

#	Essential Criteria	Before	After	What has been added to improve the quality of provision?
<b>1.</b>	<b>Progress</b>			
a	Are differentiated learning outcomes included? Are a range of differentiated lesson activities suggested? Are their options to allow for <b>flexibility in lesson design? Is there teaching to the top?</b>			
b	Is prior learning identified and linked to (inc. <b>KS2/Cross Curricular</b> )? Are there clear timelines and priorities highlighted for staff and students?			
<b>2.</b>	<b>Challenge</b>			
a	<b>Is the pitch challenging?</b> Is there the potential for all students to make substantial progress?			
b	Are there challenge tasks available and shared with students? <b>Is blended learning included? Are students 'allowed to fly' quicker?</b>			
<b>3.</b>	<b>Questioning</b>			
a	Do the questions allow students to progress to higher order skills? Eg. analysis, inference etc.			
b	Are questions (verbal or written) available that anticipate common misconceptions and the answers used to reshape the teaching? <b>Are students encouraged to ask questions?</b>			
<b>4.</b>	<b>Differentiation (teach to the top)</b>			
a	Is there a range of AfL strategies to help direct students? Eg. quick quizzes, verbal feedback, live marking opportunities, PLCs? <b>Are books being prioritised to help students see how their learning progress (a window into lessons)?</b>			
b	Do students get to reflect on their understanding? <b>Cultural capital?</b> Are they given the opportunity to be independent learners? <b>Blended learning?</b> Are they prepared for tests/exams?			

Scheme of Learning  
**Audit**

2020-21 v3

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Subject

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Key Stage

<b>A</b>	Exceptionally strong—a model of best practice = involve in training
<b>B</b>	A real strength of the schemes of learning.
<b>C</b>	Strongly present in the schemes. Is effectively included and adopted by staff in lessons
<b>D</b>	Present in some or most units. Could be improved. Needs more focus
<b>E</b>	Not signposted clearly or given a high priority. Needs to be written in or updated

The audit relates to each unit of study within the subject. Units may be of different sizes for different subjects/years. Therefore for the sake of this a unit refers to 6-8 lessons.

#	Essential Criteria	Before	After	What has been added to improve the quality of provision?
<b>5.</b>	<b>Engagement</b>			
a	Are core content and skills 'sticky' and regularly referenced and highlighted in schemes? Are activities varied? Do activities help engage students? <b>Eg. innovation rooms</b>			
b	Is there an emphasis on student led activities and collaborative tasks in pairs and for groups?			
<b>6.</b>	<b>Assessment</b>			
a	Is assessment both formative and summative? <b>Does assessment help shape subsequent tasks and lessons</b> allow ALL students to progress? Regular? <b>Allow for blended learning within the lesson?</b>			
b	Is home learning (SMHW) included that focus on <b>skills not just content?</b> Is flipped learning indicated clearly and used to help accelerate and challenge learners? <b>Home learning logs?</b>			
<b>7.</b>	<b>Routines</b>			
a	Are lessons planned with routines/ habits in mind? Eg. revision and skills— Are they designed to 'stick'? <b>Are reflection lessons used to support understanding?</b>			
b	Are students taught to reflect? <b>Is meta-cognition planned for and delivered?</b>			
<b>8.</b>	<b>Communication</b>			
a	Is reading given a clear emphasis? Are there clear opportunities signposted to reflect and develop reading skills? <b>Is this stepped?</b>			
b	Is extended writing given a clear emphasis? <b>Is this stepped?</b> Does it link to exam preparation and technique? Are tier 2 and tier 3 vocabulary emphasised?			

- An example of a unit for the Key Stage is attached
- Additional information attached (if desired) for example power point slides

#	Essential Criteria (across SOL)	Before	After	What has been added to improve the quality of provision?
<b>R</b>	<b>Resilient</b>			
a	Is there reference to the value across the SOL? Is this value included and emphasis put on this in tasks?			
b	Analysis of what students learnt about the value—is reflection used and this be used to improve the learning/product/discussion?			
<b>I</b>	<b>Innovative</b>			
a	Is there reference to the value across the SOL? Is this value included and emphasis put on this in tasks?			
b	Analysis of what students learnt about the value—is reflection used and this be used to improve the learning/product/discussion?			
<b>M</b>	<b>Mindful</b>			
a	Is there reference to the value across the SOL? Is this value included and emphasis put on this in tasks?			
b	Analysis of what students learnt about the value—is reflection used and this be used to improve the learning/product/discussion?			
<b>E</b>	<b>Employable</b>			
a	Is there reference to the value across the SOL? Is this value included and emphasis put on this in tasks?			
b	Analysis of what students learnt about the value—is reflection used and this be used to improve the learning/product/discussion?			

We are embedding Kingsmead values. These are the attributes we feel will support our students to learn.

We intend for each faculty area to 'specialise' on a few skills to 'teach' the core skills to the students. In time these will be made more consistent across the areas.

To help do this we can identify from these audits which faculty areas are best placed to do this.

We are not expecting each value to be shown in every lesson. However when they are included there is a real emphasis on them and time for students to reflect on what they have learnt from the activities.

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#	Essential Criteria (across all SOL)	Before	After	What has been added to improve the quality of provision?
@	<b>Careers Gatsby Benchmark</b>			
a	Are there links made in the curriculum linking to careers?			
b	Are there opportunities for encounters with employers and employees built in?			
c	Are there opportunities for encounters with further and higher education providers built in?			
d	Are there situations provided where students are unfamiliar with. Eg. visiting a zoo.?			

Summary of Scheme of Learning Review (date for review is included in the last column)		

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Subject Leader

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Senior Leader Link

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