



TEACHERS' LESSON PLANNING POLICY (Sept 2016)

OVERVIEW.

In this school every child has an entitlement to benefit from teaching of the highest quality. This policy sets out the criteria that will be the expected standard for teachers' planning. Teachers will be given the professional responsibility to ensure that their planning meets this standard. The headteacher, senior management team and other key members of staff will monitor planning to see that this high standard is met. This policy should be read in conjunction with the school's policy for Appraisal, the policy for Teaching and Learning, the Marking Policy, the Assessment Policy and the school's Policy for Monitoring.

OBJECTIVES

1. To set out the schools' expectation for teachers' planning and reduce the amount of time that teachers have come to spend on written planning.
2. To ensure that planning is the minimum necessary to underpin effective teaching and learning.
3. To ensure that all learners benefit from planning that is effective.
4. To provide a basis for monitoring evaluation and review of planning.
5. To ensure that all teachers are given feedback on their strengths and areas for development within their planning.
6. To improve the quality of planning and cut down its quantity.

STRATEGIES

1. In the light of workload reduction lesson planning should be kept to the minimum necessary to ensure that teaching is effective. The headteacher will set different expectations according to teacher's experience and ability.
2. Teachers are expected to base their planning on secure subject knowledge.
3. Teachers are expected to plan the teaching of basic skills effectively.
4. Lesson planning should have clear objectives that set out the knowledge, skills, understanding that the pupils need to acquire.
5. Planning must have its objectives for teaching and learning firmly rooted in the curriculum guidelines.
6. Planning should set clear learning objectives that challenge and inspire learners of all ability levels.
7. Teachers should use the learning objectives as the basis for assessing pupils' achievement and progress.
8. Teachers should differentiate their planning and provision for at least three levels of ability – High Attainers, Average Attainers and Lower Attainers.
9. Planning should reflect high expectations.
10. Planning should deploy an appropriate range teaching methods to enable all learners to learn effectively
11. Planning must be used to ensure that time, support staff and other resources, especially ICT are used effectively.
12. Planning should create opportunities for teachers to assess learners' work thoroughly.
13. Teaching assistants should be included in the planning process so that they are understand the teaching and learning objectives that they will be involved in.

OUTCOMES

Lesson planning will be sharp. This will result in teachers having more time to spend on teaching. Teachers are expected to reflect upon the success of their planning and evaluate and review their teaching accordingly.