



Rationale

A sound planning process helps teachers and managers ensure focus and clarity of expectations. Schools 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.

Aims for forward planning:

- To provide a coherent format for a structured approach to teaching and learning across the curriculum and 5-14 levels
- To provide the Head of Junior School with an overview of the teaching and learning planned and implemented in each class
- To provide a focus for all staff including support staff in the effective implementation of the recommended curriculum
- To ensure that all the needs of all the pupils are planned for in a systematic way
- To provide planning that identifies clear learning outcomes as a focus for assessing pupils' progress and attainment

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.

Structure and balance of the curriculum

A minimum recommended time allocation is given for each curriculum area. The learning experiences contained within these minimum recommended time allocations represent a basic entitlement for every pupil. There is a flexibility factor of 20%.

- **Start of the Session:**

Staff are asked to refer to the pupil transfer records of the previous session and to consult with the previous teacher prior to planning starting points for work for a new session.

Cognisance should be taken of National Assessments achieved and when and standardised scores in Language and Maths. Assessment records from the previous year should be passed to the next teacher and filed in a single plastic pocket with the session marked on it. Any planning formats which bridge the sessions should be passed on, too.

- **Termly Plan**

Planning should be completed for every curricular area which details the skills to be taught and the resources to be used. Assessment should be noted for each teaching block. This assessment will inform the next stages of planning. It is accepted that not all targets can be formally assessed all the time, but over each 5-14 level each target will be assessed at some time.

When using the programmes of work for planning the assessment criteria and assessment evidence has already been identified. Teachers can list/highlight main activities to be undertaken during the term. This can then be easily transferred onto their weekly plans.



Teachers should write their evaluations and next steps for individuals and groups in the 'comment' section of the planning sheets and these should be up to date prior to the plans being handed to management for monitoring and discussion.

- **Weekly Plans**

Weekly plans should identify the detail of learning and teaching including specific resources, Support for Learning, homework and any non-specific contexts for learning. All teachers will indicate clearly within their weekly plans the plans for each day. Planning folders should be located in an accessible position where they can be accessed by anyone who may have to cover the class during the week. Weekly plans should be kept on teachers' desks and written up for the week with any changes to the normal routine noted.

Support for Learning teachers should collaborate with class teachers in completing forward plans and they will draw up their own daily/weekly plans in accordance.

Monitoring and review

Termly plans and a copy of the weekly timetable should be handed into Head of Junior School at the beginning of each teaching term for monitoring purposes. The Head of Junior School will monitor each teacher's plan and write a short comment on the plan's strengths and on areas for development/issues to consider. This will then be discussed between the Head of Junior School and the class teachers at the termly target-setting meetings. The Head of Junior School will also monitor the effectiveness of teachers' planning during classroom observations and self-evaluation meetings.

Our forward plans being reviewed according to *A Curriculum for Excellence*. The overall effectiveness of teachers' planning is part of the cycle of School Improvement Planning and self-evaluation process of HGIOS 3 QIs.