

PLANNING POLICY

Navigate your own journeys of learning and self-discovery in an exciting future.

The school's mission is to provide high level educational experience, by encouraging creativity, critical thinking, collaboration and discovery.

Our aim is to offer our students a memorable experience in lessons, in and out of the traditional classrooms. To do that, our school implements a broad and balanced curriculum, adapted to the needs of the students, and meant to encourage their curiosity, knowledge and understanding of the world. A fundamental condition for the achievement of this goal is a correct and flexible planning for teaching and learning.

Planning at FRAM School must ensure that the curriculum is delivered coherently, with a special focus on the development of all required competencies.

Planning at FRAM School:

- Reflects the continuity and progression of the curriculum.
- Ensures that the competencies described in the curriculum are developed in a balanced manner during the academic year.
- Ensures that the learning objectives are connected to the learning outcomes.
- Ensures that the planned activities are in relation to the learning objectives and outcomes, supporting the formation of the relevant related competencies.
- Indicates effective use of relevant resources carefully selected to support learning.
- Supports teachers to differentiate the activities, the tasks and the outcomes supporting the progress of all students.
- Indicates the methods used by the teachers to assess student progress.
- Promotes inter-disciplinarity and a cross – curricular approach.
- Promotes Project Based Learning and *Inquiry Based Learning*
- *Promotes the links with the Service Learning projects and directions* [adapt accordingly]

Planning is a reflexive process. Teachers are invited to reflect on their performance during the lessons, on the outcome of the lessons and on the engagement of the students and their progress. Teachers are encouraged to self-assess their lessons and integrate the feedback in the planning. This process transforms planning in a continuous, flexible and progressive process.

This process of constant reflection and integration of feed-back in the planning is called "Live Planning".

"Live" Planning at FRAM School/ Monitorization:

- Teachers are invited to annotate the planning, amend it when the outcomes were not reached, and improve it for future reference.

- Heads of Department and Primary Subject Leaders are expected to check the planning, and make their own annotations formulated as questions. The purpose is solely developmental, meant to improve and guide the planning for the teachers in their department.
- The planning is shared in a **Planning Departmental Folder** and archived for permanent / future reference.

Planning & annotations code:

- Planning is done by the teachers in BLACK.
- Annotations made by the same teacher after reflection and further research are made in the Reflections column of the planning
- The annotations and questions made by the HoDs and the PSLs are made in **Comments** (make sure the name of the teacher appears when commenting).

Types of planning

The planning at FRAM School respects the standards required by all accreditation bodies for both lines of studies: ARACIP standard for the Romanian Line of Studies; BSO standard for the International Line of Studies (Cambridge International Education accreditation)

There are three levels of planning at FRAM School:

- long term planning;
- half (medium) term planning;
- short term planning.

Long Term Plans cover the curriculum for a specific academic year:

- These are referenced to the objectives described in the curriculum (Romanian National Curriculum for the Romanian Line; National Curriculum for England and Wales for KS1 to KS3 on the International Line; Cambridge International Curriculum for KS4 and KS5)
- Yearly plans for the Romanian Line have to maintain the format and to respect the standards required by ARACIP;
- Schemes of Work are adapted for the International Line of Studies using the models offered by **Cambridge International Education**.
- Long term plans are reviewed by the Heads of Department and the Primary Subject Leaders to ensure continuity and progression across the school.

Obs.: Considering the local context, the moment in the development of the school, and the structure of our teaching staff (majority of the teachers are local nationals qualified according to the local pedagogical framework) we understand that our teachers need to further develop their expertise in order to realize their own, individualized and adapted schemes of work. This is going to be accomplished through directed CPD, mentoring and external training – e.g. the continuous commitment to register teachers for the PGCE programme done by important universities in the UK, such as Derby or Buckingham University, or through relevant teacher training programmes such as British Teaching Diploma.

At this stage, for the international line, the teachers will use the curriculum framework offered Cambridge International Education, with guidelines provided by the Department of Education in the UK.

Long-term planning is supported by the curriculum mapping process, which is undertaken by the school, as part of our curriculum development plan. Currently, the school is working on building the Curriculum Map to be also uploaded on the school website.

Medium Term Plans, every half term:

- Half Term Plans are the main type of planning done by all teachers across all key-stages. They cover a period of aprox. 6-8 weeks; these plans include: the progression of the contents; learning objective linked to the learning outcomes; activities with reference to the structure of the lesson as well as to differentiation; educational resources; assessment; and self-reflection.
- The half-term plans are reviewed and updated weekly by all members of staff – see the reference to the “live” planning in the policy. They may be updated weekly with teachers’ reflections after teaching each lesson planned, so that the reflection is based on practice and elicits improvement ideas. (if everything worked as planned, a check-mark ✓ may be used in this column).
- Half-Term plans are appropriate also for the Romanian Line of Studies, as they meet the criteria of the planning of the curricular units, or modules as formulated by the recent methodology.
- Half-Term plans are to be made regularly and uploaded in the Department Folder before the start of the related half-term.
- Each Half-Term Plan is done in one document for each subject / each year. When finishing a half-term, the following one is realized in continuation of the previous, in the same document, until the end of the school year.
- Romanian lines for Preg., Grade I and / or Grade II may use the integrated model of planning.

Short Term Plans:

Teachers are not expected to do any lesson plans on a regular basis unless this practice is directly linked to their professional development.

Teachers at the beginning of their teaching career are expected to create lesson plans in addition to the above-mentioned types of planning, as a requirement of the Romanian standards.

The short term plans are reviewed in the specific cases by the school **mentors**.

Support

Support for planning is offered as part of the Continuing Professional Development programme, from the PSLs and HoDs, as well as from the mentors – for the new teachers in school.

Teachers are encouraged to plan together, in order to support each other and enhance the outcomes for students.

Based on their HT plans, at the end of each unit, all teachers will add a Kinderpedia post for parents. Teachers will use the following structure for the unit description post: Unit name & period of study, general description of the learning content & main activities, success criteria / learning outcomes and some general photos.

HT plans are to be saved in departmental folders that are shared with all members of the department. All teachers can find inspiration, guidance and modelling in the work of their colleagues. No teacher is allowed to change or make comments on the planning of a colleague. The annotations on a plan are made only by the teacher who created the planning and by the relevant **HoD** or **PSL**, as mentioned in this policy.

Fram Kindergarten will follow the same procedure for planning.

The planning will maintain the format and the standards required by ARACIP and it will be enriched with subjects from the Cambridge Curriculum and the EYFS.

Based on the HT plans, at the end of each week, teachers will send a post through Kinderpedia to parents. This post will include the topic of the week, a general description of the main activities, learning outcomes, ideas for parents to support their children's learning from home, and a few photos. A photo album will also be created on Kinderpedia and it will be sent to parents at the end of each week.

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