

BEREWOOD PRIMARY SCHOOL



Planning Policy

Spring 2019

Revised by School	Spring 2019
Responsible Person	Sue Patrick (head teacher)
Responsible Committee	Standards and Curriculum
Ratified by GB	Thursday 14 th March 2019
Next Review	Spring 2022



BEREWOOD PRIMARY SCHOOL

A distinctive vision

At Berewood Primary School we see education as a journey of discovery to fire the imagination, to establish a sense of self, and to gain the confidence to take full part in the wider world.

An ethos of local partnership

Berewood Primary School and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

PLANNING POLICY

Introduction

At Berewood Primary School we believe that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we collectively create a stimulating environment which fosters excitement and enthusiasm for learning. We constantly strive to improve our provision for children at Berewood Primary School and in doing so encourage everyone to aim high and try to achieve their full potential.

We have high expectations of all children, and believe that all children should be included in

the full range of educational opportunities and that their work should be of the highest possible standard. We aim to foster creativity in our children, and to help them to become independent learners. A whole school focus on Learning Dimensions and Growth Mindsets has developed children's understanding of their engagement within the learning process.

We believe children learn effectively when the teacher provides:

- thorough preparation and clear planning which is secured in excellent subject and curricular knowledge;
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation;
- clear expectations of what pupils are expected to achieve by the end of the session;
- shared learning objectives which are understood by the pupils;
- clear success criteria which challenges every child to do their best;
- work which is differentiated appropriately to cater for the needs of all pupils;
- a healthy, positive and scholarly classroom atmosphere where children and staff recognise the value of taking managed risks in pursuit of learning;
- making links to prior and wider learning opportunities;
- opportunities to review and reflect on learning;
- developmental feedback of pupil's work;
- children identifying their own steps for learning;
- an understanding of the next steps for learning and a wider learning journey.

(Taken from the Learning and Teaching policy)

Aims of the Curriculum Planning Document

This document aims to:

- make a statement about the role of curriculum planning in the learning and teaching cycle
- promote a shared understanding about planning, evaluating and reviewing the curriculum and to identify future needs
- provide a consistent approach and common practices across the school
- promote effective planning with assessment as an integral and vital element of the learning and teaching cycle
- provide guidance on expectations for planning for class teachers

Organising and Planning the Curriculum

The curriculum at Berewood Primary School is underpinned, defined and monitored through our Learning and Teaching policy. Learning and teaching are effective because teachers show flair and imagination in their planning to make learning relevant and fun for all children. Good subject knowledge gives them confidence to be adventurous in the classroom.

Planning is recognised as a personal tool for teachers to define their thinking and for the development of effective learning sequences for all children. At Berewood learning sequences, and topics are well planned, adapted and evaluated to suit the needs and requirements of all children regardless of age, race, gender or defined educational needs.

Our creative curriculum meets current statutory legislation and promotes the Every Child Matters (ECM) agenda whilst focusing upon developing pupils' attitudes and attributes, skills, knowledge and understanding. It is inclusive and provides equality of opportunity, promotes personalised learning reflecting pupils' needs, interests, learning styles and access to a range of varied experiences, resources and organisation. We set high standards, with teaching staff providing appropriate challenge and support to enable pupils to maximise their potential. This promotes high achievement, quality first learning and teaching, raising aspirations and the commitment to life long learning.

Levels of Planning

Across the school we place a great emphasis on creativity and achieving a broad and balanced curriculum over the year. For example, this may mean that a class may concentrate on a history based topic for a term, and then switch to a greater emphasis on geography in the next term. Over the 3 terms every child, in all year groups, has the opportunity to experience the full range of NC subjects. Cross-curricular links are fully exploited at every opportunity to ensure that, wherever possible, links and connections are made both within and between subject areas in order to provide greater coherence and sense for the children.

We plan our curriculum in three phases:

Long Term:

We have agreed a long-term plan for the whole school which indicates the topics taught in each term, and to which groups of children. This enables us to ensure continuity and progression both between year groups and across key stages, see Appendix 1 for an overview of topics at Berewood Primary School.

Medium Term:

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. At Berewood we have developed these from the National Curriculum and wider curriculum opportunities, adding to our planning with ideas from other specific schemes of work, such as the SEAL programme which supports the teaching of PSHCE.

These schemes define the concepts to be learnt, explored and taught, thereby ensuring the following aspects are identified for each topic:

- Progression of opportunity/learning activities
- Clearly defined learning objectives
- Key Skills, Questions
- Cross Curriculum links
- Links to National Curriculum/Early Years Foundation Stage curriculum
- Assessment opportunities
- Evaluation/Pupil Outcomes

From these schemes we produce 2 medium term overview grids which outline the units to be taught over a term, the first of these is a termly subject planner (see Appendix 2) which tracks and plots the range of subject activities and focused subject assessments on a week by week basis. The latter provides an overview for parents and is attached to the curriculum letters which go home with each child every term (see Appendix 3).

Medium term plans are flexible, adaptable and can be added to and adjusted to meet the needs of the class. The children are actively involved in this process with their views being sought at the beginning of a new topic. This then enables the class teacher to incorporate the children's ideas for activities and questions they would like to explore during the topic, into their learning each term.

Short term:

Our short-term plans are those that our teachers write on a weekly or daily basis to focus day to day teaching and assessment and to outline the learning opportunities for each class. We use these to set out the following:

- Learning objectives for each session
- Teaching input/methods
- Allocation of adult support, e.g. TA to work with higher attaining children
- Differentiation of Task, e.g. inclusion of ideas for support of pupils with specific difficulties, challenge tasks for higher attaining pupils and reinforcement tasks for fast workers.
- Activities and resources used to support learning
- Identification of key vocabulary, key questions and assessment opportunities
- Identification of suitable homework tasks, if applicable

For the current format of short term plans, including the proformas for literacy and numeracy see Appendix 4, 5 and 6.

All planning is regarded as a working document which will show annotation and amendments reflecting the evaluation of teaching and learning outcomes. In addition to this teachers may keep notes and link books as appropriate.

Paper copies of planning are not required but all planning must be saved in the electronic year group planning files in the teacher drive.

Evaluation and Review

Curriculum planning is a process. Like all processes it is a learning cycle. At Berewood we follow the cycle of:

- Plan
- Teach
- Evaluate and reflect
- Re-plan / Modify

Evaluation and review of elements of the cycle take place at different times:

Short term planning

This is on a daily and weekly basis and can be written directly onto the lesson plans.

Medium term planning

Every half term teachers reflect on their plans and consider changes and adjustments for the next term or should be topic be revisited in the future. This is often revisited within the termly Pupil Progress Meetings.

At the end of each term teachers share a staff meeting focused on the delivery of the curriculum, evaluating and reviewing subjects across the key stages, and with reference to the subject leaders.

Long term planning

These plans are reviewed at the end of each year as part of the transition meetings in preparation for the new school year.

Monitoring

On occasions throughout the year the HT, SLT and subject leaders monitor, review and evaluate our creative curriculum, schemes of work, teachers' planning and pupils' learning, in order to:

- Evaluate practice
- Monitor progression
- Provide feedback to staff
- Identify priorities for development
- Assess outcomes in terms of pupil achievement

The HT ensures rigorous monitoring practices are in place and that outcomes and evaluation

are recorded with appropriate review actions. Feedback is reported to colleagues, Governors and used to inform judgements in our Self Evaluation Form and School Improvement Plan with outcomes of monitoring and future action and developments noted.

Subject Leaders

Subject leaders monitor the way their subject is taught throughout the school. The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way their subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that a broad, balanced and rich curriculum is in place, and sees that progression is planned into schemes of work. The subject leader may also keep an evidence file including children's work, photographs, monitoring reports etc, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

The Governing Body

The Governing Body monitors the quality and effectiveness of curriculum provision through the Standards and Curriculum Committee meetings and the head teacher reports at full Governing Body Meetings. The committee reviews each subject area during its 3 yearly cycle of review and development. Governors liaise with the respective subject leaders, and monitor closely the way these subjects are taught. There are also named governors assigned to focus on pupils with special educational needs and other pupil groups, who liaise with the relevant subject leaders, and monitor the ways in which children's needs are addressed.

Through their monitoring role the Governors of Berewood Primary School ensure:

- High standards and quality of learning and teaching are achieved
- It reflects and responds to the children's needs and context
- It continues to match and support the school's organisation, purpose and direction (School Improvement Plan)

Monitoring and Evaluation

This policy was reviewed in Spring 2019 as part of the three year policy cycle.

Appendix 1
Long term plans

Appendix 2
Medium term plans

Appendix 3
Termly information for parents

Appendix 4
Short term planning pro-forma

Appendix 5
Literacy pro-forma

Appendix 6
Mathematics pro-forma

Appendix 7
Weekly timetables

Appendix 8
Planning pro-formas for EYFS