

HEALING  
SCHOOL



A Science Academy

# Healing School – A Science Academy

## Schemes of Work Policy

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Consultations/Training	SLT, Governors, Area Leaders, Subject Teachers

## Scheme of Work Policy

Every teacher is responsible for the planning and preparation of their individual lessons.

The **scheme of work** of each faculty/department should provide the framework for the teacher to work from. Also, it should inform other staff in the faculty/department, teaching assistants, the staff of other faculties (to highlight common areas of the curriculum and avoid unnecessary overlap), SLT and Governors, of the content and methods being used to deliver the curriculum. It should enable all staff to plan and prepare what will be covered during the course/year/unit/week/lesson to **ensure progression and continuity and effective management of learning**.

**A scheme of work should be a working document, which is continually being reviewed and updated to suit the current needs of the pupils and the school.**

Each faculty will set out their scheme of work in a way that is most useful to them in the management of the learning situation. Therefore, the format of each scheme of work will vary, however, **the following should be identifiable in each faculty scheme:** -

- A statement of the **faculty's** general **philosophy** including a **statement of intent** related and cross referenced to the school's more general educational aims
- The aims translated into objectives, which are expressed in terms of the skills, processes and attitudes associated with the subject/faculty
- A statement of the **purpose of the unit/course** and its **relationship to other units/courses** and:
- **objectives** of course/unit including reference to **cross curricular themes and skills** to be included – with clear references to **any health and safety issues, literacy, numeracy, the use of Information Technology** and if relevant **Work and Enterprise related learning**
- **order** or **plan** of course/unit
- **content** – programme of study
- reference to **attainment targets covered resources** available
- reference to **possible approaches to the teaching** of the course/unit/lesson and how they are designed to ensure progression and continuity in pupils' learning experiences while allowing for different rates of development according to pupils' needs and abilities i.e. how differentiation could be achieved both for pupils with learning difficulties and gifted and talented

- **methods of assessment** of objectives and monitoring of pupils' progress, including guidance on marking, homework and the presentation of work (examples of pupils' work could be included to illustrate general principles, good practice or work that matches a particular grade). How attainment target level statements are to be assessed for subjects covered by statutory orders. How and when assessments are to be made in order to meet the requirements of the school's Assessment and Reporting Policy.

Much of the above could be given as a **general introduction** to the content of the course or as part of each unit/module.

- Which **records of pupils' progress\* the teacher is required to enter** on the school's information management system. Most subjects report the pupil's progress as a sub-level – U (pupil's work is secure at that level, working towards the next level), M (pupil is secure at that level) or L – (pupil's work is mainly at that level). Records must be kept so that with reasonable notice a parent can be given information on the progress of their child should they require this depth of information.
- How the course/unit is to be **evaluated**.

\*NB Healing School's assessment policy is currently to continue with a system of measuring progress in National Curriculum levels at Key Stage Three and at Key Stage Four, via GCSE numerical grades.