



PLANNING POLICY

Issue Date: February 2016

Updated: September 2016

Review Date: September 2017



Planning Policy 2016/17

This policy was formally adopted by Melior Community Academy on Monday 1st February 2016

The renewal date for this policy is: September 2017

Context:

The overall aim of the academy is to have an educational community which promotes and provides excellence in teaching and learning through a consistent approach to planning, which fosters high expectations and ensures the best possible outcomes for all students.

Aims:

- to ensure consistency in planning across the academy;
- to enable students to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- to provide a broad, balanced and relevant curriculum that will motivate, engage and challenge students whilst also equipping them with the skills required on leaving school;
- to set high expectations for all students in order to raise their aspirations;
- to raise standards of both teaching and learning;
- to promote thinking skills across all areas of the curriculum;
- to promote varied and appropriate teaching methods across the academy;
- to ensure appropriate differentiation in delivery and expectation;
- to ensure learning questions, outcomes and success criteria are used effectively in all lessons;
- to ensure assessment and target setting are consistent and accurate;
- to ensure that homework is set regularly and is of a high standard;

Teachers' standards:

- 1 Set high expectations which inspire, motivate and challenge students**
- 2 Promote good progress and outcomes by students**
- 3 Demonstrate good subject and curriculum knowledge**
- 4 Plan and teach well-structured lessons**
- 5 Adapt teaching to respond to the strengths and needs of all students**

- 6 Make accurate and productive use of assessment
- 7 Manage behaviour effectively to ensure a good and safe learning environment

Minimum requirements for planning

All staff are expected to plan lessons which should include the following:

- ***Learning question** - (standard 1, 2, 3, 4, 5)
- *** Learning outcomes and Success Criteria** – (standard 1, 2, 3, 4, 5 6)
- ***Using data to inform planning/differentiation** - (standard 2, 4, 5, 6)
- ***Uses of differentiation**– (standard 2, 3, 4, 5)
- **Green pen time/ student response to marking and feedback** – (standard 1, 2, 4, 5, 6)
- **AFL Opportunities** (examples might include marking and feedback, questioning, formative and summative assessment) – (standard 2, 3, 4, 5, 6)
- **Behaviour for learning** - (standard 1, 2, 7)
- **Literacy focus** where appropriate – (standard 2, 3, 4, 5,)
- **Homework** – (standard 2, 4, 5)
- **Use of TA/other adults** where appropriate – (standard 2, 4, 5, 8)

***non-negotiables**

All staff are expected to evidence planning

A range of possible planning formats are acceptable and the academy recognises that individual teachers have their own styles of planning; these might include:

- Electronic planning (e.g powerpoints), which must be supplemented with additional notes e.g. differentiation and a record of all homework set.
- The department schemes of learning - (if parallel classes are taught SoL must be personalised with differentiation annotated for that class) and a record of all homework set.
- Teacher planning sheets **and class profiles**
- Formal academy lesson plan

Or any other format as long as it has been agreed with your line manager.

Monitoring of planning

Existing monitoring systems will be used to review planning:

- Department school self-evaluation (SSE)
- Lesson observations
- Work scrutiny
- Student outcomes
- Student voice
- Drop ins
- Homework monitoring

Staff will be expected to maintain professional standards of planning.

Staff are not expected to complete academy lesson planning sheets for every lesson. However, if concerns are raised through a combination of the above monitoring systems, appropriate support will be given by your line manager or SLT to improve planning where a need has been identified. Staff who are judged as “development required” may be supported more by their learning leader of SLT and their planning monitored as part of this process.

Formal lesson observations

All formal lesson observations must be written up on an academy Lesson Plan (see below) **complemented by a completed class profile which includes a seating plan.** You must also provide evidence of sequential planning for that class – this may be a series of two or three lessons (**in any format that you normally use – see above**).

Exceptions to the above:

- ITT/NQTs may choose to submit all formal lesson observation planning using the formal lesson planning document as issued by their University or the academy lesson plan.

Names of key students (from Progress matrices) – how will you close the gaps?

The **BIG Four** – Have you included...

1. Clear outcomes and success criteria?
2. Hands down questioning to engage all learners?
3. Active learning so pupils have enough time on task to make progress?
4. Marking and feedback in line with policy?

Teaching Group:	Target range:	
<i>Levelled outcomes – These should be in line with academy policy and specific to the level of study i.e. graded where appropriate</i>		
<i>Develop</i>	<i>Challenge</i>	<i>Aspire</i>

Learning question – The big picture			
Homework: Enrichment, consolidation or extension	Differentiation/ Challenge <i>Boy Friendly Strategies, PP, RHINO Seating Plan – who sits where and why?</i>	Role of additional adults in the room – have you planned and communicated this before the lesson? What will they do?	LAC/NAC/SMSC :
	Key questions to be asked/ AFL <i>How will you assess progress?</i>	Differentiated Learning activities	Success Criteria
Bell activity: What will the students do immediately on entering the room? Green pen time?			
Feedback/ Starter/ Introduction <i>This should be backstitching learning from a previous lesson or marking, or introducing the new content (Approx.20 min) introduction to the content of learning</i>			
Development/Main <i>(Approx. 20- 30 min) and should involve activities that allow pupils to either independently or in groups to demonstrate and engage with the content developed</i>			
Review of learning/Plenary <i>This should inform planning for the next lesson, it could simply be that pupils answer the learning question (10 mins)</i>			

