



Wisdom

Justice

Compassion

Courage

Hope

Respect

Responsibility

Integrity

## SCHOOL LESSON PLAN – GUIDELINES

CLASS/SUBJECT CODE	TARGET NC LEVEL/GCSE GRADE	DATE	SEATING PLAN	PERIOD	TEACHER	STUDENT NO. B G
<p>Last lesson..... <b>Links to prior learning, connecting the learning to former &amp; future learning “The Big Picture”</b></p> <p>The learning objectives are....<b>What do you want pupils to have learnt by the end of the lesson? Why are they doing this lesson? What will it enable them to do/understand/demonstrate etc?</b></p> <p>Next lesson..... <b>Connect this lesson to future learning. Demonstrate ways forward. Encourage generation of “to do lists” compiled with input from students. Ownership of learning</b></p> <p>Elements in lesson to support the School Strategy strands of:</p> <p>Literacy <b>e.g. Key Words, Writing Frames, adaptation of text to address readability levels</b> Numeracy <b>e.g. mental calculations, non calculator methods</b> Citizenship <b>Refer to subject NC guidelines for coverage</b> ICT <b>e.g. WP, Spreadsheets</b></p>						
<b>Lesson outline</b>				<b>Learning Objectives</b> (able/know – National Curriculum mapped)	<b>Assessment</b> (method to identify achievement)	
5/10 mins	Settling Activity: <b>A quick paper activity placed on desk.</b>			<p>e.g. decide, state, identify, define, describe, explain, contrast, solve, compare, calculate, apply, predict, correct, classify, devise, discuss, present, distinguish between, draw conclusions</p> <p>What prior knowledge, skills &amp; understanding do pupils need to “put back in their heads” (reactivate)</p> <p>Learning. Express objectives in language the students can understand.</p> <p>Ensure objectives target learning &amp; don’t describe activities</p> <p>How will you share the objective with students in addition to recording on the board e.g. at top of work/verbally</p> <p>What do you want the students to know, demonstrate, be able to do, understand, be able to use or to do? Focus attention on the key question for the plenary &amp; revisit success criteria for meeting lesson aim/objective</p> <p>What has been learned? How was it learned? Targets for future development. Links to previous targets</p>	<p>Oral &amp;/or written outcomes e.g. Pair share. Give me 5. Remind me what the key words are. Show me boards including quizzes Concept checks/key questions</p> <p>Questioning to focus or re-focus on the intended learning Emphasis key vocabulary during assessment</p> <p>Testing</p> <p>Marking</p> <p>Listening to verbal presentations</p> <p>Jot assessments during teaching/learning activities to identify progress during lesson</p> <p>Peer assessment</p> <p>Keep records of marking &amp; formal assessments</p> <p>Pupils to be the “first markers” of their work. Self assessment against NC/GCSE criteria. Editing. Peer discussion. Assessment notes &amp; jottings</p>	
5/10 mins	Starter: <b>Including link to prior learning but to focus on activating questions or activities</b>					
40/50 mins	<p>Main Teaching Phase: Key learning activities including time for pupils to review &amp; demonstrate their learning. Must incorporate VAK activities for preferred learning styles</p> <ul style="list-style-type: none"> <li>• Whole class</li> <li>• Discussion</li> <li>• Pairs/small groups</li> <li>• Presenting/reporting back</li> <li>• Worksheets/writing frames</li> <li>• Questioning</li> <li>• Research</li> <li>• ICT/video</li> </ul> <p>Utilise an appropriate range of teaching styles:</p> <ul style="list-style-type: none"> <li>• Exposition</li> <li>• Explanation</li> <li>• Description</li> <li>• Challenge</li> </ul> <p>Give clear expectation of expected outcomes &amp; success criteria</p> <p>Signal end of lesson in advance</p>					
1/2/3	<p><i>Show how learning is chunked &amp; diffused to maximise pace &amp; pupil involvement</i></p>					
5/10 mins	<p>Plenary: <b>Planned. Give opportunities for students to demonstrate their learning. Implement questions to move learning forward. Connect to prior learning. Review &amp; recall. Evaluation.</b></p>					
<b>Homework:</b> write tasks clearly on board giving time for students to record in organisers. Include due date on the board. <b>A variety of tasks is essential, not just completion of class work e.g. research, revision, posters, background reading</b>				CAT SCORE RANGE: <b>highest to lowest</b>		
<b>Differentiation</b> will be achieved by...? Use of must/should/could. Use of LSAs. Extension work. Ways into, through or ways out of the tasks. Expected outcomes. Questioning. Thinking skills. Presentation. Responses.				READING AGE RANGE: <b>highest to lowest</b>		
Needs of <b>SEN and gifted and talented pupils</b> will be addressed by ...? Blooms Taxonomy - higher, middle & lower order thinking skills. Questioning. Extension. Consolidation. IEP links, use of pupil data (CAT, SAT and reading ages)				LEARNING STYLE PREDOMINANCE: <b>visual, auditory, kinaesthetic</b>		
<b>Behaviour management</b> strategies.... Observe school protocols. Give warnings & choices. Avoid confrontation. Be consistent. Organise support in advance if appropriate e.g. subject reports/executive support/faculty timeout				AVERAGE KS2 OR KS3 RESULTS: <b>RANGE</b>		
<b>Briefing notes for LSAs</b> How will you want the LSA to support the teaching & learning taking place e.g. leading a small group, acting as reader or scribe, behaviour management support etc				SEN: note code for each student on register		
<b>Resources</b> List special items needed e.g. video, show me boards, equipment, text books, writing frames etc				<b>Core Learning Skills to be addressed</b>		