

# HASSENBROOK SCHOOL Specialist Technology College



## SCHEMES OF WORK POLICY

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A scheme of work must not be seen as merely an extended syllabus. **It should make a significant and positive contribution to the quality of teaching and learning in all curricular areas.** Schemes of work are a vital means of ensuring that teachers have considered the full range of methods available, and resources needed, to enable pupils to fully participate in effective learning experiences.

Schemes of Work must include:

- clear aims and objectives
- content
- a series of specific lessons each of which have clear learning objectives and outcomes
- appropriate National Curriculum statements
- differentiation of tasks and resources
- five strands of ECM agenda
- PLTs and functional skills where appropriate
- key skills
- assessment criteria
- homework tasks
- resources
- health and safety

**Every scheme of work must relate to the appropriate National Curriculum statements and appropriate KS4 specifications.** From these the objectives to both a series of lessons and specific lessons **must** be clearly stated. The first stage towards differentiation should appear in the objectives which could be subdivided into:

- Minimal objectives which every learner **MUST** grasp.
- Objectives which the average child **SHOULD** attain.
- Objectives which should challenge the more able - but ones they **COULD** achieve.

In evaluating the quality of learning both formal and informal assessment must be related to the stated objectives. This means the objectives must be clearly stated and adequately defined.

The next step that has to be taken is to decide which learning "approaches" can be adopted to achieve the stated objectives. The term "approach" is used in this context to represent the methods used by teachers to engage young people in tasks designed to bring about meaningful learning and provide particular kinds of learning experiences.

The schemes of work must identify appropriate learning and teaching activities that relate to pupil's prior learning and their individual differences and in so doing,

facilitate their progression to higher levels of achievement. This is **differentiation, which is the process whereby pupils across the whole range of ability can have access to and benefit from the same curriculum.** The schemes of work should avoid unnecessary duplication and should build on a pupil's previously acquired knowledge.

**This policy must be read in conjunction with:**

- **The Learning and Teaching policy**
- **The Assessment Policy**
- **The Homework Policy**
- **The Literacy Policy**
- **The School Behaviour Policy**