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Foreword

West Lothian Education and Cultural Services is committed to the continuous improvement of the educational service we provide in our schools. We endorse the view within A Teaching Profession for the 21 Century, which states that, “The great majority of teachers we met were energetic, dedicated professionals performing an excellent job, often in demanding circumstances”.

In West Lothian Council we recognise and value the dedication and commitment of our teaching staff who demonstrate their willingness to constantly reflect on their own practice motivated by the desire to do their very best for pupils.

To continue to improve the quality of our teaching and the impact of our teaching on what/how pupils learn we commend to you the ideology and practical advice contained within this document.

In the following guidance we take cognisance of the good work already in place in our schools and provide suggestions for further enrichment of our practice with a view to providing an educational provision fit for pupils in the 21st century in developing a curriculum for excellence.

Staff should use the guidance and ideas within this document to critically reflect on their own practice.

Introduction

A review of ‘Forward Planning’ in 6 primary schools was completed in November 2006. Class teachers, Principal Teachers, Depute Head Teachers and Head Teachers were invited to express their opinion on the planning process within their own school. Good practice identified in these schools is referred to throughout this document supported by exemplars. The Head Teachers of these schools, listed as appendix 1, are more than willing for their work to be shared.

The aim of this document is to highlight good practice, review forward planning or planning for learning as referred to in this paper and encourage critical reflection regarding:

- the critical elements of planning which impact on learning
- the requirement of staff to exemplify their organisation of the agreed curricular programmes within the school
- the emphasis currently placed on the detail of termly plans
- the value and purpose of the amount of recording required by teachers
- the role of the leadership team to ensure that learning and teaching is good or very good and moving towards excellence
- the challenge of leading teachers to adapt/improve their practice to meet the needs of the 21st learner.

In reviewing the above it is important to support teachers in their capacity to self evaluate their own performance. Please see Evaluation section for further advice.

What principles do we apply when planning for learning?
Thought: The purpose of planning is to impact on learning it is not a straightjacket but a signpost of intent. Be flexible in your approach and amend the content of your lesson, in terms of knowledge and skills, based on the progress of pupil learning and pupil feedback.

Planning Principles

- Ensure that every lesson is good or very good and aspiring towards excellence
- Develop a shared understanding of the features of an excellent lesson

Best Practice

Balbardie Primary
The staff team at Balbardie has developed a shared understanding of what an excellent lesson looks like in the school. We started by discussing what we believed constituted excellence and agreed on features and characteristics which could lead to excellent learning for pupils in every lesson across the curriculum. We considered strategies and ideas from a range of national developments in learning and teaching, as well as our own action enquiry groups. Appendix 2 shows our shared understanding of an excellent lesson. This is on display in all classrooms and the pupil council is currently developing a child friendly version. The poster also summarises and translates our policy on learning, teaching and assessment and should help to ensure consistent, excellent standards in all lessons.

- Planning supports very good learning and teaching
- Learning plans are working documents. They have to be focussed, streamlined and manageable
- Dialogue around planning is crucial

Longridge Primary

Professional dialogue between class teachers, support staff and promoted staff should be seen as a key element of planning for learning.

The most effective results will be achieved when staff are encouraged to observe and support each other in class either as a starting point or in order to understand each others techniques/methods. This team working will also help teachers to gain an insight into difficulties and challenges within each others classrooms.

Regular evaluation/planning sessions between partner colleagues will provide an excellent basis for more in-depth and insightful planning for learning within each classroom. Sharing and discussing areas such as the planning of open questions, thinking skills and problem solving are less of a challenge when tackled with a partner. Evaluating learning and teasing out next steps for pupils can also be focused on more productively with a colleague.

The purpose of professional dialogue is to help, encourage and support one another in order to improve learning and teaching by being more focused, which in turn allows more energy to be spent on preparing exciting, stimulating and challenging lessons.

The professional dialogue should involve helping one another to find solutions for individuals or small groups who are either having difficulty or needing more of a challenge. Colleagues should be able to identify and allocate resources where they are most needed.

- Planning takes account of prior learning (experiences, knowledge and skills)
- Planning informs teaching and connects learning
- Ensure that planning sequences are delivered at a brisk pace of learning where pupils are supported and challenged for maximum impact
Include the teaching of core skills when planning learning contexts adhering to progression (Communication – spoken and written, Numeracy, I.C.T., working with others – learning how to plan and carry out projects in small groups, and Problem Solving – thinking, planning and organising)

- Provide opportunities for skills and knowledge taught to be transferred into other learning contexts
- Adapt planning to meet the needs of all learners
- Plans should take account of the views of pupils to ensure that pupils have ownership of their learning
- Involve pupils in the planning process

**Balbardie Primary**

The most important people in the forward planning process are the pupils, but they are often left out of the loop in terms of the dialogue round the teacher’s plans. At Balbardie, the teachers complete a one page summary of the main outcomes of their plans for pupils. This is displayed on each classes’ learning to learn wall (format in Appendix 3). The poster helps to remind the teacher, pupils and any classroom support staff of the main outcomes that they are trying to achieve each term. The poster can also be shared with parents and used as part of the personal learning planning process. The poster can also facilitate pupil self-assessment and evaluation during and towards the end of the block.

**Longridge Primary**

Please also refer to the ‘Big Picture Plan’ developed using the four capacities from a curriculum for Excellence. Appendix 4.

- Daily reflection, evaluation by both pupils and teachers, planned as part of the daily timetable, will inform next steps in learning
- Take account of how pupils learn and learning styles

**Peel Primary**

Structured self-assessment of teaching styles and approaches is very important to enable teachers to have high levels of self-awareness and an accurate understanding of the balance of styles of teaching that they employ. The staff use a range of frameworks to continually reflect on their own teaching style. The multiple intelligences questionnaire for teachers raises awareness of our own intelligence profile and the possible impact on teaching methodology. The inclusive practice audit helps us to consider if our teaching approaches are creating optimal conditions for learning in our classroom and enabling the highest level of achievement for all learners.

**Current Position**

Teachers understand that they are responsible for planning coherent and progressive teaching programmes, which meet the needs of all pupils. This often takes place on a termly basis with teachers describing how they intend to deliver in broad terms the requirements of the 5/14 curriculum for the pupils in their class. The length of this plan usually mirrors the length of the school term.

To support our staff, many of our schools have policies and programmes of work in all curricular areas.
Best Practice

Peel Primary and Longridge Primary

All curricular plans and programmes of work, agreed by staff, are available in a shared folder on the school server. These are continuously updated making it easier for staff to adapt as and when required.

Teachers welcome the wide range of guidance available in the process of planning and recognise that this is in place to support and to reduce workload. This practice has been developed over many years based on the requirements of a 5-14 curriculum and national assessments. Referring to programmes of work, policy guidance and available resources are all part of the filtering and selection process necessary for staff to complete in order to organise the curriculum for teaching.

Often schools request that teachers adhere to planning guidance at this stage to ensure continuity of approach, adherence to school policies, curriculum coverage and adherence to curricular programmes of study focusing on:

- Breadth, balance and coherence
- Pace of learning
- Suitable resources
- Varied learning activities
- Differentiation
- Sequences in learning
- Learning Styles
- Assessment
- Evaluation

However, consideration should be given to the significant time teachers spend on collecting and presenting this information to demonstrate completion of this part of the planning process.

Traditionally termly plans are evaluated by leadership teams to ensure breadth and balance across the curriculum, progress for pupils, appropriate pace and challenge, adherence to school policy and practice, appropriate use of resources, differentiation and so on. At this stage leadership teams spend significant time sifting through plans to ensure that agreed planning criteria have been adhered to. Staff with the responsibility for ‘planning’ will spend a considerable amount of time reading, commenting on each teacher’s plan and discussing their written comments with them.

Encouragingly in some schools teachers are dedicating the majority of their time planning quality daily lessons. There is much less emphasis on spending a disproportionate amount of time producing a termly plan. Teachers make use of all of the available guidance on electronic formats in terms of planned topics, programmes of work and policy statements. See Appendix 6a and 6b for very good ACfE plans.

In these schools the focus is on moving towards creating, ‘The Big Picture’, a strategic overview of the year ahead and producing weekly plans. These reflect the changing needs of the learners based on continuous assessment and quality evaluation which is re-shaping the next steps in learning. The evaluations are in note form often jotted down at the end of the lesson forming an accurate ongoing record for all professionals working with the class.

Teachers are given professional autonomy and are trusted to proceed through the planning process without the requirement to produce considerable evidence for each stage.
The role of the leadership team has altered accordingly and focuses on frequent discussion with teachers re planning intentions, successful lessons, pupil progress and quality feedback. More time is spent supporting teachers in class, observing lessons informally, looking at the quality of pupil learning, the standard of their work and actively contributing to the professional development of teachers.

**Does planning impact on pupil learning?**

*Following on from this stage of the planning process teachers are then able to be creative and design contexts for learning and lessons, which will motivate, capture the interest of pupils and impact on learning. Teachers need to think about:*

- exactly what they want pupils to learn in terms of knowledge and understanding, skills and the development of informed attitudes?
- how they link teaching and sequence activities to allow pupils to gain knowledge and understanding through connecting, applying and transferring skills
- organisations for learning
- how and what they assess.
- Using Aifl techniques to maximise pupil achievement.
**Long term planner - creating the big picture.**

The focus of planning at the long-term stage is to provide pupils with variety in terms of experiences and rich contexts for learning. Designing the big picture in this way should enable teachers to think creatively, imaginatively and flexibly about the year ahead. This plan should be shared with pupils at the beginning of the year. Planning in this way should provide the pupils with exciting learning experiences, inspiring them to be effective learners. The purpose of long term planning is to:

- inform pupils, parents and colleagues of the intended journey through the year
- enable the teacher to begin to shape and design the curriculum for the year ahead
- ensure breadth within cross curricular experiences
- plan for the development of the 4 capacities for all pupils

**Appendix 7** An example of long term planning guidance for one curricular area. Teachers use this as a basis for staff to work from.

Note that this advice should be available for all curricular areas.

**Medium Planning/ programmes of study**

It is an expectation that schools will have developed guidance on every curricular area, including relevant programmes of study. As this guidance has been developed and agreed by staff, the format will vary to suit the needs of each school. As we begin to implement A Curriculum for Excellence schools will gradually re-shape existing programmes to implement new curricular guidance. When reviewing this area please take cognisance of previous advice given in this document.

The purpose is to:

- provide a link between the big picture and daily/ weekly planning
- ensure continuity and coherence of learning
- provide curricular structure and guidance
- support teachers in planning for progression
- provide a framework for the development of skills, knowledge, values and attitudes
- plan opportunities for assessments

**Learning Planner**

Daily lesson planning is the most important aspect of the planning cycle in ensuring high quality learning and teaching. Teachers will demonstrate that they have a clear understanding of what they want pupils to learn and how.

The purpose of it is to:

- support teachers as a practical working document which structures the day and translates school policies into practice
- inform colleagues of intended learning
- provide a basis for evaluating the pace and challenge of learning
- self-evaluate the effectiveness of the teaching process
- plan for next steps in learning and teaching

It is essential that teachers spend good quality time preparing exciting, innovative and memorable lessons which will make an impact on pupils’ achievements.
Please note that the format in Appendix 8 includes the opportunity to detail learning intentions for lessons as appropriate and as agreed with staff.

**Evaluation**

The main purpose of evaluation is to be self-reflective and analytical about the effects the teaching has had on the learner. The accuracy of the reflection and consideration of pupil learning is critical in determining next steps.

Teachers’ use of evaluations on a daily/weekly basis will have the most positive impact on pupil attainment. Evaluation must be an integral part of the daily teaching which teachers instinctively to determine the next steps in learning for their pupils.

Consideration must be given to:

- engaging staff in professional dialogue
- teaching pupils to self/peer evaluate teaching
- encouraging pupils to take ownership of their learning
- providing opportunities for teachers and pupils to discuss learning
- encouraging teachers to participate in peer evaluation.

**Leadership Teams**

The leadership team in collaboration with colleagues is responsible for ensuring that planning for learning and teaching is of high quality and impacts to maximise pupil attainment.

The main function of the leadership team is to support and challenge teachers in their journey to excellence. In doing this they will share and evaluate planning as part of the agreed learning and teaching policy. An excellent leadership team will have a very good knowledge of pupil learning experiences, the quality of the teaching process and the quality of the learning environments within the school.

**Our challenge is:**

*To free curiosity*

*Unleash the sense of enquiry*

*Open everything to questioning and exploration*

*And recognise that everything is in a process of change.* (Carl Rogers)
APPENDICES

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APPENDIX 1 – LIST OF SCHOOLS AND STAFF INVOLVED IN THE REVIEW

The following staff made a significant contribution to the review of planning which took place in November 2006. My thanks to them for their constructive comments, willingness to help and tolerance.

**Peel Primary**
Jan Short
Jackie Alexander

**Livingston Village**
Audrey Ford
Joy Currie
Gemma Docherty

**Longridge Primary**
Elsie Aitken
Doris Green
Lee Stevens
Heather Gilroy
Jennifer Livingston

**Uphall Primary**
Allison Earnshaw
Lyndsey Robson

**Broxburn Primary**
Dave Edwards
Fiona Gilmour
Catriona Grant
Yvonne Ferguson

**Balbardie Primary**
Graeme Logan
Anne Sutherland
Louise Turnbull
Laura Whigham
MAXIMISING ATTAINMENT AND ACHIEVEMENT

What does an excellent learning episode look like?
Before the lesson, plan and share the tools you will use to maximise thinking.
What will be memorable about the lesson?

Connection Phase
Ensure an engaging, high quality 'lift off' at the start of the lesson
- share content, process and sell the benefits (what, how, why?)
- link to previous learning, in the same or different curricular areas
- connect to the learners themselves
- share the shape of the lesson

Activation Phase
DISCUSSION throughout this phase. Pupils should work with elbow partners or small groups. More of them and less of you.
Activate new learning through:
- using a multi-sensory approach (VAK)
- ensuring a brisk pace where pupils are supported and challenged
- tackling concepts in small steps
- observing and listening to pupils: guiding and coaching them to meet individual needs
- a variety of questioning techniques and tools to promote thinking

Demonstration Phase
Every child must demonstrate their learning (content and/or process)
To either elbow partner, small group or whole class
Demonstrate learning through
- enabling personalised feedback and feedforward and/or self and peer assessment
- 'improving' rather than just 'proving' - get learners to fine tune, adapt and make changes during the learning episode
- offering multiple ways of demonstrating learning
- reviewing aims,key words. Teachers elaborate, enhance and exemplify

Consolidation Phase
Reflect on learning, transfer, connect, and think of magic moments
Consolidate learning through:
- structured activate reflection on content and process
- seeking transfer of skills and knowledge to other areas
- seeking feedback from learners on the quality of today's lesson
- review this lesson and preview the next
<table>
<thead>
<tr>
<th>MATHS</th>
<th>LANGUAGE</th>
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**THIS BLOCK WE ARE LEARNING**

<table>
<thead>
<tr>
<th>ENVIRONMENTAL STUDIES</th>
<th>EXPRESSIVE ARTS</th>
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<table>
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<tr>
<th>RME / PSD</th>
<th>OTHER HIGHLIGHTS</th>
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</table>
**APPENDIX 4 – COMMUNICATING WITH PARENTS ‘BIG PICTURE’ USING CFE FRAMEWORK**

**Communication with Parents of P5/6/7**  
**Acting Principal Teacher/Class Teacher**  
**Class Teacher relief –**  
**Classroom Assistants**

<table>
<thead>
<tr>
<th>Responsible Citizens</th>
<th>Effective Contributors</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Health, Environment Studies and Enterprising Education pupils will learn about the part they can play in having an impact on the community and world they live in. They will be encouraged to contribute to decision making in regard to health and personal safety issues and will be given the opportunity to extend their skills in enterprising ways. This term a focus for the pupils will be on Endangered Animals, Rocks and Healthy Eating. It is hoped that the pupils will visit Edinburgh Zoo or Amazonia to support some of this work.</td>
<td>In Personal and Social Education and Citizens pupils will be encouraged to contribute through voicing views and opinions. They will be supported and taught skills in listening to others and expressing their own views based on research and knowledge gained. Pupils will be encouraged to voice carefully thought out opinions. A focus for this work will be Literacy Circles and Circle Time Activities both of which are aimed at making pupils play a more active part in their learning.</td>
</tr>
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<table>
<thead>
<tr>
<th>Successful Learners</th>
<th>Confident Individuals</th>
</tr>
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<tbody>
<tr>
<td>In maths, reading, writing and talking and listening the pupils will be working towards the targets in their own 5-14 level. Pupils will continue to build their skills in ICT to support all their learning through the use of word processing, power point presentations, graphic design and animation. P7 will continue to learn German with Mrs Harris from the high school and P6 will continue their work in French with Ms Hamilton. P5 pupils have also begun learning French with Mr McAvoy.</td>
<td>In all of the work the pupils will understand it is hoped that they will continue to become more and more confident and self assured young people. Pupils will be encouraged to set themselves realistic targets for improvement in a selection of curricular area and pupils will be supported and encouraged by the staff to ensure success. Pupils will be involved in decision making in regard to issues which affect them and the Student Council will continue to be an effective link between staff and pupil. The ECO committee will help drive forward the imitative to work towards a Green Flag Award for the school and the Health Focus Group will be responsible for gathering information from other pupils and parents</td>
</tr>
</tbody>
</table>
**Curriculum for Excellence**  
**Social Subjects – Connecting the Agendas**

**TEACHER:**     **CLASS:** P6     **TOPIC:** World War 11     **TERM:** 3

<table>
<thead>
<tr>
<th>Citizenship</th>
<th>Creativity</th>
<th>Enterprise</th>
<th>Eco Schools and Sustainability</th>
<th>Health Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand why everyone wanted to help in the war effort through discussion and research using the internet or books.</td>
<td>Create 3D models through group work using a variety of materials. Select appropriate materials to create an effective collage. Participate enthusiastically in a wartime performance using a role-play and voice.</td>
<td>Investigate daily wartime life through listening and talking to visitors. Demonstrate knowledge of WW11 through a musical performance for a variety of audiences.</td>
<td>Give some reasons why rationing was required during the war through discussion.</td>
<td>Explain why evacuation was an important way of keeping safe through writing activities. Research and compare wartime diet to a modern diet, in groups using a variety of resources. Undertake critical skills challenge on strategies for keeping safe during air raids through group research and presentation.</td>
</tr>
</tbody>
</table>
Criteria for Effective Teaching and Learning

- A clear focus (Learning Intentions separated from Context)
- A stated purpose:
- Well organised resources relevant to needs:

Learning plans are working documents. Be flexible in your approach amend the content of your lesson, in terms of knowledge and skills, based on the progress of pupil learning and pupil feedback.

- Approach questioning:
- Constructive feedback:
- Teaching matched to pupils’ assessed needs;
- Opportunities to consolidate previous knowledge and skills:
- High quality relationships:
- Good subject knowledge:
- Well-timed, well paced lessons with a clear structure:
- Clear and high expectations:
- Linking areas of learning together:
- Clear expectations of presentations

Effective learning happens when the pupil:

- Understand what is being taught by showing that they can do what they could not do before:
- Applies previous learning in a new concept:
- Enjoys what is being taught:
- Is clear about what needs to be done:
- Receives constructive feedback which raises self-confidence:
- Is given opportunities to work in depth:
Broxburn Primary gives the following advice to staff when planning lessons
It was agreed that we would allow staff to use their own planning formats rather than have one size fits all
However, we have criteria, which must be identified within lesson plans

- Learning intention
- Success Criteria
- Differentiation
- Pace
- Challenge
- Use of ICT, where appropriate
- Paired/shared Talk opportunities
- Time for plenary /feedback (5-10mins) at end
  With link back to L. Intention
- Indication of length of whole lesson (and parts)
- Home learning activity, where appropriate
<table>
<thead>
<tr>
<th>Knowledge and Understanding – What pupils will learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Causes of Endangerment e.g. habitat destruction</td>
</tr>
<tr>
<td>Variety of Endangered Species worldwide and examples of</td>
</tr>
<tr>
<td>species already extinct.</td>
</tr>
<tr>
<td>Endangered Species in UK</td>
</tr>
<tr>
<td>Why we should preserve these species</td>
</tr>
<tr>
<td>What practice / policies are currently in place to preserve these species?</td>
</tr>
<tr>
<td>What organisations are there which promote and help?</td>
</tr>
<tr>
<td>How can children become involved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills – What will pupils learn to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify questions to investigate – Use of KWL/</td>
</tr>
<tr>
<td>Graphic organiser through group work. Children's</td>
</tr>
<tr>
<td>ideas driving class plan.</td>
</tr>
<tr>
<td>Identify and select relevant research resources –</td>
</tr>
<tr>
<td>suggest resources and model their use</td>
</tr>
<tr>
<td>Record information in a variety of ways (see non</td>
</tr>
<tr>
<td>fiction writing plan note-taking etc)</td>
</tr>
<tr>
<td>Present findings in an appropriate way – model</td>
</tr>
<tr>
<td>ways to create information fact-sheet incorporating</td>
</tr>
<tr>
<td>test and graphic group work (ICT Plan) oral</td>
</tr>
<tr>
<td>presentations</td>
</tr>
<tr>
<td>To be able to present conclusions with justification,</td>
</tr>
<tr>
<td>e.g. preparing debates, talks, giving reasons or</td>
</tr>
<tr>
<td>factual evidence.</td>
</tr>
</tbody>
</table>
### Developing Informed Attitudes – What do I want to encourage?
- Develop a caring and responsible attitude towards living things and the environment (Re link – moral and ethical)
- Develop and awareness of human impact on the natural world
- To encourage participation and appreciation of conservation issues.
- Develop and communicate their own opinions and views

### Curriculum for Excellence
- **Successful Learners**
- **Confident Individuals**
- **Responsible citizens**
- **Effective contributors**

Aspects contributing to the four capacities are found in all topic areas have tried to highlight the main focus.
## Endangered Species

<table>
<thead>
<tr>
<th>Learning Intentions</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To understand causes of Endangerment</td>
<td>• Research “causes” using internet with headings eg. Pollution, habitat loss</td>
</tr>
<tr>
<td>• To locate different habitats around the Globe</td>
<td>• Atlas work</td>
</tr>
<tr>
<td>• To find out about an endangered animal using variety of sources</td>
<td>• Using note-taking skills from language lessons use web diagrams or headings to gather information.</td>
</tr>
<tr>
<td>• To be able to present findings in a clear and attractive way</td>
<td>• Provide template on pupil folder and teach additional skills in desk top publishing. Word / Printshop</td>
</tr>
<tr>
<td>• To understand the interdependence of creatures in an eco-system</td>
<td>• Food web of a habitat</td>
</tr>
<tr>
<td>• To understand how external factors effect eco-system.</td>
<td>• Concept cartoons for discussion and carousel activity</td>
</tr>
<tr>
<td>• To be aware of what organisations can help</td>
<td>• Note-taking from video documentary</td>
</tr>
<tr>
<td>• To find ways to highlight plight of animals</td>
<td>• Letter writing for information to societies</td>
</tr>
<tr>
<td></td>
<td>• Produce class magazine to distribute to cluster schools</td>
</tr>
</tbody>
</table>

**Additional Activities**

- **Art** - Chalk skins
- Chalk/pastels animals
- Clay tiles with endangered animals build up into a turtle

**Drama**

- Debate - conscience alley
- Play - habitat interdependence

**Music**

- Musical journey through habitats. Download music – make cd
## Curriculum for Excellence – Connecting the Agendas

### The Four Capacities

<table>
<thead>
<tr>
<th>TEACHER (S)</th>
<th>CLASS P6</th>
<th>TOPIC: World War II</th>
<th>TERM 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUCCESSFUL LEARNERS</strong></td>
<td>X</td>
<td><strong>RESPONSIBLE CITIZENS</strong></td>
<td>X</td>
</tr>
<tr>
<td>➢ Use literacy, communication and numeracy skills</td>
<td>X</td>
<td>➢ Develop knowledge and understanding of the world and Scotland’s place in it</td>
<td>X</td>
</tr>
<tr>
<td>➢ Use technology for learning</td>
<td>X</td>
<td>➢ Understand different beliefs and cultures</td>
<td>X</td>
</tr>
<tr>
<td>➢ Think creatively and independently</td>
<td>X</td>
<td>➢ Make informed choices and decisions</td>
<td></td>
</tr>
<tr>
<td>➢ Learn independently and as part of a group</td>
<td>X</td>
<td>➢ Evaluate environmental, scientific and technological issues</td>
<td></td>
</tr>
<tr>
<td>➢ Make reasoned evaluations</td>
<td>X</td>
<td>➢ Develop informed, ethical views of complex issues</td>
<td>X</td>
</tr>
<tr>
<td>➢ Link and apply different kinds of learning in new situations</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **CONFIDENT INDIVIDUALS** | X | **EFFECTIVE CONTRIBUTORS** | X |
| ➢ Relate of others and manage themselves | X | ➢ Communicate in different ways and in different settings | X |
| ➢ Pursue a healthy and active lifestyle | X | ➢ Work in partnership and teams | X |
| ➢ Be self aware | X | ➢ Take the initiative and lead | X |
| ➢ Develop and communicate their own beliefs and view of the world | X | ➢ Apply critical thinking in new contexts | X |
| ➢ Live as independently as they can | X | ➢ Create and develop | X |
| ➢ Assess risk and take informed decisions | X | ➢ Solve problems |
| ➢ Achieve success in different areas of activity | X | |
### Main aim of Study
- To develop knowledge and understanding of WW2
- To understand events leading to the outbreak of war

### ATTAINMENT OUTCOME

**Main Focus:**
- People in the Past

**Others:** People in Place

**Key Strands**
- Values and attitudes that shaped and characterised society – Time and historical sequence
- The meaning of heritage – Extending chronological framework

### Key Points
- Develop a mental map of Europe between the wars
- Understand the causes of WW2
- Follow the invasion of Europe by Hitler on the map of Europe
- Understand the circumstances that governed the actions of people in Britain during WW2
- Understand and appreciate the values and attitudes that shaped and characterised society at the time
- Value historical evidence and artefacts to understand the meaning of heritage
- Extend pupils’ chronological framework

### Learning Outcomes

**Through this study children will:**
- State the events which led to the outbreak of WW2, name leaders, countries, and when it occurred
- Identify the need for Registration cards, knowing why and when they were used
- Highlight the areas in Britain which were not vulnerable to air attacks
- Articulate how people protected themselves from air-raids, ARP
- Have knowledge of the ‘phony’ war and how the country prepared and protected herself against the threat of gas attacks
- Understand the concept of evacuation and how it affected families
- State the essential role women played during the war
- Explain why rationing was introduced and the long term effects of this
- Have knowledge of how propaganda and censorship affected the reporting of the war worldwide
- State the after effects of the war on Britain and its people

### Knowledge and understanding assessment
**Children should be able to:**
- Indicate where and when Hitler advances on the map of Europe and how this contributed to the outbreak of war
- List the reasons for the outbreak of war
- Discuss/write reports about evacuation, the blitz, rationing, the changing role of women
- Describe the impact of war on the Home Front

### Skills assessment
**Children should be able to:**
- Identify countries on the map of Europe
- Research, record and present using ICT, newspapers, books and videos
- Select techniques to present a timeline to show events before, and during the war
- Construct a questionnaire for someone who lived through WW2, using this to illicit information

### Developing informed attitudes
**Children should be able to:**
- Realise the reasons for the policy of appeasement
- Understand why everyone felt a need to help in the war effort
- Contract this with people’s attitudes today
## APPENDIX 7 – LONG-TERM PLANNING GUIDANCE IN ONE CURRICULAR AREA

<table>
<thead>
<tr>
<th>Year Plan</th>
<th>Class / Group</th>
<th>Session</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>August– October</td>
<td>P7</td>
<td>Block 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>August– October</td>
<td>Weeks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October– December</td>
<td>Block 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>January– April</td>
<td>Block 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April– June</td>
<td>Block 7</td>
</tr>
</tbody>
</table>

### USING TECHNOLOGY
- Folens IT Works
- Word Processing Skills

### CREATING AND PRESENTING
- Invitations
- Searching and Researching
  - Internet – Scottish Parliament
- Creating and Presenting
  - iMovie Toy Appeal
  - Flyers for Toy Appeal
  - Christmas Gift Tags
- Searching and Researching
  - Personal Projects
  - Volcanoes CD Rom
  - Developing Informed Attitudes
  - Exploring World Religions CD Rom
  - Sheila Rae CD Rom in a foreign language

### CONTROLLING AND MODELLING
- Interactive Maths Games
- Interactive Maths Games
- Interactive Maths Games
- Interactive Maths Games
- Interactive Maths Games
- Interactive Maths Games

### COMMUNICATING AND COLLABORATING
- Email
- Email
- Email
- Email

### COLLECTING AND ANALYSING
- Spreadsheets
- Database Vs Spreadsheet
- Email Mentoring
- Email Mentoring

### DEVELOPING INFORMED ATTITUDES
- Exploring World Religions CD Rom – Buddhism
- Drugs Information Sheet Year Book
- Sheila Rae CD Rom in a foreign language

### COLLECTING AND ANALYSING
- Spreadsheets
- Database Vs Spreadsheet
- Email Mentoring
- Email Mentoring
**LEVEL D STRAND / LEARNING OUTCOMES**

**Using the technology**
- Use help facilities
- Know that there are different types of computer
- Understand the need for backing up files and be able to do so

**Creating and Presenting**
- Create and edit a document using a range of drawing/painting facilities and more advanced text-handling features e.g. school newspaper, invitations, and flyers
- Create a more sophisticated slide show/presentation or web pages with teacher support

**Collecting and analysing**
- Use database reports including searching and sorting
- Understand the structure of a spreadsheet
- Enter data into a spreadsheet

**Searching and researching**
- Search across a range of media
- Use a search engine
- Create bookmarks
- Capture text and graphics by copying and pasting

**Communicating and collaborating**
- Carry out simple shared activity, e.g. collaboration by e-mail
- Demonstrate integration of e-mail with other software attachments
- Show awareness of advantages/misuse of appropriate styles/genres

**Controlling and modelling**
- Plan a sequence of instructions to be executed by a device
- Be aware that computers can collect information about the environment

**Developing informed attitudes**
- Recognise and appreciate the role of ICT in accessing information and knowledge, fostering creativity and facilitating the exchange of ideas
- Appreciate the personal and societal benefits of ICT
- Become aware of the implications of the uses of ICT in different situations
- Appreciate the need for responsible use of ICT and the need to protect information, individuals and society.
- Appreciate when it is and is not appropriate to use ICT

| Detailed learning activities and resources used (differentiated where appropriate) |
| Revise basic word processing skills |
| Using Folen I.T. Works 5 Keyboarding Skills Activity 1 & 2 |
| Introduce use of margins, columns, and thesaurus using Microsoft Word |
| Create an invitation for the Ceilidh at Newtonmore using text and graphics using Appleworks 6 (drawing package) |
| Create a Powerpoint presentation to encourage P6 pupils to go to Newtonmore. Presentation topics: Introduction, The Lodge Hotel, Culloden, Outings, the Talent Show, Loch Morlich, The Ceilidh, Conclusion. |
| Interactive Maths Games appropriate to maths plan. |

**Assessment Evidence (Highlight)**

<table>
<thead>
<tr>
<th>Observation</th>
<th>Pupil Self Assessment</th>
<th>Discussion Questioning</th>
<th>Saved Files</th>
<th>Printed Hard Copy</th>
</tr>
</thead>
</table>

**Evaluation / Comments / Next Steps**
### APPENDIX 8 - LEARNING PLANNER – 2 EXAMPLES

**LEARNING PLANNER**  
**CLASS _______________**  
**TEACHER _______________**  
**WEEK BEGINNING ____________**

<table>
<thead>
<tr>
<th>09.00 - 10.30</th>
<th>10.45 - 12.30</th>
<th>1.15 - 3.15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Intention</strong></td>
<td><strong>Curricular Area</strong></td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td><strong>Learning Intention</strong></td>
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<td><strong>Curricular area</strong></td>
<td><strong>Resources</strong></td>
</tr>
</tbody>
</table>

- **Monday**
- **Tuesday**
- **Wednesday**
- **Thursday**
- **Friday**

*Collegiate time activity applicable*

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*Learning Intentions should be added for agreed areas.  
Regular items could be added in advance of copying.*
<table>
<thead>
<tr>
<th>09.00 10.30</th>
<th>10.45 - 12.30</th>
<th>1.15 - 3.15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Intention</td>
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<tr>
<td>Curricular Area</td>
<td>Curricular area</td>
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</tr>
<tr>
<td>Resources</td>
<td>Resources</td>
<td>Resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td></td>
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<tr>
<td>Wednesday</td>
<td></td>
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<tr>
<td>Thursday</td>
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<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td>Collegiate time activity applicable</td>
</tr>
</tbody>
</table>

Learning Intentions should be added for agreed areas.
Regular items could be added in advance of copying.
<table>
<thead>
<tr>
<th>Days</th>
<th>Reflections on Pupil Learning/Next Steps</th>
<th>Action Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUESDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td></td>
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<tr>
<td>THURSDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRIDAY</td>
<td></td>
<td>Action points for Collegiate time</td>
</tr>
</tbody>
</table>

Only comment/reflect as necessary in order to improve learning for pupils.
### Self Evaluation

1. Did your lesson build on previous experience? 

2. Did you share the learning aims of each activity? 

3. Have you displayed tools and key words on your classroom walls? 

4. Were there regular opportunities for review and recall throughout your lesson? 

5. Did you check on the progress of all pupils during your lesson? 

6. Did you review how the lesson went? 

### Evaluation

7. Do your lessons involve a variety of individual, group and whole class activities? 

8. Do you encourage pupils to take responsibility for their own learning? 

9. Do you use praise effectively? 

10. In considering differing abilities and aptitudes do you ensure that all your pupils are challenged at an appropriate level? 

11. Do your pupils contribute to setting their own targets? 

12. Are your assessments used formatively so that they develop the learning needs of your pupils?
# CAPACITY FOR CONTINUOUS IMPROVEMENT

<table>
<thead>
<tr>
<th>CHANGES</th>
<th>SELF EVALUATION</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What am I doing that’s new and different?</td>
<td>How has that changed my practice?</td>
<td>What impact has there been on the pupils?</td>
</tr>
<tr>
<td>(Strategy? Development? Resource?)</td>
<td>(I am better at, I now am……… I can………)</td>
<td>(Pupils can now………, are better at ……. are able to ……. can ………….)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What will I do next? How will I build on this?</td>
</tr>
</tbody>
</table>