



## Planning Statement

Policy reviewed by: Jackie Doherty  
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Next review due: December 2021

*"It pays to plan ahead. It wasn't raining when Noah built the ark."*

**Rationale:** A sound planning process helps teachers and managers ensure focus and clarity of expectations. We have an obligation to plan for overall provision of the curriculum in a collaborative way to take account of their pupils' needs and of the advice provided in national guidelines. Planning and preparation are **essential** to effective teaching and learning. All class teachers are expected to plan work with colleagues who are teaching the same stage to ensure continuity and equity of provision.

### Purposes

- To ensure pupils access their statutory entitlement to the curriculum.
- To ensure challenge, support and progression in all work for pupils through Early Years Foundation Stage Curriculum and the National Curriculum.
- To encourage pupils to think for themselves and become independent learners.
- To motivate pupils and encourage them to learn to question; and respond to challenge.
- To acquire knowledge, skills and understanding.
- To build on previous experience through reflection.
- To ensure the outcomes of assessment are used effectively in order to move forward.
- To develop creativity, imagination, spontaneity and initiative.
- To encourage effective communication and expression.
- To encourage co-operative and collaborative work where appropriate.
- To promote the intellectual, spiritual, moral, cultural, mental and physical development of all pupils.
- To provide a means for monitoring a broad and balanced curriculum.

As a staff we have agreed the following planning requirements:

### Long Term Planning

Long Term Planning is required in all subjects to give an overview of learning for the academic year. This will take into consideration curriculum requirements, learner levels, prior learning, pupil interest. There are different ways of describing long-term plans. For the purpose of this policy, a long-term plan is the planned programme of work for a year group across the period of one academic year. Long-term planning for any subject happens in the context of the school's overall curriculum plan. The curriculum plan shows how units of work in a subject are sequenced and distributed across years and key stages. The decisions made about the order and timing of units in a subject, focus on curriculum continuity and progression in pupils' learning. These decisions might change from year to year to take into account new initiatives or other changes. Cross curricular links are also highlighted in the long term plan.

### Medium Term Planning

We have agreed as a staff that a detailed medium term plan which contains expected **learning outcomes**, **success criteria** and a **brief description of differentiated learning activities** will provide adequate planning information for all foundation subjects. These medium term plans will be clearly displayed in the class room. There are different ways of describing medium term plans. For the purpose of this policy, a medium term plan is a planned sequence of work for a subject (or for more than one subject) for a period of weeks, such as a half term or term, or for a number of lessons. Medium-term plans identify learning objectives and outcomes and indicate the activities that will enable these to be achieved. They usually show a sequence of activities that will promote progression and some information about the amount of time needed to cover the objectives (whether in blocked periods or regular lessons over a period of weeks). They will be clearly displayed in the classroom.

In addition to these medium term plans for teacher use, a half-termly year group newsletter will be sent home outlining the work to be carried out in each year group at the start of each new half term.

### **Short Term Planning**

As a school we have agreed that detailed short term planning is essential for maths and literacy, **these short term plans will be displayed in the class room and changed on a weekly basis**. There are different ways of describing short-term plans. For the purpose of this policy, a short-term plan is a set of activities for a week, a day, or a lesson. Short-term planning is based on the needs of individual schools and teachers. Teachers often use short-term plans to think through the structure and content of a lesson and to note information such as key questions, resources, differentiation and assessment opportunities, especially where this is not already included in the medium-term plan. Experienced teachers often work directly from a medium-term plan and make notes as and when needed to support their teaching.

Using IWB Flipcharts in short term planning: We are aware that teachers put a great deal of time and thought into the preparation of their flip charts. An annotated flipchart is an acceptable form of short term planning providing there is some record of the follow up independent activities and of the differentiation provided. Annotated flipcharts in conjunction with a good medium term plan are seen as sound short term planning.

Essential elements of short term planning as agreed by staff are:

- Learning objective
- Success criteria
- Activities including differentiation
- Plenary
- A4L opportunities (where relevant)
- Key questions

### **Monitoring**

**All current plans should be clearly displayed within the class room.** All teaching staff should store planning in a clearly accessible planning folder, arranged by subject, on the server. Planning will be monitored as part of the observation procedures. Phase leaders will monitor planning on at least a half termly basis and curriculum leaders will monitor planning on at least a termly basis.