

Principles for Lesson Design

Overview

Designing lessons should be considered **process** rather than a **product**. Much of this complex, layered process is inherently invisible as it requires hard thinking. Individual lesson plans are the **product** of thinking and design processes. 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 mentors. 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 incorporate the different **facets** (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 move around 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. It is 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, and pupil level assessment data.
- What do my pupils already know (prior knowledge)? How do I find this out?

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, a GCSE specification or a departmental overview of the curriculum.

The medium-term plan } μ o š Z %o schemes of work



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

Consider explaining and modelling ITAP strategies such as [this](#) and [this](#).

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 my pupils (go back to [How 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](#).

As you become more experienced you will, at this point in your lessons, be able to react flexibly to
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I. (2007).

Recording the Planning Process Examples

Who am I teaching?

The set number indicates the way students are grouped and possible prior attainment. Clear links are also made to prior learning and to future learning.

LESSON PLAN OUTLINE (Mathematics)

Date	
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Timing	Teacher Activity	Pupil Activity	Assessment for Learning	Challenge and Support
2.30- 2.45				

Timing	Teacher Activity	Pupil Activity	Assessment for Learning	Challenge and Support
<p>2.15-2.25</p> <p>2.25-2.30</p>	<p>find two wedges that they can use to make new angles of cheese.</p> <p>Plenary (10 minutes) Students will be told that three of the consolidation questions may be gone through as a class. Once this completed all students will be asked who has the smallest slice of cake.</p> <p>Packing away (5 minutes) students will then be asked questions such as: Z, } Á u μ Z } / v š } • • š } etc.</p>	<p>Students will highlight questions which were found difficult. If no students offer a question to go through the teacher will go through the questions.</p> <p>Students will need to hand in their books, return protractors, white boards, glue, etc. Once they are packed away they are to sit down quietly.</p>		<p>highlighted for assistance first.</p> <p>If there are still no questions which students wish to go through then the extension activity given previously will be used as a class.</p>
Resources				
<p>Resources assumed to be in the classroom:</p>				
<p>White boards, pens and cloths, card sort, cake worksheet, cheese extension, glue.</p>				
<p>Homework/Independent Learning (as applicable and in line with school/department policy)</p>				
<p>Collected in and reminder of revision homework set.</p>				

How will the learning be assessed?
The Plenary task allows misunderstandings to be revealed.

How did my teaching create learning?
Linking Teacher Activity in parallel to Pupil Activity helps the teacher to consider...



<p>Starter</p>	<p>Pupils to develop some ideas about what it means to have a leader.</p> <p>Resources:</p> <p>Pupils' exercise books</p>	<p>Talk about expectations regarding manners and reading books- few shuffles of the seating plan</p> <p>Check everyone has equipment. Make a note of who doesn't- LL and HA forgot RB last lesson.</p> <p>have a one headmaster who leads the</p> <p>Examples</p> <p>Pupils who were quiet last lesson EM RD, AL, AM, UZ, AM, LU, LUC, AN- try and target these</p>	<p>Class feedback- challenge ideas presented by class by giving them scenarios that could occur either with or without leadership.</p>
<p>Transition</p>	<p>We are finally going to begin reading Animal Farm but as we are reading the first chapter I want you to keep in mind the past two lessons with myself and Mrs T.</p> <p>As we are reading impressions are and any language or structural features that might occur. We should always be thinking like this but keep this in mind as we read the first chapter.</p>		
<p>Main Activity</p>	<p>Pupils to read and engage with Chapter 1.</p>	<p>Class read <i>Farm</i>.</p>	<p>-</p>

Who am I teaching? Thinking about how you will personalise the learning and the progress of all pupils over time.

How will the learning be assessed? This will look different at different points of the lesson and will allow you to focus on certain individuals. This also helps you to consider how to adapt teaching to suit the needs of the learner.

How am I teaching? Thinking about transitions and how you will offer the commentary to link one activity to the next will prompt you to consider the lesson

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