

SINCLAIR HOUSE SCHOOL
CURRICULUM, TEACHING AND LEARNING POLICY: PLANNING

This policy, which applies to the whole Prep school inclusive of the Early Years Foundation Stage, is in support of the health and safety policy and the individual health and safety assessments. This policy is publicly available on the school's website. On request a copy may be obtained from the school's office.

Planning at Sinclair House School is carried out in 3 phases:

- Learning Maps (long term planning)
- Medium Term Planning (including SMSC coverage, personal development targets and SAS scores)
- Weekly/Short Term Planning (Individual Lesson Plans) with evaluation/reflection of teaching & learning outcomes. How these are recorded it at the discretion of the teacher.

General Guidance

To begin with, ask yourself 4 basic questions:

- Where have your pupils come from?
- Where are your pupils going?
- How are they going to get there?
- How will you know when they've arrived?

Goals for the sequence of lessons/medium term plan

Goals determine purpose, aim and rationale for what you and your pupils will engage in during class time. Use this section to express the intermediate lesson goals that draw upon previous plans and activities and set the stage by preparing pupils for future activities and further knowledge acquisition.

What are the broader objectives, aims or goals of the unit plan/curriculum?

- What are your goals for this unit?
- What do you expect pupils to be able to do by the end of the unit?

Please clarify on all medium term plans the following:

- Term
- Subject
- Year group
- Topic/Unit
- Learning objective coverage
- Cross-curricular links and/or Computing links
- Key pupil information (EAL, SEND, Other)
- CAT4 learning styles (Autumn) SAS scores (Spring and Summer)
- Personal Development information

Areas to consider when planning:

This section focuses on what your pupils will do to acquire further knowledge and skills.

(General)

- What will pupils be able to do during this lesson?
- Under what conditions will the pupils' performance be accomplished?
- What is the degree or criterion on the basis of which satisfactory attainment of the objectives will be judged?
- How will pupils demonstrate that they have learned and understood the objectives of the lesson?

(Prerequisites – questions to ask yourself before you start planning)

- What do the pupils already know?
- What must pupils already be able to do before this lesson?
- What concepts have to be mastered in advance to accomplish the lesson objectives?

(Lesson Description)

- What is unique about this lesson?
- What level of learning is covered by this lesson plan? (Think of Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis or evaluation).

Effective Planning

When teaching, we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the learning map to guide our teaching and indicate any possible cross-curricular links. The learning map details what is to be taught to each year group in all subjects.

We base our teaching on our knowledge of the pupils' level of attainment. Teachers make ongoing assessments of each pupil's progress and they use this information when planning their lessons. This should be particularly clear in the whole class feedforward forms/evaluations. It enables them to take into account the abilities of all their pupils. Our prime focus is to develop further the knowledge and skills of the pupils.

When planning work for pupils with Special Educational Needs or Learning Difficulties or Disabilities, we give due regard to information and targets contained in the pupils' Individual Education Plans (ILPs). Teachers modify teaching and learning as appropriate for pupils with specific learning difficulties or disabilities.

We value each pupil as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our pupils, and we believe that their work here at Sinclair House School is of the highest possible standard.

We plan our lessons with clear learning objectives. Our daily lesson plans take into consideration the tasks to be set, the resources needed, and the way we assess the pupils' work – this is evidenced in pupil exercise books, photographed evidence and on our teaching PowerPoints. We evaluate all lessons so that we can modify and improve our teaching in the future. In English and Maths, we set academic targets for the pupils and share these with pupils and parents/carers at Parents' Evenings. We review the progress of each child throughout the term and set revised targets where appropriate.

Teaching/Lesson Procedure

This section provides a detailed, step by step description of how to replicate the lesson and achieve lesson plan objectives. This is usually intended for the teacher and provides suggestions on how to proceed with implementation of the lesson plan. It also focuses on what the teacher should have pupils do during the lesson. This section is divided into several components: an introduction, a main activity and plenary. Apart from English (see specific subject policy) most lessons will follow this structure. There are several elaborations on this.

Introduction

- How will you introduce the ideas and objectives of this lesson?
- How will you get pupils' attention and motivate them in order to hold their attention?
- How can you tie lesson objectives with pupils' interests and past classroom activities?
- What will be expected of pupils?

Main

- What is the focus of the lesson?
- How would you describe the flow of the lesson to another teacher who will replicate it?
- What does the teacher do to facilitate learning and manage the various activities?
- What are some good and bad examples to illustrate what you are presenting to the pupils?
- How can this material be presented to ensure each pupil will benefit from the learning experience?

Rule of Thumb 1

Take into consideration what pupils are learning (a new skill, a rule or formula, a concept/fact/idea, an attitude or a value). Choose one of the following techniques to plan the lesson content based on what your objectives are:

- **Demonstration:** list in detail and sequence the steps to be performed
- **Explanation:** outline the information to be explained
- **Discussion:** list of key questions to guide the discussion

Differentiation

- Have you taken into account different learning styles (kinaesthetic, visual, auditory)?

Plenary

- What will you use to draw the idea together for pupils at the end?
- How will you provide feedback to pupils to correct their misunderstandings and reinforce their learning?

Explicit SEN, EAL or GT Support

- Pupils with specific learning disabilities, EAL (where necessary) or G&T should have explicitly planned support which is linked to the ILP.
- Pupils should be identified by their initials in the medium-term plan.

Homework

- What activities might you suggest for enrichment, reinforcement, challenge, consolidation or remediation?
- What lessons might follow as a result of this lesson?

Assessment (Success Criteria- see below)

This section focuses on ensuring that your pupils have arrived at their intended destination. You will need to gather some evidence that they did. This usually is done by gathering pupils' work and assessing this work using some kind of grading rubric that is based on lesson objectives. You could also replicate some of the activities practiced as part of the lesson, without providing the same level of guidance as during the lesson. You could always quiz pupils on various concepts and problems as well.

- How will you evaluate the objectives that were identified?
- Have pupils practised what you are asking them to do for evaluation?

Rule of Thumb 2

Be sure to provide pupils with the opportunity to practise what you will be assessing them on. You should never introduce new material during this activity. Also, avoid asking higher level thinking questions if pupils have not yet engaged in such practice during the lesson e.g. if you expect pupils to apply knowledge and skills, they should first be provided with the opportunity to practice application.

Evaluations/ Whole Class Feedforward template

As in any cycle, there is really no end to the process. Evaluation of the lesson is not the last step but the first step of the next lesson. It should develop over time and there should be evidence that the evaluation of one lesson informs the planning and teaching of the next. We have worked to merge our evaluations with a system of whole class feedback. The aim of this is to reduce teacher workload with regards to marking and to ensure that teachers are using their assessment to inform next steps in lessons in as transparent a way as possible. The following table suggests the following areas of focus:

Quality of Teaching	Subject knowledge	Quality of Learning	Attainment and standards	Progress	Implications for future teaching
Consider the effectiveness of: <ul style="list-style-type: none"> •planning; •teaching methods and organisation; •management of pupils' behaviour; •use of teaching time, resources – including ICT and other adults; •use of assessment to inform planning – 'assessment for' and 'assessment of' learning; 	<ul style="list-style-type: none"> •Identify the subject knowledge which informs the teaching of this lesson and any areas that need to be revised or developed. 	Response: to what extent did pupils: <ul style="list-style-type: none"> •achieve planned learning intentions; •demonstrate interest and enjoyment in their learning; •work effectively with others / independently; •take some responsibility for organising and developing their own learning •display the errors and misconceptions that you had anticipated? 	<ul style="list-style-type: none"> •What is the evidence that all pupils have fulfilled the learning objectives/ intentions and that pupils are achieving appropriate standards in their learning? •Where are pupils against our report descriptors? •Can any misconceptions be identified in pupils' oral responses, written work or practical activities? How will these misconceptions be addressed in subsequent teaching? 	<ul style="list-style-type: none"> •How much have pupils achieved (in their learning) during this lesson? •What have pupils learned since the previous lesson? 	<ul style="list-style-type: none"> •In the light of this evaluation, what specific strategies will you adopt for the next lesson or the next unit of work? •What do you need to change and adapt in future lessons based on your assessment?

The following template has been provided to all staff (which they can tweak for their individual subjects) to support them with this. See marking policy for further information:

Amazing:

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**Next steps:**

Reflections:



**The Theory behind LO and SC:**

We want to encourage our pupils to be more actively involved in their learning because research shows that they are more motivated if they understand not just the task but also the learning objective of the task. We want them to understand what they are being asked to do and what we hope they will learn in order to help them to make better decisions about how to tackle the task set.

Learning is more effective if pupils are asked to help create the success criteria (i.e. *How will we know we've achieved this?*) because they can be clear about how their work will be judged and what the teacher wants to see in the finished task. By inviting pupils to help create the success criteria, we are involving them in their own learning and encouraging them to evaluate their performance.

The main benefit for the pupils is that by focusing on the learning objective, they begin to fully understand that they are learning rather than doing.

Signed:

Mrs. Carlotta T.M. O'Sullivan  
Principal

Date reviewed: January 2021

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