SEMPER FIDELIS 1881

The Cathedral Grammar School

Junior School and Prep School

CURRICULUM

The Cathedral Grammar School

SEMPER FIDELIS 1881

The Cathedral Grammar School Curriculum

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Overview

Introduction

At The Cathedral Grammar School we prepare students for the opportunities and challenges of the future while maintaining our strong spiritual, cultural, and academic traditions. Underpinned by the New Zealand Curriculum, we share a nationwide vision to grow *'confident, connected, actively involved, lifelong learners'*.

The 'whole child' is central to our educational philosophy. We provide opportunities for our students to flourish intellectually, creatively, emotionally, socially, physically, culturally, and spiritually, with a clear focus on well-being and positive education.

Students achieve their academic potential through a strong emphasis on the essential skills of Literacy and Numeracy, which we believe are the foundation for successful academic achievement. Consequently, we provide a challenging, innovative, and balanced curriculum that is personalised, and is both content and concept-driven across subject and discipline areas.

We are committed to nurturing, knowing, and growing our learners. We provide the very best care for every child, every day; building relationships that are positive and make a lasting difference.

As an Anglican School, in our day-to-day life, we seek out our faith in a God who is the source of Faith, Hope, and Love in the way we relate to one another and enable quality learning. The experience of sharing in this life of community is an important part of Christian education as well as the formal content learned in the classroom.

The following transferable skills, essential for today's learners, permeate across all aspects of our curriculum:

- Leadership, Responsibility, Accountability, and Good Character
- Critical Thinking, Problem Solving, and Decision Making
- Creativity, Adaptability, and Innovation
- Social, Cultural, Global, and Environmental Responsibility
- Communication and Collaboration
- Digital and Information Literacy
- Lifelong Learning, Personal Management, and Initiative

Our curriculum and its delivery are open to regular review to address evolving priorities for students' learning.

Our Vision

Led by our Anglican character we will nurture, know and grow every child every day in a holistic and future focussed manner which supports, develops and grows their heart as well as their head.

Our Mission

Every child. Every day.

Motto

Semper Fidelis - Always Faithful

Our Beliefs

Our teaching strategies and learning programmes are characterised by our beliefs that students learn best when they:

- Are able to learn, play and grow in a warm, nurturing environment that affords them the safety to share, take risks and make mistakes
- Are highly motivated to learn and are accountable for learning tasks and outcomes.
- Understand the objectives and purposes of what they are learning
- Have the opportunity to be critical and reflective learners and receive feedback that encourages further learning and inquiry
- Are encouraged to respect the beliefs and opinions of others, as well as their own
- Know that their individual abilities and challenges are recognised and they are exposed to a variety of learning approaches and styles.
- Understand that they are loved by God no matter what and that there is always hope

Our Principles

The seven principles below underpin our decision-making. They express the beliefs about what is important and desirable in our school curriculum. The principles guide how the curriculum is developed at The Cathedral Grammar School.

Coherence

Our curriculum offers all students an education of breadth and depth underpinned by mathematical and literacy foundations. Integrated learning experiences are provided so that students can create connections within and across learning areas igniting their passions and interests. Through integration, students become aware of their community and the wider world and develop a greater sense of their impact on the world.

> *The connectedness that comes through developing the larger frameworks so that knowledge can be transferred and used across different contexts and to address unfamiliar problems is one of the defining features of 21st-century competencies.*
>
> OCED

High Expectations

Our curriculum gives all students the confidence and conviction to learn and achieve their own personal excellence. Students will be challenged to achieve above their current learning level. Our curriculum gives opportunities to devise programmes that promote personal excellence and provide challenges for all without excessive overload. Programmes provide access to learning in different ways and at different levels. Using differentiated instruction strategies and by tracking progress and achievement, our teachers develop experiences and tasks that aim to improve learning and meet the needs of all students.

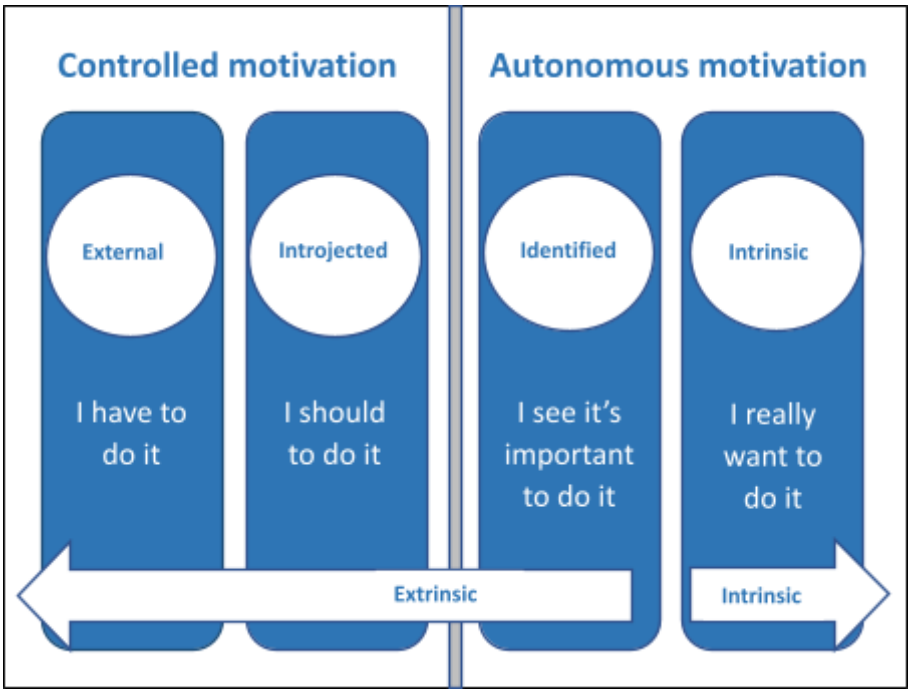
Future Focused

Our curriculum prepares students with skills and capabilities to thrive in a rapidly changing and interconnected world. It connects students and engages their sense of curiosity. Our curriculum encourages students to look to the future by exploring significant future-focused issues such as sustainability, citizenship, enterprise, and globalisation. Students are given opportunities to use their learning to make a difference in their own lives and the lives of others.

Learning to Learn

Our curriculum recognises that learning to learn is an active, intentional process that is specifically taught. The curriculum reflects the belief that students' learning is more productive if it is reflective, intentional, and collaborative where knowledge is connected to real-world applications and actions. Our programmes will empower our

students with the skills to improve and develop their own learning. Our aim is for our learners to be autonomously motivated. This is fostered by teachers who intentionally plan units of work with motivation in mind



Relationships

Our curriculum emphasises the importance of developing nurturing relationships as a foundation for successful learning. Developing positive relationships between teachers and students has a significant and long-lasting impact on students' lives, both academically and socially. Students feel safe and have a sense of belonging, enabling them to learn. Our curriculum reflects the cultural diversity in our school and in the wider New Zealand context. It values the histories and traditions of all, resulting in improved educational outcomes for our students. By placing positive relationship-forming practices at the center of all that they do in educating our students, our teachers promote relationship-based learning as a form of culturally-responsive pedagogy.

> *The third highest teacher influence on learning is teacher-student relationships (0.72)*
>
> John Hattie, Visible Learning

Spirituality

Our curriculum places emphasis on building a culture in which Faith, Love, and Hope develop positive interrelationships between students, staff, and parents. It acknowledges the deep belief that each person is a unique individual created by God. Our aim is to ensure every child is able to flourish in their learning and as human

beings. We provide opportunities for children to offer loving service to God and to others.

Treaty of Waitangi

Our curriculum, in partnership with our Anglican Character, acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. Our programmes provide opportunities for all students to acquire knowledge of te reo Māori me ōna tikanga. Through understanding, respect, practise, and sensitivity for tikanga Māori and te reo Māori, (Māori culture and language), our curriculum affirms New Zealand's unique identity.

Our Values

The Christian values of Faith, Hope, and Love are our guiding values that govern and inspire all that we do at The Cathedral Grammar School. As a community of students, parents, and staff, we are committed to fostering the development of the whole child through our guiding values of Faith, Hope, and Love. Our curriculum reflects, instills, and manifests these values in all aspects of learning.

Our guiding values of Faith, Hope, and Love, are held up by our four pillars:

- Everyone Matters
- Fearlessly aim High
- Do the Right Thing
- Think, Try, Reflect

Our pillars are calls to action in how we lead our lives every day. Our pillars are underpinned by 12 core virtues - the cornerstones of our four pillars:

- Commitment
- Courage
- Creativity
- Curiosity
- Empathy
- Excellence
- Generosity
- Honesty
- Integrity
- Resilience
- Respect
- Unity

Our Pillars - Guiding Values

Fearlessly Aim High | Excellence, Creativity, Resilience

To "fearlessly aim high" is to strive to be the best that you can be. It is having or showing a strong desire and determination to succeed. To "fearlessly aim high" is striving for excellence in all endeavours. It is about celebrating and encouraging creativity in all its forms and the capacity to recover quickly from difficulties.

Do the Right Thing | Courage, Honesty, Integrity, Commitment

To "do the right thing" means standing up for your convictions with courage, honesty, integrity, and commitment. It is about developing a strong moral compass and putting it into practise.

Everyone Matters | Respect, Unity, Generosity, Commitment, Empathy

To understand "everyone matters" is to recognise that every individual plays a key role in nurturing the development and wellbeing of every other individual. "Everyone matters" requires a commitment by each of us to show empathy, inclusiveness, generosity, and respect to one another.

Think, Try, Reflect | Curiosity, Creativity, Resilience, Integrity, Commitment

To 'Think, Try, Reflect' is to show curiosity for learning with open-mindedness and a commitment to grow as a learner. It is about using learning experiences as an opportunity to reflect, build resilience, and progress the learning journey.

Our Cornerstones - Core Virtues

Herenga - Commitment

When we display commitment we are focusing our energy and efforts on a particular task with perseverance. We are encouraged to show commitment by:

- Fulfilling obligations
- Completing tasks even when they are difficult
- Developing a growth mindset
- Finding solutions to problems

Wihanga-Tanga - Creativity

When we display creativity we experiment and produce new ideas. We are willing to think ‘outside the box’ and to take risks. We are encouraged to show creativity by:

- Being innovative in our approach
- Using our imagination
- Exploring, discovering, and experimenting
- Providing alternative solutions

Hautoa - Courage

When we display courage we are standing up for what we believe in. We are encouraged to show courage by:

- Being willing to try new things, even if we might fail
- Doing the right thing even though it is a difficult choice
- Telling the truth regardless of the consequences
- Admitting mistakes and learning from them
- Not giving in to negative peer pressure
- Facing fears and working to overcome them

Pakiki - Curiosity

When we show curiosity we are inquisitive about things. We express a desire to learn, understand and make sense of the world around us. We are encouraged to show curiosity by:

- Being curious and asking questions
- Listening without judgment
- Taking risks
- Solving problems

Aroha - Empathy

When we display empathy we are aware of the feelings and emotions of others. Through empathy, we learn to understand and trust each other. We are encouraged to show empathy by:

- Actively listening.
- Caring for and considering others

- Being mindful of their interactions
- Offering help or assistance
- Showing an interest in others
- Practising inclusiveness and compassion

Tino Pai-rawa - Excellence

When we display excellence we are giving our best to any task we do or any relationships we have. We are encouraged to show excellence by:

- Doing our best in tasks
- Giving our best in relationships
- Setting challenging and realistic goals for ourselves
- Planning, practising, and reflecting
- Developing our own passions

Ohaoha - Generosity

When we display generosity we are giving and sharing without the intention of receiving recognition or reward in return. We are encouraged to show generosity by:

- Being thoughtful towards the needs of others
- Giving freely without the hope of reward
- Being willing to make sacrifices for others
- Noticing when others need help
- Taking the opportunity to share

Pononga - Honesty

When we display honesty we are being sincere, open, trustworthy, truthful, and genuine. We are encouraged to show honesty by:

- Telling the truth
- Doing what we say we will do
- Ensuring actions match words
- Making promises that can be met
- Being true to ourselves and doing what we know is right

Tapatahi - Integrity

When we display integrity we consistently choose to behave in a manner that shows strong moral and ethical principles. We consider the consequences of our actions and ensure that nothing or nobody is adversely affected. We are encouraged to show integrity by:

- Being honest and truthful
- Considering other people and the environment
- Standing by our morals and principles
- Doing the right thing
- Acting with fairness

Manawanawa - Resilience

When we are resilient we have the capacity to recover from difficulties and adapt well to life-changing situations, stressful conditions, and personal setbacks. Developing resilience is crucial if we are to be equipped for a world in which failure is a part of everyday life. We are encouraged to show resilience by:

- Making realistic plans and taking steps to carry them out
- Having a positive self-concept and recognising strengths and abilities
- Communicating with others and solving problems
- Managing strong feelings and impulses
- Discussing what growth and learning has come from failure

Whakaute - Respect

When we display respect we are honouring people and caring about their rights. Treating people with respect gives them the dignity they deserve. Being respectful is reflected in the courtesy with which we treat one another and in the way we speak. We are encouraged to show respect by:

- Treating others the way we would like to be treated
- Speaking with courtesy to everyone
- Treating the property of others and the environment with care
- Following the rules and expectations of the school

Whatakotahi - Unity

When we display unity we willingly interact with a variety of people, demonstrate inclusiveness, and treat others fairly, equally, and equitably. We are encouraged to show unity by:

- Valuing people's strengths
- Respecting the beliefs and values of others
- Embracing diversity
- Celebrating similarities and differences
- Making people feel welcome, safe, and valued

Our Special Character

The Cathedral Grammar School is a Christian School in the Anglican tradition with a strong link to the ChristChurch Cathedral. It was founded in 1881 by the Chapter of the ChristChurch Cathedral to educate the Choristers. It still fulfills that function today.

Our Christian community makes an invaluable contribution to the spiritual well-being of our students. We are committed to developing, nurturing, and growing an environment where students can explore their faith. We are inclusive and open, welcoming students and families from all faiths, denominations, and backgrounds.

The Christian faith is visible in our school through:

- the desire to ensure that every child knows that the love of God is for them and to ensure that every child is able to flourish
- the form and quality of the daily interactions between members of the school community displaying faith, hope, and love
- the explicit teaching of the values as outlined in this document
- the services of worship held in Pre-School, Junior and Prep Schools
- the integration of Tikanga Māori in the life of the School and the use of Te Reo Māori
- the nature of prayers and readings spoke at assemblies
- the training of choirs to sing in services
- our school Chaplain who leads services and provides pastoral care for our school community
- the teaching of Religious Education

Points of Difference

School structure

We are a central city school with a mix of coeducational and single-sex learning environments. Pre-School and the Junior School (new entrant to Year 3) children learn in a co-educational environment. Students in Years 4-8 attend either our Boys' or Girls' Preparatory Schools. Our Preparatory Schools are divided into two learning centres: Years 4-6 and 7-8.

Pre-School

At our Pre-School, we balance play with stimulating young minds, all the while ensuring our environment allows children to see themselves as capable, competent, and confident learners. Our play-based approach ensures children have authentic learning experiences to discover their world. Our purpose-built centre and playground invite each child to be curious, investigate and explore. Literacy, numeracy, science, technology, music, art, and physical education are woven throughout the programme. Specialist teachers lead weekly art and physical education lessons and there are strong links to the Junior School to make a child's transition as straightforward and smooth as possible.

Junior School

At our Junior School, we inspire young people to learn within a happy, secure, and caring atmosphere, where each child's strengths are allowed to develop to their fullest. Students are given the opportunity, encouragement and skills to achieve their personal best in all aspects of the school curriculum, and to contribute towards their development as confident, happy members of the school community.

Class teachers teach the core classroom subjects, while specialist teachers take music, art, and physical education, with an emphasis on fine motor-skill development.

Prep Schools: Girls' School and Boys' School

Unique in New Zealand, our Preparatory School has separate Girls' and Boys' School campuses. Single-sex classes offer the opportunity to target and deliver our curriculum in the most effective and interesting style possible while allowing the flexibility to bring classes together.

Our Preparatory Schools are divided into two learning centres: Years 4-6 and 7-8. In Years 4-6 at our Girls' and Boys' Preparatory Schools, class teachers teach the core classroom subjects, while specialist teachers take music, art, religious education, and physical education. Teachers emphasise developing each child to believe that through perseverance and hard work, he or she can set and achieve goals. Our senior students focus on making a difference by changing the world for the better. Our students receive

specialist teaching in English, mathematics, science, technology, hard materials, digital technology, art, physical education, religious education, and music.

Music

Music plays a very important and special part in our curriculum. Since the original founding of The Cathedral Grammar School to educate the Cathedral Choir, music, especially singing, has always been upheld as a celebrated part of school life. Liturgical repertoire provides strong links to the special Anglican character, whilst the broader music curriculum is predominantly non-secular.

All students from Preschool to Year 8 experience specialist music teaching which focuses on reading, playing, creating, and enjoying music. Apart from the regular, classroom core music, students are encouraged to learn music together through:

- Choirs
- Orchestra
- Stage band
- Recorder Ensemble
- Chamber groups
- Musical productions

The school also provides opportunities for:

- Itinerant music lessons
- Music Scholars
- Music competitions
- Performance Evenings

Mitre

Mitre is a unique programme for Year 7 and 8 students that aims to complement the academic, sports, cultural, and values programmes. Skills and experiences are fostered and nurtured in co-curricular activities and challenges which focus on leadership, service, and personal development.

Students are given the opportunity to attend workshops to raise their awareness of both local and global issues. They are encouraged to initiate their own projects, follow their passions, be innovative and creative in their work and collaborate with a wide range of members from our school and the wider community.

Art

Our Specialist Art programme is unique in that it is implemented from the Pre-School years through to Year 8. We focus on developing self-expression and creativity through increasingly complex skills, knowledge (the elements and principles of art), ideas, and techniques in a thematic and/or real-world artist-model approach. Visual Art enables students to express their personal, emotional, social, community, and cultural identities in a variety of forms and media.

Sport

Helping students develop life skills is an essential part of teaching and learning at school. An important part of this education is to help students to appreciate and cope with the elements of competition. Some key understandings need to be nurtured and handled with care. Winning, losing, fair play, teamwork, selection, and non-selection, along with developing respect for coaches and managers are important aspects of the learning process.

We offer a range of options to meet students' differing needs. In summer, students participate in our Xtend Sporting programme where they have the opportunity to participate in a variety of sports across our city such as mountain biking, tennis, golf, surfing, dancing, etc. In winter, students in years 5-8 trial for teams that participate in a Friday inter-school competition. These are modified winter sports designed to maximise participation. There is a mix of single and mixed-gender teams.

During the year our senior students have the opportunity to trial for teams that play against other independent schools and we run inter-house sporting competitions such as swimming, cross country, and athletics.

Cathedral Choristers

Our Choristers are the only professional choir in New Zealand. Lay Clerks, together with boy and girl choristers, make up this choir. It is the oldest professional musical entity in New Zealand, being older than the cathedral itself. It was founded six months before the opening of the Cathedral in 1881. We have a strong and warm relationship with the ChristChurch Cathedral.

Clubs

We have a comprehensive after-school club programme in our Junior and Prep Schools. Children have the opportunity to enroll in a variety of sporting and cultural activities, for example, karate, drama, robotics, languages, drama, music, chess, Kapa Haka, sports.

Learning Area Statements

English

What is English?

English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language.

Understanding, using, and creating oral, written, and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers, and readers, presenters, and viewers.

Why we teach English

Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants, they need to be effective oral, written, and visual communicators who are able to think critically and in-depth.

By understanding how language works, students are equipped to make appropriate language choices and apply them in a range of contexts. Students learn to deconstruct and critically interrogate texts in order to understand the power of language to enrich and shape their own and others' lives.

Students appreciate and enjoy texts in all their forms. The study of New Zealand and world literature contributes to students' developing sense of identity, their awareness of New Zealand's bicultural heritage, and their understanding of the world.

Success in English is fundamental to success across the curriculum. All learning areas (with the possible exception of languages) require students to receive, process, and present ideas or information using the English language as a medium. English presents students with opportunities to engage with and develop the key competencies in diverse contexts.

How we teach English

English is structured around two interconnected strands, each encompassing the oral, written, and visual forms of the language.

The strands differentiate between the modes in which students are primarily:

- making meaning of ideas or information they receive *(Listening, Reading, and Viewing);*

- creating meaning for themselves or others *(Speaking, Writing, and Presenting)*.

The achievement objectives within each strand suggest progressions through which most students move as they become more effective oral, written, and visual communicators. Using a set of underpinning processes and strategies, students develop knowledge, skills, and understandings related to:

- text purposes and audiences
- ideas within language contexts
- language features that enhance texts
- the structure and organisation of texts

Effective Practices

Teachers use a range of effective literacy practices that personalise learning to individuals and to groups. These include but are not limited to:

- activating prior knowledge
- setting and sharing goals
- teaching ways of comprehending and thinking critically about texts
- deliberate and direct acts of teaching which model the processes used by effective readers and writers
- teacher and student-led dialogic learning
- independent learning is driven by goals, metacognition, and self-regulation
- providing feedback - teacher to student, student to student, student to teacher
- reading to
- guided reading and writing
- shared reading and writing
- independent reading and writing
- reading and writing occurs across all curriculum areas

Our programme includes the teaching and learning of Constructive English within the English programme. Students are taught spelling, reading, and writing strategies appropriate to their level of development. In the early years, children are explicitly taught formal handwriting. Teachers integrate curriculum themes and real-life learning into English where appropriate.

Assessment

In English, we use a range of formative, summative, standardised, and peer and self-assessments which provide evidence about pupil performance. This evidence is gathered from a range of methods such as observations, listening, questioning, discussing, testing, and reviewing work. Teachers then use this information to shape learning and teaching.

- Entry to school assessment (repeated at 20 weeks)
- 6 Year Net
- Probes/PM Benchmarks
- PATs
- e-asTTles
- Schonell
- Essential list

Mathematics

What is Mathematics?

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related, but require different ways of thinking and solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

Mathematicians and statisticians use symbols, graphs, and diagrams to help them find and communicate patterns and relationships, and they create models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental, and economic contexts.

Why we teach Mathematics

By studying mathematics and statistics, students develop the ability to think creatively, critically, strategically, and logically. They learn to structure and to organise, to carry out procedures flexibly and accurately, to process and communicate information, and to enjoy intellectual challenge.

By learning mathematics and statistics, students develop other important thinking skills. They learn to create models and predict outcomes, to conjecture, to justify and verify, and to seek patterns and generalisations. They learn to estimate with reasonableness, calculate with precision, and understand when results are precise and when they must be interpreted with uncertainty.

At The Cathedral Grammar School, we aspire to develop a love of mathematics in all our students. Through our teaching and learning programme, we want our students to be able to:

- Be positive about mathematics
- Use a range of strategies to solve mathematical problems
- Discuss and share mathematical ideas with others using the language of mathematics
- Apply mathematical strategies and knowledge to a wide range of real-life situations and problems
- Accept that mistakes are an integral part of learning
- Identify and resolve errors where possible
- Develop resilience to persevere with challenges in mathematics

How we teach Mathematics

Mathematics and Statistics are structured according to the following three strands:

- Number and Algebra
- Geometry and Measurement
- Statistics

Mathematics planning links to the New Zealand Curriculum and the classroom teaching programme will provide experiences for children in each strand every year.

- At Level 1 and 2, Number and Algebra will be a focus for 60 to 80% of mathematics teaching time.
- At Level 3, Number and Algebra will be a focus for 50 to 70% of mathematics teaching time.
- At Level 4 and 5, Number and Algebra will be a focus for 40 to 60% of mathematics teaching time.

It is also important that students can see and make sense of the many connections within and across these strands. Lessons include maintenance as well as new teaching components. Problem-solving, including collaborative group work, also features strongly in our mathematics programme.

Teachers integrate curriculum themes and real-life learning into mathematics where appropriate. They organise the focus of maths lessons around the needs of their learners while ensuring full coverage of the progressions.

Effective Practices

We consider number sense and its fluency an important mathematical skill. Students are provided with opportunities to explore numbers, visualize numbers in a variety of contexts, and relate numbers in different ways. This encourages students to think flexibly and promotes confidence with numbers. Strategies we use to build number sense include:

- Modeling different methods for computing
  This exposes students to strategies they may not have considered. When children think that there is one right way to compute, they focus on learning and applying it, rather than thinking about what makes sense for the numbers at hand.
- Ask students regularly to calculate mentally
  Mental math encourages students to build on their knowledge about numbers and numerical relationships in order to think more flexibly and efficiently and to consider alternative problem-solving strategies.

- Have class discussions about strategies for computing
  Discussions about strategies help students to develop their own thinking while providing them the opportunity to critically evaluate their classmates' approaches. Discussions help students make connections between mathematical thinking and symbolic representation through high-quality talk.

- Make estimation an integral part of computing
  Most of the mathematics that we do in real-life every day relies not only on mental maths, but estimations. Estimation must be embedded in problem situations in order for students to develop this skill.

- Question students about how they reason numerically
  Asking students about their reasoning - both when they make mistakes and when they arrive at the correct answer - helps students realise that mathematics should make sense to them. Exploring reasoning helps teachers understand each student's strengths and weaknesses, content knowledge, reasoning strategies and misconceptions.

- Pose numerical problems that have more than one possible answer
  Problems with multiple answers provide opportunities for students to reason numerically. It's a chance to explore numbers and reason more creatively than if there was 'one right answer.'

  Other effective strategies we use to help students succeed across all strands of mathematics include:

  - Using a variety of tools and manipulatives to make learning hands-on (e.g. Lego, clay, shapes, etc)
  - Using technology-based classroom tools; using visuals such as images and graphics
  - Incorporating storytelling to make connections to real-world scenarios
  - Asking students to explain their ideas
  - Differentiating learning activities to meet the varied needs of our students
  - Providing quality feedback to students so that they can further improve and extend their skills
  - Mathematical games

Assessment

In mathematics, teachers use a range of formative, summative, standardised, and peer and self-assessments that provide evidence about student performance. This evidence is gathered from a range of methods such as observations, listening, questioning, discussing, testing, and reviewing work. Teachers use this information to shape learning and teaching.

Reference: Number Sense: the most important mathematical concept in 21st Century K-12 education, Keith Devlin, Stamford University, 2017

Science

What is Science?

Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence – including by making observations, carrying out investigations and modelling, and communicating and debating with others – in order to develop scientific knowledge, understanding, and explanations. Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence.

Why we teach Science

Science is able to inform problem-solving and decision-making in many areas of life. Many of the major challenges and opportunities that confront our world need to be approached from a scientific perspective, taking into account social and ethical considerations.

By studying science, students:

- develop an understanding of the world, built on current scientific theories;
- learn that science involves particular processes and ways of developing and organising knowledge and that these continue to evolve;
- use their current scientific knowledge and skills for problem-solving and developing further knowledge;
- use scientific knowledge and skills to make informed decisions about the communication, application, and implications of science as these relate to their own lives and cultures and to the sustainability of the environment.

We teach science so that students build a body of key foundational knowledge and skills, which rests on a recognition of the power of rational explanation and supports a sense of excitement and curiosity about natural phenomena. Students learn how science and scientific approaches can be used to explain what is occurring, predict how things will behave, and analyse causes.

Science gives students opportunities to direct their own learning. We seek to develop independent thinkers who have the ability to ask questions, search out relevant material, evaluate it, and then integrate it into their understandings. Students gain skills that allow them to test and develop their ideas, which includes planning, evaluating, and communicating, and allows them to apply numeracy and literacy skills in practical contexts.

How we teach Science

In Years 1 to 6 science is taught by the classroom teacher in regularly timetabled periods through the school themes and stand-alone science lessons. Students have an increasing access to the science lab. Science is planned and taught through the school themes with the aim of adding to the students' depth of knowledge and range of skills. While teachers communicate some core understandings, students are encouraged to ask their own questions and are given opportunities to use their scientific skills to research and discover answers. Lessons support the growth and consolidation of knowledge and understanding, and students are supported to become more proficient in selecting and using scientific equipment, conducting scientific inquiries, and collating and interpreting results to reach valid conclusions based on evidence.

Students in Years 7 and 8 are taught science by a specialist teacher through the school themes and stand-alone science lessons. They use the science lab to engage in a range of lab work and learn about the safety procedures and precautions needed when handling hazardous substances which they are likely to encounter in practical situations. We encourage students to further refine their ability to select appropriate equipment to observe, test, and measure. Students are guided to describe and explain what their results show when drawing conclusions and evaluating the strength of evidence. Hands-on experimental work allows students to apply their developing skills in different types of scientific enquiry, including increasingly complex investigative work.

Effective Practices

Science lessons provide opportunities to develop the following skills:

- consider how early scientific ideas do not match present-day evidence and how
- they have changed over time;
- consider some of the positive and negative effects of scientific and technological developments;
- identify different strategies for solving problems;
- use first-hand experience, secondary sources of information, and ICT to help refine predictions;
- collect evidence in situations where variables can and cannot be readily controlled or where a suitable control is not obvious;
- use qualitative and quantitative approaches where appropriate;
- interpret data from tables and graphs using scientific knowledge and understanding;
- make predictions and extrapolations from data they have collected;

- provide explanations and justifications when they describe patterns and relationships in data from their own and others' investigations;
- improve a scientific enquiry by obtaining more accurate, consistent, and reliable evidence to support conclusions;
- identify limitations of data in conclusions.

Assessment

At Cathedral Grammar we use assessment in Science to improve students' learning. We use a range of formative and summative approaches, choosing the best assessment tool for the task and the learner. Our assessment tasks are often embedded in authentic exercises which require students to apply scientific knowledge and reasoning to situations similar to those they will encounter in the world outside the classroom, as well as to situations that approximate how scientists do their work.

References

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Social Sciences

What are the Social Sciences?

The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand. Social sciences include (but are not limited to): history, geography, economics, political science, archaeology, anthropology, sustainability studies.

Why we teach the Social Sciences

Through the social sciences, students develop the knowledge and skills to enable them to better understand, participate in, and contribute to the local, national, and global communities in which they live and work; engage critically with societal issues; and evaluate the sustainability of alternative social, economic, political, and environmental practices.

Students explore the unique bicultural nature of New Zealand society that derives from the Treaty of Waitangi. They learn about people, places, cultures, histories, and the economic world, within and beyond New Zealand. They develop understandings about how societies are organised and function and how the ways in which people and communities respond are shaped by different perspectives, values, and viewpoints. As they explore how others see themselves, students clarify their own identities in relation to their particular heritages and contexts.

How we teach Social Sciences

We have six overarching themes that run on a three-year rotation (see: Curriculum Themes). The themes are designed to build upon the foundations of previous learning as they develop outwards in a spiral fashion, becoming increasingly complex and elaborate. These themes provide our children the opportunity to make connections to the real world. They are designed to be challenging, inspiring, engaging, empowering, thought-provoking and meaningful.

We allow for connections and integration to be made between Social Science, English, and other curriculum areas. This gives greater scope for authentic teaching and learning, while also focusing on how societies work and how people can participate as critical, active, informed, and responsible citizens.

Our themes are designed to make use of our local community and our unique location in the hub of central city Christchurch. Our children study and explain phenomena, solve problems, create products, host events and provide service. Contexts of study will be ever-changing as they are discovered and generated through the connections and curiosities that are formed with their local community and beyond.

Effective Practices

- To maximise learning, teachers build on what students already know and understand and facilitate connections to new learning.
- Teachers and students use language that is inclusive of all learners and their experiences, select resources that make diversity visible, and avoid biased and stereotypical representations.
- Children will be provided with a wealth of enriched learning experiences where they can engage with communities and the world around them in authentic and relevant contexts, creating experiences that interest learners.
- Children will explore core content knowledge and utilise skills as social inquirers who are able to reflect on their learning experiences to make a difference in the world.
- We use approaches that deliberately give students the power to make decisions about their own learning and encourage participation in and ownership of learning.
- Our students will develop an understanding of the past, present, and future which will encourage them to become moral and global citizens.
- We aim to develop reflective and critical thinkers while students are participating in learning that connects to their lives.
- Learning experiences will enable children to think deeply about information gained, develop their own ideas, research, accept other people's ideas and opinions, analyse why things happen, and interpret information.
- Activities are designed that arouse students' interest, increase their engagement and, as a result, generate learning that is memorable.

Assessment

In social sciences, teachers use a range of formative, summative, and peer/self-assessments that provide evidence and feedback about student performance and next steps. This evidence is gathered from a range of methods such as observations, listening, questioning, discussing, exemplars of student work, and testing. Teachers and students use this information to shape and plan for ongoing teaching and learning.

References
Effective pedagogy in social sciences, by Claire Sinnema and Graeme Aitken United Nations Educational, Scientific and Cultural Organisation.

Technology

What is technology?

Technology is intervention by design. It uses intellectual and practical resources to create technological outcomes, which expand human possibilities by addressing needs and realising opportunities. Design is characterised by innovation and adaptation and is at the heart of technological practice. It is informed by critical and creative thinking and specific design processes.

Technology is never static. It is influenced by and in turn impacts on the cultural, ethical, environmental, political, and economic conditions of the day.

Why we teach technology

By incorporating technology into learning at Cathedral Grammar School, students will develop broad technological knowledge as well as practices and dispositions that will equip them to participate in society as informed citizens and provide a platform for future technology-related careers.

By focusing on design thinking, we support students in becoming innovative, reflective, and critical in designing new models, products, and tools to benefit people. Cathedral Grammar students are encouraged to take into account their impact on cultural, ethical, environmental, and economic conditions.

How we teach Technology

The technology learning area has three strands:

- Technological Practice
- Technological Knowledge
- Nature of Technology

Students explore the design process across a range of contexts and make meaning through hands-on experiences. The emphasis is on students becoming fluent with the cycle of prototyping, iteration, and refinement. Learning contexts present students with opportunities to achieve material and process outcomes, designing tangible products and intangible systems. In addition, students are presented with opportunities to develop computational thinking using both physical (analogue) modelling and digital tools. Learning contexts are relevant and 'real-world', relating explicitly to notions of innovation, identity, and change.

Learning in technology generally takes a cross-curricular approach. Technology learning is incorporated into topics or themes that encompass several curriculum learning areas. Integrated use of digital technology across these curriculum areas

significantly contributes to students developing the practical knowledge and skills they need as digital citizens. Deliberate acts of teaching explicitly address the accompanying ethical responsibilities.

Students in years 3-6 have the option to take part in interest-based activities as part of the enrichment programmes. Students who select a technology option may choose to explore a variety of technologies including robotics, laser-cutting, coding, and design providing opportunities for students to work collaboratively to design and refine systems.

Students in years 7-8 participate in a technology programme, often partnering with local experts to deliver specialist teaching in areas such as food technology, engineering, hard materials. and digital technology. The range of programmes may differ from year to year as new technologies come on stream and become accessible through our partner organisations.

Effective Practices

- To maximise learning, teachers build on what students already know and understand and facilitate connections to new learning.
- Teachers will integrate ancillary material to encourage students to think ethically about their design choices including but not limited to digital citizenship, sustainability, privacy, and user autonomy.
- We use approaches that encourage student agency and foster engaged and flexible dispositions.
- Activities are designed to challenge students' creativity, communication, and critical thinking.

Assessment

In technology, teachers use a range of formative, summative, and peer and self-assessments that provide evidence and feedback about student performance and next steps. This evidence is gathered from a range of methods such as observations, listening, questioning, discussing, exemplars of student work, and testing. Teachers and students use this information to shape and plan for ongoing teaching and learning.

Visual Art

What is Visual Art?

Art is a powerful form of expression for pupils to communicate their emotions, ideas, individuality, and culture. Art transforms people's creative ideas into expressive works that communicate layered meanings. It is a fundamental means for transmitting, identifying, and preserving the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders.

Why Study Visual Art

Art education explores, challenges, affirms, and celebrates unique artistic expressions of self, community, and culture. Learning in, through, and about art stimulates creative action and response by engaging and connecting thinking, imagination, senses, and feelings. By participating in Visual Art, students' personal well-being is enhanced as they express and interpret ideas within creative, aesthetic, and technological frameworks. Through the development of visual art literacy, students are able to participate in, interpret, value, and enjoy art throughout their lives.

How We Teach Visual Art

Structured around the elements and principles of art; by building on and revisiting learning from previous levels, the Art programme provides progressions of learning opportunities that develop skills, knowledge, attitudes, and understandings. This spiral process ensures that students' learning is relevant, in-depth, and meaningful. There is a variety of contexts for study, including school themes, student interest, and stand-alone art skills lessons. Activities increase in sophistication and complexity as children's knowledge and skills develop.

Our Art programme embraces toi Māori, valuing the forms and practices of customary and contemporary Māori visual arts as well as celebrating our school's multi-cultural diversity, exploring the arts of European, Pasifika, Asian, African, and other cultures. Students learn to explore experiences, stories, abstract concepts, and social issues, both independently and collaboratively to construct meanings, produce works, and respond to and value others' contributions. They experiment with materials, using processes and conventions to develop their visual enquiries and create artworks. They view artworks, utilizing local resources, bringing their own experiences, sharing their responses, and generating multiple interpretations.

Art develops students' conceptual thinking within a range of practices across drawing and mixed media, painting, printmaking, sculpture, fabric and fibre, design and digital art. Opportunities to explore and communicate in Art continue to expand as technologies and multi-disciplinary practices evolve.

The Specialist Art programme at CGS begins in the Pre-School where children experience a 60-minute deliberate lesson, once a week for 6 months of the year, in addition to their Preschool Art experiences. In Junior School, Specialist Art is taken for each class for 6 months of the year. In Year 1, the lesson is 60 minutes long. In Year 2 and 3, 90 minutes. The class teacher teaches Art for the remaining part of the year. At the Prep School level, all children have one 90 minute Art lesson per week. In addition, Year 7 and 8 children have an 8-week block of 90 minutes of Digital Art Technology, each year. All Specialist lessons are taken in the Art room.

Level	Processes			
Pre School	Drawing	Painting	Printmaking	Clay
	Construction			
Year 1-3	Drawing	Painting	Printmaking	Clay
	Construction	Sculpture	Collage	Mixed Media
Year 4-6	Drawing	Painting	Printmaking	Clay
	Construction	Sculpture	Collage	Mixed Media
	Fabric and Fibre	Design		
Year 7-8	Drawing	Painting	Printmaking	Clay
	Construction	Sculpture	Collage	Mixed Media
	Fabric and Fibre	Design	Digital Art	

Assessment in Art

At Cathedral Grammar we use assessment in Art to improve students' skill development and learning. We use a range of informal and formal formative assessments (feedback during unit), summative assessments (occasional testing), and self-assessment tools against the Learning Intentions for units. Analysis and interpretation of this information is used to guide future student learning and experiences as well as teacher development and planning.

Music - Sound Arts

What is Music?

Music Education at The Cathedral Grammar School is an essential component of our curriculum. It incorporates focused listening, singing, creating, playing, reading and notating, and analysing and appreciating. Cultivating creativity, critical thinking, and numeracy skills are experienced through exploration. Music develops communication, collaboration, problem-solving and it enhances self-management skills.

Why we teach Music

Music is an intricate part of our Anglican heritage. It is a vital part of our school life, both within the classroom and within extracurricular groups. To be able to read and play music, have a wide repertoire of songs and to have some knowledge of music in our world are the broader life-long goals for every child who leaves the School.

Music is a universal language. It is a fundamental form of expression. Through music, we can appreciate and understand our New Zealand heritage as well as that of other cultures. It helps us to have a developed understanding of the varied world we live in.

Music is inseparable from our daily lives. It contributes significantly to the development of aesthetic sensitivity and the intellectual and moral pursuits of human beings. It nurtures creative minds, a sense of national identity, flexibility, and openness as well as respect for others. Music is an important and fundamental way among human beings for communication, emotional and cultural expression.

How we teach Music

The music approach at The Cathedral Grammar School is both theoretical and practical. The learning of music and the development of generic skills are closely related, therefore we offer time and small class learning environments to consolidate these fundamentals. Music is taught as a discrete learning area and is also incorporated into daily school life. The participation of children in ensemble groups is widely encouraged as a way of developing core skills. Regular performance opportunities are available. Specialist music teaching is a strength of The Cathedral Grammar School. It is taught as a discrete subject with dedicated time to enable progression.

	Focused Listening and Responding *Essential elements of pulse, rhythm, pitch, tempo, dynamics, texture, and tone colour*	**Singing** *Development of vocal technique (including breath control, tone, intonation, and posture) to develop a lifelong love of the voice*	**Creating** *Cultivation of creativity and imagination through the organisation of sound and expression of ideas*	**Playing** *Develop performing skills to experience and express music with emphasis on cultivating musicality in practice. Includes preparation, rehearsal, refinement, presentation, and evaluation.*	**Reading and Notating** *Use suitable technology to notate and record music*	**Analysing and Appreciating** *Comprehend, respond to, and appraise music so as to nurture aesthetic sensitivity and awareness*
Year 1 - 3	Recognises loud/soft, high/low, fast/slow, long/short sounds	Recognises and develops pitch, dynamic and rhythmic accuracy. Introduction to part singing.	Imitates short rhythmic and melodic patterns with voice and percussion; creates answering phrases with voice and percussion	Introduced to tuned and untuned percussion instruments. Demonstrates suitable practical techniques. Gains understanding of pulse and rhythm	Recognises crotchet and quaver rhythms. Recognises treble clef, stave, and experiments with graphic notation	Responds to different musical works with movement. Begins to discuss the emotions that music evokes. Express personal feelings. Responds to and discusses different music works, recognising different styles
Year 4 - 6	Recognises and uses basic music terms. Distinguishes between pulse and rhythm. Recognises the sounds of major orchestral instruments	Sings from conventional notation with increasing awareness of accurate vocal technique. Development of part singing and aural awareness	Imitates and improvises longer rhythmic and melodic patterns with tuned and untuned instruments. Introduction of music technology. Reflects on ideas and form	Learns to play a variety of instruments from conventional/ unconventional notation using appropriate techniques. Develops skills in individual and ensemble work	Recognises, reads and writes notation including performance direction	Responds to and discusses different music works, identifying key music characteristics. Builds knowledge on key composers and historical styles
Year 7 -8	Recognises and uses music terms in a variety of languages. Recognises performance technique directions and embodies them in performances	Sings accurately from conventional notation with increasing ability and fluency to do this at sight. Fluency with aural skills	Development of rhythmic and melodic patterns in both conventional and modern composition mediums. Learns about form in a variety of musical genre	Develops skills in learning to play a variety of instruments in both individual and ensemble work. Student direction encouraged	Develops fluency in recognising, reading and writing notation including performance direction	Responds to and discusses musical works, with knowledge and identification skills of key music characteristics. Learning to link characteristics to music periods and composers. Understands genre in relation to past, present and possible future contexts. Integration of NZ's music place within this

Level	Processes			
Year 1-3	Composition	Performing	Found instruments	Advent and Nativity Music
	Soundscapes	Rhythm development Non-tuned percussion instruments Bucket Drums	Rhythm & Melody development Tuned percussion instruments Glockenspiels	Operetta
	Assembly Singing and Theory			
Year 4-6	Music and House Competitions	Instruments of the orchestra	Composition	Individual Instrument development
	Recorder Keyboard Ukulele	Found instruments	Rhythm & Melody -Kodaly -Orff	Operetta
	Singing and Theory			
Year 7-8	Composition	Guitar Keyboard	Music and House Competitions	Individual Instrument development
	Rhythm & Melody -Kodaly -Orff	Music history	Found instruments	Operetta
	Singing and Theory			

Assessment

Emphasis is placed on informal assessments. Discussions with individual students and groups encourage participation and enhanced performances. Opportunities are given for self-assessment and feedback from teachers. Children are observed in individual or group performances. Self-assessment is used as a tool. Audio and video recording can support assessment. One-to-one singing assessments are given in Y2-4 to children wishing to gain entry to the Junior Chapel Choir and the Prep Chapel choirs. Children complete written assignments and assessment activities, particularly in Y4-8. Assessment is used to review and adjust the programme to meet students' needs and interests. Reporting is based on participation, practical performance skills, and next steps.

Dance and Drama

What is Dance?

Dance is an expressive movement that has intent, purpose, and form. In dance education, students integrate thinking, moving, and feeling. They explore and use dance elements, vocabularies, processes, and technologies to express personal, group, and cultural identities, to convey and interpret artistic ideas, and to strengthen social interaction. Students develop literacy in dance as they learn about, and develop skills in performing, choreographing, and responding to a variety of genres from a range of historical and contemporary contexts.
(NZC p20)

What is Drama?

Drama expresses human experiences and stories through a focus on role, action, and tension played out in time and space. In drama education, students learn to structure these elements and to use dramatic conventions, techniques, and technologies to create imagined worlds. Through purposeful play, both individual and collaborative, they discover how to link imagination, thoughts, and feelings. As students work with drama techniques, they learn to use spoken and written language with increasing control and confidence and to communicate effectively using body language, movement, and space. As they perform, analyse, and respond to different forms of drama and theatre, they gain a deeper appreciation of their rich cultural heritage and language and new power to examine attitudes, behaviours, and values. By means of the drama that they create and perform, students reflect and enrich the cultural life of their schools, whānau, and communities.
(NZC p20)

How we teach Dance and Drama

At The Cathedral Grammar School, learning Dance and Drama takes both a cross-curricular and co-curricular approach. Students have opportunities to explore dance and drama through a variety of contexts within the overarching school themes, as well as during discrete learning lessons where appropriate.

Learning in Dance and Drama is linked to the four strands: Understanding Context, Developing Practical Knowledge, Developing Ideas, Communicating and Interpreting and takes place in the following ways:

- Students are given opportunities to learn and refine technical skills and knowledge in drama and dance within authentic curriculum-based contexts. Where appropriate this will be inline with school themes.
- Students have the opportunity to participate in dance and drama options as part of the Hour of Power Programme in Years 3 to 6.
- All students take part in a biennial Operetta where they combine dancing, acting and singing to create a community performance.

- Extend Dance is an option available in terms 1 and 3. Students collaborate to choreograph and perform a dance that expresses their ideas around a theme or contemporary issue.
- Opportunities to practice and perform to a range of audiences such as school assemblies, High Performance and Movement, Arts, Dance and Drama evenings
- Students can opt into Speech and Drama lessons from Year 1 to 8.
- Drama Club

Effective Practices

- Articulate, model, and teach specific skills and strategies to enhance our students' knowledge and ability in dance and drama
- Encourage student collaboration and ownership of creative work, drawing from their own identity, stories and culture
- Students participate and reflect on their work from both performer and audience perspectives
- Encouraging transformation in dance and drama when students adopt new and different roles within imagined dramatic worlds
- Develop student agency as artists and citizens by sharing power with students through negotiation and discussion
- Use creative higher-order thinking skills while inventing solutions in dance and drama.
- Interconnecting dance and drama learning to knowledge of other disciplines and life skills.
- Provide a range of opportunities to perform in front of formal and informal gatherings

Assessment

In Dance and Drama, teachers use frequent teacher-student/ student-teacher interactions to provide learners with specific feedback/ feedforward. These interactions, combined with observations, self-assessment, and peer assessment will provide learners with the next steps and examples of success.

Health and Physical Education

What is Health and Physical Education?

In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.

Four underlying and interdependent concepts are at the heart of this learning area:

- Hauora – a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.
- Attitudes and values – a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.
- The socio-ecological perspective – a way of viewing and understanding the interrelationships that exist between the individual, others, and society.
- Health promotion – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

Why we teach Health and Physical Education

Health and Physical Education

Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, and of the wider society. Students learn key skills that will enable them to participate fully in a wide variety of informal and formal activities and sports, now and in the future.

This learning area makes a significant contribution to the well-being of students beyond the classroom, particularly when it is supported by Cathedral Grammar School policies and procedures and by the actions of all people in our school community.

Health and Wellbeing (Hauora)

Children and young people who are happy and healthy learn better. Learners who feel safe and confident in themselves and in their learning environments, are those who best engage and achieve in education, work, and in life. When young people have a strong sense of wellbeing, they can engage meaningfully in learning. Through approaching challenges in a variety of contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal

and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society. Our aim is to enable students to flourish in a range of situations so that, when they leave our school, they feel confident that they have the appropriate skills to face any future challenges and life choices.

How we teach Health and Physical Education

Teaching and Learning is driven by four strands:

- Personal Health and Physical Development – Students develop the knowledge, understandings, skills, and attitudes to meet their health and physical activity needs, both now and in the future. They learn about influences on their well-being and develop self management skills that enhance their health.
- Movement Concepts and Motor Skills – Students learn by participating in spontaneous play, informal games, cultural activities, creative movement, sport, and other forms of activity to enable them to become lifelong participants in physical activity.
- Relationships with Other People – Students focus on relationships and consider how they influence the well-being of other people, and how they are influenced by the attitudes, values, actions, and needs of others. Students develop the knowledge and skills to enable them to interact sensitively with other people.
- Healthy Communities and Environments – Students form connections with facilities and programmes within the school community to promote individual, group and community well-being. They recognise the benefits that they can experience from participating actively as community members.

The seven key areas of learning are:

- mental health
- sexuality education
- food and nutrition
- body care and physical safety
- physical activity
- sport studies
- outdoor education

Physical Activity, Sport Studies, Outdoor Education

- Physical Education – Throughout the school, students participate in timetabled physical education lessons taught by a specialist teacher. Prep School classes (Y4-8) are taught for the equivalent of 90 minutes per week and Junior classes (Y1-3) are taught for the equivalent of 70 minutes per week, each by a specialist

PE teacher. In physical education, the focus is on movement and its contribution to the development of individuals and communities. By learning in, through, and about movement, students gain an understanding that movement is integral to human expression and it can contribute to people's pleasures and enhance their lives. Students receive a broad and balanced biannual physical education programme which encompasses the four strands.

- Sports Studies – Our sports programme offers a range of options to meet students' differing needs. In summer, students participate in our Xtend Sporting programme where they have the opportunity to participate in a variety of sports across our city such as mountain biking, tennis, golf, surfing, dancing, etc. In winter, students in years 5-8 trial for teams that participate in a Friday inter-school competition. These are modified winter sports designed to maximise participation. There is a mix of single and mixed-gender teams.
- Outdoor Education – Annual school camps (year 4-8) and other outdoor education learning experiences provide our students with opportunities to develop personal and social skills, to become active, safe, and skilled in the outdoors, and to protect and care for the environment. Our programme fosters students' personal and social development through experiences involving co-operation, trust, problem-solving, decision making, goal setting, communication, leadership, responsibility, and reflection. In our outdoor education programmes, the four dimensions of hauora are enhanced through safe, challenging, and enjoyable learning experiences in the outdoor environment.

Mental Health (Hauora), Sexuality Education, Food and Nutrition, Body Care and Physical Safety

Learning in these key learning areas takes place with the homeroom teacher and, where possible, is intertwined with learning in our six cross-curricular themes. Teachers are guided by curriculum resources such as the Ministry of Education's Wellbeing and Mental Health Education Guidelines, the Relationships and Sexuality Education Guidelines, and Hauora and Social and Emotional Learning resources.

Hauora is taught explicitly as well as modelled on a daily basis in everything we do. Students are given a range of tools and strategies that they can call on to use now and in the future to foster their own Hauora and that of others.

Hauora is taught explicitly every week by the homeroom teacher. The language and concepts of Hauora are then interwoven into all curriculum areas ensuring that children have opportunities to learn and practice skills in a variety of real-life contexts. Teachers explicitly teach and model skills to allow students to:

- interact
- reflect
- communicate
- make decisions

- problem solve
- negotiate
- collaborate
- express opinions
- be challenged and to challenge
- explore and develop understanding
- develop self-regulation

Assessment

We use assessment in Physical Education and Health to improve students' skill development and learning. An emphasis is placed on informal and formal formative assessment. Student achievement is observed in individual and group settings and reported on throughout the unit against the learning intentions. Regular feedback is given. Students are also given the opportunity to self and peer assess against learning intentions. Summative assessment is occasionally used. Analysis and interpretation of this information is used to guide future student learning and experiences as well as teacher development and planning.

Religious Education

What is Religious Education?

Religious Education at Cathedral Grammar School is an essential component of our curriculum. Religious Education is an intellectual examination of deeply held beliefs, which develops students' knowledge and understanding of Christianity. This is done within an Anglican tradition that acknowledges our special relationship with ChristChurch Cathedral. Religious Education also develops students' knowledge and understanding of other World Religions - religious beliefs, practices, languages and traditions. It enables students to develop values and attitudes which will guide them in the way they live and interact with others, showing acceptance and open-mindedness.

Why we teach Religious Education

The Cathedral Grammar School is an Anglican school community seeking to live out the Christian faith and to provide an environment in which the Christian messages of Faith, Hope, and Love are experienced in every aspect of school life. Religious Education prepares students for adult life, employment, and life-long learning.

Religious Education promotes respect, acceptance, and open-mindedness and enables students to combat prejudice. This enables students to develop their spiritual, moral, cultural, and social development by providing opportunities for students to:

- think objectively, deeply, critically, and meaningfully about the world
- ask questions about the ultimate meaning and purpose of life
- consider beliefs about God and self
- analyse issues of right and wrong
- develop an understanding of what it means to be human and to live as part of a multi-cultural and multi-faith community
- form their own opinions
- develop their sense of identity and belonging and begin to understand their place in the world

Religious Education is taught through 5 stands across Years 1 to 8.

- Bible, Tradition, and History
- Christian Doctrine and Worship
- World Religions
- Ethics, Morals, and Values
- Personal Faith and Philosophical Issues

How we teach Religious Education

Religious Education includes one dedicated class per week and participation in regular Chapel Services. Teachers will integrate Religious Education into the school themes and real-life situations when appropriate.

Religious Education provides opportunities for critical thinking, discussion, sharing, reflection, quiet time, drama, music, art, writing, and reading to enable students to form their own ideas and develop an understanding that a life of faith provides an extra dimension to life. Each student is valued as an individual where everyone is loved by God no matter what, and there is always hope.

Assessment

The emphasis is on informal assessments. Discussions with individual students, listening to their conversations, and encouraging their self-expression through a variety of ways, all provide evidence of learning and development. Opportunities are given for self-assessment and feedback from teachers.

Enrichment

What is Enrichment?

Students have opportunities to participate in specialised blocks of learning aimed to enrich and extend learners based on their passions, interests, and needs.

Why we teach Enrichment

Enrichment provides extended learning prospects beyond the regular classroom programme. It gives students the opportunity to study concepts and skills with greater depth, breadth, and complexity, while also helping students to pursue their own areas of interest and strengths. Learning based on passions or interests makes learning relevant and allows the learner to make connections to life outside of the classroom and achieve goals that are meaningful. It encourages children to be inquisitive and independent and supports the development of cooperation and communication skills. Students learn to challenge themselves and come up with creative solutions.

How we teach Enrichment

Taught by specialist teachers, weekly enrichment lessons take place for small groups of students from years 4-8 who have been nominated by teachers. Students in the senior school are able to self-nominate. Enrichment lessons focus on varied areas of the curriculum including English, science, maths, and technology, and have a specific focus, for example, philosophy, debating, science badges, and so on.

In addition, students in years 3-6 take part in an interests-based elective programme. Each elective usually runs for the equivalent of 6-8 periods. Students in years 3-6 are able to opt into their preferred elective and groupings are vertical. This programme deeps and enriches knowledge, skills, and understanding in the areas of Technology, The Arts (specifically, Dance and Drama), and Languages.

- Technology electives support students to be innovative, reflective and critical focus creative thinking and specific design processes. Electives include (but are not limited to) digitally-aided design, programming, software development, various forms of technological modelling, and visual literacy – the ability to make sense of images and the ability to make images that make sense.
- Dance and drama electives explore, challenge, affirm, and celebrate unique artistic expressions of self, community, and culture. Activities stimulate creative action and response by engaging and connecting thinking, imagination, senses, and feelings.
    - Dance electives integrate thinking, moving, and feeling in order to express personal, group, and cultural identities and to convey and interpret artistic ideas. Students develop skills in performing, choreographing, and responding to a variety of genres from a range of historical and contemporary contexts.

    - Drama electives focus on role, action, and tension, played out in time and space. Students use dramatic conventions, techniques, and technologies to create imagined worlds. Through purposeful play, both individual and collaborative, they discover how to link imagination, thoughts, and feeling using body language, movement, and space.

- Learning Languages electives extend students' linguistic and cultural understanding and their ability to interact appropriately with other people locally and globally. Students acquire knowledge, skills, and attitudes that equip them for living in a world of diverse peoples, languages, and cultures. Electives integrate language knowledge and cultural knowledge. Students receive and produce information using language, symbols, and texts to communicate. They make connections with their own language(s) and known cultures.

Effective Practices

Enrichment lessons engage students using different approaches including (but not limited to) inquiry-based, project-based, design-based, and problem-based learning. Direct discovery, problem-solving, hands-on learning, and collaborative methods draw students in and keep them motivated. Teachers are encouraged to choose, lead, and explore electives that both they and students are passionate about in order to infect students with excitement for the topic.

Assessment

Formal assessments will not be carried out during Hour of Power. At the conclusion of each round of electives, there will be an opportunity for students to reflect on and share their learning.

Curriculum Themes

Themes Overview

What are themes?

They are large ideas that integrate the concepts of different disciplines.

They give topics of study form because they give rise to big ideas that serve to integrate discrete bits of knowledge and develop frameworks that enable meaningful and purposeful learning and provide the scaffolding for understanding

Meaningful themes support the study of big ideas that are true over space and time, broaden students' understanding of their world and human experience, are interdisciplinary, relate to students' genuine interests, and lead to student inquiry.

The Cathedral Grammar School Themes

Our themes are both concept-driven and context-based and have been designed with our learners in mind. They are derived from *The New Zealand Curriculum*, yet they are unique and responsive to the priorities, preferences, and issues of our community and our people. Our themes incorporate all elements of *The New Zealand Curriculum* and support the strengths of all of our learners.

Our curriculum themes:

- are responsive to the needs, identity, language, culture, interests, strengths, and aspirations of our learners and their families
- have a clear focus on supporting the progress of all learners
- integrate Te Tiriti o Waitangi into classroom learning
- help learners engage with the knowledge, values, and competencies of *The New Zealand Curriculum* so they can go on and be confident and connected lifelong learners.

Our Six Themes

- Human Interactions
- Change and Adaptation
- My Place in the World
- Systems and Space
- Time and Place
- Innovation and Enterprise

Our six themes are taught on a three-year cycle. While there is a schedule for when each theme will be taught, there is some flexibility to move a theme to a different term within the same year to allow for authentic connections to be made with local, national, and global events and contexts.

Rotation Year	Themes			
2024	Human Interactions	Change and Adaptation	My Place in the World	Systems and Space
2025	Time and Place	Innovation and Enterprise	Human Interactions	Change and Adaptation
2026	My Place in the World	Systems and Space	Time and Place	Innovation and Enterprise

Theme Descriptions

Human Interactions

A focus on human interactions with each other and the environment.

Learners investigate both the positive and negative impact of interactions with places, environments, and all forms of life, including the impact of technology on societies and the environment. They engage critically with societal issues, both current and historical, and explore future scenarios, taking into account social and ethical considerations. They evaluate the sustainability of social, economic, political, and environmental practices, and understand the importance of globalization and the part that each individual plays, including the ways in which people make decisions and participate in social action. They explore how people can participate as active, informed, and responsible citizens.

Curriculum alignment: Health, Social Sciences, Science, Technology

	Central ideas	Example Concepts	Example Contexts
Level 1	**Humans interact with each other and the environment in a variety of ways.**	Interactions, Cooperation, Relationships, Communities, Living Things, Communication, Conservation, Impact, Cause, Design, Respect, Heroes, Emotion, Celebration, Tradition, Diversity, Aroha, Beliefs, Values, Religion, Culture, Ritual, Conservation, Taonga	Bees and Me; The Five Freedoms (Animal Welfare); Relationships; My Family; Real-Life Super Heroes
Level 2	**Humans depend on other people, living things, and the environment.**	Interactions, Cooperation, Connection, Relationships, Communities, Choice, Rights and Responsibilities, Cause, Impact, Design, Needs and Wants, Language, Trade, Civilisation, Character, Behaviour, Survival, Individuals and Groups, Human Rights, Harmony	My Impact on the World; Habitats;
Level 3	**Humans have an impact on society and the environment.**	Interactions, Interdependence, Exploration, Diversity, Sustainability, Design, Transformation, Prejudice, Conflict, Global Impact, Balance, Conflict, Force, Change, Reform, Growth, Kaitiakitanga, Aesthetics, Creativity, Oppression, Development, Manaakitanga	Environmental campaigns; Ecosystems in danger; An ideal world; Human-Environment Interaction
Level 4	**Humans have the power to change societies and the environment.**	Interactions, Interdependence, Prejudice, Conflict, Power, Influence, Freedom, Perspective, Reform, Cause and Effect, Action, Design, Complexity, Wisdom, Freedom, Equality, Revolution, Courage, Governance, Global Impact, Social Justice, Liberty, Tyranny	Global warming; Famine; Explore, Exploit, Endanger; Enduring Issues

Change and Adaptation

A focus on adaptation and change in the world in which we are living.

Learners develop an understanding of life processes, of where and how life has evolved, and of the biology of New Zealand, including the sustainability of New Zealand's unique fauna and flora and distinct ecosystems. They confront the issues facing our planet and make informed decisions about the protection and wise use of Earth's resources. They develop understanding of chemistry and the changes matter undergoes. Learners explore physical and mental well-being, including growth and development of the body; managing change; and the factors that influence the well-being of individuals and families. Learners evaluate historical events and actions and investigate how societies and environments have changed over time, and they use the past and the present to imagine possible futures. They learn how technology is influenced by and in turn impacts on the cultural, environmental, and economic conditions of the day.

Curriculum alignment: Health, Social Sciences, Science, Technology

	Central ideas	Example Concepts	Example Contexts
Level 1	**Humans, animals, and environments can change.**	Change, Adaptation, Sustainability, Interaction, Problem Solving, Creativity, Cooperation, Language and Communication, Cause, Place	Dinosaurs; Changing Landscapes; Growing Plants; The Arctic; Inventions; Growing up; Hibernation; Kitchen Chemistry; Global Warming; Coping with Change
Level 2	**Change affects humans, animals, and the environment.**	Change, Adaptation, Innovation, Enterprise, Sustainability, Creativity, Rights and Responsibilities, Influence, Choice, Needs, Impact, Interactions, Interdependence, Balance, Cause, Courage, Uncertainty	Climate Change; Wants and Needs; Response to Disaster; The Global Goals for Sustainable Development: Life Below Water; Life on Land; Saving the World: Rainforests; The Arctic; Prehistoric Life; Fur, Feathers and Bark
Level 3	**Adaptation and change transform humans, animals, and the environment.**	Decisions; Power; Global Impact; Environment; Interdependence; Consequences; Cause and Effect; Action and Reaction, Transformation, Wisdom, Movement, Communities, Population, Disaster, Reform	Deforestation; Technology over time, Migration, The Global Goals for Sustainable Development; Clean Water and Sanitisation; Clean Energy; Disasters and Climate Change; Cities and Climate Change; Ecosystem-based adaptations; Community-based Adaptations; Cities and Infrastructures; Sustainable Cities and Communities
Level 4	**Adaptation leads to change, and change leads to adaptation.**	Adaptation, Innovation, Enterprise, Sustainability, Creativity, Rights and Responsibilities, Paradox, Influence, Decisions, Action and Reaction, Acceptance and Rejection, Complexity, Patterns, Revolution, Design, Diversity	Impact of Technology, Habitats; Products that solve problems; The Global Goals for Sustainable Development; Governance, Institutions, and Policies; Vulnerability; Public Health; Cities and Infrastructures; Gender and Social Equalities; Responsible Consumption and Production; Climate Action; Peace and Justice

My Place in the World

A focus on who we are as self, communities, nations, and the world and how we discover and express, ideas, feelings, beliefs, and values.

Learners explore how others see themselves, the values and beliefs that determine the way people live, and clarify their own identities in relation to heritages and experiences. Learners explore relationships, feelings of belonging, and rights and responsibilities. They investigate how people and communities are shaped by different perspectives, values, and viewpoints, including exploring the diverse cultures and identities of people within those communities. Learners explore personal and cultural expression and an appreciation for artistic endeavour. Understanding, participating, and contributing to the local, national and global communities in which we live is a part of this theme.

Curriculum alignment: Health, Social Sciences

	Central ideas	Example Concepts	Example Contexts
Level 1	**Identity and belonging are important.**	Love, Community, Values and Beliefs, Identity, Belonging, Heritage, Tradition, Discovery, Courage, Relationships, Cultural Expression, Roles and Responsibilities. Tūrangawaewae, Kotahitanga, Participation	All About Me; Who am I?; Friendships; Celebrations; Our Local Community; Families/Whānau; Wants and Needs
Level 2	**Many different factors contribute to the development of identity.**	Tūrangawaewae, Change, Contributions, Rights and Responsibilities, Customs, Traditions and Values, Heritage, Courage, Relationships, Identity, Community, Whanaungatanga, Wairuatanga, Whakapapa, Religion, Beliefs, Values	Making a difference; Celebrations; Influential People; Taonga/Treasure; Conservation Projects; Cultural Expression; How we Express Ourselves
Level 3	**Identity influences the way people view each other and the world.**	Equity, Equality, Discrimination, Prejudice, Culture, Resources, Values and Beliefs, Perspective, Influence, Movement, Balance, Social Decision-Making, Diversity, Whakapapa, Discovery, Diversity, SImilarity and Difference	Migration and Immigration; Cultural Practises; Rites of Passage; Making a Difference; Great Leaders; Community Resources
Level 4	**Identity influences the way people respond and act.**	Social Justice, Discrimination, Freedom, Leadership, Exploration, Wisdom, Mana, Cause and Effect, Communication, Rangatiratanga, Honour, Loyalty, Perception, Decision-Making, Expression	Making a Difference; People who changed the world; Leaders; Media influences; Governments; Law and Rules; Community Challenges; Cultural Storytelling; Gender Equality; Inequality, Rites of Passage

Systems and Space

A focus on systems and processes in our world and of the Earth, solar system, and the universe.

Learners study how and why people build organisations and systems, and the use of power and authority within them, using local and global contexts. They develop an understanding of the world built on current scientific theories, including investigating, understanding, and explaining our natural, physical world and the wider universe. They explore the interconnectedness of Earth's subsystems of geosphere (land), hydrosphere (water), atmosphere (air), and biosphere (life), as well as interactions with the solar system. Learners investigate parts of systems and how these work together to understand how and why systems operate in the way they do. They also consider the use of practical and intellectual resources to develop products and technological systems that expand human possibilities.

Curriculum alignment: Health, Social Sciences, Science, Technology

	Central ideas	Example Concepts	Example Contexts
Level 1	**We are all part of a system.**	Organisation, Patterns, Relationships, Living Things, Rights and responsibilities, Balance, Human-Environmental Interactions, Cause and Effect, Action and Reaction, Sustainability, Location, Conservation, Resources	Life Cycles; Our Local Greenspaces; Water; Rivers; Living Gardens; Systems in our Classroom; Composting; Seasons; Shadows; Keeping Warm
Level 2	**There are many different systems in the world and beyond.**	Patterns, Relationships, Living Things, Rights and responsibilities, Balance, Human-Environmental Interactions, Cause and Effect, Action and Reaction, Sustainability, Location, Conservation, Resources, Diversity, Evolution, Global Impact, Connections	Day and Night; Rainforests; Habitats; Community Issues; Animal Life Histories; What's in the Garden?; We will Rock You
Level 3	**Every system depends on others.**	Patterns, Relationships, Living Things, Interactions, Cause and Effect, Action and Reaction, Sustainability, Evolution, Global Impact, Equilibrium, Interconnectedness, Consumption, Social Organisation, Interdependence, Influence, Transformation	Ecosystems; Solar System; Exploring Space; Tectonics; Extreme Earth; From Cloud to Snow; The Moon; The Bush; Earths Water Reserves; Life Between the Tides; Feeling the Earth Move; Water Cycle
Level 4	**Systems are constantly changing.**	Human-Environmental Interactions, Cause and Effect, Action and Reaction, Equilibrium, Interconnectedness, Consumption, Renewable Resources, Social Organisation, Supply and Demand, Interdependence, Influence, Democracy, Government, Power	How Fossils are Formed; Tidal Communities; Navigation at Sea; Insulation; Rock Layers; Crime and Punishment; Building Sustainable Communities, Systems of Government

Time and Place

A focus on the world and how it changes over time – past, present, and future.

Learners explore both natural and cultural environments, including different places, people, and histories within and beyond New Zealand. They develop understandings about how societies are organised and function, including the nature of New Zealand society derived from the Treaty of Waitangi, in order to understand the past, the present, and possible futures. They study the movement of people over time: individuals and civilisations and the discoveries and impact they have made. Learners consider how economic decisions affect individuals, communities, and environments, and they question how different cultures and periods of history have contributed to the development of science.

Curriculum alignment: Social Sciences, Science, Technology

	Central ideas	Example Concepts	Example Contexts
Level 1	**The past is important and places are significant.**	Exploration, Discovery, Influence, Heroes, Diversity, Location, Communities, Origins, Courage, Cause and Effect, Connections, Environment, Lifestyle, Needs and Wants, Place, Connections, Change, Location	Treaty of Waitangi; ANZAC Day; Our Significant Places; Families Histories; Toys Past and Present; Transport Now and Then; Intrepid Explorers; Being a Kiwi
Level 2	**People influence places and places influence people.**	Exploration, Discovery, Movement, Influence, Diversity, Location, Origins, Courage, Cause and Effect, Trade, Civilisation, Transformation, Global Interactions, Perspective, Social Justice, Interconnectedness	Treaty of Waitangi; ANZAC Day; Early Christchurch; Community Issues; Ancestors; Early Civilisations; What it means to be a New Zealander; Famous Scientists that made a Difference; Child Rights; Children in WW2
Level 3	**People remember past events and view and use places differently.**	Exploration, Discovery, Movement, Influence, Diversity, Origins, Courage, Cause and Effect, Reform, Disaster, Trade, Economy Civilisation, Discrimination, Equality, Transformation, Global Interactions, Social Justice, Governance, Impact, Conflict, Interconnectedness	Treaty of Waitangi; ANZAC Day; Early Civilisations; Celebrating Cultural Diversity; Honoring Service and Sacrifice; Migration; How has New Zealand Changed since…; Erosion; Changing Landforms
Level 4	**Events in time and places have causes and effects.**	Exploration, Discovery, Movement, Influence, Diversity, Origins, Courage, Cause and Effect, Reform, Trade, Economy, Wealth, Power, Equality, Oppression, Transformation, Global Interactions, Perspective, Social Justice, Governance, Impact, Complexity, Symbolism	Treaty of Waitangi; ANZAC Day; Protecting our Borders; The Changing Role of Women; Passing on Culture and Heritage; Wars and Conflict; Types of Governments; Life Changing Science Discoveries

Innovation and Enterprise

A focus on what it means to be innovative and enterprising.

A focus on what it means to be innovative and enterprising. Learners explore ways in which people participate in economic activities and they develop an understanding of how innovation and enterprise affect individuals, society, and environments. They solve problems, including responses or solutions to actual social, community, or environmental issues by developing practices that are informed, critical, and creative. Learners understand that innovation is at the heart of enterprise, scientific problem solving, and technological practice.

Curriculum alignment: Social Sciences, Science, Technology

	Central ideas	Example Concepts	Example Contexts
Level 1	**Humans work together to solve problems.**	Innovation, Enterprise, Sustainability, Interaction, Problem Solving, Creativity, Cooperation, Kotahitanga, Discovery, Imagination, Cause, Invention	Keeping Warm; Reduce, Reuse, Recycle; Market Day; Inventions; From Garden to the Table
Level 2	**Humans find solutions, create products, and provide services.**	Innovation, Enterprise, Sustainability, Creativity, Rights and Responsibilities, Influence, Choice, Needs, Impact, Discovery, Imagination, Action and Reaction, Invention	Young Enterprise; Wants and Needs; Response to Disaster; Making a Difference; Fairgrounds; The School Garden; Waste Management
Level 3	**Innovation and enterprise have an impact on individuals, society, and the environment.**	Decisions, Power, Global Impact, Environment, Interdependence; Consequences, Cause and Effect, Action and Reaction, Hoko, Te Ngira Tuitui, Cooperation, Trade, Functions, Transition	Dragon's Den; Good Health and Well-Being; Clean Water and Sanitisation; Affordable Clean Energy; Sustainable Cities and Communities; Celebrating Kiwi Innovation
Level 4	**Thinking and practices that are informed, critical, and creative result in quality outcomes.**	Adaptation, Innovation, Enterprise, Sustainability, Creativity, Rights and Responsibilities, Paradox, Influence, Decisions, Action and Reaction, Acceptance and Rejection, Hangarau, Whakaukangia, Complexity, Systems	Impact of Technology; Products that Solve Problems;The Global Goals for Sustainable Development: No Poverty; Zero Hunger; Responsible Consumption and Production; Climate Action; Peace and Justice

Assessment

Expectations

- Classroom teachers must maintain records of progress growth for all students in their care.
- Progress growth data and associated comment must provide quality information for both class and school-wide assessment tracking.
- Progress growth and associated comment are reported to parents on a on a regular basis.
- It is expected that the majority of our students will be performing at least to the National Curriculum expectations, and for many, they will be performing in advance of these expectations.
- It is expected that our more able students will be performing at extended levels of achievement.
- The teaching will reflect the needs of the students based on a range of quality assessment information gathered by the classroom teachers.
- There will be school-wide targets based on both professional initiatives as well as specific improvement areas identified through the school-wide assessment data.
- Mid-year and end-of-year detailed analyses of school-wide achievement, along with summary statements will be reported to the Board.

Teacher Responsibility

Individual teachers have the responsibility of keeping up-to-date assessment records of student progress and achievement. The school tracking and assessment document is to be used from tracking progress against curriculum progressions and recording data from formal assessments.