

The advice and guidance contained within this policy statement should be regarded as the frame of reference for effective planning across all Fife Primary Schools.

The purposes of this statement are to:

- Address the need for a consistent and equitable planning workload in line with the Education representative from Trade Unions.
- To adhere to the standards and expectations of the Curriculum for Excellence board.
- Outline the agreed criteria of effective planning.
- To take account of Curriculum for Excellence national expectations in inspections.

## Key Principles of Effective Planning

Planning aids the learning and teaching process, and assessment is integral to this, as identified within **BTC5** and **Fife Council Education Service Policy Statement: Curriculum for Excellence Assessment and Reporting: Rationale and Framework**). Consideration should be given to the 7 Principles and the 4 Contexts for Learning (including wider achievement) as outlined in **BTC3**. Planning is supported by Fife requirements (such as **Workshop for Literacy**) where appropriate; and effective school programmes and courses which provide coherence, progression and depth in learning. These programmes and courses break down the experiences and outcomes into sizable chunks with good pace of learning.

## Essential Elements

### 1. Long Term - Annual overview

Programmes and courses in all areas should be devised which unpack the Es and Os to ensure skills progression. This will highlight coverage of depth and progression ensuring pace and challenge across all stages, providing pathways through the Es and Os.

### 2. Block Planner - For key/discrete areas & Inter-disciplinary planner

Block planning should be encouraged at stage level which enables tracking of groups and individual pupils' progress. Block planning should also provide a record of work and assessment of learning which is available for the transitions between stages. The block plan should include:

- Curriculum focus
- Context for learning
- Teaching & Learning Experiences
- Assessment Methodologies including AifL strategies and techniques
- Application of learning
- Evaluations to inform planning for next steps in learning and teaching

### 3. Continual Professional Planning – i.e., weekly/daily

Effective planning provides a clear framework to support the teacher and give guidance to support staff, whilst encouraging creativity and flexibility. Planning needs to take account of effective assessment and support teachers' professional integrity and judgements. Teachers are required to plan and have responsibility for their own continual professional planning, i.e., weekly/daily. It is not the expectation that there is a need for close monitoring of this planning.

## Further Reading:

FIFE COUNCIL EDUCATION SERVICE (2012) *Policy Statement: Curriculum for Excellence Assessment and Reporting: Rationale and Framework*

SCOTTISH EXECUTIVE EDUCATION DEPARTMENT (SEED) (2008) *Curriculum for Excellence: Building the Curriculum 3: A Framework for Learning and Teaching*

SCOTTISH EXECUTIVE EDUCATION DEPARTMENT (SEED) (2011) *Curriculum for Excellence: Building the Curriculum 5: A Framework for Assessment*

FIFE COUNCIL EDUCATION SERVICE (2012) *Workshop for Literacy: A Contextual Approach for Successful Learning*