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| **SCAFFOLDED LESSON PLAN** | | | |
| Class:  Subject: Lesson: Date:  Learning Objective: *What Knowledge, Understanding or Skills are being developed? Should link to a Medium-Term Plan.*  Sequencing: *How does this link to prior / future learning?*  Key vocabulary: *list key terminology here*  Possible misconceptions: | | | |
| Time | Teacher activity | Student activity | AfL: what and how |
|  | *Plan for engagement*  *Link to prior learning*  *Make the learning focus explicit* | *Consider a ‘do now’ task, or response to marking, or a ‘hook’ e.g. image, scenario or big question to consider* | *Draw out prior knowledge and use this to judge the pace and focus of activities in the lesson* |
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|  | *Think about how to develop the learning systematically through the lesson* | *Build in tasks which allow for pupil independence – pair/group/individual work* | *You may want mini plenaries, or consider other AfL opportunities* |
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|  | *Think about how to consolidate learning from this lesson and point forward to what comes next* | *Can the students reflect on what they’ve learned?* | *Consider using peer/self- assessment* |
| **Assessment- What is assessed and How?** *Link to the learning objective: how will you know what the pupils have learned in this lesson?*  **Support and Challenge** *Consider general opportunities for support/challenge for all pupils, AND targeted support/challenge for specific individuals.* | | | |
| **EVALUATION: Your Teaching**  ***You may choose to evaluate this lesson using these boxes, and/or by annotating your lesson plan.***  *Please evaluate your lesson against the Teachers’ Standards (you may choose to focus on all or some of the Teachers’ Standards 1 to 8 depending on your lesson). Please analyse what went well or did not go well in your lesson and why. Brief bullet points.* | | | |
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| **The impact on pupils’ learning: You may wish to select target pupil(s)/ group(s) as the focus of your evaluation** *You might like to consider how well the pupils:*   * *succeeded in meeting the learning objectives* * *applied skills, knowledge or understanding to meet the lesson objective(s)* * *engaged with the lesson* * *used the resources available, including adult support, to improve their learning* * *used self/peer assessment to improve their own learning.*   *In evaluating the lesson, indicate* ***how you know*** *that your teaching has had an impact on pupils’ learning. Brief bullet points* | | | |
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| **Targets for your teaching in the next/future lesson(s)** Brief bullet points | | | |

**Planning prompts:**

* What do you want them to learn?
* How will you know they have learned it?
* Sequencing in relation to past and future learning – what might be recalled, how might it be built on? What is the learning building towards? *(refer to MTP)*
* Activities appropriate to the learning objective
* Direct instruction vs exploratory learning – which is more appropriate? How might they be combined?
* Opportunities for application and practice
* Engaging activities / resources
* Opportunities for learning outside the classroom
* Balance of teacher-led, group, pair and individual work
* Assessment for learning, including plenaries, peer and self-assessment
* Questions and dialogue
* Transitions
* General differentiation – opportunities for support/challenge
* Specific differentiation – personalised support or challenge for targeted individuals

**Adapting this lesson plan:**

You should feel free to remove or change the columns according to what you feel you need to focus on. You might, for example, have a column for:

* Sequencing, including links to prior learning
* Differentiation
* Balancing direct instruction, dialogic / exploratory activities, application
* Cognitive skills (e.g. Blooms): know; understand; apply; analyse; synthesise; evaluate
* Developing pupil independence
* Resources / equipment / safety issues
* Assessment for Learning (as in this example)
* Teaching mode: teacher-led; whole class; group; pair; individual
* Scaffolding learning: how each episode builds on the former, and links to prior learning
* Key questions and questioning sequences
* Other, as decided in discussion with your PST

Do not use more than 3 columns, and **remember that you are also using agendas to target key teaching skills.**