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**Schemes of Learning**

**Measurement of Impact**

A report on the success of the planned reviews and revisions should be completed each term, this including:

* recommendations for amendments to the overall calendar for scheme of learning review and revision
* identification of generic strengths and weaknesses observed in the new schemes of learning
* identification of examples of best practice
* identification of staff or subject areas that seem to need more CPD on the writing of schemes of learning or more support generally
* any evidence from lesson observations, where new schemes of learning are in place, showing:
  + more successful teaching
  + higher quality of student work
  + higher quality of teacher marking
  + higher quality of homeworks
  + faster rate of progress in learning for students

This report should be based on:

* Which scheme of learning revisions and reviews have or have not been completed on time
* Reports from the staff who have been “checking” the re-written schemes of learning
* Scrutiny of schemes of learning by line managers
* Observations of lessons where the schemes of learning are being applied
* Scrutiny of the quality of student work arising from lessons based on the new schemes of learning
* Scrutiny of the quality of teacher marking arising from lessons based on the new schemes of learning
* Scrutiny on the quality of homework arising from lessons based on the new schemes of learning
* Effect on the grades for teaching that are achieved by teachers using the new schemes of learning
* Staff views on the review and revision process
* Views on scheme of learning quality from Ofsted or other external observers

**Provision**

**Possible actions to be taken over the year –a checklist**

Take account of the following, review the present policy and provision and put new initiatives into place as considered necessary

* There is an ever present danger that good practice by teachers does not become embedded into best practice that all follow; to avoid this it has to be cemented into schemes of learning.
* Starting in KS3, schemes of work have to be developed in conjunction with progress ladders and assessments. The progress ladder shows the skills, concepts and knowledge that students need to acquire; the schemes of learning show how they are taught such that they have every chance of achieving these skills, concept and knowledge; the assessment show how successful the students have been in acquiring these skills, concepts and knowledge
* There needs to be a calendar of dates by which particular schemes of learning in each of the subject areas will be completed. The first priority is to have the KS3 schemes of learning in place that have all the best practice elements described below in place, and have been modified to match progress ladders and to ensure that the students are getting the best possible preparation for the demands of the new GCSES and vocational courses. How much work this entails will obviously depend on the existing quality of schemes of learning, but it remains important that staff be given adequate time to carry out reviews and revisions and that they are not put under too much pressure. It is always helpful where a school has created an ethos where all the department members are happy to help out with revising schemes of learning rather than expecting them only to be done by staff with TLRs.
* The school needs to put in place an intensive CPD programme for staff which gives them a good understanding of the skills and knowledge required for revising schemes of learning. If this is successful, better schemes of learning will be produced, and there will be more consistency of approach across the curriculum
* The school should begin by asking each department to produce a block plan outlining the curriculum as planned across a whole year and/or key stage; this then provides the overall structure for the schemes of learning

**KS3**

A high priority for any secondary school is to enhance the level of expectation and challenge in KS3, with more intense provision for cross curricular literacy and numeracy development and the teaching of key learning skills based on the setting of much more challenging targets for Y7 students. There should also be focused preparation for the demands of KS4.

A key part of this process, is the rewriting of schemes of learning to embed best practice and school priorities

Process

* The School needs to have an overall policy and plan for developing KS3 that sets the context in which the departments are working
* To ensure that there is an uplift to KS3 across the curriculum, there is a case for all departments being asked to revise their KS3 schemes of learning at the same time
* For this to be possible, department staff must be given extra time to do this, so clearly the second half of the summer term is a good time for this exercise
* A school may come up with a standard template for a scheme of learning for all departments to use for any new or revised schemes of learning, and there is certainly a strong case for saying that schemes of learning should have the lesson outlines for the unit clearly delineated within them. Other schools may prefer to just check that the template that each department is using is fit for purpose and let them carry on using it as it is or in a modified form; the advantage here is that existing schemes of learning do not have to be completely rewritten and instead the existing schemes just improved; this can make the exercise less time consuming for staff
* The school has to be realistic in how much can be achieved in the time available; it would be unfair to expect staff to revise all KS3 schemes of learning in six weeks. The three best strategies are either;
  + Just revise the Y7 schemes in the summer term and then do Y8 the following year
  + Use the summer term to revise the Y7 and 8 schemes for the Autumn term, and then use time in the autumn term for the spring term and spring term for the summer term
  + Schemes of learning being revised on a continuous basis
* Departments need to understand the key criteria to be used for enhancing these schemes of work, which are likely to be the following;
  + High challenge. Many schools are now setting higher targets for students in KS3 in terms of levels of progress that are expected, but these won’t be achieved by students unless they are following schemes of learning that are based on far higher expectations of what students of all abilities can achieve with far more challenge
  + There should be differentiated learning objectives for each lesson which reflect these high targets and expectations
  + The methods of differentiation to be used should be listed
  + Beyond basic differentiation, there should be planned provision shown for both higher ability and SEND students
  + How AFL is going to be used should be clearly indicated. It is also good practice to make it clear at what points in the scheme of learning all the department staff when marking will be adding level/grade achieved, praise comments and AFL suggestions for further improvement
  + The scheme of learning must be linked to the progress ladder that each subject area is using as the key element of its “life after levels” system
    - Each lesson should have the injection of a “wow factor”, ie the lesson is made as interesting and exciting as possible for the students
    - There should be as much active learning by students as possible, where the teacher acts as a facilitator of learning, and there should be no excessive teacher domination of lessons
    - It should be shown how the use of learning technologies will enhance learning
    - Every opportunity should be taken to show how literacy, numeracy can be developed through the scheme of learning
    - Every opportunity should be taken to show how learning and thinking skills can be developed through the scheme of learning. (It is best here if the school has an overall strategy for developing these. The school should then be able to check that these are being developed by the different departments in a consistent and coordinated way)
    - Every opportunity should be taken to show how SMSC can be developed through the scheme of learning
    - There should be an outline within the scheme of learning of the types of assessment that will take place in relation to the scheme and when and how they will be undertaken
    - Homework should be fully integrated into schemes of work, be differentiated and varied in nature
    - One of the key purposes of KS3 is to specifically give students the skills, knowledge and understanding that they need to be successful in KS4.
  + Before starting this process, departments should conduct a self audit
    - How far does their existing KS3 overall provision meet all the above criteria?
    - How far do existing individual schemes of work meet these criteria?
  + It is crucial that there is “checking” of all new schemes of work before they are implemented to ensure that all the above are present. This could be done by members of the teaching and learning team or by the department line manager, but always done in a friendly and supportive way

**KS4**

* Obviously public examination requirements become key determinants of KS4 schemes of learning, but it is not acceptable where departments just follow what is prescribed by the Examination Board. The principles for how schemes of learning are developed should be no different than that described for KS3, and KS4 schemes of learning should be in more or less the same format and follow the same criteria
* The only extra criterion would be that the lesson plans within the schemes of learning also show how every opportunity is taken to help students specifically prepare for the examinations, eg, practice examination questions, understanding assessment criteria exercises etc
* It should be the case that each department always has at least one KS4 scheme of learning that it is revising, but this is obviously more crucial when examination syllabi are changing, and then departments need to be given the time to rewrite schemes of learning