



MOVING FORWARD IN LEARNING: LEADERSHIP FOR LEARNING

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WL Planning Guidance for Primary Teaching Staff

Learning, Teaching and Assessment

In striving to deliver the very best education for the children of West Lothian, the following guidance has been prepared in line with the illustrations outlined in HGIOS4 and the messages from Statement for Practitioners from HMI. This will allow staff to undertake planning within the agreed time outlined in schools' Working Time Agreements and plans for tackling bureaucracy. The following guidance should also be read in conjunction with West Lothian Council's Learning and Teaching statement.

HGIOS4 Q12.2

- Learning pathways support children to build on prior learning and ensure appropriate progression
- Learning pathways are based on the experiences and outcomes and design principles of CfE

HGIOS4 Q12.3

- Planning should clearly identify what needs to be learned and assessed
- Teachers plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum
- Learners are fully involved in planning learning

Flexible long term planning (possibly in the form of an annual overview)

This should provide plans for appropriate coverage of all areas of the curriculum, taking account of the four contexts for learning and cross-cutting themes, over the course of the school session.

Medium term planning (possible termly plans or in agreed blocks)

Based on the Es and Os and design principles, all staff plan for each individual or group within Literacy and Numeracy clearly identifying planned learning, based on the evaluations of prior learning. A clear progression of each individual/group's learning through a CfE level should be in place to allow staff to make informed decisions about the learner's journey.

Appropriate and proportionate group/class planning is in place for the other 6 areas of the curriculum, making relevant and appropriate use of discrete subject, cross-curricular and interdisciplinary planning.

WL Progression Pathways for all areas of the curriculum are available on Sharepoint and can be used as a benchmark as to the expectations for ensuring appropriate curriculum coverage.

Short term planning (possibly daily or weekly plans)

These should be flexible notes that are suitable and appropriate for each individual practitioner. In planning learning, teachers should ensure that this translates to providing clear learning intentions for pupils in all learning episodes and plans for effective differentiation to meet pupils' needs.

The detail of each teacher's short term planning will vary depending on the teacher's knowledge, understanding and experience of effective pedagogy and the subject area.

Quality Assurance of teacher's planning

The moderation of long term and medium term planning should form part of all schools' Quality Improvement activities to improve collective practice and should be known by staff through the school's annual calendar of activity. Short term plans are for teachers' planning purposes and should not form part of school quality improvement activities i.e. do not need to be submitted.