

CARDINAL NEWMAN CATHOLIC SCHOOL SCHEMES OF WORK: THE SCHOOL POLICY

Schemes of work form the bedrock upon which classroom practice is based. At KS4 and KS5 they translate exam syllabi into the day to day experiences for the students at Cardinal Newman Catholic School. At KS3 they reflect the requirements of the National Curriculum.

A scheme of work should be specific to our School as it reflects the organisation and resources of the Departments in the School.

It is essential that good quality schemes of work are in place, if our students are to fulfil their potential and be high achievers.

The touchstones for a successful scheme of work will include;

(a) the entitlement of all students in a year group to have the same breadth and quality of experiences (allowing for ability differences, and subject choice at KS4 and KS5).

(b) the ease with which a new teacher into the school is able to translate a scheme of work into classroom practice.

CREATING AND DEVELOPING SCHEMES OF WORK

(1) The Department will divide the whole course into smaller units.

(2) The units will represent a key area that, to a greater or lesser extent, will be self-contained, i.e. not repeated again within the overall course. Any links to previous learning (ie. the “spiral curriculum”), or experiences that students have had in other Departments in the School, will be clearly stated.

(3) The units should be given a title, an indication of when it will be taught and a clear statement of Learning Objectives (i.e. a reader will readily understand what the students will know, understand and/or be able to do by the end of the module.)

(4) There will be a lesson by lesson, or week by week, breakdown of the work to be covered.

(5) A list of the various resources that teachers and/or students might use will be listed. This has implications for the variety of learning styles that students will use. It would be expected that a teacher would be able to draw from a bank of resources, over the year, which will allow students to experience different styles of teaching and learning. The scheme of work may well include specific teaching strategies.

(6) There should be clear statements on the ways in which differentiation will be achieved within teaching groups.

eg. all students must be able to - SUPPORT
all students should be able to - CORE
some students could be able to - EXTENSION

(7) The assessment processes that all students in a year group will experience will be clearly stated. There may also be suggestions for homeworks. Assessment activities may include projects, classwork and homework assignments, observation and listening to students, good use of questions and answers, mini tests, and end of module tests. The assessment processes will indicate to teachers how well the learning objectives have been achieved. It will be necessary for Departments to cross moderate assessments and where possible to have model assignments, which give guidance to teachers on KS3 levels, GCSE grades, AS and A-Level grades.

(8) Opportunities for the coverage of the Key Skills in I.C.T., Numeracy and Literacy should be clearly stated, in such a way that it will be easy to map the whereabouts of the Key Skills that are being covered by Departments.

(9) In order to help students with spelling and vocabulary there should be "List of Key Words" for each module. Teachers would be expected to highlight these subject specific words when teaching modules. It is also a good idea if these are displayed in Departmental rooms.

(10) In some units there may be opportunities for the development of knowledge and understanding of equal opportunities and citizenship. Likewise there may be activities which help to develop the spiritual, moral and cultural awareness of students. Where these opportunities and activities are available in a module they should be identified on the scheme of work.

The effective school is one that offers/creates opportunities for professional dialogue between colleagues.

The production and development of a scheme of work presents a departmental team with such an opportunity, it should not be an activity that is carried out solely by individuals. Departmental meetings give teachers the chance to share and develop good practice, use the strengths of the Departmental Team, and ultimately save individual teacher preparation time. A well designed scheme of work not only aids preparation and draws the skills of the whole team together, it also offers a clear starting point for the essential activities of moderation and standardisation.

Heads of Department are responsible for ensuring that schemes of work are prepared for each unit of work throughout their subject. The process must be organic, for although each part may achieve its current goal, it cannot be set in stone. Schemes of work form part of a cyclic process. As expertise increases, and is shared, the planning tool that is the scheme will become even more effective.

IN SUMMARY

Individual units contained in the schemes of work will include;

1. A title, learning objectives and the timing within the scheme of work.
2. Lesson by lesson, or week by week, breakdown of the work to be covered.
3. (a) A list of the various resources that teachers and/or students might use.
(b) Possible teaching strategies (including student groupings in classrooms)
4. Ways in which differentiation will be achieved within teaching groups.

5. Assessment processes, including homework suggestions and an end of module assessment (or other ways of showing that learning objectives have been achieved).
6. Links with other subjects
7. Links with modules covered earlier in the School
8. Coverage of Key Skills - I.C.T.
 - Numeracy
 - Literacy
9. List of Key Words for the module
10. Where relevant opportunities for the development of
 - spiritual, moral and cultural awareness
 - citizenship
 - equal opportunities