OVERVIEW
In St Monica’s 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, and other key members of staff, will monitor planning to ensure that this high standard is met. This policy should be read in conjunction with the school’s policy for Performance Management, 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 school’s 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. St Monica’s will use a range of formats that will attempt to confine short-term planning to one or two pages of A4 without reducing its impact or quality.
2. Teachers in St Monica’s are expected to work in year group teams base their planning on secure subject knowledge.
3. Teachers in St Monica’s are expected to plan in teams to ensure the teaching of basic skills is delivered effectively in their year group.
4. Lesson planning should have clear objectives that set out the knowledge, skills and 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 signal high expectations.
10. Planning should deploy an appropriate range teaching methods to enable all learners to learn effectively. Teaching and learning strategies should promote creativity and encourage originality.
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.

OUTCOMES
Lesson planning will be briefer but sharper. 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.