

Lesson Planning

A core requirement for good teaching and learning is good lesson planning. It may be possible to give a one-off 'performance' in a lesson that superficially looks like a good lesson. But a lack of planning soon shows and poor lessons are the result. When you first observed experienced teachers you will have noted that they rarely have very detailed lesson plans and you may be tempted to think that this means you can also 'get away' with sketchy planning and scribbled points. The reality is that all teachers have, at some point, gone through the detailed lesson planning phase. Good teachers internalise and know the detail of their lessons even though they do not explicitly write this down. As a NQT, how detailed your plans need to be will depend on a number of factors. You may be able to recycle old lesson plans from your training. If you are being observed then you may need to produce more detailed plans so that your observer can follow your lesson. If OFSTED are conducting an inspection, plans will also need to be detailed. For day to day teaching, you can reduce the detail, but it needs to be meaningful to you. The more you plan the better your lesson will be. Having your plan

A good lesson plan is like a well planned journey - you work out your route and identify potential problem areas and time your journey to ensure that you meet as few problems as possible and get to your destination as efficiently as possible. That way you arrive at your destination on time, with no accidents! You would not just jump into a car and drive to a destination you have never been to before or heard of without planning your route. If you have never taught a particular lesson before then you cannot just set off with only a vague notion of how to tackle the content.

The more you travel the route the less you have to plan on paper. This is what experienced teachers find; they have 'driven' that lesson before and mentally know the route, its potential hotspots and problems and can navigate around them successfully.

Experienced teachers do less paper based planning. Until you are familiar with all the journeys (lessons) you may have to teach you will have to do detailed planning. The more experienced you are the faster you will plan and the more you will be able to plan mentally.

'in your head' means that you can react more flexibly in the lesson when pupils reaction to the work doesn't follow the path you expect.

Central to the task of teaching is the provision of effective learning experiences for pupils. These have to be planned and managed. You will need to translate National Curriculum documents and/or GCSE/A-level specifications into:

1. A scheme of work
2. Effective lessons

Using a Scheme of Work

The scheme of work informs the teacher of:

1. The expected learning outcomes for that module / unit;
2. Appropriate assessment opportunities;
3. The key concepts involved in that unit;
4. A suggested lesson sequence;
5. Suggested resource material available within the department.

More developed schemes of work may identify direct links to the National Curriculum / exam board specification, suggested activities, literacy and ICT opportunities. Assessment for Learning (AfL) may

also be incorporated into school based schemes (or bought in schemes).

As a NQT you should also draw on the experience of the existing teachers/department member(s) who produced the particular scheme of work and in your first year of teaching existing teachers can help you understand the needs of the pupils you are teaching.

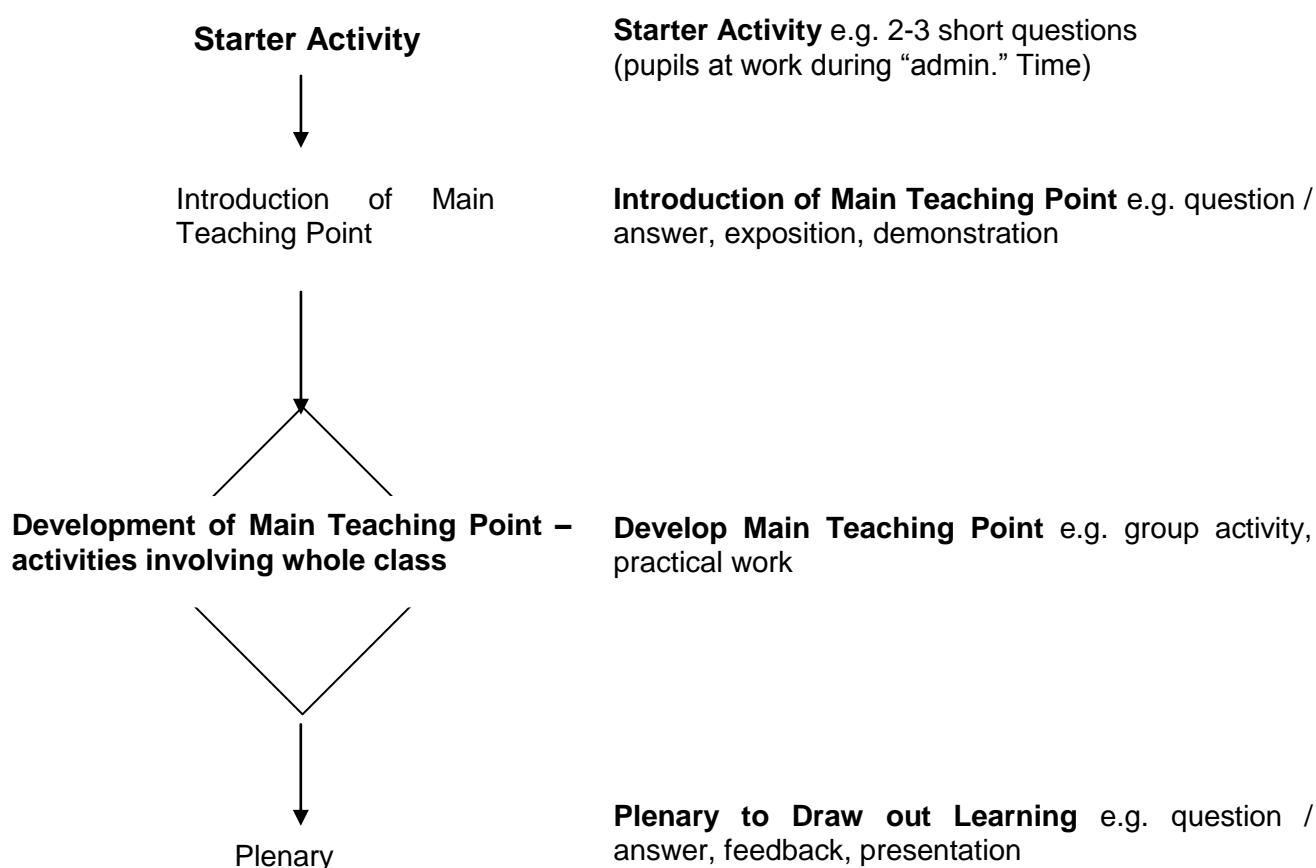
Planning Lessons

In your NQT year you need to plan for:

1. Teaching that has clear and challenging objectives, is motivating, pitched to pupil needs, uses a variety of styles and is set at an appropriate pace;
2. Learning that is active, purposeful, reflective and secure.

In planning both individual lessons and a sequence of lessons, the NQT needs to both prepare the activities and manage the learning.

The following is one way of approaching planning:



This is used with trainees to emphasise the transfer of lead involvement from the teacher to the pupils and the drawing of the class back together again. Whatever process is used, the trainee must consider managing the learning process when planning lessons.

This involves:

1. determining the main teaching point of the lesson;
2. ensuring pupils know what is being asked of them;
3. determining the required teaching / learning strategies to be employed in the lesson (including pupil grouping);
4. planning how the lesson will start and end;
5. planning how the change over in activities during the lesson will be managed including where and how apparatus will be situated and distributed and the structure of how pupils will be moved around the lab;
6. providing differentiated activities / tasks;
7. ensuring that sufficient and appropriate resources are available;
8. checking in equipment used;
9. provision of opportunities for feedback;
10. undertaking the appropriate risk assessment;
11. considering follow up activities – including assessment and homework.

The 5E approach to planning:

Another approach lesson planning involves using the 5Es lesson planning. The 5Es are a way of looking at lesson planning that encourages inquiry based thinking.

The 5 Es include

- **Engage** (get the pupils interested in what you are going to do. This could be a warm up.)
- **Explore** (pupils should spend time looking at, asking questions about, making predictions and or using instruments, manipulating, specimens, objects etc)
- **Explain** (this is a time of discussion; it may involve pupils with pupils, pupils with the teacher, pupils engaging with ICT/the internet, pupils writing,)
- **Elaborate** (at this stage you want your pupils to take the information they have gained and use it in another way; they may create an illustration, a project, or a connection to self, the world, other subjects)
- **Evaluate** (this can be done by the teacher with discussions, in test or quiz format, using rubrics to analyze understanding.

Your school may also have a preferred planning template that you could use to help you plan for effective teaching and learning.