

Education Services
Procedures and Guidelines

**GUIDANCE ON PLANNING
IN
PRIMARY SCHOOLS
2013**

1. BACKGROUND

- 1.1 There are two elements of teacher planning: long term planning and weekly / daily preparation.
- 1.2 There have been many significant educational changes over the last 15 years and this LNCT Agreement now sets out the recommended procedures to be followed in all Primary Schools.

2. INTRODUCTION

- 2.1 There are three stages in curricular planning:
 - The Working Time Agreement which is agreed at school level and which may include programmes of work in line with National/Council guidelines;
 - School Improvement Planning, which includes policy review and development;
 - Teacher planning at class level.
- 2.2 Headteachers and Teachers, through the Working Time Agreement, have a responsibility to discuss and agree the School Improvement Plan. Teachers are responsible for teaching their assigned classes and implementing the plan as appropriate. Forward planning by class teachers should be based on the School Improvement Plan.

3. IMPLEMENTATION

WORKING TIME AGREEMENTS

- 3.1 The School Working Time Agreement, and in particular the use of remaining time, (sometimes known as collegiate time) is fundamental in ensuring teachers can control their workload and implement the School Improvement Plan within the 35 hour week.
- 3.2 The School Calendar for staff must clearly set out agreed dates for the stages and review of the School Improvement Plan.
- 3.3 LNCT 35 Hour Week – Framework Agreement should be referred to when constructing the Working Time Agreement. In particular, agreed planning by teachers and any monitoring of teachers' plans must not be to such an extent as to reduce the time available for preparation for teaching to a level that means the 35 hour week cannot be met.

SCHOOL IMPROVEMENT PLAN

- 3.4 The School Improvement Planning process should reflect good collegiate practice within a school, and should ensure that all teachers are involved in the process.

- 3.5 The planning process should itself be the basis of both prior and continuing consultation with all teaching staff.
- 3.6 The Working Time Agreement must ensure that identified collegiate time is made available to staff in order to have an appropriate input at the appropriate time to the planning process.
- 3.7 Workload management must form an integral part of discussions since part of the planning process is to ensure that the individual and collective work of teachers is capable of being undertaken within the 35 hour week.
- 3.8 The School Improvement Plan should be made available to all staff prior to final approval of the plan.
- 3.9 There should be regular monitoring of the Plan involving all staff. Dates for undertaking the monitoring should be agreed and indicated in the school calendar for staff.
- 3.10 Any significant revision to the Plan in the course of the year should be discussed and agreed by staff. Action plans arising from HMIE visits should normally be built into future improvement plans rather than supplanting existing proposals. The outcome of Quality Improvement visits should not require improvement plans to be altered immediately.

TEACHER PLANNING

- 3.11 Termly plans should indicate the theme or context and outline experiences, outcomes and levels to be taught; the grouping of children for this teaching, and the key experiences and outcomes which will be assessed.
- 3.12 Teachers, including Support for Learning staff, should have the opportunity to discuss termly plans with each other and the Headteacher as they are being formulated. While this may present difficulties, it is important that such arrangements are made. Added comment or amendment during the term will allow the plan to stand as a record of work. Termly plans provide information on individual, group and class work and should help define what is assessed, recorded and reported.
- 3.13 Sufficient time within the school's Working Time Agreement should be allocated for the purpose of planning in this way.
- 3.14 The teacher puts the termly plan into effect through his/her own detailed preparation. This may take the form of a weekly or daily plan or diary. This helps the teacher in classroom management and organisation, in structuring tasks for the children, and in ensuring resources are to hand. Such plans are for the class teacher's own use and are not mandatory, but it is considered good practice to have in place a means of recording teaching and learning on daily / weekly basis.

- 3.15 Daily / weekly preparation is a matter for the individual teacher, and such plans should not be submitted to the Headteacher for approval. However, Headteachers are expected to take an active interest in the class work of all staff.
- 3.16 Planning beyond this level is considered to be excessive and should not be required or encouraged by Headteachers.
- 3.17 Early Level Guidance exists for pre-school and should be used across the authority in nursery classes to encourage continuity and cohesion across schools and to manage workload appropriately.
- 3.18 IEP's should be used for specific target planning for pupils with additional support needs.

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Education Officer
AGREED by LNCT on 15 January 2013

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Education Services
Procedures and Guidelines

GUIDANCE ON PLANNING IN SECONDARY SCHOOLS

2014

1. BACKGROUND

- 1.1 There are two elements of teacher planning: long term planning and weekly/daily preparation.
- 1.2 There have been many significant educational changes over a number of years and this LNCT Agreement now sets out the recommended procedures to be followed in all Secondary Schools.

2. INTRODUCTION

- 2.1 There are three stages in curricular planning:
 - The Working Time Agreement which is agreed at school level and which may include programmes of work in line with National/Council guidelines;
 - School Improvement Planning, which includes policy review and development;
 - Teacher planning at class, department or faculty level.
- 2.2 Headteachers and Teachers, through the Working Time Agreement, have a responsibility to discuss and agree the School Improvement Plan. Teachers are responsible for teaching their assigned classes and implementing the plan as appropriate. Forward planning by class teachers should be linked to the School Improvement Plan.

3. IMPLEMENTATION

WORKING TIME AGREEMENTS

- 3.1 The School Working Time Agreement, and in particular the use of remaining time, (sometimes known as collegiate time) is fundamental in ensuring teachers can control their workload and implement the School Improvement Plan within the 35 hour week.
- 3.2 The School Calendar for staff must clearly set out agreed dates for the stages and review of the School Improvement Plan.
- 3.3 LNCT 35 Hour Week – Framework Agreement should be referred to when constructing the Working Time Agreement. Cognisance should be taken of local and national administrative requirements. In particular, agreed planning by teachers and any monitoring of teachers' plans must not be to such an extent as to reduce the time available for preparation for teaching to a level that means the 35 hour week cannot be met.

SCHOOL IMPROVEMENT PLAN

- 3.4 The School Improvement Planning process should reflect good collegiate practice within a school and should ensure that all stakeholders are involved in the process.
- 3.5 The planning process should itself be the basis of both prior and continuing consultation with all teaching staff.
- 3.6 The Working Time Agreement must ensure that identified collegiate time is made available to staff in order to have an appropriate input at the appropriate time to the planning process.

- 3.7 Workload management must form an integral part of discussions since part of the planning process is to ensure that the individual and collective work of teachers is capable of being undertaken within the 35 hour week.
- 3.8 The School Improvement Plan should be made available to all staff prior to final approval of the Plan.
- 3.9 There should be regular monitoring of the Plan involving all staff. Dates for undertaking the monitoring should be agreed and indicated in the school calendar for staff.
- 3.10 Any significant revision to the Plan in the course of the year should be discussed and agreed by all staff. Actions arising from Education Scotland, Care Commission or Validated Self-Evaluation visits should normally be built into future improvement plans rather than supplanting existing proposals.

PLANNING FOR LEARNING

- 3.11 Year group, unit or course plans should indicate the theme or context and outline experiences, outcomes and levels to be taught; the grouping of young people for this teaching, and the key learning and outcomes which will be assessed.
- 3.12 Teachers, including support for learning staff, should have the opportunity to discuss plans with each other and the Line Manager as they are being formulated. Added comment or amendment during the term will allow the plan to stand as a record of work. Plans provide information on individual, group and class work and should help define what is assessed, recorded and reported.
- 3.13 Sufficient time within the school's working time agreement should be allocated for the purpose of planning in this way.
- 3.14 The teacher puts the plan into effect through his/her own detailed preparation. This may take the form of a weekly or daily plan or diary. This helps the teacher in classroom management and organisation, in structuring tasks for the young people, and in ensuring resources are to hand. Such plans are for the class teacher's own use and are not mandatory, but it is considered good practice to have in place a means of recording / reflecting on teaching and learning on daily / weekly basis.
- 3.15 Daily/weekly preparation is a matter for the individual teacher, and such plans should not be submitted to the Headteacher or Line Manager for approval. However, Headteachers or Line Managers are expected to take an active interest in the class work of all staff.
- 3.16 Planning beyond this level is considered to be excessive and should not be required or encouraged by Headteachers or Line Managers.
- 3.17 CSPs and IEPs should be used for specific target planning for pupils with Additional Support Needs where appropriate.

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