Les Voies School
The Amazing Everyday

Planning Policy	
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Linked policies	Assessment framework, Literacy, Reading, Behaviour and Attitudes
Signed by	

Les Voies School

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Contents

1. Why do we have a planning policy?

To outline a common framework from which staff are able to work.

At Les Voies School we believe that planning is the key to high quality learning, teaching and effective assessment. Planning can be understood and described as:

The process of thinking about activities required to achieve a desired goal. It involves the creation and maintenance of a plan that supports the delivery of excellent learning.

2. What do we want the policy to do?

- To inform staff of what should be planned and how it should be planned.
- To inform staff of their responsibilities relating to planning.
- To inform staff of the processes relating to planning.
- To ensure that staff value Social, Emotional and Mental Health (SEMH) growth as being of equal importance when planning.
- To outline the monitoring processes.
- To ensure continuity in planning.
- To ensure there is a commonality of language within the school.
- To improve consistency of practice.
- To explain how the planning frameworks operate.
- To outline what is expected of teachers and support staff.

3. Why do we plan at Les Voies

- To ensure that students engage in a broad, ambitious, balanced appropriate curriculum regardless of stage or age.
- To ensure Learning and teaching is effective, relevant and meets individual students' needs both SEMH and academic (including any adaptations).
- To ensure continuity of delivery in the absence of the normal teacher.
- To allow for quality assurance of the learning and teaching programmes in each subject or phase.
- To ensure effective and efficient use of resources including staffing.
- To ensure relevant and appropriate cross curricular links are made wherever possible to support collegiate planning across the school.

4. The Planning Structure

At Les Voies, planning is intrinsically linked to the curriculum and understanding of students' individual needs.

Staff are expected to create the following plans before delivery:

- Curriculum Overview Document
- Content Map
- Medium Term Plans (MTP)
- Short Term Planning (STP)

For greater detail about the curriculum overview and content map design; please see Les Voies Curriculum Policy. Examples of all the above can be found in the appendix of this document.

Curriculum Overview Document

This can also be referred to as the Long Term Plan. This plan should outline the learning from year 5 to year 11 in a specific subject area.

Content Maps

This is the granular detail of what is being delivered during which term according to a specific year group. This is the sequence of learning in a particular topic by subject. This document is also used as the assessment tracking document (please refer to Assessment Framework Policy).

Medium Term Planning (MTP)

The medium term plan is a single document (not limited to a single document) that outlines what is to be learned over the course of the half term of learning. *See appendix for an example.*

Short Term Planning (STP)

At Les Voies, it is expected that staff use a STP, however, these documents will not be quality assured unless staff are in an enhanced coaching program or capability. The template for STP can be found in the appendix. The STP must include the following areas:

1. Lesson routines
    a. Starter, main activity and lesson close etc
2. Questions and question techniques
3. Assessment methods
    a. As, of and for
4. Adaptive teaching methods
    a. Meeting individual needs
5. Use of the LSA
6. Lesson objectives and success criteria

Appendix

Appendix 1 - Curriculum Overview Example

	Autumn 1: number	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stage 5	**Number** Place Value **Number** Addition and Subtraction **Number** Multiplication and Division (A)	**Number** Multiplication and Division (A) **Number** Fractions (A)	**Number** Multiplication and Division (B) **Number** Fractions (B)	**Number** Decimals and percentages **Measurement** Perimeter and area **Statistics**	**Geometry** Shape **Geometry** Position and direction **Number** Decimals	**Number** Negative numbers **Measurement** Converting units **Measurement** Volume
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Stage 6	**Number** Place value **Number** Addition, subtraction, multiplication and division	**Number** Fractions A **Number** Fractions B **Measurement** Converting units	**Number** Ratio **Number** Algebra **Number** Decimals	**Number** Fractions, decimals and percentages **Measurement** Area, perimeter and volume **Statistics**	**Geometry** Shape **Geometry** Position and direction	**Themed projects, consolidation, plugging gaps and problem solving.**
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Stage 7	**Algebraic thinking** Sequences **Algebraic thinking** Understand and use algebraic notion **Algebraic thinking** Equality and equivalence	**Place value and proportion** Place value & ordering integers & decimals **Place value and proportion** Fraction, decimal and percentage equivalence	**Applications of number** Solving problems with addition and subtraction **Applications of number** Solving problems with multiplication and division **Fractions and percentages of amounts**	**Directed number** Operations and equations with directed numbe **Fractional thinking** Addition and subtraction of fractions	**Lines and angles** Constructing, measuring and using geometric **Lines and angles** Developing geometric reasoning	**Reasoning with number** Developing number sense **Reasoning with number** Sets and probability **Reasoning with number** Prime numbers and proof
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Stage 8	**Proportional reasoning** Ratio and scale **Proportional reasoning** Multiplicative change **Proportional reasoning** Multiplying and dividing fractions	**Representations** Working in the Cartesian plane **Representations** Representing data **Representations** Tables and probability	**Algebraic techniques** Brackets, equations & inequalities **Algebraic techniques** Sequences **Algebraic techniques** Indices	**Developing number** Fractions and percentages **Developing number** Standard index form **Developing number** Number sense	**Developing geometry** Angles in parallel lines & polygons **Developing geometry** Area of trapezia and circles **Developing geometry** Line symmetry and reflection	**Reasoning with data** The data handling cycle **Reasoning with data** Measures of location
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Stage 9	**Reasoning with algebra** Straight line graphs **Reasoning with algebra** Forming and solving equations **Reasoning with algebra** Testing conjectures	**Constructing in 2 & 3 dimensions** Three dimensional shapes **Constructing in 2 & 3 dimensions** Constructions and congruency	**Reasoning with number** Numbers **Reasoning with number** Using percentages **Reasoning with number** Maths & money	**Reasoning with geometry** Deduction **Reasoning with geometry** Rotation & translation **Reasoning with geometry** Pythagoras' theorem	**Reasoning with proportion** Enlargement & similarity **Reasoning with proportion** Solving ratio & proportion problems **Reasoning with proportion** Rates	**Representations and revision** Probability **Algebraic representation** **Revision**
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Stage 10	**Similarity** Congruence, similarity & enlargement **Similarity** Trigonometry	**Developing algebra** Representing solutions of equations & inequalities **Developing algebra** Simultaneous equations	**Geometry** Angles and bearings **Geometry** Working with circles **Geometry** Vectors	**Proportions and proportional change** Ratios and fractions **Proportions and proportional change** Percentages and interest **Proportions and proportional change** Probability	**Delving into data** Collecting, representing and interpreting data **Using number** Non-calculator methods	**Using number** Types of number and sequences **Using number** Indices and roots **Using number** Manipulating expressions
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Stage 11	**Graphs** Gradients and lines **Graphs** Non-linear graphs **Graphs** Using graphs	**Algebra** Expanding and factorising **Algebra** Changing the subject **Algebra** Functions	**Reasoning** Multiplicative reasoning **Reasoning** Geometric reasoning **Reasoning** Algebraic reasoning	**Revision and communication** Transforming and constructing **Revision and communication** Listing and describing **Revision and communication** Show that...	**Revision and examinations**	**Revision and examinations**

Appendix 2 - Content Map Example (computing Y9)

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Online Relationships & Digital Capture/Editing	Creating and Presenting Designs (DiT)	Self Image & Data Handling	Researching Techniques	Health, Well-being & Lifestyle & Computational Thinking	Computational Thinking
Content	Online Relationships	9.7 Can demonstrate and explain why a certain publication is suitable for a target group of people.	Self Image	9.25Demonstrate how to use a search engine efficiently.	Health, WB & LS	9.45Plan simple algorithms using flowcharts or mind maps.
	Can describe ways people who have similar likes and interests can get together online'	9.8 Can demonstrate how to use page layouts and formatting to improve the look of work without support.	9.15 Explaining the concept of a digital footprint and how to reduce/keep safe.	9.26 Find examples of media platforms that skew information to tell a particular story	9.35 Identify online content and / or groups that promote unhealthy coping strategies (e.g. suicide, eating disorders, self-harm).	9.46 Design simple algorithms in graphical and text based programming languages.
	Can explain how and why people who communicate with others through online platforms may try to influence others negatively and I can offer examples.	9.9 Can demonstrate how to conduct market research to a larger audience to return a range of feedback e.g. forms, surveys etc	9.16 Can recognise the impact of immature online behaviour when dealing with online issues and social media.	9.27 Demonstrate how to use multiple advanced searching tools within a search engine such as filters, phrases and term exclusions.	9.36 Identify and assess some of the potential risks of seeking help or harmful advice from these sites.	9.47 Know how to use variables in programs.
	Can give examples of how to make positive contributions to online debates and discussions.	9.10 Can create own 'house style' for a document and use it appropriately to ensure the document is themed and consistent throughout e.g. templates or slide master.	9.17 Demonstrate that someone's online identity can be different to their identity in 'real life' and describe the implications of 'catfishing'	9.28 Know what elements to look for in a safe URL.	9.37 Identify who to talk to if I thought someone was at risk of being influenced by such sites	9.48 Use a logical operator
	Can give at least 3 examples of contributions I might make which might add positively to an online discussion or debate	9.11 Can demonstrate to use differnt applications to improve on the publication created such as using image editing and data handling software	9.18 Discuss and explain why someone might change their identity online.	9.29 Explain the quality of information found	9.38 know how to report content which is promoting unhealthy or harmful behaviour	9.49 Debug common errors in simple programs in graphical and text based programming languages
	Can evidence examples, either actual or staged, where I have contributed positively to the dynamic of an online community.	9.12 Know and use appropriate review and automation tools to create semi-professional looking publications.	9.19 Demonstrate and suggest methods of how personal information can be kept private and what information should be released online.	9.30 Demonstrate how to question validity and reliability of searches		9.50 Begin to use basic coding to create a design.
	Can describe the laws that govern online behaviour and how they inform what is acceptable or legal (e.g. sexting and related terminology, trolling, harassment, stalking).	9.13 Explain how media can be written to take a biased point of view.	9.20 Explain that text, video and images released online are considered permanent and can have an impact on employment and education	9.31 Know how to evaluate the quality of information found	Computational Thinking	9.51 Know how programming can affect physical aspects such as robots and control devices
	Digital Capture	9.14 Know the following vocabulary (and revise KS2 vocabulary):	Data Handling	9.32 Know that cross-referencing information from multiple sources creates more valid and valuable results.	9.39 Know about different types of local and mobile wireless communication methods and the advantages and disadvantages of each.	9.52 Recognise how technology can solve problems
	9.1 Know and describe the importance of the composition of the image.	Can describe how computers can be used to create 3D componets and everyday objects	9.21 Know how to do a complex search within a set of data using 'Boolean' (true/false) and 'relational' (= < > etc.) operators.	9.33 Find examples that show information can be biassed and be able to use multiple sources to gain a balanced set of information.	9.40 Know how to explain what the cloud is and explain the advantages and disadvantages of hosted services.	Key vocab:

Appendix 3 - Medium Term Planning template

Medium Term Plan

Teacher	*Initials*	**Subject**		**Short Term plan link**	*Hyperlink*
Term		**Class**			

Key words
Important terminology used

Classroom routines	**Tick off ✔**
Are your seating plans on display?	
Do you have keywords on display?	
Student work visible?	

Curriculum overview topic	*Topic from overview document*
Assessment signpost	*How you are assessing students learning from curriculum document*

Student	**Content map criteria expected by the end of the learning period**
Initials (hyper link to student content map)	*This should be the success of the learning. This information comes from the individual students content map.*

The Curriculum by Week						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Objectives per week. This can be broken into individual lesson objectives for the week.						

Meeting Individual Needs *(based on MEAP+ targets)*

Student	SEMH Adaptations	Literacy and Numeracy Adaptations
	How you make changes to you lesson to meeting your students SEMH need	*How you make changes to you lesson to meet your students literacy and numeracy need*

Short Term Plan/daily/weekly (template)

Week 1				
Lesson number	**How do you start the lesson?**	**Activities**	**Adaptive methods (*scaffolding/support*)**	**Assessment methods (as,of,for)** *How do you know your students are learning?*
Week 2				
Lesson number	**How do you start the lesson?**	**Activities**	**Adaptive methods**	**Assessment methods (as,of,for)** *How do you know your students are learning?*
Week 3				
Lesson number	**How do you start the lesson?**	**Activities**	**Adaptive methods**	**Assessment methods (as,of,for)** *How do you know your students are*

				learning?
Week 4				
Lesson number	**How do you start the lesson?**	**Activities**	**Adaptive methods**	**Assessment methods (as,of,for)** ***How do you know your students are learning?***
Week 5				
Lesson number	**How do you start the lesson?**	**Activities**	**Adaptive methods**	**Assessment methods (as,of,for)** ***How do you know your students are learning?***
Week 6				

Lesson number	How do you start the lesson?	Activities	Adaptive methods	Assessment methods (as,of,for) *How do you know your students are learning?*