



The LJMU Guide to Lesson Planning (4th Edition)

*A brief and technical manual to the lesson plan
for student teacher teachers in secondary initial
teacher education*

The aim of this guide is...

... to outline the expectations of planning individual and sequences of lessons for LJMU Initial Teacher Education (ITE) student teachers. It should be read as a brief and technical manual for lesson planning, rather than a theoretical textbook. The guide should be used alongside the subject and general pedagogy textbooks, and educational research papers, recommended by your subject and module leaders. This guide can also be used as a design guide for student teachers creating their own lesson plan and unit of work pro formas.

Edited by Matt McLain

Secondary Initial Teacher Education

New!
Characteristics
and features of
planning
learning

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The LJMU Lesson Planning Policy

Revised and updated for student teachers commencing initial teacher education (secondary) in 2019

Effective sequencing of learning that promotes support and challenge for all learners, is foundational to lesson planning in the short term (individual *lesson plans*), medium term (*units of work*, for 4 to 6 lessons) and long term (*schemes of work*, for terms/years/key stages). The LJMU Lesson Planning Policy (Secondary) is supported by the **LJMU Guide to Lesson Planning**, which is written as a companion to lesson planning for beginning teachers and provides a technical manual for student teachers on LJMU initial teacher education programmes.

The LJMU Lesson Planning Policy (Secondary) considers the requirement for the planning of quality learning experiences alongside those of teacher workload reduction. Therefore student teachers on postgraduate secondary programmes must ensure that:

1. The understand that effective lesson planning is more than simply filling in boxes on a 'lesson plan'. The former ensures that learning takes place, the latter articulates the intentions and structure of a lesson.
2. During *Phases 1, 2 and 3*, every lesson, or part of lesson, taught by a LJMU student teacher must be appropriately planned, resourced and evaluated to promote learning and progress.
3. During *Phases 1, 2 and 3*, student teachers must use appropriate school data to plan effective sequences of learning, in accordance with the institution's safeguarding and GDPR¹ policies
4. During *Phases 1 and 2*, student teachers should provide their ITT Mentor with their lesson planning at least 24 hours prior to the lesson – specific arrangements are at the professional discretion of the ITT Mentor in agreement with the Liaison Tutor.
5. During *Phases 1 and 2a*, student teachers must use the **LJMU Lesson Plan**² pro forma for every solo taught lesson on a student teacher's timetable.
6. During *Phases 1 and 2a*, student teachers should use and adapt existing learning resources.
7. During *Phase 2b*, student teachers may begin to use the placement school's lesson plan pro forma³, or develop their own⁴, following the host department's curriculum - medium and long term planning.
8. During *Phase 3*, student teachers will begin to use medium term planning from the placement school's curriculum for every class that they solo teach.
9. During *Phase 3*, student teachers may transition to weekly planning and evaluation and begin to use the **LJMU Student Teacher Planner**⁵ (Appendix 7), provided that

¹ General Data Protection Regulation 2018.

² Or use an alternative pro forma that meets the minimum requirements outlined in the LJMU Guide to Lesson Planning.

³ That meets the minimum requirements outlined in the LJMU Guide to Lesson Planning.

⁴ Ibid.

⁵ Where traditional teacher planners are used, the student teacher must provide evidence of weekly lesson evaluation in the Placement Experience File.

their ITT Mentor judges their planning to be good or better. Medium term planning (by the department or student teacher) must be in place for all timetabled solo taught lessons.

10. During *Phase 3*, student teachers must begin to write and evaluate their own medium term plans, using the **LJMU Unit of Work** pro forma, providing evidence of a minimum of two key stage 3 units and one key stage 4 at *Triangulation*.
11. During *Phases 1, 2 and 3*, student teachers must provide a full lesson plan using the **LJMU Lesson Plan** pro forma for all lessons formally co-observed by the Liaison Tutor and ITT Mentor – i.e. using a Lesson Analysis Form⁶ (LAF) for feedback. The ITT Mentor must also be provided with an appropriate lesson plan for every weekly lesson observation formally recorded on a LAF.
12. During *Phase 3*, a student teacher may be required to revert to using a formal lesson plan pro forma⁷, should their ITT Mentor or Liaison Tutor judge the quality of their lesson planning to be insufficient to promote effective learning and progress.
13. During *Phase 3*, student teachers will critically evaluate and adapt learning resources, and create bespoke materials that support and challenge all learners in their timetabled solo taught lessons.
14. During *Phase 3*, all student teachers must maintain records for all timetabled solo taught classes, including monitoring, assessing and recording of learning and progress⁸.

Note: beginning teachers progress at their own pace, and the ITT Mentor (with the Professional Mentor and Liaison Tutor, where appropriate) should make a professional judgement as to when a student teacher in their care is ready to make the transition between short term (lesson planning) and medium term (weekly planning and units of work) approaches to planning. Each student teacher must use the **LJMU Lesson Plan** pro forma when beginning to plan and teach solo lessons up to the end of Phase 2b; before making the transition to more sustainable approaches to planning, to ensure that they fully understand the elements of effective sequencing of learning. The purpose of lesson planning for student teachers is to understand and be accountable for effective sequencing of learning, to support, challenge and encourage learners to progress.

⁶ See <http://itt-placement.com/pgce-secondary/mentoring-process.php>

⁷ i.e. the LJMU Lesson Plan pro forma or suitable equivalent (see LJMU Guide to Lesson Planning).

⁸ Following placement school policy and practice, including GDPR.

Characteristics of effective planning

Learning to plan so that all learners make progress, is a complex process. As a student teacher, at the beginning of your career, you will develop your ability to design lessons that support and challenge all learners. You will also develop approaches to make increasingly efficient use of your time, without cutting corners, setting yourself up for a sustainable and rewarding life as an educator. Calderhead (1996, in Mutton et al, 2011) describes six characteristics of effective planning for beginning and experienced teachers.

1. planning occurs at different levels

At a basic level planning occurs from the *micro* (sequences of 'episodes' in a lesson), to the *meso* (sequences of 'lessons' in a single topic) and the *macro* (sequences of topics across a year or key stage). Planning within subjects also sits within the wider context of a 'school curriculum', which determines the subjects that learners experience in different years or key stages, how subjects are timetabled and what choices learners have in what they study. A school curriculum is not an 'off the shelf' product, but rather an expression of a school's ethos, aspirations and cohort. Furthermore, the school curriculum sits within broader national frameworks, such as the National Curriculum and qualification frameworks (e.g. GCSE, A Level, etc.).

2. planning is mostly informal

It is a common misconception amongst student teachers that the lesson plan is synonymous with lesson planning. This is not the case! A lesson plan is a formal articulation of planning, which communicates a student teacher's intentions to a mentor or tutor; it has an important role to play in the administration of and accountability for a beginning teacher's planning (i.e. it demonstrates and reassures them that adequate planning and preparation is going into each lesson). However, lesson planning in its broader sense is an iterative process, where the teacher applies their knowledge and understanding of (a) a subject/topic, (b) effective pedagogical approaches and (c) an understanding of how children learn. To start using a lesson plan straightaway, especially popular ones like the so-called '5-minute lesson plan', can force a single process, slow down thinking and stifle creativity⁹.

3. planning is creative

As mentioned above, planning is essentially a creative process, where learning is designed with the users (learners) in mind. Simplified lesson plans that force a particular process can slow down thinking, whether that be thinking about one aspect of a lesson

⁹ Using simplified lesson plans can be detrimental to a beginning teacher's progress with planning. A formal 'training' lesson plan (such as the LJMU pro forma) can act as a positively disruptive tool in a way that simplified forms cannot. Especially when used to structure and articulate a lesson at the end of the planning process. This approach could be described as a 'training wheels protocol'!

before moving to the next or a particular method of sequencing and structuring learning activities. Similarly, trying to plan a lesson by filling in a formal, training lesson plan from the top of the first page to the bottom of the last, misses the point. There are many different styles and approaches to lesson planning, and student teachers need more structure than experienced teachers, who have more experience to draw on. Planning is not a rational process, so don't try to complete a lesson plan in the order presented. When planning, you are designing an imagined future. So start at the end (aka the 'Learning Outcome') and work your way back, considering appropriate activities (aka 'Learning Episodes') and the optimal sequence to achieve these ends (aka 'Learning' and 'Progress').

4. planning is knowledge-based

As a beginning teacher, you will lack the extensive conscious and tacit knowledge that more experienced teacher have. Therefore, you will find that it takes longer to plan a lesson. However, as your experience increases and approaches to planning develop, this will change over the year and take up less of your time without a detrimental effect on learning. Be aware that experienced teachers may have forgotten what it was like beginning to teach, and the shortcuts that they may suggest can rely on tacit (largely unconscious or automatic) knowledge. An experienced teacher can make it look easy, but this belies the wealth of knowledge that they have accumulated over the years. It is similar with classroom management, where a student teacher replicates at what the experienced teacher does to manage behaviour and finds that it doesn't work for them – this missing ingredient is often a relationship with the class than isn't a quick fix! At the beginning the use of a lesson plan acts as a safety net or training wheels.

5. planning must allow flexibility

Whilst it is common for beginning teachers to want a rigid and clearly defined framework when starting to plan lessons, making the process too procedural and simplistic can be misleading. A lesson plan may look good on paper, but classrooms are complex and uncertain places (John, 2006), where unforeseen pressures (such as time, organization, attitudes and emotions) clash with the relatively closed and rational structures that have been planned. Beginning teacher do become more flexible as they develop a larger mental repository of effective lessons and learning and a broader pedagogical repertoire. It is a challenge for beginning teachers to reconcile the complex and often competing demands of the classroom. However, developing a flexible and responsive approach alongside a genuine understanding of the learners, enables the student teacher to adapt their teaching in response to an individual's, a group's and/or a class's needs.

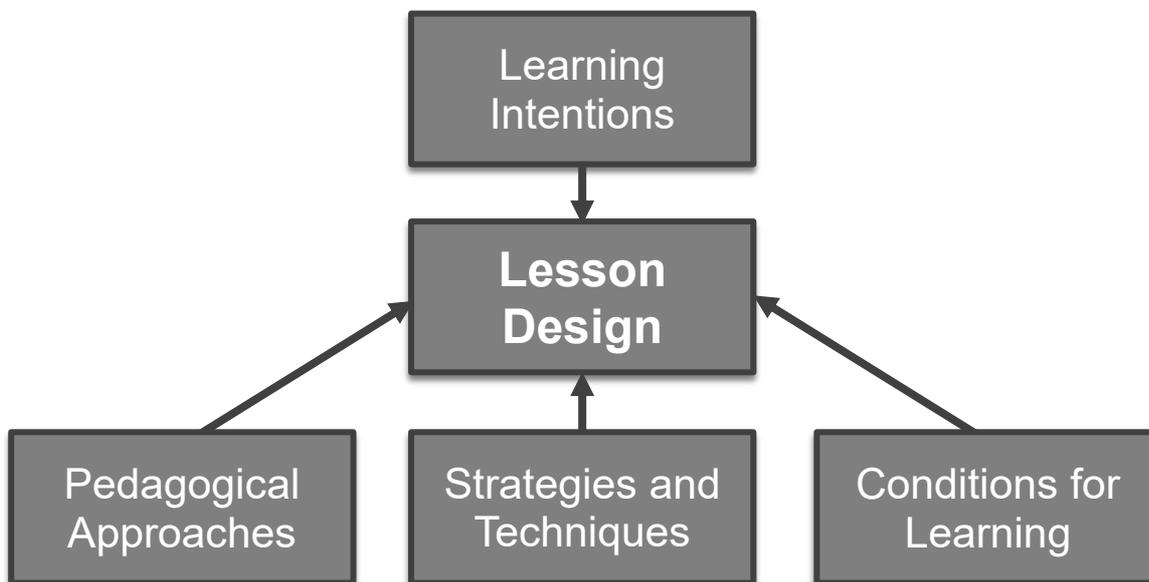
6. planning occurs within a practical and ideological context

Similar to Characteristic 1, there are *micro* (context of the classroom), *miso* (context of the school/organization) and *macro* (context of the system) levels. Different groupings of learners (micro) can have different 'personalities' and collective characteristics and needs, which can and should change how lessons are planned. Effective planning responds to the needs of learners and adapts 'lesson plans' to support and challenge in an inclusive

way. Similarly, different classroom management approaches may need to be adopted for one class compared to another being taught the 'same' lesson. The school curriculum, its ethos and community (miso) also affect planning. For example, a school action plan might identify a particular issue to be addressed across the curriculum, such as marking and feedback in workbooks, requiring a collective approach across all subjects, year groups, etc. And the ideological position or approach of a senior management team (miso) or the government (macro) can overtly or covertly influence how learning is structured in departments and classrooms.

Features of a lesson

Experienced and effective teachers consider a range of factors when planning lessons, including:



Learning intentions link to the medium and/or long term planning (Unit/Scheme of Work), and are driven by the curriculum (national curriculum, school curriculum or external examinations). Effective learning intentions consider how pupils will demonstrate that they have learnt and indicate what intended learning should look like. There are different terms that are used and defined variously in schools. Here are our quick definitions:

- Aim:** a broad learning intention over a period of time
- Objective:** the key learning intentions for knowledge, skills and understanding
- Outcome:** what learners will do to demonstrate their knowledge, skills and/or understanding (i.e. an objective)

The LJMU Lesson Plan pro forma identifies one, measureable learning outcome, which is broken down into success criteria (see below). A lesson focus box, at the top of the page, acts as a space for a broader statement that is similar to stating aims and objective; but

our approach to lesson design centres on the learning outcome, to avoid the confusion of mixing up aims, objectives and outcomes.

Pedagogical approaches (or teaching models) are often aligned to a specific educational theory, such as behaviourism, constructivism or critical pedagogy – each of which has different underpinning assumptions and interpretations of learning and how it is achieved.

Examples of pedagogical approaches include:

- Inductive teaching
- Deductive teaching
- Synthetic teaching
- Concept attainment
- Construction of meaning

In your studies, including lectures/workshop and reading literature, you should expose yourself to different approaches and plan for them in your teaching.

Each pedagogical approach will have a range of associated **strategies and techniques** to promote learning behaviours and activity, including instruction, enquiry, application, recall, reflection and testing, to name but a few. Some approaches are more teacher-led, such as direct instruction, teacher questioning, demonstration, etc. Whereas other are more pupil-led, such as group or collaborative work or discovery learning.

Finally, **conditions of learning** include two key elements: the *climate for learning* and the *classroom management*. Climate for learning includes everything from the physical environment (displays, layout, natural light, access to technology, etc.) to attitudes to learning and expectations (from the adults and the children). Classroom management (including how the classroom is organised) is an integral approach to planning lesson, rather than a 'bolt on' reaction to undesirable behaviour. Effective classroom management can reduce the need to use so-called behaviour management techniques to control classes, by strategic and intentional planning.

Anatomy of a lesson

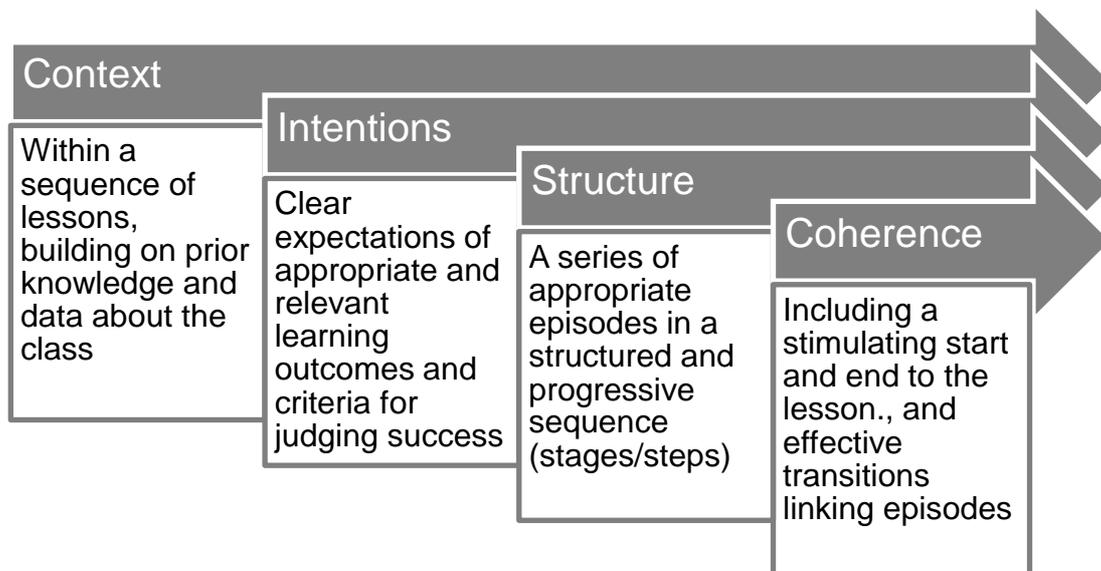
Within a lesson, are nested a sequence of **learning episodes**, comprised of activities directly linked to a learning outcome to help pupils learn. Effective episodes focus on the learning intentions and flow in a deliberate and progressive sequence within the lesson. An effective lesson plan also considers not just the juxtaposition (order and sequence), but also the transition from one episode to the next and appropriate timings. An episode can be classed as a wide range of activities. Common ones are:

- Starters and plenaries
- Introduction and instructions
- Teacher modelling and explanation
- Independent and group work
- Questioning and dialogue
- Formative assessment, etc...

Effective sequencing of episodes within a lesson or lessons with an extended 'unit' should consider the *context* of the learning, including the prior knowledge and attainment of the pupils and how it fits in the broader curriculum context. Clarifying the *intentions* ensure that appropriate and clear expectations are set, which can be used to develop criteria to judge and evaluate the success of teaching. With clear intentions and outcomes at the end of a period of learning, the *structure* of a series of appropriate episodes can be planned in sequence (stages/steps) that promotes progression. A stimulating start and end to a lesson, with effective transitions linking one episode to the next ensure coherence for the learners and navigates their way through the lesson. Four principles (Figure 1) to keep in mind when you are planning include:

- Context
- Intentions
- Structure
- Coherence

Figure 1 The process of planning



The purpose of formal lesson planning

In summary:

- Lesson plans benefit the student teacher, as she/he develops pedagogical skills and knowledge. The lesson plan and evaluation support reflection on the balance of specialist subject knowledge, pedagogic skill and knowledge of the learners;
- Formal planning (lesson plans and units of work) encourages the student teacher to consider individual, and sequences of, lessons systematically, to make sure that all elements are clear and promote progress relating to learning objectives;
- Planning promotes learner engagement with subject content and the student teacher's development of self-confidence as a leader, and facilitator, of learning;
- Lesson plans provide a record of teaching as evidence for the Teachers' Standards and as a resource for future teaching;
- Lesson plans demonstrate student teachers' planning, preparation and knowledge (subject and pedagogical) to mentors and tutors observing lessons. This is part of Quality Assurance, ensuring that the presence of a student teacher (working alongside an experienced mentoring teacher) in the 'classroom'¹⁰ has a positive impact on the progress of all learners;
- Lesson Plan pro formas for an student teacher will (normally) be more detailed than those regularly used by most (but not all!) experienced practitioners in schools and colleges. As a beginning teacher, a student teacher must develop an in-depth understanding of the elements of good planning and lesson structure before planning becomes instinctive or 'second nature';

Elements of a Lesson Plan

There are many elements that might be included within an effective, student teacher's lesson plan pro forma. However, the following are typical (and essential for a training lesson plan):

- **Lesson Details:** practical details relating to the lesson;
- **Learning Intentions:** linking the lesson to the school curriculum, scheme of work, assessment frameworks, prior learning and expectations for the lesson. This section is important for framing the learning intentions prior to the lesson and monitoring of progress during and after the lesson;
- **Lesson Schedule:** breaking the lesson down into manageable 'chunks' that flow and support learning. This section should be written and used as a practical and accessible document for use within the lesson;
- **Lesson Evaluation:** reflecting on the impact of the planning, teaching and learning activity on learners' progress, setting targets for future lessons. This section provides the opportunity for student teachers to reflect on both successes and mistakes, informing future planning.

¹⁰ See Glossary of terms.

Elements of a Unit of Work

Similar to the lesson plan, there are many formats and elements that might be included within the pro forma for a unit of work. The two sections below outline typical content:

- **Curriculum Framework** – aims and overview of the unit of work, links to relevant programme of study, cross-curricular links, resourcing, facilities, etc.;
- **Assessment Framework** – as the assessment policy for the National Curriculum in England moves away from the use of attainment targets and levels in previous programmes of study, it becomes increasingly important that teachers map out how learner progress relating to learning objectives will be measured.
- **Sequencing of Learning** – overview of the learning objective and outcomes for each lesson in sequence, summarising the learning activities, key resource and assessment opportunities.

Refer to the GLOSSARY OF TERMS (page 27) for definitions of key technical planning terminology



The Lesson Plan

short term planning

(See Appendix 1)

Section 1 Lesson Details

Before the three sections outlined above are addressed, the lesson plan document should identify the following information relating to the lesson:

- Student teacher's name
- Class – year/group/set
- Class size – number of learners/pupils in the class
- Date of lesson
- The sequence of the lesson (i.e. lesson “2 of 6”)
- The subject being taught (e.g. Mathematics)
- The *unit of work* that the lesson is part of

Other details that may be appropriate or useful may be:

- The name of the institution (school/college/academy)
- The number of learners in the group
- The type or profile of group (e.g. top set, lower band, SEN group, etc.)

Section 2 Learning Intentions

The learning overview should include the following sections:

- Lesson focus: aims, concepts and keywords;
- Targets from previous lesson evaluation;
- Learning outcomes, success criteria and formative assessment (linked), including possible misconceptions;
- Support and challenge – strategies to include specific learners in the lesson;
- Classroom management – practical strategies, including sequencing of activities, classroom layout and behaviour management;
- Extending learning – strategies to consolidated and extend learning within (e.g. extension activities) and outside of the lesson (e.g. homework);
- Resources – the specific equipment and sundries that you need for the lesson;
- Cross-curricular opportunities – including, literacy, numeracy, etc.;
- Risk assessment - subject specific health and safety actions;

The Learning Intentions put the teacher's and the learners' activities (outlined below) into the wider curriculum context. This section is the most important part of a lesson plan, in particular the learning outcomes, success criteria and formative assessment (Figure 3).

Lesson Focus

Write a brief statement outlining the **intended learning** for the lesson, including key concepts and keywords relevant to the knowledge, skills and understanding being taught (Figure 2). In this box, you may indicate the prior learning that is assumed and/or expected for learners to be able to engage with the learning outcome for this lesson – especially at the beginning of a unit. Knowledge being developed in the lesson can be conceptual ('knowing that') and/or procedural ('knowing how').

Figure 2 Lesson Focus

Lesson focus, concepts/processes and keywords <small>What knowledge/skills will pupils learn in the lesson? Including links to the relevant programme of study, unit/scheme of work, etc.</small>	Targets from previous lesson evaluation <small>Refer to mentor feedback / lesson evaluations relating to learning and progress. Indicate the related standard(s) or sub-standard(s) in brackets.</small>

The lesson focus may be written as a learning objective¹¹, describing the knowledge, skills and/or understanding that you (the teacher) intend learners to engage with during the lesson. Learning objectives are generally written as generic statements about the learning that should be taken away from the lesson and, potentially, be applied in other contexts in the future. They are often linked to the programme of study (the National Curriculum, an external qualification specification or the school curriculum – i.e. schemes or work or units of work) being studied.

Targets from previous lessons

From the lesson evaluation (Figure 2) of the group’s previous lesson and/or your weekly meeting, identify the key target(s) for (a) your teaching, (b) the whole group or (c) individuals – this may include recapping learning that was not secure or classroom management in response to a specific incident or strategies to benefit learning, such as, *adjusting the seating plan to address classroom management issues* or *the use of praise*. Identify relevant Teachers’ Standard(s) in brackets.

The ‘Backbone’ of lesson planning

The backbone on lesson planning is the *learning outcome*, with linked *success criteria* and *formative assessment*.

Learning outcomes

¹¹ What pupils will learn

The **learning outcome** (Figure 3Error! Reference source not found.), which learners will demonstrate that they have learnt during the lesson, is the backbone of an effective lesson. This is often the first place that teachers start when planning and should precede the scheduling of learning activities (page 2 on the lesson plan) to ensure that the lesson flows and stays focused on the core, ‘intended’ learning. Setting one overarching outcome, and breaking it down into three to five **success criteria** (on a scale that recognises the expected levels of response from the class) provides a measurable framework to evaluate the impact of the lesson on learning and progress. The **formative assessment** activity (or activities) identified alongside are the activities, techniques and/or strategies that you use to ‘capture’ and evaluate whether that learning has taken place and, together with the success criteria, to what extent.

Figure 3 Learning Intentions

Learning Outcome <small>(intended learning)</small> What will pupils demonstrate by the end of the lesson? Identify one Learning Outcome (LO).	Success Criteria <small>(progression statements)</small> How will I know to what extent to which the LO has been achieved by all pupils? (minimum 3)	Formative Assessment <small>(assessment method)</small> What task(s)/activity(s) will provide evidence to indicate the extent to which pupils have met the LO?
Potential misconceptions <small>(related to this lesson/topic)</small>		

A **learning outcome**¹², as opposed to a learning objective, describes what learners will **do/apply** within (or by the end of) the lesson to demonstrate their confidence or competence. **An effective outcome must avoid words like “know” or “understand”, which cannot be easily defined and measured.** An alternative to choosing these vague terms, you might use the verbs from Bloom’s Revised Taxonomy for the *cognitive* domain (Table 1)¹³.

Table 1 Bloom’s Revised Cognitive Domain with descriptive words

Remembering	define, describe, identify, label, lists, match, name, outline, recall, recognise, state..
Understanding	comprehend, convert, defend, distinguish, estimate, explain, generalise, gives an example, infer, interpret, paraphrase, predict, rewrite, summarise, translate...
Applying	apply, change, compute, construct, demonstrate, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, use...
Analysing	analyse, break down, compare, contrast, diagram, deconstruct, differentiate, discriminate, distinguish, identify, illustrate, infer, outline, relate, select, separate...
Evaluating	appraise, compare, conclude, contrast, criticise, critique, defend, describe, discriminate, evaluate, explain, interpret, justify, relate, summarise, support...
Creating	categorise, combine, compile, compose, create, devise, design, explain, generate, modify, organise, plan, rearrange, reconstruct, relate, reorganise, revise, rewrite, summarise, tell, write.

¹² What pupils will do to demonstrate their learning (as opposed to a learning objective, which focuses on the content to be taught)

¹³ See also Appendix 5 for an overview of the so-called All-Most-Some model.

It is recommended that each lesson will have **one** learning outcome, directly linked to your lesson focus / learning objective, describing the core learning around which the lesson is designed. Pupils may learn other things in the lesson, or revisit knowledge and skills from a previous lesson, but these should be viewed as peripheral or incidental to the main outcome.

The learning outcome informs what will be assessable in the lesson. The learning outcome defines what you intend learners to achieve by the end of the lesson. Therefore, each learning outcome must have success criteria that enable you to monitor learning within the lesson and progress from one lesson to the next.

Success Criteria

A learning outcome can be further broken down into measurable levels of attainment indicating the extent to which the outcome has been met. The example in Table 2 (below) is for pupils in Year 7 design and technology, who will write a specification of requirements for a product that they will design, following research into the needs of the end user. In this example the criteria are cumulative – i.e. pupils who attain success criteria 2 will have attained success criteria 1, etc.

Table 2 Example learning outcome and success criteria

Learning Outcome	Success criteria
Pupils will develop detailed specifications to guide their design thinking	The specification will... outline the basic functions that the design will need to satisfy take into account research into the needs of the user take into consideration fitness for purpose and wider social issues

Success criteria may be written with reference to taxonomies of learning objectives, such as Bloom's cognitive domain (Table 1) or SOLO Taxonomy (Table 3). The use of such taxonomies aids the writing of statements that encapsulate progression; and the active works (verbs) associated with each 'level' promote the writing of measureable statements of attainment.

SOLO Taxonomy (Structure of Observed Learning Outcomes) is a useful way of developing success criteria, indicating levels of progress within a specific aspect of learning. We recommend that you read about SOLO at <http://pamhook.com/solo-taxonomy/>. There are five levels in SOLO that provide structure for the teacher and learners to define the expected progress. Table 3 (below) identifies these levels with a description. SOLO has been developed by Pam Hook to include symbols, to promote common understanding and recognition, as well as hand gestures, for younger learners.

Success criteria provide a way to **differentiate** the learning outcome(s).

Table 3 SOLO Taxonomy

SOLO level	Symbol	Description
Prestructural		Missing the point or needs help to start <i>i.e. "I don't understand"</i>
Unistructural		One aspect of the task is understood: knowledge is disconnected and limited <i>i.e. "I have some understanding of this topic"</i>
Multistructural		Several aspects are known, but misses relationships to each other and the whole <i>i.e. "I know a few things about this topic" or "I have gathered some information about this topic"</i>
Relational		Aspects are linked and integrated, contributing to a deeper understanding of the whole <i>i.e. "I can see the connections between the information I have gathered"</i>
Extended Abstract		New understanding at the relational level used as the basis for prediction, generalising, creation of new understanding, ideas, etc. <i>i.e. "By reflecting and evaluating on my learning, I am able to look at the bigger picture and link lots of different ideas together"</i>

Formative Assessment

Learning outcomes and success criteria should be written so that they are SMART¹⁴ (specific, measurable, achievable, realistic and time-bound). Therefore, the impact of teaching and learning should be able to be observed and measured through a range of formative and summative means. There are many approaches to formative assessment, which are not defined in detail within this document (there will be lectures on your programme and you will find plenty of books, papers and websites on the topic). Formative assessment can include teacher assessment and activities that involved the learners (assessment for learning¹⁵ or AfL). This box in the lesson plan should focus on the methods being used to evaluate impact on learning progress in relation to the learning outcome (and success criteria) and be routinely considered on a lesson-by-lesson basis.

Examples of formative assessments include:

- low stakes tests or quizzes on recent learning
- feedback and feedforward (targets) on workbooks or worksheets used in the lesson
- Questioning and dialogue during the lesson
- Written recall activities (e.g. exit tickets, 1-minute papers, etc.)
- Observational, photographic or video evidence of artefacts or performances
- Self or peer assessment against the success criteria (e.g. RAG rating, next steps, etc.)

¹⁴ At LJMU we often talk about SMARTER targets, where 'E' stands for **Evaluated** and 'R' for **Reviewed**

¹⁵ As opposed to assessment of learning (typically summative assessment) or assessment as learning (the use of assessment and testing as part of learning activity).

Table 4 shows an example of a learning outcome, with success criteria and a formative assessment, using SOLO Taxonomy¹⁶. Note that in SOLO, criteria are often written in ‘pupil speak’ with “I can...” statements:

Table 4 Example learning outcome with differentiated success criteria and a linked assessment strategy¹⁷

Learning Outcome	Success criteria	Formative Assessment
Learners will <i>define</i> Pythagoras' Theorem in two and three dimensions	I need help to define Pythagoras' Theorem. My definition has one relevant idea about Pythagoras' Theorem. My definition has several relevant ideas about Pythagoras' Theorem. My definition has several relevant ideas about Pythagoras' Theorem and links these ideas. My definition has several relevant ideas about Pythagoras' Theorem, links these ideas and looks at them in a new way.	Classwork books: pupils to write their definitions in their workbooks during the plenary activity – to be formatively assessed (marked, with feedback and target, and recorded)

NOTE:

At this point in the lesson planning, you are advised to ‘jump’ to the Lesson Schedule (page 2 of the lesson plan) - to plan the sequence of learning activities - returning to the personalised learning, etc. once you have a better idea of the ‘shape’ of the lesson.

Do not attempt to complete a typical lesson plan, such as the LJMU pro forma in order from the top of page one to the end! Unless this approach works for you, of course.

Support and challenge

This section (see Table 5 and Appendix 6) is where you will identify specific **differentiation**¹⁸ *strategies* or *activities* to personalise learning for learners with specific needs. Where any learner in a group may need additional support to (a) enable them to meet the all/emerging (or higher) learning outcome or (b) is likely to exceed expectations for the lesson, a personalised learning plan should be devised. Learners should be identified with a code (e.g. initials) rather than by name, with a statement outlining the strategy or approach to personalising their learning. Data on learners can be found on special education needs and disability (SEND) or ‘gifted and talented’ (G&T) registers, Education, Health and Care (EHC) plans, through teacher knowledge (classroom,

¹⁶ There are other methods used to differentiate outcomes or create assessable success criteria, such as using the All Most Some approach – see Appendix 6

¹⁷ Taken from http://pamhook.com/mediawiki/images/5/5b/SOLO_Taxonomy_And_SuccessCriteria.pdf

¹⁸ See Appendices 4 and 5.

SENCO, pastoral, etc.) or observations. A EHC plan will include an outline of a learners individual needs and suggest strategies to support and personalise their learning, including the how a Teaching Assistant¹⁹ (TA) might be used.

Table 5 Whole class and individual strategies

Support and Challenge (planning to include individual learners) Personalisation and specific strategies to support and challenge identified individuals (HA, SEND, EAL, PP, etc.), linked to data and relevant learning plans. How will all pupils learn and make progress in this lesson?						Classroom management Strategies to manage learning (including grouping, transition, behaviour management, etc.)
Number of learners:	HA	SEND	EAL	PP		Use school data, where available and relevant

There may be other factors to consider, such as Emotional and Behavioural Difficulties (EBD), English as an Additional Language (EAL), family or personal circumstances or religious beliefs/practices, when personalising learning. The aim being to include all learners, by either creating opportunities or removing barriers (for the teacher as well as the learner).

Individual plans

On occasion you may decide (in consultation with your mentor) to create an individual plan for use with support staff, such as a teaching assistant (TA) or technician. This would be appropriate where a learner has specific requirements that cannot be adequately described within the main lesson plan. This will be used in exceptional circumstances, rather than as part of the normal lesson planning process, and will link closely with the learners Education, Health and Care (EHC) plans, which are normally available from the school Special Educational Needs Coordinator (SENCO) or via your mentor.

A learning support brief should include:

- The learning intentions for the lesson, including the lesson focus and keywords
- An indication of the individuals to be supported and the role that you want the TA to take within the lesson
- A support schedule indicating the TA and learner activity
- Space for feedback from the TA and actions for the next lesson

See Appendix 4 for an example of a Learning Support Brief pro forma.

Classroom management

Are there any generic subject specific pedagogical (or behaviour management) strategies that you are adopting within the lesson or the Unit of Work?

¹⁹ Sometimes referred to as a learning assistant (LA) or a learning support assistant (LSA).

General strategies, such as group work, paired activities, etc., would be identified in this section, demonstrating your ability to utilise a range of approaches to teaching and learning. Subject specific strategies may be identified from your engagement with research or subject pedagogy literature in your subject pedagogy sessions. For example: command style in physical education; design and make in design and technology; or experimentation in science. Consult your subject leader in university and subject mentor on placement for further guidance.

Additional information and activity

Extending learning

Additional information and activities (Figure 4), linked to the learning outcome, which are planned but not central to the main activities. They will typically take the learning experience beyond the ‘some’ or ‘exceeding’ learning outcome²⁰ (Figure 3).

An **enrichment** activity stretches and challenges some learners (often higher attaining pupils) engagement with the learning objective, by adding more depth (or breadth) to their knowledge, skill and/or understanding. For example, a learner may be set a self-directed task to investigate and present an aspect of background knowledge, linked to, but not encompassed by the learning objective.

An **extension** activity stretches and challenges learners by extending the learning activity being undertaken by the majority of learners (for example, if they complete a task in a shorter length of time), as being developed through (and beyond) the learning objective and outcomes for the lesson. For example, a learner may be tasked to complete an additional activity beyond those undertaken by the majority of the group, such as developing marketing and packaging for a product in design and technology, or performing more complex application of a formula in mathematics. **Note:** ‘more’ work is not always an appropriate way to challenge high attaining pupils, and effective extension may be a different approach, such as an activity promoting autonomous learning or different perspectives.

Figure 4 Additional information and activity

Extending learning Identify activities to stretch and challenge all learners (including homework and other out of lesson activity)	Resources Teaching and learning materials, equipment, etc.	Cross-curricular opportunities Literacy; Numeracy; SMSC; STEM; etc.
Within lesson		
Outside of the lesson (including homework)		

To extend the ‘E’s, **engagement** and **enabling** activities can be used to refer to strategies designed to **engage** disaffected learners or **enable** all learners to be included in the learning objectives and meet learning outcomes. Disaffected learners (i.e. learners either

²⁰ Discuss appropriate extension or enrichment activities with your subject mentor on placement and/or subject leader in University.

actively or passively disengaged from the learning process, environment or content) can be from anywhere along a continuum of able learners (those who have displayed high attainment in the past) and are not stretched or challenged²¹, and may become disruptive in time, to learners who have underachieved (or under-attained) in the past and have become disenfranchised or reluctant to learn²². *Engagement* and *enabling* activities may be included as part of the **personalised learning** or **teaching and learning strategies** (see sections above), depending on the learner(s) or groups that the strategy is aimed at.

These *additional* activities have an auxiliary function as a 'safety net' (although this is not their primary purpose) should learners complete the planned activities earlier than expected. This may even, in some cases, be as a result of main activities not going to plan! So you may (in the early days of training) plan extension activities with this in mind (in addition to those to stretch and challenge learners)

Resources

Any key teaching and learning resources, including specialist materials and equipment, that are (a) not readily available in the 'classroom' or (b) need to be prepared in advance of the lesson and recorded in the lesson plan (Figure 4). Resources might include:

- Worksheets;
- Interactive Whiteboard (IWB) resources and slideshows;
- Mini-whiteboards, pens and wipers;
- Audio-visual materials;
- Technology Enhanced Learning²³ (TEL);
- Learners' work;
- Stationery;
- Tools, equipment, machinery, etc.;
- Learning objects/artefacts, etc.;
- Alternative learning environments²⁴.

Cross-curricular opportunities

There will often be opportunities in the lesson to develop cross-curricular themes within subject specialist teaching. These should be identified in the lesson plan (Figure 4) and will include either (a) shared responsibility for teaching between two curriculum areas (e.g. design & technology and science, etc.), (b) aspects of another curriculum area drawn upon or reinforced within your subject specialist lesson (e.g. PE and science, through knowledge of the respiratory system; or mathematics and art & design, through repeating patterns; etc.) or (c) common, shared, themes or strategies across the curriculum (e.g. literacy, numeracy, SMSC, PSHE, STEM, citizenship, etc.). **Note:** cross-curricular

²¹ Or perceive this to be the case!

²² This may be a self-protection strategy.

²³ Such as visualisers, digital cameras, voting systems, tablet devices, etc.

²⁴ Such as sports centers, museums, galleries, etc.

opportunities should not be treated as a ‘tick box’ activity or making tenuous/trivial links, and should explain meaningful links, such as using technical vocabulary from another subject

Risk assessment

Every learning activity and process (including equipment) undertaken in schools/colleges should be risk assessed. There is no standard format, but departments should have relevant and up-to-date health and safety documentation. This means that risk assessments in lesson plans (Figure 5) need **only identify hazards that are specific to the lesson** and not 'normal' to the classroom (note: some specialist areas, such as D&T, PE and Science may be exceptions to this rule-of-thumb). When assessing risk the following steps should be used:

- **Hazards** - identify the equipment or process that could cause potential harm.
- **Risk** - identify the harm that could be caused by the hazard, and to whom.
- **Control** - identify the reasonable control measures to be taken to minimise risk of harm.

Figure 5 Risk assessment

Risk Assessment (specific to the learning activities and subject – i.e. not relating to the general risk assessments for the room, etc. – add/remove rows as required)		
Hazard	Risks	Control measures

Section 3 Lesson Schedule

There are four elements of the lesson schedule to consider, which relate to the sequencing of activities. These are:

- Timings
- Teacher activity
- Learner activity
- Assessment opportunities

The most important point, regarding the lesson schedule, is that it must be a useful and practical document that you will have on-hand during the lesson. If the document cannot be quickly referred to for timings, reminders to teaching points or activities, then it is less useful and effective. Initially you will probably need it throughout each lesson to give you confidence and help you to keep on task, maintain pace, etc.

As a rule of thumb, aim to have the lesson schedule for a typical single period (50 minutes to 1 hour) presented on one side of A4 (Font: Arial 12pt) – **UNLESS** including diagrams or listing prompt questions within the schedule. So write in **bullet points** (brief statements) rather than **prose** (descriptive paragraphs).

Timings

Planning the timings for each activity or stage of a lesson is important for several reasons, and you will need to consider these when planning. Firstly, it aids the ‘chunking’ of *episodes* (smaller steps or stages of learning) within the whole lesson Figure 6. Typically, one of these ‘chunks’ (or stages) will be between 5 and 10 minutes (not less than 5 minutes), because the timing becomes meaningless and the activities broken down into too many elements. Chunks should also be no longer than 10 minutes, because (a) you should avoid long teacher inputs in favour of breaking down learning into stages²⁵ and (b) when learners are working individually or in groups you should also be active (e.g. scanning the room, supporting and actively managing leaning).

Figure 6 Learning episodes

Time <small>(real-time)</small>	The Teacher <small>Input and interventions to lead learning</small>	The Learners <small>Activities to develop and consolidate learning</small>

²⁵ Or build in progress checks, such as questioning, to longer teacher inputs

Secondly, timings will help both you and your observer (i.e. subject or professional mentor) to know what you should be doing at any particular part of the lesson. This leads to the decision on whether to use real times (e.g. 09:45, 13:50) or durations (e.g. 5 minutes) for each activity (stage/chunk) within the lesson. The advantages of using real times are: (a) you can work out where you are up to if you lose track of time or forget what you should be doing at a particular time; and (b) it helps an observer interpret your lesson plan and compare planning to delivery. Therefore, you might use real times when you are beginning to teach full lessons (Phase 1 and 2) or when being formally observed. The advantages for using durations are: (a) they are quicker to formulate and relate to the actual time spent on each activity; and (b) the lesson plan can be utilised (recycled) for a different group or by a different teacher in the future. Therefore, you might use durations as you become more confident and have well-paced lessons (Phase 2 to 3) or are being formally observed by a professional mentor, university tutor or external examiner.

A useful alternative to the real time OR duration timings, would be to use both (Table 6). Timings (real time or duration) should be presented as a column in a table, on the left hand side.

Table 6 Example of timings

Time <i>(real-time)</i>	The Teacher <i>Input and interventions to lead learning</i>
09:05 (5 min.)	Brief the class, lined up... - Setting up equipment...
09:10 (10 min.)	Explain starter activity -

It is common for beginning teachers to focus on the teacher activity, initially, with limited description of learner activity. As they grow in confidence, awareness and skill in the classroom, they are able to write detailed description of learning. The details in each column should reflect the balance of classroom activity, which is likely to focus on pupil activity, rather than that of the teacher – the teacher directing learning to foster learning and promote progress.

Teacher Activities

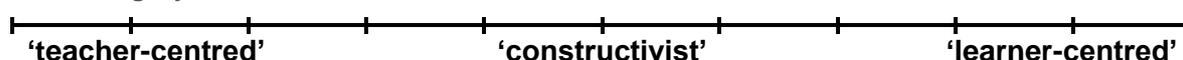
As this heading suggests, this column in the lesson schedule describes what you do to lead and facilitate learning, ensuring that the Learning Outcome is met. In this section you will identify, and briefly describe, the teaching episodes (key activities/stages of the lesson) the teaching strategy, technique or approach that you will be adopting. There are a wide variety of pedagogical styles and approaches, which you will become aware of through training sessions in university and on placement, through reading and academic assignments, and observing good and outstanding teaching and learning. Some of these will include:

- Start-up routines (arrival, safety, setting up, etc.)
- Starter activities

- Explanations
- Teacher modelling
- Demonstrating
- Questioning (identify key questions in the plan)
- Other learning episodes
- Plenary activities
- End of lesson routines (tidying up, packing away, departing, etc.)

Consideration should also be given, in the teacher activity column, to what you will be doing whilst the learning activities are taking place – i.e. working with individuals and groups, monitoring progress, assessing, etc.

Figure 7 Teaching styles continuum



Depending on the aims of the lesson you will adopt a number of different teaching styles along a teacher-learner led continuum. Taking two 'extremes', these could be described as 'teacher-centred' (or behaviourist) versus learning-centred (Figure 7).

The behaviourist approach puts the practitioner (teacher) in the leading role, focusing on influencing learners' external actions and behaviour, for example direct teaching, demonstration, etc. The learner-centred approach tends towards the learners being empowered to discover learning. There are a number of theories that favour learner-centred approaches, including critical pedagogy, which focuses on agency, and some aspects of constructivism. Both descriptions are extremes and much good teaching will draw on both approaches (and philosophies). However, a middle ground might be to adopt a cognitivist (e.g. Piaget) or social constructivist approach (e.g. Vygotsky, Bruner and Dewey). The social constructivist approach considers the role of the teacher as a more knowledgeable other (MKO), who is responsible for facilitating and leading learning in a classroom (social) context, taking in to account learners' abilities and potential. Social constructivism has a central concept called the zone of proximal development (ZPD), which describes the learning 'within reach' of a learner, building on prior learning. The teacher then 'scaffolds' learning, breaking it down in steps; taking into account the abilities and developmental ages of the learners. This is not a 'free for all' or unstructured individual discovery of knowledge, but a strategic and facilitated structuring of learning with the aim of enabling learners to acquire independence, knowledge and (ultimately) mastery.

Additional 'prompt sheets' or cards?

Where you plan for questioning, it may not be possible to include a list of every question within the lesson plan itself. In these circumstances, it may be appropriate to create an additional 'prompt sheet'. For example, where you are planning questioning that extend or filter learners responses (including using Bloom's Taxonomy) or you intend target questions a particular learners or groups. However, you should use these for additional

prompts rather than to rephrase or replace the lesson schedule – if you can't follow the lesson schedule, focus on improving it rather than creating an extra layer of planning!

Learner Activities

Planning the learning episodes (activities) is one of the **most important** aspects of lesson planning. One of (if not) the key measures of effective teaching and learning is pupil progress. Therefore, it is essential that the planning considers the most effective or expedient methods for learners to engage with the Learning Objective and Outcomes.

As with the teacher activities column, there are a wide variety of pedagogical styles and approaches, which you will become aware of through training sessions in university and on placement, through reading and academic assignments, and observing good and outstanding teaching and learning. Some of these will include:

- Group or paired work
- Independent learning
- Peer and self-assessment
- Observing
- Recording
- Demonstrating
- Practical work or application
- Microteaching / peer mentoring
- Coursework
- Quizzes or tests

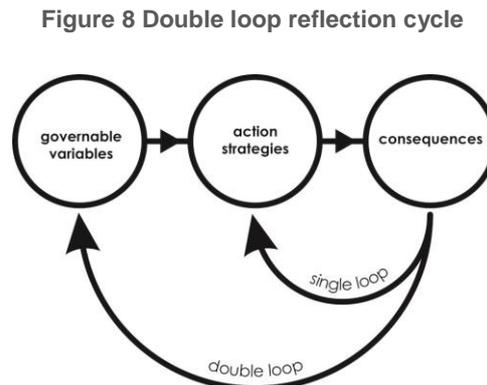
Also, consideration should be given to what learners are expected to be doing whilst teacher input is happening, to avoid passiveness or disengagement by pupils.

Assessment Opportunities

Points where assessments (formative or summative, formal or informal) will take place may be indicated, either, in a fourth column or highlighted within the Teacher or Learner Activity column, at the time when they will take place. The choice to have three or four columns may influence the choice of page orientation (i.e. portrait or landscape).

Section 4: Lesson Evaluation

The ability to reflect on and improve practice is an essential skill for the effective teacher. There are many approaches to reflecting on practice and evaluating lessons, one of which being a three stage system (Figure 8) where *governable variables* (inputs - influencing factors that are controllable, including planning, environment, etc.), *action strategies* (processes - what happened in the situation, how you or others acted, etc.) and *consequences* (outputs - what was the outcomes of the lesson were, e.g. progress, behaviour, teaching, etc.).



Beginning by examining the ‘consequences’ (outputs or outcomes) of the lesson, the next stage of reflection is often to focus on the ‘action strategies’ (what you or the learners did). This is known as a single loop reflection, and is relatively limited as it focuses on actions within the lesson, without considering the ‘governable variables’ (inputs or outside influencing factors). This second, or double, loop of a reflective cycle prompts the professional to consider the wider aspects of an incident.

Table 7 Lesson evaluation spectrum

Teaching Activity	Learning Activity
Teaching Targets	Learning Targets

The key aspects that should be evaluated in every lesson are (a) the **impact** of lesson planning and delivery on learning and (b) areas for **development** and **improvement** in the next lesson. Therefore, the evaluation will be broken down into four elements (Table 7):

Some questions and prompts that may help you reflect and evaluate are:

Teaching Activity

- What was the impact of planning and delivery? Identify both strengths and opportunities for development.
- Why do you think that this was the case? What evidence (or theory) supports your evaluation of your planning teaching? Include mentor feedback.

Teaching Targets

- What do you need to change or adapt in future lessons?
- What information, support and/or resources do you need to improve your planning and teaching?

Learning Activity

- How effectively did learners make progress? Identify both strengths and opportunities for development.

- Why do you think that this was the case? What evidence (or theory) supports your evaluation of learning and assessment? Include mentor feedback.

Learning Targets

- What needs to happen for learners to progress?
- What information, support and/or resources do you need to support learners to progression and effective assessment?

Note: every lesson must be evaluated, but this may be through the *annotation* of a lesson plan or *notes* in a teacher planner, to more *detailed and reflective analysis*. However, every lesson evaluation must consider the *implications and targets for teaching and learning in the next lesson*.

It may also be appropriate to set other targets (or opportunities for development), such as further reading, observations of good practice, coaching and mentoring, etc. In addition to your own observations and perspective, you should take into account and include aspects of discussions with your mentor following the lesson and/or in weekly meetings. Identifying the Teachers' Standards (or sub-standards) for each target (e.g. [S3a]) will help you track your progress, reflect on feedback and identify evidence for QTS.

Where you identify targets that go beyond those for the next lesson, you should include them in your **Weekly Meeting Record**.

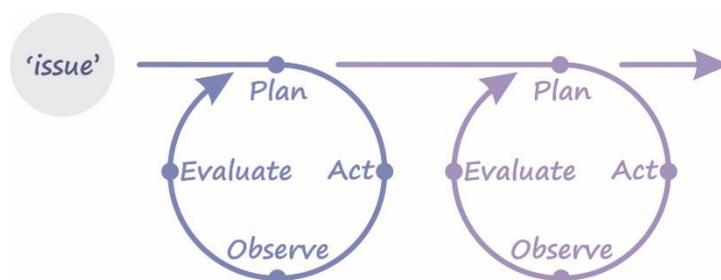
Always focus on writing **SMART targets**, asking yourself; are they:

- Focused on a **Specific** area of theory and/or practice?
- Written so that they are **Measurable** and it is clear when they are achieved?
- **Achievable** within the context, timeframe and with the learners?
- Set **Realistic** (regarding time, experience, resources, etc.) expectation on yourself and the learners?
- Going to be addressed within the **Time-period** between now and the next lesson?

Lesson evaluations should be written as soon after the end of the lesson as practicable, and consider the perspectives of expert practitioners (mentors and classroom teachers), research and pedagogical literature, learners' experience, as well as your own personal development.

If you are designing your own lesson plan pro forma, there are advantages to including the lesson evaluation as part of the same document. These include the fact that the evaluation will be permanently linked to

Figure 9 Action Research Cycle (double loop)



the lesson plan, as an electronic document, and easily accessible for use as evidence for QTS and to future use.

This links the evaluation to the next lesson plan, where targets from the previous lesson are part of the learning intentions. It also relates to the **Action Research** cycle (Figure 9 Action Research Cycle (double loop)), which is a research methodology commonly used in education to evaluate 'interventions'.



The Unit of Work

medium term planning

See Appendix 3

A Unit of Work (UOW) is a sequence of lessons (typically equivalent to 4 to 6 hours of teaching) linked to a specific topic or area of the curriculum. As part of the portfolio of evidence at LJMU, student teachers should have two Units of Work (in two different Key Stages), with the related resources.

When beginning to write Units of Work there are three approaches that you might adopt, depending on what stage you are at in your training and how confident you are:

1. Rewrite an existing unit of work from the department where you are on placement experience, adding your own expertise and perspective (including your knowledge of the pupils).
2. Write a unit of work in retrospect, having taught a series of lessons (4 to 6 hours) in sequence, linked under a single topic or curriculum.
3. Write a unit of work in advance; identify the learning objectives, outcomes, activities, etc. prior to teaching and/or planning individual lessons²⁶.

The purpose of a UOW is to provide an overview of a series of lessons, demonstrating how they link to each other and the school curriculum (programmes of study, key stage or Year-long Schemes of Work, cross-curricular links, etc.), without going into the details of the teaching and learning activities. The main sections in a UOW are:

- a) **Curriculum framework:** unit objectives and content; key concepts and processes, curriculum links; pedagogical approaches, expected prior learning, unit assessment strategy, managing health and safety; facilities and resources; cross-curricular opportunities;
- b) **Assessment framework:** lesson learning outcomes; progression statements (success criteria);
- c) **Sequencing of learning:** learning activities (episodes) linked to the lesson / learning outcome; assessments, resources;

Curriculum Framework

Unit objective and content

A brief description of the learning experience and opportunities over the unit. This should be written so any *specialist teacher* or *curriculum leader* could gain a clear understanding of what (a) learners will experience and gain from the unit and (b) teachers in the department/school will be expected to deliver. The Unit Objectives are different to the Learning Outcomes of each lesson (which are the expectation for the end of each lesson),

²⁶ **Note:** this might still be closely related to an existing unit or scheme in the placement experience department, but is ideally based on your own teaching and learning resources and developed from the relevant programme of study or school curriculum and assessment framework.

but statements explaining what core content knowledge and skill learners will experience within the unit – i.e. that may form the basis of the ‘prior learning’ in one or more future units of work. A well-designed school curriculum will consider progression (a) from previous years and key stages and (b) to subsequent years and key stages.

Key concepts and processes

Key concepts, including technical terminology or language, to be introduced for the first time, should be listed. This is relevant both in terms of subject knowledge and in relation to spelling, punctuation and grammar (literacy). Identification of the specific areas of content knowledge, skills and/or understanding as outlined in the relevant programme of study for the key stage. It is considered good practice to focus on the **primary areas** of knowledge, skills and/or understanding, that are being taught, rather than any **secondary areas** the learners might pick up or have reinforced as a ‘spin-off’ from the learning experience.

Curriculum links

Identify the appropriate programme of study (e.g. national curriculum, GCSE specification, etc.) that the unit relates to. Codes and page numbers can be used where appropriate and available, rather than copying statements, but the original/source document should be identified.

Pedagogical Approaches

Identify the specific pedagogical and didactic approaches being used within the unit (general and subject specific). Consider the underpinning education theory (or theories) that inform your choices and the extent to which they are deliberately restrictive (e.g. more scaffolded, directed or teacher-led) or expansive (e.g. more autonomous, open-ended or pupil-led). Think back to your lectures, workshops and seminars, and the readings from your subject knowledge and pedagogy sessions. Link the approaches to the aims/objective of the unit and the learning outcomes.

Expected prior Learning

Identify the essential prior knowledge (including principles and concepts learnt within other curriculum areas) that learners are expected/assumed to have experienced, in previous years or key stages, in order to fully engage with the unit’s learning objectives.

Unit assessment strategy

The methods used to formatively and summatively assess learning should be identified, including:

- Teacher assessment of classwork, learner outcomes (e.g. test, quiz, written work, products, objects, artefacts, experiments, photographs etc.), etc.
- Peer and self-assessment, both lesson-by-lesson and at the end of the unit.
- Learning outside the classroom, such as homework, education visits, etc.
- End of unit assessments, such as project or coursework, examination/test, performance, etc.
- External assessments, such as examinations (e.g. GCSE), certificates (e.g. Crest Awards), etc.

The informed use of technical assessment terminology to describe and justify assessment strategies is advisable. You will develop a range of strategies and knowledge of concepts

and approaches to assessment through lectures, mentoring on placement and active engagement with pedagogic, policy and research literature (Table 8).

Table 8 Unit assessment strategies

Assessment for Learning	<ul style="list-style-type: none"> ▪ Formative assessment ▪ Ipsative assessment²⁷ ▪ Diagnostic assessment ▪ Self-assessment ▪ Peer-assessment ▪ Informal observation ▪ Questioning ▪ Listening activities ▪ Problem solving ▪ Practical task ▪ Target setting
Assessment of Learning	<ul style="list-style-type: none"> ▪ Summative assessment ▪ National Examination ▪ Coursework (controlled assessment) ▪ Standardised Test ▪ Sample of Work ▪ Criterion-referenced (attainment measured against external criteria) ▪ Norm-referenced (attainment measured against the cohort of learners - rank order)
Record Keeping	<ul style="list-style-type: none"> ▪ Pupil record (e.g. pupils make notes on verbal feedback in workbooks, etc.) ▪ Pupil profile (developing and adding to an evidence base tracking progress) ▪ Portfolio (learner selecting 'best' work, under the direction of the teacher) ▪ Record book (attendance, attitude to learning, achievement and attainment) ▪ Checklist (competence based record of skills demonstrated)

Managing health and Safety

This section should identify the main or new **activities, equipment and processes**, not introduced in previous Units of Work. Rather than undertaking a 'risk assessment' (identifying hazards, risks and control measures), this section should highlight *medium* or *high* risk activities, equipment and processes. Some subjects will have specific Health and Safety codes of practice (e.g. BS 4163:2014 in design and technology) or guidance and model risk assessments (e.g. CLEAPSS in science and design and technology) - where available the relevance document and section codes should be referenced. The full risk assessments undertaken by the department may also be listed in this section. Supervision of certain activities may be highlighted as general, close or one-to-one, depending on the degree of risk to learners.

Facilities and resources

List key consumables (materials, components, chemicals, ingredients, etc.), tools and equipment to be used, especially those require preparation in advance by a teaching assistant, technician or yourself. Where consumables require measuring, cutting or distributing, details of weights, dimensions, numbers, etc. may be useful.

²⁷ relates to 'personal best' performance

Cross-curricular opportunities

Any opportunities to develop cross-curricular themes, within the subject specialist teaching, should be identified, with an explanation of how this will be achieved. This might include either (a) shared responsibility for teaching between two curriculum areas (e.g. design & technology and science, etc.) or (b) common themes or strategies across the curriculum – such as literacy, numeracy, speaking and listening, Social, Moral, Spiritual and Cultural (SMSC) development, Science Technology Engineering and Mathematics, citizenship, etc.).

Assessment Framework

Schools/colleges are expected to have an **assessment framework** as part of their **school curriculum**. *Attainment targets and levels* have been popular in schools and colleges, as a legacy of previous National Curriculum programmes of study. Level descriptors describe how learners progress across each key stage. Assessment criteria should reflect the assessment framework in the school/college, but essential should describe how learners will demonstrate progression against the **learning outcomes**. The various taxonomies of learning objectives (e.g. the cognitive, affective or psychomotor domains, or SOLO) can be a useful tools for writing progression statements (success criteria).

Sequencing of learning

The lesson-by-lesson schedule is most effectively present in a table with six columns:

- a) Lesson number (sequence)²⁸
- b) Learning activities (brief summary of main episodes/activities)
- c) Assessment (how the learning outcomes will be monitored and evaluated)
- d) Resources (the key resources for the lesson, not available in the classroom)

Much of this section will be either adapted or copied to/from the related lesson plans.



²⁸ Note: when linking a learning outcome to a notional lesson, there may be cases where a particular class takes more or less time to meet or exceed expectations. It is important to note that the sequence of learning, described by learning outcomes, do not necessarily represent discreet lessons.

Being Observed

The lesson plan takes on a different dimension when you are being formally observed. There are three circumstances where this will normally happen during initial teacher education:

- **ITT Mentor or classroom teacher:** you will be formally observed, with written and oral feedback at least twice a week once teaching your full time table at the beginning of Phase 2. These observations provide student teachers with feedback in context across a sequence of lessons and from the perspective of the curriculum in the placement institution.
- **Liaison Tutor:** usually on two occasions across the ITE programme (typically once in each placement), you will be co-observed by a Liaison Tutor (LT) and your ITT Mentor, with the LT observing both the lesson and the mentor feedback. The purpose of this kind of visit is to support (and train) mentors, ensure consistent standards of feedback and of judgments against the Teachers' Standards.
- **External Examiner:** at some point in the course (usually in the second half) you may be observed by an External Examiner (EE). EEs on ITE courses are teacher educators from other Universities, who are invited to feedback on aspects of the course, to inform future programme developments. Therefore, the purpose of an EE co-observation is to observe the feedback and support for student teachers both within the placement experience and at the university.

When being formally observed, it would be expected that a detailed lesson plan is provided, written so that an expert observer will be able to follow the learning intentions and sequence of activities. As well as the lesson plan, you should consider the following:

- Allow time before the lesson to meet and collect any visiting observers;
- Arrange a suitable space for joint feedback after the lesson;
- Set up an observation 'station' in a position in the classroom that is unobtrusive to the planned teaching and learning activities, with:
 - Copies of the **lesson plan** for *each* observer;
 - Any additional resources (including worksheets, PowerPoints, etc.);
 - Other relevant documents (such as individual plans, seating plans, etc.);
 - Your **QTS Training and Development File** – i.e. weekly meeting records, lesson observation and analysis documentation, etc.
 - Your **Placement Experience File** – i.e. planning documentation for each group taught, including lesson plans, evaluations, observation, mentoring documentation, etc.

Planning checklists

Use these checklists to evaluate the suitability of a school lesson plan pro forma for initial teacher training, in Phase 1 and 2, or when designing your own...

Lesson Plan Checklist

Lesson Details:

Student teacher's name ; class/group ; date ; sequence ; subject ; topic

Learning Intentions

- Lesson focus (aims, concepts, key words)
- Targets (from previous lesson evaluation)
- Learning outcome
- Success Criteria
- Formative Assessment
- Support and Challenge
- Classroom management
- Extending Learning
- Resources
- Cross-curricular opportunities
- Risk assessment

Lesson Schedule

- Timings
- Teacher Activity
- Learner Activity

Lesson Evaluation

- Impact of teaching *on learning*
- Targets for next lesson (focus on learning)

Unit of Work Checklist

Curriculum Framework

- Unit objectives and content
- Key concepts, processes and keywords
- Curriculum links
- Pedagogical approaches
- Expected prior learning
- Unit assessment strategy
- Managing health and safety
- Facilities and resources
- Cross-curricular opportunities

Sequence of learning

- Lesson / learning outcome number
- Learning activities (summary)
- Assessment
- Resources

Curriculum Framework

- Learning outcomes
- Progression statements (success criteria)

Glossary of terms

Assessment for Learning (AfL)	The use of formative assessment of evidence of learning (e.g. work completed by the learner, observed learning behaviour, etc.) and feedback to enable learners to progress. AfL enables the learner to engage with their own learning (where they are now) and to understand the next steps in making progress.
Assessment of Learning	The use of summative assessment strategies to measure attainment at the end of an episode of learning.
Behaviour Management	Techniques to effectively manage the actual or potentially disruptive behaviour of an individual or individuals, which is having (or may have) a detrimental effect on the learning of one of more members of a group.
Classroom	The generic term used to denote the physical environment where learning takes place, under the direction of a teacher or more knowledgeable other (MKO). The classroom may be a 'traditional' room, a laboratory, studio, workshop, gymnasium, field, or other subject specialist area (in some cases virtual)
Classroom Management	A holistic approach to planning that encompasses the whole learning experience, for example a sequence of activities may be planned in advance (proactively) lead and facilitate learning, and therefore minimise the risk of disruption (through inappropriate behaviours or other factors), rather than planning to use 'behaviour management' strategies reactively as issues arise.
Cross-curricular links	Links to shared aspects of the curriculum, such as literacy, numeracy, Social Moral Spiritual Cultural (SMSC) or Science Technology Engineering Mathematics (STEM). The term may also be applied to links to other curriculum areas within another (your subject) or co-teaching, shared between specialists.
Differentiation	Adapting of teaching and learning strategies to take into account the differing abilities (cognitive, psychomotor and/or affective) of learners within the group being taught.
Enrichment activity	An activity that stretches and challenges some learners (often higher attaining pupils) by adding more depth to their knowledge, skill and/or understanding, as being developed through the learning objective/outcomes for the lesson. For example, a learner may be set a self-directed task to investigate and present an aspect of background knowledge linked to, but not encompassed by the LO.
Episode	A discreet activity within a sequence of learning that directly relates to the lesson learning outcome; and promotes learning and progress. Effective episodes consider the progression from one learning activity to the next, with a 'golden thread' of learning from the beginning to the end of the 'lesson'. Episodes (like on the TV) have a common theme and make connections to the previous episode as well as the next one – i.e. they consider and communication the transition from one episode of learning into the next, and so on.
Extension activity	An activity that stretches and challenges some learners (often higher attaining pupils) by adding extending the learning activity being undertaken by the majority of learners, as being developed through the learning objective/outcomes for the lesson. For example, a learner may be tasked to do something additional with the learning outcome for the lesson, such as performing more complex application of a formula in Mathematics.
Formative Assessment	Formative assessment includes a range of formal and informal strategies and activities conducted by teachers in lessons (i.e. whilst learning is taking place) to aid evaluation and modify lesson planning to foster learning and promote progress. Formative assessment is often qualitative (descriptive) rather than quantitative (numeric) and is primarily for both the teacher and pupils. It is different to summative assessment, which measures educational outcomes at the end of a period of learning, and is often for external accountability and end of key stage assessment.
Inclusion	The overarching concept that every learner is provided the opportunity to learn within the 'classroom'
Learning Objective (LO)	The key learning intentions for knowledge, skills and understanding. Typically the LO will directly link to a Programme of Study (POS), such as the National Curriculum, other curriculum frameworks or the school curriculum.
Learning Outcomes	Learning outcomes describe what learners will do to demonstrate their knowledge, skills and/or understanding of the Learning Objective. Learning Outcomes are expressed as activity that can be measured to infer progress against the objective. They are often differentiated – e.g. all learners will... most learners should... some learners may...

Lesson	A structured learning experience over a fixed and predetermined time period planned by a more knowledgeable other (MKO), such as a teacher. In secondary and tertiary education, lessons are usually organised in timetables comprised of 'periods'.
Lesson Evaluation	Reflection is a key element skill for the professional teacher. It enables her/him to consider governable variables (influencing factors that are in some way controllable), action strategies (actions that are planned and delivered) and consequences (the result). Teachers reflect both 'in action' (while it is happening) and 'on action' (reflectively evaluating after-the-fact). LJMU ITE student teachers are expected to formally evaluate each lesson that is taught.
Lesson Plan	A written plan, structuring learning for a specific group around a learning objective (or objectives) and learning outcomes. A lesson plan will consider issues around inclusion, personalisation, and will break the lesson down into an ordered sequence of teacher and learner activities. It is good practice to reflect on and evaluate lessons, and this is an expectation for all LJMU initial teacher education (ITE) student teachers.
Lesson Schedule	The lesson schedule is the chronological sequence of activities (teacher and learner) from the start of the lesson. These can include stages, such as starter, main and plenary activities, but also include routines at the beginning and end of lessons, teacher modelling/explaining and discrete episodes (with mini-plenaries) within the lesson.
Period	A fixed length of time that an educational institution uses to organise the delivery of the school curriculum (typically 50 minutes or one hour). Lessons can be single, double or (on occasion) triple periods. Formal periods (traditionally delineated by a 'bell') are common in secondary education.
Personalisation	Where the main (differentiated) lesson plan is adapted to take into account the specific needs of pupils. This may be related to Special Educational Needs or Disabilities (SEND), English as an Additional Language (EAL), Gifted and Talented (G&T), etc. Therefore, personalised learning might support learners to meet the Learning Objective/Outcome or stretch and challenge able learners to extend or enrich their learning. Individuals on SEN registers and strategies identified in Individual Education Plans (IEPs) should be referred to, where available.
Progression	The measure of the impact of teaching on learning is whether learners make progress – i.e. they become more confident and competent in their knowledge, skills and understanding, within the scope of the school curriculum. They both achieve (improve on prior performance) and attain (against an external measure).
Resources	Any resources that are used to support teaching (e.g. Interactive Whiteboard resources, slideshows, etc.), learning (e.g. worksheets, equipment, technology, etc.) and assessment (e.g. self/peer-assessment sheets, quizzes/tests, etc.).
Risk Assessment	The process by which potential hazards are identified, the risk to learners defined and control measures put in place. With the exception of practical subjects (such as D&T or PE), hazards that are normal to the classroom (e.g. tables, chairs, etc.) should not be included, unless being used in a different manner or the room has inherent problems. Schools and departments/faculties should have detailed risk assessments for a learning activities.
Scheme of Work (SOW)	The organisation of sequences of lessons, contributing to learning within the school curriculum, over the medium (term) to long term (year or Key Stage). Schemes of Work should take into account prior learning and progression, both within and following the SOW. LJMU student teachers are expected to plan lessons and Units of Work within placement experience institutions, but not to write SOWs for themselves.
Targets	When lessons are evaluated, targets for both teaching and for learning, in the next lesson, should be identified and included in the following lesson plan. These may relate to planning for either teacher or learner activity.
Timetable	The arrangement of lessons for a year group, class, set or individual across each day (typically 5 to 6 periods) and week. Some schools use a two-week timetable format, arranging their curriculum to repeat on a fortnightly basis, rather than weekly.
Unit of Work (UOW)	The organisation of a sequence of lessons, contributing to a relatively limited range of learning objectives, over a short period of time, such as 4 to 6 hours/periods of learning. Each lesson within a UOW will have a separate learning objective (or objectives). LJMU student teachers are expected to write UOWs for at least two Key Stages: there are three approaches that student teachers may adopt, (a) rewriting, refining or personalising a UOW based on an existing SOW or UOW in the placement experience institution, (b) writing a UOW in retrospect, having taught a sequence of linked/related lessons, or (c) writing a UOW in advance, planning the learning objectives, outcomes and learning activities in advance of the first lesson taught.

Appendix 1

Example Lesson Plan

Lesson Details and Learning Intentions

Note: lesson plans for observed lesson must be **printed** and handed to the observer at the beginning of the lesson.



LJMU Lesson Plan

Lesson Details

Teacher _____	Class _____	Size _____	Date _____
Lesson _____ of _____	Subject _____	Unit of Work _____	

Learning Intentions

Planning for learning, teaching and assessment, prior to the lesson, linking to prior learning: aims, objectives and outcomes...

Lesson focus, concepts/processes and keywords <small>What knowledge/skills will pupils learn in the lesson? Including links to the relevant programme of study, unit/scheme of work, etc.</small>	Targets from previous lesson evaluation <small>Refer to mentor feedback / lesson evaluations relating to learning and progress. Indicate the related standard(s) or sub-standard(s) in brackets.</small>

Learning Outcome <small>(intended learning)</small> <small>What will pupils demonstrate by the end of the lesson? Identify one Learning Outcome (LO).</small>	Success Criteria <small>(progression statements)</small> <small>How will I know to what extent to which the LO has been achieved by all pupils? (minimum 3)</small>	Formative Assessment <small>(assessment method)</small> <small>What task(s)/activity(s) will provide evidence to indicate the extent to which pupils have met the LO?</small>
Potential misconceptions <small>(related to this lesson/topic)</small>		

Support and Challenge <small>(planning to include individual learners)</small> <small>Personalisation and specific strategies to support and challenge identified individuals (HA, SEND, EAL, PP, etc.). linked to data and relevant learning plans. How will all pupils learn and make progress in this lesson?</small>	Classroom management <small>Strategies to manage learning (including grouping, transition, behaviour management, etc.)</small>									
<table border="1"> <tr> <td>Number of learners:</td> <td>HA</td> <td>SEND</td> <td>EAL</td> <td>PP</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <small>Use school data, where available and relevant</small>	Number of learners:	HA	SEND	EAL	PP					
Number of learners:	HA	SEND	EAL	PP						

Extending learning <small>Identify activities to stretch and challenge all learners (including homework and other out of lesson activity)</small>	Resources <small>Teaching and learning materials, equipment, etc.</small>	Cross-curricular opportunities <small>Literacy; Numeracy; SMSC; STEM, etc.</small>
Within lesson		
Outside of the lesson (including homework)		

Risk Assessment <small>(specific to the learning activities and subject – i.e. not relating to the general risk assessments for the room, etc. – add/remove rows as required)</small>		
Hazard	Risks	Control measures

¹ Key: High Attaining (HA), Special Educational Needs and/or Disability (SEND), English as an Additional Language (EAL), Pupil Premium (PP). Add other categories as appropriate. Follow the schools GDPR policy when using pupil data.

Lesson Schedule

Note: separate rows (horizontal dividers) may be used, where they indicate or help to visually (and conceptually) present the elements, episodes and transitions within the lesson.

Note: lesson plans for observed lesson must be **printed** and handed to the observer at the beginning of the lesson.

Lesson Schedule

Including start/end of lesson routines, each learning episode (e.g. starter/plenary, modelling/explaining, questioning, group work, transitions, assessment, etc.), building on the Learning Outcome for the lesson, including expected teacher and learner activity...

Time <i>(real-time)</i>	The Teacher <i>Input and interventions to lead learning</i>	The Learners <i>Activities to develop and consolidate learning</i>

Insert additional rows as required...

Lesson Evaluation

Note: lesson plans for observed lesson must be **printed** and handed to the observer at the beginning of the lesson.

Lesson Evaluation

Observations (personal, mentor and pupil voice) on the impact of teaching and learning, following the lesson...

Consider the follow questions when evaluating the learning in this lesson, and annotate each lesson plan with evaluative notes (electronically or paper-based and stored in your Placement Experience File):

Learning activity:

- How effectively was the learning outcome met?
- To what extent did you meet the previous lesson's target(s)?
- What are the indications that learners are making progress?
- What factors influenced learning in this lesson? e.g. attainment, achievement, attitude, behaviour, etc.
- How effective was the sequencing of learning, in this lesson and during the unit/scheme you are currently following?
- How effective was your planning to support and challenge all learners in this lesson?
- What evidence supports your evaluation of learning? Include mentor feedback and links to theory, etc.

Actions/areas for development:

- From your evaluation of learning in this lesson, what are the implications (targets) for the next lesson?
- What interventions are needed for learners (including specific individuals) to make progress?
- What information, support and/or resources are needed to ensure that learners make progress in future lessons?
- What learning, teaching and assessment strategies will you use?

Other opportunities, actions or areas for development:

Where appropriate, identify other areas for development, such as further reading, observations of good practice, coaching and mentoring, etc. Include aspects of your discussions with your mentor following the lesson and/or in weekly meetings.

Note: make a note of key strengths and areas for development in your weekly meeting records

Appendix 2

Example lesson overview

Transition document between using a full lesson plan and a teacher planner (Appendix 7).

Lesson plan

Note: the lesson overview pro forma is a transition planning document between lesson plans (Phase 2a) and the trainee teacher planner (Phase 3) – full lesson plans must be completed for observed lesson must be **printed** and handed to the observer at the beginning of the lesson in all Phases.



LJMU Lesson Overview

Lesson Details

Trainee _____	Class _____	Size _____	Date _____
Lesson _____ of _____ Subject _____		Unit of Work _____	

Planning for learning, teaching and assessment, prior to the lesson, linking to prior learning: aims, objectives and outcomes...

Lesson focus <small>The knowledge and skills that pupils are learning in this lesson and the current series of lessons.</small>	Support and Challenge <small>Pupils to focus on in this lesson - personalisation and specific strategies to support and challenge identified individuals, linked to data and relevant learning plans.</small>	
Learning Outcome <small>What will pupils demonstrate by the end of the lesson? Identify one Learning Outcome (LO)</small>	Success Criteria <small>How will I know to what extent to which the LO has been achieved by all pupils? (minimum 3)</small>	Formative Assessment <small>What task(s) will be provide evidence to evaluate the extent to which each pupils has met the LO?</small>
Keywords <small>(linked to the unit and lesson focus)</small>		
Sequence of Learning Activities <small>Identify each learning episode for this lesson (teacher-led and pupil-led), including formative assessment opportunities (note: 'last minute' amendments may be annotated on the printed form, before the lesson)</small>		Key Strategies <small>Identify the pedagogical / classroom management strategies to engage pupils and promote learning.</small>
Homework:		Cross-curricular Opportunities <small>Relevant opportunities for the teaching of Literacy; Numeracy; SMSC; STEM; etc.</small>
		Things to Remember <small>Identify key approaches/strategies, pupils/group and/or teaching/learning resources for this lesson</small>

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Created June 2019

Appendix 3

LJMU Unit of Work pro forma

Curriculum Framework



LJMU Unit of Work

Author _____ Subject _____ Unit title _____
 Year _____ Unit Duration _____ Unit Type/Style _____

Curriculum Framework

Unit objective and content <small>What will learners have achieved by the end of the unit of work? What conceptual/procedural knowledge will be developed?</small>	Key concepts and processes <small>What technical language and subject specific concepts will be introduced for the first time in this unit? Including keywords and terminology.</small>	Curriculum links <small>Including School and National Curriculum (EYF3, KS1-K33), Level 1-3 Specifications, etc. (KS4 and/or Post-16)</small>
Pedagogical approaches <small>What subject specific teaching and learning styles or approaches will be adopted over the course of this unit? How learners are supported and challenged.</small>	Expected prior learning <small>What prior conceptual/procedural knowledge is assumed/expected prior to commencing this unit? I.e. learning to be developed or consolidated.</small>	Unit assessment strategy <small>What formative and summative assessments will be used to monitor learners' progress and confirm that the learning outcomes have been achieved?</small>
Managing health and safety <small>What are the main hazards that will require risk assessment within this unit of work? Make reference (as appropriate) to relevant codes of practice, etc.</small>	Facilities and resources <small>What kind of specialist environment is required? What specialist equipment is required to teach this unit? I.e. in addition to those readily available.</small>	Cross-curricular opportunities <small>What opportunities are there to develop cross-curricular themes, such as literacy, numeracy, SMSC, PSHE, SRE, STEM, citizenship, etc?</small>

Assessment framework

Assessment Framework

Lesson learning outcomes identify what learners will demonstrate or achieve during the lesson. The outcome must directly link to the unit objective and be measurable (i.e. observable) learning activity. Success Criteria provide progression statements for each Learning Outcome.

An assessment framework¹ (table below) provides progress descriptors for the formative and summative assessment in a unit of work². Blooms, SOLO or another appropriate learning taxonomies are helpful when writing an effective assessment framework with success criteria (progression statements) for the unit learning outcomes.

Progression Statements (i.e. Success Criteria – minimum 3)				
Learning Outcome		['basic']	['intermediate']	['advanced']
LO1	[what learning will all pupils demonstrate by the end of the 'lesson' with support and challenge?]	[e.g. linked to the learning outcome, what is the minimum, measureable expectation of what all learners will demonstrate by the end of the lesson? Possibly with support]	[e.g. linked to the learning outcome, what is the most desirable, measureable expectation of what learners should demonstrate by the end of the lesson?]	[e.g. linked to the learning outcome, what is the highest, measureable expectation of what learners could be expected to demonstrate by the end of the lesson?]
LO2				
LO3				
LO4				
LO5				
LO6				

Add additional rows as required...

¹ Linked to the relevant programme of study.

² Minimum one learning outcome per lesson (identified in the Lesson Outline), with at least three (and no more than five) progression statements each to indicate levels of challenge and inform assessment.

Sequencing of lessons

Sequencing of Learning

Lesson and/or learning outcome	Learning Activities (linked to a learning outcome) <small>Teacher and learner activity, such as demonstration, group work, written task, project work, etc. Include out-of-lesson activities (e.g. homework) and specific strategies to support and challenge all learners in each lesson (e.g. consider common misconceptions and meaningful and inclusive activities to challenge and engage)</small>	Assessment <small>What formative/summative assessment approaches will be used to confirm the outcome has been achieved? Identify assessment for learning activities, as well as feedback and marking opportunities</small>	Resources <small>What specialist teaching and learning materials, equipment, etc. are required for this lesson? (and are not available in all classrooms)</small>
1			
2			
3			

Note: one of two pages

Appendix 4

Learning Support Brief

Student teachers can use the LJMU example pro forma, follow their Home School format or create their own briefing document for Teaching Assistants.

Note: lesson plans for observed lesson must be **printed** and handed to the observer at the beginning of the lesson.



LJMU Learning Support Brief

Lesson Details

Teaching Assistant _____	Class _____	Date _____
Lesson ____ of ____	Subject _____	Unit/Topic _____

Learning Intentions

Lesson focus	Keywords

Individuals to be Supported	Role of Teaching Assistant

Support Schedule

Time	The Teaching Assistant	The Learners

Evaluation

Feedback from Teaching Assistant	Actions for Next Lesson

Page 1 of 1

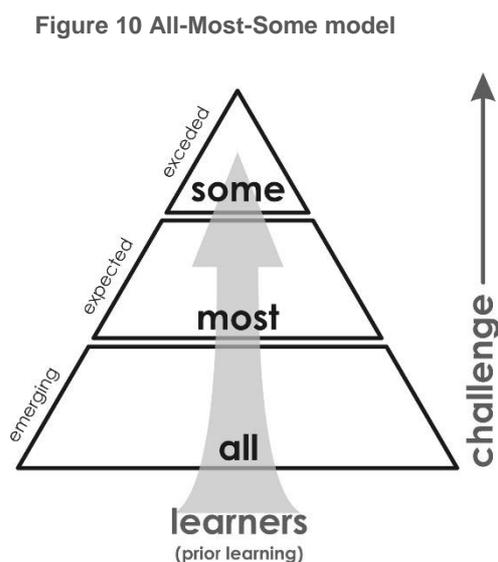
Updated July 2018

Appendix 5

Differentiated learning outcomes and success criteria

Learning outcomes should be **differentiated**²⁹ to take into account the range of abilities and developmental ages of the learners with a group. Learners are often categorised in to three bands within a group: high ability (HA), medium ability (MA) and low ability (LA). However, this is **not** an approach recommended for differentiating learning outcomes, as it potentially limits learners to the teacher’s preconceptions or their previous performance. It is also better to talk about attainment, which is measurable, rather than ability, which is less easy to measure.

Other than SOLO Taxonomy, which is recommended by the LJMU Secondary Programmes, there are two approaches recommended in this guide, All Most Some (AMS) and Emerging Expected Exceeded (3E). The All Most Some (AMS) approach differentiates the expectations for what learners will demonstrate for the learning objective. Rather than being a hard-and-fast description for specific learners, it describes a ‘pathway’ (Figure 10) for every learner to make progress. They tend to be written “All learners must... Most learners should... Some learners may...”. The key to writing effective AMS outcomes is that the “All” statement should not be the lowest possible outcome (i.e. aimed at the ‘low ability’ learners), but should still stretch and challenge all learners (some of whom will need personalised learning to achieve the outcome).



The “All” outcome could be considered to be the baseline, with the “Most” being aimed at the majority of learner achievement at the end of the lesson. The “Some” outcome recognises that more able learners (e.g. ‘gifted and talented’) are being challenged through the main, as well as extension and enrichment activities.

Table 9 Example of All-Most-Some outcomes

Objective ³⁰	Outcome ³¹	Differentiated Learning Outcomes
To develop an understanding of common recycled materials and their uses.	Pupils will list common recycled materials and explain how they can be used to make new products.	<i>All pupils</i> will list a range of common types of recycled materials.
		<i>Most pupils</i> will also describe the benefits and limitations of using recycled materials.
		<i>Some pupils</i> will also identify and select materials for specific functions.

The alternative, **3Es** or **Emerging Expected Exceeded** expectations, is similar to the All Most Some, in that it is a progressive model. It might differ from All Most Some with the outcomes being written as statements of levels of attainment or achievement³².

²⁹ Under recent Ofsted frameworks, teaching cannot be classified as “Good” where the ONLY differentiation is of Learning Outcomes.

³⁰ Knowledge – not directly assessable

³¹ Performance - assessable activity

³² You may find variations on this theme in your placement institution, but the principle remains the same: learning outcomes differentiate the expectations for learners within the group for an objective.

Appendix 6

Support and challenge

There are many ways in which to differentiate learning in the classroom to support and challenge all learners (this is key to an inclusive curriculum). The following are strategies/approaches that can be adopted in planning:

Differentiation by...

Curriculum design (short, medium and long term planning)	Classroom management / organisation (layout of room, seating plans, etc.)	Learning outcome (i.e. expectations of achievement / attainment)
Learning activity/task (individual, group or whole class)	Resource (open or structured, e.g. writing frames)	Grouping (ability, mixed, gender, friendship, etc.)
Teacher intervention (modelling, explaining, questioning, etc.)	'Other adult' intervention (learning assistant, technician, etc.)	Outcome (what pupils produce, demonstrate, etc.)
	Learning style (using a range of approaches to include all learners)	

The following is a list of useful techniques and activities to support differentiation:

C3B4Me: Get pupils to use each other as resources and experts in the field. Pupils should see three other pupils (C3) before asking the teacher (B4Me).

Card sorts: by introducing pupils to information in a format that they can move, order and prioritise easily. Card sorts often create discussion between pairs working on sorting the information.

Challenging questions: use Bloom's Taxonomy to create a range of questions – use them as target questions for identified pupils (in your planning) or as group or class challenges.

Confidence indicators: enables pupils to show how confident they are about their learning and that time and whether you need to intervene to make it more accessible. These can also be used as a simple assessment strategy but they come with a warning – pupils can simply go along with the crowd and not be entirely honest if they think it will single them out, so don't over-rely on them. Some examples of confidence indicators are – thumbs up thumbs down, traffic light cards, exit cards.

Diagrams and visual images: displaying visual images to support complex written or verbal explanations.

Extension activities: create an 'I Bet You Can't Answer This' or 'Beat the Teacher' question for those who finish the work set. Ensure it contributes to meeting the learning outcome for the lesson and that it deepens or broadens knowledge and understanding. Use Bloom's taxonomy and SOLO to create these.

Grouping within class: this may be based on similar ability, mixed ability, expertise, friendship, etc. or using school strategies such as Kagan groupings.

Key word discussion: before getting pupils to write using key words, get them to use them in discussion first – this builds confidence in using them accurately.

Modelling: this can be done by sharing an example of pupils work to demonstrate the expectation you have or you can model an answer highlighting use of key words, success criteria, etc.

Noughts and crosses: design a noughts and crosses board with a different activity / question in each section. Pupils then select the activities that will give them three in a row. Activities should have a range of challenge in them so all pupils are challenged by the activity. Those pupils who take the easy option this time should be encouraged / directed to take a more challenging route next time.

Peer teaching: create opportunities for pupils to teach each other – by doing so they are more likely to retain what they have been learning about, it also has the added bonus of pupils using accessible language for other pupils to understand and you can learn from this when planning your own teaching.

Stepped activities: increasing challenging activities for pupils to progress through. This can be motivational for higher attaining pupils to reach the ‘top’ of the ladder but equally can be demotivating for those pupils who feel they will never achieve the top steps.

Student interests: use your knowledge of the pupils in your care and their cultural interests to select your examples and illustrations in your teaching for best engagement and interest.

Student selection of activity: have two or three activities that pupils can choose from to address the intended learning outcome. Ownership over which activity to choose can often increase engagement and attainment.

Teacher input / support: this could be a variety of activities such as, checking understanding, listening to a discussion and prompting or questioning when needed, supporting pupils to problem solve, setting different levels of questioning, etc.

Thinking time: some pupils can quickly respond to questions in the classroom whereas others take longer to process and consider the question. Build in wait time (for you and them) before accepting answers. Consider a no hands rule so that all pupils are ready to respond rather than the class leaving the answer to the quick thinkers with their hands up.

Work format: presenting the information for the lesson in an accessible format for pupils, e.g. large print for pupils with visual impairment, illustrated version for pupils with English as an Additional Language (EAL).

Writing frames: support students with their writing by creating a frame for each section or paragraph of their written response. This can be used in conjunction with modelling an answer or using a pupil’s previous piece of work to illustrate the expectation.

Written guidance: often a support sheet for the task at hand e.g. sentence starters, a list of the steps in the process being undertaken, key words being used in the lesson and their meanings (include images with meanings for pupils who have English as an Additional Language). You can laminate these and call them ‘learning mats’.

Compiled using:

Capel, Leask and Turner (2009). *Learning to Teach in the Secondary Classroom* (fifth edition). Abingdon: Routledge.

Times Educational Supplement (TES) website - <https://www.tes.com/teaching-resource/the-differentiation-deviser-6233159>

Appendix 7

Weekly Planning and Evaluation

For use in Phase 3 one

Student teachers whose planning is good or better (see lesson planning policy, page 4) may choose to adopt the weekly planning and evaluation document in Phase 3.

Note: full lesson plans are required for observed lessons, and must be printed and handed to the observer at the beginning of the lesson.



LJMU Weekly Planning and Evaluation

Monday

Phase _____ Date _____

Note: The LJMU Weekly Planning pro forma is for use from the beginning of Phase 3 (only), and must be accompanied by medium term planning (Units of Work) for every group being solo taught.

Lesson	Lesson outline <small>(including learning outcome, inclusion, learning activities and assessment)</small>	
Lesson 1 Group:		Targets from last lesson:
		Unit of Work:
Lesson 2 Group:		Targets from last lesson:
		Unit of Work:
Lesson 3 Group:		Targets from last lesson:
		Unit of Work:
Lesson 4 Group:		Targets from last lesson:
		Unit of Work:
Lesson 5 Group:		Targets from last lesson:
		Unit of Work:
Lesson 6 Group:		Targets from last lesson:
		Unit of Work:

This document should be trainees' Placement Experience File(s) and may be printed and complete by hand or completed electronically and printed

Example of a Weekly Schedule

Note: full lesson plans are required for observed lessons, and must be printed and handed to the observer at the beginning of the lesson.



LJMU Weekly Planning and Evaluation

Monday

Note: The LJMU Weekly Planning pro forma is for use from the beginning of Phase 3 (only), and must be accompanied by medium term planning (Units of Work) for every group being solo taught.

Phase 3 Date 6/6/16

Pairs → explain → definition → explain x2.

Lesson	Lesson outline (including learning outcome, inclusion, learning activities and assessment)	Targets from last lesson
<p>Lesson 1 Group: 8X1</p> <p>lesson 2.</p>	<p>starter → Physical theatre: flipped learning → questions.</p> <p>Main → Mind map → Devise scene based on stimulus</p> <p>Plenary: Performance & Appreciation T.A: C.R, M.P, R.P.</p> <p>T.A: Physical T & give examples. C.R.M.P, R.P.</p>	<p>disengaged boys</p> <p>Unit of Work: Alice & Frankenstein</p>
<p>Lesson 2 Group: 7X1</p> <p>lesson 6</p> <p>Anne Frank</p>	<p>Starter → Recap (differentiated questions) & fill in assess cards</p> <p>L.O → T.A: J.E, L.C, P.K</p> <p>Main → Read through / still image → dinner scene.</p> <p>Plenary → P&A: T.A-J.E, L.C, P.K.</p> <p>T.A: To work with focus students.</p> <p>Photocopy</p>	<p>FOCUS: N.N, A.N.M, O.S, L.G, P.E, ZET</p> <p>Unit of Work: T.B.I.T.S.P.</p>
<p>Lesson 3 Group: Professional studies</p>		<p>Targets from last lesson:</p> <p>Unit of Work:</p>
<p>Lesson 4 Group: 9C.</p>	<p>Rehearsal for assessment.</p> <p>→ starter: go through criteria</p> <p>Go round each group & help explanations</p> <p>T.A: criteria</p>	<p>Focus: E.L, E.M, O.R.</p> <p>Unit of Work: Component two.</p>
<p>Lesson 5 Group: 11C.</p>		<p>Targets from last lesson:</p> <p>Unit of Work:</p>
<p>Lesson 6 Group:</p>	<p>Resources:</p> <p>Y8: PT definitions / Paper / pictures.</p> <p>Y7: Anne Frank diary print (differentiated)</p>	<p>Targets from last lesson:</p> <p>Unit of Work:</p>

Learning and teaching must continue to be evaluated, but can be completed on a weekly, holistic, basis...

Note: full lesson plans are required for observed lessons, and must be **printed** and handed to the observer at the beginning of the lesson.

Weekly Evaluation

Observations (personal, mentor and pupil voice) on the impact of teaching on pupils learning, across the week...

Other opportunities, actions or areas for development:
Identify areas for development, such as further reading, observations of good practice, coaching and mentoring, etc. Include aspects of your discussions with your mentor following the lesson and/or in weekly meetings.

This document should be trainees' Placement Experience File(s) and may be printed and complete by hand or completed electronically and printed

Appendix 8

Assessment Records

Student teachers can use the LJMU electronic mark book (Figure 11), follow their Home School format or create their own assessment records. These can be either paper (Figure 12) based or electronic.

Figure 11 LJMU electronic mark book (spreadsheet)

