



PLANNING POLICY

September 2021

REVIEW DATE:	September 2023	
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STATUS:		

Sandal Magna Planning Policy

Abbreviations within the document:

WALT	We Are Learning To
WISH	What I Should Have

Introduction

At Sandal Magna Community Academy, 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 (alongside the National Curriculum 2014) which incorporates learning from all subject areas into one topic or theme which is taught each half term on a yearly programme in Year 1 and Year 2. In Years 3/4 and Years 5/6 a topic is taught half termly on a two-year rolling programme. The topics cover all of the National Curriculum 2014 requirements for art and design, design and technology, geography and history. 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.

Staff plan for each topic each half term. These plans are based on the agreed long-term plans, they identify learning objectives informed by the National Curriculum 2014, previous attainment and suggest activities that will enable these to be achieved across the ability range. Planning is recorded on Medium Term Planning Sheets for which a copy is kept by class teachers and the Curriculum Manager.

We plan our curriculum in three phases. We agree long term plans for each key stage. This indicates what topic is to be taught in each half term, and to which groups of pupils. Key Stage 1 have a 1 year program whereas in Key Stage 2 there is a 2 year rolling program.

Through our medium term plans we give clear guidance on the objectives from the National Curriculum 2014 and outline activities which will be covered during the half term. We use these to set the specific lesson learning objective, detail activities and resources which will be used, identify assessment opportunities and show how the lesson will be differentiated so all can achieve.

We plan the curriculum carefully so that there is coherent coverage of the National Curriculum and that there is planned progression in all areas.

We aim to give as many opportunities as possible for pupils to practise basic speaking and listening, reading, writing, ICT, mathematical and scientific skills across a range of curriculum areas.

English and Mathematics Planning

Teachers use and follow the National Curriculum 2014 and Lancashire Planning to produce medium and short-term plans which are collated by the English and Mathematics leaders on a weekly basis. English and Maths short term planning is produced on a week by week cycle, using assessment for learning to inform new plans.

To ensure quality assessment, reflective planning and teaching it is encouraged that teachers only plan the first couple of lessons in the week so planning can be adapted to meet the needs of the pupils. In addition to the above, these plans also include Success Criteria (WISH) statements which are shared with the pupils.

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 WALT – which should be specific, achievable, relate to previous teaching and learning where appropriate, and should provide for the acquisition of knowledge, skills and understanding.
- The groupings of children – as ability groups, friendship groups, mixed ability, but selected by the teacher, pairs or whole class – as appropriate.
- 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.

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

- The learning objectives (WALT) should be shared with the children at the beginning of each
- 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).
- The success criteria (WISH) should be referred to during the lesson at key points.
- There should be opportunities to assess children and if necessary redirect the lesson.