

Planning, Preparation and Assessment (PPA) Policy



Learning together in a changing world, creating success for all.



Trinity Fields School and Resource Centre

Policy for Planning, Preparation and Assessment (PPA)

Trinity Fields is a Rights Respecting School, a Healthy School, Investors in Families School, an ECO School, a MOVE school and an Inclusion Quality Mark (IQM) Flagship School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

School context

Trinity Fields is a **Rights Respecting School**; we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work. We are a school where pupils are at the heart of everything we do. We successfully achieved UNICEF’s “Rights Respecting School Award” in **January 2017** and we have a well-established record of developing pupil engagement at all levels.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

We are a **Healthy School**; we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives by enabling them and staff to take control over aspects of the school environment that influence their health and wellbeing. We achieved the Welsh Network of Healthy School Schemes National Quality Award in **March 2018, with re-accreditation in December 2020**.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

We are an **Investors in Families School**. We are committed to developing active and effective relationships with parents/carers and families and recognise the value of close partnership working to improve outcomes for our pupils. We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child’s education.

During the re-accreditation process (2019), the school’s work was judged to be of a very high quality. Family and Community Engagement are fully embedded and it was evident that the school works hard on its journey towards excellence. The assessor was very pleased to award the school the **Diamond Standard**.

We have demonstrated through a national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and develop classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

In **summer 2022** we gained our **Platinum ECO Schools Award**; the Eco-Schools programme is designed to be pupil-led and looks at the impact of our actions on the environment.

Our sustained journey towards attaining the Platinum Award showcases pupils' ideas and helps to inspire others to make the right environmental choices.

More recently (2019), the school started its journey towards becoming a **MOVE school**; successfully accredited at Silver level in **December 2021**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

Our overarching philosophy is summarised in the following statement:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales' National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **“Education in Wales: Our national mission (2017)**. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

Overarching philosophy

Our Planning, Preparation and Assessment (PPA) policy is based upon our core principle and commitment to the United Nations Convention on the Rights of the Pupil (UNCRC). As a Rights Respecting School:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Context

The National Agreement introduced guaranteed professional time for planning, preparation and assessment (PPA) within timetabled teaching time for all teachers. Each teacher has an entitlement of 10% of their actual timetabled teaching time for planning, preparation and assessment (PPA) within the 1265 contracted hours.

PPA time is set within the context of the School Teachers Pay and Conditions Document 2004 which requires a teacher to:

‘be available to perform such duties at such times and such places as may be specified by the headteacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which he is required to be available to work.’

(Appendix 1, paragraph 67.3)

We recognise that teachers will continue to do planning preparation and assessment during their directed time of 1265 hours outside of their allocated PPA time; however the provision of guaranteed PPA during the timetabled school day will contribute to improving the workload of teachers.

Organisation

In order to meet the spirit of the agreement as well as comply with the statutory obligations PPA time in our school will be organised as follows:

- Our timetabled teaching time is from 8.45 am to 2.55 pm and each teacher’s PPA time will be allocated within these times.
- PPA time will be allocated in useful slots of time, a minimum block of thirty minutes PPA time will be allocated on a weekly basis.
- Teachers will have a clear expectation of when they will receive their PPA time, they will be informed in advance; this will usually be on an annual basis.
- PPA sessions will normally be undertaken on the school premises.
- Teachers’ PPA time will not be encroached upon; teachers will not be called upon to leave what they are doing except in the event of an emergency situation, wherever possible, any lost PPA time will be rescheduled through our “PPA pay back” process.

Activities

The focus of the PPA time is the teaching and learning of the pupils taught by each teacher. Its purpose is to enable teachers to raise standards through a combination of individual and collaborative professional activity. Although PPA time falls within the 1265 hours directed time for the 10% PPA time it is for teachers to determine the particular PPA priority for each block of time within the parameters of planning, preparation and assessment.

Teachers may choose to use some of the time to support collaborative planning, preparation and assessment activities. Such collaborative activities will include working with other members of staff as well as other professionals such as educational psychologists. The activities that come within the remit of PPA are included in the diagram in **Appendix 1**.

Policy review

This policy will be reviewed as detailed in the school’s policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Headteacher
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Signed		Chair of Governors
This policy will be reviewed in line with the school's review cycle.		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.

Appendix 1

