



Planning Guidelines

“Good people, doing well.”

Introduction

These guidelines serve to demonstrate how teachers will build our curriculum intention into a meaningful sequence of lessons, so that our implementation ensures pupils build a thorough understanding of the body of knowledge in each subject and attain the expected standard.

Planning is not our curriculum, it is the organisation of learning. Teachers are best placed to determine suitable learning opportunities to meet the needs of their pupils. Planning determines how we take the body of knowledge in each subject and build it into *our* curriculum, which is relevant, aspirational and unique for our pupils.

Aims

Our schools aim to provide an education for our children which is:

- Inspiring and interesting - promoting a love of learning for its own sake
- Aspiring – enables the children to achieve the highest personal standards
- Creative – incorporating all learning styles and methods
- Relevant – is accessible to all our children in a meaningful way
- Broad – focuses on the education of the WHOLE person
- Inclusive of all learners

Planning

Planning must be readily adaptable to meet the interests and needs of the children.

In EYFS, we plan ‘in the moment’. We identify and build upon children’s interests so that they encounter learning opportunities that stimulate and motivate them. Resources are selected based upon these observations that will enable us to deliver the EYFS framework.

In Years 1 – 6, teachers follow our rolling programme and bring subjects together into carefully constructed themes or topics.

Each year in at least one of the topics there will be:

- Drama
- Enterprise
- Community – UK and global (including communication with another school)
- Sustainability
- Grow or make something and eat it
- Visit or visitor

In each topic teachers will include –

- A book
- Spiritual, social, moral and cultural development (SMSC and PSHCE)
- Problem solving/thinking
- Art, music, ICT, DT,
- Children's personal focus
- Deep learning

Time will be used flexibly to meet needs of children. This means that the length of topic and lesson can be trimmed or extended to meet learning needs of children. Teachers will consider:

- Time to think
- Time to practise
- Time to reflect
- Time to review/revise
- Time for deep learning
- Time to respond to feedback

The emphasis in planning must be on:

- ✓ High expectations
- ✓ High standards and good progress for every child
- ✓ Opportunities for 'deep learning'
- ✓ Opportunities for creativity
- ✓ Relevance
- ✓ Enjoyment!

Planning Process

The layers of planning in our curriculum can best be described in this diagram:

Policy

- This signals our curriculum intention. It describes our aspirations and expectations, and what is important at our schools.

Progression statements

- These identify the discreet body of knowledge in each subject, and what we expect children to know at each stage of school. It is matched to the expectations of the National Curriculum and other schools in the STAR MAT, and also builds opportunities that are unique to our school.

Theme Overviews

- These demonstrate how teachers organise learning into meaningful themes. Often, these will utilise cross-curricular links in order to provide a context for pupils and make learning meaningful, but they will also identify aspects that may be taught in isolation. They enable us to demonstrate the breadth of our curriculum. They also show how our curriculum is unique and of an exceptional standard, and delivers our curriculum aims.

Medium-Term Plans

- These plans organise learning sequentially so that children build up knowledge progressively and attain the expected standard. They show how subjects are organised over time and identify specific learning intentions. They are used by teachers to determine the content for short term plans, and can be used by subject leaders to evaluate the effectiveness of subject planning.

Short-Term Plans

- These are used by teachers to determine how the medium term plans will be delivered each week or day. They are personal to teachers and are an organisational and delivery tool. As such they may be amended at short notice in light of formative assessment and are for personal use only.

Monitoring & evaluation

Governors are responsible for ensuring that the schools deliver a broad and deep curriculum that delivers that standard of education to which we aspire. SLT are responsible for monitoring the effectiveness of planning at all levels, and how this relates to the delivery of well-structured lessons. Subject leaders will monitor planning to ensure appropriate delivery in their area of responsibility, and that the curriculum is broad and well taught. Teachers are responsible for developing plans that meet Teachers' Standard 4: Plan and teach well-structured lessons, with a particular focus on the final bullet point ("contribute to the design and provision of an engaging curriculum within the relevant subject area(s").)

Links to Policies

This policy should be read in connection with the following policies:

- **EYFS policy**
- **Curriculum policy**
- **Subject-specific policies**

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