

ECAD6008: Session 3

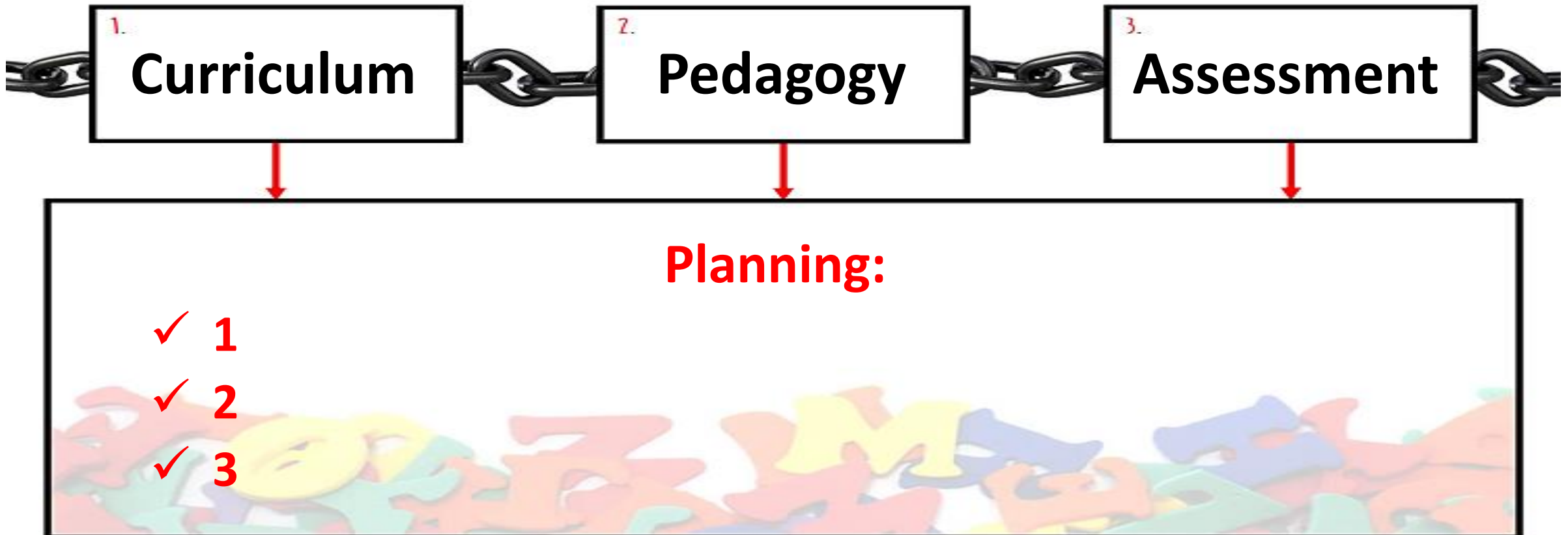
Planning

13 Sep 2023





Links to previous sessions





Links to Pedagogical Principles:

1. maintains a **consistent focus** on the overall purposes of the curriculum;
2. challenges all learners by encouraging them to recognise the importance of sustained effort in meeting **expectations that are high but achievable** for them;
3. means employing **a blend of approaches** including **direct teaching**;
4. means employing a blend of approaches including those that promote **problem solving, creative and critical thinking**;
5. **sets tasks and selects resources** that build on **previous knowledge** and experience and **engage interest**;
11. supports **social and emotional development** and positive relationships.



How to involve pupils in planning?

Good teaching and learning:

- encourages learners to take increasing responsibility for their own learning
- **Learners need to become involved in planning their own learning** through discussions about where they have reached and how they can best be supported to achieve future aspirations.

Assessment for Learning

Five Key Strategies

Sharing
Learning
Expectations

Eliciting
Evidence

Feedback

Self
Assessment

Peer
Assessment



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Research-Based Strategies

- Begin a lesson with a short review of **previous learning**.
- Present **new material in small steps** with student practice after each step.
- Limit the **amount of material** students receive at one time.
- Give clear and detailed **instructions and explanations**.
- Ask a large number of **questions** and check for understanding.



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Research-Based Strategies

- Provide a high level of active **practice for all students**.
- Guide students as they begin to practice.
- Think aloud and **model steps**.
- Provide **models** of worked-out problems.
- Ask students to explain what they have learned.
- **Check the responses** of all students.



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Research-Based Strategies

- Provide **systematic feedback** and corrections.
- Use more time to provide **explanations**.
- Provide many **examples**.
- **Reteach material** when necessary.
- Prepare students for **independent practice**.
- Monitor students when they begin **independent practice**.

Short-term

Mid-term

Long-term



Daily; weekly
(lesson plan)

Half-termly; termly
(unit plan)

Yearly; biyearly; KS/PS
(SoW; curriculum map)



Long Term Plan (LTP)

- A LTP is typically a plan that covers all the topics taught over a school year, often informed by the curriculum and qualifications.

Teachers could:

- use LTPs to structure teaching, learning and assessment in a logical and progressive way (sequence).
- use LTPs to inform medium- and short-term plans (consistency).
- *E.g. Scheme of work (SoW)*

Compare MFL SoWs

	Content/ prior knowledge/ Time allowed	Learning objectives	Differentiation and extension	Resource	Homework	Exemplar resources
Learning outcomes	Module 4: 1d Collecting data/secondary data PRIOR KNOWLEDGE: GCSE Mathematics Higher Module 1- Collecting data GCSE Statistics Higher Module 3- Collecting primary data TIME ALLOWED: 1-2 HRS	- Identify appropriate sources of secondary data. - Extract data from secondary sources, including those based on ICT. - Understand the aspects of accuracy, reliability, relevance and bias as related to secondary data. - Understand surveys and the appropriateness of the conditions.	- Investigate the reliability of data collected from different sources, eg the internet, news papers, etc. - Compare data collected from different sources.	Pearson/Edexcel GCSE Statistics textbook Chapter x	Homework at each stage could comprise consolidation of work in class by completion of exercises set, additional work of a similar nature, or extension work	- Written testing to assess knowledge of content. - Plan and collect data for coursework. - Questioning the reliability of secondary data to will be expected. - Appropriate sources of secondary data to include: newspapers; Office of National Statistics; internet, etc.
Weekly content coverage	Module 5: 2a Tabulation PRIOR KNOWLEDGE: GCSE Mathematics Higher Module 1- Collecting data GCSE Statistics Higher Module 1- Types of data TIME ALLOWED 1-2 HRS	- Construct frequency tables by tallying raw data where appropriate, including open-ended intervals and classes of varying width. - Tabulate using class intervals for discrete continuous data. - Tabulate using various forms of continuous data. - Combine data from various sources into a single table, including qualitative and quantitative data. - Understand the problems of over-simplification through inappropriate number of significant figures or an unsuitable group size.	Further examples of tables to collect and/or	Pearson/Edexcel GCSE Statistics textbook Chapter x	Homework at each stage could comprise consolidation of work in class by completion of exercises set, additional work of a similar nature, or extension work	- Written testing to assess knowledge of content. - Present and interpret data collected for coursework. - Students should be able to list outcomes from single or two successive events.
Exemplar activities		- Read and interpret data presented in tabular or graphical form. - Design suitable tables, including summary tables and two-way tables.				
Resources & Skills						

Sample Long-term GCSE MFL planning (3 years)

Three-year mapping grid			
Year 9	Term 1	Term 2	Term 3
	Introduction to GCSE MFL	Home and Locality	Lifestyle
	Youth Culture	Current Study	The Wider World
Year 10	Term 1	Term 2	Term 3
	Enterprise, Employability and Future Plans	Global Sustainability	Revision of Identity and Culture
	Customs and Traditions	Enterprise, Employability and Future Plans	Revision of Wales and the World – areas of interest
Year 11	Term 1	Term 2	Term 3
	Revision of Current and Future Study and Employment	Revision of Wales and the World – areas of interest	Oral exam Revision
	Revision of Identity and Culture	Revision of Current and Future Study and Employment	



Sample Long-term MFL planning

Week	Y7	Y8	Y9	Y10	Y11
1	About Me	Healthy Eating	Family & friends	Life at school	Environment
2	About Me	Healthy Eating	Family & friends	Life at school	Environment
3	About Me	Healthy Eating	Family & friends	Life at school	Environment
4	About Me	Healthy Eating	Family & friends	Life at school	Environment
5	About Me	Healthy Eating	Family & friends	Life at school	Environment
6	About Me	Healthy Eating	Family & friends	Life at school	Environment
7	School	Healthy Eating	Home, area	Travel & Tourism	Charity
8	School	Festivals	Home, area	Travel & Tourism	Charity
HALF TERM					
9	School	Festivals	Home, area	Travel & Tourism	Charity
10	School	Festivals	Home, area	Travel & Tourism	Charity
11	School	Festivals	Home, area	Travel & Tourism	Homelessness
12	School	Festivals	Home, area	Travel & Tourism	Homelessness mocks
13	School	Festivals	Home, area	Travel & Tourism	Homelessness mocks
14	My House and Home	Careers	My studies	Education post-16	Homelessness mocks
15	My House and Home	Careers	My studies	Education post-16	Homelessness
CHRISTMAS					
16	My House and Home	Careers	My studies	Education post-16	Careers
17	My House and Home	Careers	My studies	Education post-16	Careers
18	My House and Home	Careers	My studies	Education post-16	Careers
19	My House and Home	Careers	My studies	Education post-16	Careers
20	Media	Food and Drink	My studies	Health	Careers
21	Media	Food and Drink	Free time	Health	Careers
HALF TERM					
22	Media	Food and Drink	Free time	Health exams	Revision
23	Media	Food and Drink	Free time	Health exams	Revision





The Year 7 MFL Curriculum at WHS



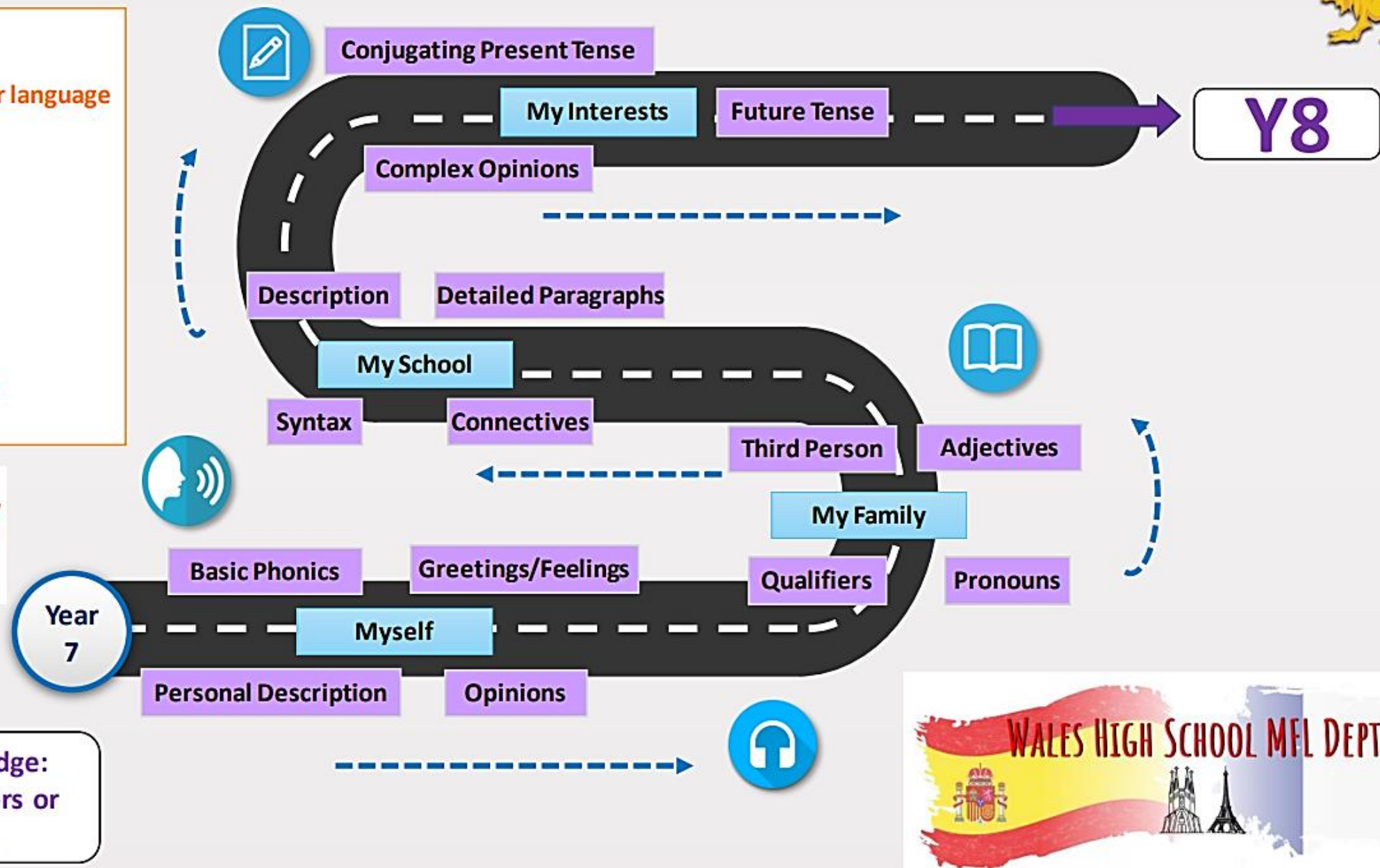
Skills:

Reading & Listening:

- Cognates + familiar language
- Skimming
- Letter strings
- Decoding
- Vocab learning

Writing & Speaking:

- Short translation
- Short sentences
- Personal thoughts
- Pronunciation





Planning tips

- **Gather necessary information:** consider school calendar with breaks, holidays, professional development days etc.
- **Lay out the scope and sequence:** use spreadsheets to organise subjects, skills, and assessments, cross-subject connections etc.
- **Breakdown into manageable parts:** allocate time, activities and resources to smaller topics and chunks.
- **Plan responsively: must allow flexibility** - unexpected events, student needs and feedback. **Open to adjustment and revision.**

Incorporate assessment arrangements

w/C		M	Tu	W	Th	F
27/08/2108						
03/09/2018	1:1	IN			7	
10/09/2018	2:2	C	16+		PE	
17/09/2018	3:1	Y	7o			
24/09/2018	4:2	T		Tw1		IN
01/10/2018	5:1	C			KS4	
08/10/2018	6:2	Y	12o			
15/10/2018	7:1	Nm				
22/10/2018	8:2	C				
29/10/2018						
05/11/2018	9:1	Y	CF	Tw2		
12/11/2018	10:2	T				
19/11/2018	11:1	C				
26/11/2018	12:2	D				
03/12/2018	13:1	Y		Tw3		
10/12/2018	14:2	T				
17/12/2018	15:1	Nm				
24/12/2018						
31/12/2018						
07/01/2019	16:2	F				
14/01/2019	17:1	C				
21/01/2019	18:2	Y		Tw4		
28/01/2019	19:1	T	11			
04/02/2019	20:2	C	8			
11/02/2019	21:1	Y				
18/02/2019						
25/02/2019	22:2	T	8			
04/03/2019	23:1	D				
11/03/2019	24:2	C	7			
18/03/2019	25:1	Y	16+			
25/03/2019	26:2	T				
01/04/2019	27:1	C		Tw5	EE	
08/04/2019	28:2	Y	10			
15/04/2019						
22/04/2019						
29/04/2019	29:1	F				
06/05/2019	30:2	Nm			7\8	
13/05/2019	31:1	T				
20/05/2019	32:2	C				
27/05/2019						
03/06/2019	33:1	Y				
10/06/2019	34:2	T		Tw6		

Year 7	Year 8	Year 9	Year 10	Year 11
Tutor Eve				
		KS4 Exams Evening		
PC1 Open				
		Careers Fair and Tutor Evening		
PC1 home				
PC2 (Int) Open				Mock Exams
PC3 Open				Mock Res home + PC2 Open
	Subj Eve			Subj Eve
PC3 Home				Reports open
	Opts Eve			
			Y10 exams	
Subj Eve				Reports + PC2 Home
PC4 (Int) Open				PC3 (Int) Open
	Y8 Exams			GCSE Exam Evening
Year 7 Exams			Subj Eve	
Tutor Eve		Y9 Exams		
				GCSE
PC5 Open				



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Co-plan a sequence of 6 lessons on a topic

Year 7 Spanish SoW and slides › Sample Year 7 SPANISH slides › 1 About Me

^

Name

- 1 Hola qué tal
- 2 Cuántos años tienes
- 3 Feliz Cumpleaños
- 4 Alphabet and phonics with classroom target language
- 5 Mi Uniforme Escolar La ropa
- 6 Los colores

Design a **Hook** to engage learners early

- Followed by starter activities
- Can be subject/topic specific
- Can be retrieval practice that may or may not feature in another part of the lesson
- Generic open ideas such as big questions/thinking points



Use the Starter Generator toolkit



What would we do as part of the start of a lesson?



Assess or activate prior knowledge

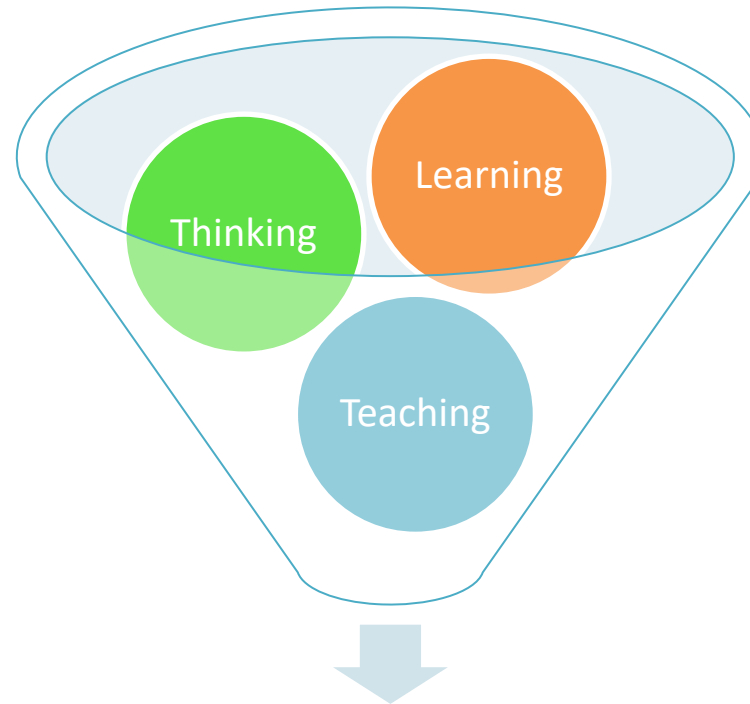


Introduce the content/
share learning intentions



Use a hook and starter activity to engage learners

The Starter Generator!



Starters!!

- http://www.teachit.co.uk/custom_content/newsletters/newsletter_oct06.asp
- <http://www.schoolhistory.co.uk/teachers/starters.html>
- <http://www.geographypages.co.uk/start.htm>
- http://news.reonline.org.uk/rem_art10.php
- www.independentthinking.com
- http://www.bristol-cyps.org.uk/teaching/secondary/science/pdf/el_starters.pdf
- www.teachingthinking.net
- <http://www.geointeractive.co.uk/contribution/wordfiles/starters%20list.doc>
- <http://www.lth3.k12.il.us/rhampton/mi/LessonPlanIdeas.htm>
- www.teachinglinks.co.uk/Lesson%20Starters%20and%20Plenaries.doc
- Edward De Bono – How to Have Creative Ideas (Vermilion, Chatham, 2007)
 - My head
 - Other people's heads

If you want to make the slides whizz through really quickly and then press escape to choose a starter at random do this:

Select all slides, change slide transition to '0' seconds and uncheck the 'advance on mouse click' box. Start the slide show and it should work.

Visit -

http://www.teachit.co.uk/custom_content/newsletters/newsletter_oct06.asp and go to the bit by Harry Dodds for a good piece about making starters effective and linked to learning

Sources



Starters

Odd One Out	List –O-Mania	Show me the answer!	What's The Question?	Thunks
What's This?	Questions	Political PowerWho am I?	What's your opinion?	Interview
Press Conference	Definition Match	What is Citizenship?	Word Fill	Slogans
List Definition	Pictionary	Freeze Frame	Bingo Sheets	Hangman
Dingbats/Say what you see	Homework Peer Assessment	Pupil as Teacher	20 Questions	A – Z
What's being said? Or What's being thought?		Name that tune!	Instructions	Ridiculous Arguments
What if?	Art and life	Tell me three things...	Scenario	Get Creative
Uptown Top Ranking	Empathy-builder	Taboo	Compare and Contrast	Recipe Time
Have I Got News For You	Mystery Bag	True or False	Fact or Opinion?	What's the topic?
Describe and Draw	Just a Minute	What do you know?	Inside the Octagon	Random Debate
Animal Madness	What would win?	Different Shoes	What's the Story?	Flow Chart
Continuum	Picture in time	In the spotlight	Connections	Home Improvement
Have I seen you somewhere before?		Get In Character	Design a starter	Blockbusters
Pair It Up	My Word!	Statement Exploration	Strongest Argument	Concept Map
What's Your Reply?	Draw me the answer	Millionaire	Analogies	Sculpture
Play Doh	Find the definition	Genre	Tree-mendous	Stimulus
Prop-tastic	Noun Play	Solutions	Uncover	Uncover Variation
Redesign	Silent Instructions	Translate	Uses	Pass the Parcel
Time/Place Lapse	Mystery Guest	Dissonance	Detectives	New Inventions
Dominoes	Smile	Mood	Creative Writing	Abstract Thinking
What if poetry	Performance	Big Picture	Summary	Sentences
Arrangement	Simon says	Post it	Celebration	Key Letters
Create-a-title	10 words	Venn Diagram	Noises	Think – Pair – Share
Goal Setting	Multi-Tracking	Song-Writer	Jigsaw	Odd One Out – Pictures
Questions you would like to ask				

Artificial Intelligence (AI) presents a number of advantages and disadvantages when it comes to planning. One of the possible benefits is reducing teachers' workload. Dan Fitzpatrick, The AI Educator, says, 'ChatGPT is an AI language model trained on 300 billion words from a wide range of sources. If you know how to use it correctly, it can... create lesson plans'. If this is the case, what is the reason for not using it?

Complete the tasks below that require you to engage critically with AI before you come to a decision about its usefulness to you as a beginning teacher learning how to plan.



Task 7

AI and Planning

1. Read the article 'The future of AI in education' by Hamilton, William & Hattie (2023). Here is a link to it: [2023 Hamilton, William & Hattie. The Future of AI in Education..pdf](#) . Summarise the possible advantages and disadvantages to the world of education that are discussed in the article.
2. Turn to page 12 (Create a Lesson Plan) in Dan Fitzpatrick's work which is available here: [LIVE 10 ways ChatGPT can reduce teacher workload.pdf](#) Use your own subject and an appropriate theme if your subject is not science.
3. Evaluate the lesson plan ChatGPT created in the previous task. In what areas has it succeeded? Where are the weaknesses? How can you adjust your input to create a better version of the plan?

Let AI unleash your imagination !

Image generation takes about 30-60 seconds. Click "Have a Try" for a new image.



Prompt:cat playing rugby

Use AI to
create a
Hook?



create a worksheet to practice perfect tense in German, including a list of vocabulary and a variety of exercises



Sure, here's an example worksheet to practice the perfect tense in German:

Vocabulary:

- reisen (to travel)
- essen (to eat)
- kaufen (to buy)
- besuchen (to visit)
- machen (to do/make)
- trinken (to drink)

Exercise 1:

Fill in the blanks with the correct form of the perfect tense for each verb.

1. Ich _____ nach Italien gereist. (reisen)
2. Wir _____ eine Pizza gegessen. (essen)
3. Er _____ ein neues Auto gekauft. (kaufen)
4. Sie _____ ihre Familie besucht. (besuchen)
5. Ich _____ meine Hausaufgaben gemacht. (machen)
6. Du _____ einen Kaffee getrunken. (trinken)



Use AI to create a Quiz?



Add another two columns to this table in with the words from the second column are misspelt in slightly different ways: bread das Brot
butter die Butter
breakfast cereal Frühstücksflocken
yoghurt einen Joghurt
coffee einen Kaffee
cheese einen Käse
biscuits Kekse
jam eine Marmelade



Here is a table with the two additional columns you requested:



English Word	Correct German Spelling	Incorrect German Spelling 1	Incorrect German Spelling 2
bread	das Brot	das Brot	das Brot
butter	die Butter	die Buter	die Btuter

Made by Mike Gershon –
mikegershon@hotmail.com

The Plenary Producer

Aims



Objectives



T & L



Plenary



If you want to make the slides whizz through really quickly and then press escape to choose a plenary at random do this:

Select all slides, change slide transition to '0' seconds and uncheck the 'advance on mouse click' box. Start the slide show and it should work.

Useful summary about plenaries -
http://www.brighton-hove.gov.uk/downloads/education/education_online/key_documents/key_stage_3/tlf_plenaries_circle.doc

Ideas from –

The Creative Teaching and Learning Toolkit (and Handbook) – Brin Best and Will Thomas
'35 Ideas for Plenaries' – Pimlico Academy – Chris Marshall
http://www.teachit.co.uk/custom_content/newsletters/newsletter_oct06.asp
<http://www.schoolhistory.co.uk/teachers/starters.html>
<http://www.geographypages.co.uk/start.htm>
http://news.reonline.org.uk/rem_art10.php
<http://www.teach-ict.com/teacher/plenary/plenaries.htm>

www.independentthinking.com
http://www.bristol-cyps.org.uk/teaching/secondary/science/pdf/el_starters.pdf
www.teachingthinking.net
<http://www.geointeractive.co.uk/contribution/wordfiles/starters%20list.doc>
www.psychexchange.co.uk
www.teachinglinks.co.uk/Lesson%20Starters%20and%20Plenaries.doc
TES resources site

Plenaries

[Show me the answer](#)

[Freeze Frame](#)

[Tell me 3 things...](#)

[Just a Minute](#)

[Inside the Octagon](#)

[Design a plenary](#)

[Concept Map](#)

[Millionaire](#)

[Cross the Curriculum](#)

[Labelling](#)

[Evaluation Tree](#)

[Skills skills skills](#)

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[Neighbours](#)

[Mr Wrong](#)

[Objective Traffic Lights](#)

[Classified Information](#)

[Different Writing Styles](#)

[Knightmare](#)

[Questions](#)

[Hangman](#)

[Get Creative](#)

[What do you know?](#)

[Different Shoes](#)

[Blockbusters](#)

[Pictionary](#)

[5-5-1](#)

[Self, Peer, Teacher](#)

[Brainstorm](#)

[Which Pic?](#)

[5-5-1 Deluxe](#)

[Poster Campaign](#)

[Exam Question](#)

[K U I](#)

[60 Seconds](#)

[The Big Match Live!](#)

[Aide Memoire](#)

[Make me your selection](#)

[Missing Sequence](#)

[Enter the Box](#)

[Questions to ask](#)

[Classwork peer assessment](#)

[Recipe Time](#)

[Taboo](#)

[In the Spotlight](#)

[Controversial Issue](#)

[What if?](#)

[Anagrams](#)

[No to no and no to yes](#)

[Mind Map](#)

[Hot Seating](#)

[Art Schmart](#)

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[Shape and Colour](#)

[Success!](#)

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[Open Question](#)

[Question? Answer. 2](#)

[Word Limit Whiteboard](#)

[Plenary Dice](#)

[Continuum](#)

[What's your opinion?](#)

[Pupil as teacher](#)

[Story-Time](#)

[Stop!... Mr Postman](#)

[Home Improvement](#)

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[As easy as 1,2,3](#)

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[Draw your brain](#)

[Sculpture Vulture](#)

[Beat the Teacher](#)

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[Show and Comment](#)

[Publishing Mogul](#)

[Chop and Sort](#)

[How, where, when, why, what](#)

[Graph It](#)

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[True/False](#)

[Bingo Sheets](#)

[Get in Character](#)

[My word!](#)

[Flow-Chart](#)

[Question? Answer.](#)

[Quick-fire](#)

[Comic Strip](#)

[You're Bard!](#)

[PLTS](#)

[Pyramid](#)

[Targets](#)

[Flow-Chart](#)

[Random Feedback](#)

[Probing Questions](#)

[Same...Different?](#)

[Everyday People](#)

[Material](#)

[Pyramid 2](#)

Where I live

A: Ni zhu na?

A: You live where?

B: Wo zhu Siwanxi.

B: I live in Swansea.



SentenceBuilders

Powered by  THE LANGUAGE GYM

[4] Saying where I live

Yo vivo (I live) Tú vives (You live) Él vive (He lives) Ella vive (She lives)	en (in)	un piso (a flat)	bonito (pretty)	en un edificio antiguo (in an old building)	
			feo (ugly)	en un edificio moderno (in a modern building)	
			grande (big)	en el centro (in the centre) en las afueras (on the outskirts)	
			pequeño (small)		
		una casa (a house)	bonita (pretty)	en la costa (on the coast)	
			fea (ugly)	en el campo (in the country)	
			grande (big)	en la montaña (in the mountains)	
			pequeña (small)		
		una aldea (a village) un pueblo (a town) una ciudad (a city)	en el norte de (in the north of)	Escocia (Scotland)	Inglaterra (England)
			en el este de (in the east of)	España (Spain)	Irlanda (Ireland)
			en el sur de (in the south of)	Gales (Wales)	los Estados Unidos (the USA)
			en el oeste de (in the west of)		

[4.1] Saying where I live

Ich wohne (I live)	in (in)	einem (a)	kleinen (small)	Haus (house)	im Stadtzentrum (in the town centre)
Du wohnst (You live)			großen (big)		am Stadtrand (in the suburbs)
Er wohnt (He lives)		einer (a)	schönen (pretty)	Wohnung (flat)	auf dem Land (in the countryside)
Sie wohnt (She lives)			hässlichen (ugly)		in den Bergen (in the mountains)
Wir wohnen (We live)					an der Küste (on the coast)
					in einem alten Gebäude (in an old building)
					in einem modernen Gebäude (in a modern building)
					von Deutschland (of Germany)
					von England (of England)
					von Österreich (of Austria)
					der Schweiz (of Switzerland)
					der Vereinigten Staaten (of the United States)

[4] Saying where I live

J'habite (I live) Tu habites (You live) Il habite (He lives) Elle habite (She lives) On habite (We live)	où? (where?)					
	dans (in)	un (a)	joli (pretty)	appartement (flat)	dans un bâtiment ancien (in an old building)	
			bel (beautiful)		dans un bâtiment moderne (in a modern building)	
		une (a)	grand (big)	maison (house)	dans le centre (in the centre)	
			petit (small)		dans la banlieue (in the suburbs)	
			jolie (pretty)		à la campagne (in the countryside)	
			belle (beautiful)		à la montagne (in the mountains)	
			grande (big)		sur la côte (on the coast)	
			petite (small)			
		un village (a village)		dans le nord (in the north)	de l'Écosse (of Scotland)	de l'Angleterre (of England)
		une ville (a town)		dans l'est (in the east)	de la France (of France)	de l'Irlande (of Ireland)
		une grande ville (a city)		dans le sud (in the south)	du Pays de Galles (of Wales)	des États-Unis (of the USA)
				dans l'ouest (in the west)		

[4.1] Saying where I live

Dw i'n byw (I live)	mewn (in)	fflat (a flat)	fawr (big)	hyll (ugly)	mewn hen adeilad (in an old building)
Rwy't ti'n byw (You live)			fechan (small)	newydd (new)	mewn adeilad modern (in a modern building)
Mae o'n byw (He (N) lives)		tŷ (a house)	hardd (beautiful)		ar lan y môr (by the seaside)
Mae e'n byw (He (S) lives)			bychan (small)	mawr (big)	yng nghanol y dref (in the town centre)
Mae hi'n byw (She lives)		byngalo (a bungalow)	hardd (beautiful)	newydd (new)	ar y cyrion (on the outskirts)
Dyn ni'n byw (We live)		fffermdy (a farmhouse)	hyll (ugly)		yn y cefn gwlad (in the countryside)
		dinas (a city)	yng ngogledd (in the north of)		Cymru (Wales)
		pentref (a village)	yn nwyrain (in the east of)		Iwerddon (Ireland)
		tref (a town)	yn ne (in the south of)		Lloegr (England)
			yng ngorllewin (in the west of)		yr Alban (Scotland)
			yng nghanolbarth (in the middle of)		

Try a 5 mins lesson plan

CHOOSE ONE SUB-
TOPIC TO DISCUSS



Big Picture?

The 5 min Lesson Plan

Btec

4r 10 Friday 13th Jan

Engagement

Stick ability

Revision for Unit 1 exam.

Objective

for students to have revised information & shown their understanding through exam style questions.

Varied resources

+ tasks

Private study

Support materials

- Exam question review
- Homework marking/ review

Differentiation

- Word banks
- Extension tasks
- Having all tasks ready to prompt pace

LITERACY

Keywords - Who do you think you are.
- Taboo.

AFL

- Exam paper review (Hw task)
- Exam style extended writing answer.

Starter

- Review of homework exam paper, marking in red pen
- KPR Print Mark scheme

Teacher or Student Lead?

Who do you think you are - Unions, service companies & Agencies (questions to the class) KPR provide

Middle plenary

Production & Promotion revision / JHS to create Extended writing question - ICT - KPR Broadcasting media - Review mark scheme

Teacher or Student Lead?

Private study using mind maps + revision guide
- Set homework from pack

Plenary

Taboo + questioning to review learning.

Templed Cynllunio'r
Athrofa

Yr Athrofa Lesson
Plan Template



Short Term Planning



Student-teacher:		Class / Group:	
AoLE or Subject:		Date <i>(please note that this may be a continuous session):</i>	
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)			
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks</i>			
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 <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)			
Success Criteria <i>What the pupils need to demonstrate to successfully meet the Learning Intention.</i>			
Planning for misconceptions: <i>Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.</i>			

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 <u>account</u></i>	Role of the teacher & support staff: <i>e.g., key questions, retrieval of prior learning, <u>modelling</u> and explanations, checking understanding, planned use of additional adults.</i> Choice of pedagogical model or of the 12 pedagogical principles	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, <u>self</u> and peer assessment opportunities, purposeful <u>AfL</u> strategies, live marking opportunities, planned feedback.</i>



Begin with the end! (Lemov, 2015)



Progress from unit planning to lesson planning



Use a well-framed objective to define the goal of each lesson



Determine how you'll assess your effectiveness in reaching your goal



Choose appropriate activities



Links to Teacher Standards

1. **WG (Professional standards for teaching and leadership)**
2. **DfE (Teachers' standards)**
3. **International perspectives**



Links to Professional Standards:

1. Pedagogy - Advancing learning - Four purposes for learners:

QTS descriptor: The teacher demonstrates a knowledge and understanding of the **needs of all learners in planning**, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.

2. Pedagogy - Advancing learning - Exploiting subject disciplines in areas of learning:

QTS descriptor: The teacher demonstrates a knowledge and understanding of **relevant pedagogies and disciplines** within and across subject content, areas of learning and cross-curricular themes, and **plans appropriately**.



Links to Professional Standards:

3. Pedagogy - Advancing learning - Progression in learning:

QTS descriptor: The teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and **plans for progress in learning** based on this.

4. Pedagogy - Influencing learners - Learners leading learning:

QTS descriptor: In **planning** and delivery, the teacher demonstrates an awareness of the importance of **encouraging learners to reflect** upon their own learning.



Links to Professional Standards:

5. Pedagogy - Influencing learners - Reflection on learning:

QTS descriptor: **In planning**, the teacher demonstrates awareness of the importance of **encouraging learners' reflection and evaluation** around behaviours and outlooks for learning.

6. Professional Learning - Wider reading and research findings:

QTS descriptor: The teacher demonstrates an increasingly confident understanding of the **theories and research about** assessment, pedagogy, child and adolescent development and **learning relevant to planning** and day-to-day practice.



Links to Teachers' Standards (DfE)

A teacher must:

Promote good progress and outcomes by pupils

- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

Plan and teach well structured lessons

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

Make accurate and productive use of assessment

- use relevant data to monitor progress, set targets, and plan subsequent lessons



Plan for and implement effective teaching and learning (Australia):

- Use curriculum, assessment and reporting knowledge to **design learning sequences and lesson plans**.
- **Plan lesson sequences** using knowledge of student learning, content and effective teaching strategies.
- Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment **data, to inform planning**.
- **Plan for appropriate and contextually relevant opportunities for parents/carers to be involved** in their children's learning.



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

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

Key attributes for successful planning (Hattie, 2012):

- Understand learners;
- Have clear learning intentions;
- Choose appropriate resources;
- Think about progression.

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives



The Tyler Model (Tyler, 1949) asked 4 questions:

- What educational **purposes** should the school seek to attain?
- What educational **experiences** are likely to attain these purposes?
- How can these educational **experiences be effectively organised?**
- How can we determine whether these **purposes are being attained?**

Trawsnewid Addysg, Trawsnewid Bywydau
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Centre for Education
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The Taba Model (grass-roots approach, 1962) noted 7 major steps:

1. Diagnosis of need
2. Formulation of objectives
3. Selection of content
4. Organisation of content
5. Selection of learning experiences
6. Organisation of learning activities
7. Evaluation and means of evaluation

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5 Principles of Planning (PTRPR, 2016):

- Planning a **sequence** of lessons is more important than writing individual lesson plans
- Fully **resourced schemes of work** should be in place for all teachers to use each term
- Planning should not be done simply to please outside organisations
- Planning should take place in purposeful and well-defined blocks of time
- Effective planning makes use of high-quality resources

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Your plan is not a strict script

Pedagogical Content knowledge		
Conceptions of Purposes for teaching Subject Matter		
Knowledge of Students' Understanding	Curricular Knowledge	Knowledge of Instructional Strategies

Model of Teacher Knowledge (Grossman, 1990)

- A decision-making process
- A tool to discover & address needs
- A knowledge-based activity
- An ongoing learning opportunity

Collaborative planning



Planning should not be assumed to be a skill that is fully developed before entering the classroom;



Use support from lecturers, personal and professional tutors;



Collaborative planning with mentors and experienced colleagues.