

Principles for Lesson Design

Overview

Designing lessons should be considered **psoz**essrather than aproduct. Much of this complex, layered process is inherently invisible as it requires hard thinking. Individual lesson plans are the pro**this**t of thinking and design process they provide a useful tool that can be used as an **mide** noire 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 the speed with which you can design a lesson (or sequence of lessons). Additionally, your understanding of how to incorporate the different facT1 11.04 sf (t 2.998 (erst)-adaptive teaching, inclusion, conceptual understanding etc.) will become more holistic.

TheFive Principles for Lesson Designe framed as questions that you ask yourself as you move around the design process.



The Guidance for Lesson Designat 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 t far from it. Choose your starting point and move between the sections.



Guidance for Lesson Design

Who am I teaching?(BM2) (HPL2)

- What do 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 mediuterm plans used by my school?

Thelong-term plan could be the	National C	urriculum Programme of Study, a GCSE specificatio	n or a
departmental overview of the cu	urriculum.		
Themedium-term plan } µ o	šΖ	‰ s@Ehěnaesvoší woork/ZX	



For more guidance on framing Objectiveand Learning Outcomesee 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 u] v U ì } and Zut Z[CU[(] CE • š • š CE š P C

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

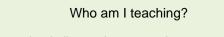
- What teaching models and/or strategies do I think will work best? These may be subject specific.
- What learning tasks match my chosen model/strategy?
- Are these tasks appropriate for my pupils (go back//too am I teaching? if needed).
- How can I break the structure into chunkstarter, modelling, explanations, scaffolds? Perhaps use scaffolded modelling, worked exampland/or live modelling.95 (ed e)-2.002 (xa)10 (m)-3.995 (p)2.998 (le



As you become more experienced you will, at this point in your lessons, be able to react flexibly to μv (} CE • v CE • ‰ } v • • X kt Z] š]]}•ts [EeZC (was,]. (2006) & Brockbank, A. and McGill, I. (2007).



Recording the Planning Processxamples



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

LESSON PLAN OUTLINE (Mathematics)

Date



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	
2.15- 2.25	find two wedges that they can use to make new angles of cheese. Plenary (10 minutes)Students will be told			highlighted for assistance first. If there are still no	
	that three of the consolidation questions may be gone through as a class. Once this completed all students will be asked who h the smallest slice of cake. How will the learn The Plenary taskellows	question to go through the teacher will Z]PZo]PZššZo•š}v v ning be assessed?		questions which students wish to go through then the extension activity given previously will be used as a class.	
2.25- 2.30	Packing away (5 minute students will then be asked questions such Z, } Á u µ Z } / v š} •• š} etc.	v šZ (]v o s will need to hand in their	J?		
Resource	es				
White bo	Resources assumed to be in the classroom: White boards, pens and cloths, card sort, cake worksheet, cheese extension, glue.				
	Homework/Independent Learning (as applicable and in line with school/department policy)				
Collected	Collected in and reminder of revision homework set.				





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Starter	Pupils to develop some ideas about what is means to have a leader. Resources: Pupils' exercise books	Talk about expectations regarding manners and reading books- few shuffles of the seating plan Check everyone has equipment. Make a note of who doesn't- LL and HA forgot RB last lesson. have a one headmaster who leads the Examples	Class feedback- challenge ideas presented by class by giving them scenarios that could occur either with or without leadership.		
	Who am I teaching? Thinking about how you will personalise the learning and the progress of all pupils over time.	Pupils who were quiet last lesse EM RD, AL, AM, UZ, AM, LU, LUC, AN- try and target these	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.		
Transition	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. 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. How am I teaching? Thinking about transitions and how you will offer the				
Main Activity	Pupils to read and engage with Chapter 1.	Class read Farm.	v to the next will prompt you to consider the lesson		



Bibliography

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