

John Ruskin Primary School and Language Classes

# Planning Policy

Coordinator: Hamilton Nwokolo

Last review: 2022

Next review: 2025



**"Be responsible, be fair, stay positive and care"**

## **Planning Guidelines 2022**

At John Ruskin School we believe that good planning underpins good teaching and learning and leads to high levels of achievement for children.

Effective planning:

- Good plans start with a clear and explicit learning intention which states what the children will be learning in **that** lesson. This is shared with the children at the start of each lesson. In John Ruskin the learning intention is known as the WALT - *we are learning to*.
- Good plans identify clear success criteria that relate directly to the learning intention. At John Ruskin these are known as WILF – *what I’m looking for*. This is shared with the children.
- Assessments made should link directly to the WALT & WILF. These are then used to determine implications for future planning.
- Good plans are differentiated so that the curriculum is taught at the appropriate level for every child in a class. We use a code to identify activities for high achievers [HA], average achievers [MA], and lower achievers [LA]. In the Language Unit [LU] IEPs provide the basis for differentiation so a code is not used.

The planned curriculum must be broad, balanced and progressive. It must include all National Curriculum subjects plus Religious Education and Personal, Social and Health Education and citizenship.

### **Stages in Planning at John Ruskin School**

*[Examples are included at the end of this document]*

#### **Long term Plan [Curriculum Map]**

This shows coverage and provides breadth and balance. It contains a summary of subject content for each half term per year group.

There is a separate Foundation Stage Curriculum which provides breadth and balance and shows coverage of the Development Matters goals.

Incorporated into the curriculum map are the objectives from the Literacy and Numeracy Frameworks. These show progression through the age range and coverage of learning intentions for each term. They contain set learning intentions and themes for each term.

Schemes of work and Agreed Syllabus for RE

These show progression through the age range and provide guidance on how to teach each aspect of Science, PSHE, RE and the foundation subjects. They can be QCA units, adapted QCA units or John Ruskin units.

### **Medium Term Plans [half-termly]**

These provide a teaching framework for the half term. They are based on the schemes of work stated in the curriculum map. They start with a clear learning intention, supported by an overview of activities and planned assessments.

John Ruskin plans based on the Primary Framework objectives are used for English. Assessment opportunities are noted down on the plan. The LU supplements these plans with specific programmes. This is planned on a separate sheet [attached]. John Ruskin medium term plans based on the Primary Strategy Blocks are used for maths. In the LU the IEP is incorporated.

Both Literacy and Numeracy plans are adapted or changed to suit individual children or groups where appropriate.

For all other subjects a core unit plan has been devised. The core unit is kept in the burgundy folder and electronically in the staff folder on the server. All plans have been amended to show opportunities for the use of ICT, writing and the development of Core Learning Skills objectives.

Each half term teachers electronically annotate the core unit showing how they will be adapting and amending the unit to meet the needs and interests of their children. Visits, special events and use of resources, both human and physical are also annotated on the plans.

### **Short Term Plans [daily]**

These start with a clear and broken down learning intention (WALT) of what is to be taught in that actual lesson. This is followed by a description of the activity clearly stating the introduction, the task and the plenary.

The WILF is stated on the plan and then assessments are made that relate to the WALT/ WILF and reflect on any implications for future learning.

The role of any additional adults is indicated.

Differentiation must clearly be shown through the task, the WILF or the use of adult support and indicated using the agreed codes.

Separate plans are written for each set in maths and English at an appropriate level for the children [KS2 & year 2]. Guidelines for completing the English and maths plans can be found in the respective policies.

Lesson plans for PE, ICT, RE and music are available for all staff to use. If these are being used they must be photocopied, annotated and attached to the weekly plan. Assessments must be noted down on the photocopied plan.

IWB slides can be used as short term planning however they are to include all features stated above.

### **Monitoring**

Medium term plans are monitored by the subject co-ordinators. Written feedback is given on a "Subject Co-ordinator Advice Sheet". Feedback includes comment on whether curriculum framework and schemes of work are being followed correctly, appropriateness of learning intentions and activities, appropriateness of level of work and of resources. Plans are then amended where necessary. If necessary the coordinator meets with an individual teacher to give advice.

Weekly plans are monitored by the curriculum co-ordinator. Written feedback is given on a "Daily Planning Monitoring Sheet". Feedback includes comment on appropriateness of learning intentions and activities, whether assessments inform future plans and differentiation. The curriculum co-ordinator meets with staff to give advice if appropriate.

**John Ruskin School and Language Classes- Equality Impact  
Assessment Form**  
(covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

**Section 1 - General Information**

1. Title of the policy or practice being assessed:

Planning

2. Aim(s) of the policy or practice being assessed:

To ensure consistency of practise in planning; to raise standards in teaching and learning; to detail procedures for planning

3. Type of policy or practice being assessed:

☒

Existing

☐

Proposed

4. Department and/or name of person responsible for the policy or practice:

Clare Tayton

5. Which members of our school community are affected/likely to be affected by the policy or practice?

☒

Pupils

☒

Staff

☒

Parents and carers

☒

Governors

☒

School volunteers

☐

Visitors to the school

☐

Wider school community

☐


Other – (please list)\_\_\_\_\_

☐ Not relevant to members of our school community ⇒ **Process Ends** ⇒  
equality impact assessment not required

## Section 2 - Monitoring impact - gathering evidence


6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:



- ☐ Performance indicators or targets
- ☒ People profiles – eg pupils, staff, governors, visitors, wider school community
- ☐ User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- ☐ Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- ☐ Collating complaints and compliments
- ☒ Other – (please list)\_\_\_feedback to staff and TLT\_\_\_\_\_
- ☐ None 

7. Is the data we collect (or intend to collect) broken down into the following groups?

Tick all that apply:


- ☒ children or people from different ethnic backgrounds
- ☒ disabled children or people
- ☒ boys or girls, men or women, people who identify as transgender
- ☒ people of different ages
- ☐ children or people with different religions or belief
- ☐ children or people who are heterosexual, gay or lesbian
- ☐ None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

☒ Yes    ☐ No    ☐  Insufficient evidence to make a judgement 

9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

☒ No – Go to Section 3

☐ No – insufficient evidence to make a judgement–  Go to Section 3

☐ Yes  - these being:

☐ children or people from different ethnic backgrounds

☐ disabled children or people

☐ boys or girls, men or women, people who identify as transgender

☐ people of different ages

☐ children or people with different religions or belief


☐ children or people who are heterosexual, gay, lesbian or bisexual


Give detail of evidence and/or reasons why:

### Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

☒ No

☐ Yes 

☐ Not sure 

Please describe any potential issues here:



## Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?  
Can you fill any gaps in information by carrying out small consultations (eg 1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

☒ There are no red flags or issues identified. No further action is required.  
Go to Section 7 - Completion

☐ The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.  
Or we have identified an objective, lawful reason to justify the issue(s).  
Go to Section 5 - Improvement Actions

☐ Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.  
Go to Section 6 - Additional evidence gathering.

## Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqIA. Then go to Section 7 - Completion.

## Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Southwark borough council
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, ([www.dcsf.gov.uk](http://www.dcsf.gov.uk)) or Equalities and Human Rights Commission ([www.equalityhumanrights.com](http://www.equalityhumanrights.com))
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Southwark schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

<b>Summary of evidence gathered, including any consultation:</b>
<b>The conclusions and agreed actions:</b>

## Section 7 - Completion

Name and job title:	Clare Tayton – Co headteacher
Names and titles of any other people who assisted with this assessment:	
Date:	15/3/18
Date of next review:	2020
<b>When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.</b>	

