <li>● Students know the environment where learning takes place.</li> <li>● Students have clear understanding of what is expected at any time through the school day.</li> </ul>



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2. Curriculum (Principles 2 & 3)	
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Students will be exposed to <b>daily use</b> of the “Jolly Phonics,” programme, through the Yolanda Soryl structure. It is expected that students will be working at “Stage 2 of Phonics,”               <ul style="list-style-type: none"> <li>Be able to hear the initial phoneme</li> <li>Be able to hear, read and write the first 29 phoneme / grapheme correspondences.</li> </ul> </li> </ul> <p>(This cycle should be completed every 6 weeks and repeated)</p>	<p>Teaching and learning programmes will include Phonemic Awareness –students need to develop knowledge of the names and sounds of the letters of the alphabet and of the letter sound relationships.</p>
<ul style="list-style-type: none"> <li>Students will be involved in <b>daily writing</b>. Including shared (Teacher modelled, guided (small group) and independent / play opportunities</li> <li>Students will learn the characteristics of letter formation. (dots, tails, crossbars and curves)</li> <li>Students will learn the shape of significant letters such as the first letter of their name and have formal and informal opportunities to practice.</li> <li>Students will have knowledge about upper and lower case letters.</li> </ul>	<p>At the end of 8 weeks at school we would like our Reception Students to;</p> <ul style="list-style-type: none"> <li>Be writing within level 1b /1i of the Raumati Beach School progressions</li> <li>Be able to write at least their name</li> <li>Know key sounds and songs from the Jolly Phonics programme</li> <li>Sound – letter links in writing tasks will show increased accuracy.</li> <li>Demonstrate increasing letter formation control</li> <li>Demonstrate awareness of early print conventions</li> <li>Know how to write their name in correct order</li> </ul>
<p>Students will be involved in daily reading programme, which will include;</p> <ul style="list-style-type: none"> <li>Shared (big book and poems)</li> <li>Guided (as indicated by running records)</li> <li>Independent (book boxes, listening post, library corner etc.)</li> </ul>	<p>At the end of 8 weeks at school we would like our New Entrant Students to;</p> <ul style="list-style-type: none"> <li>Reading within Level 2 and approaching Level 3. (Red Band of the colour wheel – which reflects level changes in Ready to Read Structures)</li> </ul>



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<ul style="list-style-type: none"> <li>● Student writing will be evident in the classroom</li> </ul>	<p>At the end of 8 weeks there will be at least <b>two</b> examples of student writing on display in the classroom.</p> <p>Displays of writing should be added to throughout the time students are in the reception room, this would ensure that there is a print rich environment which models student work.</p>

<b>Mathematics &amp; Statistics</b>	<b>Outcomes</b>
<p>Students will be exposed to <b>daily learning</b> in Mathematics through;</p> <ul style="list-style-type: none"> <li>● Explicit planning.</li> <li>● Authentic contexts –e.g. using a calendar.</li> <li>● Numeracy focus.</li> <li>● RBS Core Progressions – Stages 1 -3. (Individualised for each student)</li> <li>● Strand areas taught in line with Yr. 1 – 2 long term plan.</li> <li>● Use of materials for learning</li> </ul>	<p>At the end of 8 weeks at school we would like our New Entrant Students to;</p> <ul style="list-style-type: none"> <li>● Have had <b>daily</b> counting &amp; number recognition activities; starting from 1 -10 and then 1 -20.</li> <li>● Have frequently counted objects 1 -1</li> <li>● Had frequent opportunities to sort objects into groups</li> <li>●</li> </ul> <p>The New Entrants rooms will have;</p> <ul style="list-style-type: none"> <li>● Number charts and numbers in context on display e.g. a calendar.</li> <li>● Equipment for students to use that supports number awareness, counting, geometry, measurement as per topic focus.</li> <li>● Student work on display including photos of students engaged in math activities.</li> </ul>



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<b>Assessment (Principle 4)</b>	
<p>School Entry Assessment (Template 2)</p> <ul style="list-style-type: none"> <li>● Reception Teacher will identify skills in literacy, mathematics and learner behaviours at school entry.</li> </ul>	<p>All New Entrant students will have had the School Entry Assessment administered by the end of their second week at school by the classroom teacher.</p> <p>Classroom teacher will take a JAM assessment within two weeks of enrolment.</p> <p>School Entry Assessments will be recorded and kept on file, with the class teacher.</p>
<p>Once a term</p> <ul style="list-style-type: none"> <li>● New Entrant Teachers will share transition success with Parents / Guardians / Whanau</li> </ul>	<p>Parents will have an opportunity once a term to share the learning journal - outlining student progress to date.</p> <p>The students will share with their parents their learning journals that may contain...</p> <ul style="list-style-type: none"> <li>● Writing Sample</li> <li>● Current reading level</li> <li>● Word recognition</li> <li>● Alphabet knowledge</li> <li>● other curriculum areas of learning</li> <li>● students favourite learning</li> <li>● Social &amp; Emotional wellbeing</li> <li>● self and peer reflections</li> <li>● photos and examples of learning</li> </ul>
<p>Reading Progress</p>	<p>Reading Progress and behaviours will be taken on "Ready to Read," texts (Refer to National Standards Grids). This ensures consistency across the School / team. Ready to Read's are moderated against curriculum levels and therefore will provide consistency.</p>



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	<p>The New Entrant Teachers may use other texts to seek clarification such as PM readers but the students' final level must be against Ready to Read.</p>
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<b>3. Structures &amp; Organisational Behaviours</b>	(Principles 1, 3 & 6)
Communication Prior to Entry	<p>Parent information evenings are run once a term, (more if needed), led by the Reception Teacher.</p> <p>The Team Leader will attend helping with questions and welcoming new parents to the school. The Principal attends when able.</p> <p>The Reception class teacher will be in contact with the caregivers/parents to organise school visits before the children start.</p> <p>Children will have <b>three</b> school visits before starting.</p> <p>School visits are scheduled for <b>Friday</b> mornings.</p> <p>Parents can stay but are encouraged to leave the children after the first visit.</p> <p>If it is felt that the child would settle better with extra visiting time, before starting, extra visits can be arranged by the Reception teacher.</p>



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	<p>The Reception Teacher is responsible for liaising with the local preschools and day care centres and organising visits for their children.</p> <p>The Reception Teacher will provide enrolment information to parents who are in zone. Early enrolment assists with planning for roll growth.</p> <p>The reception co - ordinator will have regular visits with Raumati Beach Kindergarten, this helps the children who are about to start school get to know the class teacher and the students who will be in the class. They will be released to complete this task.</p> <p>The Reception co-ordinator is also responsible for;</p> <ul style="list-style-type: none"><li>● Organising and editing of the Parent Information Booklet.</li><li>● Speaking with ECE teachers regarding student needs.</li><li>● Arranging pre start interviews if necessary.</li><li>● Alerting the SENCO &amp; TLA of any students who may be enrolled who have behavioural or learning difficulties</li><li>● Participating in IBP or IEP's as needed.</li></ul>
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Transition from Early childhood ed to school	(Principles 4 & 5)
<p>The Reception co - ordinator will help the class teacher to plan the timing and transition of students. They will take into account the recommendations of the Early childhood centre and parents when making any decision.</p> <p>The Reception Room teacher will have one initial meeting with the student's new teacher to provide any further relevant information and pass on assessments and early childhood education information.</p> <p>Once the meeting has taken place and the information has been passed on the student <u>becomes the responsibility of the new teacher.</u></p> <p>The Reception co-ordinator main responsibility is to the new students and future enrolments. They are a useful source of information but once students have transitioned and they have completed the on entry assessment, the student becomes the responsibility of the new teacher.</p>	<p>The Transition Co-ordinator will provide the new class teacher with;</p> <ul style="list-style-type: none"> <li>● A template of the School Entry Assessment</li> <li>● The student summary sheet which indicates reading level, latest running record, maths level, writing level, behavioural or social considerations.</li> </ul> <p>Classroom teachers will assess -</p> <ul style="list-style-type: none"> <li>● - oral language</li> <li>● - story sample</li> <li>● - JAM testing</li> </ul>
<p>Agreement</p>	<p>This procedure may not be altered without the agreement of;</p> <ul style="list-style-type: none"> <li>● The Reception Class Teacher</li> <li>● TLA</li> </ul>



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	<ul style="list-style-type: none"> <li>• Principal</li> </ul> <p>Where agreement cannot be reached the Principal will make the final decision.</p>
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**SCHOOL ENTRY ASSESSMENT**

To be completed during first four weeks at school

<b>Name</b>	
<b>Date of birth</b>	
<b>School entry date</b>	
<b>Pre-school</b>	

<b>Oral language</b>	Date:	
<ul style="list-style-type: none"> <li>• I am willing to share my ideas with others.</li> <li>• I ask questions in a discussion</li> <li>• I can speak clearly using the correct pronunciation so that others can understand what I am saying.</li> <li>• I can show the speaker I am listening</li> <li>• I can follow simple instructions</li> </ul> <p>Comments:</p>		
<b>Writing</b>	Date:	
<ul style="list-style-type: none"> <li>• I can draw a picture plan to represent my story idea</li> <li>• I can write from left to right.</li> <li>• I can write the first sound I can hear in a word.</li> <li>• I can write a sentence/s that makes sense.</li> </ul> <p>Comments:</p>		
Able to write own name:	Yes	No
Correct pencil grip:	Yes	No
<b>Reading Skills</b>		



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Word recognition	Score:	Date:
Alphabet identification (lower case)	Letter names:	Sounds:      Date:
<b>Mathematics</b> : see JAM results/ and or teacher observation for this information		
<b>Diverse Learning Observation</b> (eg, vision/glasses, hearing, speech, pre-school intervention)		