



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

**Trawsnewid Addysg,
Trawsnewid Bywydau**

**Transforming Education,
Transforming Lives**

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Transforming Education, Transforming Lives*

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QTS PATHWAY

Principles of Planning



09.10.23
2-4pm





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Trinity Saint David

200
1822 - 2022



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

*Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales*

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*LI: to revisit the principles of
planning and discuss
opportunities for managing
your planning appropriately.*

By the end of the session you will have...



- read and understood the updated planning template.
- considered a 'lean' mindset when approaching planning.
- explored how important learning intentions are.

TASK: What are mentors looking for in your plan?

1. That you have made clear links to the Four Purposes that underpin your lesson and make explicit to the pupils what those purposes are. Use familiar, consistent language.
2. That you show the links to the Professional Standards and strands.
3. That you split your lesson into sections and provide clear detail about what is happening in each part.
4. That you consider specific AoLEs when planning cross-curricular links.
5. That you include enough detail in your plan to allow you to 'rehearse' or 'visualise' how the lesson will run. Another teacher should be able to teach the lesson from your plan.

Planning template

Student-teacher:		Class / Group:	
AoLE or Subject:		Date (please note that this may be a continuous session):	
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)			
Meaningful links across the curriculum Links to other AoLEs or the Cross-curricular skills frameworks			
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning)			
Learning Intention 'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.' (Crichton, H., and Mcdaid, A. 2016 p. 196)			
Success Criteria What the pupils need to demonstrate to successfully meet the Learning Intention.			
Planning for misconceptions: Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.			

SEQUENCE OF TEACHING & LEARNING (Add or remove rows below as appropriate)				
Timing: <i>Break down timings into groups if appropriate. ensure pupils are 'doing' quickly and that transitions are taken into account</i>	Role of the teacher & support staff: <i>e.g., key questions, retrieval of prior learning, modelling and explanations, checking understanding, planned use of additional adults.</i> <i>Choice of pedagogical model or of the 12 pedagogical principles</i>	Pupils' learning and activities: <i>What will the pupils be learning to do and what activities / resources will facilitate this?</i> <i>Please refer to Foundation Learning planning document for details of continuous provision.</i>	Inclusive Strategies (including differentiation): <i>Reasons for and details of scaffolding.</i> <i>Types of representation in tasks.</i>	Check what pupils know, understand, and can do: <i>Key questions, types of retrieval practices, self and peer assessment opportunities, purposeful AfL strategies, live marking opportunities, planned feedback.</i>

Part 1

- Learning Intentions
- Success Criteria
- 'Big Ideas'
- Planning for misconceptions

Part 2

- Main activities
- Opportunity for AfL
- Opportunity for questioning
- Examples of work



Student-teacher:		Class / Group:	Part 1 of the Plan
AoLE or Subject:		Date (please note that this may be a continuous session):	
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)	Use links to What Matters Statements – show your familiarity		
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks</i>	How have you planned cross-curricular links?		
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning)			
Your journey towards achieving QTS			
Learning Intention <i>'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.'</i> (Crichton, H., and Mcdaid, A. 2016 p. 196)			
The 'Big ideas' of the lesson			
Success Criteria <i>What the pupils need to demonstrate to successfully meet the Learning Intention.</i>			
The pupil's understanding of expectations			
Planning for misconceptions: <i>Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.</i>			
Anticipating misconceptions and your responses			

SEQUENCE OF TEACHING & LEARNING
(Add or remove rows below as appropriate)

Part 2 of the Plan

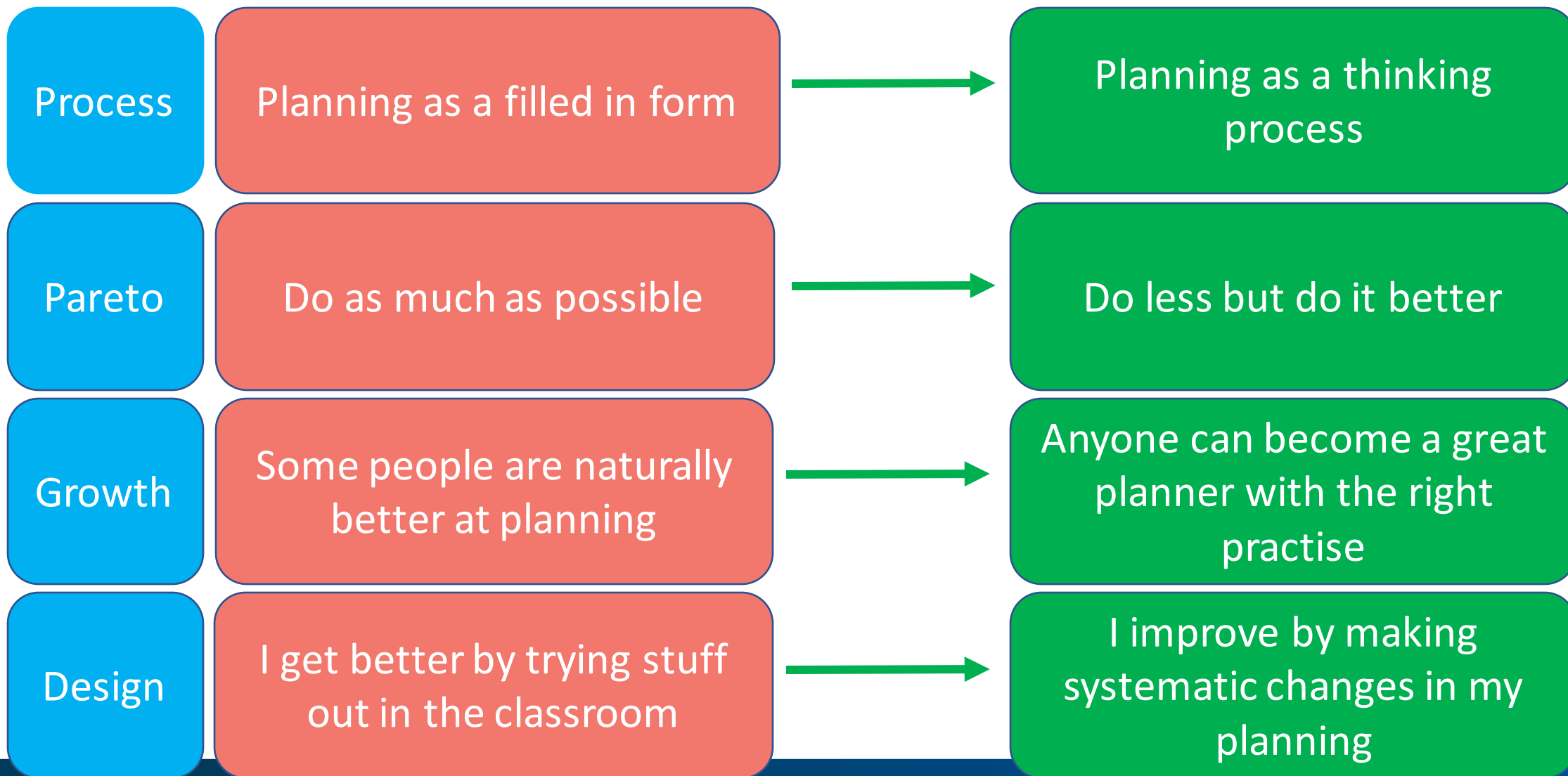
Timing: <i>Break down timings into groups if appropriate. ensure pupils are 'doing' quickly and that transitions are taken into account</i>	Role of the teacher & support staff: <i>e.g., key questions, retrieval of prior learning, modelling and explanations, checking understanding, planned use of additional adults.</i> <i>Choice of pedagogical model or of the 12 pedagogical principles</i>	Pupils' learning and activities: <i>What will the pupils be learning to do and what activities / resources will facilitate this?</i> <i>Please refer to Foundation Learning planning document for details of continuous provision.</i>	Inclusive Strategies (including differentiation): <i>Reasons for and details of scaffolding.</i> <i>Types of representation in tasks.</i>	Check what pupils know, understand, and can do: <i>Key questions, types of retrieval practices, self and peer assessment opportunities, purposeful AfL strategies, live marking opportunities, planned feedback.</i>
Pace	Pedagogical Principles State clearly what will be happening in the lesson. Be specific about examples or ideas. Visualise the lesson.	Cognitive Load Theory Think about different parts of the lesson. Include all your tasks and groups – add more rows if needed. Try not to include too much information.	Consider all aspects - Differentiation AntiRacist Curriculum Include all pupils.	Consider how you can intertwine opportunities for AfL, marking, retrieval of knowledge throughout the lesson's tasks.

Planning can take a lot of time.



Task: Are there opportunities to manage your planning and employ a more 'lean' mindset to this VERY important task?

'The 4 lean mindsets' - Mccrea,P (2015)



Where do you make the fundamental changes? (Mccrea, P. 2015)

**Cold
Environment**



**Hot
Environment**

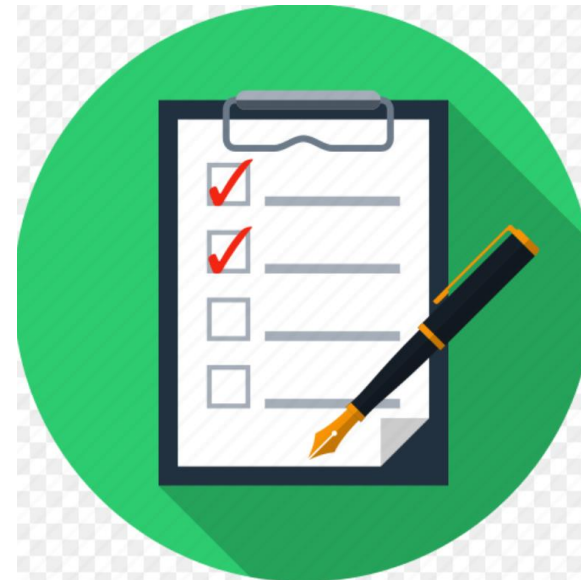
- Planning
- Time to weigh up your options
- Anticipate their outcomes
- Make considered decisions

- The classroom
- Hundreds of decisions quickly
- Automatic responses
- Minimal deliberation

TASK:

What questions do I ask myself when I plan?

How consistent and intentional is my strategy?



Do you ever fall into these traps?

You focus too much on an activity you wish to complete and try and form the lesson intentions around it



Leads to 'keeping students busy'

You focus too much on coverage of the work don't take into account the needs of your students



Leads to 'getting through the curriculum'



We learn best when we:

1. Know what we are going to be learning
2. Know what success looks like
3. Understand what we are going to be doing to be successful

"Effective teachers start with a standard, break the learning that standard requires into lesson-sized chunks, and then phrase these chunks so that students will be able to understand them." (Hattie, 2017, p.14)

Consider – Learning objectives or intentions.

Does it really matter what we call them?

There is a subtle but important difference in the terminology:



Lesson objectives

A specific statement of what the **aim of the lesson** will be.

Lesson intentions

What you plan the students will be **learning** this lesson?

Tasks

What tasks the students will be **doing** in order to achieve the aim of the lesson?

As your lesson plan suggests:

Learning Intention

'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.' (Crichton, H., & Mcdaid, A. 2016 p.196)



**Focus on the pupils'
'learning' rather than
what they will be
'doing'**



**Keep your intentions
-short
-achievable
-measurable**

Task – listen to John Hattie discussing Learning Intentions and Success Criteria.

What do you think are the important points in this clip?

Think about using non-variables questions.

Where are your learners starting from?



What prior knowledge links?

Where do you want them to get to?



What are your goals/aims?

How will you know when they're there?

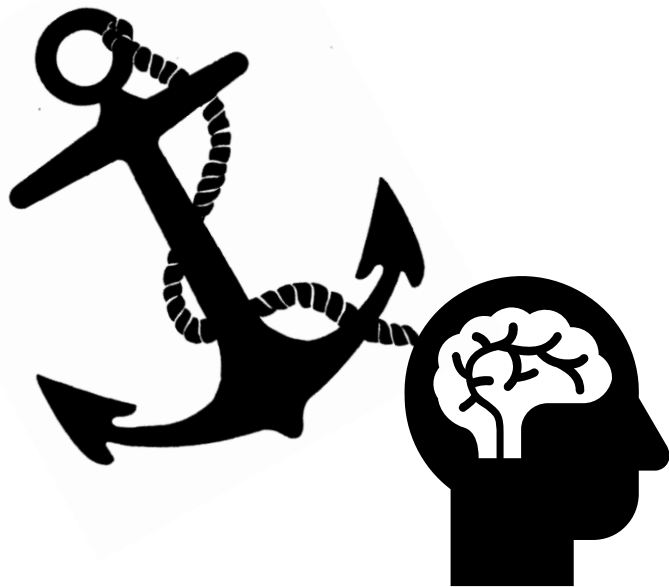


How will you assess?

How can you best help them get there?



Which task will you use?

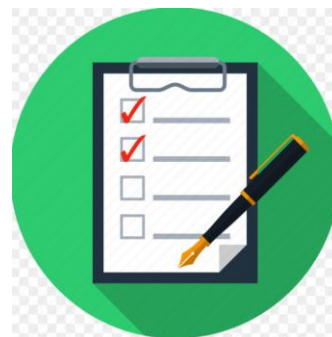


How do we anchor thinking when introducing new learning?

**'The more connected a fact becomes,
the more it makes sense'**

Mccrea, P. 2015 p.39

**How do we help
our pupils link
their facts?**

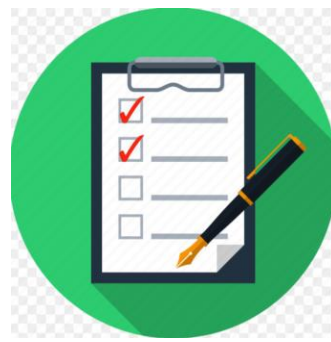


TASK:

**In small groups – think
about the possible
answers to this question.**



How can we help our pupils link facts?



Link new facts to topics the pupils are interested in

Make it memorable

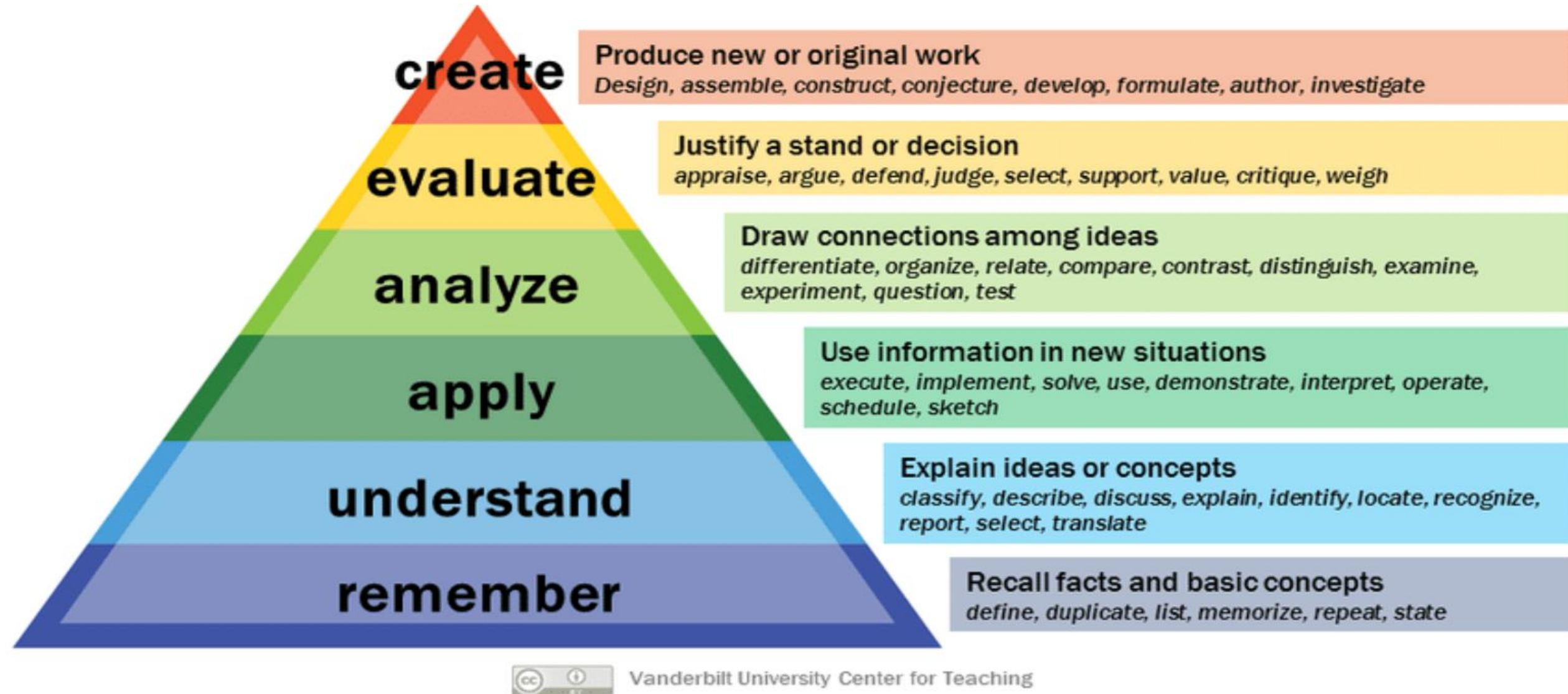
Use the pupils' prior knowledge to help them understand and link the fact

Link new facts to real-life authentic contexts – something that matters to them

Change the context so pupils can use their problem-solving skills – deliberate practice

'It's not practise makes perfect, it's practise makes permanent'
Doug Lemov

What language do we use to anchor thinking?



How could you design your thinking?

**LOWER ORDER
THINKING SKILLS**



**HIGHER ORDER
THINKING SKILLS**

Remember	Understand	Apply	Analyse	Evaluate	Create
Can you recall..? When did..? Can you list..? Where is..? How would you describe..?	What facts show..? Can you explain..? How would you group..? How would you compare..?	What examples can you find..? What questions would you ask..? How would you organise..?	Why do you think..? What conclusion can you draw..? What evidence can you find..?	What is your opinion..? How would you justify..? What ideas would you recommend..?	How would you test..? Can you predict..? How would you adapt..? What would happen if..?

RECALL REPRODUCTION	SKILLS CONCEPTS	STRATEGIC THINKING	EXTENDED THINKING
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In summary - be clear about WHAT you are teaching?

Is this a lesson about building tools or learning to use them better?

"You are learning 'X' to develop an understanding of 'Y' so that you can apply to 'Z' in the future"

Are
you?

**BUILDING
TOOLS?**

OR

**LEARNING TO USE
THE TOOLS BETTER?**

Teaching conceptual
understanding

OR

Mastering technical
proficiency

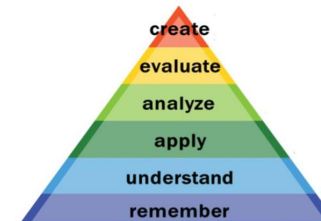
Linked facts – a dense
network of meaning that
links with prior knowledge

LEADS
TO

Using those conceptual tools
to tackle more complex and
diverse problems



**BUILDS
KNOWLEDGE**



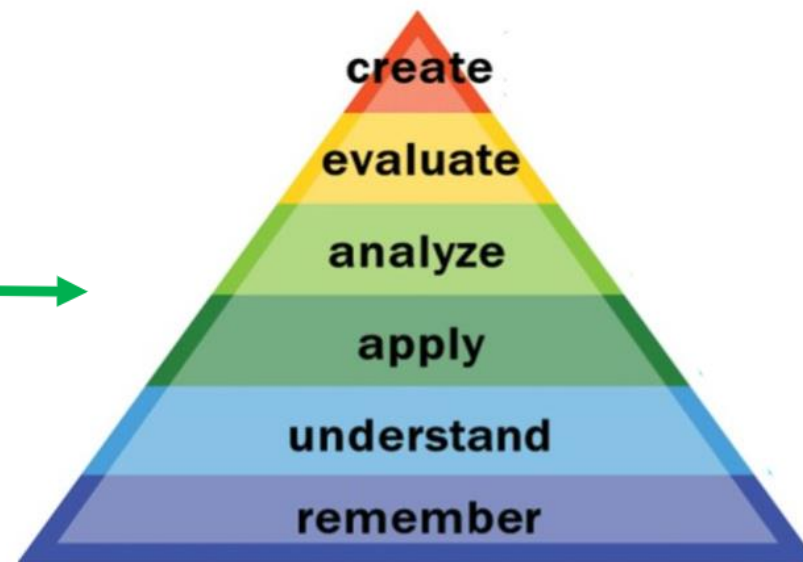


**CONCEPTUAL
UNDERSTANDING**

**BUILDS
KNOWLEDGE**

&

**TECHNICAL
PROFICIENCY**



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