ABBEY COLLEGE IN MALVERN
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Schemes of Work Policy

Related documents include:

1. Education and Skills Act 2008.
2. Equality Act 2010.
3. Children and Families Act 2014, where applicable.
4. Current Department for Education guidance on the Independent School Standards.
5. Relevant examination board specifications and requirements.
6. Abbey College's curriculum policy, teaching and learning expectations, and assessment procedures.

Legal and Regulatory Status:

This policy is established in accordance with the requirements of the **Education (Independent School Standards) Regulations 2014, Schedule, Part 1 – Quality of Education Provided, Paragraph 2(1) and 2(2)**.

In particular, Paragraph 2(1)(a) requires the Proprietor to ensure that a written curriculum policy, supported by appropriate plans and schemes of work, is drawn up and implemented effectively.

Paragraph 2(1)(b) further requires that the curriculum policy, plans and schemes of work take account of the ages, aptitudes and needs of all pupils, including those with Education, Health and Care Plans (EHCPs), and do not undermine the fundamental British values identified within the Regulations.

Monitoring and Review

This policy will be reviewed annually by the Principal, or earlier if required by changes to educational legislation, examination requirements, regulatory expectations or College practice.

- The next official date for review is **October 2027**

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Produced by:	JKS	Date:	22/10/2026	Checked by:	JKS	Date:	22/10/2026	Approved by:	MN	Date:	20/10/2026

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1. Purpose

The purpose of this policy is to establish a consistent, comprehensive and academically rigorous approach to the preparation, implementation, monitoring and evaluation of Schemes of Work throughout Abbey College.

The DfE's April 2026 guidance distinguishes three elements relating to curriculum:

1. Curriculum policy – what Abbey College intends to teach and provide.
2. Curriculum plans – how the curriculum is organised and delivered.
3. Schemes of Work – the detailed specification of what is taught throughout the year, by subject and year group.

A Scheme of Work must be more than a list of topics to be taught or a timetable of lessons. It must provide a structured and purposeful plan demonstrating:

- What students are expected to learn.
- Why particular knowledge and skills are being taught.
- How the curriculum will be delivered.
- How students will develop subject-specific knowledge, understanding and vocabulary.
- How learning will be assessed and progress measured.
- How teaching will accommodate differing abilities, learning needs and educational backgrounds.
- How the department will establish that the intended learning outcomes have been achieved.

Schemes of Work must support the College's commitment to high academic standards, effective teaching, measurable student progress and preparation for external examinations and future study. They must also provide sufficient information to enable another suitably qualified teacher to understand the intended curriculum and deliver it effectively.

2. Scope and Application

This policy applies to all academic subjects and programmes delivered at Abbey College, including:

- GCSE and IGCSE courses.
- A-level and equivalent qualifications.
- Foundation programmes, including Foundation Engineering.
- English Language and English as a Foreign Language.
- Other College academic and preparatory programmes.
- PSHE, RSHE and other compulsory or non-examination curriculum provision.

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Each department must maintain a Scheme of Work for every subject and qualification it delivers. Where different examination boards, specifications or qualification pathways are followed, the relevant differences must be clearly identified.

Schemes of Work must reflect the actual curriculum being delivered to students and must not simply reproduce an examination specification or textbook contents page.

3. Principles Governing Schemes of Work

Every Scheme of Work must demonstrate the following principles.

3.1 Curriculum Intent

The Scheme of Work must identify the knowledge, understanding and skills students are expected to acquire. It must establish a logical sequence of learning, ensuring that students develop the necessary foundations before progressing to more advanced concepts.

3.2 Curriculum Implementation

The Scheme must explain how the curriculum will be delivered, identifying appropriate teaching approaches, learning activities, resources and opportunities for independent study.

3.3 Curriculum Impact

The Scheme must establish how teachers will determine whether students have learned what was intended.

Assessment, feedback, examination preparation and review of student progress must form an integral part of curriculum planning.

3.4 Continuity and Progression

Learning must be progressive, with opportunities to revisit, consolidate and extend previously acquired knowledge and skills. Teachers must identify relevant links between topics and, where appropriate, between different subjects.

3.5 Accessibility and Differentiation

Schemes must recognise that students may have different levels of prior knowledge, English language proficiency, academic ability and learning needs. Appropriate differentiation, scaffolding, extension and additional support must be incorporated into planning.

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4. Essential Content of Every Scheme of Work

Every Scheme of Work must contain the following elements.

4.1 Subject and Course Information

The opening section must identify:

- Subject and qualification.
- Examination board or awarding organisation, where applicable.
- Specification or syllabus reference and version.
- Academic year.
- Year group and intended student cohort.
- Course duration.
- Number of teaching hours or lessons allocated.
- Name of the responsible teacher or Head of Department.

4.2 Overall Course Aims and Intended Outcomes

The Scheme must explain the overall purpose of the course and identify the principal knowledge, understanding and skills students should develop.
It should include:

- The principal aims of the subject.
- The knowledge and concepts students are expected to acquire.
- The practical, analytical, problem-solving or communication skills to be developed.
- The intended level of academic achievement.
- The relationship between the course and its external assessment requirements, where applicable.

4.3 Prior Knowledge and Starting Points

Teachers must identify the knowledge and skills students are expected to possess before commencing the course or individual units.
Where appropriate, initial diagnostic assessments should be used to identify gaps in knowledge, misconceptions and areas requiring additional support.

4.4 Termly and Unit-by-Unit Planning

The Scheme must be divided into manageable teaching units, organised by term and, where appropriate, week or lesson sequence.
For each unit, teachers must identify:

1. Topic or unit title.
2. Intended learning objectives.
3. Specific knowledge and understanding to be acquired.

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4. Skills to be developed.
5. Subject-specific and general vocabulary.
6. Teaching and learning activities.
7. Resources and supporting materials.
8. Opportunities for independent learning.
9. Assessment methods.
10. Expected evidence of student understanding.
11. Differentiation and additional support.
12. Homework or extended learning, where appropriate.
13. Links to previous and subsequent learning.

The level of detail must be sufficient to demonstrate how the intended curriculum will be delivered and assessed.

4.5 Learning Objectives

Learning objectives must describe what students should know, understand or be able to do by the end of a lesson, sequence of lessons or unit.

Objectives should be specific and capable of being assessed.
Where appropriate, teachers should use action verbs such as:

- Identify.
- Describe.
- Explain.
- Demonstrate.
- Calculate.
- Compare.
- Analyse.
- Evaluate.
- Justify.
- Apply.

Objectives should progress beyond simple recall towards deeper understanding, application and independent thinking.

4.6 Subject Knowledge and Key Concepts

Schemes must identify the principal knowledge and concepts to be taught.
This should include relevant facts, theories, principles, terminology, processes, formulae, methods and interpretations.
Teachers must ensure that the content is accurate, appropriately sequenced and aligned with the relevant qualification specification.

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4.7 General and Subject-specific Vocabulary

Vocabulary development is a mandatory consideration in curriculum planning.
All teachers must comply with the College's separate **Protocol for General and Subject-specific Vocabulary Policy**.

Every Scheme of Work must demonstrate how students will acquire, understand, retain and use the vocabulary required to access the curriculum successfully.
Planning must distinguish, where appropriate, between:

General academic vocabulary

Words and expressions that students need to understand across different subjects, including terminology associated with explaining, comparing, analysing, evaluating, describing and justifying.

Subject-specific vocabulary

Technical terms, specialist expressions, definitions and concepts particular to the subject being taught.
For each relevant unit, teachers must:

- Identify the important general and subject-specific vocabulary.
- Provide accurate explanations and definitions.
- Ensure that students understand vocabulary in its appropriate academic context.
- Incorporate explicit vocabulary teaching into lessons.
- Provide opportunities for students to read, pronounce, discuss and use new terminology.
- Reinforce vocabulary through questioning, written work and independent learning.
- Revisit previously taught vocabulary to support retention.
- Assess students' understanding and appropriate use of terminology.

Where appropriate, teachers should incorporate vocabulary lists, glossaries, vocabulary exercises, reading activities, retrieval practice and regular vocabulary testing.
Vocabulary development must be integrated into normal subject teaching rather than being treated as an isolated activity.

The College's vocabulary protocol takes precedence in establishing the detailed procedures and expectations for vocabulary teaching and support.

4.8 Teaching and Learning Activities

The Scheme must identify the principal teaching approaches and activities through which students will acquire the intended knowledge and skills.

These may include:

- Teacher explanation and demonstration.

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- Guided practice.
- Questioning and discussion.
- Independent written work.
- Practical experiments and investigations.
- Reading and interpretation of source materials.
- Problem-solving exercises.
- Collaborative learning.
- Presentations and oral communication.
- Examination-style questions.
- Research and independent study.

Activities should be selected because they contribute to the intended learning outcomes, rather than simply because they provide variety.

4.9 Resources and Learning Materials

The Scheme must identify the principal resources required to support delivery.

These may include:

- Textbooks and course materials.
- Examination board resources.
- Worksheets and teacher-produced materials.
- Digital learning resources.
- Laboratory and practical equipment.
- Specialist software.
- Reading materials and reference sources.
- Vocabulary resources and glossaries.

Teachers must ensure that resources are accurate, current, suitable for the students' ages and abilities, and consistent with the requirements of the course.

4.10 Assessment and Evidence of Learning

Every Scheme of Work must identify how student understanding and progress will be assessed. Assessment should be planned throughout the teaching sequence rather than being confined to end-of-term examinations.
Appropriate methods include:

- Baseline and diagnostic assessments.
- Oral questioning.
- Short knowledge tests.
- Vocabulary assessments.
- Classwork and written exercises.
- Homework.

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- Practical assessments.
- Research assignments.
- Presentations.
- Topic tests.
- Examination-style questions.
- End-of-unit assessments.
- Mock examinations.

Teachers must identify what constitutes satisfactory achievement of the intended learning objectives.

Assessment findings must inform subsequent teaching, revision, intervention and curriculum adjustments.

5. Differentiation and Student Support

Schemes of Work must provide for the differing educational needs of students.
Planning should consider:

- Students whose first language is not English.
- Students requiring additional English language support.
- Students with identified SEND.
- Students with gaps in prior learning.
- Students requiring additional academic challenge.
- Students working towards different levels of achievement.

Appropriate strategies may include:

- Differentiated tasks.
- Additional explanation and modelling.
- Scaffolded written work.
- Targeted vocabulary support.
- Additional reading opportunities.
- Structured revision activities.
- Extension tasks.
- Individual academic support.

Differentiation must maintain appropriate academic expectations whilst ensuring that students can access and make progress through the curriculum.

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6. Independent Learning & Homework

Schemes of Work must identify opportunities for students to consolidate and extend learning outside the classroom.

Homework and independent study should have a clear educational purpose and be relevant to the current teaching programme.

Activities may include reading, research, revision, vocabulary development, examination preparation, written assignments and completion of extended tasks.

Teachers should ensure that independent learning develops students' ability to organise their work, apply knowledge and take responsibility for their academic progress.

7. Examination Preparation & Qualification Requirements

For examination courses, Schemes of Work must be demonstrably aligned with the relevant awarding body's specification.

They must identify:

- Required subject content.
- Assessment objectives.
- Examination components and formats.
- Practical or coursework requirements, where applicable.
- Opportunities for examination practice.
- Relevant command words and assessment terminology.
- Revision and consolidation periods.

Teachers must ensure that the planned curriculum provides sufficient time to cover the specification and prepare students for external assessment.

Changes to examination specifications or awarding-body requirements must be reflected in the Scheme of Work.

8. Cross-curricular Skills & Academic Development

Where appropriate, Schemes of Work should identify opportunities to develop skills which contribute to students' wider academic achievement.

These include:

- Reading comprehension.
- Academic writing.
- Spoken communication.

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- Research and information evaluation.
- Critical thinking.
- Mathematical and numerical skills.
- Digital literacy.
- Independent learning.
- Effective use of academic vocabulary.

Teachers should identify meaningful opportunities to reinforce these skills within their own subject.

9. Review & Adaptation of Schemes of Work

A Scheme of Work must be a working curriculum document, not a static administrative exercise. Teachers should review its effectiveness throughout the academic year.

Where necessary, adjustments should be made to reflect:

- Student progress and assessment outcomes.
- Gaps in knowledge or understanding.
- Difficulties with particular topics.
- Changes in student numbers or cohort composition.
- Changes to examination specifications.
- Available teaching time.
- The effectiveness of teaching resources.
- Student feedback.

Any significant departure from the planned curriculum should be recorded, together with the reason for the adjustment.

10. Responsibilities & Accountability

10.1 Principal

The Principal has overall responsibility for ensuring that appropriate Schemes of Work are maintained throughout the College.

The Principal will:

- Establish expectations for curriculum planning.
- Ensure that departmental Schemes of Work are produced and maintained.
- Monitor the quality and implementation of curriculum planning.
- Identify areas requiring improvement.
- Ensure that appropriate accountability arrangements are in place.

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10.2 Heads of Department

Heads of Department are responsible for the quality, consistency and implementation of Schemes of Work within their departments.

They must:

- Ensure that a Scheme of Work exists for every course delivered.
- Check that all mandatory elements are included.
- Ensure alignment with the relevant examination specification.
- Ensure that vocabulary development is properly incorporated.
- Monitor the implementation of the Scheme.
- Review assessment outcomes and student progress.
- Identify and address gaps in curriculum delivery.
- Ensure that Schemes are updated when necessary.

Heads of Department must be able to demonstrate that the planned curriculum is actually being delivered.

10.3 Individual Teachers

Every teacher is responsible for understanding and implementing the approved Scheme of Work for the classes and subjects they teach.

Teachers must:

- Plan lessons in accordance with the Scheme.
- Deliver the intended curriculum.
- Teach and reinforce relevant vocabulary.
- Assess student understanding.
- Provide appropriate feedback.
- Identify students requiring additional support or challenge.
- Maintain appropriate records of progress.
- Inform the Head of Department of significant difficulties or necessary changes.

Teachers must not assume that the existence of a Scheme of Work automatically demonstrates effective curriculum delivery.

11. Quality Assurance & Monitoring

The College will maintain a programme of quality assurance to ensure that Schemes of Work are appropriate, implemented and effective.

Quality assurance will include:

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11.1 Documentary Review

Heads of Department and the Principal will review Schemes of Work to establish whether they contain all required elements and provide sufficient detail.

11.2 Lesson Observation

Lesson observations will consider whether teaching reflects the intended curriculum and whether students are acquiring the planned knowledge and skills.

11.3 Work Scrutiny

Student books, files, assignments and other work will be reviewed to establish whether the planned curriculum is being delivered and whether learning is progressing appropriately.

11.4 Assessment Review

Assessment outcomes will be examined to identify strengths, weaknesses, gaps in knowledge and areas requiring intervention.

11.5 Student Feedback

Student feedback may be used to establish whether students understand what they are learning, can explain key concepts and are developing the necessary vocabulary and skills.

11.6 Vocabulary Quality Assurance

Particular attention will be given to the implementation of the College's Protocol for General and Subject-specific Vocabulary.

This will include consideration of whether:

- Vocabulary is identified in curriculum planning.
- Teachers explicitly explain important terminology.
- Students are given opportunities to practise and use new vocabulary.
- Previously taught vocabulary is reinforced.
- Students can demonstrate an appropriate understanding of subject terminology.

12. Documentation & Record Keeping

Every department must maintain an accessible and current Scheme of Work.
The document must be available to the Principal and other authorised members of the College's management team upon request.

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Schemes should be sufficiently detailed to support:

- Consistent curriculum delivery.
- Staff absence and cover arrangements.
- Departmental monitoring.
- Curriculum evaluation.
- Inspection preparation.
- Continuity between academic years.

Previous versions should be retained where appropriate so that curriculum development and changes can be demonstrated.

13. Expected Standard

The College expects every Scheme of Work to demonstrate the following:

1. A clearly defined and appropriately sequenced curriculum.
2. Specific and measurable learning objectives.
3. Accurate subject knowledge and appropriate academic content.
4. Explicit identification and teaching of general and subject-specific vocabulary.
5. Appropriate teaching and learning activities.
6. Relevant resources and independent learning opportunities.
7. Planned assessment and evidence of student understanding.
8. Appropriate differentiation and academic challenge.
9. Alignment with examination and qualification requirements, where applicable.
10. A process for monitoring, reviewing and improving curriculum delivery.

A Scheme of Work which merely lists topics, textbook chapters or examination specification headings will not meet the College's requirements.

14. Implementation

All teaching departments must ensure that their Schemes of Work comply with this policy. Departments are responsible for reviewing existing Schemes and identifying any omissions or areas requiring improvement. Departments should formally check each Scheme of Work at the beginning of the academic year and undertake a review at the end of each term.

The Principal may request amendments where a Scheme does not meet the required standard.

New or substantially revised Schemes must be submitted for departmental and management review before implementation.

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15. Distinction Between Planning & Delivery

This is particularly important. A department may have an excellent Scheme of Work on paper, but that does not necessarily mean that it is being followed or that students are learning effectively.

Department heads, the Director of Studies (or the Principal) should therefore check three things:

- Intent: Is the Scheme of Work properly constructed?
- Implementation: Is the teacher delivering what has been planned?
- Impact: Is there evidence that students are learning and making progress?

This gives the College a coherent curriculum quality-assurance framework.

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16. Appendix 1: Standard Abbey College Scheme of Work Template

STANDARD SCHEME OF WORK

Department / Subject: [Insert] **Academic Year: [Insert]**

Document control and completion guidance

Document detail	Information
Subject / Department	[Enter information]
Course / Qualification and specification	[Enter information]
Year group(s) / student cohort	[Enter information]
Scheme owner / author	[Enter information]
Version and date	[Enter information]

Purpose: This template establishes a consistent minimum structure and presentation for all Abbey College subject Schemes of Work. It supports the implementation of the College curriculum and the Schemes of Work Policy. Departments should adapt the level of detail to the subject, course, age, aptitude and needs of the students, while retaining every relevant section.

Completion: Use this document for the full academic year. Identify the intended sequence and learning progression; record the key knowledge, skills and vocabulary to be taught; show how learning will be checked; and explain how teaching will take account of EAL, SEND, EHCPs and individual starting points. A Scheme of Work is a planned framework, not a script: professional judgement and responsive teaching remain essential.

Regulatory context: The template is intended to support the school's written curriculum policy and the implementation of suitable plans and schemes of work, having regard to the Education (Independent School Standards) Regulations 2014, Part 1, paragraph 2, including the needs of students and the promotion of fundamental British values. It does not replace the school's policies or the requirements of an awarding organisation.

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Guidance on the level of detail expected:

- The Scheme of Work should be sufficiently clear that another suitably qualified teacher could understand the intended curriculum sequence, learning outcomes, key content, vocabulary and assessment approach.
- Avoid entries such as 'complete chapter' or 'revise topic' without identifying the knowledge, skills or outcomes involved.
- Do not prescribe identical teaching methods across subjects. Standardisation applies to the structure, presentation and minimum information recorded, while subject specialists retain responsibility for appropriate content and pedagogy.
- Update the Scheme of Work when necessary during the year. Record significant amendments and ensure the current version is accessible to relevant staff.
- Where a section is genuinely not applicable, mark it 'N/A' and give a brief reason where this would not be self-evident.

1. Course rationale, aims and intended outcomes

Briefly explain the purpose of the course, its place within the Abbey College curriculum and the intended progression.

Area	Details
Course rationale / purpose	[Enter information]
Aims of the course	[Enter information]
Knowledge students should acquire	[Enter information]
Skills and competencies students should develop	[Enter information]
Intended end-of-course outcomes / destinations	[Enter information]

2. Student starting points and prior learning

Identify assumed prior knowledge, prerequisite skills, baseline information and any likely gaps that may need to be addressed.

Starting point / prior learning	How this will be established	Implications for planning and teaching
[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]

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3. Annual curriculum overview

Provide a clear overview of the order and approximate timing of the main topics or units. Show how the programme builds over time.

Term / dates	Unit or topic	Indicative teaching time	Key knowledge / skills	Assessment point / milestone
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]

4. Detailed unit and teaching sequence

Complete one row for each planned teaching block, lesson sequence or sufficiently discrete learning episode. Add rows as required. The sequence should make clear what students will learn, how learning will be developed and how understanding will be checked.

Week / lesson(s)	Unit / topic and key question	Learning objectives / intended outcomes	Core knowledge and skills to be taught	Teaching and learning activities	Resources / texts / practical work	Assessment, feedback and evidence
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]

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5. General and subject-specific vocabulary

This section must follow the Abbey College Protocol for General and Subject-specific Vocabulary. Identify vocabulary explicitly, plan when and how it will be taught, and revisit it where appropriate. Include general academic language as well as technical terminology.

Unit / topic	General academic vocabulary	Subject-specific vocabulary / definitions	How vocabulary will be explicitly taught and revisited	Evidence of student understanding
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]

6. Assessment, feedback and evidence of learning

Explain how teachers will identify what students know, understand and can do. Include formative checks as well as appropriate summative assessments.

Assessment / checkpoint	When / frequency	Knowledge or skills assessed	Method / success criteria	Feedback and follow-up action	Evidence retained / recorded
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
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- Include opportunities for questioning, retrieval practice, discussion, observation, practical performance, written work and/or other subject-appropriate checks.
- Identify how misconceptions or gaps will be addressed and how assessment information will inform subsequent teaching.
- Ensure assessment methods are appropriate to the course and do not rely solely on end-of-unit or examination-style tests.

7. Differentiation, inclusion and individual needs

Explain how the planned curriculum will be accessible and appropriately challenging for the students who will follow it. Consider individual needs rather than relying on generic statements.

Learner need / consideration	Planned strategies and adaptations	How access, participation and progress will be evaluated
[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]

- EAL: language scaffolding, pre-teaching vocabulary, visual support, structured speaking/writing and checks of subject understanding.
- SEND / EHCP: relevant documented needs, reasonable adjustments, recommended strategies and individual outcomes, where applicable.
- Different starting points and aptitudes: additional support, extension, challenge and alternative routes through learning where appropriate.
- Pastoral, cultural or other relevant considerations should be addressed sensitively and in accordance with College policy.

8. Homework and independent learning

Set out how work beyond lessons will consolidate, extend or prepare students for learning. Homework should have a clear purpose and be appropriate to the course and cohort.

Unit / topic	Homework / independent learning task	Purpose and expected outcome	Frequency / timing	How reviewed or assessed
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]

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[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]

9. Examination and qualification preparation

Complete where the course leads to an external qualification or formal assessment. Identify how specification coverage, examination skills and assessment requirements are built into the programme.

Specification area / assessment objective	Planned teaching and practice	Examination / assessment skills	Internal assessment or mock milestone	Action to address gaps
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]

10. Resources and learning materials

Resource / text / platform / equipment	Relevant unit(s)	Purpose / planned use	Access, suitability or review notes
[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]

11. Monitoring, quality assurance and review

The Head of Department is responsible for ensuring that the Scheme of Work is complete, appropriate, implemented and reviewed. Record monitoring activity and resulting actions.

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Quality assurance activity	Responsible person	Date / frequency	Findings / evidence	Action required, owner and deadline
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]
[Enter information]	[Enter information]	[Enter information]	[Enter information]	[Enter information]

- Check that planned content is taught in a coherent sequence and that required curriculum and qualification content is covered.
- Review students' work, assessment information, progress and participation to evaluate the effectiveness of the planned curriculum.
- Check that vocabulary teaching, differentiation, EAL/SEND provision and examination preparation are evident in practice where relevant.
- Record any changes made during the year, the reason for the change and the impact on curriculum coverage or progression.

12. End-of-year evaluation and improvement planning

Complete at the end of the course or academic year. Use evidence rather than general impressions.

Evaluation area	What worked well / evidence	What needs to improve	Action for next cycle / owner
Curriculum coverage and sequencing	[Enter information]	[Enter information]	[Enter information]
Student attainment and progress	[Enter information]	[Enter information]	[Enter information]
Assessment and feedback	[Enter information]	[Enter information]	[Enter information]
Vocabulary development	[Enter information]	[Enter information]	[Enter information]
Inclusion, differentiation and access	[Enter information]	[Enter information]	[Enter information]
Resources and teaching approaches	[Enter information]	[Enter information]	[Enter information]

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13. Head of Department review and approval checklist

The Head of Department should complete this checklist before the Scheme of Work is approved and used.

Review check	Yes / N/A	Comments / action
Course, qualification, cohort and specification details are accurate.	[ ] Yes [ ] N/A	[Enter if required]
Aims, intended outcomes and progression are clearly identified.	[ ] Yes [ ] N/A	[Enter if required]
Prior learning and student starting points have been considered.	[ ] Yes [ ] N/A	[Enter if required]
The annual overview and detailed teaching sequence are coherent and sufficiently specific.	[ ] Yes [ ] N/A	[Enter if required]
General and subject-specific vocabulary is identified in accordance with the College Vocabulary Protocol.	[ ] Yes [ ] N/A	[Enter if required]
Teaching activities, resources and practical requirements are identified where appropriate.	[ ] Yes [ ] N/A	[Enter if required]
Assessment, feedback, evidence and follow-up actions are planned.	[ ] Yes [ ] N/A	[Enter if required]
EAL, SEND, EHCP and other relevant individual needs have been considered appropriately.	[ ] Yes [ ] N/A	[Enter if required]
Homework and independent learning are purposeful and suitable.	[ ] Yes [ ] N/A	[Enter if required]
Examination / qualification requirements are addressed where applicable.	[ ] Yes [ ] N/A	[Enter if required]
Monitoring, review and end-of-year evaluation arrangements are included.	[ ] Yes [ ] N/A	[Enter if required]
The Scheme of Work is consistent with the Schemes of Work Policy and other relevant College policies.	[ ] Yes [ ] N/A	[Enter if required]

Approval	Name / signature	Date
Scheme prepared by	[Enter information]	[Enter information]
Reviewed / approved by Head of Department	[Enter information]	[Enter information]

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