



St. Ethelbert's Catholic Primary School

Planning Policy

"I serve Jesus with my body, heart, mind and soul."

Serviam means 'I serve'. Jesus Christ has taught us that it is more blessed to serve than to be served. At St Ethelbert's school, following our Catholic faith, we serve the whole person – mind, heart, body and soul.

Body – because we care for our wellbeing, our parish neighbourhood and our environment.

Heart – because we teach love and respect for all.

Mind – because we believe in excellent education.

Soul – because we learn to pray and become closer to God as his children.

Planning for our taught curriculum reflects the aims of our Mission Statement and the policies we have. Our policies specify schemes of work to be taught in each area of the curriculum for each year group and the time allocated to teaching each subject (long term planning).

Using adapted support material as a framework for delivering the National Curriculum class teachers, together with subject co-leaders, develop the medium term plans, details of which allow the (short term) weekly /daily planning of activities.

Subject leaders review work with class teachers on a termly basis to accommodate variations in pace and progress. Policy modifications may be made when the subject is under review.

Long-term: planning of work specify the content for each year group, which may be continuing or blocked work.

Continuing work is frequent and progressive, requiring practice to acquire and consolidate skills, knowledge and understanding e.g. reading, writing and number work.

Blocked work is taught in a specific amount of time not exceeding a term, focusing on distinct knowledge, understanding and skills which may or may not link with other units of work e.g. a single History or Geography topic.

Medium-term: details termly or half-termly plans specifying the learning objectives, teaching strategies, pupil grouping for differentiation, links with other subjects, resources and assessment opportunities.

Short-term: In the cause of efficiency, there is no common pro-forma for weekly / daily plans because some teachers feel more effective writing more / less than others. In order to be effective whatever its style, the weekly / daily plans must ensure differentiation, balance, assessment, feedback and enable modification (if necessary) to the medium term plan. Planned activities should be based on clear learning objectives. Generally a lesson will contain 1 – 3 learning objectives with clearly differentiated learning activities.

The lesson plan needs to

- Take into account the range of needs and the abilities of pupils
- Plan appropriate tasks for them

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The objective is to

- Ensure that all the pupils are engaged and challenged by the lesson
- Motivate pupils to learn and achieve the desired objectives of the lesson
- Work at the appropriate level of skill, ability and understanding.

Sometimes the same content can be taught to the whole class, with individuals / groups continuing from the point they have reached after their work has been checked, differentiation by output. Alternatively, different groups / individuals can have work set according to their ability, differentiation by input. A combination of the two is possible where there is a whole class lesson followed by activities that have been set for groups according to their ability.

Headteacher
To be reviewed November 2017