

How will you organise transitions from one activity/location to another?

How much time will you allocate to each activity?

How will you organise the children?

(pairs/triads/ groups)

Do any of the activities need the presence of an adult in order to make sure they happen as intended?

- meet the needs of individuals in this lesson using assessment information from previous learning;

Who will be differentiated for and why? (SEN, disability, gifted & talented, more able, less able, specific children identified as needing different support/ input/ expectations- using information from previous learning)

How will differentiation happen?

(scaffold, challenge, different resources, adult assistance, change of groupings)

- check for progress during the lesson

This includes mini plenaries at intervals throughout the lesson and a final plenary.

How will you know that the children are engaged?

How will you help children think about their learning?

How will you identify misconceptions?

What will you do if there are misconceptions?

How will you 'capture' evidence of this? photographs, video, writing, drawing, adult observation and notes,

If a child finds an activity too easy or too difficult during the lesson how will you respond?

- Interweave Key Questions

STANDARDS 1, 2, 3, 5, 6

This may be during introduction/mini plenaries/ final plenary

*Have focused questions prepared for children of different abilities. Make sure they relate to the intended learning. **Key Questions** can be used to structure learning during the lesson and you need to be seen to respond to the children's needs.*

What do you already know about ...?

What do you notice about ...?

What can you tell me about ...?

What does this remind you of?

Which things do you think belong together?

Why do you think that?

What do you think will happen next?

What happened after you did that?

Why do you think that?

How do you think you could do it differently?

Why do you think that?

Key Vocabulary:

STANDARDS 1, 3, 5, 6

Model the appropriate use of vocabulary throughout the lesson and encourage the children to use it. Know which vocabulary is new and which they may be already familiar

with. Display new words for the children to see.

Being aware of this during the planning process will make your teaching more effective.

FORMATIVE ASSESSMENT: How I will move individuals on if they are reaching/exceeding expectations early/during the lesson.

STANDARDS 1,2, 3,5,6

Use of MINI PLENARIES

What are the 'next steps' in the learning sequence?

What activities would best enable this learning to happen?

What resources do I need to have available, just in case they are required?

Who do I think may need this provision?

Resources:

STANDARDS 3, 5

What ICT will the teacher need? How will it be used?

What ICT will the children need? How will it be used?

What other resources do you need?

Have you considered resources for different learning preferences: visual, auditory, kinaesthetic?

Where are they kept?

How many will you need?

How and when will they be distributed?

Do you know how to use them?

How will they be collected back in?

Role of adults:

STANDARDS 5, 6,8

Adults are a valuable resource. How are you using the adults to 'add value' to the learning opportunities?

Do the adults know what is expected of them and the children?

Have the adults got a group assessment form with clear success criteria and the children's names on?

Do the adults have Key Questions and expected responses?

Do the adults have the Key Vocabulary?

Are you working with different children?

How I am promoting a safe learning environment:

STANDARDS 1, 3, 4, 7

Health & safety, assessment of risk, safeguarding, children taking responsibility for themselves and others

Seating arrangements, movement about the room, how children treat each other (class ethos)

How I will ensure the children's behaviour is appropriate for learning to happen without disruption with consideration of their spiritual, moral, social and cultural development (SMSC):

STANDARDS 1, 5, 7

Use of the school's behaviour policy

Identify specific children in advance, who may cause a problem (even low level disruption).

Consider seating arrangements, movement about the classroom.

How will your organisation support children's behaviour?

What will you do if a child is 'off task'?

What will you do to prevent/stop 'low level disruption'?

How has SMSC been promoted and was it successful?

After the lesson: update your assessment records to indicate the children's progression in learning; identify the next steps in the children's learning **then use this information** to inform your evaluation of the **effectiveness** of the learning opportunities planned and carried out in this lesson. Identify **why** you think your planning decisions were effective/not. To assist with this refer back to lectures/ guidance on Learning Space/your own reading/ your own notes and talk with the class teacher.

Use these questions to prompt and extend your thinking and writing. Do not resort to just stating yes/no.

Children's **progression in learning:**

STANDARDS 3, 6

Were the learning objectives specifically focused on the actual learning?

How well did the children understand what they were learning and why?

What progress did you notice and by whom?

Who did not make the expected progress and why do you think this was?

When you asked the children why they did not make the expected progress what did they tell you?

Who exceeded the expected progress? At what point did you notice this was happening? What did you do to extend their learning? How successful was this?

Teaching Strategies:

STANDARDS 1, 2, 3, 4, 5, 6,7,8

To what extent did the chosen strategies allow children to engage with the learning?

How well did the children understand your instructions?

How well did the children understand your explanations?

How well did the chosen strategies allow children to make progress?

Strategies to check for progress:

STANDARDS 2, 3, 4, 5,

How well did the children know what you were expecting?

How well did the methods you use 'capture' their learning?

Strategies for classroom management:

STANDARDS 1, 2, 4,

How well did your organisation of the children assist with the learning activities?

How did your organisation of the children hinder the learning activities?

How well did the distribution/collection of resources go?

How well did the movement of children go?

Strategies for behaviour management:

STANDARDS 1, 2, 4, 5, 6, 7

How did you prevent low level disruption?

How did you check which children were on task?

How did you use the school's behaviour policy?

Other areas for consideration:

Explain here any un planned for events which had an effect on the lesson eg. Weather, fire alarm, last minute changes in timetable, IWB not working etc.

3 things I would do differently.
STANDARDS 1, 2, 3, 4, 5, 6, 7,8

3 things I would keep the same
STANDARDS 1, 2, 3, 4, 5, 6, 7,8

Notes for planning the children's learning for the next lesson in this subject.

STANDARDS 1, 2, 3, 4, 5, 6, 8

Using your assessment of the children's learning and evaluation of your lesson

Do you need to reinforce/revisit a concept?

What will the children move on to next?

Do you need to focus on particular children?

Could you extend the children's learning further than first anticipated?

What type of learning activities would you consider using in the next lesson?