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| **Student Teacher** | |  | | **Class/group** | |  | | | **Date** |  | | **Subject** | | |  |
| **ASSESS** | ***What specific area(s) of the National Curriculum is the focus for learning?*** Make reference to the specific National Curriculum Programme(s) of Study | | | | | | | | | | | | | | |
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| ***Where are pupils (cohort, groups and individuals) in the learning within this specific area for focus this lesson?***  Use this box to ascertain starting points in this learning for this lesson for specific individuals/groups/cohorts. You may want to split the box up to help organise the information. | | | | | | | | | | | | | | |
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| ***What are the possible misconceptions within the area of learning?***  Note down barriers or challenging ideas that you will have to consider in supporting learning, as identified in: previous lessons, from your own research, university sessions, pupil assessment and via direction from class mentors. | | |  | | | | ***How might this lesson offer stretch for learners?***  Note down how you may extend learning in this lesson,as identified in: previous lessons, from your own research, university sessions, pupil assessment and via direction from class mentors. | | | | | |  | |
| **PLAN** | ***What is the specific learning aim of thIs session for the pupils?***  Write this learning objective/intention/WALT in line with your school policy, ensuring that it will lead to clear assessment of learning. A learning objective is more than a title. | | | | | | | | | | | | | | |
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| ***What are the smaller steps in learning that children will have to think through, to achieve the overall learning aim?***  Record these as small bullet pointed steps that can beassessed and that you want the pupils to think hard about. | | | | ***How will the lesson be adapted for different learning needs?***  Consider the differing starting points and needs of the groups and individuals in the cohort. What adaptations may be needed? | | | | | | ***Where will evidence of learning be found?***  Consider all the sources of assessment that will be available to you through your lesson design to collect and consider information about pupil learning. | | | | |
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| **TEACHING NOTES** | **Assessment**  *What questions will be asked?*  *What evidence of learning will be observed, marked, considered?* | | **Teaching**  *What explanations, models and manipulatives will be needed to support learning of small steps?* | | | | **Learning**  *What opportunities will learners have to practice and explore the learning?*  *What adjustments will be made or targeted to support and challenge specific groups and individuals to achieve?* | | | | | | **Organisation**  *How will you organise the lesson in terms of sequence, timings and support/extension?*  *How will resources (including additional adults) be used?* | | |
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| **ASSESS** | **Record of Pupils’ Learning**  Gather together the formative and summative assessment during the lesson, organise and reflect on it and then feed this into the ASSESS part of the next lesson plan, as appropriate. | | | |
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| **Reflection on Learning and Lesson Design** to feed into the next lesson plan for actioning | | | |
| MISCONCEPTIONS | STRETCH | SUPPORT | MENTORING QUESTIONS |