



Purpose of a Lesson Planning Proforma

Trainee:

- Provide a structure
- Provide a checklist
- Be a supportive tool
- Train your brain

Host teacher:

- Reassurance
- Spot pitfalls
- Develop the trainee's teaching by giving advice and asking pertinent questions 'have you thought about how they will get into groups?' 'Will you hand out rulers before the start?'

University

- Evidence that the trainee is meeting the standards
- Evidence that the trainee is thinking like a teacher
- Starting point for reflective conversations
- Gives the university tutor context when they see a single lesson

The idea is that over time you internalise the questions necessary for planning and that many parts of the form become unnecessary as it is automatically part of your teacher thinking.

What are some important aspect of planning for me at the moment?

Starting Point

Find out about the class

- Seating plan – learn names
- SEND/More able/things to be aware of/interventions
- Prior attainment

Find out about their learning

- Scheme of work – both what they have learnt and what they are going to learn
- Existing plans and resources
- Discuss with the host teacher the topics of your lessons and the plans/resources available

Plan the intended learning

- What does the class already know? – Though this may need recapping!
- What do I want the class to know/understand/be able to do as a result of this lesson?
- How will I know if they have achieved this?

This is where good record keeping begins and it pays to be organised! Begin to organise your teaching file so that all the information you need is accessible. Setting aside a regular time to meet with your host teacher to discuss upcoming learning can also be very helpful.

How will I set myself up for successful planning? What questions do I need to ask?

Completing the Plan

Key Ideas

- Concept: Record the key elements of this lesson.
- Explanation: Think about how you are going to communicate this or lead to pupils to discover this. How will you model it?
- Misconception: How are you planning to expose misconceptions and when?

Differentiation

- Scaffold: What are the levels of difficulty in this topic? How can you make the lesson more accessible?
- Specific Support: Are there any pupils who may need specific support (resources/confidence/specific needs). Are you targeting questions? Are you providing differentiated worksheets?
- Stretch: How can you make the lesson more challenging? What does 'depth' look like in this lesson?

Assessment

- Progress check: How will you check that progress has been made against each LO? When? How will any work be marked?
- AFL: When are the key moments for AFL? What AFL strategy will you use?
- Response to AFL: How will you adapt the lesson in response to the feedback?

Agree with your host teacher when you will submit a draft lesson plan and resources (initially this may be 48 hours in advance) and how this will be submitted (paper, email); how you will receive feedback (email, conversation) and when you will make adjustments. Please be considerate of reasonable working hours.

Do I understand how to use the lesson plan proforma? Do I need to add any prompts?

Planning Trajectory

Fully structured Form

- A detailed comprehensive lesson plan with scripted explanations, modelled examples and answers worked through. You may wish to include what the students' work should look like.
- Strategies noted for behaviour management (such as scripted instructions), assessment (both marking and assessment for learning), questioning and differentiation.
- Clear idea of what you are doing, what the pupils are doing and why, alongside a timeline of the lesson.
- Tasks/resources/slides are included and have clear instructions on how they will be used

Skeleton Form

- Clear notes on the intended learning with modelled examples though explanations may not be scripted
- Evidence of behaviour management, assessment, questioning and differentiation strategies.
- Clear idea of what the pupils are doing and why
- Lesson is planned as part of a sequence

Annotated slides

- Details such as intended learning, modelled examples and tasks may simply be included as part of the lesson slides
- Key moments for AFL highlighted along with your possible responses to this
- Key points for differentiation, assessment and questioning highlighted.

Lesson planning is intended to be a helpful process and not a burdensome one. In order to support your development in this area, it is strongly recommended that you plan with your host teacher for the first few lessons. In discussion with your mentor, your lesson planning process can be tweaked and adapted to support your progress and the progress of your classes.