



BANCHORY-DEVENICK SCHOOL A Practice Statement for Planning



"Always plan ahead. It wasn't raining when Noah built the ark."

Richard Cushing

Rationale:

At Banchory-Devenick School we believe that planning should endorse a broad and balanced curriculum which focuses on creativity, excellence and enjoyment. Within our planning we aim to promote the 4 capacities (successful learners, confident individuals, responsible citizens, effective communicators), the 7 principles of curriculum design (challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence, relevance) and the 4 curriculum contexts (curriculum areas and subjects, interdisciplinary learning, ethos and life of the school, opportunities for personal achievement). Good planning helps make lessons clear and well-timed, meaning that pupils can be active and engaged. Effective planning should also be flexible to allow school staff to respond to observations made as they teach.

Aims

At Banchory-Devenick we aim to:

- Ensure that the child is at the centre of everything we do.
- Provide lessons that are differentiated to meet the needs of our individual learners.
- Share the purpose, relevance, objectives and success criteria of lessons.
- Foster positive attitudes and an interest in learning across the core subjects (Literacy, Numeracy, Health and Wellbeing) and the foundation subjects (Expressive Arts, MLPS, RME, Sciences, Social Studies, Technologies).
- Encourage children to develop individual talents and interests.
- Actively involve the children in their own learning journey by listening to their views and opinions and giving good quality feedback which identifies areas of strength and targets for improvement.
- Use formative and summative assessment strategies, and fast feedback to monitor children's ongoing progress, and inform next steps in planning.
- Take prior learning into account.
- Cater for different learning styles (visual, auditory, kinaesthetic).
- Plan opportunities for individual, paired, group, cross stage and school working.
- Invite visitors in to share knowledge and expertise.
- Offer stimulating and relevant school trips which support/extend understanding, skills and experience.
- Take whole school initiatives and developments into account.
- Make effective use of resources.

Guidelines for Planning:

1. Planning is primarily for the teacher who created it, however supply teachers (or others) should be able to follow long and medium-term plans in the absence of the normal class teacher. External agencies, e.g. HMIE/QIOs may also expect to view long and medium-term plans to look at coverage, pace, challenge, differentiation etc.
2. Planning will be monitored and/or moderated against identified Quality Indicators bi-annually (term 1 and term 2) in line with the school's monitoring policy and QA calendar.
3. At Banchory-Devenick, we have 3 tiers of planning:

Long Term - Yearly

- Bundles of Experiences and Outcomes from A Curriculum for Excellence have been identified for Early, First and Second levels, and stimulating Contexts for Learning identified which provide natural opportunities for Eco, Enterprise, Rights Respecting School, STEM etc. These operate on a 3-year cycle.

		TERM 1	TERM 2	TERM 3
YEAR 1	P1-4	Where I live	Inside Out	Science through Stories
	P5-7	Our Savage Earth / Climate Change	Scottish History / Democracy	We Are Engineers
YEAR 2	P1-4	Superheroes	Light and Electricity through The Iron Man	What a Wonderful World
	P5-7	Home and Abroad Africa	Victorians and The Industrial Revolution	John Muir Award
YEAR 3	P1-4	Food and Farming through Charlotte's Web	Coasts and Castles	Healthy Me
	P5-7	Fairtrade Through The Rainforests	Racism and Prejudice through World War II	Bodyworks

- An overview sheet detailing the specific Experiences and Outcomes to be taught for each Context for Learning has been created. These sheets give suggestions for related school trips, workshops, visitors, class novels etc, and also identify links to the wider curriculum (STEM, Eco etc).

Medium Term - Termly

- Subject specific plans with identified experiences, outcomes and benchmarks are provided for teachers on a termly basis. It is then the teacher's responsibility to populate these with details of the planned learning experiences/activities, links to other curricular areas and notes of useful resources and websites/apps.

- Plans for core areas (Maths, Literacy, Health and Wellbeing, MLPS) should be completed on the relevant sheets on a termly basis.
- Termly plans should include: information about what is being taught across the different curricular areas, information about what the activities/experiences are and how they are to be taught, useful resources/websites.
- Termly plans should contain enough detail for a long-term supply teacher to teach from.
- Once something has been taught, it should be highlighted out on the termly plans.
- Forest Schools activities and experiences should be demarked (FS).
- It should be noted that termly plans are not set in stone and should be flexible enough to adapt to the needs and interests of the children within the set contexts for learning.

Short Term - Weekly/Daily

- Weekly/daily plans are kept flexible with individual teachers being given autonomy to produce what works best for them. They are not expected to be submitted to SMT for monitoring/moderation. However, daily/weekly plans may be required for submission in the event of an inspection or other such visit.
 - Whilst planning for the children's learning, teachers should ensure:
 - The children are clear about **what** they are learning and **why**.
 - What skills are being developed and the relevance/application to real-life.
 - How children know what their next steps are.
 - That we are moving through the curriculum at an appropriate pace.
 - That lessons are pitched at the right level for all children (differentiation).
 - That PSAs are used to support children either individually or in small groups.
4. As we are looking towards becoming an Eco School, plans are now kept electronically on SharePoint.

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