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| Lesson Planning Template 2024/25 | |
| Name: Date: | |
| Class: Time: | |
| Lesson Title: | |
| Course/Unit: | |
| Overarching Aim of Sequence of lessons: (The outcome) | |
| Pupils’ Prior Learning: | |
| **Learning Intentions:** | **Success Criteria:** |
| Today we are learning….   1. Knowledge 2. Skills 3. Understanding  **Where Possible over a Sequence of Lessons all three of the above may be covered.****Where possible Co-Construct these with pupils** | All pupils will be able to.….(use verbs)Some pupils will be able to…. **Bloom’s Taxonomy is a useful tool for planning pupils’ learning experiences.** |
| **Theories informing Lesson Activities** | |
| **Which Theories are informing my Teaching Strategies in this lesson?** **VAK (Visual, Audiory, Kineasthetic (Gardner’s preferred learning styles)**  **Bloom’s Taxonomy**  **AiFL practices – self/peer assessments**  **Florian’s Inclusive Practice Theory (Pupil Voice and Choice of activities)**  **Social Constructivism etc**  **Interdisciplinary Learning**  **Transformative Learning Theory** | **Explain how your teaching strategies are informed by your application of Theory** |
| **Links to CfE Experiences and Outcomes?** | |
| **Which links to CfE Experiences and Outcomes am I making?** *Are these Cross-Curricular ie Literacy, numeracy, technologies, health and well-being etc* | **List key E’s and O’s and the Benchmark Level the class are working within and ensure the pupil activities match the appropriate level.** |
| **Differentiation and Inclusive Practice:** | |
| ***Reflect on Inclusive Practice and Social Justice. How will I meet the needs of every child in the class?***   * ***Will I be differentiating by instruction?*** * ***Will it be by choice of task and choice of activities?*** * ***Will it be by outcome and being flexible in what the children are expected to produce, be able to do, or understand?*** * ***Will it be by providing different levels of support?***   **By Placement 2 aim to show that you can monitor and track the progress of key focus pupils using the assessment evidence you gather at the end of your lessons**  **“I will focus on three specific children and show how over a sequence of lessons I am moving them towards meeting their learning goals through supportive resources and formative assessment practices. My focus children are”:**  **Pupil X –**  **Pupil Y –**  **Pupil Z –** | **Differentiation and Inclusive Practice Strategies to support focus pupils in this lesson are:** |
| **Lesson Resources** | |
| **Resources Required:**  * **Are you using digital technologies?** * ***Have you liaised with Learning Support Assistants?*** | **The Resources I will use in this lesson are:** |
| **Organisation & Management** | |
| ***How many pupil ‘active’ learning activities will be in this lesson?***  ***What time will be allocated to each?***  ***Consideration for Group Lessons***  ***Group structures – who will play which role within groups?***  ***Will all pupils within groups be purposively employed?***  ***How will I ensure that the pupils will be clear about what they will be doing?***  ***Have I structured the activity enough to support co-operative learning?***  ***Have I set clear boundaries for the tasks including timing?***  ***How will I know what learning is taking place within each Group?***  ***Have you organised the room and resources to support those with Additional Support Needs?*** | **Please add your Lesson Structure with timings for activities in this expandable space below**  **For Example:**  **Introduction to Lesson (7 Mins)**  **Activity 1 – (10 Mins)**  **Activity 2 - (15 mins)**  **Plenary Session – to consolidate learning (13 Mins)** |
| **Learning Support Resources** | |
| ***Have I planned with the Learning Assistant how we can best support individual learners during this lesson?***  ***Have I created lesson resources to stimulate and motivate pupils?*** | **Support Resources Required:** |
| **Assessment Plan** | |
| * ***Which formative assessment strategies will best match individual pupil activities and provide feedback to me on how well pupils have met their learning goals?*** * ***Will it be through teacher-led Question and Answer sessions?*** * ***Will it be through what pupils’ produce (ie design or make?)*** * ***Will I collect evidence in writing from their jotters/worksheets?*** * ***Will it be through ‘self’ or ‘peer’ assessments?*** * ***What other kinds of evidence can I gather to have evidence of the pupils’ learning outcomes?*** | **Assessment Strategies in this lesson:** |
| **Evaluation of Pupil Learning** | |
| * ***To what extent were today’s learning experiences a success for all pupils?*** * ***Did my three focus pupils X, Y and Z achieve their success criteria? (Second Placement)*** * ***Why did pupils not meet their success criteria today?*** * ***What do I need to change in my next lesson to meet pupils’ needs more effectively?*** | **What will I do differently in my next Lesson? (Must be Completed):** |
| **Self-Evaluation of My Teaching: Critical Reflection on Professional Learning and next Steps** | |
| * ***What were the critical moments in today’s lesson*** * ***What elements of SPR have I covered in this lesson?*** * ***What did I learn today about becoming a teacher?*** * ***What issues should I raise with my PT or Supporter/Mentor teacher within the context of my SPR Development?*** * ***What will I include in my Weekly Review of Target Setting?*** * ***Personal Learning Next Steps?*** | **Reflect on what you have learned from this lesson in relation to your own Professional Learning (Add a bullet point or two below and link to SPR): (Must be Completed)** |