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	PROCEDURE	Rev. No. - 03 Rev. Date – June 2020 Page - 1 of 3
Title: Curriculum Planning Guidelines		

	PREPARED BY	CHECKED BY	APPROVED BY
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Position	Executive Director	AD of Instructions	SMT
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Rational

At SIS we believe that Planning is an integral part of the teaching and learning process. Planning is aided by previous and ongoing assessments of the children. Assessments allow teachers to plan work for classes, groups and individual students enabling their next steps of learning to be catered for.

Purpose

- To provide a consistent, easily referenced framework to ensure all the students have access to a broad and balanced curriculum which provides continuity and progression and takes individual differences into account whilst meeting the needs of the school curriculum.
- The main purpose of planning is to enable teachers to design and deliver well targeted sequences of differentiated lessons that allow pupils to make good progress against the school curriculum.
- To ensure the coverage and monitoring of the National Curriculum of England, Cambridge Curriculum for core subjects and Qatar National Curriculum for the Arabic department. As well as other subjects' implemented plans.

Aims


- To support all students in their learning.
- To ensure all pupils can make maximum progress according to their abilities.
- To ensure the progressive development of basic skills and concepts.
- To ensure appropriate levels of curriculum and standards coverage.

Guidelines

Successful teaching and learning relies upon detailed planning which not only identifies the intended learning objectives and area of study but also ensures the progressive development of basic skills and concepts.

Planning should aim to achieve the following:

- Raise standards
- Develop engaged, independent learners
- Develop key skills
- Prepare children for the future

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Long Term Planning

- All planning will be based on the school/ department curriculum.
- Long term planning (yearly plans) will be prepared based on National curriculum of England and Cambridge International Curriculum framework for core subjects (English, Math, Science).
- Arabic, Qatar History, Islamic studies are based on the MOEHE of the state of Qatar, other subjects are based on the Cambridge/ British National Curriculum and other resources (with consideration of the school vision and culture).
- Long term planning will be set through liaison with class teachers, year leaders, elective leader to ensure even coverage of standards during the school terms.
- Integration of topics between subjects is desired and links are made with other subjects whenever is possible (at least one subject) to ensure a broad and balanced curriculum.
- All standards must be covered during the one year cycle as per the subject “Scheme of Work”.

Term Planning


- Term planning will be carried out by year grade teachers and their year leaders; they will liaise with each other to distribute the units, objectives and standards evenly throughout the school three terms to ensure balance and continuity. This should be finalized two weeks before the end of the term for the new term.
- Parents to be informed with the objective coverage of the term.

Short term planning

- Short term planning (weekly and daily planning) is carried out by individual teachers (as agreed on -per schedule) according to the term planning. Planning at this stage will clearly show objectives, how the objectives will be taught, differentiation, strategies, learning evaluation and reflection.
- Planning must take into account the previous learning and achievements of the children, the range of needs and abilities within the class and the different learning styles of the children.
- Planning is based on the standardized school template.

The following must be carefully planned:

- The aim of the lesson – the Learning Objective – which should be specific, achievable, relate to previous teaching and learning, and should provide for the acquisition of knowledge, skills and understanding as appropriate.
- The groupings of children – as ability groups or mixed ability, students may be working with their groups or as pairs, individual or whole class – as appropriate.
- The resources required are text books and other resources.
- The activity/ies – which should aim to address the learning objective, take account of students’ prior learning and outline the role of the teacher and student in the context. Activities should also stretch/challenge children working at a higher ability.
- Planning worksheets and activities for the different tiers of students (Tier 1, 2 and 3).
- The use of the 5Es, inquiry based planning is recommended as per template.
- The sequence of the lesson plan must be followed with appropriate timing.

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When planning each lesson teachers should bear in mind the following:

- That learning objectives should be shared with the children at the beginning of each lesson and at other important points during the lesson especially during plenary.
- Records of a child’s previous learning should inform the planning for new learning.
- The range of needs and abilities within the class should be recognised.
- Consideration should be given to a range of recognised teaching techniques and approaches which reflect students’ different learning styles (direct teaching, visual activities, modeling etc).
- Assessment and evaluation of taught objectives must take place by the end of the session.
- Differentiated instructions and group work to be implemented as appropriate.

Planning must ensure:

- The targets and objectives for each term are in line with the expectations of yearly plan and are being covered within the time frame set.
- Enough opportunities are being given to the children to understand, practice and reinforce the concepts taught every session.
- Extended opportunities to develop their Reading, Writing and Numeracy skills to enable them to become independent learners.
- Evaluation and assessment of teaching and learning is being conducted at regular intervals to keep the attainment in check.
- Variety of methods and approaches are used to ensure objectives and goals are met by all students, any gaps identified must be addressed immediately.
- For all the above school templates should be used, templates can be accessed via the school shared folder.
- The short term planning will also include the homework for the week which will always be a reinforcement of whatever has been taught that week in all subjects or consolidation of the topics taught in last few weeks.
- Worksheets and activities must be prepared with consideration of students’ various needs and abilities.
- Weekly plans must be ready for the year leaders, electives leader and Arabic HOD by Tuesday.
- No plans, worksheets, homework sheets, quizzes or any document to be photocopied without the AD of instructions permission.
- Short term planning **MUST** be saved on the allocated shared folder as soon as it is finalized.
- Any cover staff or other adults in school have access to the plans.
- Year leaders, elective leader and Arabic HOD will ensure planning meetings are taking place weekly and materials are checked before handing in to AD of instructions.
- Year leaders, elective leader and Arabic HOD are responsible of the monitoring of planning of their department and the implementation of the school curriculum.

Approved By:

Principal, SMT