



Intake Farm Primary School and Nursery Planning Policy for the foundation subjects 2022

- Responsibility for dissemination to new staff: Headteacher.
- We plan, evolve and regularly improve a 21st Century curriculum to ensure all of our pupils are prepared for their future.
- Planning at Intake Farm Primary School is very closely matched to the children and their learning needs. We believe that every one of us can make a difference for good, that we have a shared responsibility to take care of the world and each other. In planning our lessons, we will develop skills and knowledge to enable us to do this, through a curriculum that enriches and inspires every pupil to take their learning forward. We believe that wellbeing is inextricably linked to high attainment and outstanding progress. We believe that the Foundation Stage is crucial in beginning a child's journey in their love for learning. We ensure that we plan for physically active learning and learning outdoors alongside learning in the indoor learning environment. In all lessons across the school, pupils will learn new concepts and have the chance to practise them. As a result, pupils will be confident in taking risks with new learning and we will be able to see the impacts in their books. Pupils will love learning and all lessons at Intake Farm Primary School will be characterised by the positive energy and enthusiasm of children and their teachers who enjoy every day.
- Our planning reflects our desire to encourage the children to be partners in learning and to become independent learners.

1. Types of Planning

Planning descriptors
<p>Long Term overview</p> <ul style="list-style-type: none"> • LT planning will organise aspects of the curriculum on a <i>school year</i> basis throughout the school. • Subjects are divided into areas of learning. • The teaching units are co-ordinated to decide at what point they will be taught during the school year. • LTP provides a whole school overview identifying when children will be taught the major areas of the curriculum during their time at our school. • Where possible, links are made across curriculum areas to create integrated themes or topics.
<p>Medium Term planning</p> <ul style="list-style-type: none"> • MT planning will be an overview of learning over a period of <i>one half term</i>. • MT planning consists of a half-termly forecast showing areas of learning and key objectives for each area of learning in each subject. • This process gives a broad overview of the Whole Curriculum for one half term.
<p>Short Term planning</p> <ul style="list-style-type: none"> • ST planning in the foundation subjects will be created on SmartNotebook. It will usually cover a unit of work over several weeks <i>or</i> a half term. This depends on the subject and the length of the unit. • <i>Not every SmartNotebook slide will need to identify all of the following.</i> • ST planning identifies: <ul style="list-style-type: none"> ○ learning objectives; ○ learning activities; ○ teaching management; ○ learning resources; ○ assessment opportunities – e.g. end of unit link to a test; ○ differentiation; ○ evaluations of teaching and learning: planning is changed as the learning progresses. ○ There will be more detail on the first week's SmartNotebook slides than in later weeks which will be added to as the learning progresses. ○ PE planning will continue to be completed on the word document proforma.

○ ICT, MFL and music have their own planning formats which are available on our system.

2. Responsibility for monitoring planning

	Responsibility
Long Term overview	Whole staff Governors Curriculum leaders
Medium Term	Key stage teams Curriculum leaders
Short Term	Class teachers

Staff are required to hand their planning to the headteacher on a weekly basis. The SLT will monitor each teacher's planning on a regular basis and during the lesson observation process.

3. Methods of evaluating planning

The following tables provide areas that might be chosen by subject or key stage leaders while evaluating planning and in discussion with teachers.

Subject Knowledge

Aspect of Teaching	Impact of teaching on pupils' learning, attitudes and behaviour
<p>Do planning and teaching:</p> <ul style="list-style-type: none">• Reflect a clear understanding of the subject curriculum?• Reflect accurate subject knowledge leading to clear learning objectives and teaching points?• Meet the learning needs of all groups of pupils?• Show an accurate level of expectation?• Ensure that learning builds on prior learning?• Make clear links with work in other subjects?• Show effective selection of resources?• Demonstrate explanations that are clear, accurate and at the right level for pupils?• Ensure subject-specific questioning that help pupils understand and learn?• Take account of pupils' questions and responses?• Use pupils' responses to extend their learning of the subject?• Demonstrate knowledge of how children learn the subject?• Show an understanding of the range of methods available?• Indicate that the teacher is interested in and knowledgeable about the subject?• Show that the teacher has adopted effective methods and organisation to achieve the objectives?• Secure understanding and use of subject vocabulary?	<ul style="list-style-type: none">• What new knowledge or skills do groups of pupils acquire during the lesson?• Is their understanding of the subject developing?• Are pupils developing a personal interest in the subject?• Do the pupils see the purpose of learning the subject?• Do pupils have a growing awareness of the distinctive nature of the subject?• Do pupils see links between the work they are doing in this subject and other learning?• Sustained concentration, enjoyment, commitment, confidence?
<p><i>Does the teacher show good subject knowledge in planning, teaching and assessing the subject?</i></p>	

**Planning sets clear learning objectives
and teaching points that pupils understand**

<p align="center">Aspect of Teaching</p>	<p align="center">Impact of teaching on pupils' learning, attitudes and behaviour</p>
<p><i>What are the specific learning objectives and teaching points and how are they made explicit and visible?</i></p>	

- Are concise learning objectives evident?
- Are there too many learning objectives?
- Are the learning objectives appropriately differentiated to meet all pupils' learning needs?
- Are the learning objectives achievable and the gains in learning measurable during the lesson?
- Are links made with learning in other subjects?
- Does the teacher communicate a clear plan and objectives for the lesson at the start of the lesson during the lesson and at the end of the lesson?
- Does the teacher communicate the key teaching points for the lesson at the outset, during the lesson and at the end?
- Are clear targets for improvement set, reinforced and reviewed with pupils?
- Does the teacher review with pupils what they have learned during and at the end of the lesson?
- Do teacher interventions relate closely to learning objectives?
- Is good feedback given to pupils in relation to LO and TP throughout the lesson?
- Are all adults clear about their role in promoting the LO and TPs?
- Are the teaching points clear?
 - Has the teacher a clear view of what good work will look like?
 - Has the teacher a clear view of what questions will be asked?
 - Does the teacher have a clear view of what vocabulary will be learned?
- Does the teacher provoke deeper understanding & determined and unexpected contributions from some pupils?

- Are all pupils clear about the learning objectives for the lesson?
- Are pupils clear about where to focus their efforts during the lesson?
- Are pupils clear what teacher is likely to be looking for when she looks at work?
- Do the pupils have a clear view of what a good piece of work will look like?
- From the outset, do the pupils know what the teacher is likely to focus on in the plenary?
- Do they know how to improve specific aspects of their work?
- Are they able to analyse the strengths and weaknesses in their own work?
- Have they all got clear targets to focus efforts?
- Do they understand not only what to do, but also why they are doing it and how the work is helping them improve and progress?
- Do they recognise the importance and relevance of the task?
- Do pupils make good progress in relation to the learning objectives?
- Do pupils see links with learning in other lessons?

The Whole School Curriculum is reviewed annually during late summer term. This will take account of teaching and learning through the year and information gained from analysing assessments. The Governing Body has a Strategic Committee that receives and approves revisions to the curriculum.