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| **Teacher Led / Teacher Initiated Session Planner** |

\* ***delete all grey prompts***

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| **Date** |  | **Time/Duration**  |  |
| **Key focus for observation teachers’ standards** | *\*Key focus for observation identified by the trainee linked to weekly targets OR gaps in NWCITT tracker.**\* Refer to relevant teachers’ standard/s.* |
| **Topic / theme** | *\*What topic/theme or area of interest is this lesson related to?* |
| **Area/s of learning and aspect** | *\* Refer to Development Matters using same language.* |
| **Learning objective/ intention** | *\*What skill, knowledge or understanding will be learned?**\*What is the main aim of learning from this session?* *\*Write no more than two objectives**\*Is the learning objective/lesson intention measurable?* | **Learning Outcome (s) /** **Success Criteria** | *\*What will the learners demonstrate during this lesson?**\*Phrase the outcome by starting with ‘to’* ***+*** *verb e.g. ‘to be able to…’**\*Differentiate the outcome e.g. ‘all learners will…’; ‘most learners will…’; ‘some learners may…’ and link to the learning objective* |
| **Resources needed**  | *\*Complete the section AFTER the lesson outline has been written.**\*List all the resources needed (song, poem, book, visitor, visual aid, objects, etc)*  |
| **Key vocabulary** | *\*Consider specific technical vocabulary and ensure children understand these new words.* *\* Include new language to be introduced*  |

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| **Teacher Led** **WHOLE CLASS / LARGE GROUP** |
| **Timings** | **The role of the teacher** | **Assessment opportunities** |
| *\*Include timings* | *\*Ensure you include* ***modelling/demonstration*** *in every lesson.**\*****Script your key questions****. Plan targeted questions that will extend and support.* *\* What misconceptions may occur? How will you support this?*\**Follow the* ***‘I, We, You’*** *format.****‘I’ section of lesson (in which you lead the learning)**** *Introduction: this is what we’re doing in this lesson.*
* *Explanation: this is what you need to understand to be able to do this.*
* *Modelling/demonstration: this is how you do it.*

***‘We’ section of lesson (in which you guide children to participate and work with you on the learning)**** *Children try something together e.g. talk partner work; joining in with actions; reading something together; writing something on mini-whiteboards etc.*

***‘You’ section of lesson (in which children apply their learning more independently)**** *Introduce the different activities in the room and explain briefly (in just one or two sentences) how children will apply their learning from the carpet session in these activities.*
* *Children leave the carpet and apply their learning by enjoying the activities in the room.*

*\** ***Differentiation*** *- how will you adapt this activity to meet all children’s needs?*  | *Success Criteria: how will you know/ the children know if they are successful?**How can the learning be measured?**How are you going to assess? e.g. talk partner work; join in with actions; read something together; draw or write something on mini-whiteboards; answer question/s; listening activity; problem solving task; etc.* *Where the assessment be recorded? E.g. tracker; DM spreadsheet; profile; reading spreadsheet; independent writing spreadsheet etc.* |
| **Role of other adult/s***(During Adult-Led Experiences)* | **Assessment opportunities with other adult/s**  |
| \**What will the other adult/s be doing during the introduction/explanation/modelling section of the lesson?**\*How will the other adult/s help guide the children during participatory parts of the lesson?* | *How can the learning be measured? How is the other adult/s going to assess? How is the other adult feeding back to you?* |

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| **SMALL GROUP****Teacher initiated**  |
| **Targeted children****Differentiation** | **Learning intention / objective****(refer to Area of learning)** | **Contents / key teaching points** | **Assessment**  |
| *\*list the names or initials of the group of children* *What will they learn and how?**Consider SEND and EAL.**How will this activity allow for different learning preferences? What choices are available? How will you deploy adults to support learning and progress?* | *\*What skill, knowledge or understanding will be learned?**\*Is the learning objective/lesson intention measurable?* |  *Brief description of activity.** *Does this activity allow children to apply their learning from the previous carpet session?*
* *This is the* ***‘You’*** *section of the lesson.*
* *Ensure this activity is directly linked to the objective for the carpet session.*
 | *Can the learning be measured?**How are you going to assess: e.g. talk partner work; join in with actions; read something together; draw or write something on mini-whiteboards; answer questions etc.* *How will you know if they have understaood?**When will you assess?**How will pupils’ progression be identified?* *Consider areas you will focus on.* |
| *Insert other rows if necessary for other activities* | * *Insert other rows if necessary for other activities*
 | *Insert other rows if necessary for other activities* | *Insert other rows if necessary for other activities* |
| **Resources needed**  | *\*Complete this section AFTER the lesson outline has been written.**\*List all the resources needed (teaching space).**\*What have you added to the enabling environment in the way of provocation/s for learning?* |
| **Role of other adult/s** *(During Adult- Initiated )*  |  |

* **Continuous provision / extensions or developments to provision:** use school’s continuous provision planning proformas. Consider activities that you have modelled in a previous session /activities that can become continuous provision activities and allow choice (e.g. using a part of the role play area, or playing a game as a group outdoors, adding a provocation to extend the children’s thinking and problem solving skills etc).

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| **Session Evaluation** |
|  **Key Questions you might *consider:*** | **Evaluation with reference to evidence from pupils’ learning/responses to inform future planning (in addition to individual observations):**  |
| *Were pupils motivated during the lesson? Did they enjoy learning? (S1 S4))**Did the lesson follow coherent ‘steps’ (S4)**Did the pupils learn what you planned for them to learn? What evidence do you have? (S2)**Who made more progress than you expected them to? (S2) What are the ‘next steps’ for these pupils? (S2, S3) Will you need to make any changes to the next lesson as a result of this? (S2, S4, S5) Why did they achieve more than you expected – what have you learned from this? (S1 S5 S7))**Did you make good use of assessment throughout the lesson? (S6)**Who made less progress than expected? What are the ‘next steps’ for these pupils? (S2, S5) Will you need to make any changes to the next lesson as a result of this? (S6) Why did they achieve less than you expected – what have you learned from this? (S1 S5, S7)**What progress was made in the TA targeted group? How do you know? (S8)**Your teaching: would you make any changes to* ***how*** *you taught? If so, what and why? (S8)* |  |

* **Teacher led activity** – an activity planned, structured and delivered by an adult to whole class or group of children. It

focuses on the direct teaching of skills and knowledge with a specific learning intention in mind.

* **Teacher / adult initiated activity** - an activity planned by an adult that focuses on a specific learning intention that a group or a child

may complete independently or with adult support. Children can have free access or they may be directed.

* **Child initiated activity/ continuous provision** - a self initiated activity wholly decided upon by the child and is the result of their own

motivation to explore a project or express an idea. The child takes total ownership of the activity and may change it to a different purpose than originally intended by an adult particularly if they will benefit from the experience