

Lesson plan proforma

Name:		School & room:	Date:	Length of session:	Lesson no:
Year group:	No. of pupils:	Subject: English / maths / science	Topic/Curriculum area/Exam: e.g. algebra, AQA Eng Lit paper 2, fractions, electricity, reading		
Prior learning From previous lesson(s) (notes from Tutor:HUB)		Pupil information Target grade, attendance, behaviour, Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), Socrative baseline data/gaps.		Building relationships What positive behaviours will I encourage and praise? Strategies I will use (link to school behaviour policy). Use of Snap Survey.	
Learning Objective (LO): To be able to... To be shared with pupils in the starter					
Key vocabulary Tier 2: Words used in various subjects, but not often in everyday conversation e.g. analyse, infer, explain Tier 3: Subject-specific technical vocabulary e.g. homeostasis, denominator, metaphor					
Misconceptions					
Identify: What do you anticipate will be common <u>mistakes</u> ? What <u>errors</u> might pupils make? <ul style="list-style-type: none"> Example: Incorrectly identifying the hypotenuse of a right-angle triangle. Pupils get confused if the orientation of the triangle is not in a default position 			Plan to address: <u>What</u> will you do to address misconceptions? <u>When</u> in the lesson will you do this? <ul style="list-style-type: none"> Example: In main (a) pupils will be shown how to recognise the hypotenuse which is always opposite the right angle. Pupils will also be reminded that the longest side is always the hypotenuse. 		
Lesson structure					
Remember: Online tutors – speak to the parent/guardian/teacher at the start and end of every session					

Timings <i>Timings are approx. % of your lesson</i>	Steps in learning (I will... the pupils will...) Remember to weave oracy and vocabulary strategies throughout the lesson	Assessment for Learning (AFL) Key questions/strategies to check understanding	Adaptive tutoring Opportunities for support/stretch
Do It Now (DIN) Task <i>(5-10%)</i> Recap/Recall/Revision of prior knowledge <i>Quick activity as pupils arrive to get them settled</i>			
Starter <i>(10-25%)</i> Share LO & Key Vocabulary <i>Introduction to new concept & link(s) to prior learning</i>			
Main (a) <i>(50-75%)</i> Model and demonstrate <i>(I do...)</i> <i>Talk through example(s) questions/answers/responses as you complete them. Explain your thinking/reasoning/choices.</i>			

<p>Main (b) (50-75%)</p> <p>Guide and scaffold the pupils' practice</p> <p><i>Model and encourage oracy strategies – vocabulary in context, discussions, reasoning etc.</i></p> <p><i>Paired and group activities</i></p> <p><i>(We do...)</i></p>			
<p>Main (c) (50-75%)</p> <p>Pupils working independently</p> <p><i>Application of knowledge, real life contexts, exam Qs, etc.</i></p> <p><i>(You do...)</i></p>			
<p>Plenary (10-15%)</p> <p>Revisit LO & Check understanding</p> <p><i>Pupils demonstrate how they have met the LO.</i></p> <p><i>Written response, self/peer-assessment, summary discussions of key elements of the lesson etc.</i></p>			

Review engagement and behaviour. Look forward to next lesson.			
<u>Remember!</u> Online tutors: speak to the parent/guardian/teacher at the start and end of every session.			

Oracy strategies	Assessment for Learning (Afl) strategies	Adaptive tutoring – support	Adaptive tutoring – stretch
<ul style="list-style-type: none"> • think-pair-share • summarise what you have learned so far • sentence starters/stems • exploratory discussions around topics and understanding • pair/group work • thinking out loud • pupil as teacher (mantle of the expert) • reasoning tasks • oral presentations of work • practise subject-specific vocabulary in context • hot seating characters (English) 	<ul style="list-style-type: none"> • targeted questions (closed) • open questions • revisit LO & reflect on progress so far • traffic lights/confidence colours • explain the concept in your own words • create steps to success • scaling 1-10 • summarise what you have learned so far • pop quiz • peer/self-assessment against a criteria • editing based on example/criteria • entry/exit tickets 	<ul style="list-style-type: none"> • modelled/pre-prepared examples • ‘What a good one looks like’ (WAGOLLS) • key words given • sentence starters/stems • pair/group work • choice of example/question/text • steps to success • levelled/tiered tasks • concrete resources (e.g. place value grids, fraction walls) • written resources (e.g. synonym sheets, reading ladders) • writing scaffolds/structure strips • coaching questions 	<ul style="list-style-type: none"> • open-ended task • make set of instructions for others • analyse/evaluate tasks • levelled/tiered tasks • deeper questioning • critical response • reasoning & problem-solving questions • multi-step problems (maths) • pupil as teacher (mantle of the expert) • edit and ‘up level’ work • apply learning to/in a new context • how many ways can you... • create own questions