



PLANNING and DELIVERY PROCEDURE

RATIONALE:

- **God is a being of order, design and purpose who created infinite variation in humanity.**
- Teachers have accepted the responsibility of modelling His character and methods. This expresses the need for purposeful design and order in the learning process and all aspects of life. To manage classrooms that are effective in this task, teachers will plan and prepare written programmes of work that are closely linked to the curriculum.
- These programmes will reflect and meet the individual needs of the child by developing and extending their strengths and abilities.
- It is understood that planning is a basic necessity in all programmes and ensures not only all curriculum documents and objectives are covered but also that programmes are designed to fit the current school climate and that individual students needs are met.

PURPOSE:

- To enhance learning through planned and meaningful experiences that meet the needs of the student.
- To ensure that concepts and skills that are taught are appropriate to the needs and development of the child.
- To ensure that learning taking place **reflects the goals, aspirations and special character of the school.**
- To complete the cycle of identifying needs, planning, teaching, monitoring and evaluating.
- To enable teachers to identify in advance required resources, ensuring effective teaching.
- To ensure planning meets requirements set out by ***National Educational Goals, National Administration Guidelines and Professional Standards requirements.***

GUIDELINES:

- Before the commencement of a term, each teacher will prepare a long term plan of work that clearly states individualised performance objectives in each curriculum area. This will incorporate the five key competencies.
- A written weekly plan relating to the long term achievement objectives will be kept by teachers and completed prior to the week of teaching. A written unit for all approved programmes will be completed before the teaching of the unit.
- Overviews of each curriculum area will be completed by each teacher.
- The Principal will be responsible for monitoring the planning of teachers.
- The Principal will be kept informed of the individualised rates of progress through the collection of teachers' long term planning.
- The Principal and staff will be responsible for developing and revising a yearly plan outlining special events and programmes and identifying scheduled units of study.
- All teacher planning will be completed and stored in the Google Shared Drive - Wellington SDA School.
- The Assessment and Evaluation Procedure will provide support for planning and details for assessment and evaluation.

Planning and Assessment Links:

- Planning template sheets are available for all curriculum areas, and planning should include *Levels, Achievement Objectives, Context, Learning Outcomes and Assessment*.
- Planning takes into account previous assessment information, along with planning for formative and summative assessment to occur within the ongoing programme.
- Planning, Assessment and Evaluation material should be easily accessible for classroom teachers.
- Integrated curriculum planning is encouraged, as are termly co-operative/school-wide planning opportunities.
- The preferred method of planning (electronic or written) is a personal choice for teachers.

STUDENT FEEDBACK**GUIDELINES:**

- Teachers are required to mark student work regularly with feedback reflecting the learning intentions and next steps for learning.
- Teachers must provide students with constructive feedback about the progress they are making against learning intentions.
- Teachers should give feed-forward about the next steps the student should take to improve their learning
- Scaffold next-step learning using a range of prompts.
- A variety of feedback and feed forward techniques can be used: e.g. oral, written, highlighter, rubric.

HOMework – HOME LEARNING**PURPOSE:**

1. To provide a positive link between home and school that enhances a child's learning.
2. To assist children in developing independent attitudes to study routines and the effective use of time organisation.
3. To reinforce knowledge and skills previously taught in the classroom, or to complete independent learning tasks begun in the classroom.
4. To provide an opportunity for parents to become involved in the education of their children.

GUIDELINES:

1. Homework should be relevant to the needs of the child.
2. Teacher directions to the child should be clear, concise and at a level that ensures the child's understanding.
3. Parents are encouraged to acknowledge and support their child's efforts.
4. Teachers may choose not to assign specific homework, but children are expected to work on:
 - Basic maths facts and tables Yr. 3-6;
 - Reading (home readers, library books);
 - Individual spelling lists.
5. Keep homework sessions positive. If any problems arise, communicate with your child's teacher.
6. Some children have heavy after school commitments and teachers should be made aware of this.
7. Teachers will advise parents of the homework procedures and expectations for their particular class, through class newsletters and interviews.
8. The classroom teacher will regularly monitor homework.
9. Homework for children should be set only when the teacher is sure that individual children have the skills, knowledge and access to the necessary resources or data, to successfully complete the task.

CONCLUSION:

Through careful planning, teaching staff will provide effective learning programmes, which meet the needs of all the students.

Teacher planning and preparation are vital in the effective running of the classroom. Teachers are expected to emulate the God-given example of planning in advance in general and specific terms to provide learning experiences that meet the needs of students.

Review Responsibility: *Principal & Teachers*

Date Confirmed: 20 February 2020

Principal: *Karla Mitchell*