

# **Procedure 1.06 Classroom Programme Planning & Delivery**

Version dated: March 2016

Reviewed: June 2016

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### **A. Purposes**

#### **1. National Administration Guideline compliance**

- a. All Staff are expected to thoroughly plan to deliver the requirements of the New Zealand Curriculum as expressed in the National Curriculum Statements and defined in the school curriculum programmes and delivery schedule as required in NAG1 [i]
- b. Teachers are expected to use assessment data to identify the needs of groups and individuals and use this information to ensure that planning will meet the specific needs of the students in their care as required in NAG 1 [ii]

#### **2. Teaching and learning programmes**

- a. should reflect the school's Procedure 1.02 Pedagogy Plan and Procedure 1.01 Curriculum Plan
- b. are based on student needs
- c. are well documented to both meet accountability requirements and to ensure that optimum use is of made of learning opportunities by careful design.

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### B. Class Programme Planning Requirements

All classroom teachers are required to have the following for their class programme:

#### 1. Curriculum Coverage

- a. Teachers will track coverage against the South Curriculum.

#### 2. Team Description

- a. Teachers are expected to contribute to the completion of a team description by the end of Week 5, Term 1. The google doc format is shared annually.

Purpose	Content
<ul style="list-style-type: none"><li>• Analyse students needs</li><li>• Identify targeted students</li><li>• Develop specific plans to achieve the schools annual student achievement targets.</li><li>• Plan for specific action/intervention</li><li>• Summarise class routines and needs for relievers and other teachers</li></ul>	<ul style="list-style-type: none"><li>• Needs clearly identified, using data</li><li>• Goals are SMART</li><li>• Actions/interventions defined and based in classroom programme</li><li>• reviewed mid &amp; end year</li><li>• class routines summarised</li></ul>

- a. Where data and/or teacher observations raise a concern about student learning or behaviour, teachers will complete a Learning Difference Identification Form ([Form 1.05a](#)) and speak with the SENCO. (See [Procedure 1.05 Assessment and Reporting](#), number 5)
- b. Completed Team Descriptions are shared with all other teaching staff.

#### 3. Term Plan/Overview

- a. A long-term plan/overview is to be developed prior to the start of each term.
- b. The school's long term planning sheets are to be used for this purpose. The Google doc format is shared annually.

Purpose	Content
<ul style="list-style-type: none"><li>• To plan direction: one term – two years</li><li>• To ensure curriculum, concept (Strand) and content coverage and balance</li><li>• To plan for integrations of learning areas</li><li>• To plan for necessary time frames</li></ul>	<ul style="list-style-type: none"><li>• school-wide concept identified</li><li>• Strand, context and title of units identified</li><li>• Integration is obvious</li><li>• time frames are indicated</li><li>• teaching approaches are defined (eg: GSR with ability groups using Blooms)</li></ul>

- c. Long-term plans/overviews are to be shared with team leaders and school management by Week 3 of Term 1 and Week 1 of every other term.

#### 4. Unit Plans

- a. Teachers will develop detailed units of work for all learning areas they deliver. These will be completed prior to the commencement of the teaching, although may be modified as delivery progresses in response to student needs and on-going assessment.

Purpose	Content
<ul style="list-style-type: none"><li>• To identify purpose for learning</li><li>• To plan specific learning experiences to support learning</li></ul>	<ul style="list-style-type: none"><li>• includes Level AOs from the NZC</li><li>• Specific Learning Intentions</li><li>• Success criteria for units/tasks</li></ul>

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<ul style="list-style-type: none"> <li>intentions and meet student needs</li> <li>To show the development of skills &amp; knowledge</li> <li>To link with the NZ Curriculum AOs (define appropriate achievement levels)</li> <li>To organize assessment opportunities for and with students</li> </ul>	<ul style="list-style-type: none"> <li>Lesson activities and sequence</li> <li>Resources required</li> <li>Planned assessment opportunities</li> <li>Teaching approach itemized (eg: learning centre, collaborative wk etc)</li> <li>Identifies groupings and specific needs</li> <li>Notes/Reflection to inform further teaching</li> </ul>
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- Examples of units in a range of Learning Areas can be found on the staff section of the school Ultranet. Unit plan templates are also available on the Ultranet and Google drive.
- All planning must be available to the team leaders and school management on request and is to be retained until the end of the next school year (*or longer if required*).
- Unit planning can be completed collaboratively by teams of teachers.

### 5. Group Rotations (Literacy/Numeracy)

- Where teachers differentiate instruction and teach groups, a planned group rotation sheet should be completed prior to instruction.

Purpose	Criteria
<ul style="list-style-type: none"> <li>To specifically differentiate teaching and learning opportunities to meet needs</li> <li>To clearly show the organization and structure of the lesson</li> <li>To define teaching and learning activities</li> </ul>	<ul style="list-style-type: none"> <li>Groups identified (and level where appropriate)</li> <li>Specific activities, resources identified</li> <li>Timeframe for lesson/activities</li> <li>Teacher action clearly shown</li> </ul>

- Some appropriate planning formats for Literacy and Numeracy are available on the Ultranet and Google drive.
- Planning must be available to the Syndicate Leader, Learning Directors, Assistant Principal and Principal on request.

### 6. Timetables

- Teachers are to prepare, and update as necessary, a timetable that reflects when the Learning areas will be delivered in their classrooms. These are to be completed before the commencement of each term.

Purpose	Criteria
<ul style="list-style-type: none"> <li>To plan for the balanced delivery of the curriculum (NAG 1 (i))</li> <li>To ensure that appropriate time is allotted to key learning areas such as Literacy and Numeracy</li> <li>To allow Teachers and students to plan the day ahead</li> </ul>	<ul style="list-style-type: none"> <li>All learning areas are covered, with priority given to literacy and numeracy</li> <li>Day and Time is clearly specified</li> </ul>

- Some appropriate planning formats for weekly timetables are available as Google doc templates.
- Timetables must be available to the team leaders and school management on request

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### 7. Daily Planning

- a. Daily plans are prepared prior to the day by the Teacher, with modifications recorded when necessary

Purpose	Criteria
<ul style="list-style-type: none"><li>• To allow Teachers and students to design the day's learning</li><li>• To ensure that planned opportunities for achievement are able to be met within a given time</li><li>• To communicate the class programme to others (relieving teachers)</li></ul>	<ul style="list-style-type: none"><li>• Sufficient detail for a relieving teacher to continue with the programme</li><li>• Modifications recorded (NAG [iii] [iv])</li><li>• Day and Time is clearly specified</li></ul>

- b. Teachers may use a variety of daily planning formats – plan books, electronic templates etc – but a hard copy should be available for relieving staff
- c. Planning must be available to the team leaders and school management on request

## C. Feedback on student work

### 1. Aims

- a. Because regular, high quality feedback is known to be one of the most important factors contributing to improved student learning, teachers are required to mark student work regularly with feedback reflecting the learning intentions and next steps learning.

### 2. Guidelines

- a. Teachers must provide students with constructive feedback about the progress they are making against learning intentions.
- b. Teachers should give feed-forward about the next steps the student should take to improve their learning
- c. Teachers are expected to:
- Give feed back and feed forward during the learning activity and upon its completion
  - Display the process used to provide feed back and feed forward
  - Scaffold next-step learning using a range of prompts

NOTE: A variety of feedback and feed forward techniques can be used: eg oral, written, highlighter, rubric

## D. Homework

### 1. Expectations

- a. Homework is usually given throughout the school.
- b. Homework should support what is being done at school and should not be an academic exercise for parents or extended family!
- c. The level of homework should be appropriate for the child's ability.
- d. There is an expectation that students are working for 30 – 45 minutes per week night. This time could be made up of:
- Word Study/Spelling programme.
  - Reading – 20 minutes per night.

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- iii) Integrated topic homework: During the term students will be set tasks to be completed over a week or longer depending on the task. Students will be assessed on their homework using marking guides.
- iv) Mathematics that will be set by the maths teachers.
- e. It is an expectation that students complete this work to the best of their ability. If students are having particular difficulties in one or more of these tasks then the classroom teacher should be notified as soon as possible.

### **E. Relieving teachers**

#### **1. School Relieving Teacher Procedure**

- a. See Procedure 3.03 - Staff Leave and Relieving Teachers for details of arrangements for relieving teachers

**This procedure is reviewed as part of the Christchurch South Intermediate School Board of Trustees' programme of review.**