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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 expectations of the phase you are in (if you are using this template, this is likely to be Beginning Practice or Consolidating Practice). 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.**