

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.