Canllaw Cynllunio

Planning Guide

2022-23

Pwrpas y canllaw hwn

Rhai cwestiynau sydd gan ddarpar athrawon pan maen nhw'n dechrau cynllunio gwersi ydy:

Pam mae'n rhaid cynllunio?

Pam mae'n cymryd gymaint o amser?

Sut ydw i'n gwybod beth i gynnwys?

Pa strategaethau sydd orau i ddefnyddio?

Pam mae'n rhaid defnyddio templed y brifysgol?

Pam mae'n rhaid gwerthuso bob gwers?

Prif bwrpas y canllaw hwn yw i ateb y cwestiynau hyn a gosod sail a man cychwynnol i'ch arferion cynllunio. Yn ystod eich rhaglen bydd gennych fynediad i bob math o gynnwys sy'n rhan o'ch modylau a'ch Profiad Addysgu Proffesiynol (PAP), yn ogystal â'r gormodedd o wybodaeth sydd ar gael i chi mewn llyfrau ac ar y we. Bydd y canllaw hwn, felly, yn gyfeirbwynt gwerthfawr wrth i chi ddysgu sut i gynllunio fel athro cychwynnol.

Bydd y canllaw hwn yn cynnig arweiniad a deunyddiau cefnogol i chi wrth i chi astudio'r modiwl *Arwain y Dysgu: beth, sut a phwy ydw i'n addysgu?* ac wrth i chi ddilyn *y Llwybr SAC* gyda'ch Tiwtor Proffesiynol. Trwy'r canllaw ac astudiaeth o gynnwys y modiwl a'r Llwybr SAC byddwch yn dysgu am bwysigrwydd, egwyddorion a disgwyliadau cynllunio'ch rhaglen, ac yn dod i adnabod nodweddion cynllunio effeithiol fel paratoad ar gyfer eich PAP a'ch gyrfa fel athro.

The purpose of this guide

Some questions student-teachers have when they begin planning their lessons are:

Why must I plan?

Why does it take so long?

How do I know what to include?

What strategies are best to use?

Why must I use the university's template?

Why must I evaluate every lesson?

The main purpose of this guide is to answer these questions and set the foundation and starting point for your planning practices. During your programme you will have access to all types of content that is part of your modules and your Professional Teaching Experience (PTE), as well as the vast amount of information available to you in books and on the web. This guide will, therefore, be a valuable reference point as you learn how to plan as a beginning teacher.

This guide will provide you with guidance and support materials as you study the *Leading the Learning: what, how and who am I teaching?* module and as you follow the *QTS Pathway* with your Professional Tutor. Through the guide and study of the module content and QTS Pathway you will learn about the importance, principles and expectations of planning within your program, and get to know the features of effective planning as you prepare for your PTE and your teaching career.

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Pwysigrwydd Cynllunio

Mae Geiriadur Collins yn diffinio cynllunio fel “y broses o benderfynu’n fanwl sut i wneud rhywbeth cyn i chi ddechrau ei wneud mewn gwirionedd.” (https://www.collinsdictionary.com/). Er bod y diffiniad hwn yn ddefnyddiol, yng nghyd-destun cynllunio gwersi mae'n ddi-fudd gan y gellir ei ddehongli ar gam fod cynllunio yn weithgaredd manwl, ond syml. O'ch astudiaethau o'ch modiwlau hyd yma, byddwch yn gwybod bod addysgu yn unrhyw beth ond syml, ac mae digonedd o lenyddiaeth sy'n cadarnhau bod addysgu'n gymhleth ac yn eich herio’n wybyddol (Westerman, 1991). Nid yw cynllunio gwersi, cymhwysedd craidd o fod yn athro, yn eithriad i'r cymhlethdodau a'r heriau hyn, a'r cam cyntaf tuag at ddeall pwysigrwydd cynllunio yw deall ei fod yn fwy na sgil i ddatblygu i chi gyflawni Statws Athro Cymwysedig (SAC) (Mutton et al., 2011).

Ceisiodd astudiaeth a gynhaliwyd gan Mutton, Hagger & Burn (2011) archwilio rhai o'r cymhlethdodau a'r heriau sy'n ymwneud â chynllunio o safbwyntiau athrawon cychwynnol. Mae eu hastudiaeth yn archwilio rhai o'r cwestiynau a godwyd ar ddechrau'r canllaw hwn, ac mae'n darparu darn meddwl ichi ddechrau datblygu eich dealltwriaeth o bwysigrwydd cynllunio. Un o'r casgliadau mae'n cyrraedd yw:

> “The expectation that student teachers will arrive in school having been taught how to plan at the university is clearly a fallacious one since the evidence of this study is that beginning teachers learn most about how to plan once they gain much greater knowledge of what it can and cannot achieve.” (Mutton et al., 2011, p.412).

Beth mae hyn yn ei olygu, yn union, a pha atebion y mae'n eu darparu i'r cwestiynau a godir ar ddechrau'r canllaw hwn? Pa gwestiynau pellach sy'n codi o'r erthygl?

Cwblhewch y dasg ganlynol i ddatblygu eich meddyliau a'ch dealltwriaeth:

Tasg 1

Ar gyfer y dasg hon, bydd angen i chi ddarllen yr erthygl ganlynol:

Mutton, Trevor & Hagger, Hazel & Burn, Katharine. (2011). Learning to plan, planning to learn: The developing expertise of beginning teachers. Teachers and Teaching: theory and practice. 17. 399-416. 10.1080/13540602.2011.580516.

Mae fersiwn PDF ar gael yma: https://warwick.ac.uk/fac/soc/cte/pintra/partnershipevents/conference2020/learning_to_plan_planning_to_learn._the_developing_expertise_of_beginning_teachers.pdf

Mae copi hefyd ar gael o dan fodiwl *Arwain y Dysgu* a *Llwybr SAC* ar Moodle.

Ysgrifennwch nodiadau fel ymateb i'r cwestiynau canlynol:

1. Pa atebion, os o gwbl, ydy'r erthygl yn cynnig i'r cwestiynau hyn:

    - Pam mae'n rhaid cynllunio?
    - Pam mae'n cymryd gymaint o amser?
    - Sut ydw i'n gwybod beth i gynnwys?
    - Pa strategaethau sydd orau i ddefnyddio?
    - Pam mae'n rhaid defnyddio templed y brifysgol?
    - Pam mae'n rhaid gwerthuso bob gwers?

2. Yng nghyd-destun yr erthygl, beth yw ystyr y canlynol: "teachers learn most about how to plan once they gain much greater knowledge of what it can and cannot achieve." (*ibid.*)?

3. O ddarllen yr erthygl, pam ydych chi'n credu bod cymaint o bwyslais yn cael ei roi ar allu darpar athrawon i gynllunio?

4. Pam mae cynllunio'n bwysig?

The importance of planning

Collins Dictionary defines planning as "the process of deciding in detail how to do something before you actually start to do it." (https://www.collinsdictionary.com/). While this definition is useful, in the context of lesson planning it is unhelpful as it can mistakenly be interpreted that planning is a detailed, yet simple and straightforward activity. From your studies of your modules to date, you will know that teaching is anything but simple and straightforward, and there is an abundance of literature that confirms that teaching is complex and cognitively demanding (Westerman, 1991 in Mutton et al., 2011). Lesson planning, a core competence of being a teacher, is no exception to these complexities and demands, and the first step towards understanding the importance of planning is to understand that it is more than just a skill to develop for you to achieve Qualified Teacher Status (QTS) (Mutton et al., 2011).

A study undertaken by Mutton, Hagger & Burn (2011) sought to explore some of the complexities and demands surrounding planning from the perspectives of beginning teachers. Their write-up of their study provides and exploration of some of the questions raised at the start of this guide, and it provides a think-piece for you to begin developing your understanding of the importance of planning. One of the conclusions it arrives at is:

> "The expectation that student teachers will arrive in school having been taught how to plan at the university is clearly a fallacious one since the evidence of this study is that beginning teachers learn most about how to plan once they gain much greater knowledge of what it can and cannot achieve." (Mutton et al., 2011, p.412).

What does this mean, exactly, and what answers does it provide to the questions raised at the start of this guide? What further questions arise from the article?

Please complete the following task to develop your thoughts and understanding:

Task 1

For this task, you will need to read the following journal article:

Mutton, Trevor & Hagger, Hazel & Burn, Katharine. (2011). Learning to plan, planning to learn: The developing expertise of beginning teachers. Teachers and Teaching: theory and practice. 17. 399-416. 10.1080/13540602.2011.580516.

A PDF version can be found here: https://warwick.ac.uk/fac/soc/cte/pintra/partnershipevents/conference2020/learning_to_plan_planning_to_learn._the_developing_expertise_of_beginning_teachers.pdf

A copy is also available in the *Leading the Learning* module *QTS Pathway* tiles on Moodle.

Make notes in response to these questions:

1. What answers, if any, does the article offer in relation to the questions raised at the start of this guide?

   - Why must I plan?
   - Why does it take so long?
   - How do I know what to include?
   - What strategies are best to use?
   - Why must I use the university's template?
   - Why must I evaluate every lesson?

2. In the context of the article, what does the following quote mean: “teachers learn most about how to plan once they gain much greater knowledge of what it can and cannot achieve.” (*ibid.*)?

3. Having read the article, why do you think such an emphasis is placed on student-teachers’ ability to plan?

4. Why is planning important?

Egwyddorion Cynllunio

Pan gyfeiriwn at ‘egwyddorion cynllunio’, rydym yn cyfeirio at y syniadau, y credoau a’r gwerthoedd y bydd eich cynlluniau gwersi yn seiliedig arnynt. Fodd bynnag, gall hyn wneud cynllunio yn broses oddrychol iawn. Er mwyn cadw golwg fwy gwrthrychol ar gynllunio, mae Partneriaeth Dysgu Proffesiynol Yr Athrofa (PDPA) wedi penderfynu cytuno ar set benodol o egwyddorion cynllunio a ddylai fod yn ganolog i'ch proses feddwl am gynllunio gwersi.

Erbyn hyn byddwch yn gyfarwydd â 12 Egwyddor Addysgegol Donaldson (Donaldson, 2015, tt.64-71). Dyma nodyn atgoffa:

1. Mae addysgu a dysgu da yn canolbwyntio’n gyson ar ddibenion cyffredinol y cwricwlwm.

2. Mae addysgu a dysgu da yn rhoi her i’r holl ddysgwyr drwy eu hannog i gydnabod pwysigrwydd ymdrechu’n barhaus i gwrdd â disgwyliadau sy’n uchel ond o fewn eu cyrraedd.
3. Mae addysgu a dysgu da yn galw am ddefnyddio cymysgedd o ddulliau sy’n cynnwys addysgu uniongyrchol.
4. Mae addysgu a dysgu da yn golygu defnyddio cymysgedd o ddulliau gan gynnwys y rheini sy’n hybu sgiliau datrys problemau, sgiliau creadigol a’r gallu i feddwl mewn modd beirniadol.
5. Mae addysgu a dysgu da yn golygu gosod tasgau a dewis adnoddau sy’n adeiladu ar wybodaeth a phrofiad blaenorol ac yn ennyn diddordeb.
6. Mae addysgu a dysgu da yn creu cyd-destunau dilys ar gyfer dysgu.
7. Mae addysgu a dysgu da yn golygu dilyn egwyddorion asesu ar gyfer dysgu.
8. Mae addysgu a dysgu da yn ymestyn oddi mewn ac ar draws Meysydd Dysgu a Phrofiad.
9. Drwy addysgu a dysgu da bydd y Cyfrifoldebau Trawsgwricwlaidd, gan gynnwys llythrennedd, rhifedd a chymhwysedd digidol, yn cael eu cryfhau’n gyson a chyfleoedd yn cael eu darparu i’w harfer.
10. Mae addysgu a dysgu da yn cymell plant a phobl ifanc i gymryd cyfrifoldeb cynyddol dros eu dysgu eu hunain.
11. Mae addysgu a dysgu da yn hybu datblygiad cymdeithasol ac emosiynol a pherthnasoedd cadarnhaol.
12. Mae addysgu a dysgu da yn hybu cydweithio.

Dyma'r egwyddorion y byddwch chi'n eu defnyddio i lywio'ch cynllunio. Byddant yn arwain y penderfyniadau a wnewch i gynllunio ar gyfer eich dysgwyr a'u hanghenion unigol a byddant yn eich helpu i strwythuro gwersi sy'n ffafriol i ddysgu. Byddant hefyd yn darparu pwyntiau trafod i chi a'ch mentor nodi cryfderau a meysydd i'w datblygu a byddant yn cefnogi cyfleoedd ar gyfer cynllunio ac addysgu cydweithredol. Nid ydynt yn rhestr ticio; maen nhw'n ffordd o feddwl am eich cynllunio a gweld ymlaen llaw yr hyn rydych chi'n bwriadu ei wneud yn yr ystafell ddosbarth. Defnyddiwch yr egwyddorion i fynegi eich proses feddwl am gynllunio, ac fel un ffynhonnell i gefnogi'r penderfyniadau a wnewch am eich dewisiadau cynllunio.

Tasg 2

Ysgrifennwch nodiadau fel ymateb i’r cwestiwn canlynol:

1. Mae astudiaeth Mutton et al (2011) yn nodi diffyg hyblygrwydd a chyfleoedd cyfyngedig ar gyfer creadigrwydd mewn cynllunio athrawon cychwynnol. Sut gallai defnyddio 12 Egwyddor Addysgegol Donaldson (2015) fel set gytûn o egwyddorion cynllunio helpu i oresgyn y diffygion hyn?

Ar gyfer y dasg hon, bydd angen i chi ddarllen yr erthygl ganlynol:

https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

2. Beth yw *Rosenshine's Principles of Instruction*? Sut maen nhw'n cymharu â 12 Egwyddor Addysgegol Donaldson? Sut y gallent helpu i lywio eich dull o gynllunio?

Principles of Planning

When we refer to 'principles of planning', we are referring to the ideas, beliefs and values on which your lesson planning will be based. However, this can make planning a very subjective process. In order to keep a more objective view of planning, Yr Athrofa Professional Learning Partnership (APLP) has decided to agree on a specific set of planning principles that should be central to your lesson planning thought process.

By now you will be familiar with Donaldson's 12 Pedagogical Principles (Donaldson, 2015, pp.64-71).

Here's a reminder:

Pedagaogical Principles

1. Good teaching and learning maintain a consistent focus on the overall purposes of the curriculum.
2. Good teaching and learning challenge all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
3. Good teaching and learning mean employing a blend of approaches including direct teaching.
4. Good teaching and learning mean employing a blend of approaches including those that promote problem solving, creative and critical thinking.
5. Good teaching and learning set tasks and selects resources that build on previous knowledge and experience and engage interest.
6. Good teaching and learning create authentic contexts for learning.
7. Good teaching and learning mean employing assessment for learning principles.
8. Good teaching and learning range within and across Areas of Learning and Experience.
9. Good teaching and learning regularly reinforce Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provide opportunities to practice them.
10. Good teaching and learning encourage children and young people to take increasing responsibility for their own learning.
11. Good teaching and learning support social and emotional development and positive relationships.
12. Good teaching and learning encourage collaboration.

These are the principles you will use to inform your planning. They will guide the decisions you make to plan for your learners and their individual needs and will help you to structure lessons that are conducive to learning. They will also provide discussion points for you and your mentor in to identify strengths and areas for development and will support opportunities for collaborative planning and teaching. They are not a tick-list; they are a way of thinking about your planning and visualising what you intend to do in the classroom. Use the principles to articulate your planning thought-process, and as one source to support the decisions you make about your planning choices.

Task 2

Make notes in response to this question:

1. Mutton et al's study (2011) identifies a lack of flexibility and limited opportunities for visualisation and creativity in beginning teachers' planning. How might using Donaldson's 12 Pedagogical Principles (2015) as an agreed set of planning principles help to overcome these deficiencies?

For this task, you will need to read the following article:

https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

2.What are Rosenshine's Principles of Instruction? How do they compare to Donaldson's 12 Pedagogical Principles? How might they help to inform your approach to planning?

Disgwyliadau Cynllunio

Mae'r disgwyliadau am eich cynllunio yn deillio o sawl ffynhonnell:

- Safonau Proffesiynol ar gyfer Addysgu ac Arweinyddiaeth (SAC) (Llywodraeth Cymru, 2017)
- Llyfryn Canllaw PAP y rhaglen
- Arferion cynllunio sy'n dystiolaeth-seiliedig

Edrychwn ar y ffynonellau hyn yn eu tro yn nhudalennau nesaf y canllaw hwn.

Mae'r disgwyliadau'n bodoli er mwyn cefnogi'r canlynol:

- y ffordd rydych yn dysgu am gynllunio fel darpar athro
- cysondeb yn y ffordd mae tiwtoriaid a mentoriaid yn gweithio gyda chi ar eich cynllunio
- prosesau sicrhau ansawdd y rhaglen sy'n ffocysu ar ansawdd y ddarpariaeth cynllunio rydych yn ei derbyn ac effaith honno yn yr ystafell ddosbarth.

Er y disgwyliadau cynllunio penodol a phendant sy’n bodoli, mae’n bwysig nodi bod hyblygrwydd yn perthyn i’r disgwyliadau hyn yn yr ystyr eu bod cydnabod bod cyd-destunau cynllunio pawb yn wahanol, a bod pawb yn dysgu am gynllunio ar gyflymdra gwahanol. Adlewyrcha hyn yn neunyddiau cynllunio’r rhaglen.

Disgwyliadau’r Safonau Proffesiynol ar gyfer Addysgu ac Arweinyddiaeth

Tasg 3

Ar gyfer y dasg hon, bydd angen i chi ddarllen y ddogfen Safonau Proffesiynol ar gyfer Addysgu ac Arweinyddiaeth sydd ar gael o dan y deilsen Llwybr Proffesiynol SAC ar Moodle.

1. Beth ddywed colofn ‘Ar y trywydd iawn’ yn nogfen Safonau Proffesiynol ar gyfer Addysgu ac Arweinyddiaeth (SAC) am gynllunio? Pa safonau sy’n cyfeirio at gynllunio yn benodol? Beth sydd angen i chi medru ei wneud i fod ‘ar y trywydd iawn’ ar gyfer cynllunio?

Disgwyliadau llyfryn Canllaw PAP y rhaglen

Bydd eich Tiwtor Proffesiynol yn eich tywys trwy’r disgwyliadau sy’n gysylltiedig gyda’r Llwybr SAC a’ch PAP, ond dyma grynodeb:

- Mae’n ofynnol eich bod yn defnyddio templed cynllunio’r brifysgol. Mae’n cynnwys digon o hyblygrwydd er mwyn ymateb i ofynion cynllunio penodol eich ysgol, neu amgylcheddau dysgu amrwyiol, e.e. yr awyr agored, arlein.
- Wrth i chi ddechrau are ich gwaith cynllunio, mae’n ofynnol eich bod chi’n defnyddio templed Cam 1 (gweler Atodiad 1) y rhaglen sy’n cynnwys strwythur clir i chi ei dilyn. Wrth i chi ddatblygu’ch medrau cynllunio ac arddangos eich bod ‘ar y trywydd iawn’ gyda’ch cynllunio am gyfnod estynedig (h.y. un bloc PAP), fe all eich mentor gytuno i chi symud ymlaen at dempled Cam 2 (gweler Atodiad 2) y rhaglen. Os ydych yn parhau i fod ‘ar y trywydd iawn’ tua ddiwedd y rhaglen, fe all eich mentor gytuno i chi symud at ddefnyddio templed cynllunio’r ysgol.
- Byddwch yn paratoi cynlluniau ar gyfer wythnos gyntaf yr addysgu yn ystod y cyfnod paratoi, gan ofyn i’ch mentoriaid dosbarth/pwnc wirio eu bod yn addas. Byddwch yn parhau i gyflwyno’ch cynlluniau i’ch mentoriaid dosbarth/pwnc ymlaen llaw (2 ddiwrnod gwaith yn ddelfrydol) er mwyn gwirio’r cynnwys a’r iaith.

Disgwyliadau sy’n dystiolaeth-seiliedig

Erbyn hyn, byddwch wedi dechrau ymgyfarwyddo gydag Ymagweddau Ymchwil y rhaglen. Dyma nodyn atgoffa:

Nodwedd	Gwybodaeth, sgiliau, dealltwriaethau ac ymddygiadau
Bod yn sgeptigol	Deall tystiolaeth empirig mewn maes dadleuol: • Bod yn ymwybodol o'r gyrwyr gwleidyddol, economaidd a chymdeithasol o blaid 'tystiolaeth', a goblygiadau 'tystiolaeth'.
Bod yn foesegol	Deall sylfaen foesegol ymholi mewn gweithle cymhleth: • Gwybod egwyddorion moesegol ymchwil; • Deall ymagweddu (*positionality*) mewn ymchwil; • Deall eich credoau a'ch tybiaethau eich hun am y byd.
Bod yn ymchwilydd medrus	Deall egwyddorion ymchwil y gwyddorau cymdeithasol, a gwybod y gwahanol fathau o ddulliau a ddefnyddir a pham: • Deall dulliau ansoddol a natur/statws canfyddiadau; • Deall dulliau meintiol a natur/statws canfyddiadau; • Deall dyluniadau pragmatig. Deall sut i adeiladu dadl ar sail tystiolaeth a gwarant mewn ymchwil addysgol: • Defnyddio sgiliau darllen beirniadol; • Bod yn 'sgeptigol' eich agwedd at 'dystiolaeth'. Gwerthfawrogi'n feirniadol faint o gefnogaeth a all fod ar gael neu beidio ar gyfer theorïau poblogaidd a dylanwadol mewn meysydd megis datblygiad plant a natur dysgu: • Bod yn 'sgeptigol' eich agwedd at 'arloesi' (polisi ac ymarfer) neu'r 'peth mawr nesaf'. Deall sut i ddefnyddio tystiolaeth empirig yn eich ystafelloedd dosbarth a gwerthuso ei heffeithiolrwydd: • Bod yn glir am yr hyn a fwriedir a pham; • Diffinio'r paramedrau ar gyfer gwerthuso effeithiolrwydd.
Bod yn rhan o broffesiwn ymholgar	Cyfrannu i gymuned o ymarferwyr ymholgar: • Gwybod a ddylid, pryd a sut i rannu deilliannau ymholiad dosbarth; • Cyfrannu'n rhagweithiol i amrywiaeth o gynulleidfaoedd; • Mynd ati i ymwneud ag ymholi a chanfyddiadau pobl eraill.

Pan ddaw at eich cynllunio mae'n ddisgwyledig eich bod chi'n seilio'ch penderfyniadau dysgu ac addysgu ar yr hyn sy'n cael ei ystyried yn arfer orau. Ar hyd y blynyddoedd, rydym wedi gweld pob math o strategaethau dysgu ac addysgu yn dod ac yn mynd, ond does gan rai ohonynt, gan gynnwys *VAK*, '*learning styles*' a '*Brain Gym*', ddim sail tystiolaeth iddynt o gwbl. Buddsoddwyd arian ac amser mawr gan ysgolion yn y strategaethau hyn heb unrhyw dystiolaeth o gwbl eu bod yn gweithio. Erbyn hyn mae byd addysg wedi'u labeli'n chwedlau neu'n mythau, a nifer o ysgolion wedi symud i ffwrdd ohonynt. Gofalwch eich bod chi'n gwybod pam rydych chi'n penderfynu gwneud pethau mewn ffordd benodol a bod eich penderfyniadau yn seiliedig ar dystiolaeth o'r hyn sy'n gweithio. Gwnewch ddefnydd o'r Ymagweddau Ymchwil er mwyn llywio'ch penderfyniadau.

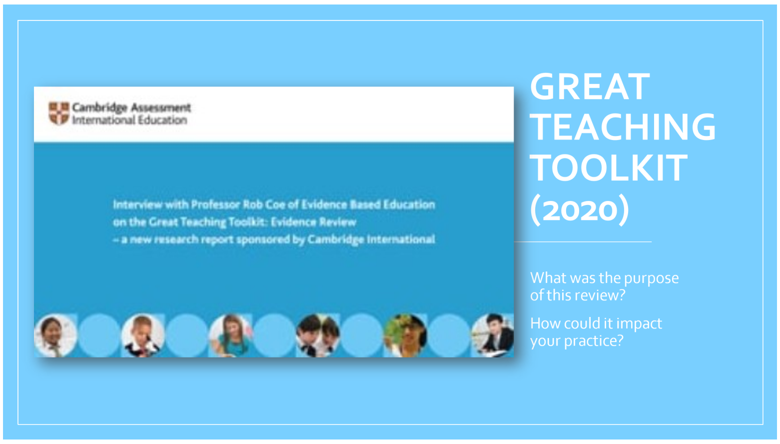
Tasg 4

Ar gyfer y dasg hon, bydd angen i chi ddarllen *Dimension 1: Understanding the Content* o'r *Great Teaching Toolkit* (Coe et al., 2020) sydd ar gael yma:

https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/great-teaching-toolkit/

Ysgrifennwch nodiadau fel ymateb i'r cwestiwn canlynol:

1.Yn ôl *Dimension 1: Understanding the Content* o'r *Great Teaching Toolkit* (Coe et al., 2020), beth sy'n ddisgwyliedig ohonoch pan ddaw at gynllunio gwersi?



Planning expectations

Expectations of your planning come from several sources:

- Professional Standards for Teaching and Leadership (QTS)
- The programme's PTE Guidance booklet
- Evidence-based planning practices

We will look at these sources in turn in the next pages of this guide.

These expectations exist to support the following:

- the way you learn about planning as a student-teacher
- consistency in the way tutors and mentors work with you on your planning
- programme quality assurance processes that focus on the quality of the planning provision you receive and its impact in the classroom.

Despite the specific and explicit planning expectations that exist, it is important to note that these expectations have flexibility in that they recognise that everyone's planning contexts are different,

and that everyone learns about planning at a different pace. This is reflected in the programme's planning materials.

Expectations found in the Professional Standards for Teaching and Leadership

Task 3

For this task, you will need to read the Professional Standards for Teaching and Leadership document available under the QTS Professional Pathway tile on Moodle.

1. What does the 'On Track' column of the Professional Standards for Teaching and Leadership (QTS) document say about planning? Which standards refer specifically to planning? What do you need to be able to do to be 'on track' for planning?

Expectations found in the programme's PTE Guidance Booklet

Your Professional Tutor will guide you through the expectations associated with the QTS Pathway and your PTE, but here's a summary:

- You are required to use the university planning template. It includes sufficient flexibility to respond to the specific planning requirements of your school, and diverse learning environments, e.g. the outdoors, online.
- As you begin your planning, you are required to use the programme's Phase 1 template (see Appendix 1) which includes a clear structure for you to follow. As you develop your planning skills and demonstrate that you are 'on track' with your planning for an extended period of time (ie one PTE block), your mentor may agree for you proceed to the programme's Phase 2 template (see Appendix 2). If you are still 'on track' towards the end of the programme, your mentor may agree that you move to using the school's planning template.
- You will prepare plans for the first week of teaching during the preparation period, asking your class / subject mentors to check that they are suitable. You will continue to submit your plans to your class / subject mentors in advance (ideally 2 working days) to check the content and language.

Expectations that are based on evidence

By now, you will have begun to become familiar with the programme's Research Dispositions. Here's a reminder:

Disposition	Knowledge, skills, understandings and behaviours
Being sceptical	To understand empirical evidence in a contested terrain: • Being aware of the political, economic and social drivers for, and implications of, 'evidence'.
Being ethical	To understand the ethical base of inquiry in a complicated workplace: • Knowing ethical principles of research; • Understanding positionality within research; • Recognising own beliefs and assumptions about the world.
Being a skilled researcher	To understand the principles of social science research, and to know the different kinds of methods that are used and why: • Understanding qualitative methods and the nature/status of findings; • Understanding quantitative methods and the nature/status of findings; • Understanding pragmatic designs. To understand how to construct an argument based on evidence and warrant in educational research: • Employing critical reading skills; • Taking a sceptical approach to 'evidence'. To critically appreciate the degree of support that may or may not exist for popular and influential theories in such areas as child development and the nature of learning: • Taking a sceptical approach to 'innovation' (policy and practice) or the 'next big thing'. To understand how to apply empirical evidence in their classrooms and evaluate its effectiveness: • Being clear about what is intended and why; • Defining the parameters for evaluation of effectiveness.
Being part of an inquiring profession	To contribute to a community of inquiring practitioners: • Knowing whether, when and how to share outcomes of classroom inquiry; • Pro-actively contributing to a range of audiences; • Actively engaging with the inquiry and findings of others.

When it comes to your planning it is expected that you base your decisions about learning and teaching on what is considered best practice. Over the years, we've seen all kinds of learning and teaching strategies come and go, but some, including VAK, 'learning styles' and 'Brain Gym', have no evidence base for them at all. Schools have invested considerable time and money in these strategies with no evidence whatsoever that they work. They are now labelled educational 'myths', and many schools have moved away from them. Make sure you know why you decide to do things a certain way and that your decisions are based on evidence of what works. Use the Research Dispositions to inform your decisions.

Task 4

For this task, you will need to read *Dimension 1: Understanding the Content* o'r *Great Teaching Toolkit* (Coe et al., 2020) which is available here:

https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/great-teaching-toolkit/

Make notes in response to this question:

1. According to *Dimension 1: Understanding the Content* of *The Great Teaching Toolkit* (Coe et al., 2020), what is expected of you when it comes to planning your lessons?

Cynllunio effeithiol

Pan yn trafod safon eich cynllunio, dylid ei thrafod yn ôl ei heffeithiolrwydd. Oherwydd natur oddrychol cynllunio, a'r ffaith ei fod yn amrywio o un cyd-destun i'r nesaf, caiff effeithiolrwydd eich cynllunio ei mesur yn ôl yr effaith mae'n ei chael ar ddysgu. Mae'n rhaid i'r penderfyniadau rydych yn eu gwneud yn eich cynllunio ymateb i anghenion yr unigolion yn eich dosbarthiadau ac arwain at bob unigolyn yn dysgu ymhob gwers.

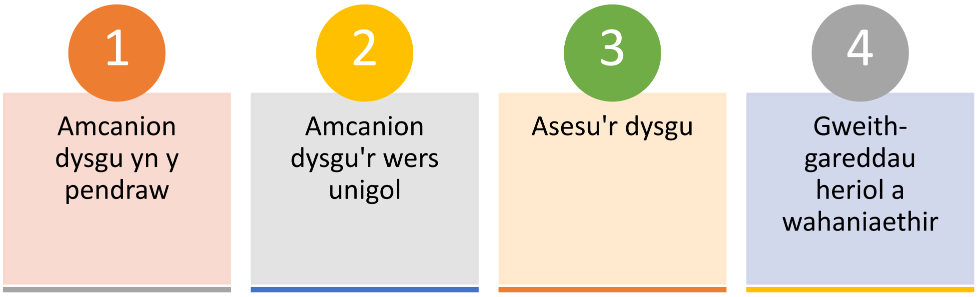
Dywed Didau (2013)

> 'As a new teacher, lesson planning seemed to suck up almost all of my available time and energy. Looking back over those frenetic early years it's become increasingly clear that **I wasted an awful lot of effort designing activities rather than considering what my pupils needed to learn.** That is to say, I put most of my effort into things that had only a marginal impact on pupils' learning'.

Awgryma Lemov (2010) y dylid 'dechrau gyda'r diwedd'. Golyga hyn:

- Deall amcanion terfynol uned o waith i gynllunio'ch gwersi – sut bydd eich gwersi yn cyflawni'r amcanion hynny?

- Defnyddio amcan clir i egluro beth bydd yn cael ei ddysgu bob gwers – erbyn diwedd y wers, beth fydd y dysgwyr yn ei ddysgu?
- Penderfynu sut y byddwch yn asesu a ydy'r amcan wedi'i gyrraedd – ydy'r dysgwyr yn deall sut i lwyddo, a sut bydden nhw'n cael eu hasesu? Ydych chi'n gwybod sut byddwch yn eu hasesu ac yn gwirio'u dealltwriaeth drwy gydol y wers?
- Penderfynu ar eich gweithgaredd – ydy'r weithgaredd yn arwain at gyflawni amcan y wers? Ydy'r weithgaredd wedi'i gwahaniaethu ac yn cynnwys lefel briodol o her ar gyfer pob unigolyn?



Er mwyn cynllunio'n effeithiol, felly, mae angen i chi ffocysu ar yr elfennau canlynol o'r broses gyn-llunio:

- amcanion dysgu'r wers
- meini prawf llwyddiant
- asesu
- gwahaniaethu

Amcanion dysgu

- Gosodwch her clir sy'n cysylltu gyda gwybodaeth flaenorol. Efallai bydd dysgwyr yn cael traf-ferth, ond crëwch amgylchedd dysgu lle nad yw gwneud camgymeriadau yn fethiant.
- Sicrhewch ymroddiad gan y dysgwyr. Mae angen iddynt ymroi i dasgau er mwyn gweld gwerth i'r dysgu.
- Magwch hyder y dysgwyr. Rhaid iddynt gredu eu bod nhw'n gallu llwyddo.
- Rhannwch ddisgwyliadau uchel o'r dysgwyr. Byddan nhw'n methu os oes gennych ddisgwyli-adau isel ohonynt, ac os oes ganddyn nhw ddisgwyliadau o'u hunain.
- Datblygwch ddealltwriaeth arwynebol a dwfn o gysyniadau pynciol. Mae angen cyfleoedd i ddysgwyr ddatblygu eu dealltwriaeth gysyniadol.

Meini prawf llwyddiant

- Mae **amcanion dysgu a meini prawf llwyddiant** yn bwysig ar gyfer creu dysgu pwrpasol â ffocws.
- Mae **amcanion dysgu** yn canolbwyntio ar ddysgu yn hytrach na thasgau.
- Mae **meini prawf llwyddiant** yn ei gwneud yn eglur sut mae llwyddiant yn edrych neu'n swnio.

Dywed Clarke (2008, p.81):

> "Learning objectives and success criteria are the tools which enable pupils to exercise power over their own learning. Active learners need to be engaged and reflective: success criteria – the ingredients, steps or possible features of the learning objective – provide the rationale for

the learning objective in real terms, so that the learner is aware of expectations and can identify which success criteria are going well and which are not."

Asesu

Yn 'Embedded Formative Assessment' (Wiliam, 2011), y pump strategaeth o asesu ffurfiannol yw:

Gwahaniaethu

Rhai dulliau gwahaniaethu:

AMCAN HIR-DYMOR: 'effective differentiation takes place over months, not hours' (Didau, 2016).

YN ÔL CANLYNIAD: yr un dasg, ond canlyniad gwahanol yn cael ei ddisgwyl a'i werthfawrogi.

YN ÔL TASG: gofyn dysgwyr i wneud gwahano bethau gyda'r un adnodd.

TRWY GWESTIYNAU = cwestiynau lefel uwch/is; yr un prompt, cwestiynau gwahanol.

TRWY GEFNOGAETH/ SGAFFALD: Person (cynorthwy-ydd dosbarth) /adnodd

MANNAU CYHWYN GWAHANOL: yr un adnodd sy'n mynd yn gynyddol anoddach a dysgwyr yn dechrau ar fannau gwahanol.

DYSGWYR I DDEWIS: fe allai hyn gynnwys gofyn dysgwyr i ddewis lefel neu destun o'u diddordeb.

Gweler Atodiad 3 am syniadau o sut y gallwch fynd ati i dynnu'r cyfan ynghyd i weithio tuag at ddull cynllunio sy'n effeithiol.

Tasg 5

Ar gyfer y dasg hon, bydd angen i chi ddarllen yr erthygl *Teachers make a difference* (Hattie, 2003) sydd ar gael yma: https://research.acer.edu.au/cgi/viewcontent.cgi?article=1003&context=research_conference_2003

1. Yn ôl Hattie, beth yw'r gwahaniaeth rhwng athrawon 'arbenigol' ac athrawon 'profiadol'? Pam mae ef o'r farn bod y gwahaniaeth hwn yn bwysig?
2. Yn ôl Hattie, mae unrhywbeth sydd â maint effaith sy'n fwy na 0.4 yn gwneud gwahaniaeth positif i ddysgu. Beth allwch chi ei wneud fel darpar-athro i arddangos elfennau o arbenigedd yn eich cynllunio chi?

Effective planning

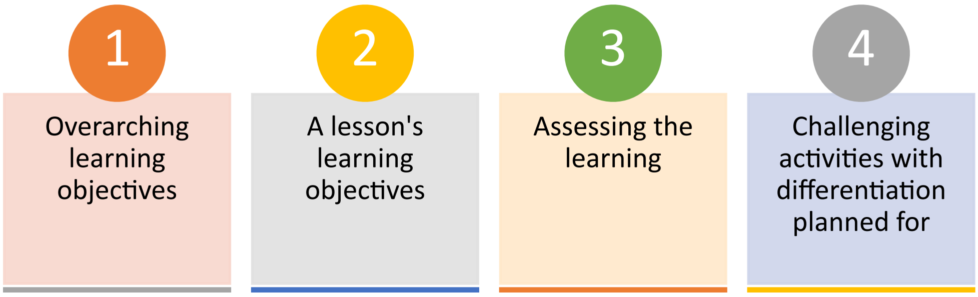
When discussing the standard of your planning, it should be discussed according to its effectiveness. Because of the subjective nature of planning, and the fact that it varies from one context to the next, the effectiveness of your planning is measured by the impact it has on learning. The decisions you make in your planning must respond to the needs of the individuals in your classes and result in each individual learning in every lesson.

Didau (2013) recalls:

> 'As a new teacher, lesson planning seemed to suck up almost all of my available time and energy. Looking back over those frenetic early years it's become increasingly clear that **I wasted an awful lot of effort designing activities rather than considering what my pupils needed to learn.** That is to say, I put most of my effort into things that had only a marginal impact on pupils' learning'.

Lemov (2010) suggests to 'start with the end'. This means:

- Understand the final objectives of a unit of work to plan your lessons - how will your lessons achieve those objectives?
- Use a clear objective to explain what will be learned each lesson - by the end of the lesson, what will the learners learn?
- Decide how you will assess whether the objective has been met - do learners understand how to succeed, and how they will be assessed? Do you know how you will assess them and check their understanding throughout the lesson?
- Decide on your activity - does the activity lead to the lesson objective being achieved? Is the activity differentiated and includes an appropriate level of challenge for each individual?



In order to plan effectively, therefore, you need to focus on the following elements of the planning process:

- the lesson's learning objectives
- success criteria
- assessment
- differentiation

Learning objectives

- Set a clear challenge that links to previous knowledge. Learners may struggle, but create a learning environment where making mistakes is not viewed as failure.
- Get commitment from learners. They need to commit themselves to tasks in order to see the value of the learning.
- Build learners' confidence. They must believe that they can succeed.
- Share high expectations of learners. They will fail if you have low expectations of them, and they have expectations of themselves.
- Develop a superficial and deep understanding of subject concepts. Learners need opportunities to develop their conceptual understanding.

Success criteria

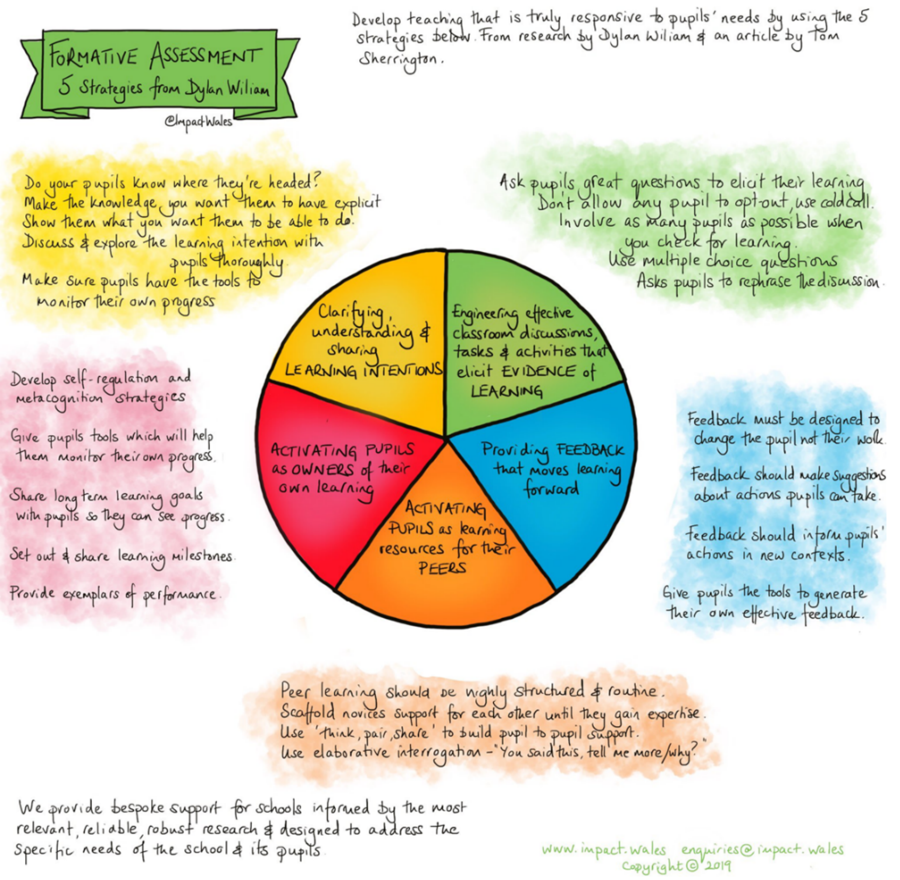
- **Learning objectives** and **success criteria** are important for creating purposeful and focused learning.
- **Learning objectives** focus on learning rather than tasks.
- **Success criteria** make it clear what success looks or sounds like.

Clarke (2008, p.81) explains:

> "Learning objectives and success criteria are the tools which enable pupils to exercise power over their own learning. Active learners need to be engaged and reflective: success criteria – the ingredients, steps or possible features of the learning objective – provide the rationale for the learning objective in real terms, so that the learner is aware of expectations and can identify which success criteria are going well and which are not."

Assessment

'Embedded Formative Assessment' (Wiliam, 2011) suggests embedding the following five strategies in your planning:



Differentiation

Some approaches to differentiation:

BY HAVING A LONG TERM GOAL: 'effective differentiation takes place over months, not hours' (Didau, 2016).

BY OUTCOME =Same task, different outcome expected and valued

BY TASK =Asking pupils to do different things with the same resource

BY QUESTIONS = higher/lower level questions / same prompt, different questions

BY SUPPORT / SCAFFOLDING: Human (LSA) / physical resource

BY HAVING DIFFERENT STARTING POINTS: same resource which is graduated in difficulty and learners can start at different points

BY PUPIL CHOICE: this might be asking pupils to choose a level or a topic of interest

See Appendix 3 for ideas of how you can go about pulling everything together to work towards an effective planning approach.

Task 5

For this task, you will need to read *Teachers make a difference* (Hattie, 2003), which is available here: https://research.acer.edu.au/cgi/viewcontent.cgi?article=1003&context=research_conference_2003

1. According to Hattie, what is the difference between 'expert' and 'experienced' teachers? Why does he think this distinction is important?

2. According to Hattie, anything with an effect size greater than 0.4 has a positive impact on learning. What can you do as a student-teacher to demonstrate elements of expertise in your planning?

Gwerthuso'r Cynllunio

Ar ddiwedd pob cynllun gwers mae yna le i chi werthuso'ch cynllunio, hynny yw ei asesu drwy nodi cryfderau a meysydd gwella ar gyfer y cynllun ei hun, y ffordd addysgoch chi gynnwys y cynllun, a'r effaith gafodd ar ddysgu dysgwyr unigol yn eich gwers. Mae'n ddisgwyledig eich bod chi'n gwneud hyn bob gwers.

Dywed Wiliam (2014, p.12)

> "Since formative evaluation of teacher performance is essentially concerned with the regulation of teachers' learning processes, one way to think about this is that it is concerned with three central processes. These are
>
> 1. the goal for the teacher's learning;
> 2. their current level of performance; and
> 3. the steps needed to reach the goal."

Mae gwerthuso'ch cynllunio felly'n rhan ganolog o'ch prosesau dysgu fel darpar athrawon.

Gwerthuso neu adfyfyrio?

Yn aml mae dryswch yn codi rhwng yr hyn a olygir gan 'gwerthuso' ac 'adfyfyrio'. Tra bod gwerthusiad o'ch cynllunio yn ffocysu ar asesiad o'ch cynllunio a'i effaith, mae adfyfyrio yn ymwneud mwy gyda dysgu o'ch profiadau. Cofiwch, felly:

Gwerthuso = asesu, pwyso a mesur, adnabod targedau a ffordd ymlaen

Adfyfyrio = dysgu o'ch profiadau a defnyddio'r dysgu hwnnw i drawsnewid eich profiadau yn y dyfodol.

Tra eich bod chi ar eich PAP, mae'n rhaid i chi adfyfyrio ar eich profiadau unwaith yr wythnos. Dyma ydy'r 'Adfyfyrio Wythnosol' sy'n rhan o'ch PDP. Mae'r adfyfyrio wythnosol yn dilyn y patrwm 'cwrdd, profi, rhannu' sef dull trawsnewidiol Sachs (2013) o ddysgu'n broffesiynol. Er bod cyswllt amlwg yn bodoli rhwng eich gwerthuso a'ch adfyfyrio, gyda'ch gwerthusiadau efallai'n cyfrannu at eich adfyfyrio, mae pwrpas y ddau beth yn wahanol.

Tasg 6

Ysgrifennwch nodiadau fel ymateb i'r cwestiynau canlynol:

- Pam mae'n rhaid cynllunio?
- Pam mae'n cymryd gymaint o amser?
- Sut ydw i'n gwybod beth i gynnwys?

- ➢ Pa strategaethau sydd orau i ddefnyddio?
- ➢ Pam mae'n rhaid defnyddio templed y brifysgol?
- ➢ Pam mae'n rhaid gwerthuso bob gwers?

Evaluating your Planning

At the end of each lesson plan there is space for you to evaluate your planning, that is to assess it by identifying strengths and areas for improvement for the plan itself, the way you taught the content of the plan, and the impact it had on individual pupils' learning in your lesson. It is expected that you do this every lesson.

Wiliam (2014, p.12) suggests:

> "Since formative evaluation of teacher performance is essentially concerned with the regulation of teachers' learning processes, one way to think about this is that it is concerned with three central processes. These are
>
> 1. the goal for the teacher's learning;
> 2. their current level of performance; and
> 3. the steps needed to reach the goal."

Evaluating your planning is therefore a central part of your learning processes as student-teachers.

Evaluation or reflection?

There is often confusion between what is meant by 'evaluation' and 'reflection'. While an evaluation of your planning focuses on an assessment of your planning and its impact, reflection is more about learning from your experiences. So remember:

Evaluation = assessment, making a judgement, target identification and way forward

Reflection = learn from your experiences and use that learning to transform your future experiences.

While you're on your PTE, you have to reflect on your experiences once a week. This is the 'Weekly Reflection' that is part of your PLP. The weekly reflection follows the 'meet, test, share' pattern of Sachs' (2013) transformational approach to professional learning. Although there is a clear link between your evaluation and your reflection, with your evaluations possibly contributing to your reflections, the purpose of each requirement is different.

Task 6

Make notes in response to these questions:

- Why must I plan?
- Why does it take so long?
- How do I know what to include?
- What strategies are best to use?
- Why must I use the university’s template?
- Why must I evaluate every lesson?

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Atodiadau

Atodiad 1 - Cynllun Gwers

Darpar Athro:		**Dosbarth / Grŵp :**	
MDaPh neu Bwnc:		**Dyddiad:**	
Cysylltiadau ystyrlon â'r Cwricwlwm (Datganiadau o'r Hyn sy'n Bwysig, Disgrifiadau Dysgu, cwricwlwm blaenorol...)			
Sbardun y Pedwar Diben: (Cofiwch fynd 'y tu hwnt i'r penawdau'. Dim ond prif ddolenni y dylid eu nodi yma.)			

Cysylltiadau ystyr-lon ar draws y cwricwlwm *(Cysyll-tiadau â MDaPh eraill neu [Fframweithiau sgiliau trawsgwricwlaidd)*]	

Targedau Personol (cyfeiriwch at dargedau a nodwyd yn y Canllaw Cynllunio neu Safonau Proffesiynol SAC a chyfarfodydd mentora wythnosol.
Gallwch hefyd dynnu o dargedau sy'n gysylltiedig â'r Fframwaith Cymwyseddau Cymraeg

Amcanion Dysgu (4:15 ar y fideo)

Beth ydych chi eisiau i'r disgyblion fod wedi'i ddysgu erbyn diwedd y wers? A yw hon yn wers sy'n ymwneud ag ennill sgiliau newydd neu atgyfnerthu rhai sy'n bodoli eisoes? 'Rydych chi'n dysgu X i ddatblygu dealltwriaeth o Y fel y gallwch ei gymhwyso i Z i'r dyfodol'.

Meini Prawf Llwyddiant (6:42 ar y fideo)

Helpu disgyblion i ddatblygu dealltwriaeth fanwl o'r hyn maen nhw i fod i'w ddysgu, eu helpu i ddeall sut beth fydd llwyddiant, sut mae tasgau'r wers yn berthnasol i'r amcan.

Cynllunio ar gyfer camsyniadau:

Mae pob gwers yn cynnig yr addewid o ddysgu a chamsyniadau. Defnyddiwch yr adran hon i ragweld gwallau disgyblion a'ch ymatebion iddynt a gofynnwch am arweiniad os oes angen.

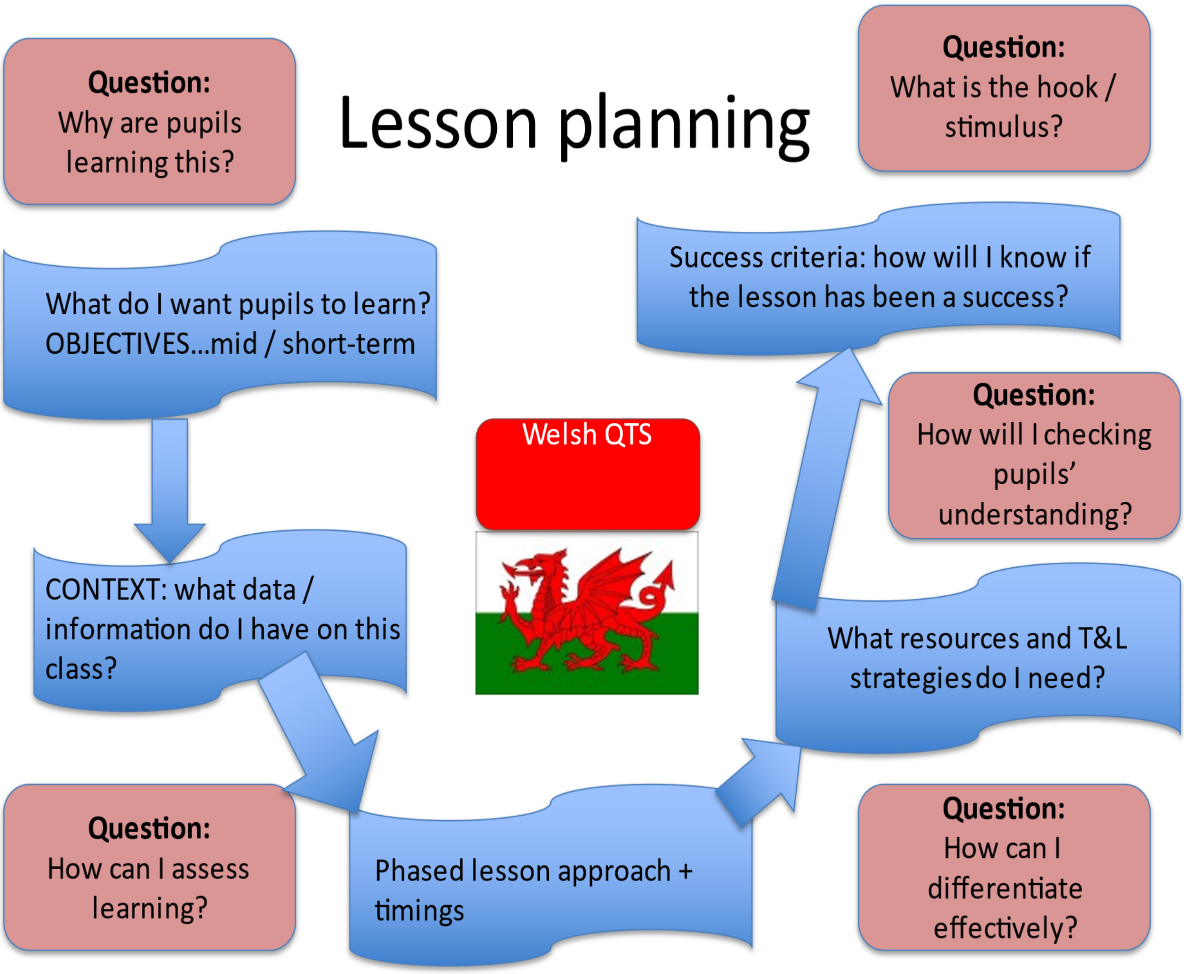
DILYNIANT ADDYSGU A DYSGU

(Ychwanegwch *neu dilëwch resi isod fel y bo'n briodol)*

Amseru: *Rhannwch yr amseroedd i grwpiau os yw'n briodol. Ystyriwch y cyflymder, lefelau ymgysylltu (sicrhewch fod disgyblion yn 'gwneud' rhywbeth yn fuan), gan reoli'r pontio*	**Rôl yr athro a staff cymorth:** *e.e. cwestiynau allweddol, adalw dysgu blaenorol (Pa ddysgu blaenorol y mae angen ailedrych arno yn y wers heddiw?), modelu ac esboniadau, gwirio dealltwriaeth, y defnydd a fwriedir o oedolion ychwanegol. Nodwch ddewis o fodel addysgegol neu o'r 12 egwyddor addysgegol*	**Dysgu gan ddisgyblion:** *Beth fydd y disgyblion yn ei wneud a pha ddysgu bydd yn digwydd? Ystyriwch DALPIO (CHUNKING) (gall gormod o wybodaeth gyfyngu ar y dysgu)*	**Strategaethau Cynhwysol (gwahaniaethu):** *'Canolbwyntiwch ar yr hyn sydd i'w addysgu, (a sut) yn hytrach na phwy fydd yn ei ddysgu' (Florian, Black-Hawkins, 2011). Cyfeiriwch yn briodol at adnoddau sy'n cefnogi hyn. Rhesymau dros, a manylion sgaffaldio dysgu. A oes amrywiaeth o gynrychiolaeth e.e. rhyw*	**Gwirio beth mae disgyblion yn ei wybod, ei ddeall ac yn gallu'i wneud:** *cwestiynau allweddol, cyfleoedd i hunanasesu ac asesu cymheiriaid, strategaethau effeithiol o ran AagD, cyfleoedd marcio byw, adborth a gynllunnir. Mathau o Arferion Adalw?*

Gwerthuso'r Profiad Dysgu *Dylai fod tystiolaeth o adfyfyrio a thrafod ar bob gwers yn eich dyddlyfr dysgu. Mae croeso i chi ddefnyddio'r cwestiynau isod i gefnogi hyn.* *Cwblhewch yr adran werthuso isod ar gyfer* ***dwy*** *o'ch gwersi bob wythnos.*	
Pa ddysgu blaenorol sydd wedi digwydd?	
Beth wnaeth y disgyblion ei ddysgu yn y wers hon a sut ydych chi'n gwybod?	
Beth fydd y disgyblion yn ei ddysgu nesaf? **Sut bydd y wers hon yn effeithio ar ddysgu i'r dyfodol (a fydd angen iddyn nhw ddychwelyd ati ac atgyfnerthu)?**	
Sut gwnaeth y cynllun gwers hwn hyrwyddo dysgu gan ddisgyblion a hyder disgyblion?	
Dadansoddiad Adfyfyriol o'r Addysgu a Strategaethau ar gyfer Datblygu	
Targedau Personol ar gyfer Cynnydd (cyfeiriwch at dargedau a nodwyd yn y Canllaw Cynllunio neu Safonau Proffesiynol SAC a chyfarfodydd mentora wythnosol. Gallwch hefyd dynnu o dargedau sy'n gysylltiedig Fframwaith Cymwyseddau Cymraeg	•

Atodiad / Appendix 2



Appendix 1

Lesson Plan

<table>
<tr><td>Student-teacher:</td><td></td><td>Class / Group:</td><td></td></tr>
<tr><td>AoLE or Subject:</td><td></td><td>Date:</td><td></td></tr>
<tr><td>Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, previous curriculum...)</td><td colspan="3"></td></tr>
<tr><td>Four Purpose driver: (Remember to go ‘beyond the headlines’. Only main links should be identified here)</td><td colspan="3"></td></tr>
<tr><td>Meaningful links across the curriculum Links to other AoLEs or the Cross-curricular skills frameworks)</td><td colspan="3"></td></tr>
<tr><td colspan="4">Personal Targets (make reference to targets identified in Planning Guide or QTS Professional Standards and weekly mentor meetings. You may also draw from targets linked to the Welsh Language Competency Framework)</td></tr>
<tr><td colspan="4">Learning Objectives (4:15 on video)
What do you want the pupils to have learnt by the end of the lesson? 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’.</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">Success Criteria (6:42 on video)
Help pupils develop a deep understanding of what they are supposed to learn, help them understand what success will look like, how the lesson’s tasks relate to the objective.</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">Planning for misconceptions:
Every lesson holds the promise of both learning and mistakes. Use this section to anticipate pupil errors and your responses to them and seek guidance if required.</td></tr>
<tr><td colspan="4"></td></tr>
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SEQUENCE OF TEACHING & LEARNING *(Add or remove rows below as appropriate)*				
Timing: *Break down timings into groups if appropriate. Consider pace, engagement levels (ensure pupils are 'doing' quickly), managing transitions*	**Role of the teacher & support staff:** *e.g., key questions, retrieval of prior learning (What previous learning needs to be revisited in today's lesson?), modelling and explanations, checking understanding, planned use of additional adults. Choice of pedagogical model or of the 12 pedagogical principles*	**Pupil's learning:** *What will the pupils be doing and what learning will be taking place? Consider CHUNKING (too much information can limit learning)*	**Inclusive Strategies (including differentiation):** *'Focus on the what is to be taught, (and how) rather than who is to learn it' (Florian, Black-Hawkins, 2011). Make appropriate reference to resources which support this. Reasons for, and details of scaffolding. Types of representation in tasks?*	**Checking what pupils know, understand, and can do:** *key questions, self, and peer assessment opportunities, effective AfL strategies, live marking opportunities, planned feedback. Types of Retrieval Practices?*

Evaluation of the Learning Experience *There should be evidence of reflection and discussion on each lesson in your learning journal. You are welcome to use the questions below to support this.* *Please complete the evaluation section below for* ***two*** *of your lessons each week.*	
What prior learning has taken place?	
What did the pupils learn in this lesson and how do you know?	
What will the pupils learn next? **How will this lesson impact on future learning (will they need to return and consolidate)?**	
How did this lesson plan promote pupil learning and pupil confidence?	
Reflective Analysis of Teaching and Strategies for Development	
Personal Targets for Progress (make reference to targets identified in Planning Guide or QTS Professional Standards and weekly mentor meetings. You may also draw from targets links to the Welsh Language Competency Framework)	