|  |  |
| --- | --- |
| LJMU 2013 white black | LJMU **Lesson Plan**  **Phase 1** (orientation phase) and **Phase 2** (developing and consolidating learning phase)(Sept - March). |

**Lesson Details**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teacher** |  | | | | | **Class** |  | | **Size** |  | **Date** | |  |
| **Lesson** |  | **of** |  | **Subject** |  | | | | | | | | |
| **Sequence of learning** |  | | | | | | | **Lesson topic** | | | |  | |

|  |  |  |
| --- | --- | --- |
| **Prior learning:** | **Learning outcome(s):** *no more than two* | **Formative Assessment** (assessment method) What will provide evidence to indicate the extent to which pupils have met the learning outcome? What strategies have I built in? |
|  | Pupils will learn that…. | e.g. retrieval activity / teacher questioning / decision making / extended writing / short tests / peer & self-assessment etc. |
| **Potential misconceptions** (related to this lesson/topic) |
|  |
| **Weekly meeting focus for teaching this class:** | **Resources** Teaching and learning materials, equipment, etc. | **Pupil Grouping / classroom design:** How are the pupils organised in the classroom e.g. in groups, individuals? What is your rationale for these groupings? |
|  |  |  |

| **Adaptive teaching:** what strategies will you use to ensure all pupils can attain the learning outcome for this lesson? |
| --- |
|  |

\* A detailed risk assessment may be required for specific subjects and lessons

**Lesson Schedule**

*Including start/end of lesson routines, each learning episode (e.g. review of knowledge / concepts required for the lesson, retrieval activity, how new concepts / knowledge presented, modelling/explaining, scaffolding, opportunities for practice, questioning, group work, transitions, assessment, etc.), building on the learning outcome for the lesson, including expected teacher and learner activity…*

| **The Teacher**  *Concepts, subject knowledge, skills, teaching methods used to lead learning and classroom management e.g. routines & timings* | **The Learners**  *Activities to connect concepts, subject knowledge and skills.* |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  | *Insert additional rows as required…* |

**Learning evaluation:**

**Every lesson:** annotate your lesson plan for discussion in weekly meeting

**Two formally observed lesson a week from Phase 2a:** Complete the reflective practice proforma (Gadsby, 2021) below.

|  |  |
| --- | --- |
| Focus - insert focus here: | |
| Step 1 - Deconstruct the lesson  This is a description of the main points of the lesson. How effective were the teaching strategies that you used? Did the pupils make progress? Were the materials suitable for all learners? What subject knowledge did you develop? | **Step 2 –** **Reflect on the lesson**  Prior to discussion with your mentor reflect on the lesson. What aspects of your practice do you need to now explore to improve pupil progress and understanding? What elements of the lesson were you happy with? | |
|  |  | |
| Step 4 Key priority areas to transform practice  What do you now need to consider/ explore in more detail to help you to transform your practice?  What further reading can you do to deepen your understanding? | **Step 3 Reconstruct the lesson**  Based on your own reflection and your post lesson discussion with the mentor and extra reading how would you change the lesson if you were to teach it again? Make sure you explain why. | |
|  |  | |

|  |  |
| --- | --- |
| *Notes and actions* | *Questions for the mentor* |