

Forres Sandle Manor (Academic) Policy

Policy Title	Planning
Policy Lead (Appointment (& Initials))	Deputy Head Academic (WP)
Date of Last Review	November 2025
Date of Next Review	November 2026

PLANNING

- **Relevance:** Planning the FSM curriculum should start with children's experiences, building on previous knowledge and understanding.
- **Continuity:** The curriculum must be planned within the context of previous experience and future expectations, paying due regard to the whole school context.
- **Progression:** All children have the opportunity to learn and make progress. We encourage the best possible progress and highest attainment considering the age, individual needs, interests and aptitudes of all our pupils. A teacher's short-term planning work should be matched to the abilities of groups, and where possible, the individual's learning needs.
- Encourage the role of parents in their child's education.

The most effective teaching and learning will take place within a structure of careful planning and preparation. In addition:

- We need to recognise the importance of spontaneity and creativity, responding to children's interests and enthusiasms.
- We need to create a culture of learning.
- Children may work individually, in small groups or as a class.
- Children may be taught by a general subject teacher or a specialist subject teacher.
- Commercially available schemes of work are used where appropriate.
- Pupils with Special Educational Needs are monitored, supported in class, and where appropriate, given additional or alternative lessons in the Learning Support Centre.
- Appropriate home-learning is set and marked to support the learning within the classroom.
- Investigative work is common.
- Learning and findings are communicated in a variety of ways – written, pictorial, oral.
- Play activities are valued as a vital element of learning and socialising.

CONTINUITY AND PROGRESSION

Continuity and progression are supported by the following:

- The Headmaster and Deputy Head Academic take the lead to develop and review policy and schemes of work.
- The Deputy Head Academic, Key Stage Co-Ordinators and Faculty Heads support colleagues in developing detailed plans and schemes of work, assessment and record keeping.

- The Deputy Head Academic and Faculty Heads monitor pupil progress and advise on any action needed.
- The Deputy Head Academic and Faculty Heads monitor all teachers, offering support and sharing good practise.
- Faculty Heads take responsibility for resourcing their subject and maintaining spending within their allocated budget
- The Assessment Coordinator keeps records of progress for all pupils who undertake formal assessment tests, such as SWST, verbal and nonverbal reasoning, GL tests in English, Science and Mathematics.
- Reporting to parents is done through ongoing contact, reporting grades, a end of year written report and through formal parent/teacher meetings.

At each step of planning the key considerations will include:

- What do we want the children to learn?
- What are the expected outcomes?
- What experiences have the children had previously?
- What experiences will they be offered?
- How will they be offered?
- Over what time scale?
- What resources will be needed?
- How will the learning be marked, feedback assessed? (See Marking and Feedback policy)

Overview of the FSM planning process:

Pre Prep	Prep	Senior
Where the subject is taught by the subject specialist the overview will appear on the Master Copy of the Long Term Planning Grid .	The Long Term Planning Grid provides an overview of the proposed coverage of the subject. It includes the breadth and depth within each subject area for each year group. This ensures continuity and progression. This live document is shared with parents at the same time the first report is published.	
Creative Curriculum Planning/Inquiry led learning taking account of children's questions is used throughout the Pre-Prep building upon Child initiated learning used in the EYFS. Class teachers share their Scheme of Work for each of their subjects which is based upon the National Curriculum. Weekly planning is shared with parents. All planning, from the N to Year 2, is shown in the 'Big Book Planner' which demonstrates the entire process of initiation and inquiry, planning, implementation and formative assessment.		A Scheme of Work covers a unit of work over a specific period of time with details to include objectives, subject skills / content and assessment opportunities.

Examples of Subject SoW will be found in the Planning folder on the G-Drive.

Schemes of Work are developed through the Faculty meetings to ensure consistency, and the process is overseen by the Head of Faculty. The Head of Faculty liaises closely with the Academic Deputy Head and teachers delivering the subject. The Head of Faculty ensures that the Schemes of Work are being implemented correctly and checks continuity and progression.

Heads of Faculty give constructive advice on teaching strategies, resources and equipment. They check that the Scheme of Work is effective within their subject and that changes are made where necessary. Heads of Faculty are responsible for monitoring standards within their department. As each subject has different needs, it has been agreed that the formats for the presentation of this information may be individual to each of the curriculum subjects. Faculties will develop a format that best suits their subject. There are, however, common planning criteria for each subject:

- Lesson outlines
- Learning objectives / key concept or idea
- Skill development
- Assessment, Reflection and Feedback opportunities.

FSM are looking to develop each SOW with clear SMSC links. The scheme **may** also include: H&S considerations, Resources, Home learning, Reference to GCSE Spec, FSM Community Values, and Evaluation or tasks.

Over the course of an academic year children should experience a range of learning approaches and teaching methods.

It is suggested staff keep informal, personal plans as they may have a positive impact on the children. These may reflect; the day to day classroom organisation, management, strategies for teaching, grouping and informal assessment notes.

MONITORING AND EVALUATING PLANNING:

Whole School indicators:

- Pupil Wellbeing
- Examination results
- Test results
- Admissions information
- Faculty meetings
- Individual Meetings between HoFs
- Inspections.

Individual Pupil Indicators:

- Attitude to learning
- Ability to meet own targets
- Progress
- Developing a positive self-image
- Develop positive links with the community
- Have an appreciation of the wider world
- Acquire the competences and attitudes needed for adult life
- Awareness and development of FSM Community Values.