



Planning Policy

Adopted by Governors: *January 2013*
Union Meeting (if applicable) *06.02.13*
Next Review due: *November 2025*

Committee Reviewed at:Quality – November 2023.....

Signed by Chair of Committee:.....

Date:.....

Signed by Head Teacher:.....

Date:.....

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Planning Policy

At Birkett House School pupils and their parents can expect the following in respect to planning.

- Plans that are linked to assessment and evaluation.
- Plans that take account of pupils individual learning styles.
- The inclusion of learners, parents and other professionals
- Clarity of plans, including achievable targets within a prescribed period of time.
- Regular review and evaluation of plans.
- Regular monitoring of plans by senior staff.

All planning will

- Attend to the aims of the school and the curriculum philosophy
- Follow the curriculum maps in place.
- Include information and advice from colleagues from other agencies.
- Be produced in an accessible format.
- Be easily available.

Curriculum planning is divided into three levels to provide targets and learning outcomes that are achievable, realistic and relevant for each pupil.

- Long Term
- Medium Term
- Short Term

Long Term Planning

The purpose of long term planning is to: -

- Ensure coverage of all aspects of the school curriculum across key stages
- Ensure progression in all aspects of the curriculum across key stages.
- Ensure a balance within and across all aspects of the curriculum in each year of each key stage.
- Ensure coherence within and between all aspects of the curriculum.
- Ensure continuity between key stages.
- Ensure National Curriculum Programmes of study are covered.
- Ensure an appropriate, progressive, relevant and worthwhile curriculum for pupils at each Keystage and notably KS4 and 16+.

The long term plan provides a broad framework of curricular provision for each year of each key stage. It reflects the overall aims, objectives and policies of the school.

For key stage it will: -

- Specify the content to be taught.
- Organise content into manageable and coherent units of work, each with a clear focus for learning.
- Identify links between different aspects of the curricular provision.
- Sequence work into three terms.

- Sequence work across each key stage.

Key stages 1, 2, 3,4 & 5 will implement the curriculum map at an appropriate level. The long term map is designed in cycles to ensure no repetition of topics.

Medium Term Planning = Termly or half termly plans

The purpose of a medium term plan is to: -

- Develop each aspect of work identified on the long term plan into a detailed sequence of continuing, blocked and linked unit of work.

The medium-term plan provides a detailed specification for each unit of work that sets out: -

- The learning objectives appropriate to each student's pathway.
- The coverage of work / activities.
- Resources are broadly outlined.
- Links and references to other units of work and SMSC
- Suggested teaching strategies.
- Suggested groupings of pupils.
- Strategies for differentiating work.
- Assessment opportunities.

Plans and appropriate records ensure effective day to day teaching and assessment. They must be: -

- Easily understood and readily available.
- Suitably differentiated pupil activities based on clear learning outcomes.
- Directly linked to long term plans – how these will be put into operation.
- Plans should include the whole school agreed aspects as identified on the proforma.

Organisation of Medium Term Plans on the Shared Area

The aim of MTP is that they are amended for each cycle and therefore a master copy is maintained in an electronic format held on the School's Shared Area. Medium term plans are dynamic and may change as the topic develops.

Planning for Delivery

Teachers will plan to maximise learning opportunities for their pupils. This allows progression of skills and concepts to be identified as well as highlight appropriate cross curricular links across subjects.

Short term plans

Class room leadership enable teachers to work effectively from MTPs, without the need for formal short-term plans.

There is no set format for short term plans. The annotation and assessment of students work and activities should link to the outcomes in the medium term plan and be carried out after each lesson.

Monitoring and Evaluation

Long Term Plans

Long Term plans are devised by the curriculum groups.

Monitored by the Senior Leadership Team through

- Feedback from the leadership team
- Analysis of medium term plans
- Reporting to Headteacher and Governors

Medium Term Plans

Medium term plans are completed by class teachers

Monitored by the Senior Leadership Team through

- Collection and analysis of medium term plans against long term plans
- Feedback to individuals
- Feedback to all teaching staff
- Formal lesson observation work scrutiny assessment recordings

Individual Education Plans

Class teachers must maintain detailed Individual Education Plans for each pupil. These must be in school format. The IEP is a working document and therefore must be easily accessible within the pupil's classroom. IEP is updated at 8 week intervals; dates agreed annually, parents must receive a copy of the IEP especially if the targets are not set at annual review (i.e. new pupil into school). The IEP is on Solar.

Co-ordinating Information

The class teacher has the responsibility for co-ordinating information for the I.E.P.; this will include information from class teams, cross-school providers, therapists and peripatetic staff. It is the class teachers' responsibility to request updated contributions to I.E.P.s.

Objectives and Targets

The agreed school format to be used.

They should focus on

- Cognition and learning.
- Communication and interaction.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

They must be linked to the outcomes on the students Education and Health Care Plan.

Targets

Targets should be set for each objective i.e. what the pupil is presently working on which is addressing the objective and will generally be written in the first person.

I.E.P.s must be manageable, realistic and relevant. They are valuable working and reference documents for all.

Monitoring and evaluation

Assistant Heads through

- Discussion with class teacher
- Annual collection and analysis of I.E.P.
- Monitoring policy into practice.
- Reporting back to individuals
- Reporting to Headteacher
- Reporting and discussion at teachers meetings

Headteacher & Deputy Headteacher through

- Annual review meetings
- Checking IEP against outcomes on ECHP's
- Reporting back to individuals
- Discussion with class teachers