

## Primary Planning

### I. BACKGROUND

- 1.1 A number of years ago two levels of planning for pupils' learning in primary schools were identified:
  - a) Strategic Plans and
  - b) Teachers' Personal Plans
- 1.2 These definitions remain useful in differentiating between the overall learning intentions over a period of time and the weekly progress being achieved in relation to these plans.
- 1.3 Levels of detail required for teachers' planning have largely been left open to interpretation at individual establishment level. This is to be welcomed and, undoubtedly has allowed various examples of good practice to develop.
- 1.4 Whilst guidance and exemplars of the format for strategic plans may be provided for support and guidance, teachers and establishments are free to choose their own format for planning the day-to-day activities of their class. This daily plan would not normally be monitored by senior staff but would be available in the classroom.
- 1.5 Establishments should avoid planning formats and demands which are overly bureaucratic which can be a drain on time available for key tasks, such as learning and teaching, assessment, preparation and correction, professional dialogue, critical reflection and self-evaluation.
- 1.6 Curriculum for Excellence should allow teachers to combine the best elements of curriculum planning, allowing them to plan across the curriculum using the experiences and outcomes. As teachers become more familiar with the experiences and outcomes then this should lead to less time being spent on termly plans. Teachers should endeavour to avoid a tick box approach to planning.

### 2. PURPOSE

- 2.1 This paper sets out to clarify the purpose of planning and to avoid excessive workload demands in relation to planning. Plans should not contain a level of detail beyond what is deemed to be useful at establishment level to ensuring appropriate pupil progress. This should be the subject of collegiate discussion at establishment level.
- 2.2 Each school should develop an agreed format for planning which is concise, coherent, consistent and cost effective in terms of the establishment's Working Time Agreement. The planning format should take account of local authority advice and guidance, including advice and guidance on Glasgow Online.
- 2.3 Effective planning needs to be focused, and take appropriate account of individual and group learning needs.
- 2.4 Effective planning needs to be broadly based on the experiences and outcomes, informed by prior learning and progress in learning, and needs to contribute fully to the assessment process.

### 3. PLANNING

- 3.1 When planning for learning, teachers will focus on the learning to take place, giving consideration to, and reflecting the interests of all children and young people. Planning will be concise and allow for choice and personalisation within the curriculum.
- 3.2 Establishments will plan to build flexibility and creativity in organising the experiences and outcomes, and taking into account local priorities and circumstances. Doing this will encourage teachers to continue the process of meeting the needs of all children and young people and linking learning to skills for life.

- 3.3 Teachers' plans will indicate key learning activities and promote a deeper understanding of the curricular areas which will enable children and young people to develop lifelong generic skills, for example through:
- whole school initiatives
  - collaborative working
  - cross curricular themes
  - interdisciplinary projects
  - interdepartmental projects
  - cross sectoral working
  - problem solving activities
- 3.4 Term plans provide information on group and class work and should help define what is planned, taught, assessed, recorded and reported.
- 3.5 Term plans should indicate the theme or topic and outline learning activities and levels to be taught and the grouping of children for this teaching.
- 3.6 Comment or amendment during the term will allow the plan to stand as a record of the teaching and learning that has taken place. Teachers will evaluate the effectiveness of their planning in the context of how successful children's learning has been. This can be done on an ongoing basis and should inform next steps in learning. However, it is neither feasible nor desirable for teachers to submit written evaluations of teaching/learning for each curricular area.
- 3.7 Teachers, including support for learning staff, should engage in moderation discussions on an ongoing basis and have the opportunity to discuss term plans and pupil evidence with each other and the Headteacher. Such discussions should take the form of a professional dialogue about the learning and teaching taking place in the classroom, rather than a critique of the planning document itself, and should encourage sharing of the standard at appropriate levels.
- 3.8 Sufficient time within the school's working time agreement should be allocated for these discussions.
- 3.9 The teacher should put the term plan into effect through his/her own detailed preparation which will take the form of a weekly or daily plan or diary. This helps the teacher in classroom management and organisation, in structuring tasks for the children, and in ensuring resources are to hand. Such plans are considered good practice to have in place as a means of recording teaching and learning on a daily/weekly basis.
- 3.10 Daily/weekly preparation is a matter for the individual teacher, and such plans should not normally be submitted to the Headteacher for approval. However, they should be available in the classroom in case of teacher absence.
- 3.11 Each school's Working Time Agreement must include an appropriate allocation of hours for teachers' Planning (including daily/weekly planning and preparation). This allocation must be a realistic reflection of the time required to undertake this task to ensure that the individual and collective work of teachers is capable of being undertaken within the 35 hour week.
- 3.12 Consultation on priorities for planning will be a routine part of school improvement planning, and collegiate discussion and engagement will lead to agreement on working time agreements. These processes and arrangements will be subject to self-evaluation and improvement planning as part of the overall quality improvement process, and undertaken with reference to LNCT 17, Working Time Arrangements for Teachers.