

St Charles Catholic Primary School



Planning Policy

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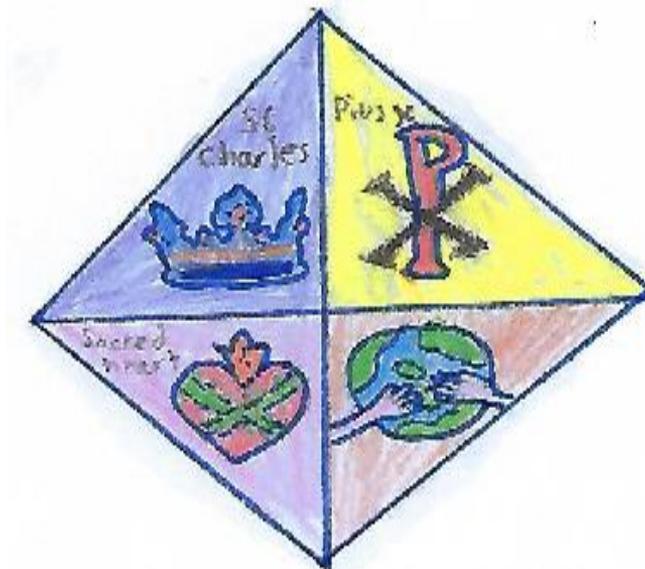
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St Charles Catholic Primary school

Our Mission Statement

✠ Love God, Love your Neighbour ✠



(Design by Claudia 5A - 2020)

Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.

We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Our Aims

To appreciate that we are all uniquely created and loved by God.

To deepen each child's understanding of the Catholic faith.

To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.

To understand the importance of forgiveness and reconciliation.

To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.

To provide an excellent education so children learn and achieve their potential.

To respect and care for one another in a happy, welcoming and nurturing community.

To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizen

2. Philosophy and Links with the Mission Statement

Teaching and learning are central to the purpose of our school. Planning, assessment, and feedback are essential tools that support high-quality teaching and learning.

Together, these processes motivate and encourage learners, celebrate achievement, identify areas for development, and ensure that each pupil is supported to reach their full potential.

Aims of Feedback and Assessment

The aims of feedback and assessment at St Charles are to:

1. Motivate and encourage all children to fulfil their potential.
2. Identify and celebrate progress, achievement, and areas for improvement.
3. Use this information to inform future planning and teaching.
4. Make learning objectives, success criteria, and feedback explicit, enabling children to become purposeful, focused learners.
5. Use formative assessment to determine attainment, recognise misconceptions, and target areas for improvement.
6. Enable children to become independent, reflective learners who can evaluate their progress and identify their own next steps.
7. Use summative assessment to establish ability, track progress, and ensure ongoing development.

3. Equal Opportunities

All children at St Charles Catholic Primary School—regardless of race, gender, age, or ability—are entitled to feel valued, achieve success, and make good progress. Teachers maintain high expectations for every pupil, ensuring that each can meet the standards set out in the National Curriculum and accompanying documents.

This policy aims to ensure that the needs of all pupils are met so they can achieve well and make strong progress in their learning. For more detailed information on our approach to equality of opportunity, please refer to the school's Equality Policy.

Protected Characteristics

The Equality Act 2010 protects individuals from discrimination based on nine *protected characteristics*:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

- Race
- Religion or belief
- Sex
- Sexual orientation

No form of discrimination is tolerated at St Charles Catholic Primary School. We are committed to teaching children about these protected characteristics and the importance of showing respect to everyone.

Our curriculum is planned and delivered to ensure that children learn about these aspects of equality in an age-appropriate, inclusive, and respectful way.

4. Planning

Effective planning ensures that all pupils access a broad, balanced, and coherent curriculum that meets statutory requirements and supports progress for every learner. Planning reflects the school's curriculum intent and the expectations of the National Curriculum, ensuring continuity and progression across all key stages.

Planning at St Charles is structured at three levels: long-term, medium-term, and short-term, each focused on clear learning objectives and success criteria.

Planning at Key Stage 1 and Key Stage 2

Long-Term Planning

Long-term planning takes the form of the school's Curriculum Map.

This map outlines what will be taught across each year group, ensuring full curriculum coverage, breadth, and balance. It provides an overview of subjects, key topics, and progression of skills and knowledge.

Medium-Term Planning

Medium-term plans identify key learning objectives, knowledge, and skills to be developed for a particular unit. They provide a clear structure for sequencing learning, ensuring that a unit builds on prior knowledge while introducing new concepts and challenges.

Short-Term (Weekly) Planning

Short-term weekly plans are working documents used by teachers to organise and deliver learning effectively. They provide the necessary detail to ensure lessons are:

- Clear and well-structured,
- Sequential, building on prior knowledge and understanding,

- Appropriately challenging
- Adapted to meet the needs of all pupils.

Teachers use their professional judgement to amend plans in response to classroom needs and pupil progress.

Weekly plans must:

- Identify specific learning objectives
- Provide well-adapted teaching and learning activities with challenge for all pupils;
- Outline how adult support (e.g., Teaching Assistants, SEND support) will be deployed;
- Identify provision for targeted groups, including SEND, EAL, Disadvantaged, and More Able pupils;
- Include key vocabulary and key questions to develop learning and deepen understanding.

Required Weekly Plans

1. English – A weekly English plan showing learning objectives and daily lesson details, including adaptations.
2. Guided Reading – A weekly plan with a clear focus drawn from the KS1 and KS2 content domains.
3. Phonics (KS1) – A plan showing the phonemes and patterns to be taught that week.
4. Mathematics – A weekly plan including learning objectives, success criteria, arithmetic practice, adaptations, and plenary notes.
5. Foundation Subjects – A plan outlining learning objectives for each subject area, with adapted activities that allow pupils to meet these objectives.
6. Religious Education – Reference to that week's lesson as included in the half-termly plan-showing learning objectives and learning opportunities for RE. –
7. Personalised Plans – Where necessary, a separate personalised plan for pupils with very specific SEND needs.

Monitoring:

Planning is reviewed weekly by members of the Senior Leadership Team (SLT) to ensure consistency, quality, and curriculum coverage across year groups.

Planning in the Foundation Stage (EYFS)

Planning in the Early Years Foundation Stage (EYFS) is based on the EYFS Framework and Development Matters guidance. The approach is child-centred, flexible, and designed to ensure continuity and progression across all areas of learning.

Long-Term Planning

Long-term plans are based on topics selected by the EYFS team. Topics are reviewed regularly to avoid overlap and maintain engagement. These, alongside the EYFS Framework, form the foundation of the long-term plan.

Medium-Term Planning

Medium-term plans are completed half-termly. They identify intended learning objectives derived from the curriculum and shaped by children's interests and developmental needs.

Short-Term (Weekly) Planning

Short-term (weekly) planning is learning-objective led and serves as a working document. Weekly learning objectives are chosen collaboratively by EYFS staff based on:

- Children's interests and needs,
- Observations of progress,
- Curriculum coverage and next steps in learning.

Planning combines independent and adult-directed activities, delivered across both indoor and outdoor environments. Each plan includes:

- Adaptations and interventions for individual needs,
- Opportunities across the Prime and Specific areas of learning,
- Planned RE, Maths and phonics activities.

Continuous Provision Planning is displayed within weekly plans, linked to learning objectives and children's interests. It evolves throughout the week to reflect pupil needs and to create opportunities for in-the-moment teaching and learning.

Daily Evaluations

EYFS staff meet regularly—both within year groups and as a phase—to plan, evaluate, and ensure continuity, providing activities that are appropriate for age and stage of development.

Planning for SEND

Class teachers are responsible for planning appropriately for all learners with Special Educational Needs and Disabilities (SEND).

They work in close liaison with support staff to ensure that additional adults are fully aware of the termly and weekly objectives, strategies, and interventions.

Planning for SEND is aligned with Education, Health and Care Plans (EHCPs) and Passports to Learning.

- Targets and outcomes are reviewed termly by the SENCO and class teachers, in consultation with parents.
- Pupil feedback on their own learning is gathered and used to monitor progress.

The aim is to ensure that teaching strategies, classroom environments, and curriculum access are fully inclusive and support measurable progress against each child's individual goals.

Planning from PPA and Specialist Teachers

Teachers with Planning, Preparation and Assessment (PPA) time, and specialist subject teachers, provide half-termly and weekly plans for the subjects they teach.

These plans must include:

- Clear learning objectives,
- Knowledge and skills to be developed,
- A sequence of activities and adaptations for adapted learning
- Relevant key vocabulary and questioning strategies.

This ensures continuity, progression, and alignment with whole-school curriculum aims.

Planning, the Curriculum, and Cultural Capital

At St Charles, curriculum planning aims to equip pupils with the knowledge, skills, and values they need to thrive both in education and in life beyond school. Teachers plan learning that provides children with experiences which broaden their understanding of the world, enabling them to develop cultural capital.

Through deliberate curriculum design and thoughtful planning, we ensure that pupils gain a rich appreciation of culture, community, diversity, and aspiration.