

Ladywood Primary School



Planning Policy
January 2018

At Ladywood Primary School we believe that Planning is an integral part of the teaching and learning process. Planning is aided by previous and ongoing assessments of the children. Assessments allow teachers to plan work for classes, groups and individual children enabling their next steps of learning to be catered for.

Curriculum Planning

Staff follow an agreed long term plan which incorporates learning from all subject areas into one topic or theme which is taught each term on a rolling cycle between Key Stage phases. The themes cover all of the National Curriculum requirements for art and design, design and technology, geography and history. Each topic also makes links to enterprise, environment, spiritual and moral development and communities. Wherever appropriate, links across other subjects are made to enable teaching to be based on a cohesive approach where links in learning can be established. Some separate discrete lessons are planned and taught to ensure that the statutory requirements are met.

High Expectations

All staff are required to have high expectations and, where ever possible, pupils should be taught from their own year group National Curriculum. Differentiation should be provided by the use of support either adults or resources. Some pupils with SEND may require adaptations for their own personalised learning to ensure that they make progress in line with their capabilities.

Medium Term Planning

Staff plan for each topic or subject each term or half term. These plans are based on the agreed long term plans, they identify learning objectives informed by previous attainment and suggest activities that will enable these to be achieved across the ability range.

Short Term Planning

Weekly and daily planning is completed as necessary by the individual teacher, and must take into account the previous learning and achievements of the children, the range of needs and abilities within the class and the different learning styles of the children. The following must be carefully planned:

- > The aim of the lesson - **the Learning Objective** - which should be specific, achievable, relate to previous teaching and learning, and should provide for the acquisition of knowledge, skills and understanding as appropriate.
- > **Layered learning targets** - which demonstrate a gradual build-up of skills and application of knowledge in relation to the learning objective thus enabling differentiation and challenge.
- > The **groupings** of children - as ability groups, friendship groups, mixed ability, but selected by the teacher, pairs or whole class - as appropriate.

- > The **resources** required - perhaps to create interest, to stimulate (via a display), to aid teacher explanation, to support learning, or to provide extension activities. There is no need to list the resources generally found within a well resourced primary classroom.
- > The **activity/ies** - which should aim to address the learning objective, take account of pupils' prior learning and outline the role of the teacher in the context. Activities should also stretch/challenge children working at a higher ability.
- > The **adult focus** - the focus of all adult support, teacher and support assistant, must be included in short term planning and all additional adults must be provided with copies of short term planning.

Additional information

When planning each lesson teachers should bear in mind the following:

- Learning objectives should be shared with the children at the beginning of each lesson and at other important points during the lesson especially during plenary.
- Records of a child's previous learning should inform the planning for new learning.
- The range of needs and abilities within the class should be recognised.
- Consideration should be given to a range of recognised teaching techniques and approaches which reflect pupils' different learning styles (direct teaching, modelling etc).

Monitoring and Review

The staff at Ladywood will review this policy biannually. The SLT may determine that this policy needs to be reviewed earlier for example if the Government introduces new regulations, or if the SLT receives recommendations on how the policy and practice might be improved.

Policy updated January 2018