

Primary PGCE
PLANNING EFFECTIVE LESSONS

Checklist
SUBJECT KNOWLEDGE
Do you have a clear learning objective and success criteria that link together?
Previous learning – what do you need to recap or check? What they know/can do already? Which aspect of the NC are you working on?
Concepts you will explain – What is new (key teaching points)? How will you explain or introduce these?
Misconceptions: What potential misconceptions may children have during this lesson? How will you explain or address these clearly?
Modelling: What will you model or demonstrate? What are the key points you hope to demonstrate or teach from these? Which actual examples will you use to do this?
Vocabulary: What specific vocabulary will you introduce or use?
PUPIL ENGAGEMENT AND ACTIVITY
Engagement: how will you hook the pupils into the learning or make the learning relevant e.g. a real life link/context?
Planned interactions: have you included purposeful and relevant interactions that relate to and support progress towards the L.O and S.C? How can you get all pupils involved? (whiteboards, pairs)
Pace: have you planned how long each part/aspect of the lesson should take? Are children involved regularly as part of this? Have you set time limits for tasks that will be shared with pupils?
Active learning: have you got less ‘teacher talk’ than pupil activity and talk or during both your input and lesson overall?
Differentiated teaching: have you considered different needs and how you will support different groups or individuals? (see over)
Resources: which resources are needed for this lesson? Do different groups need different things? Are resources prepared, organised and accessible to help your lesson flow?
ASSESSMENT STRATEGIES
‘Pause points’ – mini plenary: when/how will you assess who understands the key ideas regularly during the lesson? How will you provide feedback during the lesson so it supports progress?
Questions – Which questions can you plan in to promote and aid learning, including challenging questions/ (Bloom’s taxonomy) How can you get all pupils involved in answering? e.g whiteboards, pairs, lollipop sticks, group discussion
Peer/self-assessment – are there opportunities for pupils to mark their own or others work using the success criteria?
Collecting/recording evidence: How are you gathering evidence that pupils have achieved the success criteria or not? Does the independent work allow them to show you that they have?
Focus group/guided group: Who will you and/or an additional adult work with? What will the focus be? How will you/TA impact upon this group?
BEHAVIOUR STRATEGIES
How will you establish classroom routines across the lesson?
How will you establish and share clear and high expectations of what you are looking for to support effective behaviour for learning?
How will you manage and organise transitions e.g. from carpet to tables? How will you maintain a safe environment e.g. sending one table at a time, setting noise expectations, resources ready on tables
Have you planned to use the whole school behaviour system in the lesson?
Have you planned to use praise/rewards regularly and consistently in the lesson?
Have you thought about how you would use formal interventions fairly and consistently, if required, during the lesson?
REMEMBER: Preparation and planning is essential and will help support a confident lesson delivery. However, a plan should always be flexible and you should be willing to change the plan in response to emerging pupil learning needs during the lesson.

Universal design for learning (SEND and inclusion) checklist

Children have a wide range of learning needs. The learning objective should be clear and remain at the centre when planning your teaching. However, the way in which that objective is evidenced or achieved should be flexible and your approaches should support children with a range of needs and abilities to access learning. Whilst this list is relating to SEND learners in particular, the approaches and principles should also be seen as simply good teaching to support inclusion and effective learning for all.

Representation – presenting information and lesson content in different formats so all pupils can access it

- Videos to demonstrate or clarify a point
- Audio
- Posters
- Diagrams and pictures
- Photographs instead of text
- Speaking and listening tasks to elicit knowledge, ideas and assess understanding
- Children as mini teachers
- Use of laptops/tablets to present information, not just the teacher
- Use of the interactive whiteboard (IWB)
- Storyboards
- Flash or cue cards to support new ideas
- Writing frames to scaffold learning or work habits
- Mini teaching groups before (pre-teach) and during (focus groups) the lessons
- Translation software (EAL learners)

Action and expression – allowing pupils to express and demonstrate their learning in different ways

- Recording ideas on a laptop/tablet instead of using a pen/pencil
- Record their work using audio
- Record their work using a camera
- Record their work with pictures
- Poster presentation
- Group presentation – teaching what they know to peers
- Drawing a picture, rather than writing
- Jigsaw approach – sharing knowledge with another group then reporting back to their own group what they learned
- Photocopying mini whiteboard work evidence
- Drama presentation
- Poster of ideas or post-it notes

Engagement – stimulate pupils' interest and motivation in different ways

- Using real life examples to put learning into a context that children can relate to e.g. use real money and role play shopping/takeaway to teach about money, bus/train timetables for learning time
- Use examples that are relevant to the pupils to 'hook' them in to learning e.g. popular film, music, TV, games etc
- Use examples that are local to the pupils e.g. housing, play areas, major changes to their local areas as sources for persuasive writing
- Plan and use activities that require collaboration and communication rather than individual work tasks e.g. group research, team game to apply a skill, presentation tasks
- Avoid the same lesson structure for each lesson e.g. teacher introduction, pupil activity, plenary. Ensure that lessons involve pupils and value pupil prior knowledge and input as often as possible. Reduce the 'chalk and talk' or teacher led approach to learning. Give learners responsibility.
- Allowing autonomy and choice for pupils e.g. allow pupils to self-select the level of task difficulty/challenge, allow them to decide how to present learning ideas

After the lesson – reflecting on and adapting planning for impact

- Mark pupils work against the success criteria so you to make a judgement about progress towards achieving the L.O
- Consider which pupils have stood out as exceeding or not meeting expectations and why. What do they need now?
- Look at your next lesson focus and objective – what needs to change or adapt in light of your assessment? Annotate plans
- Adapt planning and prepare the next lesson as appropriate

