# Appendix VI: Lesson plan and post lesson critical reflection (upload to pebblepad – for Thu and Fri)

*This document supports your thinking and preparation for teaching. It must be completed before the teaching takes place.*

**Individual Lesson Planning Template**

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| Professional Learning Foci (to be taken from previous lesson evaluations and/or the current WPLR): | | | | | | | |
| National Curriculum reference | Intended learning outcomes (I.L.Os): | | Related success criteria: | | | Class/Year group: | Date:  Time: |
| Subject: | Length: |
| Resources/ICT/Health and Safety including risk assessment where needed: | | Opportunities for cross curricular links/lit/num: | | | Behaviour for learning strategies: | | |
| Pupils’ prior knowledge and learning: | | | | | | | |
| Action points from previous lesson evaluation (including consideration for specific children: i.e. *more able, pupils with SEND,EAL)*: | | | | | | | |
| Subject specific vocabulary: | | | | Possible misconceptions: | | | |

**LESSON PROGRESSION** (add additional rows as appropriate)

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| Approx. timings | Intended Learning outcomes  *(What do I want the pupils to learn?)*  ***Intent*** | Main teaching, activities, organisation, and homework  *(How do I want all the pupils to learn?)*  ***Implementation*** | Adaptive teaching  (*How will I ensure specific groups of pupils will access the learning? To include additional adult support)* | Assessment opportunities including key questions  (*How will I/the children know what has been learnt? Refer to whole class, individuals and an identified focus group here - who, what and how?)* ***Impact*** |
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**Lesson evaluation for the class against the Intended Learning Objectives (to be completed after the lesson):**

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| **Whole class:**  **Individual pupils:**  **Action points for learning for the subsequent lesson:** |

**Lesson evaluation in relation to your current Professional Learning Foci (Student Teacher) – here, you could also reflect on foci relating to the curriculum components (professional behaviours and responsibilities; subject, pedagogical and curricular knowledge; how children learn; planning for learning; adaptive teaching and inclusion; assessment of children; managing behaviour and the environment for learning; pupil health and wellbeing)**

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