**PGCE Secondary Partnership Lesson Plan (Part 1)**

**Context Sheet** (please ensure you attach a seating plan for the class with data as appropriate)

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| **Year Group:** | **Set:** | **Male:****Female:****Non-Binary:**  | **Topic/Scheme of Work:** |
| **Links to NC/Agreed Syllabus:** |
| **Areas of learning/key concepts related to the department curriculum and/or Scheme of Learning:** |
| **Pupil Information** *(please indicate number of pupils in following areas and refer to pupil data to identify those working above/below target)***:** |
| **MONITOR** | **SEN SUPPORT** | **EHCP** | **Range of starting points** |
| **Name(s) of pupils working above target grade/level:** | **Name(s) of pupils working below grade/level:** |
| **In your planning please ensure you consider:*** A *range* of assessment strategies - to support your understanding and judgement of pupil progress, which in turn will aid planning for future lessons
* A *range* of adaptive teaching strategies - to support the array of starting points within the class
* How you will *effectively* work with the TA/support staff to support learning and pupil progress?
* How you will *plan* for positive behaviour to support learning and pupil progress?
* How will you plan to use different levels of cognitive complexity, for example the use of the SOLO taxonomy for planning, adaptive teaching and assessment?
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**PGCE Secondary Partnership Lesson Plan (Part 2)**

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| **LESSON TITLE/FOCUS:** | **DATE/TIME:** |
| **LEARNING OBJECTIVES** | **Learning Outcomes: Can they…? – Break down the component parts of the overall objective** |
| What do I intend the pupils to learn? (knowledge, concepts, understanding, values, attitudes, skills) | **Learning outcome 1** | **Learning outcome 2** | **Learning outcome 3** |
| **LO1** |  |  |  |  |
| **LO2** |  |  |  |  |
| **Pupil Prior Learning and Progression** *(set the scene for the lesson - indicate where this lesson fits within a sequence of lessons e.g. what was done in last lesson and what will be done in next. Consider links to pedagogy and anticipated misconceptions)*  |
| **Previous Student Teacher Targets and strategies** *(identified targets and strategies to support pupil progress and other/additional targets arising from evaluations/professional dialogue/weekly progress meetings)***Target 1: Strategies:** **Target 2: Strategies:**  |
| **Resources** *(including Health & Safety considerations)* |

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| **** | **PHASE & CONTENT:** | **TEACHER ACTIVITY – WHAT AM I DOING TO AID LEARNING/PROGRESS?** | **PUPIL ACTIVITY AND LEARNING – (INCLUDING WORKING CONDITIONS)**  | **ASSESSMENT/PROGRESS CHECK ACTIVITIES/ KEY QUESTIONS** | **AT, A, L,** **N, I, TA\*** |
|  | INTRODUCTION/STARTER =  |  | Link to outcomes |  |  |
|  | MAIN DEVELOPMENTACTIVITIES =  |  | Link to outcomes |  |  |
|  | PLENARY =  |  | Link to outcomes |  |  |
| Extension work/Homework: |
| **\* Opportunities to support pupil progress -** A = Assessment, AT= Adaptive Teaching, L = Literacy, N = Numeracy, I = ICT, TA = use of teaching assistant |

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| **Lesson Evaluation****To what extent have the learning outcomes been achieved?****What were the positives from the lesson? (e.g. reflection on teaching/assessment/management/organisation/subject knowledge)****What would you change next time?****What will you take forward into your practice?****What steps do you need to take to move forward?** |
| **Targets for next lesson:***Targets should focus on how this will be improved - please ensure targets are added to your next lesson plan and to the tracking sheet.*  |