



Education Resources

South Lanarkshire Planning Position Statement

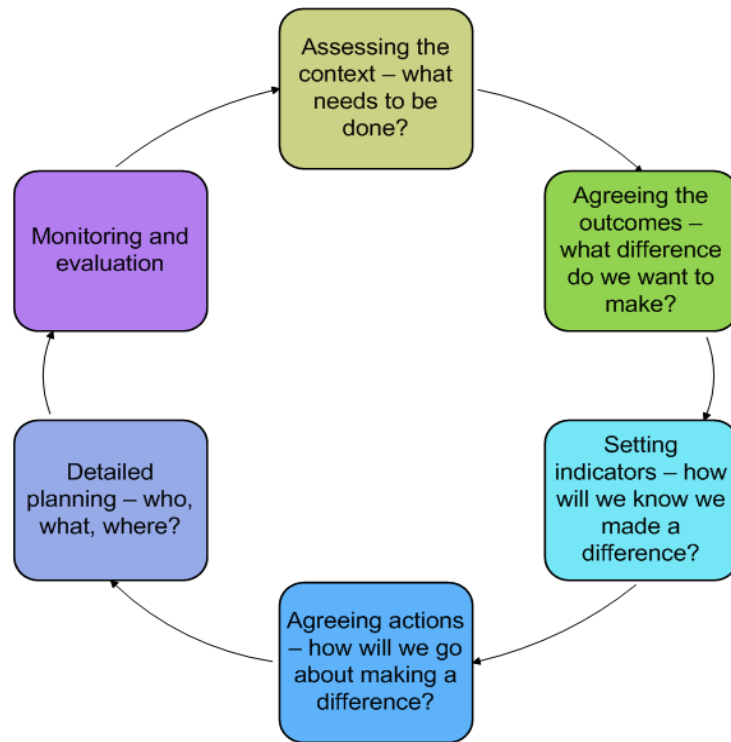
The planning of learning is a key element in effective learning and teaching. It should be proportionate, practical, coherent and impact on the classroom context. Teachers should plan for learning taking account of methods of delivery and assessment, evaluation and moderation where appropriate.

Values and principles of planning:

1. Planning is central to the learning process and should focus on the needs of the child, which will include elements of pupil choice and will involve pupils in their own learning.
2. Planning will focus on the experiences and outcomes within and across levels, ensuring that the seven principles for learning and teaching within the Curriculum for Excellence framework apply. (see appendix 1)
3. In order to plan learning, it is essential for staff to have a shared understanding of standards across the different levels of Experiences and Outcomes. This will be achieved through planned and regular moderation activities both within establishments and across Learning Communities.
4. For planning to be effective it must meet the needs of the child. Prior learning should be taken into account when teaching colleagues plan together collaboratively within and across levels, so that progression is ensured.
5. In planning programmes of work, clear learning intentions and success criteria will be formulated and shared with pupils, making it possible to monitor and track progress.
6. Evaluation of both learning and teaching and pupil progress will be made by teachers and pupils via assessment, which will be both formative and summative. This will be based on the shared success criteria and will form part of the evidence of pupil progress.
7. Reporting to parents and consultation with parents is an essential part of pupils' learning and progress. The gathering of good quality evidence about a young person's progress and describing progress and achievement against agreed standards and expectations will give parents a reliable account of learning and the pace of learning.

The purpose of planning:

8. The planning cycle incorporates a series of different stages. The outcomes of one stage may change the next stage of the plan.



9. Planning is a continuous cycle of the above which gives clear direction, provides evidence of continuous progression and allows time for reflection and influence on future learning and skills development.
10. By reflecting and developing sound judgments through shared standards we are able to monitor pupil progress.
11. Each stage feeds into the next, making planning an ongoing activity which is determined by our evaluations and assessments which must be flexible enough to meet the needs of individual.

Collaboration and Consultation

12. Through the establishment's self-evaluation process and dialogue with the staff the broad establishment aims and improvement priorities should be agreed by all staff and reproduced in the school/establishment improvement plan. (SIP).
13. The School Improvement Plan forms the basis of the improvement agenda throughout the school year.
14. Time and opportunities for this should be reflected in the Working Time Agreement (See appendix – Annex B) and the school's collegiate calendar. A range of staff meetings and liaison times with agreed dates should be available to all staff.

School Curricular Planning

15. It is vital within the planning process that staff have the opportunity to plan together and develop sound judgments through sharing standards especially within a level and at transition points across levels from nursery to S1. Time for this process should be outlined in the WTA of the establishment.
16. Plans should reflect collegiate practice involving all participants.

17. Consultation is essential between SMT and teaching staff. This will be an open and on-going consultation and should take place at an agreed and appropriate time as outlined in the establishment's WTA.

Planning in the Primary Schools

18. The WTA must ensure that identified collegiate time is made available to staff for all aspects of the planning process, including time for discussion with line managers at the various key stages of the process.
19. All staff in establishments are responsible for assessing the attainment of individuals to ensure that the curriculum offers challenge and depth.
20. All staff in establishments are responsible for the planning process of individuals and groups, taking account of pace and progression providing intervention through either support or challenge where necessary. All staff are also responsible for monitoring pupil progress.
21. Schools should agree a long term planning process. In most cases this will be termly.
22. There should be regular reviews of the planning involving all staff. Dates for undertaking these reviews should be agreed and indicated in the school calendar.
23. ***Effective planning provides a clear framework to support and give guidance to teachers, whilst encouraging creativity, flexibility and engagement. It is not the expectation that there is a need for a monitoring of weekly/daily planning as teachers are responsible for their own continual professional planning using their integrity and judgments.***

All of the above will ensure that we are 'Getting it Right for Every Child', as planning is at the heart of learning and teaching and meeting the needs of pupils is central to what we want to achieve.

Agreed by JNCC

Signed by: _____

Date: _____

Signed by: _____

Date: _____