




# HORNCHURCH ACADEMY TRUST

Hornchurch Academy Trust is a company limited by guarantee  
**Registered in England:** Company Number 10760863  
**Registered Office:** Whybridge Junior School, Rainham, Essex, RM13 7AH  
[www.hornchurchacademy.org](http://www.hornchurchacademy.org)

		Hornchurch Academy Trust
	Policy review Date	1 <sup>st</sup> July 2019
	Date of next Review	31 <sup>st</sup> August 2020
	Who reviewed this policy?	Mr C W Hobson
	Date approved by Board of Trustees?	11 <sup>th</sup> July 2019

## Planning Policy

### Common planning policy and practice

#### Rationale

This policy outlines the philosophy, purpose, nature and organisation, leadership and management of planning in all Hornchurch Trust Schools to enhance outcomes for all pupils and to manage workload for Trust staff.

#### Aims

It is the aim of the Hornchurch Academy Trust that all pupils achieve and attain to their ability, supported by a planning policy that sequences activities and ensures expectations, at least in line with those in the National Curriculum, to support learning and progress. Pupils in all Trust Schools will have the same opportunity to learn, flourish and excel through high expectations.

The policy is underpinned by five key principles:

- To share best practice from each school to enhance all schools;
- To avoid duplication of policy and practice to reduce each school's workload;
- To collectively develop policy and practice to share ownership;
- To enhance opportunities for all our pupils;
- To ensure that workload is manageable, and schools work efficiently.

In this policy we am to:

- Create planning policy and practice that ensures systematic and sequenced coverage of the national curriculum.
- Ensure that standards are maintained and improved in all schools.
- Create a culture of planning where the national curriculum is reflected in each schools, with some local variation, and that best practice is shared.



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- To ensure outcomes and expectations in the broader curriculum are in line with those in Maths and English
- Link planning and marking to ensure learning is correctly sequenced and ensures full coverage of the national curriculum.
- Support deepening of learning for pupils so capable through clear differentiation of challenge
- Ensure all vulnerable groups are challenged and supported through effective differentiation to diminish differences and enhance opportunities.
- Ensure that teacher workload is reduced through sharing of planning and use of VLE to organise resources
- Ensure consistent levels of expectation, outcomes and monitoring in all Trust Schools.
- Ensure that Trust leaders monitor and support the implementation of Trust policy and practice with a full evaluation and recommendations in July 2020.

## Organisation:

- The policy aligns best practice and introduces some new practice.
- Summer term 2019 will be a pilot period, supported by consultations and CPD tailored to each school.
- Full implementation will begin the September 2019.
- The target date for aligning practice is July 2019.
- During the 2019/20 year, topics will be aligned to ensure consistency at Whybridge Junior, Scargill Infant and Scargill Junior schools.
- However, because the Upminster Schools have recently introduced the International Primary Curriculum, decisions about aligning their planning in the broader curriculum will defer to July 2021.
- There will be regular monitoring by central team and heads of school.
- There will be a central production facility for agreed resources and book stickers.
- The only resource implications are CPD and the development of the VLE.

## Monitoring and evaluation:

- There will be regular monitoring of each stage of implementation.
- Heads of school will report regularly at heads meetings.
- Central team staff will monitor and audit progress in each school to inform CPD and support.
- The CEO will report on progress to the Trust Board on a termly basis.
- An interim review will report in February 2020 with recommendations.
- A full impact review will be carried out in July 2020.

## Policy review:

This policy will be formally reviewed in September 2020



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CH / RE: 1.5.19

Attached:      Appendix 1: Practice  
                  Appendix 2: Proposed CPD programme



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## Appendix 1: Practice

### General

- Planning will be based on learning objectives and I can statements.
- Learning objectives will be in the form of “That” statements. Their purpose is to give teachers a point of reference for a sequence of learning and lessons.
- I can statements will be in child friendly format to inform pupil conferencing.
- Planning will sequence so that expectations are consistently high across the curriculum and there is a linkage of teaching of, for example, GPS, writing and broader curriculum.
- There will be a pilot period, introductory period and impact review carried out by February 2020.
- Adoption of agreed formats is not optional.

### Long term planning

- The national curriculum will form the core long term planning for the Trust.
- Planning in the core subjects should use the progression within the national curriculum as the main planning tool, even if purchased resources do not adhere to this sequencing.
- Planning should ensure that writing opportunities in foundations subjects are in line with expectations in the English core and expectations high.
- During 2019/20, long term topic plans will be aligned so that by September 2020, the topics will be agreed, with local discretion on delivery.
- Upminster Junior and Infant Schools have developed a broader curriculum using International Primary Curriculum.
- To allow for this to be fully aligned to the Trust Guidance on planning, 2019/20 will be used to ensure that IPC covers the curriculum.
- September 2021, will be the target for alignment with the rest of the Trust.
- There is also an *option* to use Upminster style Trust long term plans.

### Medium term plans

- The recommendation is that all schools use the I can spreadsheet model to inform ½ termly planning.
- This should directly reference the NC requirements.
- That rather than specifying activities, the global I can statements will be used so that it is clear what the learning intention is for the activity.
- These broad “I can” statements will be expanded and refined in the short term planning.
- Where purchased schemes are used, a medium plan should still be used to ensure coverage and clarity of learning intentions.
- The plan should be brief and shared by the year group.
- In 2019/20, topics are to be locally decided.



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- These plans will be stored on the VLE, once in place, for all schools in the Trust to use with adaption.
- An exemplar of a Kent format is attached.

## Short term planning

- All planning should be shared by the year group, not produced in isolation by individual teachers.
- Planning will normally be a weekly cycle. However, where appropriate, this may be a two week cycle.
- Learning objective should cover the weekly / bi-weekly cycle. There should be no more than three learning objectives.
- Activities will be in terms of I can statements with a brief notation of the activities.
- Differentiation and SEND should be included.
- Planning will cover English, Maths and broader curriculum.
- GPS should sequence to writing including broader curriculum outcomes.
- Planning should be brief and succinct.
- There will be a separate journaling sheet for teachers who wish to elaborate on delivery.
- NQTs should all journal, supervised by mentor.
- Teachers under supervision for capability must complete the journaling, monitored by coach.



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## Appendix 2:

### Support for implementation

When	Support	Audience
12.4.19	<ul style="list-style-type: none"> <li>• Launch event at the Trust Training Day</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching staff</li> </ul>
Term 3 2019	<ul style="list-style-type: none"> <li>• CPD: revision of LO and I Can statements</li> <li>• Exemplar pro forma agreed</li> <li>• Pro forma shared with exemplars / CPD</li> <li>• Workshop on coverage of IPC</li> <li>• On-site support for piloting</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching staff</li> <li>• Central team/HOS</li> <li>• All teaching staff</li> <li>• Upminster Leads / Central team</li> <li>• School by school</li> </ul>
July 2019	<ul style="list-style-type: none"> <li>• Planning time for first planning round</li> <li>• On-site support for teachers</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching staff</li> <li>• School by school</li> </ul>
Sep 2019	<ul style="list-style-type: none"> <li>• Training day to ensure common understanding</li> <li>• Workshop time for annual plans</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching staff</li> <li>• All teaching staff</li> </ul>
Term 1 2019	<ul style="list-style-type: none"> <li>• Early term CPD: alignment</li> <li>• Midterm review of impact</li> <li>• Targeted CPD by need</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching staff</li> <li>• Central team/HOS</li> <li>• School by school</li> </ul>
Term 2 2019	<ul style="list-style-type: none"> <li>• Early term update CPD</li> <li>• Targeted CPD by need</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching staff</li> <li>• School by school</li> </ul>
Feb 2020	<ul style="list-style-type: none"> <li>• First formal review of impact</li> </ul>	<ul style="list-style-type: none"> <li>• Central team / HOS</li> </ul>