

**FALKIRK COUNCIL  
Local Negotiating Group for Teachers**

**Management Side  
Children's Services  
Sealock House  
2 Inchyra Road  
Grangemouth  
FK3 9XB**

**Teachers' Side  
Haypark Business Centre  
Room 5 Suite A  
Marchmont Avenue  
Polmont  
Falkirk FK2 0NZ**

To: All Headteachers/Unit Managers  
cc. Extended Senior Leadership Team,  
Resource Managers/Officers

31 August 2017

Dear Colleague

**LNCT/40  
Tackling Bureaucracy in Schools'**

Attached find the agreed LNCT Guidance Note on 'Planning in Schools'.

This should be circulated to all teaching staff in your school/educational establishment and should be used with immediate effect.

Gary Greenhorn (Management Side)  
Margaret Smith/Colin Finlay (Teachers' Side)

**Joint Secretaries**



**Falkirk Council**  
*Children's Services*

**Local Negotiating Committee for Teachers**

**'Tackling Bureaucracy in Schools'**

**LNCT Agreement  
'Planning in Schools'  
August 2017**

# Falkirk Council : Children's Services

## Planning in Schools

### 1. BACKGROUND/PURPOSE OF REPORT

- 1.1 The purpose of Curriculum for Excellence is to promote better teaching and learning in our schools and we all have a collective responsibility to ensure that the focus on this key aim should not be inhibited by bureaucracy, unnecessary paperwork poor systems/processes.
- 1.2 This LNCT Agreement sets out the procedures to be followed in all Schools to ensure that:
- There is consistency of approach in school planning processes.
  - Paperwork and bureaucracy is reduced to a minimum.

### 2. INTRODUCTION

- 2.1 There are three stages the school curricular planning process:
- **Stage 1 - The Working Time Agreement (WTA)** which is agreed at school level via the SBNC and which may include programmes of work in line with national/council guidelines;
  - **Stage 2 - Local School Improvement Planning**, which includes planning how to implement strategic national and local priorities.
  - **Stage 3 - Teacher Planning** at class level, within the frameworks of faculty and stage planning as appropriate.

### 3. RESPONSIBILITIES OF HEAD TEACHERS AND TEACHING STAFF

- 3.1
- Head Teachers and teachers, have a responsibility to jointly discuss Working Time Arrangements and agree the School Improvement Plan.
  - The Working Time Agreement is an integral part of that planning process and requires discussion and agreement from the School Based Negotiating Committee (SBNC) each year, around April-June.
  - Teachers are responsible for teaching their assigned classes and implementing the plan as appropriate.
  - Planning of learning, teaching and assessment by class teachers should be based on the curricular experiences, outcomes and benchmarks.

### 4. IMPLEMENTATION OF WORKING TIME AGREEMENTS (WTAs)/NGT14

- 4.1 The School Working Time Agreement, and in particular the use of time remaining beyond the core 30 hours of class contact, preparation and correction is fundamental in ensuring teachers can manage their workload and implement the School Improvement Plan within the contractual 35 hour week.

- 4.2 The School Calendar for staff must clearly set out agreed dates for the discussion stages and review of the School Improvement Plan.
- 4.3 **NGT 14** should be referred to when constructing the Working Time Agreement. In particular, agreed planning by teachers and any monitoring of teachers' plans must not reduce the time available for preparation for teaching and be contained within the 35 hour week.

## **5. SCHOOL IMPROVEMENT PLAN (SIP)**

- 5.1 The School Improvement Planning process should reflect good collegiate practice and distributed leadership at all levels within a school, and should ensure that all teachers fully contribute to its preparation, delivery and evaluation.
- 5.2 The School Improvement Plan should be made available to all staff prior to final approval of the plan
- 5.3 The Working Time Agreement must ensure that identified collegiate time is made available to staff in order to have an appropriate input and clarity over the planning process. NGT14 gives more details on this and how the School Based Negotiating Committee (SBNC) are involved. It also provides the appropriate paperwork that has been agreed for use in the process.
- 5.4 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.
- 5.5 There should be regular monitoring of the Plan involving all staff. Dates for undertaking the monitoring should be agreed and indicated in the school self-evaluation framework.

## **6. ACTION PLANS FOLLOWING AN EDUCATION SCOTLAND SCHOOL INSPECTION**

- 6.1 Action plans resulting from an Education Scotland inspection should normally be in place following the circulation of the letter to parents and carers. This will require revision of the school's current improvement priorities. The extent of this depends upon the outcomes of the inspection. Similar revision to action planning resulting from quality improvement visits may be required subject to discussion with local authority officers.

## **7. TEACHER PLANNING**

- 7.1 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.

- 7.2 Teachers, including support for learning staff, should have the opportunity to discuss termly plans with each other, the Head Teacher and/or their Line Manager as they are being formulated. Additional comments or amendments during the term will allow the plan to be adjusted as outcomes, etc are reviewed. Termly plans provide information on individual, group and class work and should help define what is assessed, recorded and reported.
- 7.3 Time for planning must be clearly allocated and agreed within the within the school's working time agreement.
- 7.4 Teachers are responsible for processing the termly plan through their own detailed preparation. This may take the form of a weekly or daily plan or diary. This helps the teacher:
- in classroom management;
  - to forward plan and organise tasks/events;
  - structuring tasks for the children; and
  - in ensuring resources are to hand.

Such plans are for the class teacher's own use. Their format is not mandatory, but it is essential to have in place a means of recording teaching and learning on daily/weekly basis.

- 7.5 Daily/weekly preparation is a matter for the individual teacher, and such plans should **not** be submitted to the Head Teacher and/ or their Line Manager for approval. However, Head Teachers are required to take an active interest in the class work of all staff.

Signed on behalf of the Council

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Name: Gary Greenhorn  
 Designation: Joint Secretary LNCT  
 (Management)

Signed on behalf of the Teachers' Side

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Margaret Smith/Colin Finlay  
 Joint Secretary LNCT (Staff)

Date: 31 August 2017