**Planning**

Planning is about the thinking that teachers need to do to design quality opportunities for student learning. The thinking needs to be captured concisely and effectively in writing.

Good planning enables teachers to:

* Be clear about which aspects of the curriculum they want students to learn
* Know how they will approach teaching and gather the resources to help the learning
* Know how they will help students achieve the intended learning in ways that maximise the learning for all students
* Know the possible pathways (progressions) for future learning
* Make the intended learning and the learning experiences sufficiently flexible and open ended to be able to be co-constructed with the learner to meet the needs of the learner

Good planning helps students feel:

* Valued and respected by their teacher
* That they have a role in designing their learning pathway
* That what they are learning is relevant, important and progressive
* Committed and motivated to learn

Schools have the responsibility of ensuring that all students have the opportunity to access the full national curriculum.

**Classroom Planning**

This is the responsibility of each classroom teacher and will include the following in each curriculum area being planned for:

* A purpose / goal / LI / WALT
* Success Criteria
* Resources (clearly named or links provided)
* DAT (where applicable)
* Rich tasks
* Reflections / anecdotal notes

Planning for differentiation e.g. groups must be done in the areas of:

* Reading
* Writing
* Maths

There will be evidence of planning for individual children (IEPs) and ESOL students. There must be clear links between assessment data in reading, writing and maths and daily planning. Gap analysis and IEPs must form the basis for planning for target and priority students.

Coverage of Learning Areas:

Reading, writing and maths - 4 to 5 times a week (library will be part of the reading/ inquiry time)

Inquiry - 3 to 4 times a week

Te Reo - once a week

PE - twice a week

Music, dance and drama - once a week - may be integrated into other curriculum areas

Visual art - once a week

At the beginning of the school year a timetable will be created by each teacher to show coverage of all essential learning areas.

There is an expectation that planning is shared with students and there is some collaborative planning between the teacher and students in relation to next steps for learning.

Teachers may select the format for planning that best suits their needs. Planning could be in a hard copy folder or digital. Planning must be easily accessed and followed by relievers. Each teacher needs to have tasks planned and accessible for when split classes occur. Buddy teachers need to be informed as to where these are stored.

Planning will be made available and readily accessible at planning checkpoints (refer to appraisal documentation).