



## Forward Planning LNCT local agreement

### **INTRODUCTION**

1.1 There are three stages in curricular planning:

- The Working Time Agreement (WTA) - which is agreed at school level and which may include programmes of work in line with National/Council guidelines;
- School Improvement Planning, which includes policy review and development;
- Teacher planning at class level.

1.2 Head Teachers and Teachers have a responsibility to discuss and agree the School Improvement Plan. This may be done through the WTA or by use of in-service time. Teachers are responsible for teaching their assigned classes and implementing the plan as appropriate. School development undertaken by class teachers should be based on the School Improvement Plan.

### **IMPLEMENTATION**

#### **WORKING TIME AGREEMENTS**

2.1 The School Working Time Agreement, and in particular the use of remaining time, (sometimes known as collegiate time) is fundamental in ensuring teachers can control their workload and implement the School Improvement Plan within the 35 hour week.

2.2 The School Calendar for staff must clearly set out agreed dates for the stages and review of the School Improvement Plan.

2.3 LNCT Agreement on the 35 Hour Working Week for Teachers – This document should be referred to when constructing the Working Time Agreement.



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### **SCHOOL IMPROVEMENT PLAN**

2.4 The School Improvement Planning process should reflect good collegiate practice within a school. All teachers must be involved in this process.

2.5 The planning process should itself be the basis of both prior and continuing consultation with all teaching staff.

2.6 The Working Time Agreement must ensure that identified collegiate time is made available to staff in order to have input at the appropriate time to the planning process.

2.7 Workload management must form an integral part of discussions since part of the planning process is to ensure that the individual and collective work of teachers is capable of being undertaken within the 35 hour week. Action Plans within the SIP should be time-costed to ensure they are capable of being delivered.

2.8 The School Improvement Plan should be made available to all staff prior to final approval of the plan.

2.9 There should be regular monitoring of the Plan involving all staff. Dates for undertaking the monitoring should be agreed and indicated in the school calendar for staff.

2.10 Any significant revision to the Plan in the course of the year should be discussed and agreed by staff. Action plans arising from HMIE visits should normally be built into future improvement plans rather than supplanting existing proposals. The outcome of Quality Improvement visits should not require improvement plans to be altered immediately.



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### **TEACHER PLANNING**

2.11 Termly plans should indicate the theme or context and outline experiences, outcomes and levels to be taught; the grouping of children for this teaching, and the key experiences and outcomes which will be assessed. Overly detailed planning should be avoided and this will be achieved by building time into the WTA for meaningful professional dialogue. Forward planning formats should be reviewed regularly to ensure that time allocated to the planning process within the WTA reflects the demands of task.

2.12 Through professional dialogue teachers, including Support for Learning staff, should have the opportunity to discuss termly plans with each other and their Line Manager as they are being formulated. It is important that such arrangements are made and time should be built in to the WTA to accommodate this. Termly plans provide information on individual, group and class work and should help define what is assessed, recorded and reported. Comments or amendments, if required, during the term will allow the plan to stand as a record of work. Also in terms 2 & 3 there should be an evaluation of the previous termly plan to inform planning/next steps.

2.13 Sufficient time within the school's Working Time Agreement should be allocated for the purpose of planning in this way.

2.14 The teacher puts the termly plan into effect through his/her own detailed preparation. This could take the form of a weekly or daily plan or diary. This can help the teacher in classroom management and organisation, in structuring tasks for the children, and in ensuring resources are to hand. **Such plans are for the class teacher's own use and are not mandatory.**

2.15 Preparation is a matter for the individual teacher, and such plans should not be submitted to a Line Manager for approval. However, Line Managers are expected to take an active interest in the class work of all staff.



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2.16 Planning beyond this level is considered to be excessive and should not be required or encouraged by Line Managers. All unnecessary bureaucracy should be avoided.

2.17 All planning arrangements should take account of the guidance set out by Scottish Government and Education Scotland. (Link to be added).

Exemplars of planning for primary, secondary and ASN can be found in the pages that follow.

Forward Plan/Evaluation Sheet		Term
Teacher		Class
<p><b>Literacy &amp; English</b></p> <p><i>We are learning to:</i></p>	<p><b>Expressive Arts</b></p> <p><i>We are learning to:</i></p>	<p><b>Awards</b></p> <p><i>We are learning to:</i></p>



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<b>Numeracy &amp; Mathematics</b> <i>We are learning to:</i>	<b>Health &amp; Wellbeing</b> <i>We are learning to:</i>	<b>Sciences</b> <i>We are learning to:</i>
<b>Technologies</b> <i>We are learning to:</i>	<b>Employment Skills</b> <i>We are learning to:</i>	<b>Social Studies</b> <i>We are learning to:</i>



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Forward Plan		Term 1
Teacher		Class 6
<b>Literacy &amp; English</b> <i>We are learning to:</i>	<b>Expressive Arts</b> <i>We are learning to:</i>	<b>RME</b> <i>We are learning to:</i>
choose reading books for pleasure (LIT 0-01a/b/c) practicing handwriting (LIT 1-24a)(Lit 2-24a CG) complete writing tasks(LIT 0-09a/0-10a/ENG 0-12a/LIT 1-21a (SH/JB/GF/PS/CE)) (LIT 1-09a/1-10a/1-22a (CG/JP/HS)) (LIT 1-25a (CG)) share news items/story telling (LIT 0-31a/ENG 1-30a)	create cards for birthdays (EXA 0-05a/1-05a) listen to assemblies and other presentations. (EXA 0-16a/0-18a) take part in assemblies and other presentations (EXA 0-12a)	be part of assembly presentations (RME 0-06a/1-06a)
<b>Numeracy &amp; Mathematics</b> <i>We are learning to:</i>	<b>Health &amp; Wellbeing</b> <i>We are learning to:</i>	<b>Sciences</b> <i>We are learning to:</i>
use number correctly (MNU 0-02a/0-03a (SH/JB/PS)) (MNU 1-02a (CG/CE/GF/HS/JP)) (MNU 1-03a (CG/JP)) understand money and it's use (MNU 0-09a (JB/SH/PS/NB)) (MNU 1-09a (HS/GF)) (MNU 1-09b/2-09a (CG/JP/CE))	make health choices (HWB 3-30a/0-29a-4-29a) travel Independently (HWB 0-18a-4-18a) explore our Feelings (HWB 1-01a/2a/3a)	find out about health and growth (HWB 0-47b/SCN 0-12a/b) find out about physical processes (SCN 1-02a/1-03a)
<b>Technologies</b> <i>We are learning to:</i>	<b>Employment/Life Skills/Awards</b> <i>We are learning to:</i>	<b>Social Studies</b> <i>We are learning to:</i>



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<p>use word ( TCH 0-03a/1-03a)</p> <p>use the internet to access information (TCH 1-08a)</p> <p>use the internet to create stories/pictures (TCH 1-03b/2-03b)</p> <p>log on and off (JB)</p> <p>find the correct programs (TCH 0-03a)</p>	<p>follow household routines (kitchen)</p> <p>choose appropriate tasks for a job</p> <p>understand what we are good at.</p>	<p>understand my responsibilities as part of a community (SOC0-08a/1-08a)</p> <p>explore different countries in Europe (Switzerland, Germany, Italy)(SOC 0-15a/0-01a)</p> <p>work together to make decisions (SOC 1-16a/1-18a)</p>
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<h3 style="text-align: center;">Course: Science in the Environment: Reduce, Re-use and Recycle (National 1)</h3>		
<p><b>Outcome 1:</b> With the appropriate level of support and resources, the learner will participate in practical activities to reduce, re-use and recycle by:</p>		
<p><b>Assessment Standards:</b></p> <p>1.1 Reducing the use of materials</p> <p>1.2 Re-using materials</p> <p>1.3 Recycling materials</p>		
<p><b>Learning and Teaching Approaches:</b></p>		
<p>Initial visits from Waste Aware and Enscape will focus our thoughts on the topic. A visit to the Grove Recycling Centre will increase understanding of what we can recycle.</p> <p>Pupils will be involved in a range of practical activities including: Thinking of ways that we can reduce waste and putting these into practice (eg. Using reusable</p>		



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<p>bags when shopping, re-usable containers for HE, making posters and leaflets about reducing waste to share with home); Re-use materials through: Various items from plastic bottles (spiders, windmills, vehicles); Newspaper pots; Bottle top art; collection of re-usable electrical equipment with Enscape; Recycling: Match items that can be recycled with their end products; Participate in recycling within school; Sort recycling – practical task with real objects; whiteboard activity (using Clicker 6); paper based activity (Twinkl)</p>	
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