

# South Ayrshire Council

## Joint Negotiating Committee for Teachers (Non-devolved other matters)

### Primary Planning Agreement (JNCT2.12)



### Version Control

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## 1. BACKGROUND

- 1.1 The Scottish Negotiating Committee for Teachers (SNCT) Conditions of Service Handbook establishes that teachers, other than short term supply teachers, shall have a 35 hour working week and that the working week will apply on a pro-rata basis to teachers on part time contracts.
- 1.2 Evidence at national and local level that teachers regularly work well in excess of 35 hours per week prompted the SNCT to require Local Negotiating Committees for Teachers (LNCTs) from each local authority to submit a Workload Action Plan giving details on Working Time Agreements, Collegiality, Authority Support and other initiatives including Staff Health & Wellbeing and Stress Management.
- 1.3 Among the targeted work identified by the national survey was *planning*. This reflects the position found by the South Ayrshire Working Group on Workload (2009), which recommended that a group be established to consider all aspects of planning, including the purposes and extent of daily planners in the nursery/primary sector.

## 2. INTRODUCTION

These Guidelines:

- 2.1 identify the elements required in planning
- 2.2 define the purposes of primary planning and set procedures to be followed in all primary schools
- 2.3 establish that all time allocated to planning is compatible with JNCT 2.10 *Guidance on the Working Week for Teachers* and that school Working Time Agreements (WTAs) are developed to ensure that teachers retain control of their workload.
- 2.4 confirm that planning is a teacher led activity for the purposes of putting into effect teaching and learning.

## 3. PLANS

All school planning must:

- be manageable within the context of the 35 hour week agreement
- be meaningful as a working document for teachers
- take account of the School Improvement Plan and should contain an annual overview to include each class/stage/level
- contain a forward or termly plan
- contain a short term plan which is the teacher's operational document

## **4. ELEMENTS IN PLANNING**

### **4.1 School Level Planning - Purpose**

#### **4.1.1 The Working Time Agreement (WTA)**

The purpose of the WTA is to provide an annual overview of the work of teachers and to enable teachers to manage their workload. Agreed time is allocated to the duties and responsibilities of teachers, including planning. This time should not be used to such an extent as to reduce time available for preparation of teaching.

#### **4.1.2 The School Improvement Plan (SIP)**

The purpose of the SIP is to describe the school's priorities and actions for the medium term future and is developed through good collegiate practice and self-evaluation of all staff in the school, taking into account national and Council priorities.

Using the SIP, schools should develop an Annual Overview or 'curriculum map' which will provide coherence and consistency as pupils move within and across classes, stages and levels of each curricular area.

The overview will show coverage and progression across the whole school preventing duplication of work for both pupils and teachers. It should be made available to individual class teachers for each stage and for each appropriate level. Interdisciplinary plans may be developed with the school overview and made available to class teachers.

It will focus on areas of priority as defined in the SIP and teachers may contribute to the construction of the overview through working groups.

#### **4.1.3 Curriculum for Excellence National Benchmarks**

Curriculum for Excellence National Benchmarks should be used to inform planning and assessment at all levels.

#### **4.1.4 South Ayrshire Curriculum Frameworks**

All schools should use the South Ayrshire Curriculum Frameworks to support the planning process, ensuring there is breadth and cohesion across and within curricular areas.

### **4.2 Teacher Planning – Purpose**

#### **4.2.1 All teacher plans should follow HMIE advice and**

- be focused
- be based on experiences and outcomes
- take appropriate account of individuals' and groups' learning needs
- be informed by prior learning and progress in learning
- contribute to the assessment process

#### **4.2.2 Forward or Termly Plans**

Forward (Termly) plans are derived from the School Improvement Plan or Annual Overview. Their purpose is to provide a framework, giving an indication of the theme or topic, and context for learning, outlining the levels, experiences and outcomes to be taught. Termly Plans will provide a general overview of individual, group and class work and will help to identify what is to be assessed, recorded and reported.

Teachers, including specialist and support for learning staff, should have the opportunity to discuss termly plans with each other and with members of the management team as they are being formulated.

Schools should collectively develop a common format for use across the school which should be made available to teachers.

The termly plan provides the focus for the short term plan.

#### 4.2.3 Short Term Plans

The purpose of the short term plan is for the teacher to map out his/her own classroom preparation. It allows the individual teacher to manage and organise the work of the class through structuring tasks for individuals and groups, ensuring resources are to hand and maintaining a record of teaching and learning. The short term plan may be completed weekly or daily and be flexible enough to be responsive to learning needs and/or opportunities as they arise.

Schools may develop a common format for use within the school following consultation with staff.

As the short term plan is the individual teacher's operational organiser, the plan should contain sufficient core content including:

- a note of groups and individuals
- tasks, learning outcomes and resources to enable the teacher to teach appropriately according to the needs of the class, group or individual
- the facility for the teacher to record a brief evaluation as a personal note based on his/her professional observation of the task or learning experience
- Next steps as necessary
- Assessment as necessary
- Learning Intentions and Success Criteria
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Teachers can choose whether to include absentees, codes, learning/teaching style or approach, assessment methods, references to HGloS4 or How Good is Our Early Learning and Childcare?, references to the ethos of the school, or any particular learning opportunity or content which should be identified in the task.

#### 4.2.4 Forward Plans and School Self Evaluation

Forward or termly plans will be routinely monitored as part of the school self-evaluation process. The short term or daily plan will not be part of this routine self-evaluation process but must be available during observed lessons. Short term or daily plans may be reviewed following any cause for concern.