Lesson Planning Guidance

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| Trainee: | | Mentor: | | |
| Class: | | Date: | | |
| Subject: | | Learning Objective:  Based on curriculum outcomes. This is what the children are learning, the point of the teaching. | | |
| Prior Attainment:  Identify pupil ability from previous assessments (school data), marking, discussion with CT / Mentor / children and observation. | | Prior Learning:  Identify what the children already know. Use progression maps to see what learning is built upon. | | | Potential Misconceptions:  Identify where the children could go wrong and plan to overcome this. | |
| Cross Curricular Links:  Which other subjects does this lesson link with? | | | Key Vocabulary:  Which specific subject vocabulary needs to be used and understood within this lesson by yourself and children? | | | |
| Differentiation:  ( *Overcome barriers to learning and ensuring stretch and challenge for all children* ) | | | | | | |
| How are you going to ensure that all children can access the learning in this lesson? **In brief**, identify key models, images, teaching strategies, adult support, peer support, displays, worksheets, success criteria and practical resources to support the learning of all pupils. Include more detail in the lesson plan below. | | | | | | |
| Success Criteria / Process Criteria:  What are the steps to success to achieve the LO? | | | B:G Ratio – Identify numbers/initials for these key groups within your class and plan for their specific needs.  G and MA -  SEN -  PP -  EAL –  Other identifiable groups - | | | |
| Resources: Include everything that you need for the lesson as a reminder. Prepare these in advance. | | | Assessment strategies: How are you going to assess that the children have made progress…. During the lesson? At the end of the lesson?  This needs to be established prior to teaching the lesson. | | | |
| Phase of Learning inc. timing | Teaching Strategy – *targeted activities to achieve LO* | | | Pupil Learning | | Support / LSA |
| Stages of the lesson – e.g. starter, main and plenary with specific timings. | What are you teaching? Ensure it meets the LO.  What are you doing to model clear, expected outcomes?  How are you making the learning inclusive at all times?  Elaborate on your differentiation from above.  How do you provide opportunities for pupils to respond to feedback? | | | Identify what learning is taking place at each stage of the lesson. Be specific and succinct. | | What is the role of adults in the classroom?  Include CT.  Ensure that the other adults in the classroom are engaging with pupils throughout, including the CT.  Have all adults been briefed on your lesson? |
| Continue on the next page if necessary. No more than 4 pages in total per teaching session. | | | | | | |

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