

Principles for Lesson Design

Overview

Designing lessons should be considered as a **process** rather than a **product**. Much of this complex, layered process is inherently invisible as it requires hard **thinking**. Lesson plans are the product of this thinking and design process. They provide a useful **tool** that can be used as an **aide-memoire** by you and as the basis for professional discussion between you and your **colleagues**. As you become more experienced you will find the process develops in terms of the speed with which you can design a lesson (or sequence of lessons). Additionally, your understanding of how to **integrate** the different facets of planning (e.g. adaptive teaching, inclusion, conceptual understanding etc.) will become more holistic.

The **Five Principles for Lesson Design** are framed as questions that you ask yourself as you **navigate** the design process.



The **Guidance for Lesson Design** that follows is posed in a question format to prompt the hard thinking required. Although this is written sequentially there is no suggestion that lesson planning is a linear process far from it. Choose your starting point and move between the sections as required.

Who am I teaching? (BM2) (HPL2)

- What do I know about my pupils? Consider age, SEND, Most Able, Pupil Premium, EAL, pupil level assessment data.
- What do my pupils already know (prior knowledge)? do I find this out?



Evidence of your impact on pupil progress over time

Collect pupil data prior to the lesson to show the starting point. This data needs to reflect the skills, knowledge and understanding that the pupils currently have related to the intended learning outcomes of the lessons you are planning. Examples of where to access this data are via department tracking systems, through discussions with class teachers and/or TAs, by looking through pupils' exercise books, using your own observations of the class, discussions with the pupils themselves or via previous formative assessments.

What am I teaching? (HPL7) (SKP1) (SKP2)

- Have I read the long term and medium term plans used by my school?

The long-term plan could be the National Curriculum Programme of Study specification or a departmental overview of the curriculum.

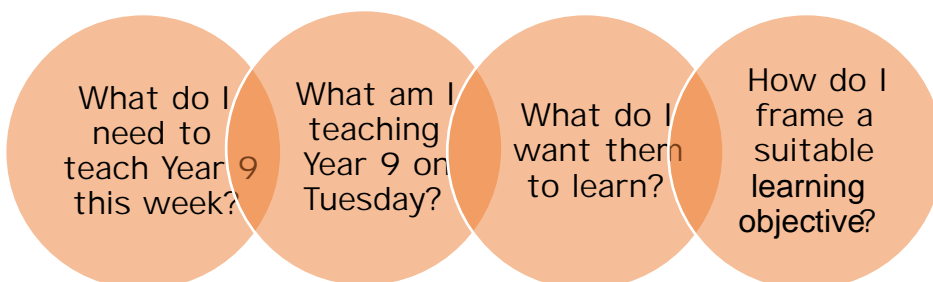
The medium-term plan could be the departmental 'schemes of work'

Some schools may also have short term plans which are a 'unit of work' or a sequence of lessons.

- What do I know and what do I need to know about the topic I am teaching? Can I script a "I do" that models the task as a core part of the lesson (embed new vocabulary and concrete to concept)? How will the pupils' learning be assessed summatively?

This is about your own subject knowledge. I need to go and research/read/learn an aspect of the curriculum before I can continue planning?

- How do I apply my own expert subject knowledge to help me interpret the scheme of work? What do we mean by the scheme of work.....



For more guidance on framing Learning Objectives and Learning Outcomes see Wright, T. (2017) Chapter 5 and Unit 1: Structuring Learning Pedagogy and Practice: Teaching and Learning in Secondary Schools.



Evidence of your impact on pupil progress over time

Your planning documents should show clearly what you want the pupils to learn. Sometimes there may be gaps in your own knowledge, this is normal. Subject Knowledge Audits can demonstrate how you have improved your own subject knowledge in preparation for teaching. Lesson observation feedback can focus on how your subject knowledge has impacted upon pupils' e

Consider explaining and modelling ITAP strategies such as 'zoom out', and 'Why' first strategy.

How am I teaching? (HPL4) (HPL6) (HPL10)

- What teaching models and/or strategies do I think will work best? These may be subject specific
- What learning tasks match my chosen model/strategy?
- Are these tasks appropriate for pupils (go back to Who am I teaching if needed).
- How can I break the structure into chunks, starter, modelling, explanations, scaffolds. Perhaps use scaffolded modelling, worked examples and/or live modelling.



- How does my chosen structure ensure a clear purpose and process for learning?
- What do I need to plan to do or say in between tasks to make the learning explicit?
- Do I really understand why I am asking pupils to do these tasks?



Evidence of your impact on pupil progress over time

Collect samples of pupils' work, including homework, and annotate to show how your teaching has helped pupils achieve the learning outcomes. Include examples of any interventions made, for example, changing seating plans, providing revision sessions, or contact with parents etc. It is useful to take photographs of this 'evidence' to share with your mentor.

How will the learning be assessed? (HPL3, HPL8)

- What are your key questions? Will these questions target pupils?
- What responses do you expect to give to your questions and tasks?
- Can you, by considering possible responses, anticipate possible misconceptions and how you will deal with them perhaps using do, we do, you do/backward fading?
- As pupils engage with the tasks how do you manage your teacher presence, circulate between groups, mark and intervene etc. all of which will allow you to gauge understanding and progress?
- How will you seek feedback on the task? Is it a brief final assessment, an exit task, plenary or targeted questions linked to the lesson objectives?

