



# North Ridge High School Planning Policy

Under the public sector equality duty, all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented.

At North Ridge High School we believe that planning is an important part of the teaching and learning process. Planning is aided by previous and ongoing assessments of the pupils' knowledge and skills. Assessment of learning allows teachers to plan meaningful lessons for classes, groups and individual children; enabling them to make strong progress over time according to their ability and individual need.

## The aims of planning are to:

- Provide a broad and balanced curriculum that is sequential
- Provide opportunities for progression, continuity and differentiation between pupils; enabling pupils to master new knowledge and skills.
- Inform and make use of available resources.
- Provide a record of work covered over the term, year and key stages.
- Ensure there is effective use of time and classroom organisation.
- Ensure learning is appropriately pitched for all learners to support them in making strong progress in the lesson
- Respond to assessment of learning and build on this in subsequent lessons

## **Curriculum Planning**

Staff follow an agreed long term plan written by the curriculum coordinator. The plans are written as a cycle and are reviewed annually by the curriculum coordinator.

Long term plans ensure that all the requirements of the National Curriculum are met and that the curriculum we provide is ambitious for all learners despite their special educational need.

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. This supports pupils in applying knowledge and skills in a range of contexts; supporting 'mastery'.

### **Medium Term Planning**

Curriculum coordinators are responsible for writing a Rubric for each topic or subject which are based on the agreed long term plans. They identify learning objectives for the subject/topic which are informed by previous pupil's attainment and give suggested activities that will enable these to be achieved across the ability range. These documents support non-specialist teachers provide accurate, appropriate and engaging learning opportunities for their pupils.

These documents are available on the school server: T:\curriculum\Curriculum 21 22

Curriculum coordinators are responsible for ensuring that the most up to date plans are saved here.

Teachers are responsible for writing a Flow of Learning (appendix 1) which provides an overview of the intended learning opportunities each week for a half term. This is a live document that should be updated as necessary.

### **Short Term Planning**

Weekly and daily planning is completed by the individual teacher. Planning must take into account the previous learning & achievements of the pupils, the range of needs and abilities within the class and the different learning styles of the pupils.

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.
- > The **success criteria** - The learning intention of a lesson or series of lessons tells students what they should know, understand and be able to do, and the success criteria help teachers to decide whether their students have in fact achieved the learning intention.

- > The **groupings** of pupils. These should show clear differentiated learning groups. Learning should be differentiated by at least three ways for the class.
- > 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 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 support** - the focus of all adult support, teacher and support assistant, must be included in short term planning.
- > The **starter activity** - these are lively, engaging openings to lessons. Their aim is to engage all pupils in learning and establish a sense of pace and challenge within a "safe", fun, learning environment.
- > The **plenary**- the use of a short plenary session is designed to draw out the learning and refer back to the lesson objectives

Weekly/daily planning can be written using the lesson plan form (appendix 2) or as a clear PowerPoint. Both of these are acceptable as long as they contain all of the areas above.

Where a teacher is an ECT, new to the school or is receiving additional support they will be advised which planning format to use by their mentor or Head/deputy head

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

- That learning objectives should be shared with the pupils (using pupil friendly language according to their ability) at the beginning of each lesson and at other important points during the lesson including during plenary.
- Records of a pupil'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.

Evaluation:

Teachers should evaluate their lessons so that they are able to plan effectively for the next lesson in order to ensure pupil progress.

The evaluation should show what the pupils have learnt, any issues and next steps.

Planning folders:

Lesson planning should be saved in T:planning and then in individual teacher folders. It is important that planning is saved in easily accessible folders / sub folders:

**Staff shared area:** T:\

**Planning:** T:\Planning

**Staff name:** T:\Planning\Elinor Truscott

**Academic year:** T:\Planning\TEACHER NAME\ 2021-2022

**Term:** T:\Planning\ TEACHER NAME \ 2021-2022\Autumn 1 2021



**Subject:** T:\Planning\ TEACHER NAME \ 2021-2022\Autumn 1 2021\Maths

**Planning & weeks:** T:\Planning\ TEACHER NAME\2021-2022\Autumn 1  
2021\Maths\Planning

This is to ensure that should a teacher need cover there is planning available that can be easily found by the person covering the lesson. It is also to develop a culture of sharing planning to support teachers in reducing workload.

Monitoring:

Long term plans are reviewed yearly by the curriculum coordinator and are monitored by the Deputy Head.

Flows of learning are monitored half termly by the Second Deputy Head to ensure appropriate learning and progression is planned for.

Lesson plans are requested for monitoring half termly by the Second Deputy Head. Currently some teachers are following Union Action short of strike and as such are not handing in lesson plans. However all planning should be available on the server should it be required for cover teachers.

We actively encourage teachers to work together to plan for lessons with teachers then adapting any shared planning to suit the needs of their class.

Policy updated by Shauna Thornton (Lead for Teaching & Learning) September 2021

DATE PRESENTED TO AND RESOLVED BY THE CURRICULUM COMMITTEE OF THE GOVERNING BODY: 17/09/21

## APPENDIX 1 Flow of Learning

Flow of learning - Curriculum area- topic- term/date- teacher

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
Lesson focus/key learning element							
Resources							
ICT opp							
Key words							
Cross curricular							
British values							

## APPENDIX 2a - Lesson Plans

### Individual Lesson Plans

Week 1

Resources:						
Learning objective, context To Know To be able to To understand	Starter activity	Students	Key questions	Success criteria	Main tasks	Plenary
Cross curricular:				British Values:		
Evaluation notes:						

## APPENDIX 2b - Flow and Lesson Plans combined

### Termly planning

Subject:

Term:

Class:

Flow	Group	LO	Success criteria	Starter	Main activity	Plenary	Resources	Evaluation (RAG rated)
	Blue							
	Green							
	Red							
	Blue							
	Green							
	Red							
	Blue							
	Green							
	Red							
	Blue							
	Green							
	Red							
	Blue							



		Green						
		Red						
		Blue						
		Green						
		Red						
		Blue						
		Green						
		Red						

Groups:

British values:

Cross curricular: