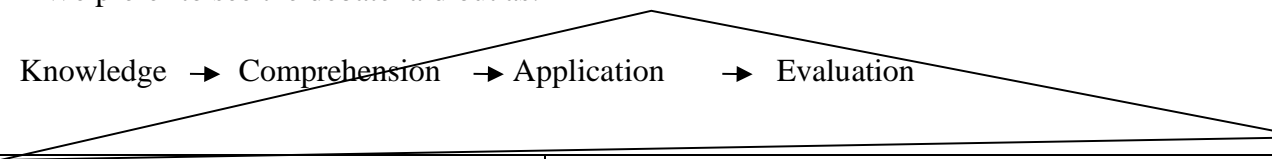


## Generic INTENT

Vision		Mission
<ul style="list-style-type: none"> <li>*An inspirational, stimulating and well-resourced environment</li> <li>*A safe and secure school at the heart of the community</li> <li>*Inquiry, independence and enthusiasm for learning</li> </ul>	<ul style="list-style-type: none"> <li>*Preparing all children for life</li> <li>*A high quality professional team</li> <li>*Taking pride in all our achievements</li> <li>*High standards of behaviour</li> </ul>	<p><b>Where every child counts</b></p>
<p><b>Excellent teaching gives children the life chances they deserve...Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching. Education is for all, not the few. All children have the right to be the best they can be. We foster a love of learning and the development of the well-rounded child.</b></p>		
<p style="text-align: center;"><b>Preparing Children for Life</b></p> <p>We believe that we are preparing children for 21<sup>st</sup> Century life. We aim for them to be independent thinkers, confident learners and global citizens, equipped to live and work in and contribute to the global economy.</p>		
<p style="text-align: center;"><b><u>Aims and Objectives</u></b></p> <p style="text-align: center;"><u>At William Barnes Primary School, we believe that children deserve:</u></p> <ul style="list-style-type: none"> <li>• To be set appropriate and stimulating learning challenges</li> <li>• To be taught well and be given the opportunity to learn in ways that maximise the chances of success</li> <li>• To be given quality feedback which highlights successes and areas for improvement.</li> <li>• To have adults working with them to tackle the specific barriers to progress they face.</li> </ul> <p style="text-align: center;"><u>It is also our aim that :</u></p> <ul style="list-style-type: none"> <li>• Children develop a lasting love of all aspects of learning which will aid and enhance their further education and life.</li> <li>• Children are given the opportunity to experience the widest variety of the written and spoken word possible - a vocabulary rich curriculum and school experience. This includes trips to pantomimes, art galleries and orchestral concerts.</li> <li>• Children develop a healthy lifestyle this is supported by Active Learning, The Daily Mile, Wake and Shake and a robust healthy eating policy.</li> </ul>		
<p style="text-align: center;"><b><u>Knowledge and Skills</u></b></p> <p>As a school, we believe in the equal relationship between knowledge and skills in our curriculum.</p> <p style="text-align: center;">We believe that:</p> <ul style="list-style-type: none"> <li>• Knowledge can be declarative ( to know that ) or Procedural ( to know how ).</li> <li>• Both these forms are important and that Declarative knowledge is turned into Procedural knowledge. through action and the act of applying.</li> <li>• Skills can be Procedural knowledge as a result of the application of Declarative knowledge.</li> <li>• Skills can be linked to dispositions and behaviours.</li> </ul> <p>In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.</p> <p>We prefer to see the debate laid out as:</p> <div style="text-align: center; margin-top: 20px;">  <p>Knowledge → Comprehension → Application → Evaluation</p> </div>		
<p style="text-align: center;"><b><u>Global Community</u></b></p> <p>We aim to equip our children for living in, and contributing to, a secure, transformative and sustainable world.</p>		<p style="text-align: center;"><b><u>Parents</u></b></p> <p>“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are.” (EPPE)</p>

# FOR WILLIAM BARNES PRIMARY SCHOOL

## Background

1. This policy was developed during an INSET day held on 4<sup>th</sup> September 2012 and reviewed in the Spring of 2015 and June 2018. All teachers contributed to the meeting and agreed to the principles outlined below. The outcomes of the meeting were also shared with teaching assistants, who were given the opportunity to add their ideas.

## Types of Planning

2. Types of planning are:

Type of planning	Timescale	Contents	When should it be given to the headteacher?
Long term	Annual	Annual overview of the subjects, topics and themes to be taught in all of the National Curriculum subjects organised by half term.	End of first week of Autumn term
Medium term	Termly	In English, these will be in the form of plans for each unit of work such as "Myths and legends" or "poetry". In Maths, staff primarily use the standard medium term plans from Scholastic, but they may also use other planning from the Hamilton Trust or other providers such as Rising Stars, Numicon and White Rose. In other subjects, staff create their own medium term plans, which can take the form of creative curriculum topic webs, or discrete subject plans where appropriate. Some planning is based upon whole school schemes of work such as the Jigsaw PSHE scheme, the EasyMFL French scheme and Val Sabin Gymnastics scheme.	End of first week of each term (Teachers only need to give medium plans to the head teacher the first year that they teach a unit of work)
Half term weekly breakdown	Half-termly	A Connected curriculum plan highlighting the main content to be covered in all subjects, major learning events (splats) and the links between different subjects as well as skills and attributes to be taught. A table showing the different subject and a very brief outline of the content or learning objective to be taught each week	End of first week of each half term: (Parents letter explaining topics termly)
Weekly	Every week	Detailed planning for English, Maths and the other subjects.	Monday morning before assembly.

## Why do Teachers Plan?

3. Written planning:

- provides a record of the thinking process that teachers complete each week when preparing the teaching and the learning that will occur in their classroom
- shows the learning objectives, success criteria and activities that teachers intend to deliver to their children
- allows teachers to identify opportunities for assessment
- allows staff to prepare resources in good time, before the lesson
- enables teaching assistants to be able to know their role in the week's learning
- allows staff to provide differentiated activities and support to meet the needs of all children including children entitled to the Pupil Premium
- allows teachers to provide high quality teaching and learning
- provides the framework for Monday's planning meetings with teaching assistants
- gives children the opportunity to carry out meaningful self and peer assessment activities
- ensures coverage of the National curriculum programmes of study
- provides teachers with a working document that can be adapted and altered in response to the progress the children make
- provide supply teachers with a starting point for their preparation in the event of a teacher being absent

- enables teachers to feel confident about the teaching and learning occurring in their classroom and provides the foundation for teachers to be creative
- allows subject leaders to monitor the implementation of the their curriculum area

### **When do Teachers Plan?**

4. Teachers can use their PPA time to complete plans if they so wish, otherwise planning is completed before and after school, at weekends and during the holidays. Teachers will need to provide the following types of planning at these times:

- Long term plans need to be given to the head teacher before the last day of the first week of the Autumn term
- Medium term plans need to be given to the head teacher before the last day of the first week of each half term. (Medium term plans need only handed in the first time a topic is taught)
- Connected curriculum plans are handed in before the end of the half term before the planning is to be used. Half termly weekly break downs need to given the head teacher before the last day of the first week of each half term. (Some teachers prefer to give in a termly weekly break down)
- Weekly planning for numeracy, literacy and all other subjects needs to be given to the head teacher before morning break each Monday morning.

5. If circumstances occur that prevent a teacher from completing all of their planning on time, it is the teacher's responsibility to explain why to the head teacher, and agree a date for the planning to be handed in complete. Teachers need to send a letter to parents each term outlining themes and topics.

### **What should be included in Teacher's Weekly Planning?**

6. Teacher's weekly written plans for Maths and English must include:

- Context free learning intention – Can I.....?
- Process success criteria
- Differentiated activities for ability groups
- Key questions / exposition (input)
- Guided / shared / independent
- Role of teaching assistant with specific children / groups named with initials and children entitled to the pupil premium
- Use of ICT – e.g. references to ITPs or Numicon IWB software in Maths or Literacy Shed in English
- Plenary
- SEND provision with children's initials
- Active learning opportunities highlighted

7. Teacher's weekly written plans for the other subjects must include:

- Learning intention – Can I.....?
- An outline of activity and teaching
- If appropriate, success criteria
- If appropriate key vocabulary
- A weekly timetable showing the day and time for each lesson
- A list of pupil premium children and how they are being supported

### **Who do Teachers Plan for?**

8. Teacher's planning supports the work of various people within school:

- Teachers
- Teaching assistants
- Classroom helpers
- Trainee teachers

- The Headteacher
- Subject leaders
- Supply teachers

9. Ultimately, teachers produce high quality plans to enable the children in their care to make the most progress they can, maximising their “life chances”.

### How do Teachers Plan?

10. Teachers should:

- Always put the needs of the children first when allocating time to planning
- Should find efficient ways of working, including adapting and sharing plans
- Should always adapt “off the shelf” plans, so that they meet the needs of the children they are teaching
- Should improve their planning in light of changes discussed and agreed as part of the staff development meetings and INSET days
- Consider the needs of teaching assistants when organising activities that require that children are withdrawn from the classroom
- Not use the same plans as previous years without adapting them to meet the needs of the children in their current class
- Focus on children entitled to the pupil premium

11. As a result of the teacher’s planning, each class will be expected to consistently provide the children with certain learning opportunities every week. These include:

- Daily Maths and English lessons
- Core and foundation subjects
- Mental oral starters and games in Maths
- Mathematics (homework in years 3 to 6)
- A movement from hands on, to visual to abstract learning in Maths using apparatus such as Numicon and Dienes and bar methods for breaking into problems
- 55 club numeracy targets tests weekly
- Homework
- Daily guided reading + notes, individual reading for appropriate children
- Weekly spelling / phonics lesson in KS2
- Daily phonics in Year R and KS1
- Sentence level targets
- Monthly Home/Talk/School/Write
- Cranborne handwriting programme
- Improvement time in Maths and English

<b>FGB Adopted date:</b>	<i>21<sup>st</sup> November 2022</i>
<b>Signature of Headteacher:</b>	<i>Karen Wrixon</i>
<b>Signature of Governing body:</b>	<i>Chris Jones</i>
<b>Next review date</b>	<i>Autumn 2023</i>